CHAPTER V  
SUMMARY, FINDINGS, SUGGESTIONS,  
RECOMMENDATIONS AND CONCLUSION

5.1. SUMMARY  
The present study, is entitled “A study on Social Competence of Higher Secondary School Students of Villupuram District in relation to Social Intelligence, Social Adjustment and Social Skills”. The normative survey method has been employed in this study. This study has been conducted in the Villupuram district in the state of Tamil Nadu, India. To collect the data for the final study, the researcher administered the tools to 1000 higher secondary school students, selected from 12 higher secondary schools for the study.

The investigator has adopted random sampling technique in the selection of the schools, and normative sampling technique in the selection of the subject, from particular schools, for the collection of the required data.

The dependent variable is social competence, and the independent variables are social intelligence, social adjustment and social skills. The tools used for this study consisted of the Social Competence Scale (Sharma, V.P. 1992), Social Intelligence Scale (Chadha, N.P. and Usha Ganesan (2009)), Social Adjustment Inventory (Roma Pal, 1985) and Social Skills Problem Behavior Checklist (Madhu Mathur and Saroj Aurora, 2005).

The investigator obtained prior permission from school authorities and administrated the tools in a face-to-face relationship. The collected data from the
subjects of the sample were subjected to three stages of analysis namely descriptive, differential and correlational.

5.2. IMPORTANT FINDINGS

The following are the important findings of the present investigation:

5.2.1. Descriptive Analysis

(i) Social competence of higher secondary school students

- In respect of the the entire sample of higher secondary students, 5.2% of them show a very high level of social competence, only 8.5% of them show a high level of social competence, 28.8% of them show an average level of social competence, 24.7% of them are said to have a low level of social competence and also 32.8% of them are said to have a very low level of social competence. This trend is seen in respect of the sub-samples, too. This finding reveals that, majority of the higher secondary students have low level of social competence.

- The female higher secondary students (Mean = 163.41), are found to be better than male higher secondary students (Mean = 153.48), in their social competence.

- The higher secondary students studying in the schools located in the urban area, (Mean = 159.81), are found to be better than higher secondary students studying in the schools located in the rural area, (Mean = 154.10), in their social competence.

- The higher secondary students whose birth order was first (Mean = 160.50), are found to be better than higher secondary students whose birth order was second (Mean = 155.77), in their social competence.

- The higher secondary students whose birth order was first (Mean = 160.50), are found to be better than higher secondary students whose birth order was third (Mean = 155.17), in their social competence.

- The higher secondary students studying in the Private schools (Mean = 155.35), are found to be better than higher secondary students studying
in the Government schools (Mean = 152.56), in their social competence.
• The higher secondary students studying in the aided schools (Mean = 135.55), are found to be better than higher secondary students studying in the private schools (Mean = 155.55), in their social competence.
• The higher secondary students studying in the English medium (Mean = 172.64), are found to be better than higher secondary students studying in the Tamil medium (Mean = 152.93), in their social competence.
• The higher secondary students from the science group (Mean = 159.26), are found to be better than higher secondary students from the arts group (Mean = 149.66), in their social competence.
• The higher secondary students whose parents having education upto college level (Mean = 178.57), are found to be better than higher secondary students parents were Illiterate (Mean = 155.06), in their social competence.
• The higher secondary students whose parents were having education upto college level (Mean = 178.57), are found to be better than the higher secondary students whose parents were having education upto school level (Mean = 155.61), in their social competence.

(ii) Social Intelligence of higher secondary school students

• In respect of the entire sample of higher secondary students, 2.1% of them show a low level of social intelligence, 92.7% of them show an average level of social intelligence, and also 3.1% of them are said to have a high level of social intelligence. This trend is seen in respect of the sub-samples, too. This finding reveals that, majority of the higher secondary students have average level of social intelligence.
• The female higher secondary students (Mean = 96.26), are found to be better than male higher secondary students (Mean = 91.42), in their social intelligence.
• The higher secondary students studying in the schools located in the rural area (Mean = 93.84), are found to be better than higher secondary
students studying in the schools located in the urban area (Mean = 93.21), in their social intelligence.

- The higher secondary students studying in the Government schools (Mean = 92.95), are found to be better than higher secondary students studying in the Aided schools (Mean = 90.32), in their social intelligence.

- The higher secondary students studying in the Private schools (Mean = 96.15), are found to be better than higher secondary students studying in the Government schools (Mean = 92.95), in their social intelligence.

- The higher secondary students studying in the private schools (Mean = 96.15), are found to be better than higher secondary students studying in the aided schools (Mean = 90.32), in their social intelligence.

- The higher secondary students from the nuclear family (Mean = 93.94), are found to be better than higher secondary students from the joint family (Mean = 91.61), in their social intelligence.

- The higher secondary students studying in the English medium (Mean = 96.15), are found to be better than higher secondary students studying in the Tamil medium (Mean = 92.60), in their social intelligence.

(iii) Social Adjustment of higher secondary school students

- In respect of the entire sample of higher secondary students 0.9 % of them show a high social adjustment, 98.7% of them show an average social adjustment, and also 0.4% of them are said to have a low social adjustment. This trend is seen in respect of the sub-samples, too. This finding reveals that, majority of the higher secondary students have average level of social adjustment.

- The female higher secondary students (Mean = 97.14), are found to be better than male higher secondary students (Mean = 94.77), in their social adjustment.
• The higher secondary students whose birth order was first (Mean = 96.14), are found to be better than higher secondary students whose birth order was third (Mean = 95.53), in their social competence.

• The higher secondary students studying in the Private schools (Mean = 98.04), are found to be better than higher secondary students studying in the Government schools (Mean = 95.17), in their social adjustment.

• The higher secondary students studying in the private schools (Mean = 98.04), are found to be better than higher secondary students studying in the aided schools (Mean = 94.29), in their social adjustment.

• The higher secondary students from the nuclear family (Mean = 95.97), are found to be better than higher secondary students from the joint family (Mean = 95.00), in their social adjustment.

• The higher secondary students studying in the English medium (Mean = 98.04), are found to be better than higher secondary students studying in the Tamil medium (Mean = 95.05), in their social adjustment.

• The higher secondary students whose parents having education upto college level (Mean = 98.10), are found to be better than higher secondary students parents were Illiterate (Mean = 95.25), in their social adjustment.

• The higher secondary students whose parents were having education upto college level (Mean = 98.10), are found to be better than the higher secondary students whose parents were having education upto school level (Mean = 95.66), in their social adjustment.

(iv) Social skills of higher secondary school students

• In respect of the entire sample of higher secondary students 3.8% of them show a high level of social skills, 75.4% of them are show an average level of social skills, and also 20.8% of them said to have a low level of social skills. This trend is seen in respect of the sub-samples,
too. This finding reveals that, majority of the higher secondary students have average level of social skills.

- The male higher secondary students (Mean = 120.36), are found to be better than female higher secondary students (Mean = 115.62), in their social skills.
- The higher secondary students studying in the schools located in the urban area (Mean = 120.66), are found to be better than higher secondary students studying in the schools located in the rural area (Mean = 114.64), in their social skills.
- The higher secondary students studying in the Government schools (Mean = 119.05), are found to be better than higher secondary students studying in the Private schools (Mean = 115.22), in their social skills.
- The higher secondary students studying in the aided schools (Mean = 121.40), are found to be better than higher secondary students studying in the private schools (Mean = 115.22), in their social skills.
- The higher secondary students studying in the Tamil medium (Mean = 119.37), are found to be better than higher secondary students studying in the English medium (Mean = 115.22), in their social skills.
- The higher secondary students whose parents were Illiterate (Mean = 119.75), are found to be better than higher secondary students parents having education upto school level (Mean = 117.50), in their social skills.

5.2.2. Differential Analysis

(i) Social competence of higher secondary school students

- There is a significant difference between, the male and female higher secondary students in respect of their social competence. Moreover, the female higher secondary students are found to be better than male higher secondary students in their social competence.
- There is a significant difference between, the higher secondary students studying in the schools located in the rural area, and in the urban area,
in respect of their social competence. Moreover, the higher secondary students studying in the schools located in the urban area are found to be better than higher secondary students studying in the schools located in the rural area, in their social competence.

• There is significant difference between, the higher secondary students whose birth order was first and whose birth order was second in respect of their social competence. Moreover, the higher secondary students whose birth order was first, are found to be better than higher secondary students whose birth order was second, in their social competence.

• There is a significant difference between, the higher secondary students whose birth order was first, and whose birth order was third, in respect of their social competence. Moreover, the higher secondary students whose birth order were first, are found to be better than higher secondary students whose birth order was third, in their social competence.

• There is no significant difference between the higher secondary students whose birth order was second, and whose birth order was third, in respect of their social competence.

• There is no significant difference between the higher secondary students studying in the Government schools, and in the Aided schools, in respect of their social competence.

• There is a significant difference between, the higher secondary students studying in the Government schools, and in the Private schools, in respect of their social competence. Moreover, the higher secondary students studying in the Private schools, are found to be better than higher secondary students studying in the Government schools, in their social competence.

• There is a significant difference between, the higher secondary students studying in the private schools, and in the aided schools, in respect of their social competence. Moreover, the higher secondary students studying in the aided schools are found to be better than higher
secondary students studying in the private schools, in their social competence.

- There is no significant difference between, the higher secondary students from the nuclear family, and from the joint family, in respect of their social competence.

- There is a significant difference between, the higher secondary students studying in the Tamil medium, and in the English medium, in respect of their social competence. Moreover, the higher secondary students studying in the English medium, are found to be better than higher secondary students studying in the Tamil medium, in their social competence.

- There is a significant difference between the higher secondary students from the arts group, and from the science group, in respect of their social competence. Moreover, the higher secondary students from the science group, are found to be better than higher secondary students from the arts group, in their social competence.

- There is no significant difference between the higher secondary students whose parents were Illiterate, and having education upto school level, in respect of their social competence.

- There is significant difference between, the higher secondary students whose parents were Illiterate, and having education upto college level, in respect of their social competence. Moreover, the higher secondary students whose parents having education upto college level, are found to be better than higher secondary students parents were Illiterate, in their social competence.

- There is significant difference between the higher secondary students whose parents were having education upto school level, and college level, in respect of their social competence. Moreover, the higher secondary students whose parents were having education upto college level, are found to be better than the higher secondary students whose parents were having education upto school level, in their social competence.
(ii) Social intelligence of higher secondary school students

- There is a significant difference between, the male and female higher secondary students in respect of their social intelligence. Moreover, the female, higher secondary students are found to be better than male, higher secondary students in their social intelligence.

- There is no significant difference between the higher secondary students studying in the schools located in the rural area, and in the urban area, in respect of their social intelligence. Moreover, the higher secondary students studying in the schools located in the rural area, are found to be better than higher secondary students studying in the schools located in the urban area, in their social intelligence.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was second, in respect of their social intelligence.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was third, in respect of their social intelligence.

- There is no significant difference between, the higher secondary students whose birth order was second, and whose birth order was third, in respect of their social intelligence.

- There is significant difference between the higher secondary students studying in the Government schools, and in the Aided schools, in respect of their social intelligence. Moreover, the higher secondary students studying in the Government schools, are found to be better than higher secondary students studying in the Aided schools, in their social intelligence.

- There is a significant difference between the higher secondary students studying in the Government schools, and in the Private schools, in respect of their social intelligence. Moreover, the higher secondary students studying in the Private schools, are found to be better than
higher secondary students studying in the Government schools, in their social intelligence.

- There is a significant difference between, the higher secondary students studying in the private schools and in the aided schools, in respect of their social intelligence. Moreover, the higher secondary students studying in the private schools, are found to be better than higher secondary students studying in the aided schools, in their social intelligence.

- There is a significant difference between, the higher secondary students from the nuclear family, and from the joint family, in respect of their social intelligence. Moreover, the higher secondary students from the nuclear family, are found to be better than higher secondary students from the joint family, in their social intelligence.

- There is a significant difference between, the higher secondary students studying in the Tamil medium, and in the English medium, in respect of their social intelligence. Moreover, the higher secondary students studying in the English medium, are found to be better than higher secondary students studying in the Tamil medium, in their social intelligence.

- There is no significant difference between, the higher secondary students from the arts group, and from the science group, in respect of their social intelligence.

- There is no significant difference between, the higher secondary students whose parents were Illiterate, and having education upto school level, in respect of their social intelligence.

- There is no significant difference between the higher secondary students whose parents were Illiterate, and having education upto college level, in respect of their social intelligence.

- There is no significant difference between the higher secondary students whose parents were having education upto school level, and college level, in respect of their social intelligence.
(iii) Social adjustment of higher secondary school students

- There is a significant difference between, the male and female higher secondary students in respect of their social adjustment. Moreover, the female, higher secondary students are found to be better than male, higher secondary students in their social adjustment.

- There is no significant difference between, the higher secondary students studying in the schools located in the rural area, and in the urban area, in respect of their social adjustment.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was second, in respect of their social adjustment.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was third, in respect of their social adjustment.

- There is no significant difference between, the higher secondary students whose birth order was second, and whose birth order was third, in respect of their social adjustment.

- There is no significant difference between, the higher secondary students studying in the Government schools, and in the Aided schools, in respect of their social adjustment.

- There is a significant difference between, the higher secondary students studying in the Government schools, and in the Private schools, in respect of their social adjustment. Moreover, the higher secondary students studying in the Private schools, are found to be better than higher secondary students studying in the Government schools, in their social adjustment.

- There is a significant difference between, the higher secondary students studying in the private schools, and in the aided schools, in respect of their social adjustment. Moreover, the higher secondary students studying in the private schools, are found to be better than higher
secondary students studying in the aided schools, in their social adjustment.

- There is a significant difference between, the higher secondary students from the nuclear family, and from the joint family, in respect of their social adjustment. Moreover, the higher secondary students from the nuclear family, are found to be better than higher secondary students from the joint family, in their social adjustment.

- There is a significant difference between, the higher secondary students studying in the Tamil medium, and in the English medium, in respect of their social adjustment. Moreover, the higher secondary students studying in the English medium, are found to be better than higher secondary students studying in the Tamil medium, in their social adjustment.

- There is no significant difference between the higher secondary students from the arts group and from the science group in respect of their social adjustment.

- There is no significant difference between the higher secondary students whose parents were Illiterate, and having education upto school level, in respect of their social adjustment.

- There is significant difference between, the higher secondary students whose parents were Illiterate, and having education upto college level, in respect of their social adjustment. Moreover, the higher secondary students whose parents having education upto college level, are found to be better than higher secondary students parents were Illiterate, in their social adjustment.

- There is a significant difference between, the higher secondary students whose parents were having education upto school level and college level in respect of their social adjustment. Moreover, the higher secondary students whose parents were having education upto college level, are found to be better than the higher secondary students whose parents were having education upto school level, in their social adjustment.
(iv) **Social skills of higher secondary school students**

- There is a significant difference between, the male and female higher secondary students in respect of their social skills. Moreover, the male higher secondary students are found to be better than female higher secondary students in their social skills.

- There is a significant difference between, the higher secondary students studying in the schools located in the rural area, and in the urban area, in respect of their social skills. Moreover, the higher secondary students studying in the schools located in the urban area, are found to be better than higher secondary students studying in the schools located in the rural area, in their social skills.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was second, in respect of their social skills.

- There is no significant difference between, the higher secondary students whose birth order was first, and whose birth order was third, in respect of their social skills.

- There is no significant difference between, the higher secondary students whose birth order was second, and whose birth order was third, in respect of their social skills.

- There is no significant difference between, the higher secondary students studying in the Government schools, and in the Aided schools, in respect of their social skills.

- There is a significant difference between, the higher secondary students studying in the Government schools, and in the Private schools, in respect of their social skills. Moreover, the higher secondary students studying in the Government schools, are found to be better than higher secondary students studying in the Private schools, in their social skills.

- There is a significant difference between, the higher secondary students studying in the private schools, and in the aided schools, in respect of their social skills. Moreover, the higher secondary students studying in
the aided schools, are found to be better than higher secondary students studying in the private schools, in their social skills.

- There is no significant difference between, the higher secondary students from the nuclear family, and from the joint family, in respect of their social skills.
- There is a significant difference between, the higher secondary students studying in the Tamil medium, and in the English medium, in respect of their social skills. Moreover, the higher secondary students studying in the Tamil medium, are found to be better than higher secondary students studying in the English medium, in their social skills.
- There is no significant difference between the higher secondary students from the arts group, and from the science group, in respect of their social skills.
- There is a significant difference between, the higher secondary students whose parents were Illiterate, and having education upto school level, in respect of their social skills. Moreover, the higher secondary students whose parents were Illiterate, are found to be better than higher secondary students’ parents having education upto school level, in their social skills.
- There is no significant difference between, the higher secondary students whose parents were Illiterate, and having education upto college level, in respect of their social skills.
- There is no significant difference between, the higher secondary students whose parents were having education upto school level and college level, in respect of their social skills.

5.2.3. Correlation Analysis of higher secondary school students

- There is significant relationship between the social competence, and social intelligence, of the higher secondary students.
- There is significant relationship between the social competence, and social adjustment, of the higher secondary students.
There is significant relationship between the social competence, and social skills, of the higher secondary students.

5.3 THE INTERPRETATION OF THE FINDINGS

Social competence of higher secondary school students in found to be significant based on sex, school locality, Birth order, Medium of instruction group study, whereas it is not found to be significant based on type of school, Family type, parental education, play a important role in social competence.

Social intelligence of higher secondary school students in found to be significant based on sex, school locality, type of school, Family type, Medium of instruction, whereas it is not found to be significant based on Birth order, group of study, parental education, play a important role in social intelligence.

Social adjustment of higher secondary school students in found to be significant based on sex, type of school, Family type, Medium of instruction, and parental education, whereas it is not found to be significant based on school locality, Birth order, and group of study, play a important role in social adjustment.

Social skills of higher secondary school students in found to be significant based on sex, school locality, type of school, Medium of instruction, and parental education, whereas it is not found to be significant based on Birth order, Family type, group of study, play a important role in social skills.
5.4. RECOMMENDATIONS

The following recommendations have been put forth by the investigator.

- Co-operative educational activities may be encouraged to enable the student to use their academic strength, while simultaneously developing social competencies.

- Social skills should given priority and should be reinforced and monitored by the teacher and parent community.

- The teachers should focus on promoting age-appropriate language skills, for the student and, the instruction should be provided in an interesting manner so as to develop the interactive abilities of students.

- Guidance and counseling services should be arranged for the students for the improving their social competence, social intelligence, social adjustment and social skills.

- Yoga and meditation should be made as an integral part of the curriculum.

- Congenial atmosphere in school, place of residence, frequent and appropriate reinforcement to the students and effective learning techniques will improve social competence, social intelligence, social adjustment and social skills.

- Helping the poor people, national service scheme, national cadet corps, medical camp, scout programs, fire safety are very much essential for the promotion of social competence, social intelligence, social adjustment and social skills of the learners.
The head masters and school teachers should promote the social competence of the students through various group activities in all levels.

Subjects like history civics to be made compulsory at all levels of education all the group of students to participate national festivals (independence day and republic day) competition (quiz programme, writing the essay of National and International leaders and scientists) and sports games and to develop a social skills.

5.5 SUGGESIONS FOR FURTHER RESEARCH

The following suggestions have been given for further investigation

❖ This study has been conducted only on higher secondary school students. A similar study could be extended to college level students.

❖ Social competence related to other psychological variables such as interest, job stress, self-esteem can be studied.

❖ The present study is limited to schools in Villupuram district. It could be extended to schools in other Districts in Tamilnadu.

❖ The present study could be made as an comparative study.

❖ A study could be made on the influence of the institutional environment on the social competence among students.

5.6. EDUCATIONAL IMPLICATIONS

❖ The teachers should be ever mindful of the simple fact that the students have their own difficulties in social competence, social intelligence, social
adjustment and social skill. Therefore, the critical role that school plays in social development of the students must be recognized.

- It must be understood that academic success of the students is interlinked and determined by the degree of social success that he experiences. Hence, the teacher has to do much, to foster and promote the social development of students.

- In addition to the teachers, the parents and siblings at home play an important role in development of social competence of students. Hence, the school and home must work hand – in – hand concrete to ensure that the social competence skills are reinforced and monitored.

- Parents are most successful in raising their children well. The more positive attention a child has, the more likely that they are to achieve good social competence.

5.7. CONCLUSION

Being socially incompetent translates into a basic inability to relate to others and interact appropriately with the types of relationships and interactions, in which a society is based. Hence, children, adolescents and adults must be able to deal with a wide range of societal situations, to be successful in life. The need for social competence can be seen in almost every part of everyone’s life. The mastery of social – skills links directly to academic success, better peer relationships and greater satisfaction in adult hood. A child with a low social competence level may have less opportunities in various situations of his life, therefore, social competence must be taught and considered as an important aspect of child’s
development and must be incorporated into curriculum in schools in a positive, supportive and acceptable manner.

In the state of TamilNadu not much work has been done in this field of researcher, especially in the district of villupuram. The present investigation will improve the existing social competence of higher secondary students. The researcher explored on important area of researcher particularly in relation to the four social elements.