5.1 Introduction

Human development is the scientific study of the processes of orderly, cumulative, directional, age-related changes that humans experience as they progress through their life cycle (Santrock, 2007). It is a lifelong process but at the same point it varies from individual to individual. Adolescence generally refers to a period in which a person is no longer a child and nor yet an adult. This is a period of rapid growth and a time of extensive re-organization and most important of human life. This period begins with puberty and ends with accession of growth. It emerges from childhood and merges into adulthood. We can say it is a transmission from childhood period to maturity in various areas i.e. physical, social, intellectual and emotional. The process of growth is marked with conflicts, which are both external and internal. Many research studies indicated negative psychological changes in the adolescence period which may be due to their maladjustment in their social surroundings. The social surroundings of adolescents are accumulation of parents and peers. Parental attitude and behavior towards their offspring, enforce a deep impact on the growth pattern of the child and finally on their character. According to Anjana Ahuja (2006),”It is not enough to be intelligent. It is not enough, even, to be emotionally intelligent”. The rules of the game have changed: we also have to be socially competent.

In today’s ultra-competitive world it is evident that an individual will be successful only with high intelligence and good social interacational skills. Education is a powerful instrument for social change. But in order to become well adjusted in society as per the changing conditions, an appropriate level of social intelligence is also required by the individual. Similarly, optimum development of student’s personality has remained the most important aim of education at all the levels (Rana, 1992).

Social Competence

Social Competence is popularly understood as “being able to be with other people”. It involves the ability to establish, maintain and develop social relationships with other people, in working contexts and in own lives. Social competence is not a single attribute or ability which holds with an individual to varying degrees, rather it is a constellation of knowledge, skills and emotional responses, all of which interact differently in many situations the
individual is in. although the recently-coined social intelligence is a useful one in many ways, like the more traditional academic intelligence, it should not be taken to imply a simple characteristic. As there are many quite different intellectual abilities as many different aspects of social competence.

In the words of Blackblot (2007) it is the set human interaction skills which relate directly to communicating and managing relationships with others in a professional environment’s social structure. It can be defined as the capacity to elicit desirable social outcomes and avoid negative ones across a variety of social contexts. Socially competent children are those who possess both repertoires of socially appropriate behaviour and the social cognitive capabilities that allow them to execute these behaviour in a manner that is sensitive and responsive to the demands of particular social situations. For a better, developed and organized society, it is essential that the adolescents of the today should be respectful, obedient, well adjusted and progressive.

**Emotional Intelligence**

Emotional intelligence, like general intelligence, is the product of one’s heredity and its interaction with his environmental forces. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. It is often said that a high IQ may assure us a top position, but it may not take us a top person.

Mangal (2008) emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others.

**Perceived Parenting Style**

Parenting can be considered by two aspects. In one these are parents who decides how their behavior would be and how they will deal in every situation related to child. But on the other hand in other aspect these are the children who perceive their parental attitude and behavior in every situation. This is more important to consider children’s view point about their parents because a wrong perception inbuilt a deep wound in his personality. Also in the
tender ages it is more important to look after children’s needs and expectations. In the present study parenting style as perceived by children is taken known as perceived parenting style.

Borstein (2005) explained that parenting style includes genetic endowment and direct effects of experience that manifest themselves through parent’s beliefs and behavior as well as indirect influences take place through parent’s relationships with each other and their connections to community networks.

**Socio Economic Status**

The term socio-economic status in a layman’s way of thinking would simply refer to the hierarchical stratification as the society into three main categories viz. high, middle and low. Social stratification involves the pattern of inequality which is characteristics of all societies, all human societies from the simplest to the most complex have some form of social inequality in term of power (the degree to which individuals or groups can impose their will on other). Prestige (amount of houses esteem associated with social positions) and distribution of wealth. Stratification refers to layers which are constructed by sociologists on the basis of variable criteria. Socio-economic status is an economic and sociological measure of a person’s work experiences and of an individual’s or family’s economic and social position relative to others, based on income, education and occupation.

Good (1973) Socio Economic Status is the indicative of both the social and economic position of an individual or a group.

**5.2 Significance of the Problem**

Social competence is a reliable indicator of social, emotional and psychological adjustment in present as well as in later life. While children are born with their own dispositions that impact on social competence on the whole but being socially competent is learnt skill. From birth, children start gaining an awareness of social interaction and competence from the people around them. These interactions whether with parents, peers or teachers build the personality of an individual. As adolescence is a crucial one in many aspects. A minute disposition in any way can turn them on different roads. So, social competence in their case not only solve their present problems but also make them firm human beings. The concept of social competence is well versed, well researched and well
known in the field of education. The issue of social competence is given the foremost place in the society and we give the credit of personal achievement to social competence. Todays situations and statements of the well-known authors creates the need to know whether social competence is influenced by other variables such as emotional intelligence, parental attitude, social and economical status, mental health etc. The issues related to social behavior and social interactions are the most discussed nowadays. The research in this field becomes all the more desired in case of adolescents as they are going through the emotional turmoil where they are often confronted with situations and problems which cannot be solved by intelligence only for which social tactics are also needed.

5.3 Statement of the Problem

SOCIAL COMPETENCE OF ADOLESCENTS IN RELATION TO EMOTIONAL INTELLIGENCE, PERCEIVED PARENTING STYLES AND SOCIO-ECONOMIC STATUS

5.4 Operational Definitions of the Key Terms Used

Social Competence: It is the ability of an individual to make relations, being popular and get along with others. Social competence has different approaches at adolescence stage as social skill approach, peer status approach, relationship approach and functional approach.

Emotional Intelligence: It is defined in terms of self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation and social skills.

Perceived Parenting Styles: It is the view point of adolescents as how they perceive their relationship with their parents and their attitudes towards their parent’s behavior.

Socio-Economic Status: The term socio-economic is referred as social and economic factors and conditions. It is also considered as the rank or position accorded formally or informally to a person or family within the social structure of a group.
5.5 Objectives

1. To study the relationship between social competence and emotional intelligence of adolescents.
   a. To study the relationship between social competence and emotional intelligence of male adolescents.
   b. To study the relationship between social competence and emotional intelligence of female adolescents.
   c. To study the relationship between social competence and emotional intelligence of urban adolescents.
   d. To study the relationship between social competence and emotional intelligence of rural adolescents.

2. To study the relationship between social competence and different parenting styles (authoritarian, authoritative, permissive, uninvolved) of adolescents.
   a. To study the relationship between social competence and different parenting styles (authoritarian, authoritative, permissive, uninvolved) of male adolescents.
   b. To study the relationship between social competence and different parenting styles (authoritarian, authoritative, permissive, uninvolved) of female adolescents.
   c. To study the relationship between social competence and different parenting styles (authoritarian, authoritative, permissive, uninvolved) of urban adolescents.
   d. To study the relationship between social competence and different parenting styles (authoritarian, authoritative, permissive, uninvolved) of rural adolescents.

3. To study the relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of adolescents.
   a. To study the relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of male adolescents.
   b. To study the relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of female adolescents.
c. To study the relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of urban adolescents.

d. To study the relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status rural adolescents.

4. To study the significant difference between social competence of male and female adolescents.

5. To study the significant difference between social competence of urban and rural adolescents.

6. To study the significant difference between emotional intelligence of male and female adolescents.

7. To study the significant difference between emotional intelligence of urban and rural adolescents.

8. To study the significant difference between perceived parenting style of male and female adolescents.

9. To study the significant difference between perceived parenting style of urban and rural adolescents.

10. To study the significant difference between socio-economic status of male and female adolescents.

11. To study the significant difference between socio-economic status of urban and rural adolescents.

12. To study the conjoint effect of emotional intelligence, perceived parenting styles, socio-economic status towards the prediction of social competence of adolescents.

   a. To study the conjoint effect of emotional intelligence, perceived parenting styles, socio-economic status towards the prediction of social competence of male adolescents.

   b. To study the conjoint effect of emotional intelligence, perceived parenting styles, socio-economic status towards the prediction of social competence of female adolescents.
c. To study the conjoint effect of emotional intelligence, perceived parenting styles, socio-economic status towards the prediction of social competence of urban adolescents.

d. To study the conjoint effect of emotional intelligence, perceived parenting styles, socio-economic status towards the prediction of social competence of rural adolescents.

5.6 Hypotheses:

1. There is no significant relationship between social competence and emotional intelligence of adolescents.
   a. There is no significant relationship between social competence and emotional intelligence of male adolescents.
   b. There is no significant relationship between social competence and emotional intelligence of female adolescents.
   c. There is no significant relationship between social competence and emotional intelligence of urban adolescents.
   d. There is no significant relationship between social competence and emotional intelligence of rural adolescents.

2. There is no significant relationship between social competence and different perceived parenting style (authoritarian, authoritative, permissive, uninvolved) of adolescents.
   a. There is no significant relationship between social competence and different perceived parenting style (authoritarian, authoritative, permissive, uninvolved) of male adolescents.
   b. There is no significant relationship between social competence and different perceived parenting style (authoritarian, authoritative, permissive, uninvolved) of female adolescents.
   c. There is no significant relationship between social competence and different perceived parenting style of (authoritarian, authoritative, permissive, uninvolved) urban adolescents.
d. There is no significant relationship between social competence and different perceived parenting style (authoritarian, authoritative, permissive, uninvolved) of rural adolescents.

3. There is no significant relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of adolescents.

   a. There is no relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of male adolescents.
   b. There is no relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of female adolescents.
   c. There is no relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of urban adolescents.
   d. There is no relationship between social competence and different levels (poor, below average, average, above average, high) of socio-economic status of rural adolescents.

4. There is no significant difference between social competence of male and female adolescents.
5. There is no significant difference between social competence of urban and rural adolescents.
6. There is no significant difference between emotional intelligence of male and female adolescents.
7. There is no significant difference between emotional intelligence of urban and rural adolescents.
8. There is no significant difference between perceived parenting style of male and female adolescents.
9. There is no significant difference between perceived parenting style of urban and rural adolescents.
10. There is no significant difference between socio-economic status of male and female adolescents.
11. There is no significant difference between socio-economic status of urban and rural adolescents.

12. Social competence predicted on the basis of conjoint effect of emotional intelligence, perceived parenting styles and socio-economic status will not be significant among adolescents.

   a. Social competence predicted on the basis of conjoint effect of emotional intelligence, perceived parenting styles and socio-economic status will not be significant among male adolescents.
   
   b. Social competence predicted on the basis of conjoint effect of emotional intelligence, perceived parenting styles and socio-economic status will not be significant among female adolescents.
   
   c. Social competence predicted on the basis of conjoint effect of emotional intelligence, perceived parenting styles and socio-economic status will not be significant among urban adolescents.
   
   d. Social competence predicted on the basis of conjoint effect of emotional intelligence, perceived parenting styles and socio-economic status will not be significant among rural adolescents.

5.7 Sample

The sample of the study comprises 550 adolescents taken from Government Schools of Sri Muktsar Sahib District of Punjab state. The list of all Government Secondary Schools procured from D.E.O office of the district. Random sampling technique was used for the selection of schools. 8 schools were taken from the district. Data was collected from the students present in 10th standard of these schools at the time of administration of tests. The final sample was comprises of 500 adolescents. 50 adolescents were ignored due to incomplete questionnaires. Out of 500 adolescents, 250 male and 250 females selected as a final sample.

5.8 Design

The selection of design for the study depends upon the nature of the problem. In accordance with the objectives and stated hypotheses, the design of the present study was descriptive survey type which has undoubtedly been the most popular and widely used
method in educational research. It helps in explaining the phenomena in terms of conditions or relationships that exists or trends that are developing, so it was descriptive in nature. The present study was designed to investigate the social competence of adolescents in relation to emotional intelligence, perceived parenting style and socio-economic status, in which emotional intelligence, perceived parenting style and socio economic status were independent variables and social competence was dependent variable. Present study was not only confined to obtain an accurate description of concerned variables but an attempt has also been made by the investigator to trace relationships among variables.

5.9 Procedure for Data Collection

After random selection of 8 schools from district Sri Muktsar Sahib, the researcher personally visited the schools. The investigator sought permission from the Principals of the schools to collect data. The purpose of testing was clarified to the adolescents and rapport was established with them. Then set of tools were distributed to the adolescents and were requested to co-operate by filling up the research tools as per instructions. It was ensured to them that the data would be used for the research purpose and would be kept confidential. They were asked to rate each and every statement.

5.10 Delimitations

- As there is a wide scope of research, it is impossible for an researcher to cover whole of it in in a single study. Moreover due to limitation of time and resources, study has been delimited in terms of sample, area, variables and tools employed.
- The present study is delimited to Government Senior Secondary Schools only.
- The study is also delimited to 500 adolescents studying in 10+2 of district Sri Muktsar Sahib of Punjab state selected at random.

5.11 Tools used

Following tools were used for data collection in the present study

1. Social Competence Scale by Dr. V.P. Sharma, Dr.(Mrs.) Prabha Shukla and Dr.(Mrs.) Kiran Shukla (1992).
2. Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubhra mangal (2012).
3. Perceived Parenting Styles Inventory prepared by Investigator herself.

5.12 Statistical Techniques

For the analysis of data following statistical techniques were used :-

- Descriptive statistics was carried out to find the nature of variables under study viz. Social competence, Emotional intelligence, perceived parenting styles and Socio-economic status of adolescents (male, female, urban, rural, urban male, urban female, rural male, rural female). Mean, Median, Standard Deviation, Skewness, and Kurtosis were applied to describe the nature of variables.
- Differential statistic was done by using t-test to find the gender difference and locality differences. Also for Graphical representation Bar Diagram was used to show the gender differences and locality differences on the variables under study.
- Correlation was carried out to find the relationship of social competence with emotional intelligence, perceived parenting styles and socio-economic status by employing Pearson’s Product Moment method.
- Partial and Multiple Correlation was done to find out the predictors (contributors) of Criterion variables (social competence) among the independent variable i.e. emotional intelligence, perceived parenting style and socio-economic status.

5.13 Findings of the Study

Findings of the study are given under the following headings

1.13.1 Findings of Correlational Analysis

1. Social competence was positively and significantly correlated with emotional intelligence among adolescents.
2. Social competence was positively and significantly correlated with emotional intelligence among male adolescents.
3. There was positive and significant relationship between Social competence and emotional intelligence among female adolescents.
4. Social competence was positively and significantly correlated with emotional intelligence among urban adolescents.
5. Social competence was positively and significantly correlated with emotional intelligence among rural adolescents.

6. There was negative and partially significant relationship between authoritative perceived parenting style and social competence among adolescents.

7. Social competence and authoritative perceived parenting style were positively and significantly correlated among adolescents.

8. There was not significant relationship between permissive perceived parenting style and social competence of adolescents.

9. Social competence and uninvolved perceived parenting style was not significantly related of adolescents.

10. Social competence was not significantly correlated with authoritative perceived parenting style among male adolescents.

11. In case of male adolescents social competence was positively and significantly correlated with authoritarian perceived parenting style.

12. Social competence was not significantly correlated with permissive perceived parenting style among male adolescents.

13. Uninvolved perceived parenting style and social competence was not significantly correlated among male adolescents.

14. There was not significant relationship between social competence and authoritative perceived parenting style among female adolescents.

15. There was positive and significant relationship between social competence and authoritarian perceived parenting style among female adolescents.

16. Social competence was not significantly related to permissive perceived parenting style among female adolescents.

17. There was no female adolescent having uninvolved perceived parenting style, so there is will be no correlation between social competence and uninvolved perceived parenting style.

18. There was not significant relationship between social competence and authoritative perceived parenting style among urban adolescents.

19. Social competence and authoritarian perceived parenting style have positive and significant relationship among urban adolescents.

20. There was not significant relationship between social competence and permissive perceived parenting style among urban adolescents.
21. Social competence was not significantly related to uninvolved perceived parenting style among urban adolescents.

22. There was not significant relationship between social competence and authoritative perceived parenting style among rural adolescents.

23. In case of rural adolescents there was positive and significant relationship between social competence and authoritarian perceived parenting style.

24. Social competence and permissive perceived parenting style were not significantly related among rural adolescents.

25. There were no rural adolescents having uninvolved perceived parenting style, so there will be no correlation between social competence and uninvolved perceived parenting style among rural adolescents.

26. There was positive and not significant relationship between social competence and poor socio-economic status of adolescents.

27. Negative and significant relationship was found between social competence and below average socio-economic status of adolescents.

28. There was positive and not significant relationship between social competence and average socio-economic status of adolescents.

29. Social competence and above average socio-economic status was negatively and partially related of adolescents.

30. There was positive and not significant relationship between social competence and high socio-economic status of adolescents.

31. In case of male adolescents, there was positive and significant relationship between social competence and poor socio-economic status of male adolescents.

32. There was positive and significant relationship between social competence and below average socio-economic status of male adolescents.

33. Social competence and average socio-economic status were positively and significantly related of male adolescents.

34. There was negative and not significant relationship between social competence and above average socio-economic status of male adolescents.

35. Positive and not significant relationship was found between social competence and high socio-economic status of male adolescents.

36. There was positive and partially significant relationship between social competence and poor socio-economic status of female adolescents.
37. In case of female adolescents positive and not significant relationship was found between social competence and below average socio-economic status.

38. There was positive and significant relationship between social competence and average socio-economic status of female adolescents.

39. Social competence was positively and not significantly related to above average socio-economic status among female adolescents.

40. There were no female adolescents lying in the region of high socio-economic status so there will be no correlation.

41. In case of urban adolescents, there was positive and not significant relationship between social competence and poor socio-economic status.

42. Social competence was positively and significantly related to below average socio-economic status of urban adolescents.

43. In case of urban adolescents, there was positive and significant relationship between social competence and average socio-economic status.

44. There was positive and not significant relationship between social competence and above average socio-economic status of urban adolescents.

45. As there were no urban adolescents lying in the region of high socio-economic status so there will be no correlation.

46. Positive and partially significant relationship was found between social competence and poor socio-economic status of rural adolescents.

47. In case of rural adolescents, there was positive and not significant relationship between social competence and below average socio-economic status.

48. Social competence was positively and significantly related to average socio-economic status of rural adolescents.

49. There was negative and not significant relationship between social competence and above average socio-economic status of rural adolescents.

50. In case of rural adolescents, there was positive and not significant relationship between social competence and high socio-economic status.

5.13.2 Findings of Differential Analysis

1. There was a significant difference between social competence of male and female adolescents.

2. Social competence of urban and rural adolescents were significantly differ
3. Male and female adolescents were significantly differing for emotional intelligence.
4. Partially significant difference was found between emotional intelligence of urban and rural adolescents.
5. There was a significant difference between perceived parenting style of male and female adolescents.
6. Urban and rural adolescents were not significantly differing for perceived parenting style.
7. Not significant difference was found between socio-economic status of male and female adolescents.
8. There was not a significant difference between socio-economic status of urban and rural adolescents.

5.13.3 Findings of Regression Analysis

1. In case of adolescents, Emotional intelligence, perceived parenting style and socio-economic status were all the significant predictors of social competence and they contribute to social competence conjointly as well as independently.
2. Emotional intelligence, perceived parenting style and socio-economic status were all the significant predictors of social competence and they contribute to social competence conjointly as well as independently among male adolescents.
3. Emotional intelligence, perceived parenting style and socio-economic status were all the significant predictors of social competence and they contribute to social competence conjointly as well as independently among female adolescents.
4. Emotional intelligence, perceived parenting style and socio-economic status were all the significant predictors of social competence and they contribute to social competence conjointly as well as independently among urban adolescents.
5. Emotional intelligence, perceived parenting style and socio-economic status were all the significant predictors of social competence and they contribute to social competence conjointly as well as independently among rural adolescents.
6. The predictive efficacy of three independent variables emotional intelligence, perceived parenting style and socio-economic status to explain social competence of adolescents was 29% of variance for total group, 31% of variance for male group of adolescents, 22% of variance for female group, 18% of variance for urban adolescents and 53% of variance for rural adolescents.
5.14 Educational Implications

1. Gender difference in social competence were found. Female adolescents have more social competence than male adolescents. So, more efforts should be done in schools and home to make male adolescents more socially competent. Responsibilities can be given to male adolescents to enhance their social competence.

2. Social competence of rural adolescents was found more than urban adolescents. Efforts should be done on the part of school, teachers and parents to inculcate more social competence skills in urban adolescents, so that they can be prepared for future.

3. Adolescents should be taught to manage and rightly express their emotions as emotional intelligence and social competence are directly linked to each other. For becoming the successful future human being it is necessary to be socially competent.

4. Social competence is better correlated with the authoritarian perceived parenting style. So, the adolescents who found their parents authoritarian more demanding and apparently responsive are more socially competent. Children are more socially competent whose parents give them challenges, opportunities and have high expectations but at the same time stand for them. So, parents should be guided to make trust in their children and give them right response and support.

5. Adolescents have negative effect of more demanding and less independent environment at home on their social life. So, parents should deal with their adolescents with great care.

6. Spending time with adolescents is the biggest asset for them. So, teachers and parents should give adolescents proper time especially when they found themselves confused.

7. As adolescence age is very crucial and delicate, so all adolescents should be made more socially competent so that they can share their feelings and any help can be provided.

8. Socio economic status should not any impact on social competence but it was found in the study that adolescents belonging to average socio economic group are more socially competent. Although those coming from high and above average socio economic status group have low social competence. This may due to the fact that in high class families parents do not have time to listen to their teenager. So, it is advisable to give proper time to adolescents of any group.
5.15 Suggestions for Further Research

1. Study may be conducted to find the relationship of cognition, life skills, mental health and well being with social competence.
2. Study may be conducted on some other independent variables such as self esteem, academic achievement, career orientation, self confidence etc to see their effect on social competence.
3. Study may be conducted on private schools also. It can be comparative between the government and private schools.
4. In order to find the reliability and validity of the study, study may be conducted on some large and different sample.
5. An evaluative study may be conducted to find out the reasons behind low level of social competence of present adolescents.
6. Study may be conducted to seek the influence of social media and internet on social competence of adolescents.
7. Role of siblings, teachers, mentors, religion and society on social competence can be study
8. The present study is confined to the adolescents of one district of Punjab only. The study may be conducted in other districts and states also.
9. Instead of taking social competence as dependent variable some other variable may be taken as dependent variable.