



CHAPTER-II

REVIEW OF RELATED LITERATURE

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2.0. INTRODUCTION

The preceding Chapter-I- Introduction deals with “Background of the study, conceptual understanding of variables- socio-emotional competence, academic achievement, adolescence, the justification of the study, statement of the problem, operational definition of the terms used, objectives, hypotheses, delimitations of the study and organization of the research report” and the present Chapter presents “Review of related literature” and presented important research studies conducted on socio-emotional competence and academic achievement.

A literature review is the combination of two major concepts, which are review and literature. Literature includes textbooks, newspapers, magazines, journals, manuals, etc. that are relevant for the research being reviewed. In research, researchers mostly follow the literature that is directly or indirectly related to their study or research. It is one of the critical steps in planning any research work (Koul, 2014). It helps the researcher to develop an overall understanding and vision of past work, practices, and trends emerging. It informs the seeker about the work done by others, thus helping in shaping the problem, and also helps in planning and execution of planned study or research. It helps the researcher to determine the size of the sample. Selection of appropriate tools and procedures for data collection, when selecting what is appropriate Statistical techniques, data analysis and interpretation of results. It helps the researcher to avoid duplication, directives to conduct the investigation successfully, and make the Seeker aware of the steps involved. So,

through the literature review researcher sees the problem, sampling, methodology, tools, and procedures.

Thus, review of related literature is very helpful to identify the research gaps and gave the right direction to research study. Therefore, some selected studies which are directly or indirectly related to socio-emotional competence, socio-demographic variables and academic achievement study are given below:

2.1. STUDIES ON SOCIO-EMOTIONAL COMPETENCE

Beland (2007) conducted a study on “Boosting social and emotional competence and educational leadership among adolescents” and found that high school students require high level of socio-emotional skills for success in competitive employment. Human resource professionals in 2006 conducted a survey in which they conclude that five skills were essential for students’ success i.e. professionalism, teamwork, oral communications, etc. The researcher describes some creative ways by which teachers integrate these five components of SEL into curriculum and classroom practice.

Hessler, Danielle, Katz, Lynn (2010) conducted a study on “Associations between emotional competence and adolescent risky behaviour” This study identifies the associations between adolescent risky behaviour and emotional competence. This was a type of longitudinal study in which 9-year respondents participated. The researcher used semi-structured interviews to know the emotional experiences of children. The results of the study suggested that children are likely to use drugs that are poor in self-awareness and children emotional competence may serve as a useful point of intervention to decrease risky behaviour in adolescence.

Durlek, Dymnicki, Taylor, Weissberg and Schellinger (2011) administer a study on the “Impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions”. The results indicate that the students had strong socio-emotional competencies possess the capability to manage their emotions and they had more self-control and have good academic performance. Socio-emotional learning program participating students are high in socio-emotional skills, attitude, behaviour, and academic achievement.

Arora and Kaur (2014) studied the “Relationship between emotional stability and dimensions of the parent-child relationship” on the sample of 200 adolescents of secondary schools of Ludhiana district of Punjab. The findings of the study revealed that out of ten, the relationship of six dimensions was significant and positive with the emotional stability of adolescents.

Khan (2014) studied the correlation of the “parent-child relationship with social maturity and self-confidence, and the effect of the parent-child relationship (mother-child relationship, father-child relationship, and overall parent-child relationship separately), gender, locale and their interaction on social maturity and self-confidence of the students”. Findings reveal that the protecting, object punishment, demanding, symbolic reward, loving and object reward behaviour of mothers was negatively related to the social maturity of the students, whereas rejecting, indifferent, and neglecting behaviour of mothers were positively related to the social maturity of the students. Further, rejecting, indifferent, and neglecting behaviour of fathers was positively related to the social maturity of the students, whereas protecting, object punishment, demanding, symbolic reward, loving and object reward behaviour of fathers was negatively related to the social maturity of the students. The study revealed that the overall parent-child relationship dimensions were not linked to the social maturity of students. Furthermore, social maturity scores of students having the favourable “father-child relationship, mother-child relationship” parent-child relationship were

higher than those having the unfavourable relationship. Regarding self-confidence, the study found that self-confidence scores of students having the unfavourable “father-child relationship, mother-child relationship”, and overall parent-child relationship were higher than those having the favourable relationship. The study also revealed that the social maturity of male and female students are different, males are socially mature than females, and the overall parent-child relationship had a significant effect on the “social maturity and self-confidence” of the students.

Dash and Patra (2014) conducted a study to “examine the influence of maternal neglect on the emotional, social and educational adjustment of high school students”. Findings of the study reveal that there was no significant differences in emotional, social, and educational adjustment between the students who perceived themselves to be highly neglected by their mothers and those who did not.

Kumar and Raj (2016) administer a study on “the effect of attachment styles on the social competence of adolescent students of Kanyakumari, Tamilnadu” and found that adolescents who feel secure and insecure attachment styles differ greatly in terms of social competence. Further, adolescent girls were better at their social competencies. Findings also revealed that attachment styles are having a significant interaction effect and also of gender on social competence.

Sunita (2016) conducted “a study on the relationship of parent involvement and emotional competency with academic stress among senior secondary school students” and found that parental involvement with academic stress among senior secondary schools has a significant positive relationship, also the study shows that “emotional competency with academic stress among senior secondary students” has a negative relationship.

Jones, Crowley, and Greenberg (2017) conducted “A study on improving socio-emotional skills in children enhancing long-term well-being and economic outcomes”. The results show that the students who had acquired good socio-emotional learning competencies had long-term positive outcomes and also had a greater likelihood of attending the college from where they are graduating, the capability of more positive work, and are competent in family relationships. They have better physical and mental health and reduced criminal activity. Data from a Fast Track study of 753 children from low Socioeconomic status neighbourhoods in 3 cities and one rural setting assessed outcomes over a 13-19 year period found that early social competence has some long-term outcomes which also influence some of the developmental factors that collectively affect the life course.

Bhat (2018) administered a study on “Social intelligence of adolescents with their gender, locality, streams and academic achievement” and found different levels of social intelligence among adolescents. The study also found no gender difference in social intelligence and there was a “positive significant relationship between social intelligence and academic achievement” among adolescents.

Santosh and Mishra (2019) conducted "A study of social competence regarding gender" and the study aimed to compare the social competence between males and females and there was no gender difference in social competence.

Kaberi (2019) administered a study on “Study on the influence of parent-adolescent relationships on social and emotional competence of adolescent boys and girls”. The results found that “there was no significant difference between social and emotional competence of adolescents, a positive significant relationship between parent-adolescent relationship and social acceptance of

adolescents, and a significant negative relationship between parent-adolescent relationship and emotional competence of adolescents”.

Alzahrani, Alharbi, and Alodwani (2019) administer a study on “The effect of socio-emotional competence on children's academic achievement and behavioural development” and findings revealed that social and emotional skills are correlated to communication skills and due to this students become able to make connections with other people in school and outside the school. The study also revealed that various skills should be learned by the children with the help of interaction including teachers and peers to develop emotional and social competence. The study also reveals that these are basic skills and improvements of these skills enhance students learning and academic achievement. The study also shows that recognition and handling the behaviours in positive ways is possible if young children are having social and emotional skills. It also will lead to better outcomes and the ability to manage good behaviours.

Nonglait (2019) administer a study on "social-emotional competency with classroom behaviour of secondary school teachers in Meghalaya". The results of the study claimed that teachers' social-emotional competency and their teaching effectiveness are positively correlated to each other. Further, the study revealed female teachers are socio-emotionally more competent than male teachers. The study also reveals no difference in social and emotional competence between rural and urban.

Gul (2020) conducted a study on "the relationship between emotional intelligence, life satisfaction, and stress management" and aimed to examine whether students stress management levels are predicted by life satisfaction and emotional intelligence. The results of the study revealed that university students are different in emotional intelligence, stress management and life satisfaction.

2.2. STUDIES ON ACADEMIC ACHIEVEMENT

Misra (1986) conducted “a study on the influence of the socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur” and the results claimed that high socio-economic status leads to high academic achievement. The study also shows rural students are lower in academic achievement than urban. Findings also revealed that girl students are superior in academic achievement to boys.

Sum and Fogg (1991) conducted “Study on poverty and its effect on academic achievement”. The findings revealed that while in the assessment process poor students were ranked in the 19th percentile and upper-income family students are ranked in the 66th percentile.

Krishnan (1992) conducted “A study of Academic achievement of the students of the higher secondary stage with achievement motivation and socio-economic status”. The study aimed to identify the relationship between the above variables. The results claimed girls are higher in achievement than boys. Socio-economic status impacts students achievement and achievement motivation was not found related to achievement.

Santhana (1993) examined the “Relation between Self-Concept and Academic Achievement of College Students”. The objective was to find the relationship between self-concept and academic achievement of college students and found that “self-concept and academic achievement” are correlated. No difference was found in self-concept based on gender.

Maikhuri (1997) administer a study on “Self-Concept of adolescents with their Academic Achievement” and aimed to find out the relationship between academic achievement and self-concept. The researcher collected a sample of 200 by using simply from Kotdwara City. The

researcher used a self-concept inventory by Pratibha Dev. The study revealed that there was no relationship between achievement and self-concept.

Agarwal (2002) carried out “A Study of the relationship of academic achievement of boys and girls with intelligence, socio-economic status, size of the family and birth order of the child”. The results claimed a positive relationship between academic achievement and intelligence for both the groups. A negative relationship was found between academic achievement and the family size of students. The significant negative relationship was also found between academic achievement and birth order of students.

Robert and Vela (2003) conducted “A study on the role of emotional intelligence in the academic achievement of 1st year college students” and the results revealed that there was significant correlation between emotional intelligence skills and academic achievement. It was also found in the study that gender shows the difference in emotional intelligence.

Nuthana (2007) carried out “A study on gender analysis of academic achievement among high school students” and results indicate that majority of students had high self-concept as well as good study habits. It was also found study habits; self-concept and study habits are significantly associated with each other. The study also reveals rural were superior self-concept and study habits as compared to urban.

Lacour & Tissington (2011) administer a study on “The effects of poverty on academic achievement” and the results of the research show that academic achievement was directly affected by poverty.

Lal (2013) studied the pressures of adolescent schooling related to intelligence and demographic factors and found that young students face a variety of problems, including school problems,

financial problems, family problems, and other problems around them. However, in schools, to avoid learning pressure, teachers need to take the necessary steps and try to eliminate unnecessary learning pressure caused by high IQ and average IQ by creating the following elements to learn more about the environment.

Singh (2013) studied the "Relationship of academic achievement with the parent-child relationship" on a sample of 200 students of Varanasi. Study revealed academic achievement was positively correlated with loving ($r = .45$ for boys and $r = .37$ for girls) and symbolic rewards ($r = .35$ for boys and $r = .278$ for girls) behavior of parents, and negatively correlated with protecting ($r = -.32$ for boys and $r = -.35$ for girls), rejecting ($r = -.25$ for boys and $r = -.28$ for girls) and demanding ($r = -.32$ for boys and $r = -.24$ for girls) behavior of parents. The study explored that positive parental behaviour is conducive to academic achievement.

Shakir (2014) examined the "Relationship and effects of academic anxiety on the academic achievement of the students". In which he found that anxiety was the widest experience of demotion and one of the most essential constructs of all human behaviour.

Joseph (2017) carried out "A study of academic achievement of secondary school students with their achievement motivation study habits and learning styles in Kigali city Rwanda". The study aimed to find out the relationship of academic achievement with other variables. The findings revealed that academic achievement shows a positive relationship with students' achievement motivation, study habits and learning styles.

Devi (2019) conducted a study on the "effect of academic stress mental health and spiritual intelligence on academic achievement of senior secondary school students". This study aimed to find out the effect of spiritual intelligence, mental health and academic stress on academic

achievement. The results of the study found that the interactional effect of mental health, academic stress and spiritual intelligence on academic achievement was significant.

2.3. RESEARCH GAP

Many studies have been undertaken on various dimensions of social and emotional competencies and other related variables such as relationship between socio-emotional competence, and diverse aspects of adolescents' development issues and problems- adjustment problems, academic achievement, depression, self-esteem, self-concept, etc. Besides that, researchers have also studied the relationship of academic achievement, socio-emotional competence, and relationship that has been found with children up to middle childhood.

The above studies did not compare socio-emotional competence of adolescents with their demographic variables and academic achievement. Further, not a single study has been found that the dimensional difference of Socio-Emotional competence among adolescents. Hence, a genuine attempt was made to study socio-emotional competence and its relationship with other variables. The researcher also strongly felt that the study would be able to add some knowledge to the existing body of knowledge.