



# **SUMMARY**

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# **SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS IN RELATION TO SOCIO-DEMOGRAPHIC VARIABLES AND ACADEMIC ACHIEVEMENT**

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### **BACKGROUND OF THE STUDY**

In the current competitive environment, adolescents are expected to perform multiple roles with efficiency and effectiveness, therefore it is highly needed to develop their innate potentialities and emotions towards the unseen complexities of life that may increase the quality of education. In the stages of life, adolescence stage is the most crucial stage in the career of students. Adolescence is the stage of development that leads a person from childhood to adulthood and is marked by the major changes of puberty. During this phase of transition there is an increase in reporting of problems such as suicidal thoughts, depression, and substance use (Dubow et al. 1990). “Adolescence is a period of development and consolidation of the social self, of one’s identity and understanding of the self relating to the social world (Sharma and Goswami, 2014). So, adolescence is the most important stage of human life which needs special attention. Thus, socio-emotional skills are the essential assets which should be guided and imparted at this stage.

Socio-emotional skills are the combination of several essential elements like knowledge, attitudes, etc. which helps adolescents to identify and keep control over their emotions and related behaviors. As it is related to social aspects, it also helps in the establishment of positive relations with society,

taking a spontaneous decision, setting goals, and accomplishing them. Socio-emotional skills are also contributing to the promotion and enhancement of 21st-century skills. Students with high socio-emotional competence were better able to manage emotions and are good in academic performance (Durlak, et al., 2011; Hagood, 2015; Jones, Crowley, and Greenberg). Socio-emotional skills are linked to an academic career and life success, so they should be fostered in youth and should be given priority for both in-school and after-school settings. Teachers are the key players to introduce socio-emotional learning into the classroom (Jennings and Greenberg, 2009).

With the change of the world from idealistic to materialistic, education has shown drastic changes. Now a day's education is also taken or counted as social status. Scores and grades in academics represent the level of Intelligence (Battle & Lewis, 2002). Academic achievement has become the criteria for judging one's overall capacity and personality. So, the achievement in academics fills a very vital space in learning as well as in education.

Academic achievement is described as the outcomes of learning. It is often measured through examinations or continuous assessments. It is the extent to which a student attains short-term and long term educational goals. The goals like daily home assignments that only take a few days and a full school semester that may months or even a year. Academic achievement was thought a most essential outcome of formal educational experiences.

Academic achievement in general refers to the degree or level of success attained in some specific areas concerning scholastic academic work. The word achievement when applied to the child refers to achievement in different subjects.

Hence, academic achievement is concerned with the quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions.

Socio-demographic refers to the mix of social and demographic factors that differentiate people in specific groups or categories. Socio-demographic variable includes various social and demographic factors that help us to know that, what the common characteristics in the group of members are. One socio-demographic variable affects other variables in various ways. Socio-demographics are measurable quantitative factors, which includes for example, age, gender, education, immigration history and race, religious beliefs, marital status, family, employment, and income etc.

## **JUSTIFICATION OF THE STUDY**

Social competence and emotional competence are two essential attributes of human personality. During adolescence, individuals must attain mastery of specific social and emotional competencies. The enrichment of satisfaction in social competencies during childhood and adolescence facilitate adjustment, satisfaction, well-being, self-esteem, self-confidence and social acceptance by peers. Socio-emotionally competent individuals can form nice relations with others and effectively interact with peers. Children's with better emotional competence can cope with different feelings in particular circumstances. It also contributes to children's well-being, along with school readiness and mental health. As Desai (2006) indicated in his study that lack of emotional capacity leads to “frustration, anxiety, conflict, aggression, lack of adaptability, depression and psychosomatic disorders”. It is well known that social as well as emotional competence can be developed through skill enhancement programs. Students who had acquired good socio-emotional learning competencies had long term positive outcomes and had better

physical and mental health (Jones et al., 2017). Socio-emotional skills are basic skills and improvement of these skills enhances students learning and academic achievement (Alzahrani et al., 2019).

The existing literature has analyzed the association between socio-emotional skills and diverse aspects of adolescents' development, such as adjustment, academic achievement, depression, conduct problems, autonomy, self-esteem, self-concept, self-confidence, achievement motivation, social maturity, and emotional maturity. Research studied on “relation of academic achievement and socio-emotional competence”; studies on the relation between academic achievement and socio-emotional competence have been found with children up to middle childhood, but no study has been found with adolescents. Further, not a single study has been found on the comparison of dimensions of socio-emotional competence of adolescents.

Thus, the present study has been taken up to study socio-emotional competence of adolescents, gender, and locality differences on dimensions of socio-emotional competence and to find out the relationship between socio-emotional competence and academic achievement among adolescents.

## **STATEMENT OF THE PROBLEM**

In the light of the review of the literature and the identified gap, it has been found that the present study can throw light on the various issues raised above, so the investigator selected the problem on the topic, “**Socio-emotional competence among Adolescents in Relation to Socio-Demographic Variables and Academic Achievement**”.

## **OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE PRESENT STUDY**

- **Socio-emotional competence:** - In this study, socio-emotional competence means the ability of adolescents to take the right decision in different social contexts/situations with special reference to five core skills i.e. self-awareness, social awareness, self-management, relationship management and responsible decision-making skills. In the present study, the abbreviation of socio-emotional competence i.e. SEC is used.
- **Adolescents:-** In this study, adolescence refers to the secondary school students studying at class 9<sup>th</sup> in Government and Private Secondary Schools of Anantnag District.
- **Socio-demographic Variables:** - In the present study, socio-demographic variables refer to gender (male and female) and locality (rural and urban) of adolescents.
- **Academic Achievement:** - In the present study, marks obtained by adolescents in the previous class i.e. 8<sup>th</sup> class is considered as Academic achievement.

## **OBJECTIVES OF THE STUDY**

1. To study the levels of socio-emotional competence among adolescents.
2. To see the gender differences of socio-emotional competence among adolescents.
3. To examine the gender differences on five dimensions of socio-emotional competence i.e. (i) Self-awareness; (ii) Social awareness; (iii) Self-management; (iv) Relationship management and (v) Responsible decision-making.
4. To find out the locality differences of socio-emotional competence among adolescents.
5. To examine the locality differences on five dimensions of socio-emotional competence i.e. (i) Self-awareness; (ii) Social awareness; (iii) Self-management; (iv) Relationship management and (v) Responsible decision-making.
6. To compare the socio-emotional competence of adolescents with respect to-

- (i) Low and high academic achievers;
  - (ii) Male high and low academic achievers;
  - (iii) Female high and low academic achievers;
  - (iv) Urban high and low academic achievers;
  - (v) Rural high and low academic achievers;
  - (vi) Male and female high academic achievers;
  - (vii) Urban and rural high academic achievers.
7. To study the relationship between socio-emotional competence and academic achievement among adolescents.

## **HYPOTHESES OF THE STUDY**

1. Adolescents have different levels of socio-emotional competence.
2. There will be no significant gender difference of socio-emotional competence among adolescents.
  - 3.1. There will be no significant difference between male and female adolescents on first dimension i.e. self-awareness of SEC.
  - 3.2 There will be no significant difference between male and female adolescents on second dimension i.e. social awareness of SEC.
  - 3.3 There will be no significant difference between male and female adolescents on third dimension i.e. self-management of SEC.
  - 3.4 There will be no significant difference between male and female adolescents on fourth dimension i.e. relationship-management of SEC.

3.5 There will be no significant difference between male and female adolescents on fifth dimension i.e. responsible decision-making of SEC.

4. There will be no significant locality difference of socio-emotional competence among adolescents.

5.1 There will be no significant difference between urban and rural adolescents on first dimension i.e. self-awareness of SEC.

5.2. There will be no significant difference between urban and rural adolescents on second dimension i.e. social awareness of SEC.

5.3. There will be no significant difference between urban and rural adolescents on third dimension i.e. self-management of SEC.

5.4. There will be no significant difference between urban and rural adolescents on fourth dimension i.e. relationship management of SEC.

5.5. There will be no significant difference between urban and rural adolescents on fifth dimension i.e. responsible decision-making of SEC.

6.1 There will be no significant difference in socio-emotional competence between high and low academic achievers.

6.2 There will be no significant difference in socio-emotional competence of male high and low academic achievers.

6.3 There will be no significant difference in socio-emotional competence of female high and low academic achievers.

6.4 There will be no significant difference in socio-emotional competence between urban high and low academic achievers.



6.5 There will be no significant difference in socio-emotional competence between rural high and low academic achievers.

6.6 There will be no significant difference in socio-emotional competence between male and female high academic achievers.

6.7 There will be no significant difference in socio-emotional competence between urban and rural high academic achievers.

7. There will be no significant relationship between socio-emotional competence and academic achievement among adolescents.

## **DELIMITATIONS OF THE STUDY**

(i) The present study was delimited to only Socio-emotional competence among adolescents with socio-demographic variables and academic achievement.

(ii) This study was delimited to only one district of the Kashmir division, i.e. Anantnag District of Jammu and Kashmir Union Territory.

(iii) The present study was delimited to only 05 Government and 05 Private secondary schools of Anantnag district.

(iv) This study was delimited to only 400 students studying at 9<sup>th</sup> class of Secondary Schools.

## **RESEARCH METHOD**

Keeping in view the nature of the objectives of the study, Descriptive survey method was used.

## **POPULATION**

All the secondary school students of Anantnag district of Jammu and Kashmir Union Territory constituted the population of the present study.

## **SELECTION OF SAMPLE**

The Researcher used stratified random sampling for drawing out a sample from the population. Firstly, the researcher selects District Anantnag from the 10 districts of Kashmir division of Jammu and Kashmir. Then the researcher selects 10 schools (5 private and 5 governments) based on random sampling. After that the researcher makes strata of the population based on gender and locality and selected a sample of 400 adolescents.

## **TOOLS USED**

The following tools were used in this study

- (i) Socio-Emotional Competence Scale (SECS) developed by Mingming Zhou and Jessie Ee (2012) was used to study the socio-emotional Competence of school students and this tool measured five dimensions i.e. self-awareness, social awareness, self-management, relationship management and responsible decision-making
- (ii) To measure academic achievement of adolescents, result of the previous class i.e. 8<sup>th</sup> Class (marks and percentage) was used.

## **STATISTICAL TECHNIQUES USED**

This study used the following statistical methods:

- t- value
- Pearson's coefficient of Correlation.

## MAIN FINDINGS OF THE STUDY

The main findings of the study are given below:-

- Adolescents have different levels of socio-emotional competence
- Only 21.75% adolescents were having high level, while 27.25% adolescents have low level of socio-emotional competence
- 51.00% of adolescents fall under the average level of socio-emotional competence.
- There was a significant difference between male and female adolescents in socio-emotional competence, and female adolescents have better socio-emotionally competent.
- Male and female adolescents have similar socio-emotional competence on three dimensions, i.e. self-awareness, social awareness and responsible decision-making.
- Female adolescents have better self-management and relationship management skills as compare to male adolescents.
- Overall, Rural and Urban adolescents have the similar level of socio-emotional competence.
- Rural and urban adolescents have similar socio-emotional competence on four dimensions, i.e. self-awareness, social awareness, relationship management and responsible decision-making.
- Results also revealed urban adolescents were superior in self-management skills than rural adolescents.
- There was significant difference in socio-emotional competence between high and low academic achievers among adolescents.
- High academic achievers were more competent than low academic achievers.

- Adolescents who have good academic achievement also have good socio-emotional competence. Hence, it may be summarized that high socio-emotional competence leads to high academic performance.
- Male and female high academic achievers have better socio-emotional competence than male and female low academic achievers.
- Rural and urban high academic achievers were more socio-emotional competent than rural and urban low academic achievers.
- Male and Female high academic achievers were having equal socio-emotional competence.
- Urban and rural high academic achievers were equally socio-emotionally competent.
- Academic achievement and socio-emotional competence were positively correlated to each other and high socio-emotional competence leads to high academic achievement. The results of this study were supported by Alzahrani, Alharbi and Aldowani (2019).

The present study has its implication for students, teachers, parents and administrator/policy makers and the same is presented in the following points:

### **Educational implications for Students**

The findings of the present study indicate that secondary school students have the different level of socio-emotional competence (SEC) and the majority of students have average level of SEC. Thus, secondary school students need to develop their SEC to better adjustment to the changing environment and to be prosperous, integrated, and successful in their lives, so students should attend various social activities and try to remain emotionally stable and balanced. With this competence, they gain more confidence, have better behaviour and memory in addition this study found that socio-emotional ability had a significant effect on academics, and some of these effects

were attributed to positive academic emotions, attitudes and interpersonal relationships. Students should participate in societal functions so that they can know the social problems/issues, and it will help them to take the right decisions in difficult situations/contexts and become socio-emotionally competent.

### **Educational implications for teachers**

The findings of the study highlight that there is a positive relationship between socio-emotional competence and academic achievement so; teachers must know the importance of socio-emotional competence and to create a favourable environment in schools to enhance their socio-emotional competence. The teacher should try to create different situations/contexts in schools/class so that the socio-emotional competence of adolescents should be enhanced. They should organize some academic and motivational programmes to improve their socio-emotional competence at school level. Teachers should provide conducive environment in the classroom and adopt innovative pedagogies to engage all students in social and class activities. We all know that students' success depends on the teacher, so the teacher must incorporate all the policies properly, given by administrators and planners. Teachers can also organize some counselling sessions to improve the socio-emotional competence of students.

### **Educational implications for parents**

With the findings of the present study, parents will get aware of the importance of the socio-emotional competence of their wards, so they got encouragement to provide care, affection to nourish their socio-emotional competence. Findings also encourage parents to create socio-emotionally positive environment at home so that adolescents should attain socio-emotional competence appropriately and, they motivate students to be in touch with different social

activities/programmes. As we know that first teacher of a child is his/her parents, so parents can contribute a lot to the development of their personality by instilling in them cultural, social and moral values. Parents should provide conducive and democratic environment at home so that children can become good citizen and well human being.

### **Educational implication for Administrators/Policy makers**

The results of this study could be implemented to create awareness among administrator/functionaries/policymakers about the need and significance of socio-emotional competence for adolescents and teachers so that educational policy, curriculum may be revised in such a manner that the students can learn different aspects of culture/society and attain socio-emotional competence skills through the courses of study. Academic programmes must be organized for teachers and students to promote academic feelings, attitudes, and social competencies from time to time.

### **NATIONAL IMPORTANCE OF THE STUDY**

India has dreamed of equitable access to education for all, irrespective of any discrimination. India is in partnership with major international agencies like UNICEF, UNESCO, EFA (Dakar, 2000), Sustainable development goals and other major policies. The constitution of the country proclaims free and compulsory education for all such as article 21A as a fundamental right. To make education easily accessible to all, we need to develop a convenient environment at all stages. The education system, teaching-learning and academic achievement are influenced by many factors such as geographical, environmental, socio-economic, political and psychological factors etc. but the findings of the study indicate that academic achievement being influenced by socio-emotional factors. So, for making the educational system successful, we need to introduce training of basic

and 21<sup>st</sup> century skills for teachers and learners. In the modern era, socio-emotional competence is essential to reduce growing stresses and other complexities. In the present scenario, people require special skills for good living and to cope with the issues and problems of life, so this competence of SEL can be developed to manage personal life. Hence, for realizing the strong and desirable academic achievement of the students, we need to enhance the socio-emotional competence among adolescents.

The results of this monograph support the recommendations of National Educational Policy- 2020 regarding the importance of socio-emotional skills. As the policy focuses on the holistic development of children through providing variety of experiences at school level. In this context, teacher is the key player to improve the quality of education and also enhance socio-emotional competencies of students. Therefore, the study has vital national importance as its focus on the promotion and development of cooperation, collaboration, and empathy among countrymen.

## **LIMITATIONS OF THE STUDY**

The following limitations were observed during the execution of this research work.

1. Due to pandemic situation, the present study was limited to study socio-emotional competence among adolescents with relation to their gender, locality and academic achievement only and other variables like socio-economic status, home environment mental health was not considered in this study.
2. The sample of the present study is reduced from 1000 secondary school students to only 400 students of Anantnag district of Jammu and Kashmir Union Territory due to pandemic situation.

3. The present research study was planned to use the mixed-method approach, but the study was limited to quantitative analysis only due lack of time and researcher was unable to use the qualitative approach to know the reasons of low socio-emotional competence among adolescents.

## **SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study was confined to study socio-emotional competence among adolescents in relation to socio- demographic variables and academic achievement only and the similar study may also be conducted on other variables like socio-economic status, home environment mental health etc.
2. The similar study can be conducted on large sample for better more accurate results and generalization.
3. This study can be conducted on the students belonging to other regions to see the regional difference.
4. The present study was conducted on secondary school students only and it could also be conducted on college and university students.
5. The present study is quantitative in nature; the same study can be conducted by using a mixed-method approach.

## **CONCLUSION OF THE STUDY**

The main aim of this research was to study socio-emotional-competence among adolescents in relation to socio-demographic variables and academic achievement. The results of the study indicated that adolescents had various levels (i.e. high, average and low) of socio-emotional competence and female adolescents had better socio-emotional competence as compared to male



adolescents. Overall, rural and urban adolescents had similar socio-emotional competence and urban adolescents had superior in self-management skills than rural adolescents. High academic achievers were more competent than low academic achievers, irrespective of their gender and locality. Adolescents who have good academic achievement also have good socio-emotional competence. Academic achievement and socio-emotional competence were positively correlated to each other, and high socio-emotional competence leads to high academic achievement. The present study has its implication for students, teachers, parents, social reformers, administrators and guidance workers to provide the conducive environment at home and school, and promote value education so that social competence can be improved. School functionaries/administration should reframe/revise school curriculum in the light of National Education Policy-2020 by including such academic activities which shall improve the socio-emotional competence of students.