

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



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## **CERTIFICATE OF DECLARATION**

I, **Tariq Ahmad Bhat**, M.Phil. Scholar, Roll No. 200244 hereby declare that the subject matter embodied in the present study entitled, “**SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS IN RELATION TO SOCIO-DEMOGRAPHIC VARIABLES AND ACADEMIC ACHIEVEMENT**” is the outcome of the original research work carried out by me. The reference of sources, I have consulted/borrowed have been duly acknowledged. However, any reference, if at all, of words/authors inadvertently skipped, I may please be excused for the same. I also declare that the content of this Dissertation has not been submitted in partial or full for any other Diploma or Degree of any University/Institution deemed to be University and College/Institution of National Importance.

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## **CERTIFICATE OF ORIGINALITY**

The research work embodied in this Dissertation entitled “**SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS IN RELATION TO SOCIO-DEMOGRAPHIC VARIABLES AND ACADEMIC ACHIEVEMENT**” has been carried out by me from School of Education, Central University of Haryana, Mahendergarh, Haryana, India. The manuscript has been checked for plagiarism verification by Urkund Software under submission ID No: **D126535302** Vide Plagiarism Analysis Report No: **CUH/2022/CENLIB./P-15**. Dated: **31/01/2022**. I declare that the research work and languages included in this dissertation are free from any kind of plagiarism.

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## **Abstract**

*Socio-emotional competence is the ability of an individual which not only helps to learn but also helps to establish and maintain healthy and meaningful relationships. It involves successfully managing emotional arousal and engaging positively in social settings. Thus, socio-emotional competence is very vital for overall development of adolescents at secondary school stage. Therefore, the present study is a genuine attempt to study the levels of socio-emotional competence among adolescents in relation to socio-demographic variables and academic achievement. The main objectives of the present study were to study the levels of socio-emotional competence, the gender and locality difference on five dimensions of socio-emotional competence (i.e. self-awareness, social awareness, self-management, relationship management and responsible decision-making skills) and also find out the relationship between socio-emotional competence and academic achievement among adolescents. For the present study, descriptive survey method was used and the sample of 400 adolescents from 10 secondary schools (05 Government and 05 private schools) of Anantnag district of Jammu and Kashmir Union Territory were selected by employing stratified random sampling. The findings of the study revealed that adolescents had different 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 were superior in self-management skills than rural adolescents. High academic achievers were more competent than low academic achievers irrespective their gender and locality. Academic achievement and socio-emotional competence were positively correlated to each other and high socio-emotional competence leads to high academic achievement. Thus, the present study has its implication for teachers, parents, social reformers, administrators and guidance workers to provide the conducive environment at home and school, and inculcate value education so that social competence can be improved. School curriculum to be reframed/revised in the light of National Education Policy-2020 by including all academic activities which shall improve the socio-emotional competence of students at secondary school level.*

## सारांश

सामाजिक-भावनात्मक क्षमता व्यक्ति में विद्यमान ऐसी क्षमता है जो न केवल सीखने में मदद करती है बल्कि स्वस्थ और सार्थक संबंधों को स्थापित करने और बनाए रखने में भी सहयोग करती है। इसमें भावनात्मक उत्तेजना को सफलतापूर्वक प्रबंधित करना और सामाजिक सेटिंग्स में सकारात्मक रूप से शामिल होना सम्मिलित है। इस प्रकार, माध्यमिक विद्यालय स्तर पर किशोरों के समग्र विकास के लिए सामाजिक-भावनात्मक क्षमता अत्यंत महत्वपूर्ण है। अतः वर्तमान अध्ययन सामाजिक-जनसांख्यिकीय चरों और शैक्षणिक उपलब्धि के संबंध में किशोरों में सामाजिक-भावनात्मक क्षमता के स्तरों का अध्ययन करने का एक वास्तविक प्रयास है। वर्तमान अध्ययन के मुख्य उद्देश्य सामाजिक-भावनात्मक क्षमता के स्तर, सामाजिक-भावनात्मक क्षमता के पांच आयामों (यानी आत्म-जागरूकता, सामाजिक जागरूकता, आत्म-प्रबंधन, संबंध प्रबंधन और जिम्मेदार निर्णय कौशल) पर लिंग और स्थानीय अंतर का अध्ययन करना और किशोरों के बीच सामाजिक-भावनात्मक क्षमता और शैक्षणिक उपलब्धि के बीच संबंध का पता लगाना। वर्तमान अध्ययन के लिए, वर्णनात्मक सर्वेक्षण पद्धति का उपयोग किया गया था और जम्मू और कश्मीर केंद्र शासित प्रदेश के अनंतनाग जिले के 10 माध्यमिक विद्यालयों (05 सरकारी और 05 निजी स्कूलों) के 400 किशोरों के नमूने स्तरीकृत यादृच्छिक नमूने को नियोजित करके चुना गया था। अध्ययन के निष्कर्षों से पता चला है कि किशोरों में सामाजिक-भावनात्मक क्षमता के विभिन्न स्तर (अर्थात् उच्च, औसत और निम्न) थे और बालिका किशोरों में बाल किशोरों की तुलना में बेहतर सामाजिक-भावनात्मक क्षमता थी। कुल मिलाकर, ग्रामीण और शहरी किशोरों में समान सामाजिक-भावनात्मक क्षमता थी और शहरी किशोर ग्रामीण किशोरों की तुलना में स्व-प्रबंधन कौशल में श्रेष्ठ थे। उच्च शैक्षणिक उपलब्धि प्राप्त करने वाले निम्न शैक्षणिक उपलब्धि प्राप्तकर्ताओं की तुलना में अधिक सक्षम थे, चाहे उनका लिंग और स्थान कुछ भी हो। शैक्षणिक उपलब्धि और सामाजिक-भावनात्मक क्षमता एक-दूसरे से सकारात्मक रूप से सहसंबद्ध थी और उच्च सामाजिक-भावनात्मक क्षमता उच्च शैक्षणिक उपलब्धि की ओर ले जाती है। इस प्रकार, वर्तमान अध्ययन में शिक्षकों, माता-पिता, समाज सुधारकों, प्रशासकों और मार्गदर्शन कार्यकर्ताओं के लिए घर और स्कूल में अनुकूल वातावरण प्रदान करने और मूल्य शिक्षा को विकसित करने के लिए इसके निहितार्थ हैं ताकि सामाजिक-भावनात्मक क्षमता में सुधार किया जा सके। राष्ट्रीय शिक्षा नीति -2020 के संदर्भ में स्कूली पाठ्यक्रम को सभी शैक्षणिक गतिविधियों को शामिल करके संशोधित / संशोधित किया जाना चाहिए जो माध्यमिक विद्यालय स्तर पर छात्रों की सामाजिक-भावनात्मक क्षमता में सुधार करेगा।



**CHAPTER-I**

**INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### 1.0. BACKGROUND OF THE STUDY

Adolescence is the most important and crucial stage of human life that leads a person from childhood to adulthood. This stage has been denoted as the stage of stress and storm which includes the confusion of role in society and the urge for identity and existence in this world. As Sharma and Goswami 2014 indicated that, “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”. The unexpected modifications in the bodies of children and intellectual operations drive to ask questions- "Who am I? What have I become? What am I supposed to do and in which manner I to behave? Thus, educators, mothers and fathers should give special attention and support the young one in all the aspects of that crucial stage, to make them socially and morally responsible. Stakeholders should support them to decide their aim of life and choose their path which can help them in their educational, professional, and skill development.

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 behaviour. 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 21<sup>st</sup>-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 2017). 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.

Indian educationists recognized that socio-emotional learning (SEL) is important. The National Education Policy-2020 (NEP-2020) emphasizes the significance of SEL to make certain holistic improvement of kids and states that schooling devices should purpose to “make right humans able to rational idea and action, owning compassion and empathy”. The Part-1 of the policy on ‘School Education’ also highlights SEL similar significance as different educational competencies. NEP-2020 brings a welcome and much-needed focus on holistic child development, both in terms of curriculum and co- curriculum activities.

Teachers are the key players to introduce socio-emotional learning into the classroom (Jennings and Greenberg 2009). Research studies show that instructors whose SEL abilities are activated through well-established SEL training may have a big effect on the capabilities of students. These skills consist of conversation, previewing, listening, checking one's perception of others, exceptional cultures and groups, knowledge of social cues, empathy, greetings, keeping control over emotions, rules & discipline, respect for others & their views, self-monitoring, self-esteem, self-determination, creativity, self-awareness, communication process, interpersonal competence, and dealing with feelings (Kurian and Prakasha, 2016). Like social competence, emotional competence is additionally one essential attribute of adolescents' personality. It is the effectiveness of a man or woman to deal with emotional situations efficiently (Sharma and Bhardwaj, 2007). An adolescent is predicted to exhibit a fairly emotionally matured behaviour after passing through this stage. Adolescents must learn to alter their emotions, analyze techniques for self-soothing, be sensitive & conscious of their emotions, understand the consequences of their deeds, distinguish between logical and illogical feelings, avoid biased behaviour & emotions, manage emotions like



empathy and sympathy, and also learn to manage emotions of love, hate, and different relationships with the opposite sex in a positive way (Adams, 2005).

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. Many research studies conducted by different researchers' show that intelligence and school achievement are correlated (Brody, 1997; Gustafson & Anaheim, 1996, and Sattler, 2001). Males and females intelligence is considered to be equal. The difference lies in their specific abilities, men on average outperform women so that they can find parallels between their reasoning ability and common sense. Girls often show superiority over their memory, their language, and their beauty.

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.

Achievement in academics keeps a very essential space in the education and learning process. Generally, it is the individuals' performance in school subjects. In the academic field, the marks or scores are assigned to the students, these marks or scores are the indicators of academic achievement. The student's academic and non-academic performance indicates the quality of academic institutions. Every teachers, as well as parents, wish that their students will get a high

level of academic performance. Many studies claimed that high social competence positively affects the academic achievement of students. So, there are various factors that directly or indirectly affect academic achievement.

Most of the issues in our life whether childhood, adolescence, adulthood, home and family, and political, regional or International problems are the result of miss interpretation of social situations. These problems may be resolved by improving their socio-emotional skills including the feelings of love, sympathy and belongingness right from their childhood.

### **I.1. SOCIO-EMOTIONAL COMPETENCE**

There is diversity in this world, and peoples are different in their ways of thinking and doing. No two individuals are similar in every aspect. This natural process of born humans unique and different gives us a wide variety of personality characters and approaches. Even with our differences of opinion, we cannot deny the fact that we are all human beings, and we have to interact with others as well. We need to grow and let others also grow, gain knowledge, awareness, and for survival. Our interaction with other people teaches us the vital skill of adaptation. We learn to make adjustments in our lifestyle by relating to other people. We should adapt to sustain and maintain our relationship, self-confidence, self-esteem, social and educational capability etc. are all influenced by our interactions in society.

SEL means learning and acquisition of knowledge, attitudes, necessary skills through which individuals manage and understand their emotions. Students by learning of these socio-emotional skills set and accomplish certain purposes of life, and also shows the qualities of empathy, responsibility, and positive attitude when they are socio-emotionally competent. Adolescents can control their emotions and behaviour with good socio-emotional skills. Socio-emotionally

competent students are better able to make responsible decisions in difficult situations of life. Socio-emotional skills are the skills of the 21<sup>st</sup> century. It has been shown in many studies that socio-emotional abilities are very essential for success in the career and academics of students.

The National Education Policy-2020 focuses on the necessity of competence by stating, "Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development". In the fast-changing and various worlds, social and emotional abilities are getting imperative to dwelling a satisfying life. The shift to city environments and version of new-norms after Covid-19 state of affairs technique humans want to have interaction with new methods of thinking, speaking and working. The various populaces and the imposed dismantling of conventional social networks, vicinity extra emphasis on human being's experience of trust, cooperation, and compassion.

In this context, social and emotional capabilities determine how properly humans modify their environment and their capacity to make rational decisions. The improvement of these abilities is important no longer solely for the well-being of people but additionally for society as a whole. The growing ideological polarization and social tensions call for the capacity of citizens to adapt, appreciate each other and take personal and collective duty to obtain a well-functioning society.

Many research studies indicate that socio-emotional competence is essential for children and adolescents to set their goals and manage different feelings. Socio-emotional learning helps adolescents to build interpersonal skills, and also develop the good qualities like cooperation, collaboration, problem-solving etc. A satisfactory level of socio-emotional competence makes students academically successful, professionals and responsible persons in society. Learning of

these skills accommodates a base for certain enduring effects on children and adolescents. Socio-emotional learning commonly focuses on the following skills:

**1.1.1. Self-awareness:** This is the capability of individuals to become aware of their own emotions, thoughts one who is self-aware must have qualities like accurate self-perception, self-confidence, self-efficiency etc. This type of capability becomes a critical tool to help individuals in different ways like to become a better leader, make easily relations with colleagues and easily manage their emotions.

**1.1.2. Self-management:** This is the capability to manage thoughts, stress, impulses, emotions and behaviours through different situations. The person who has self-management skills should have the qualities like goal setting, self-discipline, stress management, organization of skills, communicating, managing time, strengthening memory etc.

**1.1.3. Social awareness:** It is the capability of persons to recognize others emotions and how these emotions can effect social situations and it is the ability to read or comprehend social situations e.g. the persons who are socially aware possess the qualities like respect to all, appreciating diversity etc.

**1.1.4. Relationship skills:** This is the capability to create meaningful relations with peers and to make those relationships last over time and persons' capability to grow, develop & resolve challenging situations. The persons who have relationship management skills possess the qualities like teamwork, communication, relationship building etc.

**1.1.5. Decision-making:** This type of ability means making good choices even when it is not easy. Responsible decision maker possesses qualities like self-reflection, analyzing situations, problem-solving, responsibility etc.

## **I.2. ACADEMIC ACHIEVEMENT**

Achievement means accomplishment, and attainment of a goal. Achievement in academics keeps an exceptional place in the process of education and learning. Generally, performance in school subjects is the indication of academic achievement. The marks or scores assigned by teachers to their students are indicators of achievement. The quality of the academic institutions mainly depends on the academic and non-academic performance of their students.

According to Crow and Crow (1969), "Academic achievement is defined as the extent to which a knowledge and skill have been imparted to him".

According to Good (1973), "Academic achievement is defined as knowledge attainment or skill developed in the school subject usually designate by the test score or by mark assigned by teachers".

Achievement in academics is the final result of the learning experience. It is the extent to which a student achieves their educational goals. Parents and teachers always wish their students are good in academic performance. Durlak, et al. 2011 claimed that socio-emotional skills improve the students' level of academic achievement. Hence, it is important to study the problems related to this competence of the students of all the stages of education.

## **I.3. ADOLESCENCE STAGE**

The phase of life between childhood and adulthood is known as adolescence. It ranges from 10 to 19. It is an important phase in adolescents' life to build foundations of good health and a unique stage of human development. During this stage, different changes like physical, cognitive and psychological occur in adolescents.

Adolescence is a stage during which individuals' shows different psychological and physical changes. This period usually occurs when the children show signs of puberty and stops until they reach their legal adulthood. The period of adolescence is sometimes known as teenage because this stage usually starts at thirteen and make its cycle complete at nineteen.

Biologically, adolescence can be interpreted as the shift from puberty to complete physical growth. There is the development of cognition in this phase, so adolescents start to think abstractly. Adolescents start preparation in different fields during this period, like the preparation for adult roles. During adolescence different bodily changes take place like an increase in height, muscle mass as well as the appearance of secondary sexual characters. It is the stage of development that precedes adulthood. It is a time of great physical change in young people. Adolescence is a time when young people need to be in a protective system, when they need positive role models, during this period adolescents should be engaged in positive activities so that they would use their energies for good works.

Adolescence is also the period of the heightening of all emotions such as anxiety, fear, love, anger, etc. Emotional restlessness and instability make them optimistic, pessimistic, moody and sometimes depressed, desperate, violent and delinquent. Hence, developing social competence and emotional competence are essential tasks during adolescence. "Social competence is the ability and interpersonal skill of an individual in effectively dealing with different situations of an individual environment. For a successful interpersonal interaction, high order social competence is an essential quality to have. Adolescents must master various social competencies to be more successful in life" (Kurian and Prakasha, 2016).

Thus, this phase of adolescence could be called as the stage of dreaming about the future, with high aspirations and fantasies, when adolescents aspired to reach the moon and confidently expects to do so. So, School being a social institution plays an important role in building the nation by developing youth. It should also motivate the students to ensure their contribution to the development and progress of the nation.

#### **1.4. SOCIO-DEMOGRAPHIC VARIABLES**

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, gender, locality, family, etc.

#### **1.5. 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 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, pro-social behaviour, 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 also see the relationship between socio-emotional competence and academic achievement among adolescents.

## **I.6. STATEMENT OF THE PROBLEM**

Adolescence is that phase of human life when individuals experience significant changes in their relationships with parents. The period is somewhat disturbing in a young person's life, so sometimes creates distance and challenges in adolescents' relationships with family members. So, it is essential to conduct research on why some adolescents maintain better relationships with their



parents and effectively meet a person-situation interaction, and effectively deal with emotional situations than others who are in lack competence in dealing with different socio-emotional situations.

How do males and females adolescent perceive different dimensions of socio-emotional competence and academic achievement? Is there any relationship between the academic achievement and socio-emotional competence of adolescent? These are the certain questions that arise in the mind of the investigator, and for that reason, the investigator planned to undertake the present study.

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".

## **1.7. OPERATIONAL DEFINITION OF THE TERMS USED**

- **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:** - Academic achievement means the academic performance of the adolescents in the previous class and total marks obtained in the previous class i.e. 8<sup>th</sup> class.

## **I.8. 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.

## **1.9. 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.

#### **I.10. DELIMITATIONS OF THE STUDY**

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

2. This study was delimited to only one district of the Kashmir division, i.e. Anantnag District of Jammu and Kashmir Union Territory.
3. The present study was delimited to only 05 Government and 05 Private secondary schools of Anantnag district.
4. This study was delimited to only 400 students studying at 9<sup>th</sup> class of Secondary Schools.

## **I.11. ORGANISATION OF THE RESEARCH REPORT**

The report of research carried out is organized as under:-

The **First Introductory Chapter** 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”.

The **second chapter** deals with “Review of related literature” and presented important research studies conducted on socio-emotional competence and academic achievement.

The **Third Chapter** deals with the “Plan and procedure of the study”. It includes research method, population, sample, variables studied, tools used, administration of tool, scoring of the tools, categorization of data and statistical techniques used.

The **Fourth Chapter** presents the “Analysis and interpretation of the data”. The same is presented through tables and figures.

The **Fifth Chapter** deals with the “Main findings of the study, educational implications and suggestions for further research” and followed by the summary, bibliographies and appendices.



## **CHAPTER-II**

# **REVIEW OF RELATED LITERATURE**

## **CHAPTER- II**

### **REVIEW OF THE RELATED LITERATURE**

#### **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 hood for 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) administer 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 study aimed to compare the social competence between males and females and there was not gender different in social competence.

Kaberi (2019) administer 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 19<sup>th</sup> percentile and upper-income family students are ranked in the 66<sup>th</sup> 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 1<sup>st</sup> 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.





# **CHAPTER-III**

## **PLAN AND PROCEDURE**

## **CHAPTER-III**

### **PLAN AND PROCEDURE OF THE STUDY**

#### **3.0 INTRODUCTION**

In the preceding two chapters, introduction and review of related literature have been presented and the present chapter deals with 'Plan and procedure of the study'. It includes research method, population, sample, variables studied, tools used, administration of tool, scoring of the tools, categorization of data and statistical techniques used.

According to Best and Kahn (2007), "Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves of the more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions".

Thus, research needs proper planning, and it helps the researcher to proceed smoothly in the research and procedure of the study means the techniques used for the collection of the data. The methods adopted in drawing out the sample and the procedure employed in tabulating and organizing data gives an idea about the sample which is the basis for research. In addition to this, it also provides a picture of the instruments used, data collection techniques employed for the analysis of data. Since it is not possible to survey the entire population, there is a need to use appropriate tools for measuring the attributes concerned and to administration these tools.

This study is designed to know the “socio-emotional competence and academic achievement of adolescent students”. Thus, plan and procedure of the present study is given in the following points:

1. Research Method
2. Population
3. Sample
4. Tools used
5. Administration of tool
6. Scoring procedure
7. Classification and tabulation of data
8. Statistical techniques employed

### **3.1 RESEARCH METHOD**

Aggarwal (2008), “Descriptive research is devoted to the gathering of information prevailing conditions or situation for description and interpretation”. The method used by the researcher not only tabulates the facts but also fulfils the purpose of analysis, interpretation, comparison, relationships, and identification of trends. This study is an attempt to study socio-emotional competence of adolescents with socio-demographic variables and academic achievement. Therefore, keeping in view the objectives, descriptive research method was used.

### **3.2. POPULATION**

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

### 3.3 SAMPLE

Sampling is fundamental and has vital importance in any research. It is a part and parcel of the strategy of research. The process of selecting a fraction or a part of the whole population is called sampling. In educational research, the sampling helps to make generalizations that remain valid for the entire population. The portion of the population that represents the whole population is known as the sample.

For drawing the sample of the present study, multi-stage sampling technique was used. At the first stage, Anantnag District was selected from 10 districts of the Kashmir division of Jammu and Kashmir Union Territories. At the second stage, out of total secondary schools of this district, 10 schools (05 private and 05 governments) based on random sampling. After that, the researcher makes the strata of the population based on gender and locality and selected 400 adolescents from 10 sample schools. The details of the sample are given in the table 3.1.

**Table 3.1 Details of the Sample of the Study**

Sl. No.	Name of the School	No. of Respondents
1	Govt. High School Khiram, Anantnag	45
2	Modern Public High School, Khiram, Anantnag	36
3	Iqra English Medium High School, Srigufwara, Anantnag	33
4	Govt. Higher Secondary School, Hard Tooru, Anantnag	40
5	NICE Secondary School, Srigufwara, Anantnag	37
6	Boys Higher Secondary School, Bijbehara, Anantnag	48
7	Govt. Girls Higher Secondary School, Bijbehara, Anantnag	43
8	Public School English Medium, Bijbehara, Anantnag	44
9	Govt. Higher Secondary School, Srigufwara, Anantnag	38
10	Govt. Higher Secondary School, Mahind, Anantnag	36
<b>Total</b>		400

### **3.4. TOOLS USED**

Tool selection is essential in any type of research. If the tools used are not suitable, the researcher may be misunderstood and his efforts will be washed as the researcher fails to achieve the objectives of the study. The details of tools which are used for data collection are given below:

- 3.4.1 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.
- 3.4.2. To measure academic achievement of adolescents, result of the previous class i.e. 8<sup>th</sup> Class (marks and percentage) was used.

#### **3.4.1. Description of the Tool**

The Socio-Emotional Competence Scale is developed by Dr Mingling Zhou and Dr Jessi E. It measures Socio-emotional competence based on five dimensions of socio-emotional competence such as "self-awareness, self-management, social awareness, relationship skills and responsible decision-making". The SEC Scale contained five dimensions and each dimension contains five items. It is used to measure the socio-emotional competence of individuals of the age range of 9 years to 20 years (grade 3 to 12<sup>th</sup>). In beginning, many statements were prepared based on the traits of socio-emotional competence reported in the literature. These statements were given to different experts. Only those statements which yielded a correlation coefficient of 0.05 and above were retained. Thus, the scale finally consists of 25 statements under, 05 Dimensions.

### **3.5.2. Reliability and Validity**

The reliability coefficient of the socio-emotional competence scale was computed by the test re-test method and the correlation coefficient was found 0.89. The validity coefficient was tested and was found 0.84.

### **3.5. ADMINISTRATION OF THE TOOL**

To collect the data, the researcher visited all the selected sample schools of the Anantnag district by employing the socio-emotional competence scale (2012). After data collection, the scoring was performed strictly according to the instructions in the test manual. For academic achievement, previous class results of the respondents were collected from official school records.

### **3.6. SCORING PROCEDURE**

There are 25 statements in the scale and all are positive statements that show socio-emotional competence. The SEC Scale contained five dimensions and each dimension contains five items. The 5 dimensions are “self-awareness; social awareness; self-management; relationship management and responsible decision-making”. The SEC Scale was administered in the English version. This scale has responses from 1 (not at all true of me) to 6 (very true of me). 1 mark has been given to (not at all true of me), 2 marks has been given to (Somewhat untrue of me), 3 marks has been given to (Neutral), 4 Marks has been given to (somewhat true of me), 5 marks has been given to (true of me) and 6 marks have been given to (very true of me).

### **3.7. CLASSIFICATION AND TABULATION OF THE DATA**

Data was categorized on the basis of levels of socio-emotional competence and academic achievement. The details of classification of socio-emotional competence are given in Table 3.2.

**Table 3.2 Levels of Socio-Emotional Competence**

<b>Levels of Socio-Emotional competence</b>	<b>Number of students</b>	<b>Percentage</b>
High Socio-Emotional competence	87	21.75
Average Socio-Emotional competence	204	27.25
Low Socio-Emotional competence	109	51

Secondly, the academic achievement was classified as high, average and low academic achievers, which was done by employing the formula-  $M \pm 1/2 SD$ . The same is given in the table 3.3:

**Table: 3.3. Levels of Academic Achievement**

<b>Levels of Academic Achievement</b>	<b>Number of students</b>	<b>Percentage</b>
High academic achievers	150	37.5
Average academic achievers	123	30.75
Low academic achievers	127	31.75

### **3.8. STATISTICAL TECHNIQUES EMPLOYED**

In this study, the following statistical techniques used:

- Frequencies
- Percentage
- Mean
- Standard Deviation
- t-value
- Pearson Correlation Coefficient



# **CHAPTER-IV**

## **ANALYSIS AND INTERPRETATION OF DATA**



## CHAPTER-IV

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.0 INTRODUCTION

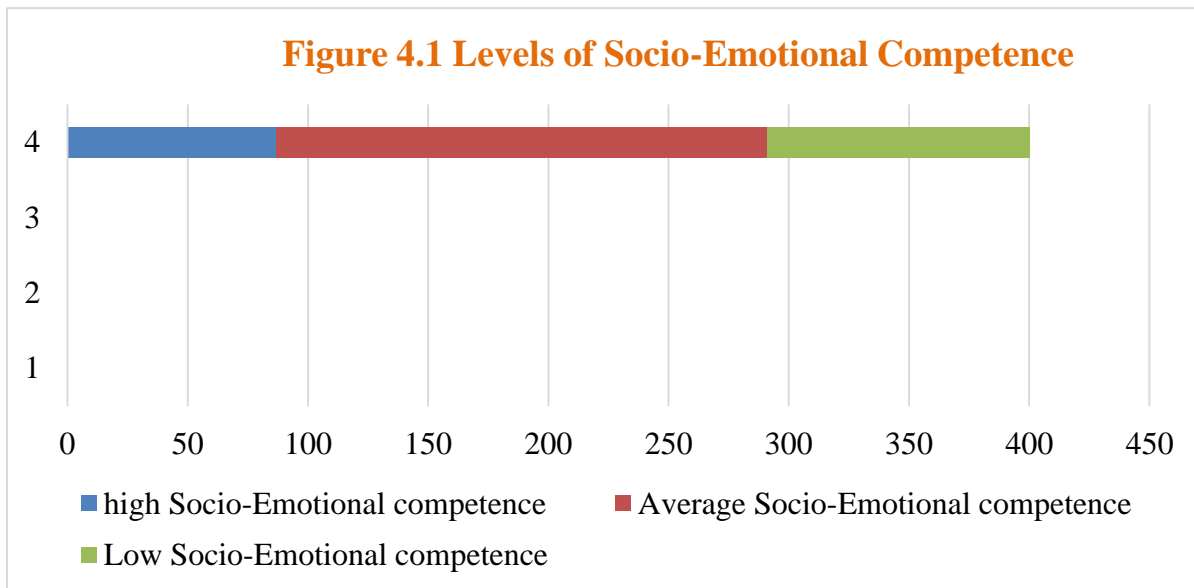
In the preceding three chapters, introduction, review of related literature and plan & procedure of the study have been presented. The present chapter deals with 'analysis and interpretation of the data' in the light of objectives of the study and the same is presented in the following sequence:

#### 4.1. LEVELS OF SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS

The data regarding levels of socio-emotional competence among adolescents of Anantnag District is given in table 4.1.

**Table 4.1**  
**Levels of Socio-Emotional Competence among Adolescents**

<b>Level of Socio-emotional Competencies</b>	<b>Male adolescents (Frequencies)</b>	<b>%</b>	<b>Female adolescents (Frequencies)</b>	<b>%</b>	<b>Total Male and Female Adolescents</b>	<b>Total %</b>
<b>High</b>	35	08.75	52	13.00	87	21.75
<b>Average</b>	95	23.75	109	27.25	204	51.00
<b>Low</b>	77	19.25	32	08.00	109	27.25
<b>Total</b>	207	51.75	193	48.25	400	100



From the Table and Figure 4.1, it is inferred that adolescents have the various levels of socio-emotional competencies. Out of 400 adolescents, only 87 (21.75%) adolescents were having high level of socio-emotional competence, 109 (27.25%) adolescents have low level and 204 (51%) adolescents have average level of socio-emotional competence. Further, table reveals that 8.75% male and 13% female adolescents have high level of socio-emotional competence while 19.25% male and 08% female adolescents have the low level of socio-emotional competence.

Therefore, hypothesis No. 1 that “Adolescents have the different levels of socio-emotional competencies” has been accepted. Hence, adolescents were having various levels of socio-emotional competence and the majority of adolescents (51%) had an average level of socio-emotional competence.

## 4.2 GENDER COMPARISON OF SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS

The data regarding comparison of male and female adolescents of Socio-emotional competence is given in the below table.

**Table 4.2**  
**Comparison of Male and Female Adolescents of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	97.89	4.66	3.71	At 0.01 level
Female	192	99.56	4.25		

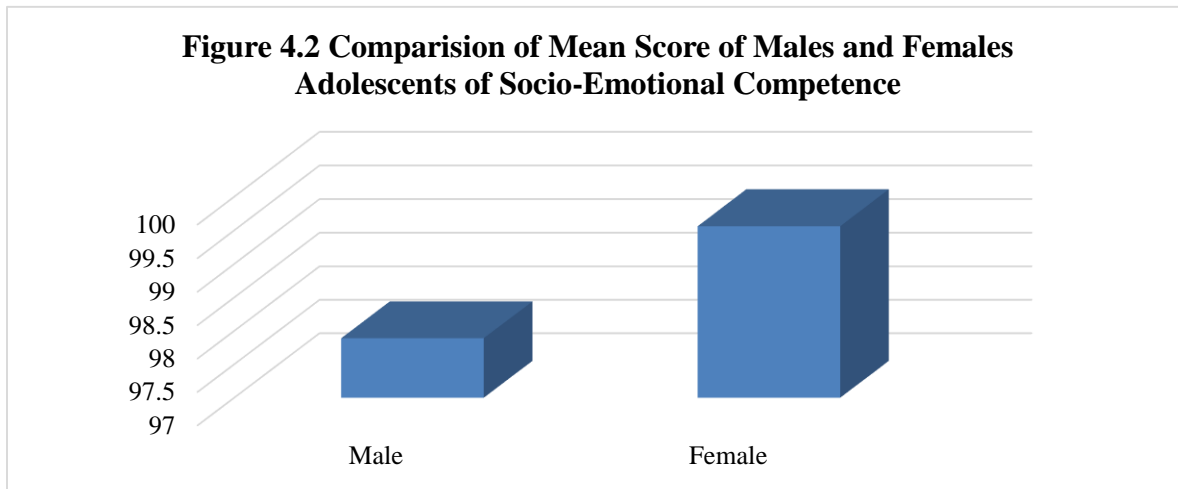


Table and Figure No. 4.2 reveals that male adolescents have mean score- 97.89, sd-4.66, while female adolescents have mean score-99.56, sd-4.25, and ‘t’ value is 3.71 which is higher than the table value and also significant at 0.01 level of significance. Thus, Hypothesis No. 2 “There will be no significant gender difference of socio-emotional competence among adolescents” has been

rejected. Hence, male and female adolescents had different socio-emotional competencies and female adolescents have the better socio-emotional competence as compare to male adolescents.

### **4.3. COMPARISON OF MALE AND FEMALE ADOLESCENTS ON DIMENSIONS OF SOCIO-EMOTIONAL COMPETENCE**

This section presents the analysis and interpretation of the data regarding comparison of male and female adolescents on five dimensions of socio-emotional competence and the same is given below:

#### **4.3.1 Comparison of Male and Female Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

The data regarding comparison of mean, standard deviation, t-value of male and female adolescents on the first dimension- “Self-awareness of Socio-Emotional Competence” is given in the table 4.3.

**Table 4.3**  
**Comparison of Male and Female Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Male</b>	207	21.60	2.10	0.047	Not significant at any level
<b>Female</b>	193	21.61	1.90		

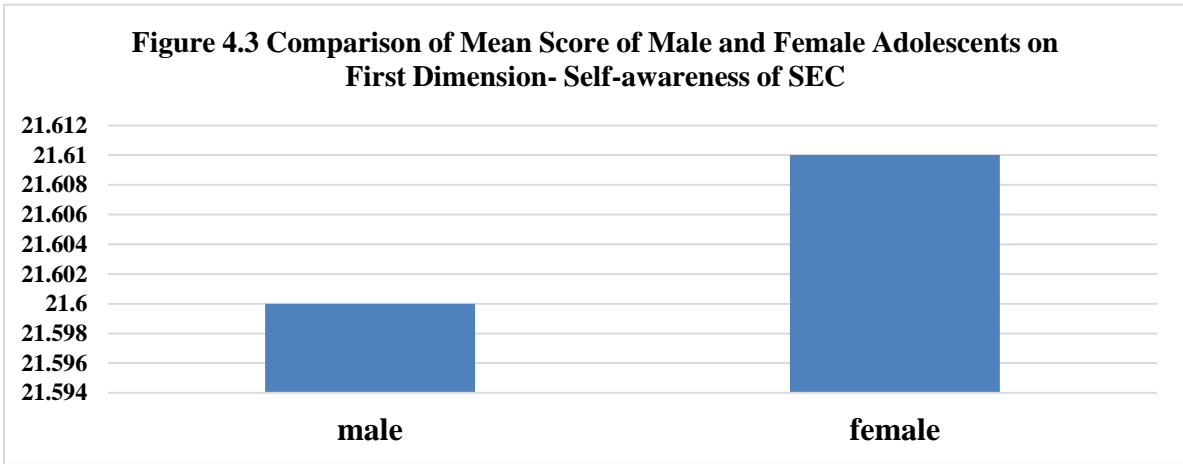


Table and Figure 4.3 and reveal that the mean score of the male group is 21.60 and standard deviation is 2.10 while mean score of female group is 21.61 and standard deviation is 1.90 and t-value is 0.047 on the first dimension- self-awareness which is less than the table value and not significant at any level of significance. Hence, hypothesis no.3.1 that “There will be no significant difference between male and female adolescents on first dimension i.e. self-awareness of SEC” has been accepted. Hence, male and female adolescents had similar self-awareness of SEC.

#### **4.3.2 Comparison of Male and Female Adolescents on Second Dimension- Social Awareness of Socio-Emotional Competence**

The analysis and interpretation of the data regarding comparison of Male and Female Adolescents on Second Dimension- “Social Awareness of Socio-Emotional Competence” has been given in this section. The same is given below in Table and Figure.

**Table 4.4**  
**Comparison of Male and Female Adolescents on Second Dimension- Social Awareness of**  
**Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	20.44	1.60	0.50	Not significant at any level
Female	193	20.67	1.90		

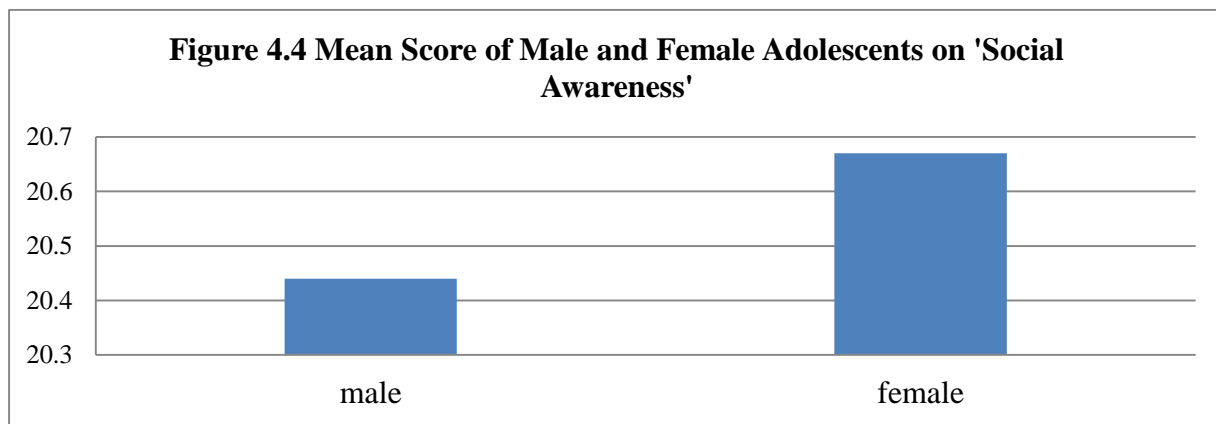


Table and Figure 4.4 show that mean score of male adolescents is 20.44 and the standard deviation is 1.60 while mean score of female group is 20.67, the standard deviation is 1.90 and calculated value of the t-value is 0.50 on second dimension- social awareness of SEC which is less than the table value and not significant at any level of significance. Thus, the hypothesis 3.2 that “There will be no significant difference between male and female adolescents on second dimension i.e. social awareness of SEC.” has been accepted. Hence, male and female adolescents had similar social awareness of SEC.

### 4.3.3 Comparison of Male and Female Adolescents on Third Dimension- Self-Management Skills of Socio-Emotional Competence

The data regarding comparison of male and females adolescents on third Dimension- ‘Self-management skills’ of SEC is given in the Table and Figure below:

**Table 4.5**  
**Comparison of Male and Female Adolescents on Third Dimension- Self-Management Skills of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	18.98	2.34	3.48	At 0.01 Level
Female	193	19.71	1.78		

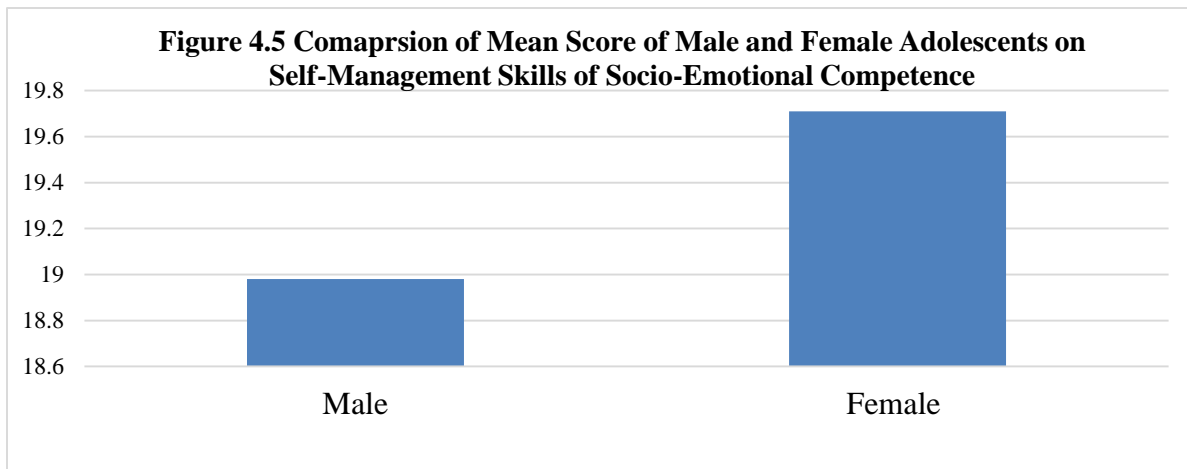


Table and Figure 4.5 indicate that the mean scores of male group is 18.98; standard deviation is 2.34 while mean scores of female group is 19.71; standard deviation is 1.78 and t-value is 3.48 on third dimension- ‘Self-management skills of SEC’ which is above the table value which is significant at 0.01 level of significance. Thus, the hypothesis no.3.3 that " There will be no significant difference between male and female adolescents on third dimension i.e. self-management of SEC” has been rejected. Hence, male and female adolescents had similar social

awareness of SEC. Hence, female adolescents had better self-management skills as compare to male adolescents.

#### 4.3.4 Comparison of Male and Female Adolescents on Fourth Dimension- Relationship Management of Socio-Emotional Competence

This part of this section presents the analysis and interpretation of that data of fourth dimension-“Relationship management skills of SEC” and the data is given table and figure.

**Table 4.6**  
**Comparison of Male and Female Adolescents on Fourth Dimension- Relationship Management of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	18.27	1.92	2.72	0.01 level
Female	193	18.80	1.97		

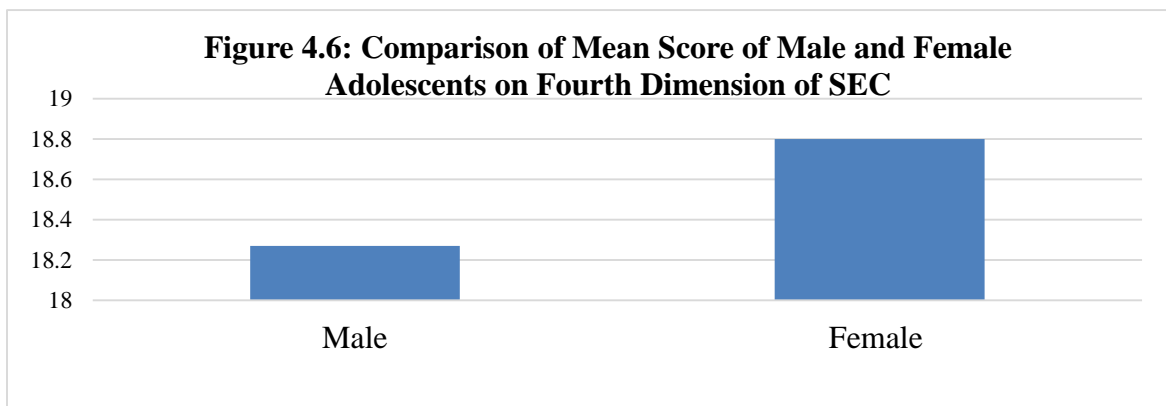


Table and Figure 4.6 reveal that mean scores of male group is 18.27; standard deviation is 1.92, while mean scores of female group is 18.80; standard deviation is 1.97, and t-value is 2.72 on the fourth dimension-“Relationship management skills of SEC”, which is higher than the table value and significant at 0.01 level of significant. Thus, the hypothesis no. 3.4 that " There will be no



significant difference between male and female adolescents on fourth dimension i.e. relationship-management of SEC” has been rejected and female adolescents have the better relationship management skills as compare to male adolescents.

#### 4.3.5 Comparison of Male and Female Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence

This part of the section deals with the analysis and interpretation of data regarding comparison of male and female adolescents on fifth dimension- “Responsible decision-making of socio-emotional competence” and the same is given in the below table and figure:

**Table 4.7**  
**Comparison of Male and Female Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

Gender	N	Mean	S.D.	t-value	Level of Significance
Male	207	18.62	1.95	1.94	Not significant at any level
Female	193	18.97	1.61		

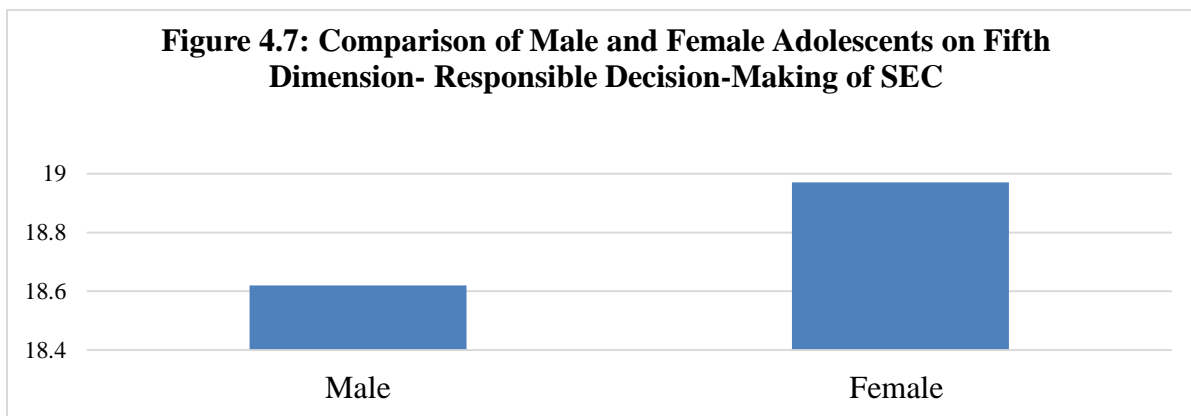


Table and Figure 4.7 reveals that the mean score of male group is 18.62; standard deviation is 1.95, while the mean score of female group is 18.97; standard deviation is 1.61 and t-value is 1.94 on the fifth dimension- “Responsible decision-making skills of SEC” which is less than the table value and also not significant at any level of significant, Thus, the hypothesis no.3.5 that “There will be no significant difference between male and female adolescents on fifth dimension i.e. responsible decision-making of SEC” has been accepted and male & female have the similar responsible decision-making skills.

#### 4.4 COMPARISON OF RURAL AND URBAN ADOLESCENTS OF SOCIO-EMOTIONAL COMPETENCE

This section deals analysis and interpretation of the data regarding comparison of rural and urban adolescents of socio-emotional competence, and the same is given in the following Table and Figure:

**Table 4.8**  
**Comparison of Rural and Urban Adolescents of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	98.69	4.61	0.20	Not significant
Urban	193	98.78	4.49		

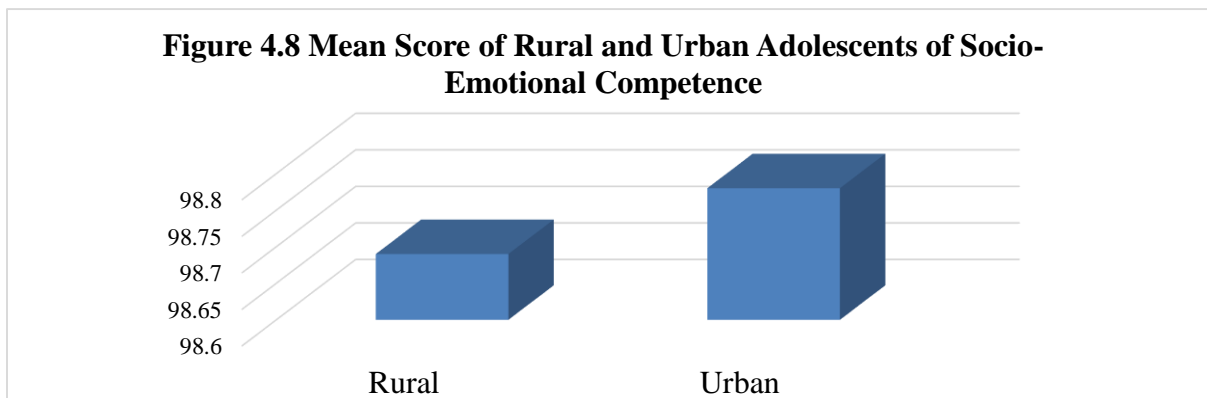


Table and Figure 4.8 indicate that mean scores of rural adolescents is 98.69; standard deviation is 4.61, while mean score of urban adolescents is 98.78; standard deviation is 4.49 on socio-emotional competence and t-value is 0.20 which is lower than the table value and also not significant at any level of significance. Thus, the hypothesis no. 4 that “There will be no significant locality difference of socio-emotional competence among adolescents” has been accepted. Hence, rural and urban adolescents have the equal socio-emotional competency.

#### **4.5 COMPARISON OF RURAL AND URBAN ADOLESCENTS ON DIMENSIONS OF SOCIO-EMOTIONAL COMPETENCE**

This section presents the analysis and interpretation of the data regarding comparison of rural and urban adolescents on five dimensions of socio-emotional competence and the same is given below:

##### **4.5.1 Comparison of Rural and Urban Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on first dimension- “Self-awareness of socio-emotional competence” and the same is given below table and Figure:

**Table 4.9**  
**Comparison of Rural and Urban Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Rural</b>	208	21.55	1.94	0.75	Not significant at any level
<b>Urban</b>	192	21.70	2.10		

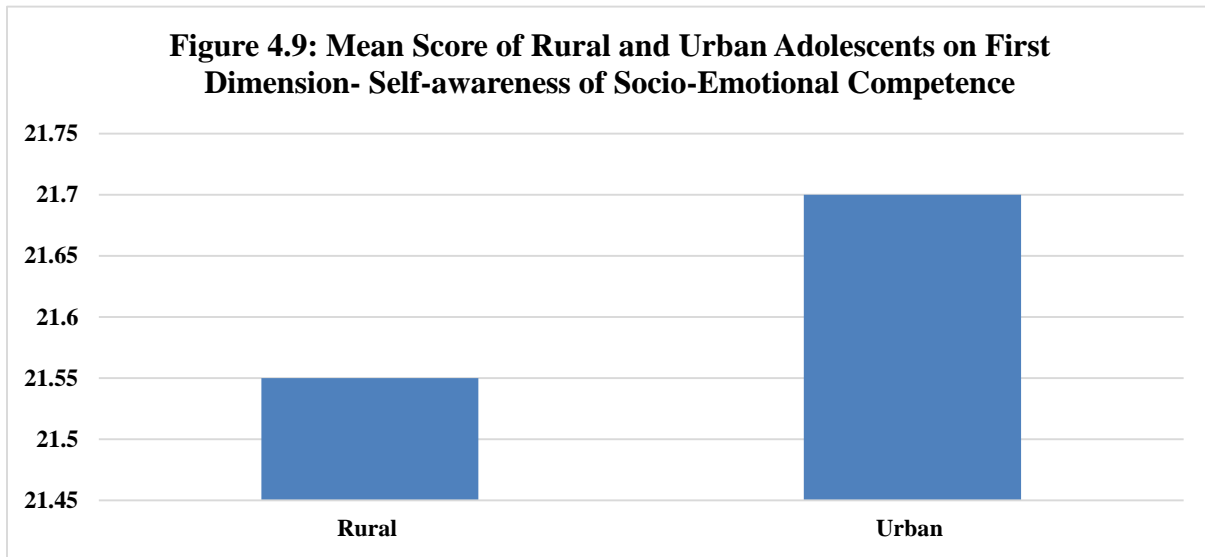


Table and Figure 4.9 indicate that mean scores of rural adolescents is 21.55; standard deviation is 1.94, while the mean scores of urban adolescents is 21.70; standard deviation is 2.10 and t-value is 0.75 which is less than the table value and not significant at any level of significance. Thus, the hypothesis no. 5.1 that " There will be no significant difference between urban and rural adolescents on first dimension i.e. self-awareness of SEC" has been accepted. Hence, rural and urban adolescents have the similar behavior on first dimension- "Self-awareness of socio-emotional competence".

#### **4.5.2 Comparison of Rural and Urban Adolescents on Second Dimension- Social Awareness of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on "Second Dimension- Social awareness of Socio-emotional competence" and the same is given below table and Figure:

**Table 4.10**  
**Comparison of Rural and Urban Adolescents on Second Dimension- Social Awareness of**  
**Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	20.39	1.75	1.25	Not significant at any level
Urban	192	20.59	1.59		

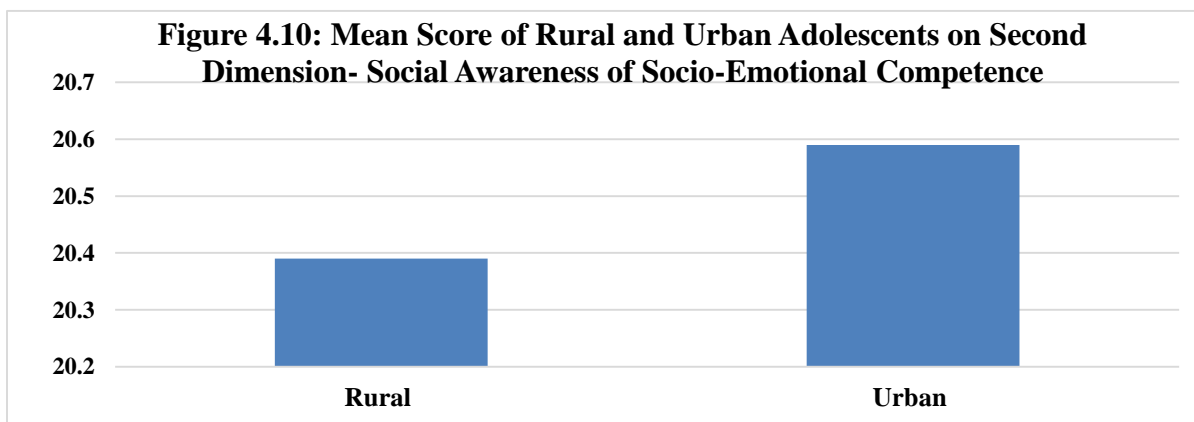


Table and Figure 4.10 show that mean score of rural adolescents is 20.39; standard deviation is 1.75, while mean scores of urban adolescents is 20.59; standard deviation is 1.59 on “Second dimension- Social awareness of socio-emotional competence” and t-value is 1.25 which is less than the table value and not significant at any level of significance, Thus, the hypothesis no. 5.2 that " There will be no significant difference between urban and rural adolescents on second dimension i.e. social awareness of SEC” has been accepted. Rural and urban adolescents have the similar social awareness competence.

### 4.5.3 Comparison of Rural and Urban Adolescents on Third Dimension- Self-Management of Socio-Emotional Competence

This part of the section deals with rural and urban adolescents on “Third dimension- Self-management of socio-emotional competence” and the same is given below table and Figure:

**Table 4.11**  
**Comparison of Rural and Urban Adolescents on Third Dimension- Self-Management of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	18.94	2.36	4	at 0.01 level
Urban	192	19.74	1.74		

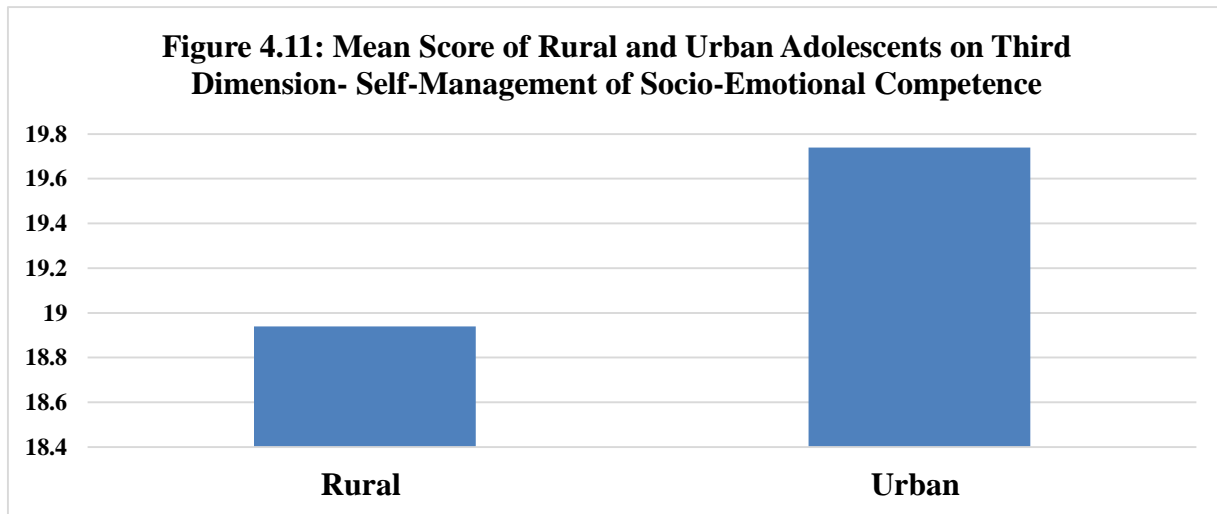


Table and Figure 4.11 indicate that mean score of rural adolescents is 18.94; standard deviation is 2.36, while the mean score of urban adolescents is 19.74; standard deviation is 1.74 and t-value is 4 which is higher than the table value and also significant at 0.01 level of significance. Thus, the

hypothesis no. 5.3 that " There will be no significant difference between urban and rural adolescents on third dimension i.e. self-management of SEC" has been rejected and urban adolescents have better self-management skills as compare to urban adolescents.

#### 4.5.4 Comparison of Rural and Urban Adolescents on Fourth Dimension- Relationship Management Skills of Socio-Emotional Competence

This part of the section deals with rural and urban adolescents on "Fourth dimension- relationship management skills of socio-emotional competence" and the same is given below table and Figure:

**Table 4.12**  
**Comparison of Rural and Urban Adolescents on Fourth Dimension- Relationship Management Skills of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	18.72	2.13	1.6	Not significant at any level
Urban	192	18.40	1.83		

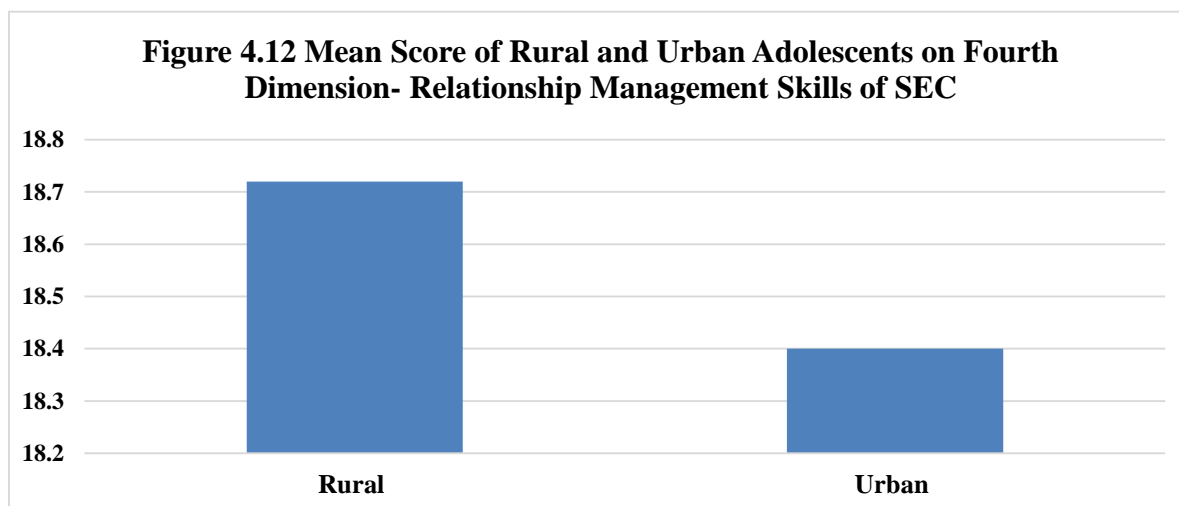


Table and Figure 4.12 reveal that mean score of rural adolescents is 18.72; standard deviation is 2.13, while mean score of urban adolescents is 18.40; standard deviation is 1.83 on “Fourth dimension- relationship management skills of socio-emotional competence” and t-value is 1.6 which is lower than the table value and not significant at any level of significance. Thus, the hypothesis no. 5.4 that " There will be no significant difference between urban and rural adolescents on fourth dimension i.e. relationship management of SEC” has been accepted and rural and urban adolescents have the similar relationship management skills.

#### **4.5.5 Comparison of Rural and Urban Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on “Fifth Dimension- Responsible Decision-making of socio-emotional competence” and the same is given below table and Figure:

**Table 4.13**  
**Comparison of Rural and Urban Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Rural</b>	208	18.96	1.72	1.77	Not significant at any level
<b>Urban</b>	193	18.64	1.87		



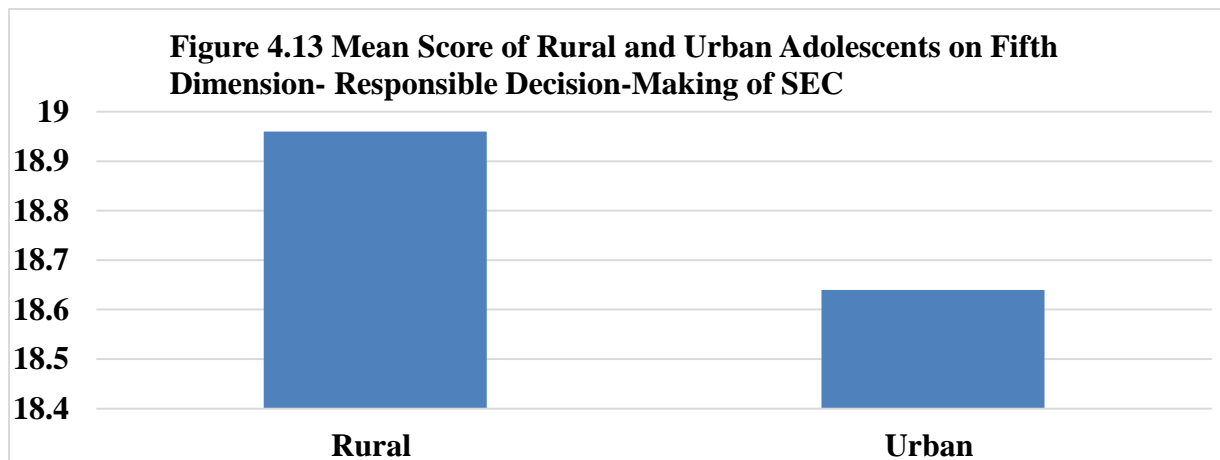


Table and Figure 4.13 show that mean score of rural adolescents is 18.96; standard deviation is 1.72, while mean score of urban adolescents is 18.64; standard deviation is 1.87 on “Fifth dimension- responsible decision-making of socio-emotional competence” and t-value is 1.77 which is lower than the table value and not significant at any level of significant. Thus, the hypothesis no. 5.5 that “There will be no significant difference between urban and rural adolescents on fifth dimension i.e. responsible decision-making of SEC” has been accepted and rural and urban adolescents have responsible decision-making skills.

#### **4.6 COMPARISON OF SOCIO-EMOTIONAL COMPETENCE BETWEEN LOW AND HIGH ACADEMIC ACHIEVERS**

This section deals the analysis and interpretation of the data about comparison of socio-emotional competence with low and high academic achievers among adolescents and the same is given below table and figure:

**Table 4.14**  
**Comparison of Socio-Emotional Competence between Low and High Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Low Academic Achievers	127	95.10	3.89	14.80	0.01 level Significance
High Academic Achievers	150	101.91	3.64		

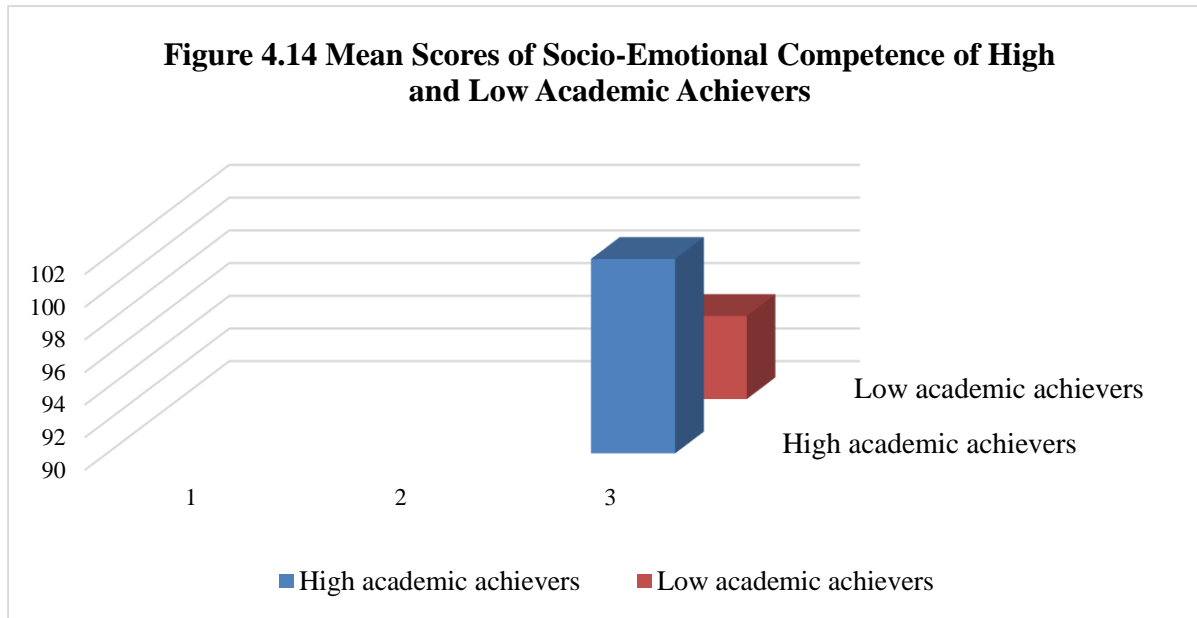


Table and Figure 4.14 indicate that the mean score of high academic achievers is 101.91; standard deviation is 3.64, while the mean score of low academic achievers is 95.10; standard deviation is 3.89 and t-value is 14.80 which is more than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.1 that “There will be no significant difference in socio-emotional

competence between high and low academic achievers” has been rejected and high academic achievers have better socio-emotional competence.

#### 4.6.1 Comparison of Socio-Emotional Competence between Male High and Low Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between male high and low academic achievers. The same is given below in the table and figure:

**Table 4.15**  
**Comparison of Socio-Emotional Competence between Male High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Male high academic achievers	62	101.97	3.69	11.98	0.01 at level
Male low academic achievers	85	94.54	3.65		

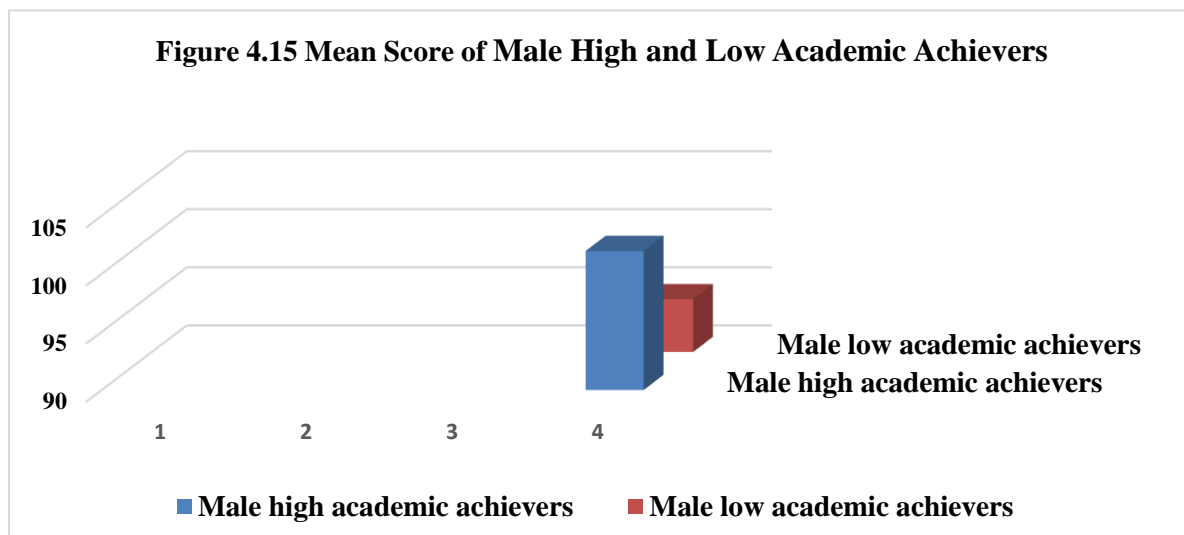


Table and Figure 4.15 indicate that mean score of male high academic achievers group is 101.97; standard deviation is 3.69 while the mean score of male low academic achievers group is 94.54; standard deviation is 3.65 and t-value is 11.98 which is higher than table value and significant at 0.01 level. Thus, the hypothesis no. 6.2 that "There will be no significant difference in socio-emotional competence of male high and low academic achievers" has been rejected and male high academic achievers have the better socio-emotional competence.

#### **4.6.2 Comparison of Socio-Emotional Competence between Female (high and low) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between Female high and low academic achievers. The same is given below in the table and figure:

**Table 4.16**  
**Socio-Emotional Competence between Female High and Low Academic Achievers**

<b>Academic achievement</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
Female High Academic Achievers	85	101.88	3.55	7.76	0.01 level Significance
Female Low Academic Achievers	46	96.37	3.98		

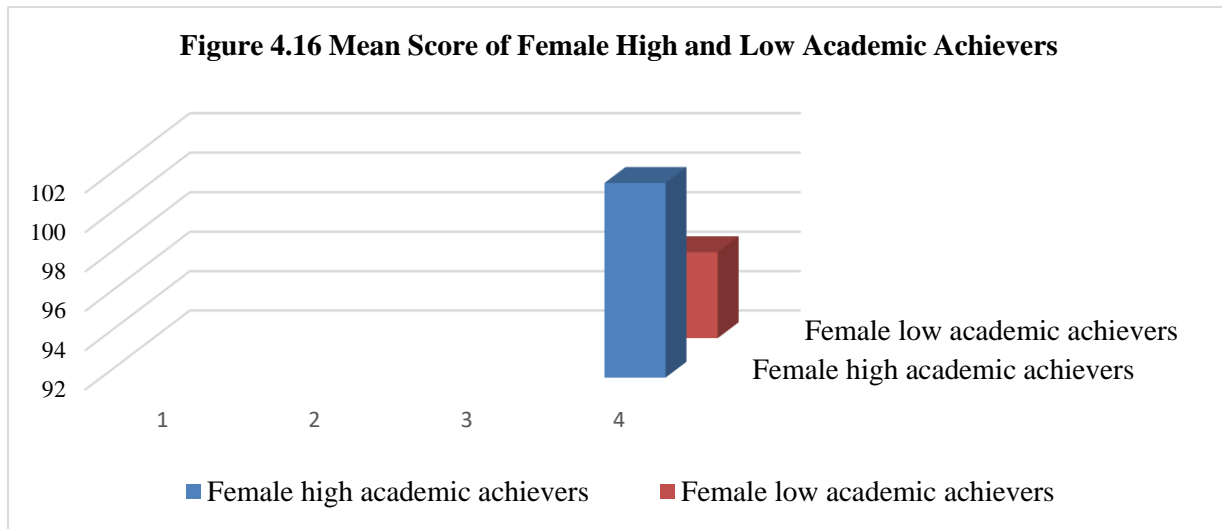


Table and Figure 4.16 highlight that mean score of female high academic achievers group is 101.88; standard deviation is 3.55 while the mean score of female low academic achievers group is 96.37; standard deviation is 3.98 and t-value is 7.76 which is more than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.3 that "There will be no significant difference in socio-emotional competence of female high and low academic achievers" has been rejected and female high achievers have better socio-emotional competence.

### **4.6.3 Comparison of Socio-Emotional competence between Urban (high and low) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between urban high and low academic achievers. The same is given below in the table and figure:

**Table 4.17**  
**Socio-Emotional Competence between Urban High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Urban High Academic Achievers	70	101.57	4.15	8.89	0.01 level
Urban Low Academic Achievers	57	95.08	3.98		

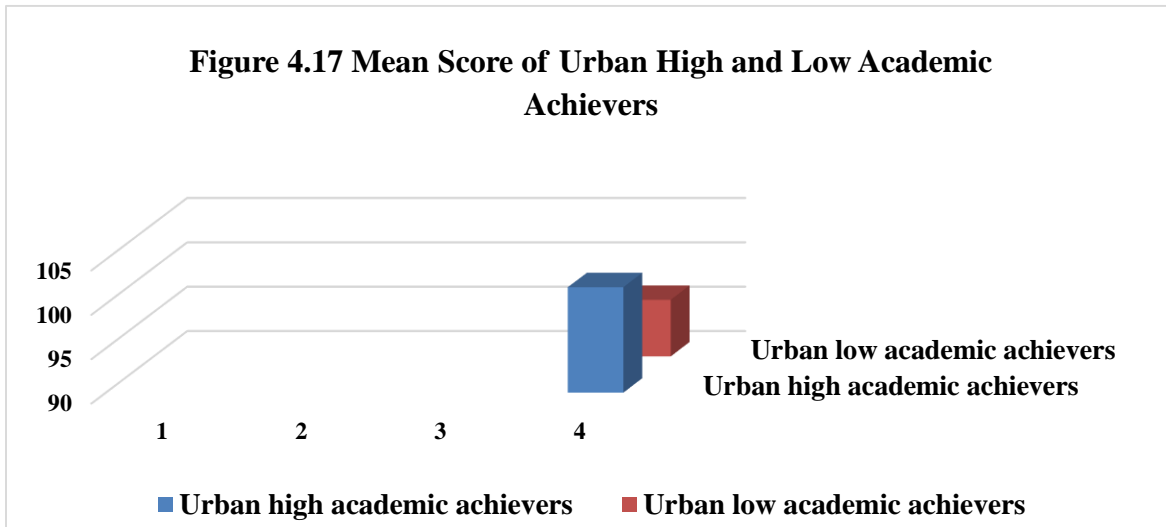


Table and figure 4.17 reveal that the mean score of urban high academic achievers group is 101.57; standard deviation is 4.15, while the mean score of urban low academic achievers group is 95.08; standard deviation is 3.98. The calculated value of the t-value is 8.89 which is higher than the table value and significant at the 0.01 level. Thus, the hypothesis no. 6.4 that "There will be no significant difference in socio-emotional competence between urban high and low academic achievers" stands rejected.

#### 4.6.4 Comparison of Socio-Emotional competence between Rural (high and low) Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between rural high and low academic achievers. The same is given below in the table and figure:

**Table 4.18**  
**Socio-Emotional Competence between Rural High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Rural High Academic Achievers	73	101.74	3.60	9.68	0.01 level
Rural Low Academic Achievers	75	95.26	3.79		

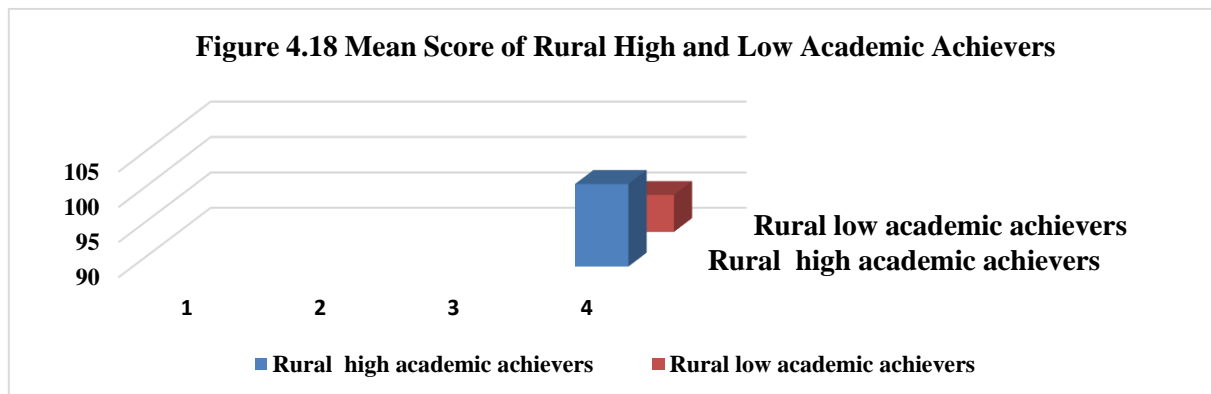


Table & Figure 4.18 indicated that mean score of rural high academic achievers group is 101.74; standard deviation is 3.60, while mean score of rural low academic achievers group is 95.26; standard deviation is 3.79 and t-value is 9.68 which is higher than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.5 that "There will be no significant

difference in socio-emotional competence between rural high and low academic achievers” has been rejected and rural high academic achievers have better socio-emotional competence.

#### 4.6.5 Comparison of Socio-Emotional competence between Male and Female (high) Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between male and female high academic achievers. The same is given below in the table and figure:

**Table 4.19**  
**Socio-Emotional Competence between Male and Female High Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Male High Academic Achievers	62	101.97	3.69	0.15	Not significant at any level
Female High Academic Achievers	85	101.88	3.55		

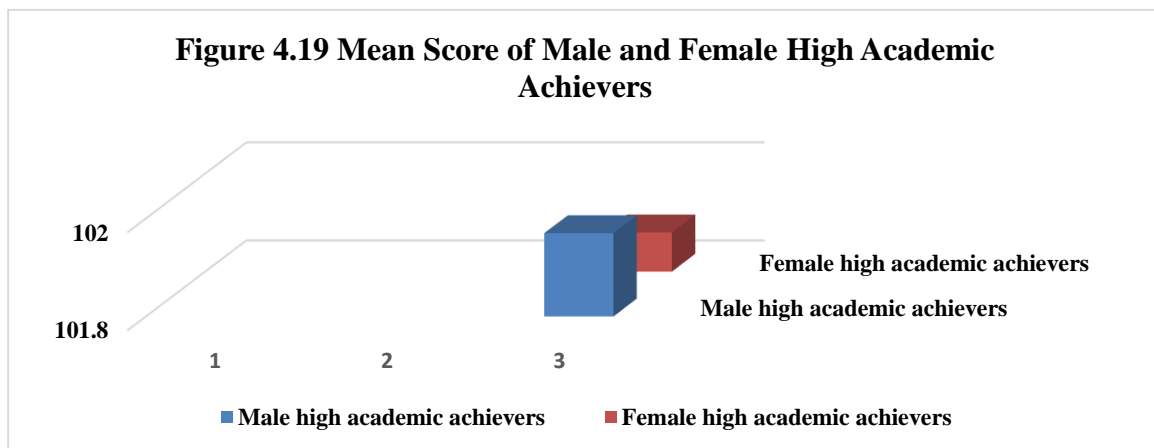




Table and Figure 4.19 reveal that mean score of male high academic achievers group is 101.97; standard deviation is 3.69, while mean score of female high academic achievers group is 101.88; standard deviation is 3.55 and t-value is 0.15 which is lower than the table value and also not significant at any level of significant (0.05 and 0.01 level). Thus, the hypothesis no. 6.6 that "There will be no significant difference in socio-emotional competence between male high and female high academic achievers" has been accepted. Male and female high academic achievers have similar socio-emotional competence.

#### **4.6.6 Comparison of Socio-Emotional competence between Urban and Rural (high) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between urban and rural high academic achievers. The same is given below in the table and figure:

**Table 4.20**  
**Socio-emotional Competence between Urban and Rural High Academic Achievers**

<b>Academic achievement</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
Urban High Academic Achievers	70	101.57	4.15	0.26	Not significant
Rural High Academic Achievers	73	101.74	3.60		

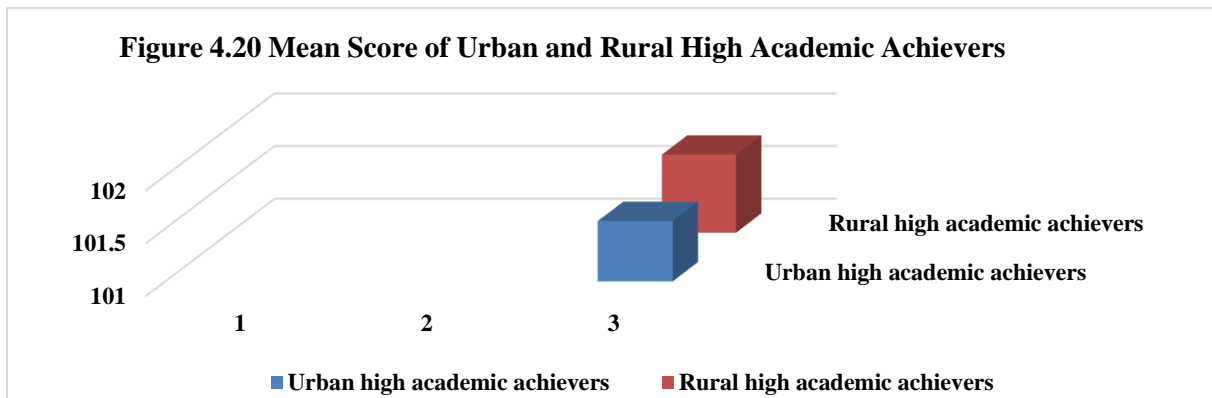


Table and Figure 4.20 reveals that the mean score of urban high academic achievers group is 101.57; standard deviation is 4.15, while the mean score of rural high academic achievers group is 101.74; standard deviation is 3.60 and t-value is 0.26 which is lower than the table value and also not significant at both levels. Thus, the hypothesis no. 6.7 that "There will be no significant difference in socio-emotional competence between urban high and rural high academic achievers" has been accepted.

#### **4.7 CORRELATION OF SOCIO-EMOTIONAL COMPETENCE AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS**

This section presents the analysis and interpretation of data regarding correlation of socio-emotional competence and academic achievement among adolescents. The same is given below in the table:

**Table 4.21**  
**Coefficient of Correlation between Socio-Emotional Competence and Academic Achievement among Adolescents**

Variables	N	R	Level of Significance
Socio-emotional Competence and Academic Achievement	400	0.670	0.01 level Significance

Table 4.21 reveals that the ‘r-value’ is 0.670 which is significant at 0.01 level of significance. Hence, the hypothesis no. 7 that “There will be no significant relationship between Socio-Emotional competence and academic achievement among adolescents” is stands rejected. This implies that there is a positive and significant correlation between socio-emotional competence and academic achievement among adolescents. This result of the study was supported by Mona Alzahrani, Monal Alharbi and Aman aldowani (2019).



## **CHAPTER-V**

**MAIN FINDINGS,  
EDUCATIONAL IMPLICATIONS,  
NATIONAL IMPORTANCE OF THE  
STUDY, SUGGESTIONS FOR  
FURTHER RESEARCH AND  
CONCLUSION**

## **CHAPTER-V**

### **MAIN FINDINGS, EDUCATIONAL IMPLICATIONS, NATIONAL IMPORTANCE, LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH, AND CONCLUSION**

#### **5.0 INTRODUCTION**

The ambition of any research is to come out with some concrete solution belonging to the problem taken in hand by using different steps or stages of research. The proper or appropriate data analysis and its interpretation lead to drawing out most valid and justified conclusions. The formulations of conclusions demand observation and objective thinking, thus providing the researcher with an elegant opportunity to take maximum precautions in arriving at any stage of generalizations. After analyzing the data and interpreting the results in the previous chapter, the major findings of the current study have been drawn and discussed in the present chapter. This chapter also describes the educational implications, limitations of the study, suggestions for further research and conclusion.

#### **5.1 MAIN FINDINGS OF THE STUDY**

The main findings of the study are given below:-

1. Adolescents have different levels of socio-emotional competence.
2. Only 21.75% adolescents were having high level, while 27.25% adolescents have low level of socio-emotional competence.
3. 51.00% of adolescents fall under the average level of socio-emotional competence.

4. There was a significant difference between male and female adolescents in socio-emotional competence, and female adolescents have better socio-emotionally competent competence.
5. Male and female adolescents have similar socio-emotional competence on three dimensions, i.e. self-awareness, social awareness and responsible decision-making.
6. Female adolescents have better self-management and relationship management skills as compare to male adolescents.
7. Overall, Rural and Urban adolescents have the similar level of socio-emotional competence.
8. Rural and urban adolescents have similar socio-emotional competence on four dimensions, i.e. self-awareness, social awareness, relationship management and responsible decision-making.
9. Results also revealed urban adolescents were superior in self-management skills than rural adolescents.
10. There was significant difference in socio-emotional competence between high and low academic achievers among adolescents.
11. High academic achievers were more competent than low academic achievers.
12. 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.
13. Male and female high academic achievers have better socio-emotional competence than male and female low academic achievers.

14. Rural and urban high academic achievers were more socio-emotional competent than rural and urban low academic achievers.
15. Male and Female high academic achievers were having equal socio-emotional competence.
16. Urban and rural high academic achievers were equally socio-emotionally competent.
17. 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).

## **5.2. EDUCATIONAL IMPLICATIONS**

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

### **5.2.1 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.

### **5.2.2 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.

### **5.2.3. 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.

#### **5.2.4 Educational implication for Administrators/ Policymakers**

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.

### **5.3 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.

#### **5.4 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.

## **5.5 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.

## **5.6 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.



# **SUMMARY**

## **SUMMARY**

# **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/policy-makers 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.

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<https://scholar.google.com/scholar?q=The+adolescent+poor+and+the+transition+to+early+adulthood&hl=en>

## **WEB SOURCES**

<https://www.cfchildren.org/what-is-socio-emotional-learning/>

<https://www.sciencedirect.com/science/article/abs/pii/S0160289606000535>

<https://www.ibe.unesco.org/en/glossary-curriculum-terminology/s/social>

[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/nep/](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/)

[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf)

[www.education.gov.in](http://www.education.gov.in)

[www.scribd.com](http://www.scribd.com)

[www.baadalsg.inflibnet.ac.in](http://www.baadalsg.inflibnet.ac.in)

[www.education.uok.edu.in](http://www.education.uok.edu.in)

[www.ijmra.us](http://www.ijmra.us)



# APPENDICES

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## Appendix-A

### Socio- emotional competence scale

**Introduction:** The recent research and development in the field of education and psychology have revealed that our social and emotional skills play a key role in the adjustment and progress in life. Therefore I am using this questionnaire to know the socio- emotional skills of Adolescents. For this purpose you have to respond the questions carefully. The collected data will be used only for Research purposes and all information will be kept absolutely confidential.

**Directions:** There are 25 statements in the questionnaire to assess five different dimensions of socio- emotional skills i.e. 1.**Self awareness** 1-5 statements show self awareness skills of a person 2. **Social awareness** 6- 10 statements indicate social awareness skills of a person 3.**Self management** 11-15 statements shows self management skills of a person 4. **Relationship management** 16-20 statements show relationship management skills 5. **Decision making** 21- 25 statements shows decision making skills.

Each statement has 6 alternatives "not at all true of me" "somewhat untrue of me" "Neutral" "somewhat true of me" "true of me" and "very true of me" read the statements carefully and tick the alternative which suits you most.

#### General Information about respondents

Name \_\_\_\_\_ Age \_\_\_\_\_

School Name \_\_\_\_\_ class \_\_\_\_\_

8<sup>th</sup> class marks \_\_\_\_\_ locality \_\_\_\_\_

Father's education \_\_\_\_\_ profession \_\_\_\_\_

Mother's education \_\_\_\_\_ profession \_\_\_\_\_

Approximate total monthly income of the family \_\_\_\_\_

date \_\_\_\_\_

---

**Note:** There is no time limit to complete the scale, try to complete it as fast as you can.

---

No	Statements
----	------------

---

1. I know what I am thinking and doing.

(a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

2. I understand why I do what I do.

(a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

3. I understand my moods and feelings.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

4. I know when I am moody.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

5. I can read people's faces when they are happy.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

6. I recognize how people feel by looking at their facial expressions.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

7. It is easy for me to understand why people feel the way they do.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

---

**8.** If someone is sad, angry or happy I know what they are thinking.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**9.** I understand why people react the way they do.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**10.** If my friend is upset, I have a pretty good idea why he is upset.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**11.** I can stay calm in stressful situations.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**12.** I stay calm and overcome anxiety in new situations.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**13.** I stay calm when things go wrong.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**14.** I can control the way i feel when something bad happens.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**15.** When I am upset with someone, I wait till I calm down before discussing the issue.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

---

**16.** I apologize when I hurt my friends unintentionally.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**17.** I always try and comfort my friends when they are sad.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**18.** I try not to criticize my friend when we quarrel.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**19.** I am tolerant of my friend's mistakes.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**20.** I stand up for myself without putting others down.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**21.** When making decisions, I take into account the consequences of my actions.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**22.** I ensure that there are more positive outcomes when making a choice.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

**23.** I keep in mind the consequences of the situation before deciding on my action.

- a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )



24. I consider the criteria chosen before making a recommendation.

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

25. I consider the strengths and weaknesses of the strategy before deciding to use

a) Not at all true of me ( ) (b) somewhat untrue of me ( ) (c) neutral (d) somewhat true of me ( ) (e) true of me ( ) (f) very true of me ( )

### Appendix - B

S.No.	Gender	Locality	SEC	Dimensions of socio emotional competence					Academic achievement
				SA	SA	SM	RM	DM	
01	Male	Rural	101	24	17	18	22	20	83.3
02	Male	Rural	98	23	17	17	21	20	80
03	Male	Rural	98	24	20	16	20	18	76
04	Male	Rural	101	22	21	20	18	20	79
05	Male	Rural	103	24	20	18	20	21	81
06	Male	Rural	101	22	20	18	20	21	82
07	Male	Rural	99	23	19	16	21	20	79
08	Male	Rural	100	24	22	16	18	20	78
09	Male	Rural	96	22	20	18	16	20	70
10	Male	Rural	103	21	22	17	23	20	75
11	Male	Rural	101	21	23	25	16	21	77
12	Male	Rural	106	22	21	18	19	20	74
13	Male	Rural	100	23	22	16	22	19	77
14	Male	Rural	102	22	21	17	21	20	78
15	Male	Rural	101	20	21	23	17	20	83

<b>16</b>	<b>Male</b>	<b>Rural</b>	101	21	20	15	22	20	81
<b>17</b>	<b>Male</b>	<b>Rural</b>	98	20	22	15	23	21	80
<b>18</b>	<b>Male</b>	<b>Rural</b>	101	21	22	16	16	21	69
<b>19</b>	<b>Male</b>	<b>Rural</b>	96	20	21	17	18	19	70
<b>20</b>	<b>Male</b>	<b>Rural</b>	95	22	20	21	19	20	79
<b>21</b>	<b>Male</b>	<b>Rural</b>	100	24	19	16	20	21	74
<b>22</b>	<b>Male</b>	<b>Rural</b>	100	23	20	18	19	20	69
<b>23</b>	<b>Male</b>	<b>Rural</b>	98	20	22	18	17	21	73
<b>24</b>	<b>Male</b>	<b>Rural</b>	105	24	21	23	18	19	83
<b>25</b>	<b>Male</b>	<b>Rural</b>	101	23	20	21	18	19	81
<b>26</b>	<b>Male</b>	<b>Rural</b>	97	23	19	17	18	20	79
<b>27</b>	<b>Male</b>	<b>Rural</b>	100	21	22	18	18	21	73
<b>28</b>	<b>Male</b>	<b>Rural</b>	100	22	20	18	19	21	75
<b>29</b>	<b>Male</b>	<b>Rural</b>	96	20	19	18	19	20	60
<b>30</b>	<b>Male</b>	<b>Rural</b>	102	17	21	23	20	21	69
<b>31</b>	<b>Male</b>	<b>Rural</b>	101	23	21	18	19	20	77
<b>32</b>	<b>Male</b>	<b>Rural</b>	101	22	21	18	20	20	77
<b>33</b>	<b>Male</b>	<b>Rural</b>	97	20	21	19	17	20	77
<b>34</b>	<b>Male</b>	<b>Rural</b>	98	22	21	19	16	20	80.2
<b>35</b>	<b>Male</b>	<b>Rural</b>	98	23	19	21	17	18	79.2
<b>36</b>	<b>Male</b>	<b>Rural</b>	97	22	18	16	20	21	78
<b>37</b>	<b>Male</b>	<b>Rural</b>	92	20	18	17	17	20	66
<b>38</b>	<b>Male</b>	<b>Rural</b>	95	21	20	19	17	18	65
<b>39</b>	<b>Male</b>	<b>Rural</b>	93	22	18	15	21	17	69
<b>40</b>	<b>Male</b>	<b>Rural</b>	95	23	21	14	17	20	69
<b>41</b>	<b>Male</b>	<b>Rural</b>	93	22	18	17	16	20	63.7
<b>42</b>	<b>Male</b>	<b>Rural</b>	94	20	21	18	17	18	66
<b>43</b>	<b>Male</b>	<b>Rural</b>	96	20	20	19	17	20	69
<b>44</b>	<b>Male</b>	<b>Rural</b>	92	22	19	13	17	21	62
<b>45</b>	<b>Male</b>	<b>Rural</b>	90	22	17	16	17	18	73

<b>46</b>	<b>Male</b>	<b>Rural</b>	100	23	22	18	17	20	81
<b>47</b>	<b>Male</b>	<b>Rural</b>	93	21	20	19	17	16	79
<b>48</b>	<b>Male</b>	<b>Rural</b>	97	19	20	21	18	19	73
<b>49</b>	<b>Male</b>	<b>Rural</b>	95	20	18	17	18	20	72
<b>50</b>	<b>Male</b>	<b>Rural</b>	91	17	23	16	17	18	70
<b>51</b>	<b>Male</b>	<b>Rural</b>	100	20	21	17	18	19	71
<b>52</b>	<b>Male</b>	<b>Rural</b>	98	22	20	19	17	20	77
<b>53</b>	<b>Male</b>	<b>Rural</b>	103	25	20	17	20	21	72
<b>54</b>	<b>Male</b>	<b>Rural</b>	94	23	17	16	18	20	71
<b>56</b>	<b>Male</b>	<b>Rural</b>	98	20	21	17	17	20	73
<b>57</b>	<b>Male</b>	<b>Rural</b>	99	19	23	16	21	20	78
<b>58</b>	<b>Male</b>	<b>Rural</b>	98	20	19	18	20	21	75
<b>59</b>	<b>Male</b>	<b>Rural</b>	95	22	20	16	17	20	69
<b>60</b>	<b>Male</b>	<b>Rural</b>	101	24	20	18	19	20	81
<b>61</b>	<b>Male</b>	<b>Rural</b>	100	21	22	18	19	20	85
<b>62</b>	<b>Male</b>	<b>Rural</b>	92	17	20	17	18	20	65
<b>63</b>	<b>Male</b>	<b>Rural</b>	99	18	20	22	19	20	69
<b>64</b>	<b>Male</b>	<b>Rural</b>	93	19	20	18	20	16	67
<b>65</b>	<b>Male</b>	<b>Rural</b>	99	23	20	21	17	18	67
<b>66</b>	<b>Male</b>	<b>Rural</b>	101	27	20	17	19	18	79
<b>67</b>	<b>Male</b>	<b>Rural</b>	95	23	20	17	16	19	73
<b>68</b>	<b>Male</b>	<b>Rural</b>	101	24	21	18	17	21	83
<b>69</b>	<b>Male</b>	<b>Rural</b>	97	22	18	16	20	21	67
<b>70</b>	<b>Male</b>	<b>Rural</b>	101	25	21	18	17	20	80.6
<b>71</b>	<b>Male</b>	<b>Rural</b>	94	22	18	20	17	17	70.2
<b>72</b>	<b>Male</b>	<b>Rural</b>	94	20	21	19	16	17	71.2
<b>73</b>	<b>Male</b>	<b>Rural</b>	91	22	15	13	20	21	67.2
<b>74</b>	<b>Male</b>	<b>Rural</b>	96	22	17	17	20	20	69.3
<b>75</b>	<b>Male</b>	<b>Rural</b>	91	20	18	17	16	20	70.3
<b>76</b>	<b>Male</b>	<b>Rural</b>	98	20	21	22	17	18	71.2

<b>77</b>	<b>Male</b>	<b>Rural</b>	96	22	17	16	21	20	73.2
<b>78</b>	<b>Male</b>	<b>Rural</b>	95	20	22	16	17	20	66.7
<b>79</b>	<b>Male</b>	<b>Rural</b>	96	21	19	20	19	17	68.2
<b>80</b>	<b>Male</b>	<b>Rural</b>	99	22	20	19	18	20	81.2
<b>81</b>	<b>Male</b>	<b>Rural</b>	97	22	21	19	17	18	67.3
<b>82</b>	<b>Male</b>	<b>Rural</b>	95	23	20	19	17	16	69.2
<b>83</b>	<b>Male</b>	<b>Rural</b>	93	20	21	23	16	13	71.3
<b>84</b>	<b>Male</b>	<b>Rural</b>	93	22	18	16	17	20	70.1
<b>85</b>	<b>Male</b>	<b>Rural</b>	95	20	20	17	21	17	62.3
<b>86</b>	<b>Male</b>	<b>Rural</b>	95	19	21	16	23	16	66.3
<b>87</b>	<b>Male</b>	<b>Rural</b>	98	20	21	17	20	20	70.1
<b>88</b>	<b>Male</b>	<b>Rural</b>	101	21	20	19	20	21	70.2
<b>89</b>	<b>Male</b>	<b>Rural</b>	97	19	20	21	17	20	71.2
<b>90</b>	<b>Male</b>	<b>Rural</b>	96	22	20	13	20	21	67.2
<b>91</b>	<b>Male</b>	<b>Rural</b>	98	20	21	20	17	20	69.2
<b>92</b>	<b>Male</b>	<b>Rural</b>	97	19	21	20	17	20	63.7
<b>93</b>	<b>Male</b>	<b>Rural</b>	97	20	19	17	20	21	69.2
<b>94</b>	<b>Male</b>	<b>Rural</b>	97	22	20	16	20	19	71.3
<b>95</b>	<b>Male</b>	<b>Rural</b>	100	20	22	17	20	21	81.2
<b>96</b>	<b>Male</b>	<b>Rural</b>	94	22	20	19	17	16	73.2
<b>97</b>	<b>Male</b>	<b>Rural</b>	102	22	20	17	20	23	81.3
<b>98</b>	<b>Male</b>	<b>Rural</b>	97	20	21	19	17	20	78.2
<b>99</b>	<b>Male</b>	<b>Rural</b>	94	20	22	16	17	19	73.3
<b>100</b>	<b>Male</b>	<b>Rural</b>	83	22	19	13	14	15	71.3
<b>101</b>	<b>Male</b>	<b>Rural</b>	87	20	21	19	17	13	63.5
<b>102</b>	<b>Male</b>	<b>Rural</b>	97	20	21	17	20	19	70.3
<b>103</b>	<b>Male</b>	<b>Rural</b>	89	19	20	20	13	17	60.7
<b>104</b>	<b>Male</b>	<b>Rural</b>	92	20	19	17	20	16	61.7
<b>105</b>	<b>Male</b>	<b>Urban</b>	92	20	20	19	17	16	67.5
<b>106</b>	<b>Male</b>	<b>Urban</b>	93	20	17	20	16	20	69.5

<b>107</b>	<b>Male</b>	<b>Urban</b>	92	20	19	20	17	16	70.3
<b>108</b>	<b>Male</b>	<b>Urban</b>	92	20	19	17	20	16	67.3
<b>109</b>	<b>Male</b>	<b>Urban</b>	89	20	23	17	16	13	66
<b>110</b>	<b>Male</b>	<b>Urban</b>	97	20	21	20	17	19	69
<b>111</b>	<b>Male</b>	<b>Urban</b>	96	20	21	19	16	20	73
<b>112</b>	<b>Male</b>	<b>Urban</b>	91	19	20	19	17	16	70
<b>113</b>	<b>Male</b>	<b>Urban</b>	92	17	20	19	19	17	73
<b>114</b>	<b>Male</b>	<b>Urban</b>	89	20	21	16	13	19	72
<b>115</b>	<b>Male</b>	<b>Urban</b>	91	20	22	17	16	16	68
<b>116</b>	<b>Male</b>	<b>Urban</b>	93	19	20	21	17	16	61.7
<b>117</b>	<b>Male</b>	<b>Urban</b>	92	20	19	20	17	16	65.5
<b>118</b>	<b>Male</b>	<b>Urban</b>	87	20	19	17	16	15	66.3
<b>119</b>	<b>Male</b>	<b>Urban</b>	92	20	19	17	20	16	71.2
<b>120</b>	<b>Male</b>	<b>Urban</b>	92	19	17	20	16	20	70
<b>121</b>	<b>Male</b>	<b>Urban</b>	87	20	19	17	16	17	69
<b>122</b>	<b>Male</b>	<b>Urban</b>	95	24	22	16	17	16	77
<b>123</b>	<b>Male</b>	<b>Urban</b>	99	22	20	17	20	20	73
<b>124</b>	<b>Male</b>	<b>Urban</b>	94	19	22	20	17	16	72
<b>125</b>	<b>Male</b>	<b>Urban</b>	94	18	20	20	19	17	73
<b>126</b>	<b>Male</b>	<b>Urban</b>	107	24	22	21	20	20	87
<b>127</b>	<b>Male</b>	<b>Urban</b>	96	22	19	18	17	20	81
<b>128</b>	<b>Male</b>	<b>Urban</b>	93	20	21	19	17	16	73.5
<b>129</b>	<b>Male</b>	<b>Urban</b>	95	22	21	19	17	16	72.5
<b>130</b>	<b>Male</b>	<b>Urban</b>	105	26	20	22	17	20	79
<b>131</b>	<b>Male</b>	<b>Urban</b>	88	19	20	20	13	16	70
<b>132</b>	<b>Male</b>	<b>Urban</b>	93	24	20	19	17	13	69
<b>133</b>	<b>Male</b>	<b>Urban</b>	91	13	20	21	19	18	60
<b>134</b>	<b>Male</b>	<b>Urban</b>	97	20	21	19	18	16	69
<b>135</b>	<b>Male</b>	<b>Urban</b>	97	23	21	20	17	16	80
<b>136</b>	<b>Male</b>	<b>Urban</b>	100	26	20	21	17	16	81

137	Male	Urban	105	25	20	21	19	20	81.5
138	Male	Urban	96	21	19	17	20	19	73
139	Male	Urban	95	20	21	17	20	17	71.5
140	Male	Urban	89	21	20	19	16	13	73
141	Male	Urban	101	25	21	22	17	16	87
142	Male	Urban	98	22	20	19	20	17	67
143	Male	Urban	102	23	20	21	19	19	77
144	Male	Urban	101	27	20	21	16	17	79
145	Male	Urban	100	22	20	21	17	20	76
146	Male	Urban	94	21	20	17	18	20	77
147	Male	Urban	96	22	19	20	18	16	70
148	Male	Urban	97	24	20	19	18	16	80
149	Male	Urban	105	24	20	22	19	20	85
150	Male	Urban	100	24	20	19	17	20	80
151	Male	Urban	100	24	20	17	19	20	79
152	Male	Urban	93	19	20	21	17	16	71
153	Male	Urban	99	25	20	21	17	16	72
154	Male	Urban	95	23	19	20	17	16	71
155	Male	Urban	107	24	20	23	17	23	86
156	Male	Urban	106	23	20	23	20	20	81
157	Male	Urban	97	24	20	19	17	17	79
158	Male	Urban	94	19	20	21	17	17	64.3
159	Male	Urban	96	20	21	17	18	20	67.5
160	Male	Urban	99	20	21	20	21	17	70
161	Male	Urban	99	20	24	20	17	18	71.5
162	Male	Urban	102	20	22	21	19	20	78
163	Male	Urban	100	24	20	19	20	17	78.5
164	Male	Urban	101	20	24	20	17	20	77
165	Male	Urban	101	24	20	22	17	18	77.3
166	Male	Urban	110	27	25	20	21	17	87

167	Male	Urban	97	22	21	20	17	17	81
168	Male	Urban	101	20	20	21	20	20	80
169	Male	Urban	101	25	20	21	17	18	81
170	Male	Urban	101	20	22	22	17	20	73
171	Male	Urban	100	23	20	21	19	17	73
172	Male	Urban	100	20	23	20	20	17	73
173	Male	Urban	107	25	24	26	13	19	82
174	Male	Urban	102	22	20	22	18	20	81
175	Male	Urban	104	24	20	21	20	19	83
176	Male	Urban	103	23	20	21	19	20	85
177	Male	Urban	103	22	20	21	22	18	81
178	Male	Urban	102	20	22	21	19	20	81
179	Male	Urban	98	22	22	17	20	17	76
180	Male	Urban	100	22	21	22	18	17	77
181	Male	Urban	101	23	21	19	20	18	78
182	Male	Urban	98	20	21	22	18	17	70
183	Male	Urban	96	22	20	19	17	18	78
184	Male	Urban	102	22	25	20	17	18	78
185	Male	Urban	103	24	20	21	19	19	81
186	Male	Urban	103	24	22	20	17	20	83
187	Male	Urban	97	22	20	17	18	20	76
188	Male	Urban	102	20	22	21	19	20	77
189	Male	Urban	110	24	20	21	19	20	85
190	Male	Urban	105	25	20	21	19	20	84
191	Male	Urban	105	25	22	19	20	19	83
192	Male	Urban	108	26	25	20	17	20	89
193	Male	Urban	98	22	19	20	17	20	76
194	Male	Urban	101	20	21	19	20	21	73
195	Male	Urban	100	24	20	21	19	17	79
196	Male	Urban	101	20	21	22	18	19	73

197	Male	Urban	106	20	24	20	20	17	83
198	Male	Urban	100	24	20	25	20	17	73
199	Male	Urban	100	20	21	22	17	20	76
200	Male	Urban	102	23	20	21	19	17	77
201	Male	Urban	98	22	21	23	26	20	73
202	Male	Urban	100	20	20	21	17	20	73.5
203	Male	Urban	100	20	22	23	17	18	73.5
204	Male	Urban	98	22	21	20	18	17	73.5
205	Male	Urban	111	24	23	25	20	19	81.5
206	Male	Urban	107	23	20	21	23	20	82
207	Female	Urban	107	27	20	20	21	19	83
208	Female	Rural	107	20	23	20	24	20	89
209	Female	Rural	112	21	23	24	24	20	89
210	Female	Rural	100	19	18	20	24	19	79
211	Female	Rural	107	22	21	20	23	21	78
212	Female	Rural	99	23	20	19	17	20	73.5
213	Female	Rural	97	20	21	19	17	20	69
214	Female	Rural	104	22	23	16	23	20	81
215	Female	Rural	99	23	20	19	17	20	82
216	Female	Rural	97	20	21	19	17	20	80
217	Female	Rural	105	23	23	20	19	20	81
218	Female	Rural	104	24	23	20	17	20	79.5
219	Female	Rural	106	20	24	19	23	20	79.5
220	Female	Rural	102	20	22	19	21	20	77
221	Female	Rural	101	23	20	19	20	19	66.5
222	Female	Rural	105	23	20	19	21	22	77.5
223	Female	Rural	101	24	20	21	19	17	77.7
224	Female	Rural	104	20	22	23	20	19	78.5
225	Female	Rural	100	23	21	20	19	17	78
226	Female	Rural	101	22	20	19	17	23	79.5



227	Female	Rural	101	22	20	19	17	23	81
228	Female	Rural	98	23	20	19	17	20	76.5
229	Female	Rural	100	17	23	20	21	19	81
230	Female	Rural	105	22	20	24	20	19	82.5
231	Female	Rural	97	22	19	17	22	19	70.3
232	Female	Rural	97	23	20	19	17	18	73.5
233	Female	Rural	109	25	23	20	23	18	73.5
234	Female	Rural	96	22	20	19	17	18	79
235	Female	Rural	101	23	20	21	19	18	80
236	Female	Rural	102	20	20	21	22	19	82.5
237	Female	Rural	101	23	21	19	17	21	81
238	Female	Rural	101	23	20	22	19	17	72.5
239	Female	Rural	99	20	21	22	17	22	73.5
240	Female	Rural	99	21	22	17	19	20	71
241	Female	Rural	101	23	19	23	19	17	69
242	Female	Rural	95	23	26	20	19	17	69
243	Female	Rural	101	17	20	22	23	19	78.3
244	Female	Rural	96	22	20	19	17	18	73.5
245	Female	Rural	101	22	21	19	22	17	79
246	Female	Rural	100	23	19	17	20	21	81.5
247	Female	Rural	111	22	23	24	25	17	87
248	Female	Rural	100	18	23	20	20	19	77
249	Female	Rural	97	17	20	21	19	20	73
250	Female	Rural	100	23	20	21	19	17	72
251	Female	Rural	96	20	21	20	17	16	73
252	Female	Rural	105	22	23	20	21	19	81.5
253	Female	Rural	99	23	20	19	17	20	78
254	Female	Rural	97	20	21	20	19	17	73.5
255	Female	Rural	94	22	20	19	17	16	79
256	Female	Rural	93	22	17	18	19	17	67

257	Female	Rural	98	22	19	23	17	17	77
258	Female	Rural	93	19	20	21	17	16	72
259	Female	Rural	109	22	23	24	20	20	79.5
260	Female	Rural	99	22	21	19	20	18	73
261	Female	Rural	103	23	20	24	19	17	85
262	Female	Rural	103	20	23	24	19	17	73.5
263	Female	Rural	95	22	19	19	18	17	77.5
264	Female	Rural	95	22	20	19	17	17	76.5
265	Female	Rural	103	23	24	20	19	17	82.5
266	Female	Rural	101	22	19	21	20	19	81
267	Female	Rural	100	24	20	19	20	17	76.2
268	Female	Rural	87	22	19	17	13	16	72.5
269	Female	Rural	102	23	22	20	19	18	79
270	Female	Rural	95	23	20	19	16	17	75
271	Female	Rural	106	20	23	24	20	19	73.7
272	Female	Rural	103	21	23	20	19	20	81
273	Female	Rural	97	23	20	19	18	17	79
274	Female	Rural	101	23	20	19	19	20	77
275	Female	Rural	102	21	22	20	19	20	77
276	Female	Rural	91	23	23	18	17	20	69
277	Female	Rural	104	21	23	23	18	19	69
278	Female	Rural	103	20	21	19	23	20	81
279	Female	Rural	92	20	19	17	20	16	72
280	Female	Rural	94	20	19	19	16	20	72
281	Female	Rural	106	27	20	23	16	17	82
282	Female	Rural	109	22	23	27	17	20	88
283	Female	Rural	106	24	23	20	19	20	86
284	Female	Rural	101	17	20	21	23	20	79
285	Female	Rural	99	22	17	19	21	20	76
286	Female	Rural	103	20	23	20	21	19	79

287	Female	Rural	100	22	20	23	19	18	70
288	Female	Rural	93	23	17	16	17	20	76
289	Female	Rural	101	22	11	23	20	19	81
290	Female	Rural	110	23	26	20	19	22	91
291	Female	Rural	101	23	20	19	20	19	87
292	Female	Rural	101	23	20	22	17	19	86
293	Female	Rural	98	23	19	17	20	19	80
294	Female	Rural	102	23	20	23	19	17	82
295	Female	Rural	101	22	23	22	17	18	81.5
296	Female	Rural	104	27	21	20	19	17	88.5
297	Female	Rural	99	22	21	19	17	20	81
298	Female	Rural	93	20	19	17	17	20	73
299	Female	Rural	107	26	25	22	17	17	85
300	Female	Rural	92	23	17	19	13	16	79
301	Female	Rural	100	20	23	22	18	17	80
302	Female	Rural	101	23	20	17	18	23	83
303	Female	Rural	102	27	17	18	23	17	73
304	Female	Rural	90	22	17	19	17	15	70
305	Female	Rural	95	22	20	19	17	17	72
306	Female	Rural	98	23	20	19	19	17	74
307	Female	Rural	93	20	19	17	18	19	72
308	Female	Rural	94	17	21	19	18	20	69
309	Female	Rural	101	23	17	20	19	22	79
310	Female	Urban	92	17	19	20	19	17	70.2
311	Female	Urban	100	21	20	20	19	20	70.3
312	Female	Urban	102	22	21	20	19	20	79
313	Female	Urban	97	22	19	17	20	19	72
314	Female	Urban	99	22	20	21	19	17	73
315	Female	Urban	97	22	19	17	20	19	63
316	Female	Urban	98	22	19	20	17	20	69

317	Female	Urban	99	22	19	17	20	19	67
318	Female	Urban	98	20	22	19	17	20	69
319	Female	Urban	99	23	20	19	17	20	68.2
320	Female	Urban	98	22	20	19	17	20	69
321	Female	Urban	99	23	20	19	17	20	68.5
322	Female	Urban	99	20	23	20	19	17	68
323	Female	Urban	99	23	20	19	17	20	69
324	Female	Urban	102	20	23	20	19	20	77.5
325	Female	Urban	101	22	20	19	20	19	73.5
326	Female	Urban	103	20	22	22	19	20	83.5
327	Female	Urban	100	20	21	19	17	23	81
328	Female	Urban	98	20	22	19	17	20	77
329	Female	Urban	104	23	20	22	19	20	81.5
330	Female	Urban	106	23	24	20	19	20	82
331	Female	Urban	101	20	21	19	20	19	81
332	Female	Urban	99	23	20	19	17	20	72
333	Female	Urban	96	20	19	17	20	20	77
334	Female	Urban	99	23	20	19	17	20	72
335	Female	Urban	99	23	20	19	17	20	78
336	Female	Urban	99	20	23	19	17	20	77
337	Female	Urban	99	23	20	19	17	18	73
338	Female	Urban	99	23	19	20	17	20	79
339	Female	Urban	99	23	20	19	17	20	73
340	Female	Urban	98	20	22	19	17	20	72
341	Female	Urban	99	22	19	19	20	19	77
342	Female	Urban	101	22	19	17	20	23	73
343	Female	Urban	95	19	20	19	17	20	77
344	Female	Urban	102	23	20	19	20	20	83
345	Female	Urban	102	20	23	20	19	20	81
346	Female	Urban	100	22	20	19	19	20	79

347	Female	Urban	99	23	20	19	17	20	77
348	Female	Urban	99	22	21	19	17	20	79
349	Female	Urban	97	20	22	19	17	20	73
350	Female	Urban	83	23	20	19	17	20	72
351	Female	Urban	97	20	21	19	17	20	69
352	Female	Urban	97	22	21	17	17	20	66
353	Female	Urban	100	20	22	19	19	20	80
354	Female	Urban	99	23	20	19	17	20	82
355	Female	Urban	96	23	20	19	17	17	69
356	Female	Urban	97	23	20	19	18	17	80
357	Female	Urban	102	21	23	20	19	19	83
358	Female	Urban	99	23	20	19	17	20	81
359	Female	Urban	100	20	19	20	20	21	80
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372	Female	Urban	104	23	22	20	19	20	83
373	Female	Urban	100	23	20	21	19	17	80
374	Female	Urban	92	16	17	20	19	20	79
375	Female	Urban	105	22	19	21	23	20	85.5
376	Female	Urban	94	21	19	20	18	16	73.5

<b>377</b>	<b>Female</b>	<b>Urban</b>	96	21	19	17	20	19	72.5
<b>378</b>	<b>Female</b>	<b>Urban</b>	99	20	21	19	20	19	78
<b>379</b>	<b>Female</b>	<b>Urban</b>	93	20	17	21	17	18	77.1
<b>380</b>	<b>Female</b>	<b>Urban</b>	99	22	19	17	20	21	78
<b>381</b>	<b>Female</b>	<b>Urban</b>	97	18	19	20	21	19	71.5
<b>382</b>	<b>Female</b>	<b>Urban</b>	100	22	19	17	23	19	81
<b>383</b>	<b>Female</b>	<b>Urban</b>	103	21	27	20	16	19	82.5
<b>384</b>	<b>Female</b>	<b>Urban</b>	101	20	21	19	21	20	81.5
<b>385</b>	<b>Female</b>	<b>Urban</b>	99	21	22	20	19	17	80
<b>386</b>	<b>Female</b>	<b>Urban</b>	98	20	22	19	20	17	77
<b>387</b>	<b>Female</b>	<b>Urban</b>	93	21	20	16	17	19	67
<b>388</b>	<b>Female</b>	<b>Urban</b>	99	20	22	23	16	17	79
<b>389</b>	<b>Female</b>	<b>Urban</b>	98	21	21	20	19	17	67.5
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<b>391</b>	<b>Female</b>	<b>Urban</b>	99	23	20	19	17	20	78
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<b>393</b>	<b>Female</b>	<b>Urban</b>	101	23	19	20	19	20	79
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<b>400</b>	<b>Female</b>	<b>Urban</b>	99	23	20	19	20	17	73



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
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