



CHAPTER-I

INTRODUCTION

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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 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 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 21st 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 9th 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. 8th 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 9th 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.