

**SOCIAL COMPETENCE AMONG SENIOR SECONDARY
SCHOOL STUDENTS IN RELATION TO PARENTING
PATTERN**

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In partial fulfillment of the requirements for the award of the degree
of
Master of Education

By

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Declaration

I do here by declare that the dissertation entitled “SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING PATTERN” submitted in partial fulfilment of the requirement for the award of the degree of M.Ed is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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Certificate

This is to certify that Priyanka has completed her dissertation entitled “SOCIAL COMPETENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING PATTERN” under my guidance and supervision. To the best of my knowledge, the present work is result of her original individual investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other universities. This dissertation is fit for submission for partial fulfilment of the requirement for the award of M.Ed degree.

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ABSTRACT

The present study was conducted on social competence of senior secondary school students of Jalandhar district of Punjab relation to their parenting pattern. In the present study social competence, parenting pattern of government and private senior secondary school students. In the present study descriptive survey method was employed. The sample of the study comprised of 200 senior secondary school student of Govt. and private school (100 female and 100 male) selected from Jalandhar district of Punjab employing simple random sampling. Social Competence Scale by Dr. V.P. Sharma (1990) and Parenting Pattern Scale by R.L. Bhardwaj (1992) were employed in present study. For purpose of drawing out the results, the statistical techniques t-test and correlation were used. The main findings of study are: (1) Govt. senior secondary school students have similar social competence as compared to private sr. sec. school students. (2) Govt. senior secondary school students differed significantly from private senior secondary school students with respect to parenting pattern. (3) There exists positive correlation between the social competence and parenting pattern of senior secondary school students.

Key words-: Social Competence, Parenting Pattern, Senior Secondary School Students.

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Dated:- -----

Priyanka

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CHAPTER-1

1.1 INTRODUCTION OF THE PROBLEM

Education plays a very important role in human development. Education converts an instinctive being into a rational being. Education in its real sense is to humanize humanity and makes the life of an individual advanced, cultured and civilized. Education is the development of all those abilities in the individual which will enable him to control his environment. Education helps a person to live a better life and more importantly to become a social being. Education helps in the acquisition of knowledge, skills and habits and leads to modification of behaviour. Education aims at the wholesome development of personality, that is physical, intellectual, social, emotional and moral development. It is a society that makes man, cultured; in fact man acquires everything from society. Education is learning in which the knowledge, skills, values, beliefs and habits of a group of people are transmitted from one generation to the next generation.

Education is as old as the human race. It is never ending process of inner growth and development and its period stretches from cradle to grave. A man is a social being he cannot live without society. He is born in society and he has to pass his life in the society. It is society that makes individual almost everything he acquires from the society. It is the society where his ego develops. . Education is the act or process of imparting knowledge and of developing the power of reasoning and judgment. Education, in its general sense, is a form of learning in which the knowledge, skills and habits of a group people are transferred from the one generation to the next through teaching, training or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on a way one thinks feels or acts may be considered educational. Education aims at the all-round development of human personality, body, mind, heart and spirit. True education stimulates the physical, intellectual and spiritual strength of the individual. The National Policy of Education (1986) focused its attention on an educational system

which can produce citizen who are by and large physically, mentally, morally healthy, who are conscious of their duties and rights, who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere. Educations play a vital and important role in fulfilling basic needs to develop the child physically, mentally and spiritually to lead a quality life. Education is process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life.

Development is essential aspect for the individual as well for the process of socialization. It is true that maturity is the end of growth and development. Social development is one of the educationally significant and important aspects of human growth. Social development provides the base to all other aspects of development and social adjustment of every individual.

Adolescent is a most important period of life. Significance of adolescent stage had been recognized right from the ancient time but the scientific study of adolescent is very recent. At present time considerable importance has been accorded to the adolescent phase of life, which is described as a transitional phase, between childhood and adulthood, from a total dependence to full independence. In this transitional phase, considerable changes take place in person's physical built, intellectual ability and verbal and social skills, emotional maturity and expectation from family and society. Adolescent is a young individual who has undergone puberty but who has not reached full middle age. The adolescent grows up to become the adult. The word 'adolescence' is derived from Latin word *adolescere*, meaning to grow up. Parents play a crucial role in helping children figure out how to form satisfying relationships and live a well-adjusted life in society. At this level, adolescents face some sort of anxiety. Childhood is a time for children to learn about the world and that includes learning how to get along with others. Parents play a crucial role in helping children figure out how to form satisfying relationships. Children spend a significant portion of their waking hours at home, and the environment of home effect their total personality development. In fact, family practices, in the home stimulate and support learning have a more significant impact on student achievement than such other factors as family structure e.g.

single parent families or socio-economic status (Henderson & Birla, 1997). An education-friendly home environment affects not only children's achievement levels but their interest in learning and future educational plans as well (Callaghan et. al., 1993).

The foundation for social competence is laid in early childhood. It can be seen through development of self-control and autonomy in them. Through autonomy they knew how to master the social and moral world and develop social efficacy. Social competence is *sin qua non* in modern civilization. It is essential for the members of the modern society to become socially competent for progressive development of a society. The success of a society depends upon the extent to which he/she has acquired the richness and effectiveness of social competence that is desirable for self-actualization.

The word social competence is a composite term made up of two words social and competency. According to Oxford Dictionary (1998) the word social means attitudes to take the interests and needs of people. In other words social means co-dependent or concerning to society. According to oxford competence means ability and skills. Competence is the ability to respond to the environment in a correct manner. The social competence implies abilities to respond to social environment in correct manner.

Social Competence is a complex, multidimensional concept consisting of social, emotional, cognitive and behavioural skills, as well as motivational and expectancy sets needed for successful social adaptation. Social competence is an important element of modern civilization. It is the essential attribute of the members of a progressive onward moving society. The cultural purity and societal variety of India offer enough chances to Indian children for the acquisition of high order social competence, through rich and varied and interpersonal interactions. Social competence is characterized by the effectiveness dimension of social measurements. As one the constituents of the social behaviour, it is acquired through social communication and cultural integration in different socio-cultural settings. The success of an individual in the society depends largely upon the extent to which he has acquired the

richness and development. For a successful interpersonal interaction, a high order social competence is an essential of an individual.

Very different social competence are required and valued in different contexts. Behaviours which are dysfunctional and disapprove in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviour to emit and which to suppress in any given context to achieve any given objective set by them or prescribed by others.

Tracing the history of study of social competence in psychological literature etc. all is associated with social competence. The study of competence begins early in twentieth century. Numerous phrases began to how children interact with their peers and how they function within social situation. Despite all the developments and changes in the conceptualization of social competence throughout the 20th century, there was still a general lack of agreement about the definition and measurement of social competence during the 1980s. The definitions of the 1980s were less ambiguous than previous definitions, but they often did not acknowledge the age, situation and skill specificity implicit in the complex construct of social competence. Jahoda (1953) was among the first researchers to recognize the individuals can choose to apply a variety of problem solving skills and strategies in problematic social situations. This set the stage for future conceptualization of social competence in term of the steps involved in effective social functioning and information processing. Gresham (1980) identified three sub domains of social competence viz. adaptive behaviour, social skills and peer acceptance.

Social competence included to those skills essential for effective and good interpersonal functioning. According to White (1959) Social Competence is an organism's capacity to interact effectively with its environment. Social Competence is a process the social, emotional and intellectual skills and behaviours needed to succeed as a member of society. Ford (1982) defined Social Competence is an attainment of relevant social goals in positive developmental outcomes. Social Competence is the ability to achieve personal

goals in social interaction while simultaneously maintaining positive relationships with others over time and across situation Social Competence is the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situation. (Kubin and Rose-Krasno,1983). According to McFall (1998) Social Competence is a judgement by another that an individual was behaved effectively. Bierman, (1998), children having a wide repertoire of social skills, good social perception and awareness of society are likely to be socially competent. According to Osman (2001) social competence include both verbal and nonverbal behaviour that are socially valued, so social competence includes children's social skills, self-confidence, social awareness and it also refers to the abilities to understand others perception, emotions, feelings and attain the social cues, understand other people goals and motivation and complex situation and resolve the social conflicts.

Social competence may to define of relevant social goal in the specified social contexts using appropriate means and resulting in positive development outcome (Ford, 1982). A social competence has been defined as the social ability and interpersonal skills of an individual in effectively meeting an individual environment factor. In simple words, social competence means being able to get on with other people i.e. it involves the ability to establish, maintain and develop constructive social relationships with other people. Social competence is not a single ability which is present within individual children to varying degrees; rather it is a single group of knowledge, understanding skills and emotional response, in which child interacts according to situation in which the child different from your own, skill is expressing immediate emotional responses, the ability to adjust your behaviour to make it acceptance to other etc. young people need to be surrounded by people who love, care for appropriate and accept them. They need to feel valued and valuable. This happens when youth feel safe and respected. They need opportunities outside the school to learn and develop new skills and interest with other youth and adults. They need to develop strong guiding values or principles to help them making healthy life choices.

Social competence is essential for the mental and physical well-being of all humans, whatever their age may be. Social competence refers to the social, emotional, cognitive skills and behaviour that children need for successful social adaptation. Social competence is an elusive concept because the skills and behaviours required for healthy social development vary with the age of child and with the demands of particular situations. A socially competent preschool child behaves differently from a socially competent adolescent.

However, social competence is not a single attribute or ability which is present within individual children to varying degrees; rather it is a constellation of knowledge, understanding, skills and emotional responses all of which interact differently according to the situation the child is in.

Social competence is a collection of specific social behaviour such as difference in self-concept, consolidation of identity, habits of personal preservation and care consistent with common peer group standards, differentiation of feelings, positive and affectionate personal relationships, appropriate regulations of antisocial tendencies, curiosity and active exploration of the environment, control of attention as a function of situational or perceptual skills, fine motor skill, language skills, memory flexibility in the application of information processing, approaches, quantitative and rational concepts, understanding.

Socially competent adolescents have a sense of affection, are valued and are given good fortune to donate to society, which to large extent is made possible within the many social environment where adolescents live such as family, school and community. Family variable such as parenting style and family intercommunication pattern are found to intensely influence adolescent social competence. The development of social competence is facilitated and promoted by strong social support, through supportive relationships and a supportive sociocultural and physical environment, inhibitors of social competence include cultural and social obstacle based upon factors such as race/ethnicity, gender and socioeconomic status.

Good social skills are critical to successful functioning in life. These skills enable us to know what to say, how to make good choices and how to behave in diverse situations. The extent to which children and adolescents possess good social skills can influence their academic performance, behaviour, social and family relationship and involvement in the extracurricular activities. Social skills are also linked to the quality of school environment and safety.

A social competence has been defined as the social ability and interpersonal skills of an individual in effectively meeting an individual environment factor. In simple words, social competence means being able to get on with other people i.e. it involves the ability to develop, establish and maintain constructive social relationships with other people. Social competence is not a single ability which is present with individual children to varying degrees; rather it is a single group of knowledge, understanding skills and emotional response in which a child interacts according to situation.

According to Wolson and Junttila (2009) found that there is very bad impact of loneliness on the children and adolescent learning and social competence can be seen as protective factor. Jannie (2007) studied social competence progress for students with autism spectrum disorders and identified eight primary behaviour categories most frequently targeted by social inventions across preschool elementary and secondary age group. Jochen Peter (2008) conducted a study to investigate affects among adolescent's online identity experiments on their social competence and self-concept unity and found that social competence of lonely adolescents benefited significantly from these online identity experiments. Kubilius et al (2014) examined the relationship between social competence and family environment gifted student and found that the affectionate, respectful environment of home environment appears to be important for the development as inter communication skills and social competence for gifted students.

Parenting is the process of raising and educating a child from birth until adulthood. The word parenting had recently appeared and has become very

popular due to the necessity to clarify the process of upbringing child at home by parents as the opposite to the formal education of a child at school. A teacher student relationship is different from that of parent child relationship. Therefore a parent's method of education of a child must be different than a teacher's school. Teacher gives a child a general literacy and scientific knowledge; at home a parent gives a child general wisdom of life as parents themselves understands it. Parenting can be defined as the behaviour and actions which are adopted by the parents of children in the process of raising and educating a child from birth until adulthood which is varied from person to person as a parents.

Parental means child rearing is a process of promoting and supporting the physical, emotional, social and intellectual development of child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. The two distinctive roles of parents include both mothering and fathering. A child bestows on both mother and father together or independently, the responsibility of upbringing him/her. These perceptions may be referred to apparently direct and immediate knowledge associated to their conscious or unconscious experiences by which they initiate and control behaviour enormously. It is important to note that most of the children have a fairly definite clear cut concept of 'father' which differs markedly from their concept of 'mother'. Therefore it appears to be of utmost importance to study perceptions regarding their fathering and mothering separately as well as parenting as a whole on different dichotomous modes of parenting.

Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture. Parenting is a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researchers. The two distinctive roles of parents include mothering and fathering. A child bestows on both mother and father together or independently, the responsibility of upbringing him/her. Fathering of a father or-the style of individual's upbringing-stands as

a bridge by which the child comes the contact of outside world and will to face the challenges of the world. The role of mother or –the style of upbringing –is largely associated with congenial development of personality because the child first comes in contact with mother and always depends on her satisfy his basic needs.

Parenting's the process of raising and educating children from birth until adulthood. The word parenting has recently appeared and has become very popular development to the necessity to clarify the process of up-bringing child at home by parent's as the opposite to the formal education of child at school. A teacher student relationship is different than parent child relationship. Therefore a parent's method of education literacy and scientific knowledge; a home parent give a child general wisdom of life as parents under status it. When people says to parent a child it means to fulfil parental duties. Since everyone who has a child to parent. He or she has their own view on what their parental duties are generally, the majority of parents admit that those duties are to provide for the basic needs of a child. The child's need security and development. Thus implies security and development of a child's boy mind and soul. In other words, it is physically, intellectually and emotionally security and development parenting is usually done in a child's family by the mother and father. Parenting pattern has significant effect on the achievement of education of their children. Parenting is improving and nourishes the cognitive development, social development, physical development and emotional development.

The ideology of “motherhood” portrays mothers as the ultimate caregivers. They invest most if not all of their time on their children which sometimes affects their job and role in the labour market. Although stay at home moms is less common, women are seen as spending more time with children than men. They are commonly the nurtures of the children and support emotional growth and stability. Williams et (2007) examined parent's siblings and family economics as factor in development of interpersonal aggression during adolescents. Family economics pressure predicted interpersonal aggression for both siblings indirectly through parental hostility.

Fathers now more than ever are spending time with their children. Whereas in the past, fathers were the breadwinners and the mothers stayed at home cook, clean and take care of children, the roles are starting to reverse. Fathers are participating more in parenting roles and taking on responsibility such as bathing, dressing, feeding and comforting children. Being 'involved' fathers a concrete difference to child outcomes. According to Flouri and Buchanan (2008), an involved 'father, as defined in their research, is a father who reads to his child, takes outings with his child, is interested in their education and takes a role equal to the mother in managing his child. He may or may not live with the child's mother and may or may not be the child's biological father. Findings show that, generally, the higher the level of a father's education, the greater is the likelihood of his being involved with his children. Good father-child relations are associated with an absence of emotional and behavioural difficulties in adolescence and greater academic motivation. When children grow up those who have felt close to their fathers in adolescence are more likely to have satisfactory adult material relationships. The study further showed that children with involved fathers are less likely to be in trouble with the police and that early father involvement protects children in separated families against later mental health problems. Father involvement is also strongly related to children's later educational Attainment.

According to Bhardwaj (1992) Parenting is the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture. The two distinctive roles of parents include both mothering and fathering. Eight parenting models have been included in the present scale which may be enumerated as under rejection Vs. acceptance, Carelessness Vs. protection, Neglect Vs. Indulgence, Utopian Vs. Realism, Lenient standard Vs. Moralism, Freedom Vs. Discipline, Faulty roll expectation Vs. Realistic role expectation, Marital conflict Vs. Marital adjustment. Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. Although specific parenting behaviours, such as speaking or reading aloud, may influence child development, looking at my specific behaviour in isolation may be misleading. Many writers have noted

that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting. Most researchers who attempt to describe this broad parental milieu rely on Diana Baumrind's (1998) concept of parenting style is used to capture normal variations in parents' attempts to control and socialize their children.

Parenting style captures two important elements of parenting, parental responsiveness and parental demandingness (Maccoby & Martin,1983). Parental responsiveness (also referred to as parental warmth or supportiveness) refers to the extent to which parents intentionally foster individually, self-regulation and assertion by being attuned, supportive and acquiescent to children's special needs and demands. Parental demands (also referred to as behavioural control) refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baum rind, 1991,pp.61-62). Kim et all (2013) studied parent beliefs and children's social behavioural functioning and found that the parent teacher relationship quality may be one mechanism by which the useful parent motivational beliefs are transmitted to children. Rafic et all (2013) studied on parenting involvement among secondary school students found that the involvement of parenting has play important and chief role in student's academic and social success.

Chan et all (2009) studied on "parenting style in context socialization" and examined that when mother accepted authoritarian parenting and permitted relational competence as a parental, they responded to children's expression of emotion in a dismissive way and found that school personnel analysts or social workers showed take into account parenting styles, cultural values of participants when they offer training programs to parents. Parenting has been defined as a single minded, unconditioned desire to provide a loving, caring home. It is parents who exert the major influence on the development of the child from birth to maturity. It is from the parent that the child initially experiences the meaning of love. The child observes first and internalizes the value employed by parents, their attitude, behaviour and interaction all

determines the child behavioural pattern and personality. Parents provide framework within which the child may find roots, continuity and a sense of belonging. Smokoswisky et al (2009) analyzed the acculturation and aggression in adolescents. The parent acculturation conflicts, gender, age are associated with higher level of adolescent aggression.

According to Bawnrind (1988) the styles of parenting which involve combinations of responsibilities and acceptance on the control and demand on the other. So, the four parenting styles are authoritative parenting, authoritarian parenting styles, permissive parenting unininvolved parenting. Authoritative Parenting gives frequent punishment. Rely on positive reinforcement. Like this parent must have more awareness of their children's feeling and abilities. So they always ready to support to the development of a child. Research shows this style of parent is more useful and beneficial than other styles. Such as when parents share their feelings with their children. Authoritarian Parents are very strict, as their thinking is very rigid and traditional. These parents always have high demands and aspirations on the child but are not responsive to the child. Authoritarian parents have a rigid set of rules. They strictly enforce on their children. When their children not follow them the parents are punished them. It was found that authoritarian parenting home always less cheerful. Permissive Parenting style can found in middle class family than working class families. Like these parents understand their child's thinking, feeling. They give freedom and autonomy to their children. Parents do not have high demands to their children. These are generally happy. But sometimes they show low level of self-reliance and self-control because there are lack of rules and regulations in their home. Uninvolved Parenting is also known as neglectful parenting style. Uninvolved parents have no high expectations, aspirations and demands of the child. They are not responsive. They are not full their responsibilities. They have less aware about their children's needs and not demanding of them. According to Diana (1998) "There are large gap between children and parents." Their children always suffer in psychosocial development, academic performance and social competence. We saw often behaviour problem in them. Moore et al (2009) showed that adolescents with a high level of parental involvement are more likely to score high on the social

competence scale. Adolescents whose parents are positive role models are also more likely to score high. Higher parental monitoring and parent –child closeness and caring are also associated with being more socially competence.

Brennan (2009) found that adolescent’s social competence is derived from their experience of close relationships within their family. Weissberg (1996) concluded that social competence promotion programs which shows positive effects on adolescent’s problem solving skills, social relations with friends, social adjustment and reductions in high risk behaviours. They viewed social competence promotion in the school setting as a ‘highly promising and appropriate educational strategy for preventing high risk behaviour.’” According to Robert (2004), socially competent people have awareness and social skills. These people understand other’s needs show sensitively, acknowledge and reward other people’s strengths, manage conflicts, collaborate, and cooperate. Parents play a significant role in the life of their children. When children come into this world they are totally dependent on their parents for the fulfilment of their needs. Onyewadume & Otuadah (2006) identified that parents that spend no more time at home to support in the upbringing of the children, such children always fall into evil association.

Utti (2006) studied relationship between academic achievement of children and parenting styles and found that *laissez faire* parenting had more negative effects on the students’ academic achievement. Several researches had shown that adolescents from *laissez faire* parenting are more prone to delinquent behaviours and health problems and health problems than those from the other forms of parenting homes. Otuadah (2006) found that when the relationship between the children and parents is warm, it builds a strong and healthy environment for the development of the children. Darling (2007) conducted that parenting styles expects child well-being in the domains of academic performance, social competence and psychosocial development. Okupko (2006) found some factors make for positive parenting as, provision of children’s needs; water, love, warmth, good food, education, friendliness, supervision and dialogue etc. Stanford University News Service (1999)(415-723-2558) reported that positive parenting styles have been shown to help

American adolescents earn good grades, avoid disobedience and also develop ethnic pride in youths who are ethnic minorities. Steinberg et al (2000) found that the authoritative parenting style may be more beneficial to student's school success. Lamborn et al (2002) found that children who described their parents as neglectful had lower grades than students from authoritative parents. Mandara J. (2006) found that children from authoritative parenting style are associated with higher achievement among European Americans while those from Hispanic and African Americans with parenting style is authoritative or uninvolved, are on the average lower in achievement as compared to their European Americans. Yusuf (2004) studied the influence of parenting styles on junior secondary school student's performance in social studies and found that the students from authoritative parenting more successful than students from other parenting styles.

Hickman et al (2000) examined relationship between parenting styles and academic performance and adjustment in college students and found that the students belong to authoritative homes were more successful in academic achievement than students from permissive, authoritarian and uninvolved parenting pattern. Show et al (2008) found a relation between academic self-efficacy and parenting styles and examined that the adolescents from authoritative parents had strong academic self- efficacy than other parenting styles. Amita (2003) concluded that students who showed parental peer influence had more positive academic outcomes also the parents variables were the strongest among the students. Ander (2001) reported the correction of family environment and academic achievement are corrected strongly. So, there is a positive relationship between them. Moline (1999) concluded that the parental involvement and student's achievements link with each other and parent's involvement provide scholarly base to students.

Att away et al (2004) studied the relationship between parenting and children adolescent academic achievement. Demographic variable such as material educational level and adolescent sex were examined to determine whether they helped to explain variation in adolescent grade points average. No other statistical relationship was found between then parenting and

demographic variables and adolescent's academic achievement. Lee et al (2006) focused on parenting styles and parental influences and found the patterns of parent practices that influence the behaviour of adolescent by using national longitudinal surveys database. Driscoll et all (2008) focused on parenting style and youth well-being across immigrant generation and found the rate of youth with behaviour problems like psychological problems increased with generation and improved the self-esteem with generation, scores of depression did not. Beach (2000) investigated the correlation of material and parental parenting behaviour during adolescent to four domains of early adolescent's internalizing problems, externalizing problems, pro social competence assessed by approximately five and one half years. Higher level of maternal firm control during adolescent was associated with more protection early adult romantic attachment and lower level of educational achievement. There was no any main affects for fathers but parental parenting behaviours interacted with maternal parenting behaviour to predict both early adult romantic bond and delinquency.

Muola (2010) explored the relationship between academic success motivation and home setting among average eight pupils and found a low but positive relationship of parental education with academic achievement of the students that revealed a positive relationship between parental. Parenting does not stop when children grow up and age. Parents always remain to be parents for old children. Their relationship continues developing if both parties want to keep it or improve. The parenting issues may include the relationship with grandchildren and children in law. Chen, Liu, and Li (2000) noted that maternal parenting style predicts children's emotional adjustment while parental parenting style predicts children's academic achievement.

Forehand and Nousiainen (2003) suggested that because fathers are less involved and available than mothers, fathers parenting style may become more important in the minds of children and adolescents style may become more important in minds of children and adolescents. However, according to Milevsky, Schlechter, Netter and Keehn (2006) father play a more in the lives of children. For example, a permissive father may complement the fatherhood

role and hence may not interfere with the child as much as having a permissive mother. In fact the present study was being directed towards investigating the social competence of senior secondary school students of Jalandhar district of Punjab in relation to their parenting pattern.

1.2 SIGNIFICANCE OF THE STUDY

Human being possesses unique characteristics which separates them from animals. Society is an essential for the development of man. Man believes in the maintenance of social relationship and tries to adjust with others. But this does not mean that the child is born with social behaviour and social qualities. Like other aspects of growth and development, he develops the necessary social characteristic in him. The process of development of such qualities which bring desirable changes in his social behaviour is referred to as social development or socialization of the child. A socially competent person proves a valuable asset to himself and to the society.

Adolescents in this era, potentially face negative skills at younger ages than ever before, as well as drugs, suicide and violence. Consequently, it is suitable to identify the factors which support to protect adolescents from these negative experiences. Developing theories of youth progress such as resiliency, self-efficacy, and risk/caring factors have social competence as the main aspect of successful adolescent development. An understanding of the development, maintenance, and improvement of social competence is valuable in determining how to help and protect adolescents from negative effects and assist them in reaching their ideal potential. The foundation of the growth of personality lies in the warmth of the family, henceforth, family serves as an effective agent of socialization- a process of growing up and learning the norms of society where a child acquires a few workable assumptions about world and is apt to become a competent and useful member of society. The child uses his parents as models for his adjustment to life and fundamental pattern once established at home, cannot be eradicated completely yet modified or changed as the child grows up. Thus, relationship between parents and the child happens to be a central factor in the social uplift of individual. Parents are

supposed to create a most congenial, happy democratic, lucid and warm atmosphere where a child can blossom his own hidden potentialities and may also develop social communication skills.

The family plays a major role in social development, there are some of ways in which family communication forms may support or delay the development of children's social competence. Social competence is very important place in overall process of development. A socially competence person proves a valuable asset to themselves and both personal as well as environmental factors can be added health, physically structure, cognitive and emotional development. There is large number of factors and agencies which play an important role in the development of personality of a child such as home, school, parents, friends etc. but out of these factors home especially the parents, the first teachers play a prominent role in the well adjustment, maladjustment of the child in the society by making child well versed /ill versed with societal norms, thus affecting the adjustment in society.

In the present study the investigator wanted to examine the behaviours of student and family support, which builds close relationships, monitoring the progress and setting a good example. Moreover, it will provide insight for funders, policymakers and service providers on ways that the strengths of families can be leveraged to improve services and, subsequently, outcomes for the youth. Though number of studies had been conducted in the area of social competence such as parenting pattern, but to the best of knowledge of investigator the social competence of senior secondary school students have not been adequately explored in relation to their parenting pattern. Hence due to paucity of research and greater concern for the future generations, offering them a better quality of life, so as to cope up with 21st century needs and the challenges inspired to investigator to undertake the present study.

1.3 STATEMENT OF THE PROBLEM

The present study was be an attempt to study the social competence among secondary school students in relation to their parenting pattern. Thus,

the present problem was entitled as:- SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING PATTERN.

1.4 OPERATIONAL DEFINITIONS

Social competence: Social Competence is a complex, multidimensional concept consisting of social, emotional, cognitive and behavioural skills, as well as motivational and expectancy sets needed for successful social adaption.

Parental Pattern: Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture. The two distinctive roles of parents include both mothering and fathering. Eight parenting models have been included in the present scale which may be enumerated as under rejection Vs. Acceptance, Carelessness Vs. Protection, Neglect Vs. Indulgence, Utopian Vs. Realism, Lenient standard Vs. Moralism, Freedom Vs. Discipline, Faulty roll expectation Vs. Realistic role expectation, Marital Conflict Vs. Marital adjustment.

Senior Secondary school students: It refers to students the age group of 15-17 years, studying in senior secondary schools. Senior secondary school level comes at intermediate level between elementary level and college level. In the present study senior secondary refers to students studying in 10+1 class.

1.5 OBJECTIVES

1. To explore the social competence and parenting pattern of senior secondary school students
2. To compare government and private senior secondary school with respect to their

(a) Social Competence

(b) Parenting Pattern

3. To find out the relationship between social competence and parenting pattern of senior secondary students

1.6 HYPOTHESES

1. There exists no significant difference in social competence of government and private senior secondary school students
2. There exists no significant difference in parenting pattern of government and private senior secondary school students
3. There exists no relationship of social competence of senior secondary school students with their parenting pattern.

1.7 DELIMITATIONS

1. The study was conducted in govt. and private senior secondary school of Jalandhar district only
2. The present study was conducted on 10+1 students only.

CHAPTER-II

METHOD AND PROCEDURE

The present chapter was devoted to method and procedure of study, which cover sample selection; design of study and description of the tools required for the collection of data and statistical technique used to analyse the data. The selection of technique and devices of investigation are determined by the nature of problem. The selection of adequate methods, tools and techniques are very difficult problems and must be handled with every caution, care and consideration in respect of time, cost and procedure.

2.1 RESEARCH METHOD

Method refers to the way logical plan of solving a problem. It is the way of doing something especially a systematic way of solving a problem. Method and procedure of study depend upon the type and scope of the problem. Keeping in view the same, in the present study descriptive survey method was employed. The descriptive research method explains educational phenomena in terms of the conditions or relationship that exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. The present study was conducted to find out the 'Social competence of senior secondary school students in relation to their parenting pattern.

2.2 SAMPLING

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. All senior secondary school students of Jalandhar district of Punjab constitute the population of the present study. In the present study, the researcher has selected a sample of 200 senior secondary school students (100 school students from government schools and 100 school students from private schools) from Jalandhar district.

Out of list of various government and private senior secondary schools, 2 government schools and 2 private schools i.e., total 4 schools were selected randomly. Out of each school, 50 students (25 male students and 25 female students) were selected by employing simple random sampling i.e. 100 students were selected from each type of school.

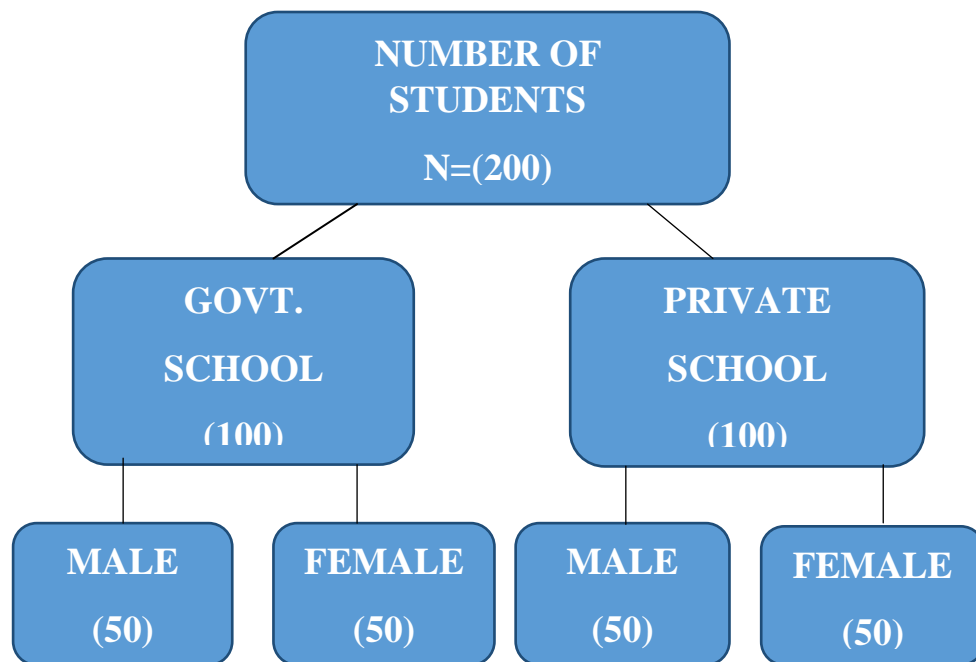


Fig 2.2 Schematic Layout of sample

2.3 TOOLS OF DATA COLLECTION

For each and every type of research the researcher needs certain instruments to gather new facts and explore new areas. Tools are the bases to collect relevant data. The selection of suitable tools is of vital importance for successful research. The present study required to assess the social competence of senior secondary school students in relation to their parenting pattern. So, the following standardized tools were used for present study.

1. Social Competence Scale by Dr.. P. Sharma (1990)
2. Parenting Pattern Scale by R.L. Bhardwaj (1992)

2.3.1 Social Competence Scale

There are 18 factors in social competence scale comprising 50 items and it is a 5 point rating scale. The social competence scale comprises 50 items having five alternative answers very high, high, average, low, and very low. The subject was asked to choose an alternative for each item which best characteristics his/her behaviour. Detailed instructions given to the students for feeling the scale are as follows. Read each item carefully and answer them by selecting one alternative out of very high, high, average, low, very low. Please choose the alternative that applies to you the most from the above categories. Please read items carefully and indicate your behaviour by making tick in the cell of only one alternative that is most appropriate for you. The ideas inherent in the statement reveal social competence and express the level of your social competence as you think right in you. Remember that your reactions are neither right nor wrong.

2.3.1.1 Scoring:-The answers of respondents given in items of five categories viz. very high, high, average, low, very low were assigned scored 5, 4, 3, 2 and 1 respectively.

2.3.1.2 Reliability: - The reliability was worked out by test retest method. The coefficient of temporal stability employing test retest method with an interval of 20 days had been estimated.

2.3.1.3 Validity: - The social competence scale (English version) had been validated against Kohn's social competence scale and a predicate validity to the extent of $r = 0.72$ was obtained. Further, the English and Hindi version of the scale was found to be correlated to the extent of $r = 0.84$.

2.3.2 Parenting Pattern Scale

In the process of scale construction, 20 experts were asked to evaluate the different modes of parenting models of parenting models by which parenting can be measured adequately. These evaluations show that eight modes of

parenting emerge as most important and effective in the assessment of parent-child relationships and they may be enumerated as under: Rejection vs. acceptance, carelessness vs. protection, neglect vs. indulgence, utopian expectation vs. realism, lenient standard vs. moralism, freedom vs. discipline, martial conflict vs. martial adjustment. The final form of this scale has 40 items related to eight different modes of parenting and are spread in a meaningful manner except those related to the martial conflict vs. martial adjustment. These items were placed in a block at 36 to 40. The item numbered 4,11,18,25 and 32 are stated negatively just to check the habitual disposition of responses.

2.3.2.1 Administration: - Parenting scale can be administered either individually or to a large group at a time. After establishing a good rapport and ensuring a clear understanding of instructions, the subject are asked to respond to the first thirty-five items given in the scale by keeping in view the different modes of parenting that they receive from their mother separately. The items from number 36 to 40 are to be responded separately that subject to the relation between both the parents only at once. A rest of five minutes shall be provided to the subject between the recording of responses for mother and fathers separately. For more objective responses for mother and fathers separately at least in group administrations.

2.3.2.2 Scoring :- The scoring of this parenting scale is of quantitative type and is based on five point scale as suggested by Likert. The scoring and determination of mothering and fathering as well as parenting is a complex one and the following things are to be kept in the mind at the time of scoring the scale:-

Each item of the scale is to be scored from upper to lower in terms of 1,2,3,4 and 5. The scoring of item 4,11,18,25 and 32 will be in reverse order (i.e 5,4,3,2,1)

The obtained scores are to be transferred on the last page at the space provided for the parents and are to be added vertically to determine the raw score for mothering and fathering separately for different modes of parenting. The

obtained raw score for different modes of parenting are to be transformed into 'Z' score from the table given below:-

Raw score	A	B	C	D	E	F	G	H
	1	2	3	4	5	6	7	8
5	23	3	3	26	1	6	7	9
6	25	6	6	29	2	9	6	12
7	27	9	9	32	5	12	10	15
8	29	12	12	34	8	15	13	18
9	31	15	16	37	12	18	16	20
10	33	18	19	40	15	21	19	23
11	35	21	22	42	18	24	23	26
12	37	25	25	45	22	27	26	29
13	39	28	28	48	25	30	29	32
14	41	31	32	51	28	33	32	24

15	43	34	35	53	32	35	35	37
16	45	37	38	56	35	38	39	40
17	47	40	41	59	38	41	42	43
18	49	44	44	61	41	44	45	46
19	51	47	47	64	45	47	48	48
20	53	50	51	67	48	50	52	51
21	57	56	57	70	51	53	55	54
22	57	56	57	72	55	56	58	57
23	59	59	60	75	58	59	61	60
24	61	63	63	78	61	62	65	62
25	63	66	66	80	65	64	68	65

The total of 'Z' scores for each code of parenting in relation to both the parents shall be threatened as parenting in relation to both the parenting and the grand total of each parenting mode is to be mode is to be treated as parenting score.

'Z' score obtained from the martial conflict vs. martial adjustment mode of parenting is to be added only once with other 'Z' scores obtained for seven modes of parenting to determine the parenting score as a whole.

'Z' score obtained for the martial conflict vs. martial adjustment are to be added on both the occasion along other 'Z' score obtained for different modes of parenting to determine the scores for mothering and fathering separately;

Each mode of parenting can be studied separately except one of martial conflict vs. martial adjustment in terms of both the role of mothering and fathering.

2.3.2.3 Reliability:-The reliability of this test on a sample of 100 elements has been determined by test and retest method with an interval of 21 days on a sample of 100 elements. The obtained reliability co-efficient may be enumerated as under

Table-: Co-efficient of reliability (Test-Retest)

Modes of Parenting	A	B	C	D	E	F	G	H	Total
Co-efficient of reliability	.79	.54	.64	.59	.67	.56	.74	.69	.72

2.3.2.4 Validity:-The estimated validity with the parallel from was found to be as follow-table-: validity co-efficient (with from)

Modes of parenting	A	B	C	D	E	F	G	H	Total
Co-efficient of validity	.45	.39	.42	.62	.38	.52	.57	.36	.75

2.4 Procedure of data collection

The data for the present study was collected personally by the investigator. The investigator visited senior secondary schools of Jalandhar district. The investigator took prior permission from the principals of the senior secondary school for conduct of the test. Before the administration of the test, the investigator was made clear the purpose of the tools namely, Social Competence and Parenting Pattern Scale. Further, the investigator ensured the students that information provided by them will be kept confidential. It took 2-3 weeks for data collection. On one day, only one test was administered. On the first day, Social Competence Scale was administered to the selected group of students and data was collected. Then on the second day, Parenting Pattern Scale was administered on the same set of selected students. In this way the total data was collected from all the schools from Jalandhar district of Punjab.

2.5 Statistical techniques

Almost all students are basic to all research activities. The role of students in research is analysing its data and drawing conclusions. In the present study, t-test and coefficient correlation will be applied for testing the significant of difference between means and Karl Pearson of correlation was applied to find out the relationship between variables. Along this graphical representation of data was done wherever possible and required.

CHAPTER-III

ANALYSIS AND INTERPERTATION

The present chapter deals with the statistical analysis of data, description and interpretation of the result in accordance with objectives of the study. Data is meaningless heaps of material without analyses and interpretation. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis of data is most important and crucial step in research. It means studying the organize material in order to discover inherent facts. To quote F.N. Kerlinger “Analysis of data means categorizing, ordering, manipulating and summarizing of data to obtain answer to research questions”. Presentation of analysis and interpretation of the data follows the sequences given below. The data was analysed and interpreted keeping in view the hypotheses of the study.

Hypothesis 1states, “There exists no significant difference in social competence of government and private senior secondary school students.

In order to test this hypothesis, table 3.1 has been prepared. Its pictorial form has been given in figure 3.1

Table 3.1 - Mean differentials in the social competence of government and private senior secondary school students

Social competence	Govt. school (N=100)		Private school (N=100)		t-value	Level of significance
	Mean	S.D	Mean	S.D		
	171.75	18.56	167.13	17.35		

Figure 3.1 Mean scores of social competence of government and private senior secondary school students

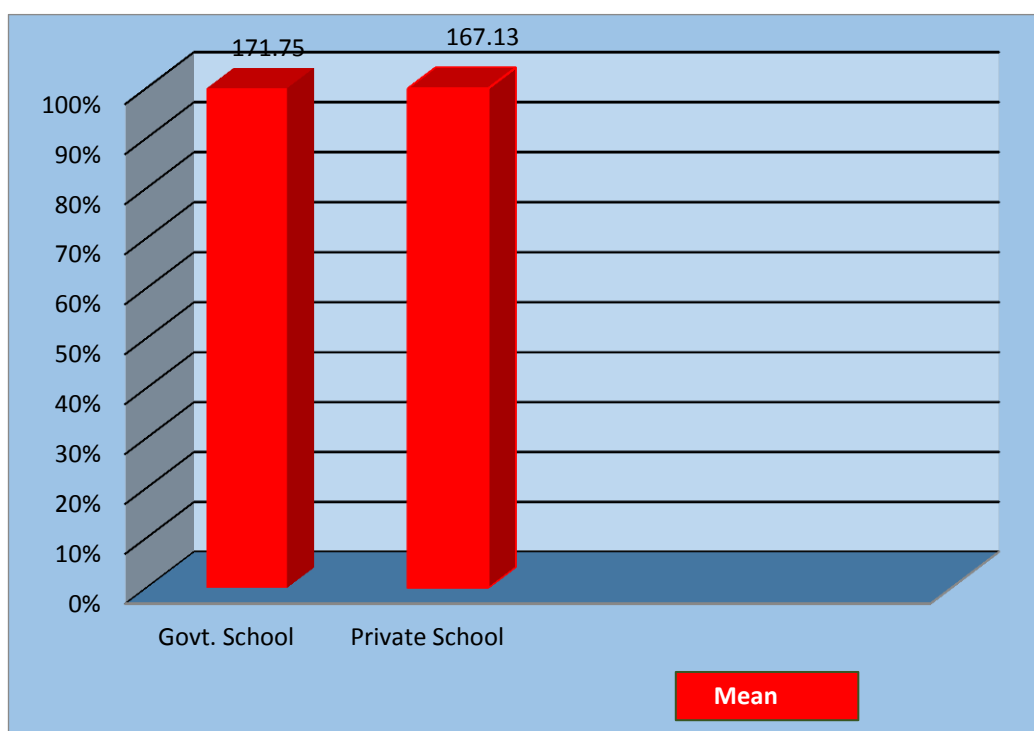


Table 3.1 shows the mean differentials in social competence of government and private senior secondary school students of Jalandhar district of Punjab.

The mean score of social competence of senior secondary school students studying in government school was 171.75 and of those studying in private school was 167.13 respectively.

The standard deviation of scores of social competence of senior secondary school studying in government was 18.5 and of those studying in private school was 17.34 respectively.

Further, the t-value calculated with regard to social competence of senior secondary school students studying in government school and private school was 1.82. The t-value found was statistically insignificant.

Discussion of results

The insignificant t-value in the table 3.1 shows that there was no significant difference in social competence of senior secondary school students of government school and private school of Jalandhar district of Punjab. The insignificant t-value indicates that there exists no significant difference in mean score of social competence of senior secondary school students studying in government school and private school.

On the basis of the above discussion of results, it can be concludes that senior secondary school students studying in government schools and private schools had similar social competence.

Therefore the hypothesis 1, namely “There exists no significant difference in social competence of government and private senior secondary school students.” Stands accepted.

Hypothesis 2. States, “There exists no significant difference in parenting pattern of government and private senior secondary school students.”

In the order to test this hypothesis, Table 3.2 has been prepared. Its pictorial form has been given in figure 3.2

Table 3.2 Mean differentials in the parenting pattern of government and private senior secondary school students.

Parenting pattern	Govt. School N=100		Private School N=100		t-value	Level of significance
	Mean	S.D	Mean	S.D		
	266.7	34.93	276.88	35.051		

*0.05 level of significance

Figure 3.2 Mean scores of parenting pattern of government and private senior secondary school.

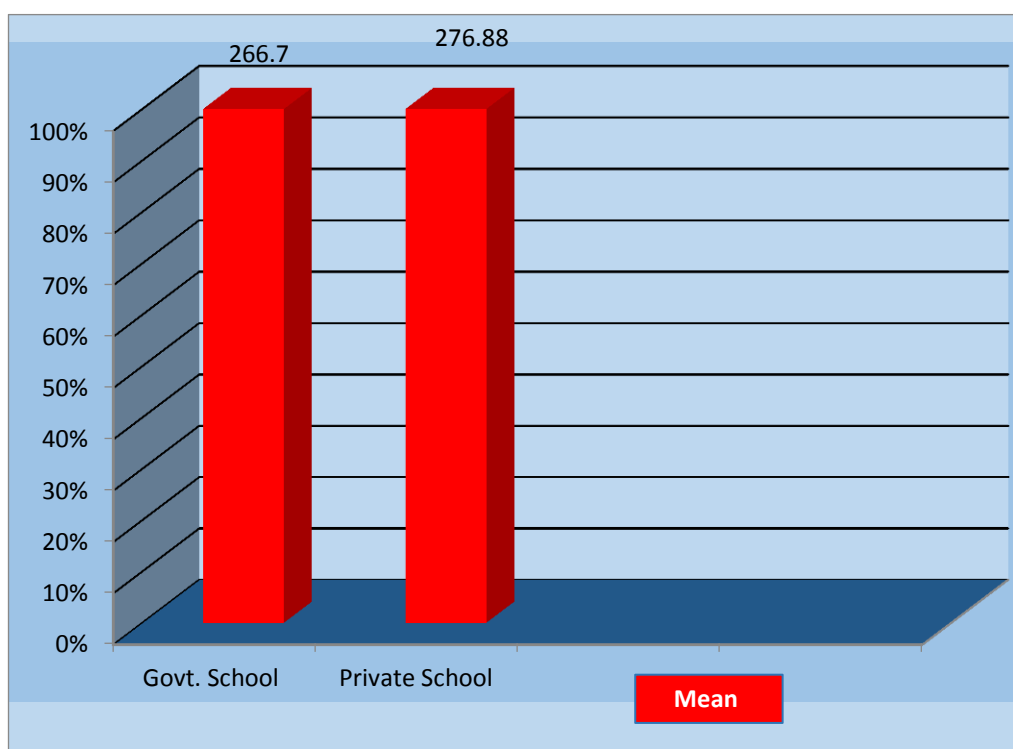


Table 3.2 shows the mean differentials in the parenting pattern of senior secondary school students studying in government schools and private schools of Jalandhar district of Punjab

. The mean score of senior secondary school students studying in government schools was 266.7 and of those students studying in private schools was 276.88 respectively.

The standard deviation of scores of parenting pattern of senior secondary school students studying in government schools was 34.09 and of those students studying in private schools were 35.05 respectively.

Further, the t-value calculated with regard to parenting pattern of senior secondary school students studying in government schools and private schools was 2.086, which was found to be significant at 0.05 level of significance.

Discussion of result

The significant t-value in table 3.2 shows that there was significant difference in parenting pattern of senior secondary school students studying in government schools and private schools of Jalandhar district of Punjab. The significant t-value indicates that there exists significant difference in the mean score of parenting pattern of senior secondary school in government schools and private schools. The observation of mean scores of students studying in government schools and private schools suggested the mean scores of private senior secondary school students were found to be more than that of Govt. school students.

On the basis of the above discussion of results, it can be concluded that senior secondary school students studying in private school students had more mean score as compared to those students studying in government schools.

Therefore the hypothesis 2, namely “There exists no significant difference in parenting pattern of government and private senior secondary school students.” stands rejected.

Hypothesis 3. states, “There exists no relationship of social competence of senior secondary school students with parenting pattern.

In the order to test this hypothesis, Table 3.3 has been prepared. Its pictorial form has been given in figure 3.3

Table 3.3 Coefficient of correlation of social competence of senior secondary school students with their parenting pattern.

Variables		Mean	S.D	N	r	Interpretation
Dependent	Social competence	169.44	18,06	200	0.23	Positive relationship
Independent	Parenting pattern	271.79	34.86			

Table 3.3.3 shows that the coefficient of correlation of parenting pattern senior secondary school students of Jalandhar district of Punjab with their social competence. The coefficient of correlation of parenting pattern with social competence was found to be 0.23. The co-efficient of correlation found was greater than the table value 0.138 and 0.181 at 0.05 and 0.01 level of significance respectively.

On the basis of the above discussion of results, it can be concluded that there exists a significant positive relationship of social competence of senior secondary school students with their parenting pattern.

Therefore Hypothesis 3, “There exists no relationship of social competence of senior secondary school students with parenting pattern” stands rejected.

CHAPTER – IV

CONCLUSIONS RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Conclusions are as essential for an investigation as they provide a touch and review to the whole of the critical work. Scientific endeavours in any field of human knowledge yields certain results based on which the investigator draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in the view the results of the study. The conclusions of the study are as follow:

Comparison of social competence of government and private senior secondary schools students

- The government senior secondary school students did not differ significantly from private senior secondary school students with respect to social competence.
- The govt. and private senior secondary school students had similar social competence.

Comparison of parenting pattern of government and private senior secondary school students

- The government senior secondary school students differ significantly from with respect to private senior secondary school students.
- The private senior secondary school students had better parenting pattern as compared to government senior secondary school students.

Relationship between social competence and parenting pattern of senior secondary school students

- There exists a significant positive relationship of social competence of senior secondary student with parenting pattern

RECOMMENDATION

The study revealed that Social Competence of senior secondary school students of Jalandhar district of Punjab had positive relationship with their parenting pattern. It implies that parental pattern plays considerable role in social competence of senior secondary school students.

- The study recommends that parents should join hands together, so as to improve the social competence of students. It is the joint responsibility of parents and teachers to work towards the betterment of children rather should assist each other for the all-round development of children.
- Despite odds and difficulties in life and society, parents should show always positive involvement in their children life, so as to make them successful in life` and which can be facilitated by the efforts done by school authorities.
- At home, parents should be deeply concerned with the problems of their children. When they feel, their children's are in some kind of problem, they should deal with them like their friends and share their views in a friendly way and encourage them to face difficulties of life with courage and determination.

4.3 SUGGESTIONS

For understanding and modifying the behaviour of human beings, intensive research in education and psychology is needed for various aspects of human behaviour. There is no doubt that a single study cannot suffice it. Research is never an ending process. Every investigator after completing the research becomes aware of areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigators. The researcher by his own experience in the field of the study offers the following suggestions:

- Educational institutions can play an active role to support the youths of today by guiding and encouraging the senior secondary students for a better future and should act to bridge a gap with the parents. So as promote their overall well-being.

- A similar study can be conducted in other districts of Jalandhar of Punjab.
- The rural and urban senior secondary girls can be undertaken for the further research.
- A longitudinal study may help in students better understanding of the issues related to senior secondary school students.
- Similar study can be conducted in different states of India.

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