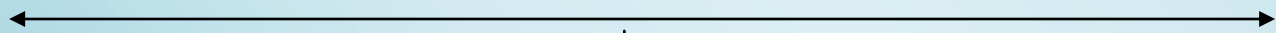


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“RELATIONSHIP OF ACADEMIC ACHIEVEMENT WITH SOCIAL COMPETENCE AMONG PRIVATE AIDED SENIOR SECONDARY SCHOOL STUDENTS”

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ABSTRACT

The researcher has tried to find out relationship between academic achievement and social competence among private aided higher secondary school students with sample of 200 students (100 male students and 100 female students). Simple random sampling technique was used to collect data. Social competence assessed by a scale developed by V P Sharma, Prabha Shukla and Kiran Sukla. (1998), where as scores in school grades were considered for academic achievement. The study revealed a significant positive relationship between academic achievement and social competence.

INTRODUCTION

It is estimated that 35 to 75 percent of students with learning disabilities have social skill deficits. Furthermore, children who are labeled learning disabled are more likely to have emotional problems, low self-esteem, and conduct deficiencies according to various researches. Therefore, the development of social competency should be an essential aspect of educational planning for these children.

Researchers have been studying the connection between social development and Academic Achievement for decades and have come to a startling conclusion: the single best predictor of adult adaptation is not Academic Achievement or intelligence, but rather the ability of the child to get along with other children (Hartup, 1992). Additionally, Wentzle (1993) found that prosaically and antisocial behavior is significantly related to grade point average and standardized test scores, as well as teachers' preferences for the student. These studies, and others like them, indicate that a socially adjusted child is more likely to be the academically successful child. As an explanation for why social development is important to the academic learning process, Caprara, Barbanelli, Pastorelli, Bandura and Zimbardo (2000) noted that aggression and other maladaptive behaviors detract from academic success by 'undermining academic pursuits and creating socially alienating conditions' for the

aggressive child. Studies show also that if children are delayed in social development in early childhood they are more likely to be at-risk for maladaptive behaviors such as antisocial behavior, criminality, and drug use later in life. In fact, Kazdin (2000) noted that the correlations between preschool-aged aggression and aggression at age 10 are higher than the correlation between IQ and aggression. Studies done with students at the ages of middle childhood and adolescence support the notion that those social skills acquired in early education are related to social skills and academic performance throughout school-aged years.

STATEMENT OF THE PROBLEM

The research is designed to find out the relationship between social competence and academic achievement of private aided senior secondary school students in bathinda and mansa districts of Punjab.

OBJECTIVES

Objective-1: To find out relationship between academic achievement and social competence of private aided senior secondary school male students.

Objective-2: To find out relationship between academic achievement and social competence of private aided senior secondary school female students.

Objective-3: To find out relationship between academic achievement and social competence of private aided senior secondary school student's private aided schools.

HYPOTHESES

1. There exists no significant relationship between academic achievement and social competence of private aided senior secondary school male students.
2. There exists no significant relationship between academic achievement and social competence of private aided senior secondary school female students.
3. There exists no significant relationship between academic achievement and social competence of private aided senior secondary school students of private aided schools.

METHODOLOGY

The researcher used descriptive survey method. Data were collected from primary sources, i. e. private aided senior secondary school students. Following tools were used to collect required information from the students of private aided senior secondary schools of Punjab.

The investigator used the scale as listed

1. Social competence Scale by V P Sharma, Prabha Shukla and Kiran Sukla. (1998)
2. Personal data form

DATA COLLECTION

The data were collected from Private aided senior School Students of Bathinda and Mansa district of Punjab who were studying in class 10+2 and had passed their 10+1 examination in the last year. The researcher visited to each school and subjects were instructed for each test separately. Collected data were tabulated and total score were obtained for each test. The total sample for the study comprised of 300 private aided senior secondary school students. The sample included 100 private aided senior secondary male students and 100 private aided senior secondary female students.

Simple linear Correlation statistical technique was used.

DELIMITATIONS OF THE STUDY

1. The dependent variable of the study was academic achievement and independent variable is social competence only.
2. The study was delimited with regard to sample as well. The sample of the study includes 200 Private aided senior Secondary School Students from Bathinda and Mansa districts of Punjab only.
3. All the selected schools were affiliated to or recognized by Punjab School Education Board, Mohali (Punjab) only.

RESULTS AND DISCUSSIONS

1. The results has shown that academic achievement is significantly and positively related to social competence among private aided senior secondary school male students. Therefore, it is recommended that parents and teachers should try to teach social skills to students. It can increase academic achievements of students.
2. The results also indicated that academic achievement is significantly and positively related to social competence among private aided senior secondary school female students. For teachers and school psychologists, these results suggest that social skills must be taught to the students because socially competent students have a good adjustment in the classroom and in school.
3. The result of the present study has indicated that social competence has a positive and significant relationship with educational achievement of private aided senior secondary school students. So when they are well adjusted and have healthy relations with their peer group and teachers. They have high achievements.

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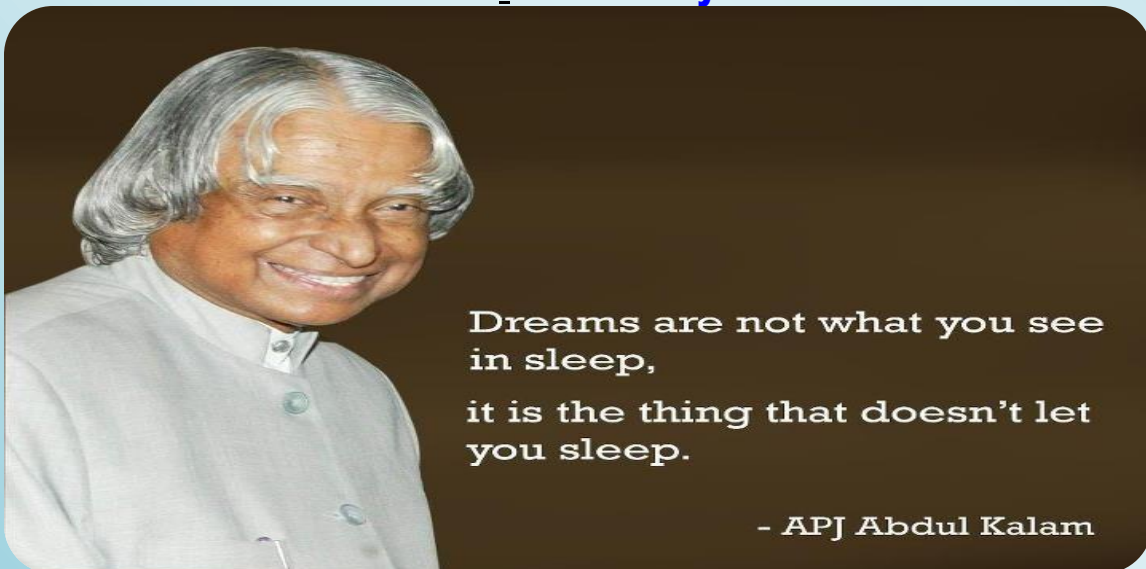
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Dreams are not what you see
in sleep,
it is the thing that doesn't let
you sleep.

- APJ Abdul Kalam