

SOCIAL COMPETENCY: A THEORETICAL APPROACH

Dr. Surendra Pal Singh¹, Umesh Chandra², Praveen Kumar³

¹Assistant Professor, Department of Teacher Education, D.S.College Aligarh..

^{2,3}Research Scholar, Department of Teacher Education, D.S.College Aligarh.

Email :²umeshucb@gmail.com

ABSTRACT:

“Human development is the scientific study of the processes of orderly, accretive, directional, age-related changes that human beings witness as they progress through their life cycle”.

Santrock, 2007.

Human Development is a lifelong process but at the same point it varies from individual to existent. In our ultracompetitive world it's apparent that an existent will be successful only with high intelligence and good social interactional skills. Education is an important instrument for social change. But in order to come well acclimated in society as per the changing conditions, an applicable position of social intelligence is also needed by the existent. Also, optimum development of pupil's personality has remained the most important end of education at all the situations (Rana, 1992).

Social Competence is popularly understood as —being able to be with other people. It involves the ability to establish, maintain and develop social relationships with other people, in working contexts and in own lives. Social competence is not a single attribute or ability which holds with an individual to varying degrees, rather it is a constellation of knowledge, skills and emotional responses, all of which interact differently in many situations the individual is in. although the recently-coined social intelligence is a useful one in many ways, like the more traditional academic intelligence, it should not be taken to imply a simple characteristic. As there are many quite different intellectual abilities as many different aspects of social competence.

KEYWORDS : Social Competency, Models, Dimensions of Social Competency

1. INTRODUCTION

The complex human mind gets actuated and impeded by innumerable and nonstop psychosocial, emotional and environmental characteristic features. A comprehensive and holistic growth of all these aspects triggers applicable and acceptable human behaviors.

Human development is a lifelong process but at the same point it varies from individual to existent. It's the scientific study of the processes of orderly, accretive, directional, age-related changes that human beings witness as they progress through their life cycle (Santrock, 2007). On the same lines, a vast maturity of psychologists has now conceded that human development is shaped by a dynamic and nonstop commerce between heredity and terrain (Sankoff & Phillips, 2000). For illustration, good heredity may prognosticate good physical makeup of a child but bad terrain could produce excrescences in his personality. So in addition to the inherited characteristics, development also occurs in and is told by multiple social and artistic surrounds.

The term, Social Competency is a combination of two words Social and Competency. “Social” relates to the way that colorful groups in society depend on each other (Sinclair, 1987). Further, it refers to the relationship of one existent to the other existent in Human society within its different modes of organization and “Faculty” relates to the competency that an individual knows, believes and does any exertion duly (Millman & Darling-Hammond, 1990, p. 261). Thorndike (1920) defined social competency as the competency to act wisely in Human relations. It includes certain skills, knowledge, capacity, competency and proficiency of doing effects. Thus, social competency is an art or knowledge, skill, proficiency and competency of a person to reach social relationship with other people in any situation. A person's social competency is an expression of one's interpersonal connections and capacities to achieve targeted pretensions. In other words, social faculty is the art of Human expression which a person is learning during his life, i.e., from an early age by his or her very actuality and which reveals itself in Human maturity, intelligence and mindfulness (Weinert, 1999). Therefore, in a social situation, human is directly linked to other human beings from an early age till the end of life. In broader view, social competency has been described as involving the particular knowledge and skills which persons develop in order to deal effectively with life's numerous choices, challenges and openings (Leffert, Benson, & Roehlkepartan, 1997). Although, every person constitutionally has different characteristics and personality, intellectual competency, emotional expressions of faith and sweats but all people are in need of social competency. In educational script, social competency refers to the tendencies, which in specific social situations leads to either positive or negative commerce of a schoolteacher or pupil with the social terrain and

society. It's composed of particular characteristics, interpersonal relations with others and the competency to acclimatize to the social terrain (Gedviliene, 2012). Within the academy terrain, preceptors live in such a social situation through which their life is girdled with full of diversity. Thus, attainment of social skills is significant among them in order to deliver an acceptable guidance and tutoring towards their scholars. The study of social competency has entered raised attention during the once decade across the disciplines because of the growing concern about the lack or corrosion of the same in the ultramodern society due to increased mechanisation, globalization and individualization (Schoon, 2009). Social competency is an important contributor to well-being in numerous areas of nonage, plant and in forming intimate connections (Sanson & Smart, 2003). The arrival of positive psychology has been an motivation for moving from a pure complaint model to visionary cerebral good model, where the emphasis is on the abundant or flourishing life of the individual and society. There's a paradigm shift from the sole emphasis on intellectual quotient (Command) to other aspects of existent that impact human tendencies. The emphasis on IQ for success in life has been nearly replaced by emotional quotient, social quotient, interpersonal quotient and spiritual quotient. Greenspan (1981) described the construct of particular competency in three disciplines academic competency, social competency, and physical competency. According to Gresham (1997) for youth and children social competency is pivotal than any other aspect for adaptive functioning in society. The construct of social competency during nonage is important because it's the phase of Human life; they form stable individualities, explore connections and come independent. The outgrowth of social commerce with their peers, parents and other associations help them form strong and stable individualities and tone- comprehensions about themselves, the people around, interpersonal connections and the world. The quality of interpersonal or social commerce of an adolescent with their peers, significant others and social associations is significantly related to the positive issues of academic achievement, adaptation and cerebral wellbeing.

Social Competency is encyclopedically applicable to life. Social Competency is popularly understood as — being suitable to get along with other people. It involves the competency to establish, maintain and develop social connections with other people, in all surrounds in our lives. Social competency isn't a single trait or competency which holds within an individual to Varying degrees, rather it's a constellation of knowledge, skills and emotional responses, all of which interact else in different situations in one or other combination with in the existent.

This is a special capacity that only Human have, rather of other species to connect with others in a deep and direct way. We see this quality expressed by a performer performing in a crowd, a croaker healing a case or a mama putting a child to sleep. In 1995 Daniel Goleman, a Harvard University trained psychologist and pen for the New York Times, published Emotional Intelligence, in which he banded the Human competency — to manage our own feelings and inner implicit for positive connections. Now he goes a step further. In Social Intelligence, he enlarged his compass to encompass our Human capacities to connect with one another. — We're wired to connect, Goleman says. — Neuroscience has discovered that our brain 's veritably design makes it sociable, inexorably drawn into an intimate brain-to- brain alliance whenever we engage with another person. That neural ground lets us affect the brain-and so the body-of everyone we interact with, just as they do us. Each hassle between people primes the feelings. This neurological change stimulates our nervous systems, affecting hormones, heart rate, rotation, breathing and the vulnerable system.

2. WHAT IS SOCIAL COMPETENCY?

Some psychologists view social competency as consequences or issues of a person 's commerce with other people. These consequences may be long or short term and may reflect the impact of social responding. Short term aspects include how the other person is likely to bear, how other person feels and how we feel, whenever we interact with someone. Long- term aspects include our fashion ability with others, the number of musketeers we have, how we feel about ourselves in general, feeling of loneliness and happiness and the overall quality of our connections with other people.

Social Competency is defined by Schiamberg (1988) as the competency to use both particular and environmental coffers for optimal adaption; the competent child is one who can accommodate to new situations and acclimate to new circumstances similar as entering a preschool education programme or accepting the birth of a new stock.

Hurlock (1974) defined social competency "as the competency to bear in agreement with social prospects or as "the process of growing up to take one's full place in the society". A veritably popular description plant in numerous books is the competency to deal with others in agreement with social prospects in a variety of situations.

Clemens and Sap (1981) sorted out four major determinants of social competency, which are 1. A sense of consecutiveness, 2.A sense of oneness, 3.A sense of power, 4.A sense of models. For the purpose of the present study social competency is meant a multidimensional conception involving several element rudiments some of which are autonomy, action, adjustability, empathy, tone- mindfulness, tone- regard and integrity.

In the words of Ford (1982) it's attainment of applicable social pretensions in specified social surrounds, using applicable means and performing in positive development issues. It's the competency to engage effectively in complex interpersonal commerce and to use and understand people effectively.

Schiemberg (1988) defined social competency as the competency to use both particular and environmental coffers for optimal adaption, the competent child is one who can accommodate to new situations and acclimate to new circumstances similar as entering a preschool education programme or accepting the birth of a new stock.

In the words of Rubin and Krasnor (1992) social competency is the competency to achieve particular pretensions in social commerce while contemporaneously maintaining positive connections with others over time and across situations.

In the words of Miller (2005) social competency is the condition of enjoying the social, emotional and intellectual skills and tendencies demanded to succeed as a member of society.

In the words of Blackblot (2007) it's the set Human commerce skills which relate directly to communicating and managing connections with others in a professional terrain 's social structure. It can be defined as the capacity to evoke desirable social issues and avoid negative bones across a variety of social surrounds. Socially competent children are those who retain both inventories of socially applicable tendencies and the social cognitive capabilities that allow them to execute this tendency in a manner that's sensitive and responsive to the demands of particular social situations. For a better, developed and organized society, it's essential that the adolescents of the moment should be regardful, biddable, well acclimated and progressive.

3. EMENENT WORK RELATED TO SOCIAL COMPETENCY

Research takes advantages of the knowledge which has accumulated in the history as a result of constant Human bid; review of the related literature implies locating, reading and assessing reports of exploration as well as reports of casual observation and opinions that are related to the individualities 'planned exploration design. It helps the investigator to detect position of his or her exploration problem in the abstract chart of the particular area/ discipline.

By reviewing the related literature investigator can be sure that his problem doesn't live in vacuum but is integrally connected with the examinations made in the history. What others have done and what still to be uncovered in that particular discipline. And this is how knowledge moves forward.

In the present study the stylish available coffers pertaining to the problem in hand have been assessed and essential related information has been uprooted, recorded and reported as follows. Wentzel (1991) study that each aspect of social competency (socially responsible tendencies, socio-metric status and tone nonsupervisory) is related significantly to pupil grades. Results from multiple retrogression analyses suggests that when counting for scholars I.Q., coitus, race, academy absence and family structure, socially responsible tendencies meditate nearly entirely the relations between scholars grade and the other two aspects of social competency.

Sarıçam, Yaman and Çelik, (2016) examined whether loneliness might play a interceding part between perceived social competency and cyber bullying in Turkish adolescents. Findings showed that perceived social competency, cyber bullying and tone- efficacy were related to each other's. Hierarchical Retrogression Analysis results indicated that loneliness incompletely intermediated the relationship between perceived social competency and academy collapse.

Garte, and Rebecca (2015) reported on a new system and procedure for assessing preschooler's social competency. Findings of the study suggest that children's social competency isn't a function of individual child capacities, but rather a product of engagement in participated conditioning similar as play. In this way, neither social competency nor inter-subjectivity is viewed in terms of individual capacities, but rather in terms of social tools that children use to prop and sustain their play relations.

Singh (2014) plant that positive impact of united literacy on critical thinking, social competency and achievement in social wisdom of secondary academy scholars.

Kimberly et al., (2010) plant that social competency of the children gets affected by the impact of nonage physical abuse. It not only affects the position of social competency but also of the tone- conception. At the same time if the children had the occasion of minding parents also it acts as a interceding factor and makes the affected children to develop applicable social adaptations.

Jesus et al., (2013) plant that The institutionalized children " s social competency differs significantly. Among the institutional children who were espoused by transnational groups could show increased visibility in all areas of their tendencies. But irrespective of whether espoused or not all the children in institutions had problems with their peers and fellowship connections, poorer social skills.

Amanda et al., (2013) plant that The parents of the adolescent with autism complaint showed unity on their situations of social competency. This type of results directly and genuinely emphasizes the impact of home terrain on the sample studied.

Laak, Gokhale, & Desai, (2013) plant that A advanced position of delinquency was accompanied by advanced social competency when negative tone- assertion was needed. In other social situations, still, the girls reported more situation-unhappy passions of pressure.

Zhang & Nurmi, (2012) plant that A meta-logical study on the cross-informant conditions of social competency displayed by children and adolescents showed equivalency in nature. There seems to be a close connection between the social competency and schoolteacher- child connections during pre- academy children. Gaining social competency at academy eased the home competency of the children.

Zhang, (2013) plant that A longitudinal study between father – child connections and children's social competency revealed that social competency remains lower due to the father- child conflict. The lower social competency further increased the father- child conflict in after times. The same result revealed indeed between the genders.

Sointu, Savolainen, Lappalai, and Lambert (2016) stated that behavioral and emotional strengths demonstrated a positive scholar- schoolteacher relationship, which in turn, lead to lesser academic achievement.

Toor, (2013) plant that Social and emotionally competent preceptors also have high social mindfulness. They know how their emotional expressions affect their relations with others. Similar preceptors also honor and understand the feelings of others which will produce joy and enthusiasm to motivate literacy in themselves and others.

4. IMPORTANCE OF SOCIAL COMPETENCY

Social Competency is a wide and applicable field, supposed to have significant significance in internal health and as a experimental task. In the USA it's also an educational ideal of first order (Monjas, 2002; Torreset.al., 2003). Each day children and immature people are defied with a myriad of challenging and problematic social situations. The development of social faculty is a pivotal challenge for immature children as they enter the social field of and encounter the complex demands of instructors, peers and various other people (Anthonyetal., 2005).

Social Competency is both desirable and adaptive (Rubin & Burgess, 2002). The development of applicable social behavioral capabilities during nonage and nonage has been shown to have important implications for adaption, satisfaction and openings subsequently in life as well as fostering well being (Merrell, 2002; Park, 2004). Individualities who are socially competent are suitable to elicit positive responses from others, interact effectively with peers and grown-ups, and are complete at forming close connections (Smart & Sanson, 2003). Further, social faculty in interpersonal connections has a significant long-term influence upon cerebral, academic and adaptive functioning (Elliot, 2001).

Social faculty is also allowed to be an important protective factor for children, softening them from stressors and helping to help serious emotional and social problems subsequently in life (Garmezzy, 1991). It's an important asset that can grease a child 's successful adaption to academe (Batesetal., 2003). It facilitates social acceptance by peers, positive tone- regard and tone- confidence (Lund & Merrell, 2001). Socially competent children have been factory to be more likely to manifest superior managing strategies and problem ways in a range of cognitive situations (Schaffer, 2006). A child 's and adolescent 's position of social faculty is also associated with a variety of other asked issues too. It's related positively to his or her social values, to his or her position of tone- effectiveness, and to his or her position of tone- regard (Hairretal., 2001). Social faculty, also, plays an integral part in how well a immature person transitions into maturity. Children and grown-ups must display applicable social skills within the rules of their culture to maintain connections that will help them to be independent and successful. From early dyadic connections with caregivers, to play and social commerce with peers in the preschool times, to the conformation of peer networks, close buddies, and romantic connections, social faculty is viewed as a primary element of healthy functioning and development and occupies a central part in experimental task proposition (Ladd, 2005; Masten&Coatsworth, 1998).

Without needful social faculty skills, a person may witness trouble in areas of employment, quotidian living skills, independent living and sharing in community (Reugg, 2003). Employers constantly credit social faculty with farther significance than factual work experience (Mellard& Hazel, 1992; Reugg, 2003). Being suitable to organize studies and questions, having a sense of humor, dealing with capitalist and successfully communicating with associates have been stated by employers to be critical attributes for doing well on the job (Dorenetal., 1996; Reugg, 2003). Consequently, attempts to enhance social faculty, social skills and the quality of connections form an important element of treatment and prevention of internal health problems (Spence, 2003; Smart & Sanson, 2003). In the recent times a lot of strategies have come up to enhance social faculty. The roots of immature adult social faculty could be seen in nonage. Therefore, it's necessary for these interventions to keep in mind the cultural community terrain, the family terrain and the child 's disposition (Merrell, 2002).

5. SIGNIFICANCE OF THE STUDY

The study of social competency is significance for behaviours associated with social or interpersonal faculty needed for participation in society. Preceptors and parents rated social skills; thing directedness and emotional stability more likely to lead to academy and life success than variables similar as IQ and aptitude (Getzels& Jackson, 1961). It's also enhancing pungency of academic success beyond information solely from the cognitive realm (Gupta, 1992). In this environment, social competency encourages understanding of an intertwined area of human tendency that shows a more complete picture of social development than is swung by further isolated factors, similar as empathy, locus of control and tone- regard (O'Malley, 1977). Therefore, human active participation, the competency to express their wishes by conditioning is vitally important for the social life expression. Social competency is our guarantee of survival in this world. Its actuality helps us to communicate with other people, to ameliorate and grow, acquire new knowledge, seek for career and life satisfaction. Constructivists similar as, Gardner, Jansen, Tereseviciene, Oldroyd, Gedviliene and others supported that literacy is the searching for meaning. When, scholars produce their knowledge using their once experience, integrating new information into formerly being knowledge involved social faculty. Therefore, sympathizers of this proposition argue that knowledge construction takes place in a social environment.

6. MODELS & DIMENSIONS OF SOCIAL COMPETENCY

During the once two decades, a satisfying body of exploration has accumulated on Social competency indicating an avaricious interest of psychologists 'in the field. One of the first models of social competency was proposed by Gresham and Elliot (1990).

(a) Greenspan's Model of Social Competency:

According to Greenspan (1981), social competency is that portion of an individual 's perceived effectiveness in interpersonal situations and social rules which is attributable to rates of temperament, character and social awareness.



Figure 1: Greenspan's Model of Social Competence

Then are three general approaches to understand the social competency as

1. Outcome oriented,
 2. skill oriented and
 3. content oriented
1. The outcome-oriented approach concerns the competency of individual 's to attain asked social objects. Within this approach a distinction is made between colorful affiliated capacities and skills similar as competency to interact with terrain effectively, to deal with changing world, to adequately respond to the complexity of living in society, to negotiate the asked affects in one 's action and to learn indispensable tendencies responses in courses of action to attain a given thing. The colorful capacities will affect in particular interpersonal outgrowth similar as fashion ability, success or failure in colorful social places (e.g. as a friend, nut or parent), performance in academy, and success or failure in courting or marriage. The outgrowth acquainted approach is thus a practical bone that serves as an index of an individual 's social status.
 2. The skill-oriented approach refers to the individual 's social mindfulness. Social mindfulness is defined by the individual 's skills, capacities and heartstrings to gain his objects, for case and to master the social terrain, it's the competency to engage effectively in complex interpersonal relations and to use and understand people effectively is social cognition. There are three different aspects.
 - a. Social awareness (i.e. part taking and social hindrance).
 - b. Social insight (i.e. social appreciation, cerebral perceptivity and moral judgment).
 - c. Social communication (i.e., referential communication and social problem working).
 3. Content- oriented approach focuses on colorful behavioral traits that contribute to socially successful outgrowth. This approach principally involves four global traits/ orders or capabilities videlicet (a) physical health and growth, (b) cognitive competency, (c) educational achievement and (d) motivational and

emotional variables. On factorial base disposition or character factors are linked as graciousness-reticent and socially active-passivity confines, reflection-impulsivity confines and calmness-emotionality confines.

(b) Gresham & Elliott's Model

Gresham (1997) editorialized that there's maybe no other class of tendencies that's further critical for adaptive functioning in society for children and youth than social competency. According to Gresham (1986), social competency refers to the selection and use of actions that prognosticate important, positive social issues. Gresham and Elliott (1987) divided social competency into two sub disciplines. The first sub domain, social skills, represents actions which prognosticate important social issues for children and grown-ups in specific situations. The actions that make up the social skills sub domain include

- *Interpersonal behaviors*
- *Self-Related behaviors*
- *Academic-related skills*
- *Assertion*
- *Peer acceptance*
- *Communication skills*

The alternate sub domain, adaptive actions, on the other hand, deals with the effectiveness and degree to which an individual meets social and artistic norm of particular independence and social responsibility. The skills that the adaptive tendencies sub domain comprises of

- *Independent Functioning*
- *Physical Development*
- *Self-Direction*
- *Personal Responsibility*
- *Economic-Vocational Activity*
- *Functional Academic Skills*

Indeed though Gresham and Elliott divided social competency into these two sub disciplines, these sub disciplines of adaptive tendencies and social skills are interrelated and both of these sub disciplines together made up the super ordinate construct of social competency. Gresham (1986) made a distinction between the term's social skills, representing a specific tendency, while social competency denotes an evaluation of overall social performance. Gresham & Elliot (1990) latterly revised their model defining social competency as socially respectable, learned ways of carrying that enable a person to interact effectively with other people and refers to individual 's force of socially applicable responses and actions. Social skill is a element of social competency in that social skills are defined as those actions that prognosticate important social issues. They linked colorful actions as important social skills. They proposed cooperation, assertion, tone- control, responsibility and empathy as confines of social competency.

- *Cooperation: - behaviors such as helping others, sharing materials, and complying with rules & requests.*
- *Assertion: - initiating behaviors such as asking others for information, introducing oneself, and responding to the actions of others.*
- *Self-control: - behaviors that emerge in conflict situations such as responding appropriately to teasing & in conflict situations that require taking turns and compromising.*
- *Responsibility: - behaviors that demonstrate ability to communicate with adults and regard for property or work.*
- *Empathy: - behaviors that demonstrate concern and respect for other's feelings & viewpoints.*

According to them these confines enable children to interact effectively with peers and grown-ups, to form close and probative connections, and to make a force of socially respectable responses and actions (Gresham & Elliot, 1984).

(c) Rose-Krasnor's Model

After reviewing colorful delineations of social competency Rose-Krasnor (1997) proposed the social competency prism. The topmost position is a theoretical one, in which social competency is defined as effectiveness in commerce that meets short-and long- term experimental requirements. In this position she lists four factors of social competency (a) capabilities that crop from relations between people, (b) measures of social

competency that are situational and task specific, (c) performances of — typical | relations, and (d) the meaning of competency in relation to specific pretensions.

The middle position appertained to as the indicator position is divided into tone and other disciplines. The tone domain consists of aspects of social competency in which the existent's own requirements take precedence (e.g., success in meeting particular pretensions). The other domain includes aspects of competency which involve interpersonal connectedness. According to her both these disciplines grease positive relations.

The nethermost section of the prism is the skills position, which includes the social, emotional and cognitive capacities and provocations associated with social competency. The rudiments contained in the Skills Level live primarily within the existent; and taken together, these actions and provocations comprise the structure blocks of relations, connections, and group status (Rose-Krasnor, 1997).

According to Rose-Krasnor (1997) the skills position is most useful for the design of training programs, since the capacities and provocations give specific objects for intervention. While, the Index Level, according to her, provides lesser direction for theoretical, exploration and intervention conditioning. She editorialized that the use of the construct of social competency becomes decreasingly useful and appears most applicable at the loftiest, Theoretical Position of analyses as it reflects the functional nature of social competency. Unfortunately not important exploration has been done on this model.

In addition to these, colorful psychologists have tried to illustrate the confines of social competency. Fore.g., Merrell (2002) defining social competency as external judgments regarding how adequately or adeptly a person is suitable to perform a variety of social tasks, supposed two confines peer- relations; tone- control or compliance. Weare (2000), too, described the three crucial attributes of social competency as empathy, respect and fictitiousness.

From among all these conceptualizations the most extensively used is Gresham and Elliot 's model of social competency. Their model and measures aren't only used to assess social competency but are also employed in relating the factors affecting social competency.

7. EDUCATIONAL IMPLICATIONS OF THE STUDY

Social Competency is a reliable indicator of social, emotional and cerebral adaption in present as well as in after life. While children are born with their own dispositions that impact on social competency on the whole but being socially competent is learnt skill. From birth, children start gaining an awareness of social commerce and competency from the people around them. These relations whether with parents, peers or instructors make the personality of an existent. As nonage is a vital bone in multitudinous aspects. A minute disposition in any way can turn them on different roads. So, social competency in their case not only break their present problems but also make them firm Human beings. The generality of social competency is well clued, well excavated and well known in the field of education. The issue of social competency is given the foremost place in the society and we give the credit of particular achievement to social competency. Today's situations and statements of the well- known authors creates the need to know whether social competency is told by other variables analogous as emotional intelligence, motherly station, social and provident status, internal health etc. The issues related to social tendencies and social relations are the most bandied currently. The exploration in this field becomes all the more asked in case of Human as they're going through the emotional fermentation where they're frequently brazened with situations and problems which can not be answered by intelligence only for which social tactics are also demanded.

8. CONCLUSION

Thus, social competence is one of the most widely used construct in social development literature. It has been rendered with diverse meanings leading to a multitude of definitions. Social competence has been equated with the attainment of relevant social goals in specified social contexts, the ability to engage effectively in complex interpersonal interactions, behaviour that reflects successful social functioning; the ability to perform culturally defined tasks; a judgment by another that an individual has behaved effectively; and the formation and adoption of personal goals that are appropriate and adaptive to specific social situations.

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