

Relationship between Social Competence and Academic Performance of University Students

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Abstract

Past researches have emphasized the importance of the competencies in social relationships and belongings in the personal and academic life of the university students. In this context, the social competence is considered as an important feature among the university students increasing their social harmony, developing meaningful and supportive friendships, and satisfying their needs as an important member of family, society, and class. This study was conducted to investigate the dynamics between social competence and the academic performance of university students. The sample comprised of the 4708 participants taken from the different universities of Pakistan. Perceived social competence scale in the form of checklist was used for the measurement of social competence. The research instrument was further validated by the experts. The academic performance of the students was measured through their CGPA in last semester. Data analysis was done applying the percentage, mean comparison, Pearson correlation, t-test and ANOVA. On the whole, a significant difference in the perceived social competence and academic performance, concerning gender was prominent in results. Moreover, significant relationship between academic achievement and social competence was eminent. Similarly, the correlation among the sub-scales of social competence segregated the effect of social skills, cognitive skills, and interpersonal communication skills over academic achievement. It was recommended that social competence of university students should be boosted up taking measures. This is necessary to improve the academic performance of students in university education. Moreover, educators need to focus attention to boost up the competence skills of those who are weaker in facing social adjustments.

Keywords: Academic performance, social competence, social competence sub scales, higher education

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Introduction

Social competence is considered as the preamble to the adjustment process (Owens et al., 2013). This is defined as the ability to explicit socially acceptable learned behaviors, which are marked by the positive social interactions (Zelst et al., 2014). Raven and Stephenson (2001) stated that social competence depends upon a person's ability to learn and adapt in new challenging environment and it grows with the experience. Thus, social competence is constructed on the earlier learned abilities and knowledge (Snape & Spencer, 2003). It is the foundation upon which, the individuals' perception of their own behavior, and the expectations for future relationships are constructed (Semrud-Clikeman, 2007). Researches reveal that, the ability to interact effectively with the people around, plays a crucial role for the effective use of intellectual potential (Davis, 2010). Therefore, it can be concluded that the social factors perform a significant role in the academic performance. Webster-Stratton et al, (2012) described two crucial factors for better academic performance, i.e. Academic preparedness and behavioral adjustment, which in turn is the major component of the social competence.

The relationship between the social competence and the academic performance was determined by three different assumptions in the literature. First assumption proclaimed that the social competence and the academic performance were directly proportional to each other (Markus et al., 2017). Secondly, it was described that the social competence maximizes the social support for the students, which in turn, aids in the academic performance (Anme et al., 2015). The third viewpoint relate that the motivation, and decreased anxiety level, as a link between the social competence and the academic performance (Comedis, 2014).

The Present Study

The present study was conducted to explore the relationship between social competence and academic performance of university students using data of Pakistani students. In the study primary aim was to find out the groups and areas where students social competence was needed to improve. Therefore, different demographic factors were taken as variables of interest to analyze competence level of students, compare groups' social competence subscales and search out the relationships among levels of competence and academic scores.

Variables of Interest of the Study

Social competence was taken as independent variable for the present study, which was further subdivided into the positive behavioral skills, social skills, interpersonal communication skills, cognitive skills, emotional skills, and negative behavioral skills. While, previous academic performance of the students was taken as the dependent variable of the study. The demographic variables included gender, age stages, study area, university sector, province, employment status, sibling position, and marital status of the students.

Research Questions of the Study

The major objective of the study was “to explore the relationship between university students’ social competence and academic performance based on various demographic factors. On the basis of this objective, following research questions were made.

1. What is the level of social competence sub-scales among the university students?
2. What is effect of background characteristics of students on the social competence of students?
3. What is current position of university students regarding the academic performance on the basis of CGPA?
4. What is the relationship among the social competence and the academic Performance of the university students?

Literature Review

The theoretical background of this concept takes it towards the Erikson's (1950) theory of cognitive development and Bandura's (1999) theory of Social Cognitive theory of Personality. Both theories point out that the development of social competence is influenced with the physical and intellectual development of child, in collaboration of the various social factors, like quality of interactions, inheritance, background, and lifestyles etc. On entrance to the school, capability to understand and follow rules and directions, communication, cooperation, and relationship skills contribute to the development of social competence (Gouley, Brotman, Huang, & Shrout, 2008; Parker & Asher, 1987; Wentzel, 1991). Thus the children who are less socially competent, seem to have less relationship support (Sung, 2009), can establish weaker interactions to their teachers, resulting in the lesser feedbacks from peers and teachers, and more off task behavior, and thus, lower achievement (Caprara et al., 2000; Comedis, 2014; Zorza et al., 2013).

Further probe into literature review, gives three different assumptions in which the social competence influences the academic achievement. First assumption was described by the Mueser, Bellack, Morrison, & Wixted, (1990), who proclaimed that, the social competence and the academic performance are directly proportional to each other. Magelinskaite-Legkauskiene & Kepalaite, (2016) further described that the components of social competence which effect the achievement process. These components include, communication skills, cooperation skills, self-control and emotional intelligence, which become problematic for the students to master the academic content.

Second view of some scholars claim and indirect relationship of the social competence and academic achievement. According to this second viewpoint, the social competence helps the students by maximizing their peer relationships and social support, which in turn helps to get increased study assistance, and thus the better academic achievement (Caprara et al., 2000). Same results were obtained in the study made by

Magelinskaite-Legkauskiene & Kepalaite, (2016), in which they concluded that the students scoring high in interpersonal social competence, had larger communication networks, and better social support. Such students obtained better reinforcement and high achievements.

The third view point relates social competence to the increased motivation and lesser school anxiety (Magelinskaitė, Kepalaitė, & Legkauskas, 2014). The studies made at different level elicit that the role of social competence at various levels of learning. Comedis (2014), asserted that the university level, demands better knowledge, self-esteem, confidence, and better relationships. While, the attainment of such skills requires, higher social competence among the students (Carey, 2013; Khan, 2012). Spence (2003) declare the social skills, social awareness, and self-confidence are major components of social competence which are necessary to be attained while the process of learning in university.

At the university stage, the socialization process was understood by a series of stages that follow one another, through which the students can achieve better adjustment in university and eventually give better academic performance. That is why, the social competence among the university students arise in more complex manner, and is considered as a dialectical, and culturally demarcated phenomenon, which is really understood in the context of the complex family and peer group interactions, in addition to the expectations of the given organization. At this point, the concept of the social competence is supported by the postmodern approach to the socialization process (Davis, 2010), that highlights the fact that the initial organizational support (adjustment) and the study, work- family conflicts collectively give shape to the university students' social competence. Academic performance, here becomes the terminal goal of the social competence set definition, which is taken as the desired destination within the boundaries of the social laws, by overcoming obstacles and attaining a high standard (Tenaw, 2013). The academic performance of students, which has been a point of concern to parents, guardian, students and even the wider society, entails drive and single mindedness and it's about completing goals one has set for himself or herself.

Research Method

The research was descriptive in nature. This was a relationship study (Fraenkel, Wallen, & Hyun, 2012). The use of this research design was considered appropriate because it might help the stakeholders to observe the relationship between university students' social competence and academic achievement based on the impact of given demographic factors.

Sample and Sampling Techniques

The sample for the study comprised of 4708 students from different universities of Pakistan during the academic year 2017. Multistage cluster random sampling was adopted for the study.

The whole population comprised of the total 186 universities (110 public sector and 76 private). At first stage, the clusters were made by randomly selecting universities. Hence, at this stage the sample comprised of 20 clusters. At next step, study areas were selected, and sub-clusters were formed. This included 09 areas of study i.e. law, technology, mind sciences, social sciences, natural sciences, humanities, management sciences, accounting and literature. The data was taken by approaching all the selected clusters and whole present and willing students were included as participants of the study.

Instrument for Data Collection

The research instrument was divided in two parts; part A contained demographic information of the respondents including age, gender, department and class. Part B contained the social competence check-list which was adapted from social competence at work-place scale (Assessing work-related social skills: Existing approaches and instruments & Felce, 2015) and modified into social competence assessment questionnaire. The scale included the six aspects of social competence i.e. negative behavior skills, positive behavior skills, cognitive, social, emotional and interpersonal communication skills. The 30-item checklist was scored on yes/no items and was used to elicit information about the students' social competence. The reliability of the scale was checked with the Cronbach alpha and was found as .901.

The previous CGPA in the last semester was taken as the measure of the academic performance. The CGPA was divided into three categories i.e. low achievers (i.e. 0.00-2.33), mediocre/ average (2.34-3.33), and above average (3.34-4.00 or above). This categorization of CGPA was made on the simple assessment/grading techniques used in the Pakistan as showed in first four columns in table 1

Table 1
Fractionalized Grading System

Percentage	Grade Point	Grade Equal	Classification/ Division	Defined levels in the study
85–100	3.67–4.00	A or (O)	Outstanding	Above average
80-84	3.34–3.66	A-		
75-79	3.01-3.33	B+	Very Good	Average
71-74	2.67-3.00	B		
68-70	2.34-2.66	B-	Satisfactory	Below average
64-67	2.01-2.33	C+		
61-63	1.67-2.00	C	Very Weak	
58-60	1.31-1.66	C-		
54-57	1.01-1.30	D+	Unsatisfactory	
50-53	0.10-1.00	D		
Below 50	0.00	F		

Source column 1-3: (Policy Guidelines for Implementation of Uniform Semester System in HEI 's of Pakistan, 2015); column 4: (Miller, Linn, & Gronlund, 2009).

For as per HEC criteria, the minimum qualifying criteria for the completion of BS and MS/M Phil students are 2.00 and 2.50 respectively and below which the students are allowed to repeat courses for improvement, this point was considered as the below average, and the above two categories were taken as the average and above average respectively.

On the other hand, three age groups were defined on the basis of Erikson's theory of psychosocial development (Erikson, 1987) i.e.

- 1) Adolescents, less than 19 years
- 2) Early adulthood, 19-39 years
- 3) Adulthood, more than 39 years

Table 2

Test of Normality						
Tests of Normality						
	Sex	Shapiro-Wilk				
		Statistic	df	Sig.	Skewness	Kurtosis
CGPA	Male	.731	3162	.000	-.034	-.471
	Female	.695	1546	.000	-.315	-1.067

The normality test indicated a significant value for the both male and female students. The value of kurtosis and skewness lie between the +/-1.0, which indicates that the data is acceptable. Only the value of kurtosis, for the female students was lesser than-1.0, which indicates that the distribution was relatively flat for the female participants.

Results of the Study

The results of the study are illustrated as follows

Table 3

Ranking of Social Competence (sub-scales) of students (n= 1793)

Social Competence Sub Scales	Items (30)	Ranking	Mean	SD
Positive Behavioral Skills	6	6	4.65	2.52
Social Skills	7	5	3.88	1.83
Interpersonal Communication Skills	5	4	3.36	1.55
Cognitive Skills	4	3	1.81	1.03
Emotional Skills	3	2	1.47	1.01
Negative behavioral Skills	5	1	.97	.99

Table 3 describes the levels of the social competence subscales among the university students on the basis of mean. Analysis of mean score have signified different levels of social competence of respondents in rank. Comparison of sub scales identified the positive behavioral skills at the top level among the university students (mean score = 4.65). The next hierarchy in descending order included social skills (mean score = 3.88); interpersonal communication skills (mean score = 3.36), cognitive skills (mean score = 1.81), emotional skills (mean score = 1.47), and negative behavioral skills (mean score =.97) respectively.

Table 4

Levels of Social Competence among the University Students in relation to their demographics

	Factors	Social Competence levels						
		N	Low		Medium		High	
			f	%	f	%	f	%
Gender	Male	3162	178	5.6	962	30.4	2022	63.9
	Female	1546	38	2.5	5.8	32.9	1000	64.7
Age stages	Adolescents (Less than 19y)	482	26	5.4	150	31.1	306	63.5
	Early Adults (19-39y)	4190	190	4.5	1308	31.2	2692	64.2
	Adulthood (More than 39y)	36	0	0.00	12	33.3	24	66.7
Area of Study	Technology	1864	96	5.2	546	29.3	1222	65.6
	Mind Sciences	82	2	2.4	16	19.5	64	78.0
	Social Sciences	622	48	7.7	150	24.1	424	68.2
	Natural Sciences	1516	66	4.4	576	38.0	874	57.7
	Management Sciences	162	30	18.52	56	34.57	76	46.91
	Literature	72	0	0.00	23	31.94	49	68.06
University Sector	Public	4025	176	4.4%	1242	30.9%	2607	64.8
	Private	683	40	5.9%	228	33.4%	415	60.8
Province	Punjab	3508	124	3.5%	1164	33.2%	2220	63.3
	KPK	268	16	6.0	44	16.4	208	77.6
	Sindh	66	2	3.0%	22	33.3	42	63.6
	Baluchistan	648	72	11.1%	202	31.2	374	57.7
	Islamabad	206	2	1.0%	38	18.4	166	80.6
	AJK	12	0	0	0	0	12	100
Employment Status	Employed	318	26	8.2%	98	30.8	194	61.0
	Unemployed	4390	190	4.3%	1372	31.3	2828	64.4
Sibling Position	First	1729	82	4.7%	557	32.2%	1090	63.0
	Middle	1712	44	2.6%	504	29.4%	1164	68.0
	Last	694	36	5.2%	252	36.3%	406	58.5
	Only	573	54	9.4%	157	27.4%	362	63.2
Marital Status	Married	220	12	5.5%	100	45.5%	108	49.1
	unmarried	4488	204	4.5%	1370	30.5%	2914	64.9
	Total	4708	216	4.6	1470	31.2	3022	64.2

f= frequency; Adolescents= under 19 years old; Early Adults =19-34 years old; Adulthood= above 34 years old

The table 4 specifies the levels of social competence among the university students on the basis of different demographic factors i.e. the gender, age stages, program of studies, area of studies, university sector, province, sibling position, employment and marital status. The frequency and percentage of each demographic variable were calculated on each level of the social competence. The results revealed that the females

were relatively higher (64.7%) at social competence. Moreover, although there was not much obvious difference of age stages at social competence, yet adults (more than 39 years) were found at relatively higher social competence level (66.7%). Area of study, wise statistics revealed the same for the students of mind sciences at higher social competence level (78.0%). Whereas students of technology, natural sciences and business sciences were found less in comparison to others in higher group, but a remarkable number were in medium group. Among the university sector's observation, the students from public sector universities were aggregated at higher competence level (64.8%).

At provincial level, although the all students of AJK were present at higher social competence level, yet this was due to within group percentage, and the total number of the students was negligible to the other groups. Among, the other groups, the students of Islamabad were concentrated at the higher competence level (80.6%).

In case of sibling position, the students holding the middle position were relatively much socially competent (68.0%). Among others, students standing at only child position (63.2%), first position (63.0%), last (58.5%). Marital status, included unmarried students at higher competence level (64.9%).

Overall data showed that greater number of the students was at higher competence level (64.2%).

Table 5

Mean comparison analysis about Effect of Demographic Factors on the Social Competence of Students

Demographic Factors		n	Mean	SD	F	Sig.
Gender	Male	3162	2.58	.596	4.770	.029
	Female	1546	2.62	.533		
Age	Adolescents (12-18y)	482	2.58	.593	.443	.642
	early adulthood (19-33)	4190	2.60	.576		
	adulthood (34+)	36	2.67	.478		
Area of Study	Technology	1872	2.60	.585	7.869	.000
	Mind Sciences	29	2.50	.688		
	Social Sciences	621	2.60	.631		
	Natural Sciences	1525	2.53	.580		
	Humanities	31	2.82	.395		
	Accounting	19	3.00	0.000		
	Literature	611	2.69	.477		
	Technology	1872	2.60	.585		
University Sector	Public	4025	2.60	.572	2.710	.067
	Private	683	2.55	.607		
Demographic Factors		n	Mean	SD	F	Sig.
Province	Punjab	3508	2.60	.558		

	KPK	268	2.72	.569		
	Sindh	66	2.61	.551	15.292	.000
	Baluchistan	648	2.47	.687		
	Islamabad	206	2.80	.427		
	AJK	12	3.00	.000		
Employment Status	Employed	318	2.53	.643	4.704	.030
	Unemployed	4390	2.60	.571		
Sibling Position	Only	573	2.53	.670	8.716	.000
	First	1730	2.58	.582		
	Middle	1711	2.66	.526		
	Last	694	2.53	.596		
Marital Status	Married	220	2.44	.597	17.746	.000
	Unmarried	4488	2.60	.575		
	Total	4708	2.60	.577		

The table 5 indicates the effect of demographic factors on the social competence. The Analysis of Variance revealed that the age stages, and university sector, had no significant effect, while area of study, university sector, province, sibling position, employment and marital status had significant effect over the social competence.

Table 6

Academic Performance among the University Students on the basis of Demographics

Factors		Academic Performance						
		N	Low achievers		Average achievers		Above average	
			CGPA=0.00-2.33		CGPA=2.34-3.33		CGPA=3.34-4.00	
			Frequency	%	Frequency	%	Frequency	%
Gender	Male	3162	192	6.1%	1934	61.2%	1036	32.8%
	Female	1546	34	2.2%	744	48.1%	768	49.7%
Age stages	Adolescents (less than 19y)	482	16	3.3%	242	50.2%	224	46.5%
	Early Adults (19-39 y)	4190	210	5.0%	2418	57.7%	1562	37.3%
	Adulthood (above 39y)	36	0	0.0%	18	50.0%	18	50.0%
Area of Study	Technology	1864	102	5.5%	1148	61.6%	614	32.9%
	Mind sciences	82	0	0.0%	48	58.5%	34	41.5%
	Social sciences	644	58	9.0%	344	53.4%	242	37.6%
	Natural Sciences	1516	60	4.0%	796	52.5%	660	43.5%
	Literature	602	6	1.0%	342	56.8%	254	42.2%

Factors		N	Academic Performance					
			Low achievers		Average achievers		Above average	
			CGPA=0.00-2.33		CGPA=2.34-3.33		CGPA=3.34-4.00	
			Frequency	%	Frequency	%	Frequency	%
University Sector	Public	4025	174	4.3%	2196	54.6%	1655	41.1%
	Private	683	52	7.6%	482	70.6%	149	21.8%
Sibling Position	First	132	4	3.03	68	51.52	60	45.45
	Middle	448	28	6.25	274	61.16	146	32.59
	Last	598	32	5.35	378	63.21	188	31.44
	Only	326	16	4.91	219	67.18	91	27.91
Marital Status	Married	220	4	1.8%	98	44.5%	118	53.6
	Unmarried	4488	222	4.9%	2580	57.5%	1686	37.6
	Total	4708	226	4.8%	2678	56.9%	1804	38.3

The table 6 specifies the academic performance of the university students with respect to different demographic factors i.e. the gender, age stages, area of studies, province, university sector, sibling position, and marital status. The frequency and percentage of each demographic variable was calculated on each level of the academic performance. The results revealed that the females were relatively higher (49.7%) at academic performance. Although there was not much obvious difference of age stages in their academic performance, yet greater number of the adolescents were found at high achievement level (46.5%). Area of study, wise statistics revealed that the students of natural sciences were at higher academic performance (43.5%). The students of literature were almost equal in percentage (42.2%).

Among the university sector's observation, the students from public sector universities were aggregated at higher achievers' group (41.1%). In case of sibling position, contrary to the social competence results, the students holding first position at family, were greater at high achievers group (45.45%). The others included those occupying middle position (32.59%), last (31.44%), and single child position (27.91%) respectively. Among the marital status, the married students were in greater percentage in high achiever's group (53.6%). Overall percentage of the students showed that the most of the students were at high achievement level (37.6%).

Table 7

Relationship between social competence domains and academic performance of students (n=4708)

Social competence domains						
Statistics	SS	PBS	ES	CS	ICS	NBS
r.	.029*	.024	.020	.016	.048**	-.050**
Sig.	.045	.099	.175	.268	.001	.016
Mean	3.8811	4.6457	1.4656	1.8148	3.3645	.9652
SD	1.82873	2.52125	1.01355	1.03091	1.55041	.98709

r= Pearson Correlation with Academic performance; PBS= Positive Behavioral Skills; ES= Emotional Skills; CS= Cognitive Skills; SS= Social Skills; ICS= Interpersonal Communication Skills; NBS= Negative Behavioral Skills

The table 7 explores the relationship between the levels of social competence and the academic performance. It reveals a significant correlation among the academic performance and all of the social competence domains. The value of correlation however, was in the order of cognitive skills (.268), emotional skills (.175), positive behavioral skills (.099), social skills (.045), negative behavioral skills (-.016) and interpersonal communication skills (.001) respectively.

Table 8

Relationship between social competence scores and academic performance (n= 4708)

Mean Scores		Pearson correlation between social competence and academic scores	
Social Competence	Academic Performance	r	Sign.
2.60	2.34	.047	.001

The table describes the comparison between the overall social competence and academic performance of the students. The mean comparison of the both variables show that the academic performance of the students was 2.34 (CGPA) at the social competence mean of 2.60. While, the Pearson correlation between the social competence and the academic performance revealed that a significant correlation ($p = .001$) exists between the two variables.

Table 9

Relationship between Social Competence levels and the Academic Performance of the Students

Levels of competence		Academic performance		ANOVA		LSD Analysis		
Groups	N	Mean	SD	F	Sig.	Low vs medium	Low vs high	Medium vs high
Low	216	2.24	.64	5.39	.00	M.D +/-07	+/- .11	+/-04
Medium	1470	2.31	.55			Sig. .07	.00	.04
High	3022	2.35	.56					
Total	4708	2.34	.56					

Table 9 indicates the analysis of variance among the social competence and the academic performance of the university students. Analysis of variance revealed that there existed a highly significant mean difference ($p = .00$) among the levels of social competence and the academic performance of the university students. Further Post-Hoc test revealed that the mean difference was significant ($p = .00$, & $.04$) between the low social competence of the students with those having medium and high social competence levels and vice versa.

Conclusions

The study was aimed to find out the relationship between university students' social competence and academic performance based on various demographic factors. Following the research questions, the data was analyzed using both descriptive and inferential statistics. The detailed conclusions of the study are described under each of the research question as follows.

What is the level of social competence sub-scales among the university students?

Mean and standard deviation of the all sub-scales of the social competence was checked, and the all levels were sorted in the descending means. This analysis revealed the order of the social competence sub-scales was, positive behavioral skills, social skills, interpersonal communication skills, cognitive skills, emotional skills, and negative behavioral skills respectively.

What is effect of background characteristics of students on the social competence of students?

The effect of background characteristics of students on social competence, were found by both frequency distribution and the analysis of variance. The frequency analysis revealed that at high social competence level, females were greater than males. With

respect to age stages, the order was adults (39+ years age), early adults (19-39 years age), and adolescents (less than 19 years age) respectively. The area of study was found in the order of mind sciences, social sciences, literature, technology, natural sciences, and management sciences respectively. The university wise statistics revealed that the public sector university students were more socially competent than that of the private sector students. Province wise data revealed the order of Islamabad, KPK, Punjab, Sindh, and Baluchistan respectively. The data from AJK being very short was ignored from the comparison.

The sibling position was found in the order of last, first, middle and the only child respectively. At the end analysis of the marital status revealed the unmarried were greater at high competence level. Overall percentage of the students showed that most of the students were found at higher competence level.

At next step ANOVA was applied to find out the mean difference among the different demographic factors at social competence levels. The results showed that there was not a significant mean difference among the age stages, and university sector at different social competence levels. While program, area of study, province, sibling position, employment and marital status had significant effect over the social competence, showing that these factors have some effect over the social competence of the students.

What is current position of university students regarding the academic performance (CGPA)

The frequency and percentage of the students was calculated to find out the current position of the university students regarding the academic performance at the three defined levels i.e. low achievers (CGPA = 0-2.33), mediocre (CGPA = 2.34-3.33), above average (CGPA = 3.34-4.00). The results revealed that the females were showing relatively greater percentage at high achievement level. Among the age stages, the order of the high achievers, was adult (39+ years age), adolescents (less than 19 years age), and early adults (19-39 years) respectively. Statistics for area of study revealed the order of natural sciences, literature, mind sciences, social sciences, and technology respectively. Among the university sector's observation, the students from public sector universities were aggregated at higher achievers' group. In case of sibling position, the order was found as the first, middle, last, and only child in the family respectively. Among the marital status, the married students were in greater percentage in high achiever's group.

Overall percentage of the students showed that the most of the students were mediocre performers.

What is the relationship among the social competence and the academic Performance of the university students?

For that purpose, at first step relationship among the social competence domains and the academic performance was found. Its results revealed that there was a significant correlation between the academic performance and all social competence domains. However, the value of r was in the order of the cognitive, emotional, social, positive behavioral, interpersonal communication and negative behavioral skills respectively.

Next step was characterized by the analysis of variance among the social competence and the academic performance of the university students, which revealed that there existed a highly significant mean difference among the levels of social competence and the academic performance of the university students. Further Post-Hoc analysis revealed that the mean difference was significant between the low versus high and low versus medium social competence at academic performance of the university students and vice versa.

Discussion and Implications

The findings of the study indicated the significant relationship between the academic achievement and the social competence. However, the value of r was in the order of the cognitive, emotional, social, positive behavioral, interpersonal communication and negative behavioral skills with the academic performance of the university students respectively.

The findings of the study are supported by the other studies like Nichols, (2002) identified as the social skills having direct influence over the academic performance. Elliott & Busse, (2007) indicate the direct and significant effect of prosocial behavior on the students' GPA.

The existing research on the social competence and academic achievement measure in a variety of the demographic aspects, indicate that the social competence is indirectly connected to the academic performance of the students. It doesn't mean for making students more knowledgeable. Rather it helps them to prepare to use his social knowledge to take give and help from others, and to exhibit best of their learned behaviors towards better performance (Elliott & DiPerna, n.d.; Pym, Goodman, & Patsika, 2014). Similarly, Spayde, (2005) indicated that the negative behavior skills were inversely proportional to the academic performance of the students. He further asserted that the negative behavioral skills take a person towards social alienation, aggression and anxiety that in turn results in weaker agency and failure of the academic performance.

Studies indicate social competence as independent predictor of students' academic performance (Igbo & Nwaka, 2013), and the social skills as predictor of Stanford Test of Basic Skills (STBS) scores. It seems clear that the social competence in the classroom can have a value beyond, facilitating social relationship with other people. Secondly, its

relationship to academic achievement is twofold i.e. it may directly influence students' achievement and impact a range of academic preparatory behaviors such as listening to directions; staying on task; and asking questions.

However, a contrary evidence was also found in the study made by (Welsh, Parke, Widaman, & O'Neil, 2001), who asserted that the social competence and academic achievement influence each other over time, however, little empirical research was undertaken to evaluate this idea.

Safari, Shirazi, & Nejat (2014) indicated that social competence is a precursor for the social and academic adjustment, that leads to the success of the students. In his experimental study on the elementary students, he found a significant relationship between the social skills, adjustment and academic achievement.

The model delineated in the study comprised of the six components of the social competence, and within each component, four to six abilities were measured. Each component comprised of the self-management, self-assertion and regulation as an important part. While finding out the relationships among the social competence domains, and the academic performance, although a significant relationship was found, however, the value of r was very small for the social skills, positive behavioral skills, interpersonal communication skills, and negative behavioral skills. It shows that the data either needs further research work in this regard. Moreover, social competence is found as a very complex construct as mentioned by different researchers in the literature review section. Therefore, an extensive work in this regard can reveal its multiple aspects, and to shape it into a coherent hierarchically layered, and dynamic whole, which may be more understandable and manageable. Moreover, which social competencies are significant for which developmental age level, is also a researchable point.

The demographic factors included in the study were of wide variety, the relationship with those factors, may lead to understand and develop scaffold affective caregiver, and teachers in the developmental process of a child. The study sampling was cluster sampling, in which equating the demographic variables could not be made possible. Further equating those factors can lead to the different results. Examining developmental, qualitative and quantitative aspect of the social competence domains, also lead to the determination of the social competence deficit children, which leads to the psychopathological implications. Autism, and behavior disordered children are some of such examples.

Diagnostic behavior disorder implies impulsivity and aggression, both of which threaten child's affective social competence development. Negative family environment can be traced with the help of the negative behavioral skills. In accordance with the results of the research and importance of pre-elementary schools, this course should be mandatory in

our education system and offer this course for all of students. Parents must decline independency of themselves.

For university students, different known competencies can be developed, among the students, to not only boost their academic career, but onward also. Various steps can be taken for that purpose. For example, to overcome the demographic barriers, the awareness seminars for the parents, or spouse, can also become an effective bridge towards better achievements. Similarly, to improve the social competence, and to minimize the negative social behaviors, psychological training of the students can be useful. This can be facilitated by conducting special classes which can be meant for enhancing the teacher-student interactions, in which where the students can discuss their study and life-problems with their and the teachers in-turn may provide them moral and institutional support. In future researchers may deal with other demographic differences like socio-economic background, family conflicts, and the other important aspects of the social competence, over a large sample size.

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