

Social Competence and School Systems as Predictor of Academic Achievement in High and Low Achieving Pakistani School Children

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The study investigated relationship between social competence and academic achievement in high and low achievers children. Sample comprised 204 children; 107 high achievers and 97 low achievers from 4th to 8th grades with age ranged of 9 to 13 years. Children's percentage of marks obtained in their final examination of pervious grades was taken as indicator of academic achievement which was taken from school's records. An indigenously developed Social Competence Scale for Children (SCSC) and demographic form were used. Data was collected in small groups of 10-15 students. Results showed that social competence and school systems (public vs private) were significant predictors of academic achievement. High achievers and low achievers showed significant differences on overall social competence. MANOVA showed significant effect of gender for social competence and school types on GPA. Children from government schools were score higher on social competence than children of private schools but lower in overall academic achievement. Both boys and girls of high achievers' group have significant differences on social competence with low achievers' group. Moreover, high achievers and low achievers showed significant difference on social skills, obedience, and antisocial behaviors. The results were discussed in the light of Pakistani cultural context.

Keywords: Social Competence, Academic Achievement, High and low achievers, Pakistan.