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## A STUDY ON SOCIAL COMPETENCIES IN SECONDARY SCHOOL STUDENTS

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### ABSTRACT:

*Education could be a method of human enlightenment and direction for the action of a far better and better quality of life. A sound and effective system of education leads to the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. A child's social ability depends upon variety of things together with the child's social skills, social awareness, and assurance. Social skills could be a term accustomed describe the child's information of and skill to use a spread of social behaviours that area unit applicable to a given social scenario which area unit pleasing to others in every scenario. The capability to inhibit egocentric, impulsive, or negative social behaviour is additionally a mirrored image of a child's social skills. The main concern of this paper is to check the social ability in respect to study habits and educational action of secondary school students. The investigator tried to check the amount of social ability and level of study habits of lyceum students, relationship between social ability and study habits among lyceum students, relationship between social ability and study habits among lyceum students having below average, average and on top of average educational action.*



**KEYWORDS:** Social Competencies, Secondary School Students.

### INTRODUCTION

Social competence refers to a person's ability to get along with other people. Child's social competence is affected by how well she communicates with other children and with adults. A child's views of herself in relation to her family, peers, and the wider world also affect her social competence.

### IMPORTANCE OF SOCIAL COMPETENCE IN CHILDREN

Children who are generally

disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk. The long-range risks for a child who cannot interact well with other children may include poor mental health, low academic achievement and other school difficulties, and poor employment history (Katz & McClellan, 1997). On the other hand, a child is more likely to have better mental health, stronger relationships, and more

success in school and work if he has many chances to strengthen his social competence by playing, talking, working out disagreements, and collaborating with peers and adults.

Whereas parents are the primary source of social and emotional support for children during the first years of life, in later years peers begin to play significant complementary and unique role in promoting child social-emotional development. Increasingly with age, peers rather than parents become preferred companions,

providing important sources of entertainment and support. In the context of peer interactions, young children engage in fantasy play that allows them to assume different roles, learn to take another person's perspective, and develop an understanding of the social rules and conventions of their culture.

### OBJECTIVES OF THE STUDY

- To find out the social competence of secondary school students with respect to gender, type of management, class, locality, and father's education.

### HYPOTHESES

1. There would be no significant difference in social competence of secondary school students in terms of gender.
2. There would be no significant difference in social competence of secondary school students in terms of type of management.
3. There would be no significant difference in social competence of secondary school students in terms of class.
4. There would be no significant difference in social competence of secondary school students in terms of locality.
5. There would be no significant difference in social competence of secondary school students in terms of father's education.

### LIMITATIONS OF THE STUDY

- A study of this type with a small cross sectional sample does not provide information on inter-individual changes in profiles of social competence and hence the observations cannot be generalized. A prospective study with large sample would throw more light to confirm the findings of the present study.
- The present study on a small sample had certain disadvantages both with regard to some ground logistics and unforeseen problems in the field. Several initial trails in the field gave the much-needed "feel" of the problem and how they need to be encountered, especially in framing social skills still there were certain draw-backs.
- The study is limited only to certain variables that are closely inter-related and more over they were suited to the problems of Indian conditions.
- The study is limited only to high school children as this period plays a crucial role in development of social competence.
- However, this requires further research with some more relevant variables so that the problem may be thrashed out in different dimensions for the national benefit and brings out awareness in social skills and in an easy manner.
- Sometimes the school teachers are not giving permission to collect the data because they feel missing the class periods.

### DATA ANALYSIS

**Table 1: Means, SDs, and t-values of Social Competence based on Gender**

Gender	N	Mean	SD	't' value
Boys	120	111.68	14.828	2.235
Girls	120	106.58	20.116	

Table-1 shows that the calculated t-value 2.235 is greater than the table value (1.96) at 0.05 level of significance. It can be concluded that there is a significant difference in social competence of secondary school boys and girls. Hence, the hypothesis-1 is rejected.

**Table 2: Means, SDs, and t-values of Social Competence based on Type of Management**

Type of Management	N	Mean	SD	't' value
Government	120	113.28	13.55	3.703
Private	120	104.98	20.47	

From Table-2, the calculated t-value 3.703 is greater than the table value (2.58) 0.01 level of significance. This shows that there is a significant difference in social competence between government and private secondary school students. Hence, the hypothesis-2 is rejected.

**Table 3: Means, SDs, and t-values of Social Competence based on Class**

Class	N	Mean	SD	't' value
8 <sup>th</sup>	120	107.93	19.80	1.626
9 <sup>th</sup>	120	103.90	18.60	

Table-3 indicates that the calculated t-value 1.626 is less than the table value (1.96) at 0.05 level of significance. It can be concluded that there is no significant difference in social competence of secondary school students with respect to their class. Hence, the hypothesis-3 is accepted.

**Table 4: Means, SDs, and t-values of Social Competence based on Locality**

Locality	N	Mean	SD	't' value
Urban	120	113.15	12.63	3.577
Rural	120	105.11	21.10	

Table-4 depicts that the calculated t-value 3.577 is greater than the table value (2.58) at 0.01 level of significance. This indicates that there is a significant difference in social competence of secondary school students with reference to locality. Hence, the hypothesis-4 is rejected.

**Table 5: Means, SDs, and t-values of Social Competence based on Father's Education**

Father's Education	N	Mean	SD	Std.Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Illiterate	108	101.36	21.395	2.058	97.279	105.44	50.00	140.00
Primary/High School	89	109.62	15.063	1.596	106.456	112.802	65.00	141.00
Inter/Degree	43	109.67	19.396	2.957	103.705	103.705	50.00	135.00
Total	240	105.91	19.278	1.244	103.46	108.36	50.00	141.00

**Table 5.1: ANOVA**

Variables	Sum of squares	DF	Mean square	F
Between Groups	4075.211	3	2037.605	5.698
Within Groups	84749.12	237	357.591	
Total	88824.33	240		

From Table-5.1, the calculated F-value 5.698 is significant at 0.01 level. Thus there is a significant difference in social competence of secondary school students with regard to their father's education. Hence, the hypothesis-5 is rejected.

### IMPLICATIONS OF THE STUDY

The following are some of the significant implications of the present study.

- The study on social competence in high school children with its associated factors considered to be the modest contribution in different schools in the district.
- The study has brought out clearly that the role of certain variables such as gender, class, locality, management, father's education, and mother's occupation, have significantly contributed to social competence.

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