



A STUDY ON SOCIAL COMPETENCE OF SECONDARY STUDENTS IN RELATION TO THEIR SOCIAL ANXIETY

V. Sathish¹ and Dr. A. Vasanthi²

¹ Research Scholar (Reg. No. 10418), Part-Time Category - B2, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli.

² Assistant Professor, Institute of Advanced Study in Education, Saidapet, Chennai.

ABSTRACT :

This research article focuses the relationship between social competence of secondary students and their social anxiety. The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure social anxiety of secondary students. For measuring the social competence, the investigator adopted Social Competence Scale developed by Arockiasamy (2007). The population of the present study comprises all the secondary students studying in Government, Government Aided and Private schools in Cuddalore District. From the population, the investigator has chosen 905 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, ANOVA and Pearson's Product Moment Correlation. The findings showed that the secondary students irrespective of their gender, locality, type of school, family type are found to be same in their social competence and social anxiety. Moreover, the correlation analysis of the present study revealed that significant correlation was established between these two variables.

KEYWORDS : Social Competence, Social Anxiety.

INTRODUCTION

Education is the key to make the man humane. The man becomes a complete man only when he gets proper education. Only because of his educable ability, he is distinguished from the animals. Education helps the harmonious development of all the powers of the human being. It is a product of experience, and the process of helping the child to adjust to this changing world.

In wider sense, education is a life long process and it continues from the cradle to the grave. Whatever broadens the people's horizons, deepens their insights, refines the reactions, stimulates their thoughts and feelings is education. Life is the great school. Every human situation is an educational situation. Hence, living is learning.

SOCIAL COMPETENCE

Social competence is an important ingredient of modern civilization and is the essential attribute of the members of the society. The cultural plurality and societal diversity of India provide enough opportunities to Indian children for the acquisition of high order social competence, through rich and varied interpersonal interactions. Social competence has been defined as the social ability and interpersonal skill (Brigham, 1986) of an individual in effectively meeting a person – situation interaction or successfully dealing with an individual



environmental factors. White (1963) developed the concept of social competence to depict a person's transaction with the social environment and enable him to acquire successful experiences of others that may produce desirable effects (Sanwal, S. 2013).

Social competence is a collection of specific social behaviour such as differential self-concept, consolidation of identity, habits of personal maintenance and case consistent with common peer group standards differentiations of feelings and implications, positive and affectionate personal relationships, appropriate regulations of antisocial tendencies, curiosity and active exploration of the environment, control of attention as a function of situational or task requirements, perceptual skills, fine motor dexterity, language skills, memory flexibility in the application of information processing, strategic, quantitative and rational concepts, understanding skills, general knowledge of health, social environment and consumer behaviour (Bansal, 2014).

SOCIAL ANXIETY

Social anxiety is anxiety (emotional discomfort, fear, apprehension, or worry) about social situations, interactions with others, and being evaluated or scrutinized by other people. The difference between social anxiety and normal apprehension of social situations is that social anxiety involves an intense feeling of fear in social situations and especially situations that are unfamiliar or in which one will be watched or evaluated by others. The feeling of fear is so strong that in these types of situations the students may be so worried that they feel anxious just thinking about them and will go to great lengths to avoid them.

Overcoming social anxiety depends on the person and the situation. In some cases, it can be relatively easy – just a matter of time passing for many individuals, and yet for some people social anxiety can become a very difficult, painful and even disabling problem that is chronic in nature. The reasons are unknown. Social anxiety can be related to shyness or anxiety disorders or other emotional or temperamental factors, but its exact nature is still the subject of research and theory and the causes may vary depending on the individual. Recovery from chronic social anxiety is possible in many cases, but usually only with some kind of therapy or sustained self-help or support group work.

NEED AND SIGNIFICANCE OF THE STUDY

A child's connection with his family, neighbourhood or school may limit the opportunities for his or her social development. Some of the factors like age, gender, social set up, peer group interactions may be infrequent and highly bound by activity differences and early-learned expectations, thereby limiting the extent of diversity in the interaction of the students with society. This lack of diversity limits the child's ability to be socially competent in different situations.

A close examination of the behaviour and characteristics of the secondary students who are in their adolescent period - clearly brings out the fact that they are not socially competent. People can estimate so many factors and sure that they alone are not responsible for this drawback found among the secondary students. If people want to make the secondary students more competent, they should help them by playing their role and shoulder responsibilities for a better tomorrow. Moreover, the investigator also wants to know about the positive or negative influence of social competence over the social anxiety of the students. Hence, the investigator has planned this study.

DEFINITIONS OF THE TERMS

Social Competence

Social competence refers to the skills necessary to be accepted and fulfilled socially. It has been defined as the social ability and interpersonal skill (Eisler, 1976) of an individual in effectively meeting a person – situation interaction or successfully dealing with the environmental factors.

Social Anxiety

Social anxiety is the fear of social situations and the interaction with other people that can automatically bring on feelings of self-consciousness, judgment, evaluation, and inferiority. In other words, social anxiety is the fear and anxiety of being judged and evaluated negatively by other people, leading to feelings of inadequacy, embarrassment, humiliation, and depression. Operationally, it is the score obtained by the secondary students on the "Social Anxiety Scale" prepared and validated by the investigator.

Secondary Students

By 'Secondary Students', the investigator refers to the students studying standards IX and X in the high schools and higher secondary schools in Cuddalore District.

OBJECTIVES

1. To find the level of social competence and social anxiety of secondary students.
2. To find the significance of difference in the social competence of secondary students with regard to background variables - gender, locality, type of school and family type.
3. To find the significance of difference in the social anxiety of secondary students with regard to background variables.
4. To find the significance of relationship between the social competence of secondary students and their social anxiety.

METHOD AND PROCEDURE

The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure social anxiety of secondary students. For measuring the social competence, the investigator adopted Social Competence Scale developed by Arockiasamy (2007). The population of the present study comprises all the secondary students studying in Government, Government Aided and Private schools in Cuddalore District. From the population, the investigator has chosen 905 students using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test, ANOVA and Pearson's Product Moment Correlation.

ANALYSIS AND FINDINGS

Hypothesis – 1

1. The level of social competence of secondary students is not high.

Table - 1.
Level of Social Competence of Secondary Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Social Competence	202	22.32	486	53.70	217	23.98
Social Anxiety	200	22.10	538	59.45	167	18.45

It is inferred from the above table that 22.32% of secondary students have low, 53.70% of them have moderate and 23.98% of them have high level of social competence.

22.10% of secondary students have low, 59.45% of them have moderate and 18.45% of them have high level of social anxiety.

Hypothesis – 2

There is no significant difference between male and female secondary students in their social competence.

Table - 2.
Difference in the Social Competence of Secondary Students with regard to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	403	162.78	10.31	0.29	NS
Female	502	162.58	10.18		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the male and female students do not differ significantly in their social competence.

Hypothesis – 3

There is no significant difference between rural and urban secondary students in their social competence.

Table - 3.
Difference in the Social Competence of Secondary Students with regard to Locality

Locality	N	Mean	SD	Calculated 't' Value	Remark
Rural	402	163.12	10.00	1.20	NS
Urban	503	162.31	10.41		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the rural and urban students do not differ significantly in their social competence.

Hypothesis – 4

There is no significant difference among secondary students studying in government, aided and private school in their social competence.

Table - 4.
Difference in the Social Competence of Secondary Students with regard to Type of School

Type of School	Mean	SSb	SSw	Calculated 'F' Value	Remark
Government	163.84	478.07	94230.14	2.29	NS
Aided	162.28				
Private	162.18				

df - 2,902; Table value 3.03, NS - Not Significant; Ho Accepted.

From the above table, it is found that the students studying in government, government aided and private schools do not differ significantly in their social competence.

Hypothesis – 5

There is no significant difference between secondary students belonging to nuclear and joint families in their social competence.

Table - 5.
Difference in the Social Competence of Secondary Students with regard to Family Type

Family Type	N	Mean	SD	Calculated 't' Value	Remark
Nuclear	674	162.81	10.28	0.69	NS
Joint	231	162.27	10.13		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the students belonging to nuclear and joint families do not differ significantly in their social competence.

Hypothesis – 6

There is no significant difference between male and female secondary students in their social anxiety.

Table - 6.
Difference in the Social Anxiety of Secondary Students with regard to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	403	21.53	5.33	0.42	NS
Female	502	21.38	5.23		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the male and female students do not differ significantly in their social anxiety.

Hypothesis – 7

There is no significant difference between rural and urban secondary students in their social anxiety.

Table - 7.
Difference in the Social Anxiety of Secondary Students with regard to Locality

Locality	N	Mean	SD	Calculated 't' Value	Remark
Rural	402	21.45	5.39	0.01	NS
Urban	503	21.44	5.18		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the rural and urban students do not differ significantly in their social anxiety.

Hypothesis – 8

There is no significant difference among secondary students studying in government, aided and private school in their social anxiety.

Table - 8.
Difference in the Social Anxiety of Secondary Students with regard to Type of School

Type of School	Mean	SSb	SSw	Calculated 'F' Value	Remark
Government	21.45	25.95	25095.37	0.47	NS
Aided	21.66				
Private	21.26				

df - 2, 902; Table value 3.03, NS - Not Significant; Ho Accepted.

From the above table, it is found that the students studying in government, government aided and private schools do not differ significantly in their social anxiety.

Hypothesis – 9

There is no significant difference between secondary students belonging to nuclear and joint families in their social anxiety.

Table - 9.
Difference in the Social Anxiety of Secondary Students with regard to Family Type

Family Type	N	Mean	SD	Calculated 't' Value	Remark
Nuclear	674	21.45	5.38	0.08	NS
Joint	231	21.42	4.95		

df - 903; Table value 1.96, NS - Not Significant; Ho Accepted.

From the above table, it is found that the students belonging to nuclear and joint families do not differ significantly in their social anxiety.

Hypothesis – 10

There is no significant relationship between social competence of secondary students and their social anxiety.

Table - 10.
Relationship between Social Competence of Secondary Students and their Social Anxiety

Variable	N	Calculated 'r' Value	Table Value	Remark
Social Competence vs. Social Anxiety	905	-0.634	0.067	S

df - 903; NS - Not Significant; Ho Rejected.

From the above table, it is found that the social competence of secondary students is significantly correlated with their social anxiety.

CONCLUSION

It is concluded that the secondary students irrespective of their gender, locality, type of school, family type are found to be same in their social competence and social anxiety. Moreover, the correlation analysis of the present study revealed that significant correlation was established between these two variables. So, the investigator strongly believed that the present day students are more socially competent and at the same time, they are having lesser social anxiety. The reason may be the influence of mass media, use of modern gadgets, gossiping with their friends over their social competence, which in turn, their social

anxiety is relatively reduced. Hence, the educational authorities and administrators should be kept this fact in their minds and remedial measures may be taken to improve their social competence from the moderate level to high level.

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