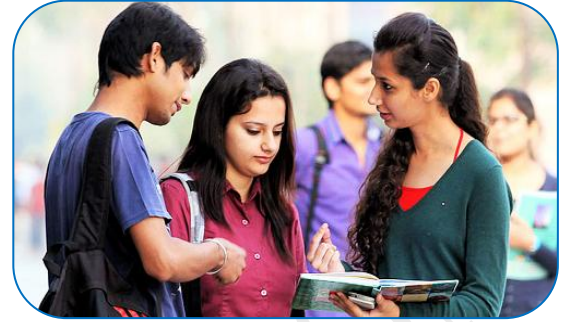




## SOCIAL COMPETENCE OF PRE-SERVICE B.ED STUDENTS-A STUDY

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### ABSTRACT:

*Social competence is the means for the achievement of efficiency in social interaction. It is the capacity to consider other's perspective concerning a situation, learn from past experience and apply that learning to the changes in social interaction. In the context of present time it is of utmost importance for the teachers to be socially competent, because they are the only who have been entrusted to build the young minds. Anyone who is interested in teaching profession should have social competence as an essential criterion. As such the teachers should try to enrich social competence to make complete development of the students. Nowadays the students are found to have problems in social interaction and social adjustment. They often hesitate to face social situations. All these reveal a crisis in their social behaviour. In this regard the teachers have the supreme responsibility towards their students. Their effectiveness of social competence has positive impact on students' social behaviour. The present study was conducted with the aim (i) to know the social competence of pre-service B. Ed students and (ii) to compare social competence between male and female pre-service B. Ed students. For this study 36 pre-service B. Ed student were selected. The study revealed that 61.11% pre service B. Ed students have average level of social competence in relation to social leadership. The comparison between male and female B. Ed students also revealed that the difference in social competence in relation to social maturity, social relation and social leadership.*

**KEYWORDS:** Social Maturity, Social Relation and Social Leadership.

### INTRODUCTION

Humans are social being. It is only in the midst of society people can fulfill their desires, aims and dreams. Without society no one can live alone with himself or herself. As such society and social life have become important ingredients of human life. Social behavior, social interaction as well as social adjustment have been come out as important aspects to become a social being. All these aspects are supremely decided by one's richness and potency of social competence. It is an essential attribute of social life. Social competence is considered as the instrument for achieving the efficiency in social interaction and realizing the goals of social development. Though it seems to be a concept of sociology, but it is immensely a psychological concept. Social competence makes individual's daily life better and it alleviates individual's psychological wellbeing too.

Social competence is the means for the achievement of efficiency in social interaction. Social competence has been defined as the social ability and interpersonal skill of an individual in effectively meeting a person-situation interaction or successfully dealing with an individual environmental factor (Eisler, 1976). Goldfriend and D'Zurilla (1967) considered social competence as the effectiveness or

adequacy which an individual is capable of responding to the various problematic situations which confront him.

Social competence is the capacity to consider other's perspective concerning a situation, learn from past experience and apply that learning to the changes in social interaction. It can be considered as the foundation for social, emotional as well as psychological wellbeing of individuals. Social competence generally encompasses a number of factors such as social sensitivity, social maturity, social skills, social relations, social commitment, social appreciation ability, socio-emotional integrity, social involvement, social respectability, social leadership, social cooperation and compliance, social acceptability, social tolerance, social competition, social authority, adult/ resource exploitability, social participation and pro-social attitude.

In the context of present time it is of utmost importance for the teachers to be socially competent, because they are the only who have been entrusted to build the young minds. Anyone who is interested in teaching profession should have social competence as an essential criterion. As such the teachers should try to enrich social competence to make complete development of the students. Nowadays the students are found to have problems in social interaction and social adjustment. They often hesitate to face social situations. All these reveal a crisis in their social behaviour. In this regard the teachers have the supreme responsibility towards their students. Their effectiveness of social competence has positive impact on students' social behaviour.

### STATEMENT OF THE PROBLEM

The present problem has been stated as "SOCIAL COMPETENCE OF PRE-SERVICE B.ED STUDENTS-A STUDY"

### SIGNIFICANCE OF THE STUDY

Social competence is vital for teaching profession. On personal ground social competence helps teachers on self actualization and the achievement of professional success, career progression, reaching professional achievement, coping with stress as well as widening of one's influence on others. Teachers can shape what the students do feel, behave, act as well as react in their life. So only a socially competent teacher can accelerate all these things in the students. Those persons who are willing to enter to the holy profession of teaching should possess this trait in their personality. It is the teacher training institutions or the B.Ed colleges which can blossom the trait of social competence and expand the various factors of it among them. Before entering to teaching profession, it is quite imperative to train up the student-teachers completely so that they can render their service of teaching effectively afterwards and can mould the students in such a way so that they can be true members of our society. Therefore in the present study an attempt has been made to know social competence of the pre-service B. Ed students.

### OPERATIONAL DEFINITION OF TERMS

**Social Maturity:** Social maturity is an important factor of social competence. It represents an appropriate social attitude possessed by individuals. Social maturity indeed indicates the ability to carry on social responsibilities and tasks effectively. Social maturity enables one to give respect to those who are in authority.

**Social Relation:** Social relation is another factor of social competence. Social relation simply indicates social interactions. It is the interaction between two or more individuals, groups as well as organizations. Social relation involves social, physical and verbal interactions for creating an environment of sharing of ideas and thoughts.

**Social Leadership:** Social leadership is the ability or skill to lead the society and social responsibilities. It is the social skill to bring people together, facilitate agreements and drive efforts in the same direction.

## OBJECTIVES

The present study has been conducted with the following objectives-

1. To know the social competence of pre-service B. Ed students.
2. To compare social competence between male and female pre-service B. Ed students.

## DELIMITATION OF THE STUDY

The present study has been delimited as follows-

1. The present study has been delimited to Sipajhar B.Ed College, Darrang District of Assam, India.
2. The in-service B. Ed students are not included in the present study.
3. The present study has been delimited to four factors of social competence as such-social maturity, social relation and social leadership only.

## REVIEW OF RELATED LITERATURE

N. D., Manju (2016) conducted a study to investigate social maturity of B. Ed student-teachers. The sample of 150 B. Ed student-teachers from Mysore City was selected adopting Stratified Random Sampling. In this study it was revealed that majority of B.Ed student-teachers (45%) possess average level of social maturity. Significant difference was found in social-teachers whereas there is no significant difference between arts and Science B. Ed student-teachers. Significant difference was found between Govt., Aided and Unaided B. Ed college student-teachers regarding their social maturity.

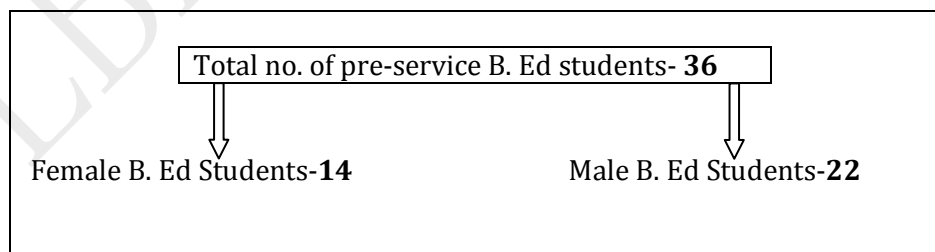
Nagra, V & Kaur, M (2013) conducted a study to identify the social maturity of a sample of 200 teacher educator in relation to locality and subject stream. Results of the study reveal that student-teachers have high level of social maturity while no significant difference was observed in social maturity of student-teachers in relation to locality and subject streams. The analysis of variance results were also insignificant highlighting that there is no interaction effect of locality and subject stream on social maturity of student-teachers.

Gupta, R.P (2014) conducted a study to examine social maturity among male and female students. The study was confined to 100 male and female M. Ed students of Himachal Pradesh. It is revealed from the study that all M. Ed students are socially matured whether they belong to science and humanity groups. It is also revealed that there is no significant difference in the social maturity level among male and female M. Ed students.

## DESIGN OF THE STUDY

**Method of the study:** Keeping in mind the nature of the present study Descriptive Survey Method has been used.

**Population and Sample:** All the pre-service B. Ed students are the population of the study. For the present study 36 pre-service B. Ed students have selected as sample. Out of these 36 pre-service B. Ed students the number of female students is 14 and the number of male students is 22. The sample distribution is shown in the following table-



## Tool used:

A standardized scale entitled 'Social Competence Scale' has been used as a tool for data collection. This scale has been developed by Dr. V.P Sharma, Dr. (Mrs.) Prabha Shukla and Dr. (Mrs.)

Kiran Shukla. The scale has included total 18 factors of social competence out of which three factors have been selected for the present study. These are social maturity, social relation and social leadership. This scale has interpreted the scores as very high, high, average, low and very low.

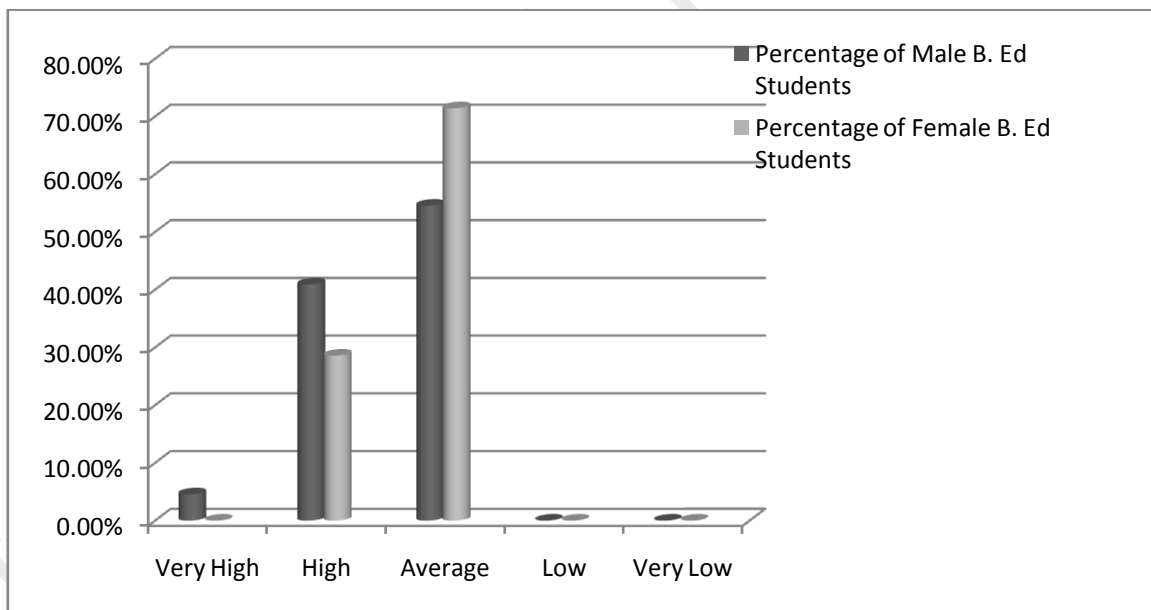
**ANALYSIS**

**Table-1 shows the percentage of B.Ed. students having competence in Social Maturity.**

| Level of preferences | Percentage of B. Ed Students |
|----------------------|------------------------------|
| Very High            | 2.78 %                       |
| High                 | 36.11 %                      |
| Average              | 61.11 %                      |
| Low                  | 0                            |
| Very Low             | 0                            |

Table-2 shows the comparison between male & female B.Ed. students having competence in Social Maturity.

| Level of preferences | Percentage of Male B.Ed. Students | Percentage of Female B.Ed Students |
|----------------------|-----------------------------------|------------------------------------|
| Very High            | 4.55 %                            | 0                                  |
| High                 | 40.91 %                           | 28.57 %                            |
| Average              | 54.54 %                           | 71.43 %                            |
| Low                  | 0                                 | 0                                  |
| Very Low             | 0                                 | 0                                  |

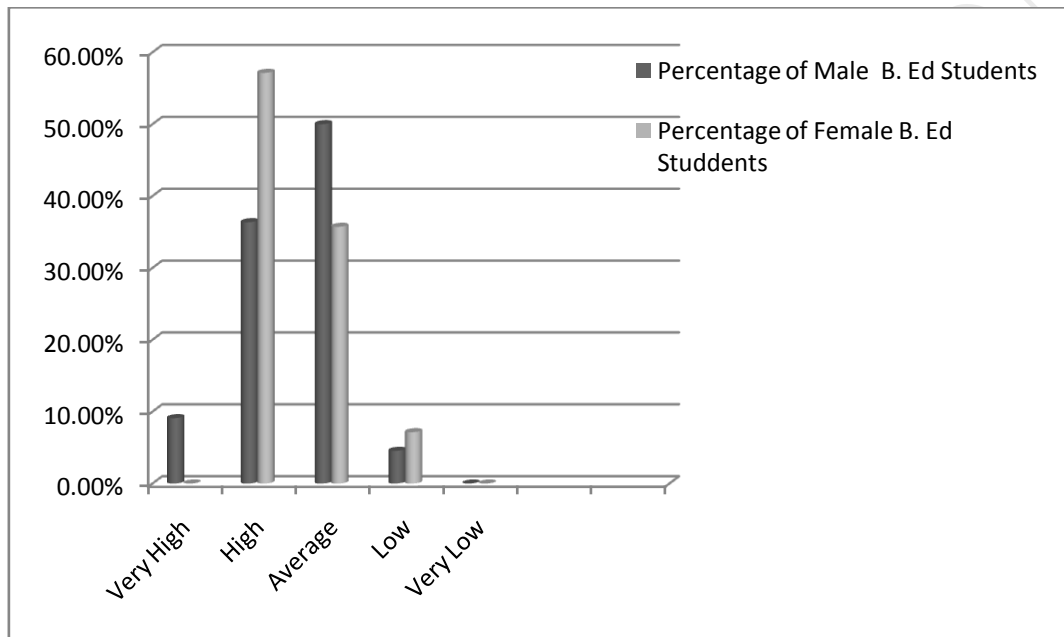


**Table-3 shows the percentage of B.Ed. students having competence in Social Relation.**

| Level of preferences | Percentage |
|----------------------|------------|
| Very High            | 5.56 %     |
| High                 | 47.00 %    |
| Average              | 41.44 %    |
| Low                  | 6.00 %     |
| Very Low             | 0          |

**Table-4 shows the comparison between male & female B.Ed. students having competence in Social Relation.**

| Level of preferences | Percentage of Male B.Ed. Students | Percentage of Female B.Ed. Students |
|----------------------|-----------------------------------|-------------------------------------|
| Very High            | 9.09 %                            | 0                                   |
| High                 | 36.36 %                           | 57.14 %                             |
| Average              | 50.00 %                           | 35.72 %                             |
| Low                  | 4.55 %                            | 7.14 %                              |
| Very Low             | 0                                 | 0                                   |

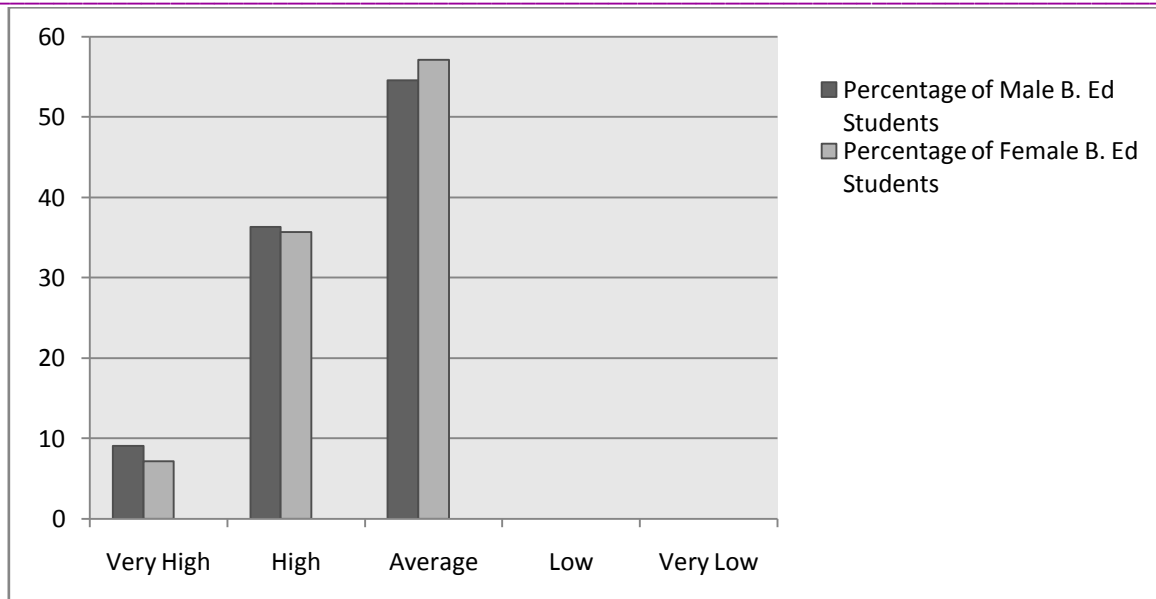


**Table-5 shows the percentage of B.Ed. students having competence in Social Leadership.**

| Level of preferences | Percentage of B.Ed Students |
|----------------------|-----------------------------|
| Very High            | 8.33%                       |
| High                 | 36.11%                      |
| Average              | 55.56%                      |
| Low                  | 0                           |
| Very Low             | 0                           |

**Table-6 shows the comparison between male & female B.Ed. students having competence in Social Leadership.**

| Level of preferences | Percentage of Male B.Ed. Students | Percentage of Female B. Ed Students |
|----------------------|-----------------------------------|-------------------------------------|
| Very High            | 9.09%                             | 7.14%                               |
| High                 | 36.36%                            | 35.72%                              |
| Average              | 54.55%                            | 57.14%                              |
| Low                  | 0                                 | 0                                   |
| Very Low             | 0                                 | 0                                   |



### FINDINGS OF THE STUDY

- ❖ It is found that majority of the B. Ed students (61.11%) have average level of competence in social maturity.
- ❖ Only 2.87% B. Ed students are found to have very high level of competence in social maturity.
- ❖ 54.54% male B. Ed students are found to have average level competence and 71.43% female students are found to have average level of competence in social maturity.
- ❖ Majority of the B. Ed students (47.00%) are found to have high level of competence in social relation.
- ❖ While comparing between male and female B. Ed students it is found that 57.14% female students have high level of competence whereas 36.36% male students are found to have high competence in social relations.
- ❖ In case of social leadership, majority of the B. Ed students (55.56%) are found to have average level of competence.
- ❖ The comparison between male and female B. Ed Students shows that 54.55% male students have average level of competence whereas 57.14% of female students have average level of competence in social leadership.

### SUUGGESTION

The following measures can be suggested to improve social competence among B. Ed students-

- Special guidance and counseling programme for promoting social competence among the B.Ed students should be introduced in the B. Ed course.
- B.Ed students should be made to undertake projects/social surveys on issues bearing social importance.
- Along with the evaluation of using teaching methods and strategies, social involvement of the B. Ed students inside and outside the class should also be evaluated during teaching practice.
- B. Ed students should be provided maximum opportunity to improve their social skills and aptitude through various co-curricular methods.
- Participatory method and group discussion should be used in classroom transaction in order to promote social maturity, relation and leadership.

## CONCLUSION

A teacher is a builder of society. It is the teachers' community who make the future members of our society. For students the teachers are always the idols to be followed. Therefore, it is of supreme importance that the teachers by themselves are socially competent enough. That is why; B. Ed. Course should give focus on the B. Ed. Students to make them socially competent with various social skills, because the B. Ed students are going to play the role of society builder. Therefore, every effort should be made to make the B. Ed students socially competent by the B. Ed colleges.

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