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SOCIAL COMPETENCY OF HIGHER SECONDARY TEACHERS: TYPE OF MANAGEMENT WISE ANALYSIS

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ABSTRACT:

The main purpose of the study was to investigate the significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency. This study employed in schools of Thoothukudi District. The target of population for this study was higher secondary teachers of schools in Thoothukudi District. To have the required number of samples, 30 secondary schools need to be selected for the study. This study employed simple random sampling method. Based on this method of identifying the samples needed, 650 teachers were chosen.

The study employed a survey method of research. Social Competency Scale constructed and validated by the investigator and guide (2018) was used to collect the data. It was a five point scale. The data was analyzed with the help of Statistical Package for Social Sciences (SPSS-15). Mean and standard deviation were calculated to determine the level of social competency of higher secondary teachers. F-test (One way ANOVA) was used to find the significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency. Post hoc test i.e., Scheffe test was also used to find out which pairs of means are significant. The findings were discussed and recommendation was suggested.



KEYWORDS: Social Competency, Higher Secondary Teachers, Scheffe Test.

INTRODUCTION:-

Social competence is a term covering a variety of diverse internal factors and external behaviors that influence the likelihood and quality of social interaction. Social competency has been defined as the social ability and interpersonal skill of an individual in effectively meeting a person situation interaction or successfully dealing with individual

environmental factors. Goldfriend and D'Zurilla (1976) considered it as the effectiveness or adequacy which an individual is capable of responding to the various problematic situations which confront him. It is a collection of specific social behavior such as differential self concept, consolidation of identity, habits of personal maintenance and case consistent with common peer group

standards, differentiation of feelings and implication, positive and affectionate personal relationships, appropriate regulations of antisocial tendencies, curiosity, 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, knowledge of health, social environment and consumer behavior. In the contemporary pedagogical and psychological literature we can find terms such as “social competence” or “social ability” or “social efficiency”. It means adequate use of motor, mental and emotional ways of behavior, capabilities, attitudes and skills that enable to deal successfully with some concrete and important life situations. The term is closely related to exercising ones individual independence (i.e. the skill to organize and independently manage ones own private matters) and to social responsibility (i.e. the responsibility to oneself, to other people and to the whole society). The level of individual independence and responsibility determines the social maturity of a person.

RATIONALE OF THE STUDY

In today's life, the formation of a new digital society structure, which is changing people's personal, professional and social conditions of existence, more and more frequent are demands from the public and there is a trend of social competence development. Teachers with high levels of social competence are better able to develop and manage nurturing relationships with their students, manage behaviour in their classrooms, serve as behavioral role models for children and regulate their own emotions, protecting themselves and their students from the “burnout cascade.” Today, teachers face remarkably stressful conditions in their working life on a daily basis. Some of these stresses are social ones, and they result from direct interaction between students and teachers. The classroom provides a natural setting in which teachers can foster social competence. Therefore, teachers' social competencies are likely to be a vital resource with regard to type of management. There are 37,211 government schools, 8403 aided schools and 12,419 self-financed schools in Tamilnadu. To regulate and monitor these schools, there are different parallel streams of administration at the field level. There are 32 chief educational officers and 67 district educational officers for primarily administering government / aided high and higher secondary schools. There are 32 district elementary educational officers and 836 assistant elementary educational officers for primarily administering government / aided primary and middle schools. 4,322 matriculation schools are regulated by 17 inspectors of matriculation schools with territorial jurisdiction covering almost two districts. So in Tamilnadu, though the government, aided and self-financed schools followed the curriculum with respect to Equitable Education (Samacheer Kalvi), the environment of management is different. With this background, the investigator wants to investigate the social competence of higher secondary teachers with regard to type of management.

OBJECTIVES OF THE STUDY

- To find out the level of social competency of higher secondary teachers with regard to type of management.
- To find out whether there is any significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency.

HYPOTHESES OF THE STUDY

- There is no significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency.

SAMPLE

This study employed in schools of Thoothukudi District. The target of population for this study was higher secondary teachers of schools in Thoothukudi District. To have the required number of samples, 30 secondary schools need to be selected for the study. This study employed simple random sampling method. Based on this method of identifying the samples needed, 650 teachers were chosen.

METHODS AND MEASURES USED

The study employed a survey method of research. Social Competency Scale constructed and validated by the investigator and guide (2018) was used to collect the data. It was a five point scale.

DATA ANALYSIS

The data was analyzed with the help of Statistical Package for Social Sciences (SPSS-15). Mean and standard deviation were calculated to determine the level of social competency of higher secondary teachers. F-test (One way ANOVA) was used to find the significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency. Post hoc test ie., Scheffe test was also used to find out which pairs of means are significant.

DESCRIPTIVE ANALYSIS

Objective: 1 To find out the level of social competency of higher secondary teachers with respect to type of management.

Table - 1
Level of social competency of higher secondary teachers
with respect to type of management

Variable	Type of Management	Low		Moderate		High	
		No.	%	No.	%	No.	%
Social Competency	Government	1	0.5	185	97.9	3	1.6
	Aided	0	0	265	100	0	0
	Self-financed	1	0.5	184	93.9	11	5.6

It is inferred from the above table that 0.5%, 97.9% and 1.6% of government school higher secondary teachers have low, moderate and high level of social competency respectively. 0%, 100% and 0% of aided school higher secondary teachers have low, moderate and high level of social competency respectively. 0.5%, 93.9% and 5.6% of self-financed school higher secondary teachers have low, moderate and high level of social competency respectively.

INFERENTIAL ANALYSIS

Objective: 2 To find out whether there is any significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency.

Null Hypothesis: There is no significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency.

Table - 2
F-test analysis on scores of social competency of higher secondary teachers
with regard to type of school

Variable	Source of Variable	Sum of Squares	df	Mean Square	F-Value	p-Value
Social Competency	Between	1666.470	2	833.235	5.972	0.003
	Within	90275.809	647	139.530		S

S - Significant at 5% level

It is inferred from the above table that p value is lesser than 0.05 for social competency. It shows that there is significant difference among the mean scores of government, government aided, and self-financed school higher secondary teachers in their social competency.

Table - 3
Scheffe test showing the mean difference among government, aided and self-financed school higher secondary students in their social competency

Government School	Aided School	Self-financed School	Result
73.06	72.09	-	-
-	72.09	75.87	*
73.06	-	75.87	-

**Mean difference at 5% level of significance*

The result from Scheffe test showed that there is significant difference between aided and self-financed school higher secondary teachers in their social competency. And also the scheffe test analysis showed that the self-financed school higher secondary teachers have greater social competency than the aided school higher secondary teachers.

CONCLUSION

The result from descriptive analysis showed that more than 93% of higher secondary teachers have moderate level of social competency with regard to type of management. The result from inferential analysis showed that the self-financed school higher secondary teachers have greater social competency than the aided school higher secondary teachers. Based on the findings from descriptive and inferential analysis, the investigator suggested that in government, aided and self-financed schools, it is important to create an environment where teachers' social and emotional competence is supported. This lays a foundation for teachers' own wellbeing and in turn their students' learning. When teachers are socially competent, they are better able to create a classroom environment that is positive, supportive, and well organised. Social competence also influences how teachers interact with others at classroom.

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