

Research Article

Role of Social Competence Among Secondary School Students: With Respect to Gender and Locality

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Abstract

In this contemporary period life is changing very swiftly. As a repercussion, adolescents are facing lots of challenges and adjustment problems at home or at school. Parents and teachers are worried about the academic achievement and social adaption of adolescents. Social competence is an essential component of the student life if they want to successfully interact with other and cope with the complexities of life. The present study was conducted to explore level of social competence with respect to their gender and locality among secondary school students. The sample of the study comprised of 300 secondary school students of 150 rural (75 girls and 75 boys) and 150 urbans (75 girls and 75 boys) selected from Jalandhar district of Punjab (India). The findings revealed that secondary school students do no differ significantly on their social competency on the basis of gender and locality.

Key Words: Social Competence, Gender, Locality, Secondary School Students

Introduction

Social competence plays an important role in the present society. It is the essential component of the members of a progressive society. Social competency is an important component of social behaviour. It is acquired through social and cultural interaction in the world. Home plays an important role in developing social competence among adolescents, such a loving and caring environment should be provided at home that gives academics stimulation, protectiveness ideas and opportunities to participate in home affairs [1]. Eiser (1976) defined social competence as the inter-personal skill and social ability of an individual in effectively meeting a person situation interaction. Ford (1982) defines social competence as attainment of significant social goals in identified social which results in positive development of an individual.

According to Rubin and Krasnor (1992), social competence is the ability of an individual to attain individual goals in social communication along with sustaining positive relations with other people over time and across setting. Social competence is the ability to assess social circumstances and recognize the feelings of other and to choose the most appropriate social behaviors for the circumstances. Requiring more perspective specific definition of the paradigm as well as a focus specific

aspect of social competence, such as trust, self-control, empathy, civic engagement or respect for other people. In the current years, the study of the social competence has received better attention from social scientists and policy makers across discipline, partly in modern time due to enlarged concerns about the lack of social competencies. Transformational leadership behavior and social competence have positive effect on organizational citizenship behavior of employees as well as the integration between them has an impact on the citizenship behavior [2].

Social competence includes interactions between individual features, situative appearances and social demands. The hard-social competencies are essential and valued in different settings. Indicating that in social competencies assessment contains ethnically centered value judgments. In psychology context social competence use as personality traits, which can indicate different competencies such as tolerance, empathy, ability for support; as a dynamic construct linking the capability adjust to and interrelate in given social situations; as peoples trust about their efficacy, as social or even emotional intelligence. Women higher on empathy and communication skills, and they have many friends, these abilities lead their high social competence [3]. Pre-service teachers the members of social clubs have high score in communication skills rather than their peers. Social

competence in economics context are sometimes used as ‘soft skills’ involving capacities such as working in a team, flexibility, inspiring colleagues and clients. Children's social competence is meaningful in the engagement of mutual activities [4].

In the present scenario social competence differs on the basis of gender and locality. Significance difference on the basis of gender and locality undergraduate students in their social competence, male and urban students were more socially competent than their counterpart [5-8]. Female students have found more socially competent than their counterpart [9]. Social competence was found to be not dependent on gender.

Objectives of the Study

- To explore the level of social competence of the secondary school students.
- To find out difference among secondary school students in social competence based on gender.
- To find out difference among secondary school students in social competence based on locality

Hypotheses of the Study

- There exists no significant difference between the secondary school boys and girls in their social competence.

- There exists no significant difference between the rural and urban secondary school students in their social competence.

Method

The data for the present study was collected from 300 secondary school students of 150 rural (75 girls and 75 boys) and 150 urbans (75 girls and 75 boys) selected from Jalandhar district by employing simple random technique. In order to test the stated hypotheses and to summarize the results in meaningful and convenient form, the investigator used the statistical techniques of Mean, SD, Skewness, Kurtosis and t-test. To find out the pair wise difference between Social Competence with respect to gender and locality, t-test was used.

Measures

- Social Competence Scale by Dr. V.P. Sharma, Dr. (Mrs.) Prabha Shukla and Dr. (Mrs.) Kiran Shukla (1998) [10].

Analysis and Results

For analysis of the results descriptive statics i.e. mean, standard deviation, skewness and kurtosis applied to study the social competence variable nature whereas t-test was applied to check difference between groups however t value revealed the significant level.

Variables	Mean	S.D.	Sk	Ku	Remarks
Social Competence	176.41	23.62	-.73	.872	High

Table 1: Descriptive statics of the social competence for total sample (N=300)

Table 1 shows that the value of mean and S.D. of total Social Competence for total sample were 176.41 and 23.62 respectively. Mean is found to be high as per the norms. It means that the total sample had high social competence. This demonstrates that the secondary school students had high social competence for

handling their situations and they are very much competent in social adjustment with their family, peer, siblings and society. Sk is found to be -.73 which is negative and reveals that the data is negatively skewed. Ku is .872 which is grater than 0.263 ku for normal curve and shows that the curve is pletokurtic.

Variable	Group	N	Mean	SD	t- value
Social Competence	Boys	150	174.9	25.58	1.07
	Girls	150	177.87	21.46	
	Rural	150	174.80	23.99	-1.184
	Urban	150	178.02	23.21	
(Critical Value of t at 0.01 is 2.59 ** Significant at 0.01 level Critical Value of t at 0.05 is 1.97) ** Significant at 0.01 level					

Table 2: Significance of difference between means of social competence among secondary school with respect to gender and locality

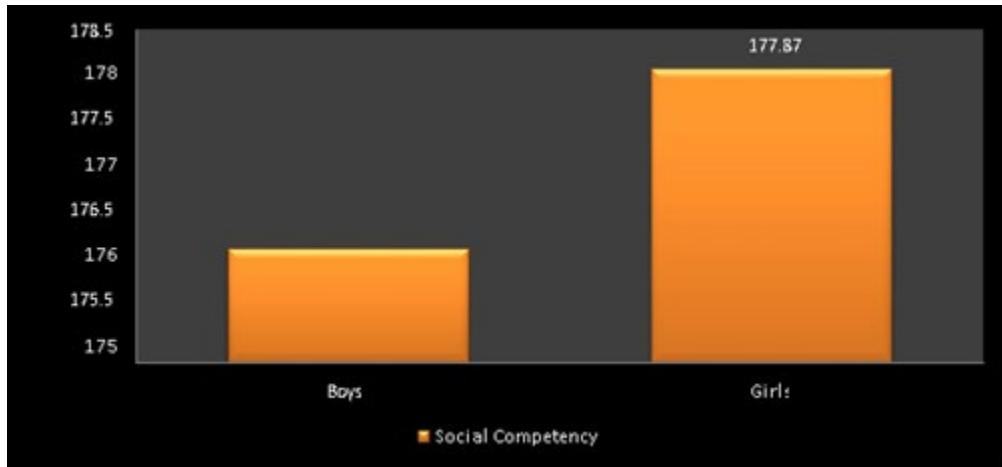


Figure 1: Bar diagram showing comparison of boys and girls secondary school students on social competence

Table 2 depicts that the t-value of social competence is 1.07 which is not significant even at .05 level. It reveals that boys and girls do not differ significantly on their mean score of social competence. It means that both girls and boys demonstrated similar social competence skills i.e. good at successfully social interaction and adjustment with people. Further, the mean score (177.87) of girl's senior secondary school students is greater

than the mean score (174.9) of boy's senior secondary school students in their social competence. It means that girls are more socially competent than their counter part. Hence, the null hypothesis H_0 1 “There exists no significant difference between the secondary school boys and girls in their social competence” was accepted.

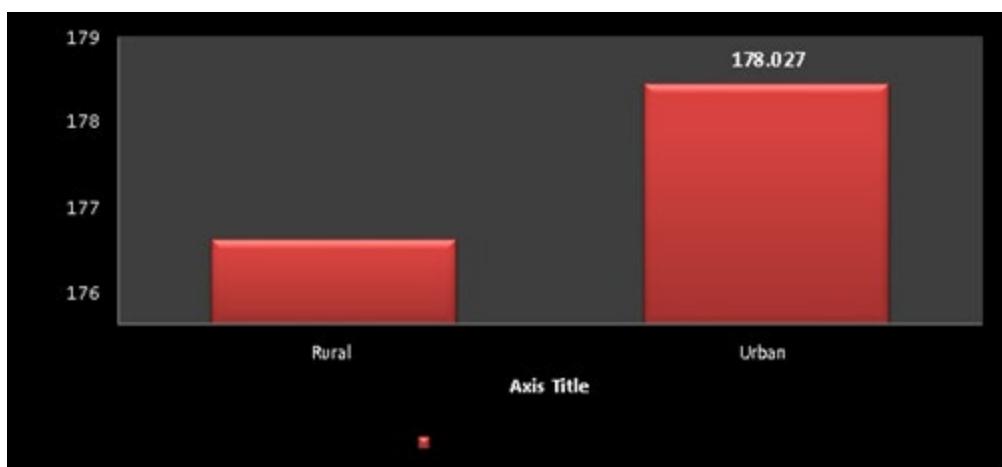


Figure 2: Bar Diagram Showing Comparison of Rural and Urban Secondary School Students on Social Competency

It is clear in Table 2 that mean score of the social competence of rural and urban senior secondary school students were 174.80 and 178.03 respectively. It means that the mean score of the urban secondary school students is high into the comparison of rural secondary school students, which shows that urban secondary school students had high ability to their social adjustment as compare to the rural secondary school students. The SD for rural and urban senior secondary school students are 23.99 and 23.22 respectively. The t-value is -1.18 which is not significant even at 0.05 level.

Therefore, the null hypothesis H_0 1 “There exists no significant difference between the rural and urban secondary school students in their social competence. was accepted.

Conclusion

In a nutshell finding of the study concluded that the total sample had high social competence which demonstrated that

the secondary school students had high social competence for handling their situations and they are very much competent in social adjustment with their family, peer, siblings and society. Furthermore, inferential statics t-test analyzed that the secondary school students do no differ significantly on their social competence on the basis of gender and locality. However, the mean score showed difference between the both groups.

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