Social Competence of   Secondary School Students in Shillong Town

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Abstract

Social competence is a broad term which embrace the social, emotional, cognitive and behavioural facets requisite for social   adaptation. An individual who maintains good socio- emotional skills, self-efficacy and adaptive behaviour is referred to as socially competent. In the present study   an attempt was made   to find out the Social Competence of Secondary School students of Shillong Town. The differences between sex, community, age and type of management in Social competence and the relationship between social competence and academic achievement was also be examined. The Social competence tool   developed by V.P.Sharma, Prabha Shukla & Kiran Shukla was used in the study. The results revealed that no significant difference was found between sex, community and age group. However, differences were found between students of deficit and private schools and government and private schools. No significant relationship was found between social competence and academic achievement.

Key words: Social competence, Academic achievement.

Introduction

Social competence is ability on the part of the individual to establish and   maintain good   socio-emotional skills, self-efficacy and adaptive behaviour. Bierman (2004) defined social competence as the "capacity to coordinate adaptive responses flexibly to various interpersonal demands and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions and morals". Social competence has become so important today because of the profound influence it has on the personal and professional lives of individuals..Therefore special attention   must be devoted to this domain so that individuals grow into balanced and matured individuals   who can live together   with his fellow men and contribute immensely to   society.

Objectives of the Study

1. To Study the Social Competence level of Secondary school students of Shillong Town

2. To find out the difference in Social Competence on the basis of

    i. Sex

    ii. Age Group

    iii. Type of Management

3. To find out the relationship between social competence and academic achievement

Sample

 The present sample comprise of 83   students randomly selected from five schools of Shillong Town.

Tool

 The tool used for the study comprised of   Social Competence Scale developed by V.P.Sharma, Prabha Shukla & Kiran Shukla. The scale consists of 50 items   and is meant for school going children of 14+ years.

Statistical Technique Used

The statistical technique used for the study comprised of percentage, t test, one way anova and product moment correlation.

Results

Analysis and Interpretation of Data

Table 1. Showing the Overall Social Competence of Secondary School Students

Sl No	Categories	Range of Scores	No of Students	Percentage
1.	High Social Competence	208>	16	19.28
2.	Average Social Competence	156-208	50	60.24
3.	Low Social Competence	0-155	17	20.48
	Total		83	100.0

Table 1 shows the overall Social Competence level of Secondary School students. Majority 60.24% of the students have Average Social Competence , 19.28% have High and 20.48% have low Social Competence. It may be concluded that majority of the students have average Social Competence.

Table 2 Difference between Male and Female Students in Social Competence

Gender	N	Mean	SD	df	't' value	t critical	Level of Significance
Male	35	185.14	27.35		0.96	1.98	N.S
Female	48	179.35	26.65	81			

From Table 2 it may be observed that the difference of the mean scores between male and female students is not statistically significant. The 't' value 0.96 is below the table value of 1.98. Thus the Null hypothesis is accepted.

Table 3 Difference between Tribal and Non-Tribal Students in Social Competence

Community	N	Mean	SD	df	't' value	t critical	Level of Significance
Tribal	60	178.43	26.98	81	1.86	1.98	N.S
Non-Tribal	23	190.56	25.33				

Table 3 above depicts the differences in the mean scores of tribal and non-tribal students that is not statistically significant. The 't' value 1.86 is below the table value of 1.98. Thus the Null hypothesis is accepted.

Table 4 Difference between Students of 14yrs and 15 yrs Age Groups in Social Competence

Age Group	N	Mean	SD	df	't' value	't' critical	Level of Significance
14 yrs	30	188.23	20.78	66	1.37	2.00	N.S
15yrs	38	179.47	29.73				

The above table 4 indicates that no significant difference was found between the two age groups in social competence. The 't' value 1.37 is lesser than the table value of 2.00. Thus the null hypothesis is accepted.

Table 5 Difference between Students of Different Management System in Social Competence

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	P value	F crit	Level of Significance
Social Competence	Between Groups	12235.6	2	6117.798	10.35293	0.0001	3.110766	0.01
	Within Groups	47273.92	80	590.924				
	Total	59509.52	82					

The table above shows that significant difference was found between students of different management system in social competence. The F ratio value is 10.35 is highly significant at 0.01 level with critical ratio being 3.11. Thus the Null hypothesis is rejected.

Table 6 t- Value Showing differences between Different Management System

Sl No	Variable	Category	t- value
	Social Competence	Deficit vs Private	4.26*
		Private vs Government	4.10*
		Deficit vs Government	1.0

*Significance at 0.01 level

From the table above it can be observed that the obtained t value has determined the significant difference between Deficit and Private (t=4.26) and Private and Government (t=4.10) which is significant at 0.01 level. However, no significant difference was found between Deficit and Government.

Table 7 Relationship between Social competence and Academic Achievement

Sl No	Variable	r	df	Significance level
	Social Competence	0.089	81	Not Significant
	Academic Achievement			

The Table above shows that the relationship between social competence and academic 0.01 level of confidence.

Findings and Discussion

- Majority of the students have average Social Competence. The reason may be that these students   have engaged themselves with only computer games and activities resulting in average social interaction and   behaviour among themselves.

- No significant difference was found between male and female , tribal and non-tribal , 14 yrs and 15 yrs age group in Social competence. The probable reason maybe that social competence among these students is only at the average level- the development of social competence is slow but being developed nonetheless. However, in a study conducted by Yadav and Singh 'A Comparative Study of Social Competence and Attitude towards Computer among Undergraduate Students of Kanpur' undergraduate male students were found to have more social competence in comparison to their female counterparts.

- Significant difference was found   between Deficit and Private (t=4.26) and Private and Government (t=4.10) which is significant at 0.01 level. The probable reason may be that government and deficit schools   put a lot of emphasis on upholding social skills , social communication etc in comparison to the private schools which are easy on their wards in this context. This finding is in line with the finding of Malik and Shujia(2013) 'Study on Social

Competence and School Systems as Predictor of Academic Achievement in High and Low achieving Pakistani School Children ' where children from government schools scored higher on social competence than children of private schools but lower in overall academic achievement. However, no significant difference was found between Deficit and Government.

- No significant relationship was found between social competence and academic achievement of these students. The probable reason may be that Social Competence of these students have not developed fully and is established at the average level only resulting in no relationship with academic achievement. This finding is not in line with the finding of Wentzel (1991) ' Relations between Social Competence and Academic Achievement in Early Adolescence' which indicate that each aspect of social competence is related significantly to students' grades and achievement.. Further, Katz and Mc Clellan (1997) have stated that children who do not relate well with others are not only feared to have poor mental health but low academic achievement.

Conclusion

It may be concluded that Social competence is an important asset which is required to have a successful and happy life. This present study cannot be conclusive as a very small sample was taken for study. However taking the findings into consideration it can be stated that parents and teachers can play a big role in promoting and enhancing social competency in their wards which is instrumental not only for good academic performance but also for being a good human being with a bright and promising future.

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