Social competence among college students in Cuddalore district

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Abstract

This paper elaborates the findings on the social competence among students of colleges in Cuddalore district of India.

Keywords: Social competence, students, college, Cuddalore

Introduction

Social competence is a complex, multidimensional concept consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, prosocial behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Often, the concept of social competence frequently encompasses additional constructs such as social skills, social communication, and interpersonal communication.

Social competence refers to the social, emotional, and cognitive skills and behaviors that children need for successful social **adaptation**. Despite this simple definition, social competence is an elusive concept, because the skills and behaviors required for healthy social development vary with the age of the child and with the demands of particular situations. A socially competent preschool child behaves in a much different manner than a socially competent adolescent; conversely, the same behaviors (e.g., **aggression**, **shyness**) have different implications for social adaptation depending upon the age of the child and the particulars of the social context.

A child's social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence. Social skills is a term used to describe the child's knowledge of, and **ability** to use, a variety of social behaviors that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive, or negative social behavior is also a reflection of a child's social skills. The term **emotional intelligence** refers to the child's ability to understand others' emotions, perceive subtle social cues, "read" complex social situations, and demonstrate insight about others' motivations and goals. Children who have a wide repertoire of social skills and who are socially aware and perceptive are likely to be socially competent. Social competence is the broader term used to describe a child's social effectiveness—a child's ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others. In addition to social skills and emotional **intelligence**, factors such as the child's self-confidence or social anxiety can affect his/her social competence. Social competence can also be affected by the social context and the extent to which there is a good match between the child's skills, interests, and abilities and those of the other children in his/her **environment**. For example, a quiet and studious boy may appear socially incompetent in a peer group full of raucous athletes, but may do fine socially if a better peer group "niche" can be found for him, such as a group of peers who share his interests in quiet games or computers.

Objectives of the study

The investigator of the present study framed the following objectives:

1. To find out the social competence among Arts and science college students in Cuddalore district.
2. To find out whether there is significant difference between the following sub samples with respect to social competence:- a .Gender [Male / Female], b.Locality [Rural / Urban], c.Marital Status[Married/ Unmarried] , d. Management [Govt./ Private/ Aided] and e. Major Subject [B.A.,/ B.Sc.,/B.Com.,].

Sample : The present study consists of 250 students studying in Arts and Science colleges situated in Cuddalore District of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tools used

The investigator of the present study selected and used aggression scale constructed and standardized by Dr. V. P. Sharma (2004) and used for data collection.

Procedure

In the present study, the investigator applied normative survey method. The normative survey method studies, describes and interprets what exists at present.

Discussion

The data collected was computed using SPSS package and were tested based on the objectives of the study to draw meaningful conclusions. From the table, it is inferred that irrespective of sub samples the Arts and Science college students are having high level of social competence ranging from 85.07 to 86.35. From table, it is inferred that male and female students do not differ significantly in their social competence (t =0.13) in their mean statistically at 0.05 level of significance. From table, it is inferred that rural and urban area students do not differ significantly in their social competence (t =0.32) in their mean statistically at 0.05 level of significance. From table, it is inferred that married and unmarried students do not differ significantly in their social competence (t=1.21) in their statistically at 0.05 level of significance. From table, it is inferred that Government and Private college students do not differ significantly in their social competence (t=0.23) in their statistically at 0.05 level of significance. From table, it is inferred that Government and Aided college students do not differ significantly in their social competence (t=0.28) in their statistically at 0.05 level of significance. From table, it is inferred that private and aided college students do not differ significantly in their social competence (t=0.08) in their statistically at 0.05 level of significance. From table, it is inferred that the B.A., and B.Sc., students do not differ significantly in their social competence (t=0.30) in their statistically at 0.05 level of significance. From table, it is inferred that the B.A., and B.com., students do not differ significantly in their social competence (t=0.11) in their statistically at 0.05 level of significance. From table, it is inferred that the B.Sc., and B.Com., do not differ significantly in their social competence (t=0.04) in their statistically at 0.05 level of significance.

Table showing the mean, S.D, t-value & level of significance of social competence scores of arts and science college students

S. No.	Variable	Sample	N	Mean	SD	t-value	Level of Significance
1	Gender	Male	124	85.24	4.05	0.13	Not Significant
		Female	126	85.17	4.07		
2	Locality	Rural	180	85.26	4.02	0.32	Not Significant
		Urban	70	85.07	4.16		
3	Marital status	Married	14	86.35	3.62	1.21	Not Significant
		Unmarried	236	85.13	4.07		
4	Management	Government	95	85.30	4.04	0.23	Not Significant
		Private	100	85.17	4.04		
		Aided	55	85.10	4.17	0.28	Not Significant
		Government	95	85.30	4.04		
		Private	100	85.17	4.04	0.08	Not Significant
		Aided	55	85.10	4.17		
5	Major Subject	B.A.,	146	85.27	4.03	0.30	Not Significant
		B.Sc.,	85	85.10	4.10		
		B.Com.,	19	85.15	4.28	0.11	Not Significant
		B.A.,	146	85.27	4.03		
		B.Sc.,	85	85.10	4.10	0.04	Not Significant
		B.Com.,	19	85.15	4.28		
6	Entire Sample		250	85.20	4.05		

Results and Conclusion

Arts and Science college students are having high level of social competence and irrespective of sub samples the Arts and Science college students are having high level of social competence. So the teachers, parents and counselors should be maintained the students to up to date information. The social competence of male students is better than their counter part. So the parents and teachers of female students should encourage and provide suitable practice and training on social competence.

Recommendations of the study

The present study gives a clear-cut view about the social competence among college students in Cuddalore district. Based on the important findings stated earlier the following recommendations were made.

1. Arts and Science college students are having high level of social competence and irrespective of sub samples the Arts and Science college students are having high level of social competence. So the teachers, parents and counselors should be maintained the students to up to date information.

2. The social competence of male students is better than their counter part. So the parents and teachers of female students should encourage and provide suitable practice and training on social competence.

3. All the sub samples are do not differ significantly in their social competence.

4. In addition to the above recommendation the curriculum frame workers should consider the social competence and included in the syllabus, it will help the students to promote their social competence.

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