



World Scientific News

An International Scientific Journal

WSN 105 (2018) 14-28

EISSN 2392-2192

Social competence among school going adolescents with respect to their gender and type of school

Prakash Chandra Jena

School of Education, K.R. Mangalam University, Delhi - NCR, India

E-mail address: drpcjena@gmail.com

ABSTRACT

The purpose of the study is to explore social competence among going adolescents. It is descriptive in nature and survey method has been used. The investigation has taken 200 school going adolescents as sample studying in govt. secondary school by using simple random technique. For collection of data the investigator has used social competence scale standardized by Prof. V.P. Sharma, Dr. (Mrs.) Kiran Shukla, Dr. (Mrs.) Prabha Shukla and result analysis, t-test was also used.

Keywords: Social Competence, School Going Adolescents, Educational Maturity

1. INTRODUCTION

Social competence is a complex, multidimensional concept consisting of social, emotional, cognitive and behavioral skills, as well as motivational and expectancy sets needed for successful social adaptation (Gresham and Reschly, 1987). It also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the change in social interactions (Denzil, 2007). Social competence as an attainment of relevant social goals in the specified social contexts using appropriate means and resulting in positive development outcome (Ford, 1982). Social intelligence plays a pivotal role in social interaction. It is very important to teach adolescents different social skills. Social skills help in overall development of adolescents and can help them while

making friends, establishing rapport with teachers and getting along with everyone. Good social skills are critical to successful functioning in life (Semrud, 2007). These skills enable us to know what to say, how to make good choices and how to behave in diverse situations. The extent to which children and adolescents possess good social skills, can influence their academic performance, behaviors, social and family relationship and involvement in extracurricular activities (Kathryn, 1991). The social skills are also linked to quality of school environment and safety. In all societies adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of the adulthood (Rotheram, 1987). It is characterized by rapid physiological changes and psychosocial maturation. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. It is very important on the part of the teacher to teach and develop good social skills among school going adolescents because social skills help in overall development of the personality and establishing rapport with teachers and getting along with everyone. There are three important aspects of social competence, which refers to (a) the ability to build positive and healthy interpersonal relationships and to resolve interpersonal conflicts, (b) the development of a clear self-identity in general, and a group or collective identity (e.g., national identity) in particular, and (c) the orientation to be a responsible citizen in one's society and a caring citizen in the world (Mc Cay and Keyes, 2002). The development of a positive and supportive relationship with different types of people (e.g., parents, siblings, relatives, peers, teachers, and other adults) is an important adaptation skill that children and adolescents must acquire in order to live happily in our society. In particular, adolescents should be taught to understand the possible conflicts with others and to learn a set of interpersonal negotiation strategies for use with peers and adults. Another important task is the development of a clear identity, especially a national identity. The concept of identity includes a complete concept of self, which consists of personal identity, group identity, social identity, national or racial identity, vocational or occupational identity, sex-role stereotype, religious identity, and so on (Nanda, 2005). The development of a firm and coherent sense of where you fit into your society and country is regarded as a significant aspect of identity and psychosocial development of an adolescent.

1. 1. Importance of social competence

During adolescence, peer relations become particularly important for children. A key developmental task of adolescence is the formation of an identity or sense of the kind of person one is and the kind of person one wants to be (Ladd, 1999). Adolescents try on different social roles as they interact with peers, and peers serve as a social stepping stone as adolescents move away from their emotional dependence upon their parents and toward autonomous functioning as an adult. Social competence is helpful for:

❖ Self-regulation

Self-regulation includes the abilities to control impulses, delay gratification, resist temptation and peer pressure, reflect on one's feelings, and monitor oneself (Kostelnik et al., 2002).

❖ Interpersonal knowledge and skills

Social competence also includes understanding others' needs and feelings, articulating one's own ideas and needs, solving problems, cooperating and negotiating, expressing

emotion, “reading” social situations accurately, adjusting behavior to meet the demands of different social situations, and initiating and maintaining friendships (Kostelnik et al., 2002; Odom et al., 2002)

❖ **Positive self-identity**

Positive self-identity, an intrapersonal category of social competence, includes sense of competence, personal power, sense of self-worth, and sense of purpose (Kostelnik et al., 2002)

❖ **Cultural competence**

Developing cultural competence includes acquiring knowledge of, respect for, and the ability to interact effectively and comfortably with people of varying ethnic or racial backgrounds. It also includes recognizing and questioning unfair treatment of others, and acting for social justice (Kostelnik et al., 2002).

❖ **Adopting social values**

This component of social competence is described as encompassing caring, equity, honesty, social justice, responsibility, healthy lifestyles and sexual attitudes, and flexibility. Social values are likely to vary by culture.

❖ **Planning and decision-making skills**

The ability to act in a purposeful way, by making choices, developing plans, solving problems, and carrying out positive actions to achieve social goals has been described as another important component of social competence (Kostelnik et al., 2002).

❖ **Supportive intervention strategies**

A wide variety of strategies to support young children’s emerging social competence has been supported by both the practical and research literature. A useful schematic for classifying strategies, as well as for making decisions about which strategies to consider first, is described by Fox, Dunlap, Hemmeter, Joseph, and Strain (2003).

❖ **Naturalistic strategies**

Naturalistic strategies can be defined as those supportive techniques that are integrated within the natural flow of classroom interaction (Kemple, 2004).

❖ **Group affection activities**

As exemplified below, group affection activities have been defined as typical preschool games, songs, and activities that have been modified to include teacher prompts for varying types of affectionate responses (McEvoy, Twardosz, & Bishop, 1990).

❖ **PALS (Peer-Assisted Learning Strategy) center**

A PALS center provides a structure within which small groups of children have multiple opportunities to practice a wide variety of social skills (Chandler, 1998).

1. 2. Ways to promote social competence in adolescents

The practical ways to promote social competence in adolescents are similar to those to promote moral competence and include the following:

- ❖ School-based teaching packages should not only focus on social competence but also include the other positive youth development constructs in their curriculum development. In other words, a comprehensive teaching package dealing with the all-round or whole-person development is more effective.

- ❖ Parent education is essential. Parents should be taught to understand the concepts of social competence and the techniques in fostering the development of social competence in adolescents.
- ❖ A positive learning environment with a lot of social supports from parents, teachers, peers, and the general public should be established. The environment should emphasize on caring for others, social justice, respect, and responsibility. In addition, the school environment should be peaceful and nonthreatening for open and free discussion, exchange of ideas, sharing of feelings and experiences, practicing democracy, and for social action including voluntary social services (Ma.2009).

1. 3. Objective of the study

- ❖ To study social competency of school going adolescents with respect to their gender and type of school.

1. 4. Research questions

- ❖ Are there any differences in various dimensions of social competence of school going male and female adolescents studying in urban government secondary schools?
- ❖ Are there any differences in various dimensions of social competence of school going male and female adolescents studying in rural government secondary schools?

2. RESULT

Research method

The present study is descriptive in nature and survey method has been used. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts discovered.

Participants

All school going adolescents studying in govt. secondary schools in Hoshiarpur district of the state of Punjab constitutes the population for the present study The investigator has taken 200 school going adolescents (100 from rural and 100 from urban areas) studying in class-X and the age group of the students ranged between 13 to 15 years taking into account ten secondary schools as sample by using simple random sample technique.

The classifications of school going adolescents as sample are given below, Figure 1.

Tools/instruments

For collection of data, the investigator has used Social Competence Scale standardized by Prof. V.P. Sharma, Dr. (Mrs.) Kiran Shukla, Dr. (Mrs.) Prabha Shukla. The Social competence scale comprises 50 items having five alternative answers very high, high, average, low, very low. The subject was asked to choose an alternative for each item which best characteristics his/her behavior. There are 18 factors in social competency scale comprising 50 items and it is a 5 point rating scale. The details of different items under different factors of social competence are shown in the table below, Table 1.

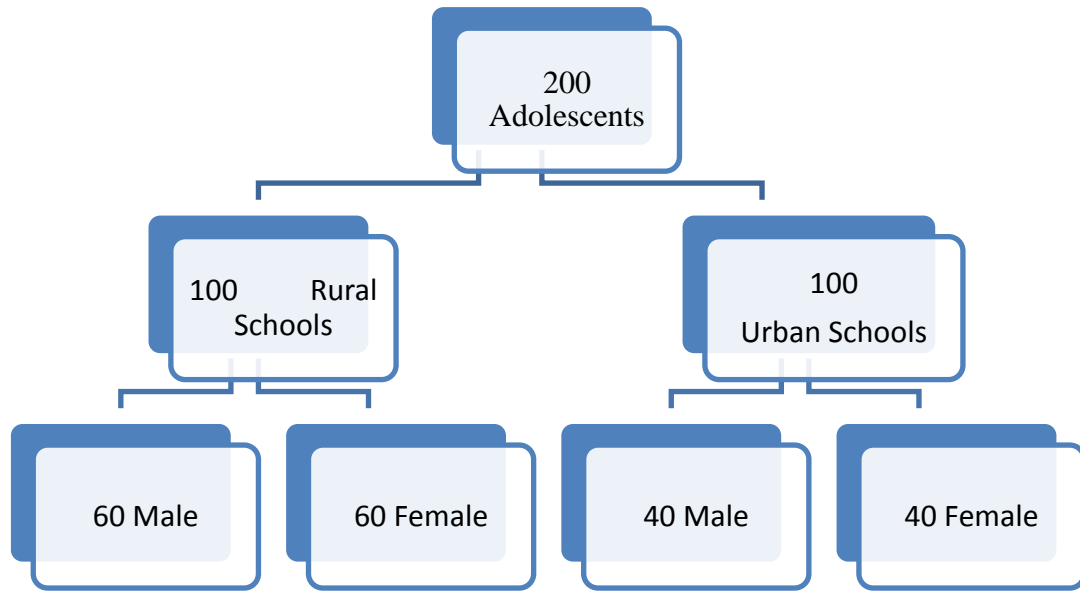


Figure 1. Showing classification of sample on the basis of their gender and schools

Table 1. Different items corresponding to different factors of Social Competence Scale

| Sr. No. | Factors of Social Competence | Items in final form | No. of items |
|---------|------------------------------|-------------------------------------|--------------|
| 1. | Social sensitivity | 1,44 | 2 |
| 2. | Social Maturity | 3,4,5,10,11,12,13,14,30,31,33,37,49 | 13 |
| 3. | Social skills | 22,36,48,50 | 4 |
| 4. | Social Relations | 28,39,40 | 3 |
| 5. | Social commitment | 24 | 1 |
| 6. | Social appreciation Ability | 27 | 1 |
| 7. | Social Emotional Integrity | 18,47 | 2 |
| 8. | Social Involvement | 42 | 1 |
| 9. | Social Respectability | 32,41 | 2 |
| 10. | Social Leadership | 2,19,21 | 3 |

| | | | |
|-----|-----------------------------------|----------------|----|
| 11. | Social Cooperation and Compliance | 17 | 1 |
| 12. | Social Acceptability | 23 | 1 |
| 13. | Social Tolerance | 6,8,9,15,20,26 | 6 |
| 14. | Social Competition | 7,25,34,35,46 | 5 |
| 15. | Social Authority | 16 | 1 |
| 16. | Adult-Resource Exploitability | 38 | 1 |
| 17. | Social Participation | 45 | 1 |
| 18. | Pro-social Attitude | 29,43 | 2 |
| 19. | Composite SC Scale | | 50 |

Reliability

The coefficient of temporal stability employing Test-Retest method with an interval of 20 days has been estimated to be $r_{tt}=.56$ whereas the coefficient of interrater reliability has been found to be $r_{tt} = .67$.

Validity

Apart from the item-validity as analyzed above the social competence scale has been validated against Kohn's Scale Competence Scale and a predictive validity to the extent of $r = .72$ was obtained. Further, the English and Hindi version of the social competence scale was found to be correlated to extent of $r = .84$. The social competence scale has also been validated against Teacher's Rating on a Five Point Scale of the normative pupils of grade 8 and a coefficient of correlation to the extent of $r = .79$ was obtained between Teacher's Rating and pupils' total score on social competence scale.

Procedure of data collection

After taking permission from school authorities and principles/head teachers, the investigator explains the purpose of data collection and instructions regarding uses of various items of the scale to the students by creating friendly manner. Finally test was administered according to the instructions given in the manuals. The collected data were arranged, tabulated, analyzed and interpreted at the end.

Data analysis

For analysis and interpretation of data: t-test was applied.

2. 1. Result pertaining to difference in social competence among school going male and female adolescents studying in rural schools

Table 2. Social competence of male and female rural adolescents.

| Type of School | Variable | Gender | N | M | SD | SEd | t-ratio |
|-------------------------|-------------------|--------|----|--------|-------|------|---------|
| Rural Secondary Schools | Social competence | Male | 60 | 188.35 | 25.52 | 4.59 | 1.34 |
| | | Female | 60 | 194.51 | 24.81 | | |

(Table value at 0.05 and 0.01 level of significant is 1.98 and 2.62)

It is evident from the Table no. 2 that the obtained t-value is 1.34 which is found to be insignificant. Therefore, it can be interpreted that there exists no significant difference in social competence of school going adolescents studying in urban government schools.

The difference in means scores is presented graphically:

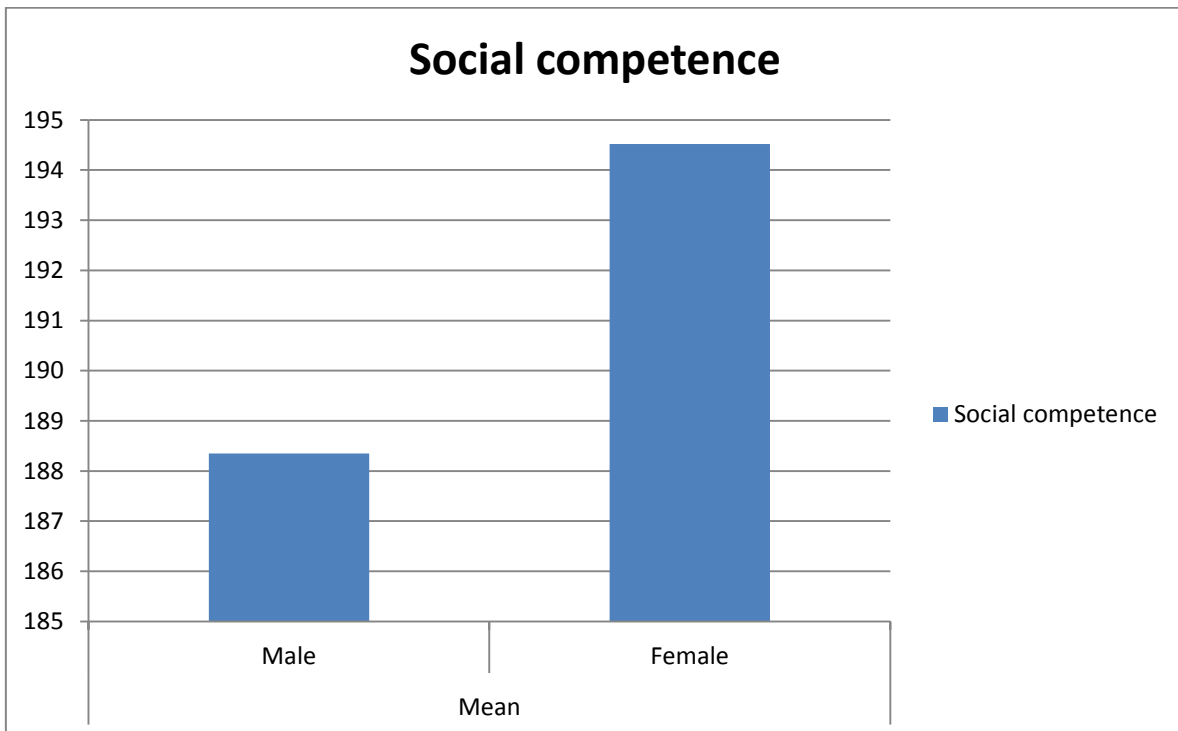


Figure 2. Showing difference in mean scores of social competence of male and female rural adolescents

2. 2. Result pertaining to difference in social competence of school going male and female adolescents studying in urban schools

Table 3. Social competence of school going male and female urban adolescents

| Type of School | Variable | Gender | N | M | SD | SEd | t-ratio |
|-------------------------|-------------------|--------|----|--------|-------|------|---------|
| Urban secondary schools | Social competency | Male | 40 | 165.92 | 32.18 | 5.59 | 2.58 |
| | | Female | 40 | 151.5 | 14.66 | | |

(Table value at 0.05 and 0.01 level of significant is 1.99 and 2.64)

It is evident from the Table no. 3 depicts that the obtained t-value is 2.58 which is found to be significant at .05 level. Therefore, there exists a significant difference in social competence of school going adolescents studying in urban government schools.

The difference in means scores is presented graphically:

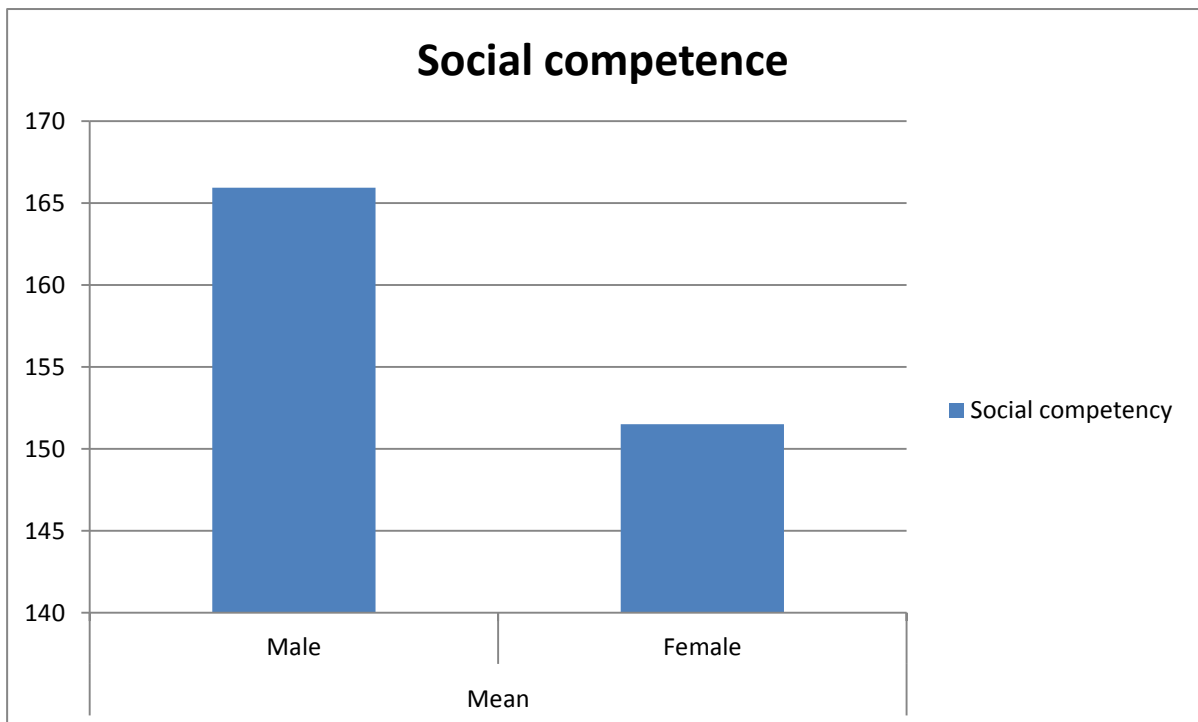


Figure 3. Showing difference in mean scores of social competence of male and female urban adolescents

2. 3. Result pertaining to difference in various dimensions of social competency of school going male and female adolescents studying in rural schools

Table 4. Social competency of school going males and females rural adolescents

| Type of School | Dimensions of Social Competence | Gender | N | M | SD | SEd | t-ratio |
|-------------------------|---------------------------------|--------|----|-------|-------|------|---------|
| Rural Secondary Schools | Social Sensitivity | Male | 60 | 8.65 | 1.022 | 0.19 | 1.08 |
| | | Female | 60 | 8.85 | 1.147 | | |
| | Social Maturity | Male | 60 | 48.66 | 8.88 | 1.60 | 1.58 |
| | | Female | 60 | 51.21 | 8.70 | | |
| | Social Skills | Male | 60 | 16.15 | 2.32 | 0.39 | 0.12 |
| | | Female | 60 | 16.10 | 2.04 | | |
| | Social Relation | Male | 60 | 10.85 | 2.46 | 0.43 | 0.30 |
| | | Female | 60 | 10.98 | 2.30 | | |
| | Social Commitments | Male | 60 | 3.28 | 1.19 | 0.21 | 0.01 |
| | | Female | 60 | 3.28 | 1.15 | | |
| | Social Appreciation Ability | Male | 60 | 3.71 | 1.20 | 0.21 | 0.46 |
| | | Female | 60 | 3.81 | 1.12 | | |
| | Social Emotional Integrity | Male | 60 | 7.36 | 1.87 | 0.32 | 0.97 |
| | | Female | 60 | 7.68 | 1.68 | | |
| | Social Involvement | Male | 60 | 3.95 | 0.64 | 0.13 | 0.24 |
| | | Female | 60 | 3.98 | 0.81 | | |
| | Social Respectability | Male | 60 | 8.16 | 1.15 | 0.22 | 1.97 |
| | | Female | 60 | 7.71 | 1.34 | | |

| | | | | | | |
|-----------------------------------|--------|----|-------|------|------|------|
| Social leadership | Male | 60 | 11.36 | 2.04 | 0.38 | 1.04 |
| | Female | 60 | 11.76 | 2.16 | | |
| Social Cooperation and Compliance | Male | 60 | 3.88 | 0.90 | 0.16 | 0.68 |
| | Female | 60 | 4.00 | 0.95 | | |
| Social Acceptability | Male | 60 | 4.15 | 0.73 | 0.14 | 0.56 |
| | Female | 60 | 4.06 | 0.88 | | |
| Social Tolerance | Male | 60 | 20.61 | 5.16 | 0.92 | 2.02 |
| | Female | 60 | 22.48 | 4.93 | | |
| Social Competition | Male | 60 | 18.86 | 2.80 | 0.47 | 1.11 |
| | Female | 60 | 19.4 | 2.42 | | |
| Social Authority | Male | 60 | 4.30 | 0.69 | 0.13 | 0.25 |
| | Female | 60 | 4.26 | 0.73 | | |
| Adult Resource Exploitability | Male | 60 | 4.00 | 0.63 | 0.12 | 0.55 |
| | Female | 60 | 4.06 | 0.68 | | |
| Social Participation | Male | 60 | 3.11 | 1.31 | 0.24 | 2.52 |
| | Female | 60 | 3.73 | 1.36 | | |
| Pro-social Attitude | Male | 60 | 7.25 | 1.40 | 0.28 | 0.52 |
| | Female | 60 | 7.10 | 1.72 | | |

(Table value at 0.05 and 0.01 level of significant is 1.98 and 2.62)

It is depicted from the Table no 4 that the obtained t-value in all dimensions of social competence is less than the table vales at both levels. Therefore, it can be interpreted that there is no significance differences in various dimensions of social competency among school going male and female adolescents studying in rural government secondary schools.

The difference in mean scores of the dimensions of social competence of rural males and females has been presented graphically below:

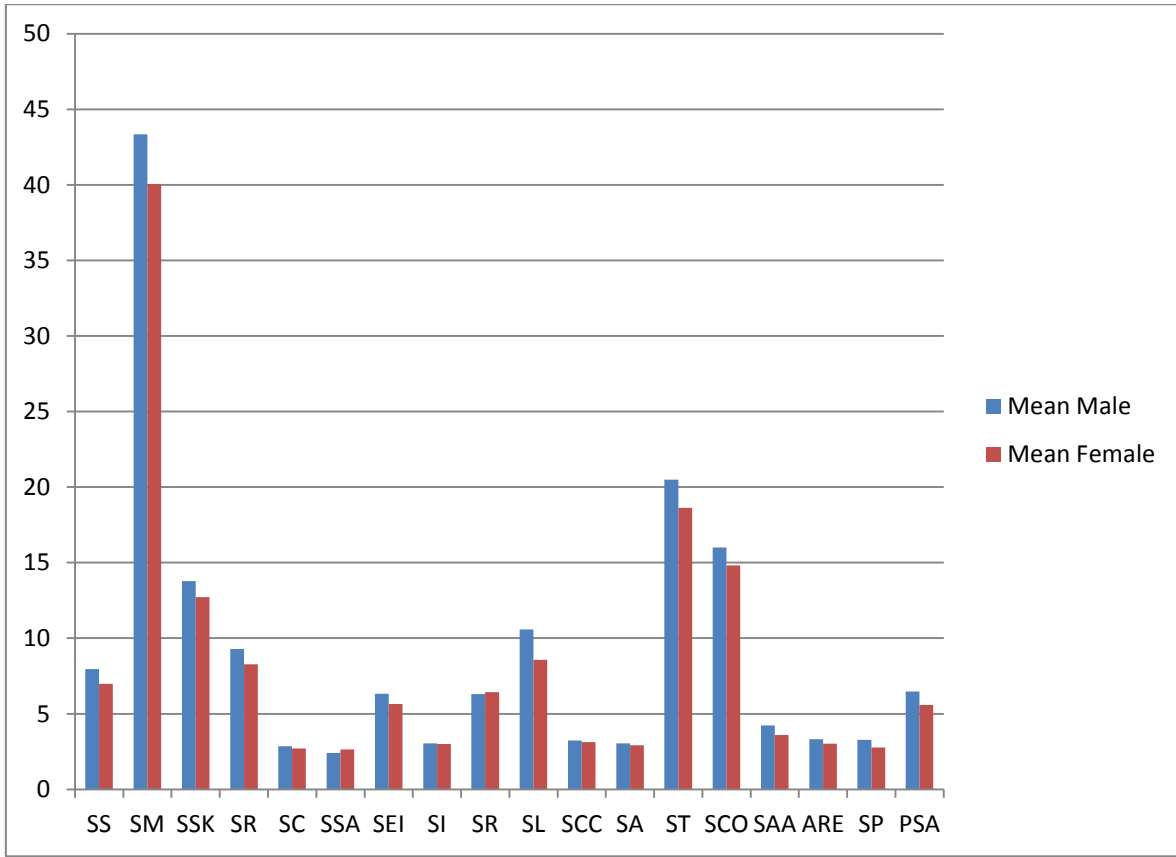


Figure 4. Showing difference in mean scores of various dimensions of social competency of school going male and female adolescents studying in rural schools.

2. 4. Result pertaining to difference in various dimensions of social competency of school going male and female adolescents studying in urban government schools

Table 5. Social competency of school going male and female urban adolescents

| Type of School | Dimensions of social competence | Gender | N | M | SD | SEd | t-ratio |
|-------------------------|---------------------------------|--------|----|-------|------|------|---------|
| Urban Secondary Schools | Social Sensitivity | Male | 40 | 7.95 | 1.75 | 0.38 | 2.51 |
| | | Female | 40 | 6.97 | 1.71 | | |
| | Social Maturity | Male | 40 | 43.35 | 9.20 | 1.68 | 1.96 |
| | | Female | 40 | 40.05 | 5.35 | | |
| | Social Skills | Male | 40 | 13.77 | 3.46 | 0.68 | 1.53 |
| | | Female | 40 | 12.72 | 2.59 | | |

| | | | | | | |
|-----------------------------------|--------|----|-------|------|------|------|
| Social Relation | Male | 40 | 9.30 | 2.68 | 0.52 | 1.97 |
| | Female | 40 | 8.27 | 1.90 | | |
| Social Commitments | Male | 40 | 2.85 | 1.14 | 0.25 | 0.60 |
| | Female | 40 | 2.70 | 1.09 | | |
| Social Appreciation Ability | Male | 40 | 2.40 | 1.35 | 0.27 | 0.92 |
| | Female | 40 | 2.65 | 1.05 | | |
| Social Emotional Integrity | Male | 40 | 6.325 | 2.16 | 0.42 | 1.60 |
| | Female | 40 | 5.65 | 1.54 | | |
| Social Involvement | Male | 40 | 3.05 | 1.31 | 0.26 | 0.18 |
| | Female | 40 | 3.00 | 1.03 | | |
| Social Respectability | Male | 40 | 6.30 | 2.26 | 0.42 | 0.29 |
| | Female | 40 | 6.42 | 1.43 | | |
| Social leadership | Male | 40 | 10.57 | 2.14 | 0.50 | 3.97 |
| | Female | 40 | 8.57 | 2.35 | | |
| Social Cooperation and Compliance | Male | 40 | 3.22 | 1.04 | 0.22 | 0.44 |
| | Female | 40 | 3.12 | 0.96 | | |
| Social Acceptability | Male | 40 | 3.05 | 1.06 | 0.23 | 0.52 |
| | Female | 40 | 2.92 | 1.07 | | |
| Social Tolerance | Male | 40 | 20.5 | 4.30 | 0.85 | 2.19 |
| | Female | 40 | 18.62 | 3.27 | | |
| Social Competition | Male | 40 | 16.00 | 3.72 | 0.68 | 1.72 |
| | Female | 40 | 14.82 | 2.14 | | |
| Social Authority | Male | 40 | 4.22 | 0.73 | 0.21 | 2.93 |
| | Female | 40 | 3.60 | 1.12 | | |
| Adult Resource Exploitability | Male | 40 | 3.32 | 1.14 | 0.21 | 1.39 |
| | Female | 40 | 3.02 | 0.73 | | |
| Social Participation | Male | 40 | 3.27 | 1.06 | 0.21 | 2.31 |

| | | | | | | |
|---------------------|--------|----|-------|------|------|------|
| | Female | 40 | 2.77 | 0.86 | | |
| Pro-social Attitude | Male | 40 | 6.47 | 2.36 | 0.48 | 1.84 |
| | Female | 40 | 5.575 | 1.97 | | |

(Table value at 0.05 and 0.01 level of significant is 1.99 and 2.64)

It is evident from the Table no 5 that the obtained t-value in the dimension of social leadership is 3.97 and in social authority is 2.93 respectively, which are found to be significant. Therefore, it can also be interpreted that there exists no significant difference in various dimensions of social competence among school going male and female adolescents studying in different urban government schools, except in the dimensions of social leadership and social authority respectively.

The difference in mean scores of the dimensions of social competence of urban males and females has been presented graphically below:

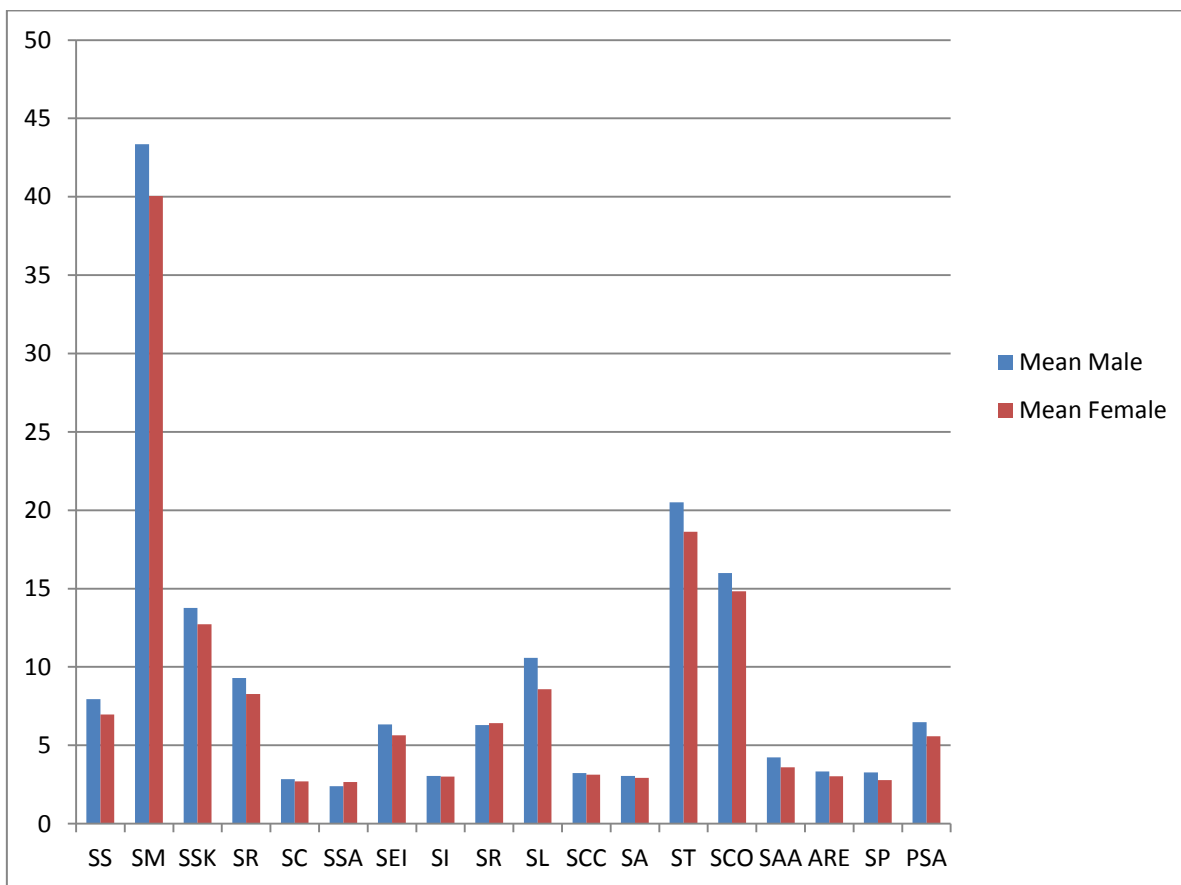


Figure 5. Showing difference in mean scores of various dimensions of social competence of school going male and female adolescents studying in urban schools.

3. CONCLUSIONS

There exists no significant difference in social competence of school going male and female adolescents studying in rural schools (Chaudhari, 2013, Annnderson, & Messick, 1974). There exists a significant difference in social competence of school going male and female adolescents studying in urban schools (Brain, 2001 and Bhatt, 2011).

There exists no significant difference for school going male and female rural adolescents in social sensitivity, social maturity, social skills, social relations, social commitment, social appreciation ability, socio emotional integrity, social involvement, social respectability, social leadership, social cooperation, social competition, social authority, adult resource exploitability, pro social attitude. (H. K. Ma, 2009).

There exists no significant difference in various dimensions of social competence among school going male and female adolescents studying in urban schools, except in the dimensions of social leadership and social authority respectively (Rajamanickam, 2007 and Kennedy, 1988).

References

- [1] Annnderson, S. & Messick, S., Social Competence in Young Children. *Developmental Psychology* 6 (1974) 282-293
- [2] D'souza, A., Vocational Aspiration of Standard 10th Students in Relation to Stress and Academic Achievement, *EDUTRACK* 12 (2012) 2-8
- [3] Gottman . J. & Rasmussen, B., Social Interaction and Social Competence. *Child Development* 46 (1975) 709-718
- [4] Gresham, F. M . & Reschly, D. J., Dimensions of Social Competence: Method Factors in the Assessment of Adaptive Behavior, Social Skills, and Peer Acceptance. *Journal of School Psychology* 25 (1987) 367-381
- [5] Hughes, J. N. & Hall, R. J., Proposed Method for the Assessment of Children's Social Competence. *Professional School Psychology* 2 (1987) 247-260
- [6] H. K. Ma., Moral Competence as a Positive Youth Development Construct: Conceptual Bases and Implications for Curriculum Development. *International Journal of Adolescent Medicine and Health*, 18 (2006) 371-378
- [7] H. K. Ma., Moral Development and Moral Education: An Integrated Approach. *Educational Research Journal* 24, (2009) 293-326
- [8] J. E. Marcia., Development and Validation of Ego-identity Status. *Journal of Personality and Social Psychology* 3 (1966) 551-558
- [9] K. R. Wentzel., Relations between Social Competence and Academic Achievement in Early Adolescence. *Child Development* 62 (1991) 1066-1078
- [10] Kathryn, R. W., Social Competence at School: Relation between Social Responsibility and Academic Achievement. *Review of Educational Research* 6 (1991) 1-24

- [11] Kennedy, J. H., Issues in the Identification of Socially Incompetent Children. *School Psychology Review* 712 (1988) 276-288
- [12] Ladd, G. W., Peer Relationship and Social Competence during Early and Middle Childhood. *Annual Review of Psychology* 50 (1999) 333-359
- [13] Langeveld J.H., Gundersen K K, Svartdal F., Social Competence as a Mediating Factor in Reduction of Behavioral Problems. *Journal of Educational Research* 8(2012) 1-19
- [14] Mc Cay L. O., Keyes D. W., Developing Social Competence in the Inclusive Primary Classroom. *Childhood Education* 78 (2002) 70-78
- [15] Nanda, S., Impact of Age and Family type on Emotional Maturity of Urban Adolescents. *E-Journal of AIAER* 31 (2005) 99-10.
- [16] Pendharkar, Occupational Aspiration of Undergraduate Students, *Journal of Vocational Behaviour*, 51 (1999) 435-448
- [17] Rotheram, M.J., Children's Social and Academic Competence. *Journal and Educational Research*, 80 (2010) 206-211
- [18] Sarris A, Winefield HR, Cooper C., Behaviour Problems in Adolescence: A Comparison of Juvenile Offenders and Adolescents referred to a Mental Health Service. *Australian Journal of Psychology* 52 (2000) 17-22.
- [19] McCay L. O., Keyes D. W., Developing Social Competence in the Inclusive Primary Classroom. *Childhood Education* 78 (2002) 70-78
- [20] K. R. Wentzel., Relations between Social Competence and Academic Achievement in Early Adolescence. *Child Development* 62 (1991) 1066–1078
- [21] J. E. Marcia. Development and Validation of Ego-identity Status. *Journal of Personality and Social Psychology* 3 (1966) 551–558