SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF INSTITUTION

A

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"SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF INSTITUTION"

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TABLE OF CONTENTS

	Contents	Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iv
	List of Tables	vii
	List of Appendices	ix
	List of Abbreviation	x
	Abstract	xi

CHAPTER-I

INTRODUCTION

1.1	Theoretical Framework	1
1.2	Need and Significance	14
1.3	Statement of the Problem	15
1.4	Operational Definitions	15
1.5	Objectives of the Study	15
1.6	Hypothesis of the Study	16
1.7	Delimitations of the Study	17

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1	Introduction	18
2.2	Studies Conducted in the field of Social Competence	19
2.3	Conclusion	24

CHAPTER-III

RESEARCH METHODOLOGY

3.1	Introduction	25
3.2	Design of the study	26
	3.2.1 Method	26
	3.2.2 Variables	26
	3.2.3 Population	27
	3.2.4 Sample of the Study	27
3.3	Tools Employed and its description	28
3.4	Administration of the Tools	32
3.5	Statistical Techniques Employed	32

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	33
4.2	Results and Findings	33

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1	Introduction	49
5.2	Findings of the Study	49
5.3	Conclusions and Discussion	55
5.4	Educational Implications	57
5.5	Suggestions for the Further Research	58

SUMMARY **60**

REFERENCES **75**

APPENDIX **80**

LIST OF TABLES

Table No.	Description	Page No.
Table 3.1	Distribution of Sample from Government Senior Secondary Schools	27
Table 3.2	Distribution of Sample from Private Senior Secondary Schools	28
Table 3.3	Dimensions of Social Competence Scale	29
Table 3.4	Significance of difference between mean of social competence scores for male and female students	29
Table 3.5	Scoring Pattern for Social Competence Scale (SCS) Final Draft	30
Table 3.6	Norms for Interpretation of Level of Social Competence	31
Table 3.7	Level of Social Competence in terms of total scores	31
Table 4.1	Level of Personal Adequacy among Senior Secondary School Students	34
Table 4.2	Level of Interpersonal Adequacy among Senior Secondary School Students	35
Table 4.3	Level of Communication Skills among Senior Secondary School Students	36
Table 4.4	Overall Level of Social Competence among Senior Secondary School Students	37
Table 4.5	Summary of Two-Way-ANOVA for Scores of Personal Adequacy on Social Competence Scale as Dependent Variable	38
Table 4.6	Mean Values of Social Competence with respect to Personal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)	39
Table 4.7	Summary of Two-Way-ANOVA for Scores of Interpersonal Adequacy Dimension of Social Competence Scale as Dependent Variable	40

Table 4.8	Mean Values of Social Competence with respect to Interpersonal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)	41
Table 4.9	t-values for Social Competence with respect to Interpersonal Adequacy dimension of Social Competence Scale	42
Table 4.10	Summary of Two-Way-ANOVA for Scores of Communication Skills on Social Competence Scale as Dependent Variable	43
Table 4.11	Mean Values of Social Competence with respect to Communication Skills Dimension of Social Competence Scale in Different Cells (N=50 in each cell)	44
Table 4.12	Summary of Two-Way-ANOVA for Scores of Overall Competence on Social Competence Scale as Dependent Variable	45
Table 4.13	Mean Values of Overall Social Competence on Social Competence Scale in Different Cells (N=50 in each cell)	46
Table 4.14	t-values for Overall Social Competence on Social Competence Scale	47

LIST OF APPENDICES

Appendix-A Manual for Social Competence Scale by Sharma and Rani (2013)

Appendix-B Questionnaire on Social Competence Scale

LIST OF ABBREVIATIONS

SEL	Social and Emotional Learning
PALS	Peer-Assisted Learning Strategy
SCS	Social Competence Scale
AMSCQ	Adolescent Multidimensional Social Competence Questionnaire
EPIPQ	European Bullying Interventional Project Questionnaire
SCI	Social Competence Inventory
GWQ	The Guess Who Questionnaire
PA	Personal Adequacy
IA	Interpersonal Adequacy
CS	Communication Skills

ABSTRACT

This research attempted to study the social competence among senior secondary school students in relation to their gender and type of institution. A Descriptive Survey method of research has been employed. A standardized tool namely the Social Competence Scale by Sharma and Rani (2013) contains 47 items consisting of three dimensions (Personal Adequacy, Interpersonal Adequacy and Communication Skills) has been used. A sample of 200 students studying in the eleventh class has been selected through the Simple Random Sampling Technique. The data collected were analyzed by using Percentage and Two-Way ANOVA. The results of the study revealed that the majority of the senior secondary school students have average to low levels of social competence for all the dimensions of SCS as well as for overall scores of SCS. The main effect of gender is significant for the Interpersonal Adequacy dimension of SCS and female senior secondary school students were found to have better social competence than male senior secondary school students. The students studying in private senior secondary schools are found to possess better social competence for all dimensions of SCS. The combined effect of gender and type of institution is significant on the Interpersonal Adequacy dimension as well as overall scores of SCS. Furthermore, the male students studying in private senior secondary schools were found to possess better social competence as compared to male students studying in government senior secondary schools.

CHAPTER-I

INTRODUCTION

1.1 THEORETICAL FRAMEWORK

The social character of humans is indisputable. In his life full of diversity, a human is directly interlinked to others from an early age till the end of life. To become an active member of the society, many things one should know and be able to do. Simple things such as greeting someone in an appropriate manner may be taken for granted by adults, but young children who are new to this society need to grasp and develop those social competencies. Each person's social relationships grow in a variety of ways, thus everyone needs a certain set of social skills and abilities. In early childhood, social competence has been defined as, ''the ability of young children to successfully and appropriately select and carry out their interpersonal goals'' (Guralnick, 1990), and socially competent young children have been described as ''those who engage in satisfying interactions and activities with adults and peers'' (Katz & McClellan, 1997). When it comes to education, it is the capacity of a person to move through social circumstances in an educational setting and engage with others in an efficient manner. It is helpful for building positive relationships with their peers, supports collaborative learning, effective communication skills, to manage their interpersonal conflicts, handle stress, and seek support when needed. It is the ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the change in social interactions.

THE CONCEPT OF SOCIAL COMPETENCE

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 & 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. The phrases "Social" and "Competence" are combined to form the term social competence. The word 'social' means co-dependence or concern for society and 'competency' is the capacity to respond appropriately to one's surroundings.

Development is an essential aspect for the individual as well as for the process of civilization. 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 abilities help us to communicate effectively, make wise decisions and act appropriately 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). Social skills are also linked to the 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 adulthood (Rotheram, 1987). They are now capable of abstract thinking, better articulation and of developing an independent ideology. It is a very important part of the teacher to teach and develop excellent social skills among school going adolescents because social skills aid 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 & 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 the society. Adolescents should learn a variety of interpersonal negotiation techniques that they can use with peers and adults, as well as how to comprehend potential conflicts with others. The creation of a distinct identity, particularly a national identity, is another significant job. 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).

Social competence is defined as the effectiveness in social interaction, which arises from the use of socio-emotional skills to achieve personal goals over time and in different situations (Gómez-Ortiz et al., 2017). In this way, social competence encompasses a series of cognitive, social, and emotional abilities of the individual, to manage the interpersonal relationships that occur in different contexts, favoring healthier relationships among others. (Gresham,1987) divides social competence into the following elements:

(1) adaptive behavior (physical and language development, academic competencies and independent functional skills);

(2) interpersonal behaviors (cooperative and play behaviors; conversation and regulatory acceptance skills);

(3) self-perceived behaviors (of oneself: expressing ethical and positive feelings and behaviors); and

(4) behaviors toward homework (attention, task resolution, and individual work).

Thereby, social competence is related to the adjustment to the demands of the school environment, interpersonal relationships, emotional health and acceptance among peers.

Learning skills in Social competence in Education

Keeping in mind the aforementioned, we still need to examine how social skills are perceived and studied in the classroom. The significance of social competence and various methods of its development cannot be denied because education, as a process, is inextricably linked to various interpersonal interactions and group activities. Schools are social places and learning is a social process" and "students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. It is even suggested that social competence should be "as a practical goal of education for our society and in our time" .Even though the

concept predates modern times, it is still relevant to modern advancements in education. From elementary to higher education, the value of social competence development is acknowledged. Within pedagogy [social competence] refers to lifelong, intercultural and social learning (Schoon, 2009) Therefore the concept of social and emotional learning (SEL) could be met in academic literature. Social emotional learning “is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors.” This process is very important as SEL “has a critical role in improving children’s academic performance and lifelong learning” (Zins et al., 2007). However, social competence is still seen as having a significant impact on education at the higher education level because "the educational function of the university can be summarized as: the transmission of knowledge, the transmission of procedures and techniques, and the transmission of attitudes," or "more schematically: to know, to do, and "to be". Social (or interpersonal) competences are placed in the fields of “to do " and “to be” (Oberts et al., 2009). This clearly indicates that social competence is a key element of a successful learning process. In this context, the importance should be given to the learning abilities and environment. The phenomenographic investigators, focusing on student differences in learning and ways of experiencing, perceive education as the learner's ability to exchange, interact, and experience environmental effects (Marton & Pang 1999). They argue that the phenomena of the learning environment and perception of learning curriculum is extremely important to understand how learning develops. According to their suggestions, (Gedviliene, 2012) has developed a model of skills that are significant to promote a safe and supportive learning environment. Because the learning environment is one that is mutually formed during the learning process by teacher and students and primarily depends on various forms of interaction between all participants, these skills should be represented in particular teacher activities. However, it is crucial to give close consideration to the teacher's actions since they guarantee the comprehension and essence of the learning process. A safe, encouraging atmosphere is a prerequisite for demonstrating a student's self-confidence, self-evaluation, and other internal social opportunities. Students can express their opinions and exchange their experiences more frequently if they feel psychologically safe. Freedom is provided by safety, which also guarantees a more effective learning process and helps people become more socially competent. When

the environment is unsafe, fear controls students' conduct in the classroom. Consequently people dissociate and latch which prevents them from expressing sociability and leaves them closed to all possibilities. It has been observed that either friends or teachers' conduct can contribute to an unsafe environment, but teachers' behavior is vital to environmental safety. Another way to perceive the learning environment is suggested in (Schmuck, 1988) and other authors' theories. These theories stress the importance of psycho-social processes that occur in instructors' and students' minds in instituting a specific learning environment. Based on the theoretical analysis of these authors, (Gedviliene, 2012) suggests that there are four aspects of the learning environment, i.e. atmosphere, properties, process, and structure (Figure 1). One of learning environmental aspects - the atmosphere is characterized by the students with their emotions, interactions and their behavior. Usually in the learning environment there are personalities with individual needs and self motivation. Such a psychological state is known as the learning environment personal plane.

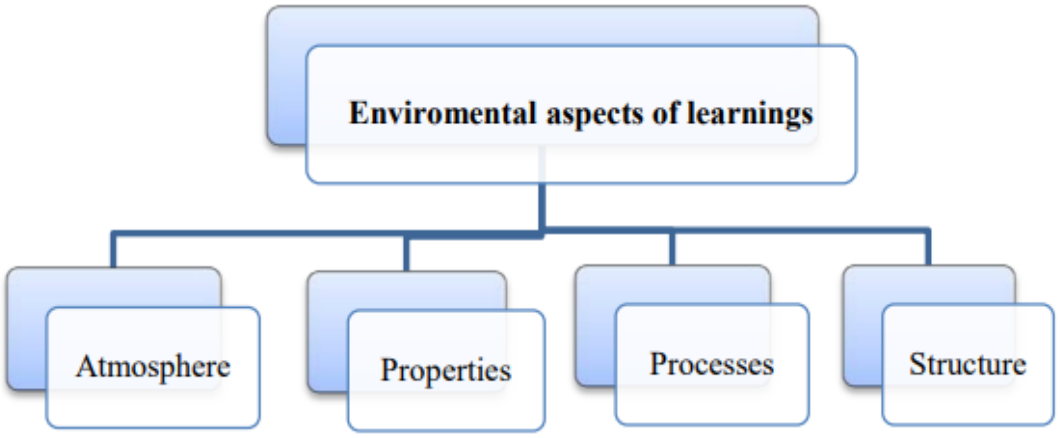


Figure 1. Environmental aspects of learning

Source: (Gedviliene, 2012)

The intricate nature of the learning environment could also benefit from perceiving it as an ecological system. To analyze the learning environment as an ecological system emerged in the late 1960's because various interdependent activities proceed and different people participate in the learning environment (Doyle, 2011). He distinguished certain important features or dimensions of classrooms that are also significant features of the learning environment, i.e. multidimensionality,

simultaneity, immediacy, unpredictability. Multiple events and tasks occurring at once are referred to as multidimensionality and simultaneity in the context of the learning setting. Immediacy is defined as the quick-paced nature of events in the learning environment, which makes it challenging to anticipate how various activities will play out at specific times and with specific individuals interacting there. We must, therefore, discuss the unpredictable nature of the learning setting. The relevance of student-teacher relationships and student behavior should be highlighted in the framework of an ecological approach to the learning environment. It should be noted that students congregate with a wide range of abilities, attitudes, as well as interests, which sporadically leads in competition among them. "Successful learning requires a social environment that promotes social competence in the fundamental phenomena: communication and cooperation" (Gedviliene, 2012). In addition to what already has been said, the societal task of education should not be forgotten. Two more approaches can be identified to social competence in education: "*an 'educating for adulthood' perspectiv*e and an *'educating for citizenship' perspective*" (Dam & Volman, 2007). As a result, it states that education should stimulate social competence as it is a tool to prepare a responsible and civic member of society. Thus, social competence in education needs to be regarded from both psychological and social aspects. A person learns socially appropriate behavior during the learning process, and these abilities also help to facilitate the development of a stimulating learning atmosphere that benefits all learners. Through the interaction and collaboration of students, social skills in education are demonstrated. In this context, it is apparent that social competence should receive special attention from primary through higher education, with a focus on the latter as it ensures the requisite knowledge for successful future personal and professional development in the rapidly changing social and economic conditions in addition to active participation in a rich diversity.

KEY ELEMENTS OF SOCIAL COMPETENCE

Social competence has been described as involving the personal knowledge and skills which persons develop in order to deal effectively with life's many choices, challenges, and opportunities (Leffert et al., 1997). Social competence has been conceptualized as consisting of six categories of competence:

1) Adoption of social values;

2) development of a sense of personal identity;

3) acquisition of interpersonal skills;

4) learning how to regulate personal behavior in accord with societal expectations;

5) planning and decision-making, and

6) development of cultural competence.

The key components of social competence are addressed extensively below:

Self-regulation

Self-regulation includes the capacity to restrain impulses, delay gratification, fend off peer pressure and temptation, contemplate one's emotions, and keep an eye on oneself. The regulation of emotions is a key component of self regulation. Emotional regulation is ‘‘the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions. to accomplish one's goals.” In a recent study, preschoolers' emotional competence, including self-regulation, was found to contribute significantly to their long-term social competence. Much of this ability to regulate emotions develops from interaction with primary caregivers, from the child's inborn temperament, and from the match between caregiving and temperament. However, as children enter the peer setting of early childhood programs, they continue to learn how to deal with various emotions such as frustration, joy, fear, anxiety, and anger.

Interpersonal knowledge and skills

Initiating and sustaining friendships are also examples of social competence along with comprehending the needs and emotions of others, expressing one's own ideas and needs, resolving conflicts, working with others, and negotiating. It also includes accurately "reading" social situations. Acquiring social knowledge and mastering social skills are difficult and comprehensive tasks for young children; once children have learned new social knowledge and skills, they need to know when to use them, where to use them, and how to choose from among them (McCay & Keyes, 2002). A

competent teacher who knows when and how to provide support and instruction will aid in the development and enhancement of these skills. Numerous techniques and strategies can be used by early childhood educators to improve students' social abilities and comprehension.

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. Children who feel good about themselves in these capacities are more likely to have positive interpersonal relationships, and anticipate success in their encounters with other people (Walsh, 1994). Their positive sense of self-worth and competence is likely to be strengthened as a result of their societal acceptance and success. On the other hand, a child with low self-esteem may get trapped in a cycle of failure and rejection. A child's self-esteem is intricately linked to other facets of social ability. Early childhood educators are crucial in promoting a child's growth in their positive self-identity.

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 pursuing social fairness .Cultural norms "prescribe what may be communicated and how much, how people may touch each other, and what may and may not be said" in each society. Young children may experience serious misunderstandings and even fear due to a lack of cultural awareness. If children are appropriately encouraged to examine their feelings and attitudes, remain open to new information, and have opportunities to become familiar with a variety of people, they can build a foundation for cultural competence (Fry, 1994).

Adopting social values

Care, equity, honesty, social justice, accountability, healthy lifestyles and sexual attitudes, and flexibility are all included in this aspect of social competence. Social values are likely to vary by culture. There may be some more or less universal values,

but they may be valued differently and in different proportions in different societies. Different cultures may describe and demonstrate social values in different ways. The significance of community is one social principle that appears frequently in books for young children. Building a sense of and appreciation for classroom community requires that children have an emerging awareness that they are part of a larger group, and that being considerate of others needs and cooperative in interaction with others can benefit the group, themselves, and individual others. There are many strategies that teachers have used successfully to promote a sense of group cohesion (Howes & Ritchie, 2002).

Planning and decision-making skills

Another crucial element of social competence has been identified as the capacity to act with purpose by making important decisions, creating plans, solving problems, and employing appropriate measures to achieve social goals. Learning to make real and meaningful choices is generally considered an important goal of early education (Bredekamp & Copple, 1997). As children engage in free play, for example, they gain important practice in making choices about where to play, what to play, how to play, and with whom to play. They develop plans (more or less consciously) for how to enter an attractive play activity already in progress, or how to create an airport in the block center. Teachers can help to scaffold young children's budding ability to be thoughtful, planful and intentional as they make decisions about social goals and as they act to carry out their plans.

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 et al., 2003). This hierarchical pyramid model suggests practitioners begin with naturalistic strategies such as developing meaningful relationships and creating a supportive classroom environment, and then move toward more specific and individualized teaching strategies and interventions as needed. A similar conceptualization describes four basic categories of intervention and support, along a continuum from most to least naturalistic: Environmental arrangements,

naturalistic strategies, planned routine activities, and higher intensity interventions (Kemple, 2004). This model is used to organize the strategies described below:

Environmental arrangement

In any early childhood education programme, interactions between adults and children take place in the context of the environment. This context, broadly speaking, includes the physical elements, items, and arrangement of the classroom; the chronological arrangement of procedures and activities; and the emotional atmosphere present. These factors can be changed to produce the ideal environment for children's social competence to develop. An essential first step in promoting the development of social competence is organizing the physical surroundings. Setting the scene for the development of social skills and academic knowledge is the division of the classroom into clearly defined interest areas that can accommodate small groups of children. Young children can better handle the social responsibilities as the children separate into smaller groups. Some interest areas are more social in nature (e.g., blocks and dramatic play/housekeeping), and provide excellent opportunities for practice of social skills through the process of play. Other areas can provide private spaces that support self- regulation. Cozy private space where the rule is ‘‘one child at a time’’ (a beanbag chair, a refrigerator box with a cut out door, a pup tent) can provide a freely chosen retreat for the relaxed downtime that children sometimes need to cope with overstimulation or frustration (Moore, 1996). A positive sense of self can be influenced by the types and quantity of material chosen with care. For example, materials that offer the right amount of challenge and allow children to succeed help kids feel competent. A bare minimum of 30 minutes is advised as suitable for preschoolers because research indicates that young children are more likely to participate in peer interaction during informal free choice time than other times of the school day. Children's self regulation is supported by well-planned daily schedules or routines because they control the speed of their own activities. A schedule that is in line with a child's growth stage gives them enough time to practice making plans and decisions as they decide how to spend their free choice time.

Naturalistic strategies

Naturalistic strategies can be defined as those supportive techniques that are integrated within the natural flow of classroom interaction (Kemple, 2004). They require teachers' awareness, quick thinking, and thoughtful intentional use, but require minimal time and effort to use. Naturalistic strategies include ‘on-the-spot support and ‘conflict mediation. On-the-spot support refers to the more or less spontaneous coaching and modeling that many teachers do almost continually within the natural context of school activities and routines (Ramsey, 1991). It may also include reinforcement which is embedded in natural interaction. A more structured and pre-planned form of on-the-spot support has sometimes been referred to as ‘‘incidental teaching’’. On-the-spot support can be used to promote social knowledge and skills. For example, a child's vocabulary for emotional expression can be enhanced when her teacher sees her scribbling a hole into her paper and says, ‘‘Rachel, you look very frustrated’’. This strategy, sometimes referred to as ‘‘affective reflection’’ (Kostelnik et al., 2002), provides Rachel with a word for what she is feeling. The powerful potential of this strategy is that the child hears the vocabulary word at the same time she is experiencing the physiological ‘‘feeling’’ of the emotion, and while she is still within the circumstance that precipitated the emotion. Thus, she is better able to use the word in the future to express her feelings. Self-regulation can be supported through on-the spot intervention. For example Phillip, who is anxiously and restlessly waiting for a turn on the cargo bike, can be reminded, ‘‘Wait. You can be patient, Phillip. Tell yourself, ‘I can wait. I can wait’’. This example combines attribution and self-talk to scaffold the child's ability to delay gratification. Reinforcement refers to consequences that increase the likelihood that a particular social behavior will be repeated. Social reinforcement (praise, a smile, a pat on the back) can be used to support adoption of social values. For example, when a teacher notices evidence of caring, honesty, or responsibility, she can give a smile or a hug and say, “That was kind of you to help Jerome. He looked sad when his cupcake fell upside down,” or, ‘‘You told the truth. I guess that was hard to do’’ or, ‘‘Thank you for remembering to put your sweater in your cubby. Now no one will step on it’’. Social reinforcement can support cooperation, interest in others, and acts of simple kindness, as well as positive self-identity and planning and decision-making skills, as when a teacher uses praise that is individualized, genuine, and specific like ‘‘You worked hard at that

construction. You decided what you wanted to do, you made a plan, and you did it!'' The process of scaffolding young children's developing capacity to resolve conflict through dialogue and without using force is known as conflict mediation. It is a unique instance of naturalistic instruction that calls for an understanding of a series of various stages. This procedure is intended to support children's developing capacity to comprehend a conflict, exchange viewpoints, identify possible solutions, agree on a course of action, put the chosen solution into practice, and assess its effectiveness. The application of this method in early childhood programmes has been extensively written about. Using a naturalistic approach, conflict mediation can help people learn interpersonal skills and knowledge like cooperation, compromising, recognising rights, and expressing needs, wants, and emotions.

Group affection activities

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. A group of fifteen 3 -4 year-old children are together for circle time, singing a teacher-facilitated version of 'If you're happy and you know it. Instead of the original, the children sing and enact the following: ''If you're happy and you want to show it, hug your friend. If you're happy and you want to show it to your friend...'' and so forth. This strategy increases interaction by allowing all children to make contact and exchange friendly behaviors through non-threatening and fun activities. (Twardosz et al., 1983). Group affection activities can easily be employed to enhance use of interpersonal skills such as expressing affection, making friendly contact with others, and maintaining friendly relationships. This strategy also has great potential to enhance cultural competence by encouraging children to make friendly and affectionate contact with peers of various cultures, races, or disabilities. This playful, ''break-the-ice'' practice can enhance children's comfort with and respect for persons who are different from themselves.

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). In creating a PALS center, the adult identifies specific social competence objectives for

an individual child, and creates a structured small group play situation, which optimizes the child's opportunity to learn and/or practice the targeted competencies. The teacher does this by carefully selecting specific peer participants and materials, and by communicating clear expectations and goals for the childrens activity. Research has demonstrated that children showed an increased frequency in peer interaction when playing in a PALS center, and some children were able to generalize peer social skills to other free play activities. Depending on the objectives the teacher sets, the materials she selects, and the way she structures the PALS center activity, this strategy can be used to support positive self-identity, interpersonal skills, self-regulation, planning and decision-making skills, cultural competence, and adoption of social values.

High intensity interventions

This category includes high intensity coaching and training interventions. These highly planned, teacher directed, and teacher-monitored approaches typically involve directly instructing children in social skills and using intentional alteration of social contingencies to influence behavior. These interventions are often based on a careful functional assessment of the child's behavior (Chandler & Dahlquist, 2002). High intensity interventions are typically used for children with very significant difficulties related to social competence, for whom less intensive interventions (like environmental arrangement and on-the-spot teaching) have been deemed insufficient. Successful implementation of these higher intensity interventions requires both the combined expertise of the general classroom teacher and other professionals who possess knowledge and skills in behavior analysis, prompting, and effective use of reinforcement. Higher intensity interventions include adult mediated intervention and peer-mediated intervention. Adult-mediated intervention refers to a variety of approaches including teacher-provided prompts for social interaction, and teacher-provided reinforcement for social interaction. In peer-mediated interventions, adults teach a peer or group of peers to provide encouragement or reinforcement to the target child for a specific social behavior. The teacher's involvement, in this type of intervention, is with the selected peer or peers rather than with the target child. The teacher may closely monitor the intervention procedures, but does not intervene directly with the target child. Both adult-mediated and peer mediated high intensity

interventions are typically used to increase specific desired behaviors that fall within the social competence categories of interpersonal skills, self-regulation, and planning and decision-making skills.

1.2 NEED AND SIGNIFICANCE

The concept of Social Competence is well versed, well researched, and well known in the field of education. The issue of social competence is given the foremost place in the society, be it admission to schools, any profession or any proposed projects, etc. In order to successfully interact with others and cope with the complexities, stress, and expectations of modern life, it is vital that all students should acquire social competence. Various studies have proven the same. Social competence is the ability to act wisely in human relations. It is important at every stage of life, from childhood to adolescence through adulthood (Thorndike, 1920). So, there is a need to analyze & take care of the social competence of students as students are the future of our nation. Research studies have mentioned certain facts that if the children do not achieve minimal social competence by the age of six years then there will be higher chances of risk throughout their life (Katz & McClellan, 1997). Students come to school with varying levels of social competence where some students are confident in their social competencies and are therefore capable of interacting appropriately with friends and teachers. Students if they do not possess socially accepted behaviors then they will be facing poor academic performance and other behavioral issues. The study is an attempt to monitor young people's social competence status over the long term as with the fast growth of modernization, the influence of globalization, individualism and materialism had crept into the society. More people are prone to commit social evils and some become antisocial due to the influence of mass media, peer pressure, unhealthy competitions etc. People are becoming more and more individualistic in their dealing with their fellow human beings. They feel that they have no moral responsibility for the larger society. But human beings could not live isolated from one another; hence social responsibility is the obligation of each and every human being. It is the duty of each citizen to work for the betterment of the community and the country as a whole. The social atmosphere in our country could be improved if we do something commendable to social life. In order that students could help the society, social intelligence and social competence have to be measured and improved.

Therefore, the study needs to be conducted so that the parents, teachers and students could cultivate and increase social intelligence and social competence. This study put emphasis on the impact of social competence among senior secondary school students in relation to their gender and type of institutions.

1.3 STATEMENT OF THE PROBLEM

"SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF INSTITUTION".

1.4 OPERATIONAL DEFINITIONS

Social Competence: In this proposed study, social competence refers to the capacity to coordinate adaptive responses, flexibility 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 as assessed by Social Competence Scale by Sharma and Rani (2010).

Senior Secondary School Students:

In the present study, the term senior secondary school students refers to those students who are studying in 11th class in higher secondary schools located in Jammu city.

1.5 OBJECTIVES OF THE STUDY

1. To assess the level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students.

2. To study the main and combined effects of gender and type of institution on social competence with respect to three dimensions as well as overall scores on *Social Competence Scale* among senior secondary school students.

1.6 HYPOTHESES OF THE STUDY

1. There is an average level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students.

2. There is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

3. There is no significant difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

4. There is no significant interaction between gender and type of institution in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

5. There is no significant gender difference in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

6. There is no significant difference in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

7. There is no significant interaction between gender and type of institution in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

8. There is no significant gender difference in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students.

9. There is no significant difference in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior

secondary school students in relation to their type of institution.

10. There is no significant interaction between gender and type of institution in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students.

11. There is no significant gender difference in overall social competence of *Social Competence Scale* among senior secondary school students.

12. There is no significant difference in overall social competence of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

13. There is no significant interaction between gender and type of institution in overall social competence of *Social Competence Scale* among senior secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. The present study has been delimited to Jammu city only.

2. The present study has been delimited to private and govt. senior secondary schools of Jammu city.

3. The present study has been delimited to 200 samples of senior secondary school students only.

4. The present study has been delimited to only one tool namely Social Competence Scale by Sharma and Rani (2010).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Related literature is the foundation on which any future study can be found which provides ideas, theories, explanations, hypotheses, methods of research and other valuable information regarding the problem in hand. Study of related literature implies locating, reading & evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project. Review of related studies helps the researcher to understand what is already known, what others have attempted to find out and what one can add to it. Thus it is a complete picture of the background of one's study which is put together step by step.

In a broader context Hart (1998) lists the following purposes of review:

- Discovering important variables relevant to the topic;
- Distinguishing what has been done from what needs to be done;
- Identifying relationships between ideas and practice;
- Synthesizing and gaining a new perspective;
- Establishing the context of the topic or problems;
- Placing the research in a historical context to show familiarity with state-of the-art developments.
- Identifying methodologies and techniques that have been used;
- Relating ideas and theory to applications;
- Understanding the structure of the subject;
- Enhancing and acquiring the subject vocabulary;

- Rationalizing the significance of the problem; Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done & provides suggestions for significant investigations.

Thus in a nutshell, it can be said that review of related literature is about knowledge and findings from existing literature relevant to the topic. The following are the review of related literature relevant to the present study:

2.2 STUDIES CONDUCTED IN THE FIELD OF SOCIAL COMPETENCE

Mpofu et al. (2004) explored a study on social competence in Zimbabwean multicultural schools: effects of ethnic and gender differences. This study contained a sample of 371 Zimbabwean students attending racially/ethnically integrated schools. Multiple analysis of variance procedures were used to examine the relationship between social competence statuses and group membership. Results revealed that female students were perceived as more socially competent or better adjusted to school than males. There are reliable differences in social competence in race/ethnicity and gender groups.

Drozdz and Pokorski (2007) investigated parental attitudes and social competence in adolescents. A sample of 40 boys and 40 girls, all aged 18, were randomly drawn from a population of high school second graders in the medium-sized city of Opole, Poland. Self-report data were collected using questionnaires of parent-child relations and of social competence. Results revealed that the girls had a significant edge over boys in dealing with interpersonal relations, which also resulted in a higher score the girls achieved as regards the overall social competence.

Cheung and Lee (2010) conducted a study on improving social competence through character education. Based on a quasi-experimental design, this study included a sample of 920 ninth graders in secondary schools of Hong Kong, China. The study assessed the impact of the character education program on 920 junior secondary school students from 10 schools in Hong Kong. Specifically, 664 of the students attended the character education program offered in seven schools, and 256 belonged

to three schools not offering character education. The results of the analysis showed the contribution of the character education program to social competence.

Igbo et al. (2013) studied gender, popularity, social competence and academic achievement of in-school adolescents in Nigeria. This study contains a sample of 400 senior secondary school students from Umuhia Educational Zone in Nigeria. The data was collected from stratified proportionate sampling technique. The study used correlational research design. Mean, Standard Deviation and Simple Regression and Anova were used. Results revealed that there is no significant relationship between adolescents' social competence and academic achievement based on gender. Both boys and girls have low regression values.

Malik and Shujia **(**2013**)** investigated the effect of social competence and school systems as a predictor of academic achievement in high and low achieving Pakistani school children. The sample of this study were children from the government and private schools of Pakistan. In this study, a descriptive method was used. The tool used in this study was the *Social Competence Scale* developed by V.P Sharma, Prabha Shukla and Kiran Shukla. Descriptive method was used. The data was analyzed to determine t- test, one way ANOVA and product moment correlation. In this study, there is a significant difference between deficit and private (t=4.26) and private and government (t=4.10) which is significant at 0.01 level of significance.

Sanwal (2013) conducted a comparative study on social competence in adolescents age group 13 to 15 years out of which 60 girls (30 from IX standard and 30 X standard) and 60 boys (30 from EX standard and 30 X standard) were selected randomly. *Social Competence Scale* by Sharma, Shukla, Shukla (1992) was used to measure social competence. The data collected for this study were coded, qualitative and quantitative assessment was attempted. For quantitative analysis frequencies and percentage values and 1 test were computed. The results revealed that the percentages of 120 adolescents fall in the low and very low category (93.33%) of social competence level. The results also revealed that adolescents have low Transactions with the social environment, so there is less learning as they do not come in contact with others, successful experiences.

Joshy **(**2014**)** conducted social competence among institutional and non- institutional adolescents. The total sample for this study included 985, in which 553 students from institutions and 432 from non- institutions. The tool used in this study was *Adolescents Social Competence Scale* by Devassy and John (2012). The data was analyzed to determine the co- relation, 2*2*2 factorial ANOVA, and Multiple Regression Analysis. The findings of this study indicate that there will be no significant relationship between social competence among the institutionalized and non-institutionalized adolescents.

Nayak (2014) investigated the influence of culture linked gender and age on social competence of higher secondary school adolescents. This study contained a sample of 240 randomly selected from ten higher secondary schools of Odisha, a South-Eastern region of India. In the study, *Social Competence Questionnaires* were used to measure social competence of the participants. Data were analyzed by using descriptive statistics, multifactorial analysis of variance, post- hoc tests, correlational analysis and factor analysis. The results revealed that female adolescents have scored higher social competence than male adolescents of the same age group and within the same cultural environment. Irrespective of gender and age, a significant difference was found between the adolescents of urban and rural secondary schools in social competence test.

Gomez-Ortiz and et al. **(**2017**)** examined the multidimensional social competence in research on bullying involvement: A cross cultural study. This study included a sample of 4047 Andalusian secondary school students (48.2% girls). Two measures were used: the AMSC-Q and the *European Bullying Intervention Project Questionnaire* (EBIPQ). The results showed that there is greater prosocial behavior and normative adjustment but low social adjustment and social efficacy.

Jena (2018) conducted a study on social competence among school going adolescents with respect to their gender and type of school. 200 school going adolescents were selected by random sampling technique for the study. *Social Competence Scale* by Sharma, Shukla, Shukla (1992) was used to measure social competence. Findings of the study revealed that there exists no significant differences in various dimensions of social competence among school going male and female adolescents studying in rural government secondary schools. It is also found that there exists no significant

differences 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.

Shylaja **(**2018**)** studied the social competence of secondary school students residing in juvenile homes. The sample of this study includes 117 private and 123 government secondary school students residing in the Juvenile homes of Kerala with the sub-samples based on gender, locality, and type of institution. The results revealed that there is a significant difference between boys and girls with regard to their social competency. The girl students residing in Juvenile homes have a higher level of social competency than the boy students.

Pal and Misra **(**2019**)** carried out the study of social competence with reference to gender. The sample for this study consisted of 48 males, and 48 females of class X and XII. They were tested on 23 dimensions of social competence. Social competence was assessed with the help of *Social Competence Inventory* (SCI) developed by Misra. T-test was used to analyze the data. The finding of this study revealed that male students have higher social competence than female students.

Kaur and Singh **(**2020**)** studied the social competence of adolescents in relation to their emotional intelligence and self-esteem. This study contains a sample of 600 adolescents drawn from six randomly selected districts(6 senior secondary schools 3 each from the urban areas and the rural areas of the Punjab state of India. 300 students were selected from rural areas and 300 from urban areas (150 were males and 150 females). A Descriptive Survey Method was used. *Social Competence Scale* by Sharma, Shukla, and Sharma (1992), *Emotional Intelligence Scale* by Mangal and Mangal (2000) and *Self-Esteem Inventory* by Thakur & Prasad (1977) were used. The statistical techniques of t-test, Pearson's coefficient of correlation, fisher's z, and Z observed were used to conduct this study. There is a significant positive relationship between social competence was found.

Luna and et al. (2020) studied social competence and peer social competence: evaluating effects of an educational intervention in adolescents. The present study included a sample of 106 adolescents selected randomly aged 12-15 years (52% were girls, and 48% boys). A randomized experimental design was conducted with two

repeated measures. The *Adolescent Multidimensional Social Competence Questionnaire* (AMSC-Q) and *The Guess Who* (GW4) questionnaire was used to assess social acceptance (SA) among peers. The results showed that the intervention based on the (experimental group) promoted greater improvements in social competence and social acceptance among peers. The results confirmed a similar impact of the intervention between boys and girls.

Rana (2020) studied gender differences in social competence among B.Ed. students. A sample of 200 B.Ed. students selected through an incidental sampling. The tool of *Social Competence Scale* developed by Misra (2019) used for collecting the data. Mann Whitney U Test has been employed for analyzing the data. The results indicated that male B.Ed. students have shown significantly better social competence on sustainability, analytical dimensions as well as on overall scores in comparison to female B.Ed. students. No significant gender differences have been observed with respect to other dimensions of the Social Competence Scale.

Devi et al. (2022) conducted a study of social competency of secondary school students in relation to their social skill. This study was conducted to a randomly selected sample of 100 Secondary school students of Sonipat. District in Haryana. The tool of *Social Competence Scale* developed by Shukla (1971) & social skill developed by Sood, Anand, Kumar (2012) tools were used for the collecting of data in this study. The data were analyzed by employing mean, SD, t-test. The results of the study showed that there is no significant difference and relation found in the Social Competence and social skill of boys and girls of secondary schools.

Supriya (2022) conducted a study on the social competence of senior secondary school students in relation to their gender and parenting behavior style. The data was collected from a randomly selected sample of 200 adolescents from Jalandhar district. The tools used for collecting data were *Parenting Style Questionnaire* by Kauts (2010) and *Social Competence Scale* by Sharma and Rani. Results revealed that the mean score of girls is significantly higher than the mean score of boys on *Social Competence Scale* so girls have high social competence in comparison to boys. The results also reveal that students having mixed parenting style have high social competence and permissive parenting style has low social competence.

2.3 CONCLUSION

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. From the light of above reviews, it can be concluded that Girls have high social competence in comparison to boys and there is a significant positive relationship between social competence was found (Pal and Mishra 2019, Kaur and Singh 2020, Supriya 2022) where as some studies showed that there exists no significant differences in various dimensions of social competence among school going male and female adolescents studying in different urban and government schools (Jena 2018, Rana 2020, Devi and et al. 2022).

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem. For example, an architect, who designs a building, has to consciously evaluate the basis of his decisions, i.e. he has to evaluate why and on what basis he selects particular size, number and location of doors, windows and ventilators, uses particular materials and not others and the like. Similarly, in research the scientist has to expose the research decisions to evaluation before they are implemented. He has to specify very clearly and precisely what decisions he selects and why he selects them so that they can be evaluated by others also. From what has been stated above, we can say that research methodology has many dimensions and research methods do constitute a part of the research methodology.

The proper direction in any research work yields positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task. This chapter provides the information about the sample, which has been the basis of research and provides a picture of the instrument

used, collection and procedure employed for tabulation of data and statistical techniques used. This chapter shows the detail of the procedure following in conducting the piece of research. In addition to this, it also provides a picture of an instrument employed for the analysis of data. Each study possesses its own problem and size of the sample varies from study to study.

A research design describes in detail the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparation of the tools, the data collection process and the techniques of data analysis. In other words, it provides a blueprint of the research.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions.

3.2.1 Method

A Descriptive survey method has been adopted for present study.

3.2.2 Variables

A variable is something that can be measured in a study or experiment. Within research, independent and dependent variables are key, forming the basis on which a study is performed. A dependent variable is the one being measured in an experiment, reflecting an outcome whereas an independent variable is one that the researcher controls or manipulates within a study.

A. Dependent Variable

Social Competence

B. Independent Variables

Gender

Type of Institution

3.2.3 Population

A research population is also known as a well defined collection of people, collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population for the proposed study comprises all the students studying in senior secondary schools of Jammu city-58 (Govt.) and 206 (Private). The population of the current study is 46,069. (Udise+, 2022)

3.2.4 Sample of the Study

A Simple Random Sampling technique has been employed for selecting Senior Secondary Schools from Jammu City. The sample covers 200 students (100 males and 100 females) from selected Senior Secondary Schools given in the Tables 3.1 and 3.2 respectively.

Table 3.1

Distribution of Sample from Government Senior Secondary Schools

S.No.	Name of the School	No. of Students		
		Male	Female	Total
1.	Govt. Girls Higher Secondary School, Rehari, Jammu	0	10	10
2.	Govt. Girls Higher Secondary School, Canal Road, Jammu	0	10	10
3.	Govt. Girls Higher Secondary School, Mubarak Mandi, Jammu	0	10	10
4.	Govt. SRML Higher Secondary School, Parade, Jammu	10	0	10
5.	Govt. Girls Higher Secondary School, Bakshi Nagar, Jammu	0	10	10
6.	Central Basic Higher Secondary School, Jammu	10	10	20
7.	Govt. Boys Higher Secondary School, Bakshi Nagar, Jammu	10	0	10

8.	Govt. Boys Higher Secondary School, Sarwal, Jammu	10	0	10
9.	Govt. Hari Singh Higher Secondary School, Jammu	10	0	10
Total		50	50	100

Table 3.2

Distribution of Sample from Private Senior Secondary Schools

S.No.	**Name of the School**	**No. of Students**		
		Male	**Female**	**Total**
1.	Dewan Devi Higher Secondary School, Rajpura Jammu	10	10	20
2.	Model Academy School, B.C Road, Jammu	10	10	20
3.	Dewan Badri Nath Higher Secondary School, Mubarak Mandi, Jammu	10	10	20
4.	Navyug Higher Secondary School, Subhash Nagar, Jammu	10	10	20
5.	Mahavir Jain Higher Secondary School, Rani Park, Jammu	10	10	20
Total		50	50	100

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

For the purpose of accomplishment of objectives, one research tool namely *Social Competence Scale* (SCS) by Sharma and Rani (2013) has been used (Appendix-A & Appendix-B). The detailed description of the tool has been given as under:

This scale consisted of 47 items with a view to measure several aspects of social competence such as 17 items of *Personal Adequacy* (PA), 17 items of *Interpersonal Adequacy* (IA), and 13 items of *Communication Skills* (CS).

Table 3.3

Dimensions of Social Competence Scale

S.No.	Dimensions of Social Competence	Nature of Items	Serial Wise Item No.	Number of Items	Total No. of Items
I	Personal Adequacy (PA)	Positive	1,4,5,6,78,14,15	8	17
		Negative	2,3,9,10,11,12,13,16,17	9	
II	Interpersonal Adequacy (IA)	Positive	18,21,22,23,26,3032,33,34	9	17
		Negative	19,20,24,25,27,28,29,31	8	
III	Communication Skills (CS)	Positive	36,37,38,39,43,45,46,47	8	13
		Negative	35,40,41,42,44	5	
Total No. of Items					47

Table 3.4

Significance of difference between mean of social competence scores for male and female students

Sex	Mean	Mean Difference	S.E of Difference	df	t	Level of Confidence
Females	130.59	1.828	1.399	498	1.307	Not significant
Males	128.76					

No significant difference was found between male and female social competence mean (Table no. 5).

3.3.1 Reliability

The reliability for social competence scale was calculated by using the Test-Retest method. The SCS was administered to a separate sample of 100 students of 16+ age group. The same sample was again administered the SCS after a gap of 21 days. The coefficient of correlation between these two scores was found to be +0.843 which is

significant at .01 level of significance. The split-half method yielded r = 0.76 which is also significant at .01 level.

3.3.2 Validity

When a test is valid, it means its conclusion can be generalized in relation to the general population (Singh, 2004). According to Anastasi (1968). "The validity of a test concerns what the test measures and how well it does so. Lindquist (1951) defined validity as the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility in measuring what it purposes to measure.

3.3.3 Content Validity

It is concerned with the relevance of the content of the items, individually and as a whole (Singh, 2004).

For the social competence scale, content validity was established by submitting the first and subsequent modified drafts to experts. The authors approached 10 subject experts. A set of 200 items were submitted to subject experts from education and allied fields, for their criticism and suggestions. After seeking expert opinion from subject experts, some items were modified and a final draft of 47 items was made. In the process of scale construction the content validity was computed through the item test correlation of each item in the final draft of social competence scale. Each item of the social competence scale was correlated with the total scores of the social competence scale and the scores of each subscale of the social competence scale.

3.3.4 Scoring Procedure

Table 3.5

Scoring Pattern for Social Competence Scale (SCS) Final Draft

Sr. No.	Nature of Item	Always	Mostly	Sometime	Never
I	Positive	4	3	2	1
II	Negative	1	2	3	4

3.3.5 Norms of Social Competence Scale

Norms for the scale are available for each of the dimensions as well as for the entire scale.

Table 3.6

Norms for Interpretation of Level of Social Competence

Sr. No.	Range of Z- Scores	Grade	Level of Social Competence1
1.	**+2.01 and above**	**A**	**Extremely High**
2.	+1.26 to +2.00	B	High
3.	+0.51 to +1.25	C	Above Average
4.	**-0.50 to +0.50**	**D**	**Average/ Moderate**
5.	-0.51 to -1.25	E	Below Average
6.	-1.26 to -2.00	F	Low
7.	**-2.01 and above**	**G**	**Extremely Low**

Table 3.7

Level of Social Competence in terms of total scores

Categories	Description	Range of Scores
A	Very Good	168-188
B	Good	148-167
C	Average	108-147
D	Poor	78-107
E	Very Poor	47-77

3.4 ADMINISTRATION OF THE TOOL

The investigator visited the schools personally for the collection of data. First of all the investigator approached the heads of the institutions, and the purpose of the data collection was explained to them. The school students were informed that their responses will be kept confidential and therefore they should be frank, honest, bold and sincere while answering the questions. After providing the necessary instructions, the researcher distributed copies of the tool one by one to students. Every attempt was to remove their doubts and difficulties. The school students were directed to read statements one by one and tick mark the most suitable response for the respective items in the tool. After the responses, the copies of the scale were collected back. In this way, the test was administered in all the selected school students and thus data was collected.

3.5 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administration of tool have been tabulated and coded in excel. The obtained data has been analyzed with the help of SPSS software. The following statistical techniques have been employed to accomplish the objectives of the study:

- Percentage
- Two-Way-ANOVA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desire to drive from the data the inherent meanings in their relation to the problem (Koul, 2016). The mass data collected through the use of various tools, need to be systematized and organized, i.e. edited, classified and tabulated before it can serve the purpose. Here editing implies the checking of gathered data for accuracy, utility and completeness; classifying refers to the dividing of information into different categories of classes or heads, for use; and tabulating denotes the recording of the classified material in accurate mathematical terms.

A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. Collection of data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says that analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important steps in the total procedure of research.

In this study, data has been collected from 200 higher secondary school students of Government and Private schools studying in govt. and private institutions of Jammu city. Data has been collected by administering the Social Competence Scale developed and standardized by Sharma and Rani (2013).

4.2 RESULTS AND FINDINGS

The resulting data was analyzed by using statistical technique namely Two-Way-ANOVA

4.2.1 Research Objective 1

To assess the level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students

In order to study the level of social competence among senior secondary school students, frequencies and percentages were computed for the data collected through *Social Competence Scale (SCS)*. The resulting data for three dimensions of *SCS (Personal Adequacy, Interpersonal Adequacy and Communication Skills*) as well as for overall scores on *SCS* have been given in the tables 4.1, 4.2, 4.3 and 4.4 respectively.

Table 4.1

Level of Personal Adequacy among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	10	5
2.	+1.26 to +2.00	B	High	13	6.5
3.	+0.51 to +1.25	C	Above Average	33	16.5
4.	-0.50 to +0.50	D	Average/ Moderate	93	46.5
5.	-0.51 to -1.25	E	Below Average	46	23
6.	-1.26 to -2.00	F	Low	13	6.5
7.	-2.01 and above	G	Extremely Low	4	2
	Total			200	100.00

Table 4.1 indicates that 10 (5%) senior secondary school students have extremely high level of social competence with respect to *Personal Adequacy* dimension of *Social Competence Scale*, 13 (6.5%) students have high level of social competence,

33 (16.5%) students have above average level of social competence, 93 (46.5%) students have average level of social competence, 46 (23%) students has below average level of social competence, 13 (6.5%) students have low level of social competence and 4 (2%) students have extremely low level of social competence. Thus it can be concluded from the table that the majority of the senior secondary school students 93 (46.5%) have the average/moderate personal adequacy level.

Table 4.2

Level of Interpersonal Adequacy among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	6	3
2.	+1.26 to +2.00	B	High	15	7.5
3.	+0.51 to +1.25	C	Above Average	41	20.5
4.	-0.50 to +0.50	D	Average/ Moderate	73	36.5
5.	-0.51 to -1.25	E	Below Average	43	22.5
6.	-1.26 to -2.00	F	Low	16	8
7.	-2.01 and above	G	Extremely Low	6	3
	Total			200	100.00

Table 4.2 indicates that 6 (3%) senior secondary school students have extremely high level of social competence with respect to *Interpersonal Skills* dimension of *Social Competence Scale*, 15 (7.5%) students have high level of social competence, 41 (20.5%) students have above average level of social competence, 73 (36.5%) students have average level of social competence, 43 (22.5%) students has below average level of social competence, 16 (8%) students have low level of social competence and 6 (3%) students have extremely low level of social competence. Thus, it can be concluded from the table that the majority of the senior secondary school students 73 (46.5%) have the average/moderate interpersonal adequacy level.

Table 4.3

Level of Communication Skills among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	9	4.5
2.	+1.26 to +2.00	B	High	13	6.5
3.	+0.51 to +1.25	C	Above Average	27	13.5
4.	-0.50 to +0.50	D	Average/ Moderate	94	47
5.	-0.51 to -1.25	E	Below Average	42	21
6.	-1.26 to -2.00	F	Low	12	6
7.	-2.01 and above	G	Extremely Low	3	1.5
	Total			200	100.00

Table 4.3 indicates that 9 (4.5%) senior secondary school students have extremely high level of social competence with respect to *Communication Skills* dimension of *Social Competence Scale*, 13 (6.5%) students have high level of social competence, 27 (13.5%) students have above average level of social competence, 94 (47%) students have average level of social competence, 42 (21%) students has below average level of social competence, 12 (6%) students have low level of social competence and 3 (1.5%) students have extremely low level of social competence. Thus, it can be concluded that the majority of the senior secondary school students 94 (47%) have the average/moderate level of communication skills.

Table 4.4

Overall Level of Social Competence among Senior Secondary School Students

Sr.No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage of Students
1.	+2.01 and above	A	Extremely High	7	3.5
2.	+1.26 to +2.00	B	High	16	8
3.	+0.51 to +1.25	C	Above Average	34	17
4.	-0.50 to +0.50	D	Average/ Moderate	85	42.5
5.	-0.51 to -1.25	E	Below Average	35	17.5
6.	-1.26 to -2.00	F	Low	21	10.5
7.	-2.01 and above	G	Extremely Low	2	1
	Total			200	100.0

Table 4.4 indicates that 7 (3.5%) senior secondary school students have extremely high level of social competence for overall scores on *Social Competence Scale*, 16 (8%) students have high level of social competence, 34 (17%) students have above average level of social competence, 85 (42.5%) students have average level of social competence, 35 (17.5%) students has below average level of social competence, 21 (10.5%) students have low level of social competence and 2 (1%) students have extremely low level of social competence. Overall, it is concluded from the table that the majority of the senior secondary school students 85 (42.5%) have the overall average level of social competence.

In the light of above findings, Hypothesis No. 1 stating average level of social competence among senior secondary school students has not been rejected.

4.2.2 Research Objective 2

To study the main and combined effects of gender and type of institution on social competence with respect to three dimensions as well as overall scores on *Social Competence Scale* among senior secondary school students

To study the main and combined effects of gender and type of institution on social competence with respect to three dimensions of *Social Competence Scale (Personal Adequacy, Interpersonal Adequacy and Communication Skills*) as well as for overall scores on *SCS* with social competence as the dependent variable among senior secondary school students; Two-Way-ANOVA was computed and the data obtained have been given in the tables 4.5, 4.7, 4.10 and 4.12 respectively.

Table 4.5

Summary of Two-Way-ANOVA for Scores of Personal Adequacy on Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Level of Significance**
(A)Gender	1.13	1	1.135	0.26	NS
(B) Type of Institution	1035.13	1	1035.13	23.52	0.01
(Interaction A*B) Gender* Type of Institution	70.81	1	70.81	1.61	NS
Error	8627.14	196	44.02		
Total	547315.00	200			
Corrected Total	9734.20	199			

****Significant at 0.01 level, # Not Significant at 0.05 level**

Summary of conclusions: Main effects

Gender (A). The computed value of F for the main effect of gender on social competence of students with respect to *Personal Adequacy* dimension of *Social Competence Scale*, irrespective of their type of institution, has come out to be 0.26, for *df* 1 and 196, which is less than the Table value of F (3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

Hence, in the light of above findings, Hypothesis No. 2 stating no significant gender differences in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students has been rejected.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students with respect to *Personal Adequacy* dimension of *SCS*, irrespective of their gender, has come out to be 23.517, for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant difference in social competence with respect to *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution.

Further, to find which group has scored higher social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale*, mean values for sub-groups have been computed in table 4.6.

Table 4.6

Mean Values of Social Competence with respect to Personal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	**Female**	**Combined**
Govt.	48.90	50.24	49.57
Private	54.64	53.60	54.12
Combined	51.77	51.92	

From the mean values given in table 4.6, it is clear that students studying in private senior secondary schools have higher mean scores of *Personal Adequacy* dimension on *SCS* in comparison to students studying in government senior secondary schools.

Therefore, Hypothesis No. 3 stating significant difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution has not been rejected.

(Interaction A*B) Gender*Type of Institution.

The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 1.609 which has failed to reach the Table value of F (3.89 and 6.76) at both 0.05 and 0.01 level of significance for *df* 1 and 196. Also no significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Personal Adequacy* dimension of *Social Competence Scale*.

In the light of above findings, Hypothesis No. 4 stating no significant interaction between gender and type of institution in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students has been rejected.

Table 4.7

Summary of Two-Way-ANOVA for Scores of Interpersonal Adequacy Dimension of Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Significant**
(A)Gender	429.25	1	429.25	11.26	0.01
(B) Type of Institution	295.25	1	295.25	7.75	0.01
(Interaction A*B) Gender*Type of Institution	315.01	1	315.01	8.27	0.01
Error	7470.46	196	38.12		
Total	581281.00	200			
Corrected Total	8509.96	199			

****Significant at 0.01 level**

Summary of conclusions: Main effects

Gender (A). The computed value of F for the main effect of gender on social competence of students with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*, irrespective of their type of institution, has come out to be 11.262,

for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant gender difference in the social competence with respect to the *Interpersonal Adequacy* dimension of the *Social Competence Scale* among senior secondary school students. To find which group has scored higher social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale*, mean values for sub-groups have been computed in Table 4.8.

Table 4.8

Mean Values of Social Competence with respect to Interpersonal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	49.58	55.02	52.30
Private	54.52	54.94	54.73
Combined	52.05	54.98	

From the mean values given in table 4.8, it is clear that female students studying in senior secondary schools have higher mean scores of *Interpersonal Adequacy* dimension on *SCS* in comparison to male students studying in senior secondary schools.

Hence, in the light of above findings, Hypothesis No. 5 stating significant gender differences in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students has not been rejected.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 7.746, for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant difference in social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution. The mean values given in table 4.8 show that students studying in

private senior secondary schools have higher mean values of *Interpersonal Adequacy* dimension on *SCS* in comparison to students studying in government senior secondary schools.

Hence, in the light of above findings, Hypothesis No. 6 stating significant difference in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution has not been rejected.

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 8.265 which is greater than the Table value of F (6.76) at 0.01 level of significance for *df* 1 and 196. The result indicates a significant interaction between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*.

However, t-values for Male and Female Senior Secondary School Students Studying in Government and Private Schools for social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale* have been computed in the table 4.9 respectively.

Table 4.9

t-values for Social Competence with respect to Interpersonal Adequacy dimension of Social Competence Scale

Gender	**Type of Institution**	**N**	**Mean**	**S.D**	**SE_M**	**df**	**t**	**Level of Significance**
Male	Government	50	49.58	5.75	0.81	98	3.74	0.01
	Private	50	54.52	7.35	1.04			
Female	Government	50	55.02	4.63	0.65	98	0.07	NS
	Private	50	54.94	6.63	0.94			

****Significant at 0.01 level, # Not Significant at 0.05 level**

Table 4.9 shows that the t-value (3.74) for senior secondary school students studying in both government and private institutions has been found to be significant at 0.01 level of significance for social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*.

Further, from the mean values, it is clear that male students studying in private institutions have been found to have better interpersonal adequacy in comparison to male students studying in government senior secondary school students.

However, t-value (0.07) for female senior secondary school students studying in both government and private institutions has not been found significant at 0.05 level of significance.

In the light of above findings, Hypothesis No. 7 stating significant interaction between gender and type of institution in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students has not been rejected.

Table 4.10

Summary of Two-Way-ANOVA for Scores of Communication Skills on Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Significant**
(A) Gender	22.45	1	22.45	0.68	NS
(B) Type of Institution	496.13	1	496.13	15.11	0.01
(Interaction A*B) Gender*Type of Institution	120.13	1	120.13	3.66	NS
Error	6433.66	196	32.83		.
Total	316993.00	200			
Corrected Total	7072.36	199			

****Significant at 0.01 level, # Not Significant at 0.05 level**

Summary of conclusions: Main effects

Gender (A). The computed value of F for the main effect of gender on social competence of students, irrespective of their type of institution, has come out to be 0.684, for *df* 1 and 196, which is less than the Table value of F (3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in social competence with respect to the *Communication Skills* dimension of the *Social Competence Scale* among senior secondary school students.

Hence, in the light of above findings, Hypothesis No. 8 stating no significant gender differences in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students has been rejected.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 15.114, for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. Therefore, there is a significant difference in social competence with respect to *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution.

However, to find which group has scored higher social competence with respect to the *Communication Skills* dimension of *Social Competence Scale*, mean values for sub-groups have been computed in the table 4.11respectively.

Table 4.11

Mean Values of Social Competence with respect to Communication Skills Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	36.68	38.90	37.79
Private	41.38	40.50	40.94
Combined	39.03	39.70	

From the mean values given in table 4.11, it is clear that students studying in private senior secondary schools have higher mean scores of *Communication Skills* dimension on *SCS* in comparison to students studying in government senior secondary schools.

Therefore, in the light of above findings, Hypothesis No. 9 stating significant difference in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution has not been rejected.

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 3.660 which has failed to reach the Table value of F(3.89 and 6.76) at both 0.05 and 0.01 level of significance for *df* 1 and 196. Also no significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Communication Skills* dimension of *Social Competence Scale*.

However, Hypothesis No. 10 stating no significant interaction between gender and type of institution in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students has been rejected.

Table 4.12

Summary of Two-Way-ANOVA for Scores of Overall Competence on Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Significant**
(A)Gender	703.13	1	703.13	3.01	NS
(B) Type of Institution	5130.85	1	5130.85	21.93	0.01
(Interaction A*B) Gender*Type of Institution	1378.15	1	1378.13	5.89	0.05
Error	45851.78	196	233.94		

Total	4242129.00	200			
Corrected Total	53063.88	199			

****Significant at 0.01 level, # Not Significant at 0.05 level**

Summary of conclusions: Main effects

Gender (A). The computed value of F for the main effect of gender on social competence of students, irrespective of their type of institution, has come out to be 3.006, for *df* 1 and 196, which is less than the Table value of F(3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in overall social competence among senior secondary school students.

In the light of above findings, Hypothesis No. 11 stating no significant gender differences in overall social competence of *Social Competence Scale* among senior secondary school students has been rejected.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 21.933, for *df* 1 and 196, which is greater than the Table Value of F(6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant difference in overall social competence among senior secondary school students in relation to their type of institution.

Further, to find which group has scored higher social competence, mean values for sub-groups have been computed in the table 4.13 respectively.

Table 4.13

Mean Values of Overall Social Competence on Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	135.16	144.16	139.66
Private	150.54	149.04	149.79
Combined	142.85	146.60	

From the mean values given in table 4.13, it is clear that students studying in private senior secondary schools have higher mean scores on *SCS* in comparison to students studying in government senior secondary schools.

Therefore, in the light of above findings, Hypothesis No. 12 stating significant difference in overall social competence of *Social Competence Scale* among senior secondary school students in relation to their type of institution has not been rejected.

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 5.891 which is smaller than the Table value of F (6.76) at 0.01 level of significance but greater than the table value of F (3.89) at 0.05 level of significance for *df* 1 and 196. Hence there exists a significant interaction between gender and type of institution in senior secondary school students with social competence as the dependent variable at 0.05 level of significance.

Further, t-values for Male and Female Senior Secondary School Students Studying in Government and Private Schools for overall social competence of *Social Competence Scale* have been computed in the table 4.14 respectively.

Table 4.14

t-values for Overall Social Competence on Social Competence Scale

Gender	Type of Institution	N	Mean	S.D	SE_M	df	t	Level of Significance
Male	Government	50	135.16	12.33	1.74	98	4.80	0.01
	Private	50	150.54	19.02	2.69			
Female	Government	50	144.16	11.64	1.65	98	1.68	NS
	Private	50	149.04	16.93	2.39			

****Significant at 0.01 level, # Not Significant at 0.05 level**

Table 4.14 shows that the t-value (4.80) for senior secondary school students studying in both government and private institutions has been found to be significant at 0.01

level of significance for overall social competence.

Further, from the mean values, it is clear that male students studying in private institutions have been found to have better overall social competence in comparison to male students studying in government senior secondary school students.

However, t-value (1.68) for female senior secondary school students studying in both government and private institutions has not been found significant at 0.05 level of significance.

However, in the light of above findings, Hypothesis No. 13 stating significant interaction between gender and type of institution in overall social competence of *Social Competence Scale* among senior secondary school students has not been rejected.

CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter-IV. The findings have been delimited and discussed in the present chapter. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations do not concur with the findings of this investigation. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research. This chapter is therefore devoted to focusing the findings, conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY

The major findings of the present study are reported in the following subsections.

5.2.1 Research Objective 1

To assess the level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students

Social Competence with respect to Personal Adequacy dimension of SCS

This result shows that 10 (5%) senior secondary school students have extremely high level of social competence with respect to *Personal Adequacy* dimension of *Social*

Competence Scale, 13 (6.5%) students have high level of social competence, 33 (16.5%) students have above average level of social competence, 93 (46.5%) students have average level of social competence, 46 (23%) students has below average level of social competence, 13 (6.5%) students have low level of social competence and 4 (2%) students have extremely low level of social competence. Thus it can be concluded that the majority of the senior secondary school students 93 (46.5%) have the average/moderate personal adequacy level.

Social Competence with respect to Interpersonal Adequacy dimension of SCS

The result indicates that 6 (3%) senior secondary school students have extremely high level of social competence with respect to *Interpersonal Skills* dimension of *Social Competence Scale*, 15 (7.5%) students have high level of social competence, 41 (20.5%) students have above average level of social competence, 73 (36.5%) students have average level of social competence, 43 (22.5%) students has below average level of social competence, 16 (8%) students have low level of social competence and 6 (3%) students have extremely low level of social competence. Thus, it can be concluded that the majority of the senior secondary school students 73 (46.5%) have the average/moderate interpersonal adequacy level.

Social Competence with respect to Communication Skills dimension of SCS

The result shows that 9 (4.5%) senior secondary school students have extremely high level of social competence with respect to *Communication Skills* dimension of *Social Competence Scale*, 13 (6.5%) students have high level of social competence, 27 (13.5%) students have above average level of social competence, 94 (47%) students have average level of social competence, 42 (21%) students has below average level of social competence, 12 (6%) students have low level of social competence and 3 (1.5%) students have extremely low level of social competence. Thus, it can be concluded that the majority of the senior secondary school students 94 (47%) have the average/moderate level of communication skills.

Overall Social Competence of SCS

The result indicates that 7 (3.5%) senior secondary school students have extremely high level of social competence for overall scores on *Social Competence Scale*, 16

(8%) students have high level of social competence, 34 (17%) students have above average level of social competence, 85 (42.5%) students have average level of social competence, 35 (17.5%) students has below average level of social competence, 21 (10.5%) students have low level of social competence and 2 (1%) students have extremely low level of social competence. Overall, it is concluded that the majority of the senior secondary school students 85 (42.5%) have the overall average level of social competence.

5.2.2 Research Objective 2

To study the main and combined effects of gender and type of institution on social competence with respect to three dimensions as well as overall scores on *Social Competence Scale* among senior secondary school students

Results for Personal Adequacy Dimension on Social Competence Scale as Dependent Variable

Gender (A). The computed value of F for the main effect of gender on social competence of students with respect to *Personal Adequacy* dimension of *Social Competence Scale*, irrespective of their type of institution, has come out to be 0.26, for *df* 1 and 196, which is less than the Table value of F (3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students with respect to *Personal Adequacy* dimension of *SCS*, irrespective of their gender, has come out to be 23.517, for *df* 1 and 196, which is greater than the Table value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant difference in social competence with respect to *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution.

Further, to find which group has scored higher social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale*, mean values for sub-groups have been computed. Then it is clear that students studying in private senior

secondary schools have higher mean scores of *Personal Adequacy* dimension on *SCS* in comparison to students studying in government senior secondary schools.

(Interaction A*B) Gender*Type of Institution.

The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 1.609 which has failed to reach the Table value of F (3.89 and 6.76) at both 0.05 and 0.01 level of significance for *df* 1 and 196. Also no significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Personal Adequacy* dimension of *Social Competence Scale*.

Results of Interpersonal Adequacy on Social Competence Scale as Dependent Variable

Gender (A). The computed value of F for the main effect of gender on social competence of students with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*, irrespective of their type of institution, has come out to be 11.262, for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant gender difference in the social competence with respect to the *Interpersonal Adequacy* dimension of the *Social Competence Scale* among senior secondary school students. To find which group has scored higher social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale*, mean values for sub-groups have been computed. Then, it is clear that female students studying in senior secondary schools have higher mean scores of *Interpersonal Adequacy* dimension on *SCS* in comparison to male students studying in senior secondary schools.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 7.746, for *df* 1 and 196, which is greater than the Table Value of F (6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant difference in social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution. The mean values show that students studying in private senior

secondary schools have higher mean values of *Interpersonal Adequacy* dimension on *SCS* in comparison to students studying in government senior secondary schools..

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 8.265 which is greater than the Table value of F (6.76) at 0.01 level of significance for *df* 1 and 196. The result indicates a significant interaction between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*.

However, t-values for Male and Female Senior Secondary School Students Studying in Government and Private Schools for social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale* have been computed, it is found that the t-value (3.74) for senior secondary school students studying in both government and private institutions has been found to be significant at 0.01 level of significance for social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale*.

Further, from the mean values, it is clear that male students studying in private institutions have been found to have better interpersonal adequacy in comparison to male students studying in government senior secondary school students.

However, t-value (0.07) for female senior secondary school students studying in both government and private institutions has not been found significant at 0.05 level of significance.

Results of Communication Skills on Social Competence Scale as Dependent Variable

Gender (A). The computed value of F for the main effect of gender on social competence of students, irrespective of their type of institution, has come out to be 0.684, for *df* 1 and 196, which is less than the Table value of F (3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in social competence with respect to the *Communication Skills* dimension of the *Social Competence Scale* among senior secondary school students.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 15.114, for *df* 1 and 196, which is greater than the Table value of F (6.76) at 0.01 level of significance for *df* 1 and 196. Therefore, there is a significant difference in social competence with respect to *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students in relation to type of institution.

However, to find which group has scored higher social competence with respect to the *Communication Skills* dimension of *Social Competence Scale*, mean values for sub-groups have been computed, it is clear that students studying in private senior secondary schools have higher mean scores of *Communication Skills* dimension on *SCS* in comparison to students studying in government senior secondary schools.

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 3.660 which has failed to reach the Table value of F(3.89 and 6.76) at both 0.05 and 0.01 level of significance for *df* 1 and 196. Also no significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Communication Skills* dimension of *Social Competence Scale*.

Results of Overall Social Competence on Social Competence Scale as Dependent Variable

Gender (A). The computed value of F for the main effect of gender on social competence of students, irrespective of their type of institution, has come out to be 3.006, for *df* 1 and 196, which is less than the Table value of F(3.89) at 0.05 level of significance. This result shows that there is no significant gender difference in overall social competence among senior secondary school students.

Type of Institution (B). The computed value of F for the main effect of type of institution on social competence of students, irrespective of their gender, has come out to be 21.933, for *df* 1 and 196, which is greater than the Table value of F(6.76) at 0.01 level of significance for *df* 1 and 196. This result indicates that there is a significant

difference in overall social competence among senior secondary school students in relation to their type of institution.

Further, to find which group has scored higher social competence, mean values for sub-groups have been computed, it is clear that students studying in private senior secondary schools have higher mean scores on *SCS* in comparison to students studying in government senior secondary schools.

(Interaction A*B) Gender*Type of Institution. The computed value of F for the double interaction between variables gender and type of institution with social competence as dependent variable is 5.891 which is smaller than the Table value of F (6.76) at 0.01 level of significance but greater than the table value of F (3.89) at 0.05 level of significance for *df* 1 and 196. Hence there exists a significant interaction between gender and type of institution in senior secondary school students with social competence as the dependent variable at 0.05 level of significance.

Further, t-values for male and female senior secondary school students studying in government and private Schools for overall social competence of *Social Competence Scale* have been computed, the t-value (4.80) for senior secondary school students studying in both government and private institutions has been found to be significant at 0.01 level of significance for overall social competence.

Further, from the mean values, it is clear that male students studying in private institutions have been found to have better overall social competence in comparison to male students studying in government senior secondary school students.

However, t-value (1.68) for female senior secondary school students studying in both government and private institutions has not been found significant at 0.05 level of significance.

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results draw in the present study the investigator lays down the following conclusions:

The results of the research can be summarized as under:

1. Majority of the senior secondary school students [78 (39%)] fall on average to an extremely low level of social competence with respect to *Personal Adequacy* dimension of *Social Competence Scale.*

2. Most of the senior secondary school students fall [70 (35%)] have average to an extremely low level of social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale.*

3. Majority of the senior secondary school students fall [75.5 (37.75%)] fall on average to an extremely low level of social competence with respect to *Communication Skills* dimension of *Social Competence Scale.*

4. Most of the senior secondary school students fall [71.5 (35.75%)] have average to extremely low level of overall social competence on *Social Competence Scale.*

5. There is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

6. Students studying in private senior secondary schools have better personal adequacy in comparison to students studying in government senior secondary schools.

7. No significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Personal Adequacy* dimension of *Social Competence Scale*.

8. Female students studying in senior secondary schools have better interpersonal adequacy in comparison to male students studying in senior secondary schools.

9. Students studying in private senior secondary schools have better interpersonal adequacy in comparison to students studying in government senior secondary schools.

10. Male students studying in private institutions have better interpersonal adequacy in comparison to male students studying in government senior secondary school students.

11. There is no significant gender difference in social competence with respect to the *Communication Skills* dimension of the *Social Competence Scale* among senior secondary school students.

12. Students studying in private senior secondary schools have better communication skills in comparison to students studying in government senior secondary schools.

13. No significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Communication Skills* dimension of *Social Competence Scale*.

14. There is no significant gender difference in overall social competence among senior secondary school students.

15. Students studying in private senior secondary schools have better overall social competence in comparison to students studying in government senior secondary schools.

16. Male students studying in private institutions have been found to have better overall social competence in comparison to male students studying in government senior secondary school students.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. It is found that most of the students have an average to extremely low level of social competence. To improve the level of social competence, teachers and parents make a serious effort by becoming a good role model, preparing them with higher level social skills and organizing some co-curricular activities (Rana, 2020).

2. To improve the personal adequacy skills among students, there is importance of creating an inclusive and equitable educational environment that focuses on individual student needs and fosters social competence without regard to gender biases.

3. Governments and educational institutions should look at the reasons behind the disparity and consider implementing strategies to improve social skills.

These include the necessity for inclusive curriculum development, standardized teacher preparation, equitable resource allocation, and the encouragement of equal chances for all children, irrespective of the kind of school they attend. This can contribute to ensuring that all children receive an education that is fair and consistent.

4. To enhance the communication skills, there is a need to highlight the value of providing equitable communication education, equal participation opportunities, acceptance of a range of communication styles, promoting leadership opportunities for everyone, and educating parents. This can result in a more inclusive and productive learning environment for all students.

5. Private senior secondary school students have higher social competence on social competence scale. Therefore, government institutions should analyze the procedures and pedagogical approaches used in private schools that support greater social competency and introduce new programmes and different collaborative approaches in government schools so as to improve the social competence.

6. Male senior secondary school students have lower levels of social competence than female senior secondary school students. In order to ensure that students are not only adequate but also excel in all areas of social competence, it is necessary for schools to stress complete social competence development programs such as social interaction activities and different extension programmes that encompass all three dimensions.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

After conducting the study, the investigator is in the position to put forth a few suggestions for further studies in related areas. Some of them are as under:

1. A sample of 200 senior secondary school students studying in five private senior secondary schools and nine government senior secondary schools of district Jammu was taken in the present study. Similar study can be conducted on a larger sample to assess social competence.

2. A similar study can be conducted on the Elementary School or High School students also.

3. A study of social competence can also be undertaken on the students of Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.

4. The present study is conducted on the variables of gender and type of institution only. A similar study can also be conducted on the variables like age, personality of the child, residential background, birth order, and family size etc.

5. Interaction among gender, type of institution, residential background may be studied with social competence as the dependent variable.

6. Qualitative study can be also conducted to assess the social competence among secondary school students in relation to some psychological variables (mental health, self-esteem, motivation).

SUMMARY

TITLE: SOCIAL COMPETENCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF INSTITUTION

SUPERVISOR **INVESTIGATOR**

Dr. Nishta Rana **Shivali Sharma**

A. THE PROBLEM

The social character of humans is indisputable. In a life full of diversity, a human is directly interlinked with others from an early age till the end of life. To become an active member of society, many things one should know and be able to do. Simple things such as greeting someone appropriately may be taken for granted by adults, but young children who are new to this society need to grasp and develop those social competencies. 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 & Reschly, 1987). When it comes to education, it is the capacity of a person to move through social circumstances in an educational setting and engage with others in an efficient manner. It is helpful for building positive relationships with their peers, supports collaborative learning, effective communication skills, to manage their interpersonal conflicts, handle stress, and seek support when needed. It is the ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the change in social interactions.

The phrases "Social" and "Competence" are combined to form the term social competence. The word 'social' means co-dependence or concern for society and 'competency' is the capacity to respond appropriately to one's surroundings. Development is an essential aspect for the individual as well as for the process of civilization. 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 abilities help us to communicate effectively, make wise decisions and act appropriately 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). Social skills are also linked to the 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 adulthood (Rotheram, 1987). They are now capable of abstract thinking, better articulation and of developing an independent ideology. It is a very important part of the teacher to teach and develop excellent social skills among school going adolescents because social skills aid 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 & 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 the society. Adolescents should learn a variety of interpersonal negotiation techniques that they can use with peers and adults, as well as how to comprehend potential conflicts with others. The creation of a distinct identity, particularly a national identity, is another significant job. 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).

B. NEED AND SIGNIFICANCE OF THE STUDY

The concept of social competence is well-versed, well-researched, and well-known in the field of education. The issue of social competence is given the foremost place in society, be it admission to schools, any profession or any proposed projects, etc. To successfully interact with others and cope with the complexities, stress, and expectations of modern life, all students must acquire social competence. Various studies have proven the same. Social competence is the ability to act wisely in human relations. It is important at every stage of life, from childhood to adolescence through adulthood (Thorndike, 1937). So, there is a need to analyze & take care of the social competence of students as students are the future of our nation. Some research studies have also mentioned certain facts that if children do not achieve minimal social competence by the age of six years then there will be higher chances of risk throughout their lives (Katz & McClellan, 1997). The study is an attempt to monitor young people's social competence status over the long term as with the fast growth of modernization, the influence of globalization, individualism and materialism had crept into society. More people are prone to commit social evils and some become antisocial due to the influence of mass media, peer pressure, unhealthy competitions etc. People are becoming more and more individualistic. The social atmosphere in our country could be improved if we do something commendable to social life. Therefore, the study needs to be conducted so that the parents, teachers and students could cultivate and increase social intelligence and social competence. This study emphasized the impact of social competence among senior secondary school students in relation to their gender and type of institution.

C. OBJECTIVES OF THE STUDY

1. To assess the level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students.

2. To study the main and combined effects of gender and type of institution on social competence with respect to three dimensions as well as overall scores on *Social Competence Scale* among senior secondary school students.

D. HYPOTHESES OF THE STUDY

1. There is an average level of social competence with respect to three dimensions *(Personal Adequacy, Interpersonal Adequacy, Communication Skills)* as well as overall scores on *Social Competence Scale* among senior secondary school students.

2. There is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

3. There is no significant difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

4. There is no significant interaction between gender and type of institution in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

5. There is no significant gender difference in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

6. There is no significant difference in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

7. There is no significant interaction between gender and type of institution in social competence with respect to the *Interpersonal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

8. There is no significant gender difference in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students.

9. There is no significant difference in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior

secondary school students in relation to their type of institution.

10. There is no significant interaction between gender and type of institution in social competence with respect to the *Communication Skills* dimension of *Social Competence Scale* among senior secondary school students.

11. There is no significant gender difference in overall social competence of *Social Competence Scale* among senior secondary school students.

12. There is no significant difference in overall social competence of *Social Competence Scale* among senior secondary school students in relation to their type of institution.

13. There is no significant interaction between gender and type of institution in overall social competence of *Social Competence Scale* among senior secondary school students.

E. SAMPLE

A Simple Random Sampling technique has been employed for selecting Senior Secondary Schools from Jammu City. The sample covers 200 students (100 males and 100 females) from selected Senior Secondary Schools.

F. TOOL USED

A standardized tool namely the *Social Competence Scale* by Sharma and Rani (2013) has been used. This scale consisted of 47 items to measure several aspects of social competence consisting of 17 items of *Personal Adequacy* (PA), 17 items of *Interpersonal Adequacy* (IA), and 13 items of *Communication Skills* (CS).

G. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results have been given in the following Tables.

Table 1

Level of Personal Adequacy among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	10	5
2.	+1.26 to +2.00	B	High	13	6.5
3.	+0.51 to +1.25	C	Above Average	33	16.5
4.	-0.50 to +0.50	D	Average/ Moderate	93	46.5
5.	-0.51 to -1.25	E	Below Average	46	23
6.	-1.26 to -2.00	F	Low	13	6.5
7.	-2.01 and above	G	Extremely Low	4	2
	Total			200	100.00

Table 2

Level of Interpersonal Adequacy among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	6	3
2.	+1.26 to +2.00	B	High	15	7.5
3.	+0.51 to +1.25	C	Above Average	41	20.5
4.	-0.50 to +0.50	D	Average/ Moderate	73	36.5
5.	-0.51 to -1.25	E	Below Average	43	22.5
6.	-1.26 to -2.00	F	Low	16	8
7.	-2.01 and above	G	Extremely Low	6	3
	Total			200	100.00

Table 3

Level of Communication Skills among Senior Secondary School Students

Sr. No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage
1.	+2.01 and above	A	Extremely High	9	4.5
2.	+1.26 to +2.00	B	High	13	6.5
3.	+0.51 to +1.25	C	Above Average	27	13.5
4.	-0.50 to +0.50	D	Average/ Moderate	94	47
5.	-0.51 to -1.25	E	Below Average	42	21
6.	-1.26 to -2.00	F	Low	12	6
7.	-2.01 and above	G	Extremely Low	3	1.5
	Total			200	100.00

Table 4

Overall Level of Social Competence among Senior Secondary School Students

Sr.No.	Range of Z-Scores	Grade	Level of Social Competence	Frequency (N) of Students	Percentage of Students
1.	+2.01 and above	A	Extremely High	7	3.5
2.	+1.26 to +2.00	B	High	16	8
3.	+0.51 to +1.25	C	Above Average	34	17
4.	-0.50 to +0.50	D	Average/ Moderate	85	42.5
5.	-0.51 to -1.25	E	Below Average	35	17.5
6.	-1.26 to -2.00	F	Low	21	10.5
7.	-2.01 and above	G	Extremely Low	2	1
	Total			200	100.0

Table 5

Summary of Two-Way-ANOVA for Scores of Personal Adequacy on Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Level of Significance**
(A)Gender	1.13	1	1.135	0.26	NS
(B) Type of Institution	1035.13	1	1035.13	23.52	0.01
(Interaction A*B) Gender* Type of Institution	70.81	1	70.81	1.61	NS
Error	8627.14	196	44.02		
Total	547315.00	200			
Corrected Total	9734.20	199			

Table 6

Mean Values of Social Competence with respect to Personal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	**Female**	**Combined**
Govt.	48.90	50.24	49.57
Private	54.64	53.60	54.12
Combined	51.77	51.92	

Table 7

Summary of Two-Way-ANOVA for Scores of Interpersonal Adequacy Dimension of Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Significant**
(A)Gender	429.25	1	429.25	11.26	0.01
(B) Type of Institution	295.25	1	295.25	7.75	0.01
(Interaction A*B) Gender*Type of Institution	315.01	1	315.01	8.27	0.01
Error	7470.46	196	38.12		
Total	581281.00	200			
Corrected Total	8509.96	199			

Table 8

Mean Values of Social Competence with respect to Interpersonal Adequacy Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	49.58	55.02	52.30
Private	54.52	54.94	54.73
Combined	52.05	54.98	

Table 9

t-values for Social Competence with respect to Interpersonal Adequacy dimension of Social Competence Scale

Gender	Type of Institution	N	Mean	S.D	SE_M	df	t	Level of Significance
Male	Government	50	49.58	5.75	0.81	98	3.74	0.01
	Private	50	54.52	7.35	1.04			
Female	Government	50	55.02	4.63	0.65	98	0.07	NS
	Private	50	54.94	6.63	0.94			

Table 10

Summary of Two-Way-ANOVA for Scores of Communication Skills on Social Competence Scale as Dependent Variable

Source	Sum of Squares	*df*	Mean Square	F	Significant
(A) Gender	22.45	1	22.45	0.68	NS
(B) Type of Institution	496.13	1	496.13	15.11	0.01
(Interaction A*B) Gender*Type of Institution	120.13	1	120.13	3.66	NS
Error	6433.66	196	32.83		.
Total	316993.00	200			
Corrected Total	7072.36	199			

Table 11

Mean Values of Social Competence with respect to Communication Skills Dimension of Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	36.68	38.90	37.79
Private	41.38	40.50	40.94
Combined	39.03	39.70	

Table 12

Summary of Two-Way-ANOVA for Scores of Overall Competence on Social Competence Scale as Dependent Variable

Source	**Sum of Squares**	***df***	**Mean Square**	**F**	**Significant**
(A)Gender	703.13	1	703.13	3.01	NS
(B) Type of Institution	5130.85	1	5130.85	21.93	0.01
(Interaction A*B) Gender*Type of Institution	1378.15	1	1378.13	5.89	0.05
Error	45851.78	196	233.94		
Total	4242129.00	200			
Corrected Total	53063.88	199			

Table 13

Mean Values of Overall Social Competence on Social Competence Scale in Different Cells (N=50 in each cell)

	Male	Female	Combined
Govt.	135.16	144.16	139.66
Private	150.54	149.04	149.79
Combined	142.85	146.60	

Table 14

t-values for Overall Social Competence on Social Competence Scale

Gender	Type of Institution	N	Mean	S.D	SE_M	df	t	Level of Significance
Male	Government	50	135.16	12.33	1.74	98	4.80	0.01
	Private	50	150.54	19.02	2.69			
Female	Government	50	144.16	11.64	1.65	98	1.68	NS
	Private	50	149.04	16.93	2.39			

H. FINDINGS OF THE STUDY

1. Majority of the senior secondary school students [78 (39%)] fall on average to an extremely low level of social competence with respect to *Personal Adequacy* dimension of *Social Competence Scale.*

2. Most of the senior secondary school students fall [70 (35%)] have average to an extremely low level of social competence with respect to *Interpersonal Adequacy* dimension of *Social Competence Scale.*

3. Majority of the senior secondary school students fall [75.5 (37.75%)] fall on average to an extremely low level of social competence with respect to *Communication Skills* dimension of *Social Competence Scale.*

4. Most of the senior secondary school students fall [71.5 (35.75%)] have average to extremely low level of overall social competence on *Social Competence Scale.*

5. There is no significant gender difference in social competence with respect to the *Personal Adequacy* dimension of *Social Competence Scale* among senior secondary school students.

6. Students studying in private senior secondary schools have better personal adequacy in comparison to students studying in government senior secondary schools.

7. No significant interaction exists between gender and type of institution in senior secondary school students with social competence as the dependent variable with respect to *Personal Adequacy* dimension of *Social Competence Scale*.

8. Female students studying in senior secondary schools have better interpersonal adequacy in comparison to male students studying in senior secondary schools.

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15. Students studying in private senior secondary schools have better overall social competence in comparison to students studying in government senior secondary schools.

16. Male students studying in private institutions have been found to have better overall social competence in comparison to male students studying in government senior secondary school students.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

1. It is found that most of the students have an average to extremely low level of social competence. To improve the level of social competence, teachers and parents make a serious effort by becoming a good role model, preparing them with higher level social skills and organizing some co-curricular activities (Rana, 2020).

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3. Governments and educational institutions should look at the reasons behind the disparity and consider implementing strategies to improve social skills. These include the necessity for inclusive curriculum development, standardized teacher preparation, equitable resource allocation, and the encouragement of equal chances for all children, irrespective of the kind of school they attend. This can contribute to ensuring that all children receive an education that is fair and consistent.

4. To enhance the communication skills, there is a need to highlight the value of providing equitable communication education, equal participation opportunities, acceptance of a range of communication styles, promoting leadership opportunities for everyone, and educating parents. This can result in a more inclusive and productive learning environment for all students.

5. Private senior secondary school students have higher social competence on social competence scale. Therefore, government institutions should analyze the procedures and pedagogical approaches used in private schools that support greater social competency and introduce new programmes and different collaborative approaches in government schools so as to improve the social competence.

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not only adequate but also excel in all areas of social competence, it is necessary for schools to stress complete social competence development programs such as social interaction activities and different extension programmes that encompass all three dimensions.

J. SUGGESTIONS FOR FURTHER RESEARCH

1. A sample of 200 senior secondary school students studying in five private senior secondary schools and nine government senior secondary schools of district Jammu was taken in the present study. Similar study can be conducted on a larger sample to assess social competence.

2. A similar study can be conducted on the Elementary School or High School students also.

3. A study of social competence can also be undertaken on the students of Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.

4. The present study is conducted on the variables of gender and type of institution only. A similar study can also be conducted on the variables like age, personality of the child, residential background, birth order, and family size etc.

5. Interaction among gender, type of institution, residential background may be studied with social competence as the dependent variable.

6. Qualitative study can be also conducted to assess the social competence among secondary school students in relation to some psychological variables (mental health, self-esteem, motivation). .

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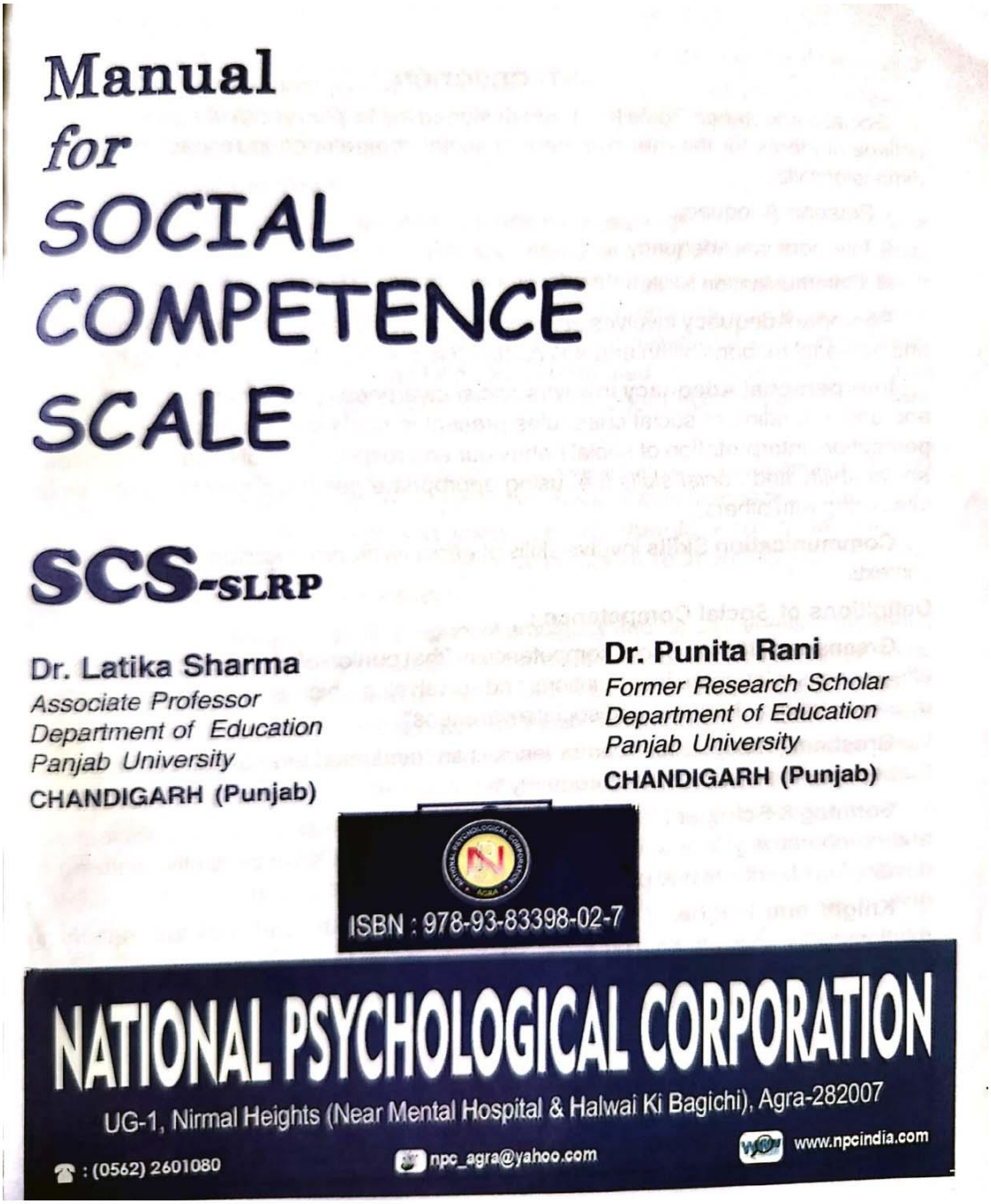
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Appendix-A


Manual
for
SOCIAL
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SCALE
SCS-SLRP
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INTRODUCTION

Social competence Scale has been designed for 16 plus years of age school and college students for the measurement of social competence in respect of its three dimensions viz.,

I. Personal Adequacy.

II. Interpersonal Adequacy

III. Communication Skills

Personal Adequacy involves *self efficacy* (i.e. self direction, physical development and personal responsibility) and *self control* (i.e. self monitoring/coping ability).

Interpersonal Adequacy involves *social awareness* (i.e. accurate identification and understanding of social cues/rules present in one's social environment, social perception, interpretation of social behaviour and respect for indivicual differences), *social ability* and *social skills* (i.e. using appropriate gestures, greetings etc. while interacting with others).

Communication Skills involve skills of *effective communication* in various social contexts.

Definitions of Social Competence :

Greenspan (1981) : Social competence is "that portion of an individual's perceived effectiveness in interpersonal situations and social roles which is attributable to qualities of temperament, character and social awareness".

Gresham (1986) : Social competence is an "evaluated term based on judgments that a person has performed adequately."

Sonntag & Schaper (1992) : Social competence means acting communicatively and co-operatively in a self organized manner...towards successfully realizing or developing objectives and plans in structure of social interaction.

Knight and Hughes (1995) : "The ability to initiate and maintain satisfying relationships especially with peers."

Benard (1995) : "Social competence consists of relationship. It involves responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move back and forth between primary culture and dominant culture (cross-cultural competence); and empathy, caring, communication skills, and a sense of humour."

Drielsma (2000) : Social competence is "the personal capacity for trust, tolerance, value of life and pro-activity."

Ford & Waters (2003) refer to social competence as the "attainment of relevant social goals in specified social contexts, using appropriate means and resulting in positive developmental outcome."

Construction of the Scale

The items for the scale emerged from extensive readings, on social competence (Barry H. Schinder, Grazia Attili, 1989) and intensive study of tools on social skills (Gresham & Greenspan, 1981). Initially about 200 statements were assembled. Each statement had four alternative responses, i.e. Never, Sometimes, Mostly, and Always. Each statement / item concerned the phenomenon or object of social competence. The item construction criterion was followed as proposed by various authors (Garret 1981, Freeman 1960, Best and Kahn, 1999; Singh, 2004). All the statements were carefully worded.

The first draft of the statements was given to five experts for evaluation and to 20 students to test the applicability of the test. On the basis of their feedback 31 statements were assembled in Personal Adequacy, 86 statements were assembled in Interpersonal Adequacy and 34 statements in Social relationship i.e. 151 total statements in the first draft of the scale.

The first draft revealed certain amount of ambiguity and repetitiveness in the items. Consequently while taking into account all the comments of experts on dimensions, subdimensions, domain, age and feasibility of the scale, broadly three dimensions were finalised. On the basis of the nature of these dimensions 19 statements were assembled in the Personal Adequacy (out of which 10 statements were related to self efficacy and 9 statements were related to self control); 18 statements were assembled in the Interpersonal Adequacy (Out of which 12 statements were related to social awareness and 6 statements were related to social skills) and 13 statements were assembled in the Comunication Skills. Then this draft was submitted to 10 experts (two sociologists, three psychologists and five teachers of the vocational stream students) to check the content validity of the Social Competence Scale. The scale was tried out on 50 students again.

Item Analysis

The Reponses of each respondent were scored as per the 4 point scale after arranging the total score of the respondent in descending order. Top 27% and bottom 27% were identified from each list. The t-ratios computed for the items of the fourth draft of the scale has been given in table 1. After item analysis, five items were modified as t-ratios were found to beinsignificant at .01 level of significance.

TABLE 1

ItemAnalysis: t-ratio of the items of social competence scale (SCS)

Item No.	t-ratio	Item No.	t-ratio	Item No.	t-ratio	Item No.	t-ratio
1.	7.73	13.	3.90	25.	6.73	37.	6.83
2.	4.71	14.	5.40	26.	5.52	38.	5.87
3.	3.59	15.	2.26	27.	6.98	39.	4.28
4.	4.23	16.	4.63	28.	6.15	40.	7.07
5.	4.43	17.	2.39	29.	4.49	41.	6.24
6.	6.36	18.	6.17	30.	5.47	42.	6.58
7.	0.50	19.	6.17	31.	6.92	43.	0.88
8.	7.40	20.	4.60	32.	7.27	44.	5.94
9.	2.96	21.	4.69	33.	3.12	45.	10.75
10.	3.91	22.	7.53	34.	7.88	46.	8.55
11.	5.57	23.	4.74	35.	5.21	47.	7.84
12.	2.50	24.	2.79	36.	7.58	48.	—

Internal Consistency of the Scale

This is expressed by the inter correlation of the dimension of the scale as shown in table no. 2. The coefficient of correlation was found to be highly significant at .01 level of significance.

TABLE 2

Inter/correlations among the three dimensions of social competence scale (SCS) (N = 100)

Sr. No.	Dimensions	Abbreviations	PA	IA	CS
I.	Personal Adequacy	PA	1	.385 (**)	.291(**)
II.	Interpersonal Adequacy	IA	.385(**)	1	.438(**)
III.	Communication Skills	CS	.291(**)	.438(**)	1

** Significant at .01 level of significance.

Standardization

The final scale of 47 items was administered on a sample of 500 students of 16+ years of age. The sample was drawn by stratified cluster random sampling technique from the population of students studying in XI class of senior secondary schools of Chandigarh. The normal distribution of scores of the three dimensions and total was established.

TABLE 3

Various Statistics of the distributions of scores (N = 500)

Statistics	Social Competence	PA	IA	CS
Mean	130.30	46.4	47.8	36.1
S.E. of Mean	.574	.302	.295	.227
Median	130	45	48	36
Mode	123	43	46	37
S.D.	18.42	6.75	6.61	5.06
Sk	.360	6.79	–.41	.349
S.E. of Sk	.109	.109	.109	.109
Ku	–.07	97.7	2.79	.071
Std. E of Ku	.218	.218	.218	.218

TABLE 4

Dimensions of Social Competence Scale

Sr. No.	Dimension of Social Competence	Nature of Items	Serial wise item No.	Number of Items	Total No. of Items
I.	Personal Adequacy (PA)	Positive	1, 4, 5, 6, 7, 8, 14, 15	8	17
		Negative	*2, 3, 9, 10, 11, 12, 13, 16, 17*	9	
II.	Interpersonal Adequacy (IA)	Positive	18, 21, 22, 23, 26, 30, 32, 33, 34	9	17
		Negative	*19, 20, 24, 25, 27, 28, 29, 31*	8	
III.	Communication Skills (CS)	Positive	36, 37, 38, 39, 43, 45, 46, 47	8	13
		Negative	*35, 40, 41, 42, 44*	5	
			Total No. of Items		47

TABLE 5

Significance of difference between mean of social competence scores for male and female students

Sex	Mean	Mean difference	S.E. of difference	df	t	Level of confidence
Females	130.59	1.828	1.399	498	1.307	Not significant
Male	128.76					

No significant difference was found between male and female social competence mean (Table no. 5).

Reliability

The reliability for social competence scale was calculated by using the Test-Retest method. The SCS was administered to a separate sample of 100 students of 16+ age group. The same sample was again administered the SCS after a gap of 21 days. The coefficient of correlation between these two score was found to be +0.843 which is significant at .01 level of significance. The split-half method yielded r = 0.76 which is also significant at .01 level.

Validity

When a test is valid, it means its conclusion can be generalized in relation to the general population (Singh, 2004). According to Anastasi (1968). "The validity of a test concerns what the test measures and how well it does so. Lindquist (1951) defined validity as the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility in measuring what it purposes to measure.

Content Validity : It is concerned with the relevance of the content of the items, individually and as a whole (Singh, 2004).

For the social competence scale, content validity was established by submitting the first and subsequent modified drafts to experts. The authors approached 10 subject experts. A set of 200 items were submitted to subject experts from education and allied fields, for their criticism and suggestions. After seeking expert opinion from subject experts, some items were modified and final draft of 47 items was made. In the process of scale contruction the content validity was computed through the item test correlation of each item in the final draft of social competence scale. Each item of the social competence scale was correlated with the total scores of social competence scale and the scores of each sub scale of the social competence scale.

Scoring Procedure of Positive & Negative Items

TABLE 6

Scoring Pattern for Social Competence Scale (SCS) (Final Draft)

Sr. No.	Nature of Item	Always	Mostly	Sometime	Never
I	Positive	4	3	2	1
II	*Negative*	*1*	*2*	*3*	*4*

For the convenience of scoring, the sign of • on item means (Negative Items) in the booklet.

Statistical Results and Norms

The Social Competence Scale has been standardized on a 16+ age group students' sample of 500. The Statistical Results are being given in Table 7.

TABLE 7

Statistical Results of Social Competence Scale

Sr. No.	Dimensions	Mean	S.D.	N
I.	Personal Adequacy (PA)	46.40	6.75	500
II.	Interpersonal Adequacy (IA)	47.80	6.61	500
III.	Communication Skills (CS)	36.10	5.06	500
	Total Scale	**130.30**	**18.42**	**500**

On the basis of the above statistical results, z-Score norms, dimension-wise and for the full scale have been developed and presented in Tables 8, 9, 10, 11 and the Norms for interpretation of the level of competence have been given in Table 12.

TABLE 8

z-Score Norms for Dimension—Personal Adequacy

Mean : 46·40 **SD : 6·75** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
28	–2·72	37	–1·39	46	–0·05	55	+1·27
29	–2·57	38	–1·24	47	+0·08	56	+1·42
30	–2·42	39	–1·09	48	+0·23	57	+1·57
31	–2·28	40	–0·94	49	+0·38	58	+1·71
32	–2·13	41	–0·80	50	+0·53	59	+1·86
33	–1·98	42	–0·65	51	+0·68	60	+2·01
34	–1·83	43	–0·50	52	+0·82	61	+2·16
35	–1·68	44	–0·35	53	+0·97	62	+2·31
36	–1·54	45	–0·20	54	+1·12	63	+2·45

TABLE 9

z-Score Norms for Dimension—Interpersonal Adequacy

Mean : 47·80 **SD : 6·61** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
31	–2·54	40	–1·18	49	+0·18	58	+1·54
32	–2·38	41	–1·02	50	+0·33	59	+1·69
33	–2·23	42	–0·87	51	+0·48	60	+1·84
34	–2·08	43	–0·72	52	+0·63	61	+1·99
35	–1·93	44	–0·57	53	+0·78	62	+2·14
36	–1·78	45	–0·42	54	+0·93	63	+2·29
37	–1·63	46	–0·27	55	+1·08	64	+2·45
38	–1·48	47	–0·12	56	+1·24	65	+2·60
39	–1·33	48	+0·03	57	+1·39	66	+2·75

TABLE 10

z-Score Norms for Dimension—Communication Skills

Mean : 36·10 **SD : 5·06** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
21	–2·98	29	–1·40	37	+0·17	45	+1·76
22	–2·79	30	–1·20	38	+0·37	46	+1·96
23	–2·59	31	–1·00	39	+0·57	47	+2·15
24	–2·39	32	–0·81	40	+0·77	48	+2·35
25	–2·19	33	–0·61	41	+0·96	49	+2·55
26	–1·99	34	–0·41	42	+1·16	50	+2·75
27	–1·80	35	–0·19	43	+1·36	51	+2·95
28	–1·60	36	–0·02	44	+1·56	52	+3·14

TABLE 11

z-Score Norms for Total Social Competence Scale

Mean : 130·30 **SD : 18·42** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
87	–2·35	98	–1·75	109	–1·15	120	–0·55
88	–2·29	99	–1·69	110	–1·10	121	–0·50
89	–2·24	100	–1·64	111	–1·04	122	–0·45
90	–2·18	101	–1·58	112	–0·99	123	–0·40
91	–2·13	102	–1·53	113	–0·94	124	–0·34
92	–2·08	103	–1·47	114	–0·88	125	–0·29
93	–2·02	104	–1·41	115	–0·83	126	–0·23
94	–1·97	105	–1·36	116	–0·77	127	–0·18
95	–1·91	106	–1·31	117	–0·72	128	–0·12
96	–1·86	107	–1·25	118	–0·66	129	–0·07
97	–1·80	108	–1·20	119	–0·61	130	–0·01

Contd....

131	+0·03	142	+0·63	153	+1·23	164	+1·82
132	+0·09	143	+0·69	154	+1·28	165	+1·88
133	+0·14	144	+0·74	155	+1·34	166	+1·93
134	+0·20	145	+0·79	156	+1·39	167	+1·99
135	+0·25	146	+0·85	157	+1·45	168	+2·04
136	+0·31	147	+0·90	158	+1·50	169	+2·10
137	+0·36	148	+0·96	159	+1·55	170	+2·15
138	+0·42	149	+1·01	160	+1·61	171	+2·21
139	+0·47	150	+1·06	161	+1·66	172	+2·26
140	+0·52	151	+1·12	162	+1·71	173	+2·31
141	+0·58	152	+1·17	163	+1·77	174	+2·37

TABLE 12

Norms for Interpretation of Level of Social Competence

(For each Dimension & Full Scale)

Sr. No.	Range of z-Scores	Grade	Level of Social Competence
1.	+2·01 and above	A	Extremely High
2.	+1·26 to + 2·00	B	High
3.	+0·51 to + 1·25	C	Above Average
4.	–0·50 to + 0·50	D	Average/Moderate
5.	–0·51 to – 1·25	E	Below Average
6.	–1·26 to – 2·00	F	Low
7.	–2·01 and below	G	Extremely Low

TABLE 13

Level of Social Competence in terms of total scores

Categories	Description	Range of Scores
A	Very Good	168-188
B	Good	148-167
C	Average	108-147
D	Poor	78-107
E	Very Poor	47-77

TABLE 14

Percentile Norms for both male and female (N = 500)

Percentile	Personal Adequacy	Interpersonal Adequacy	Communication Skills	Social Competence (Total)
P_{99}	**60**	**62**	**49**	**163**
P_{95}	55	58	45	152
P_{90}	53	56	43	147
P_{85}	52	55	41	144
P_{80}	51	53	40	141
P_{75}	**50**	**52**	**39**	**139**
P_{70}	49	51	38	137
P_{65}	48	51	38	135
P_{60}	47	49	37	133
P_{55}	46	48	37	131
P_{50}	**45**	**48**	**36**	**130**
P_{45}	45	47	35	127
P_{40}	44	46	35	125
P_{35}	44	45	34	124
P_{30}	43	44	33	123
P_{25}	**43**	**43**	**32**	**121**
P_{20}	42	42	32	119
P_{15}	41	42	31	117
P_{10}	40	40	30	115
P_{5}	39	38	28	111
P_{1}	**37**	**33**	**25**	**106**

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Appendix-B

Consumable Booklet

of

SCS–SLRP

(*English Version*)

T. M. Regd. No. 564838
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Dr. Latika Sharma *(Chandigarh)*
Dr. Punita Rani *(Chandigarh)*

Please fill in the following informations : ***Date*** ☐☐☐☐☐☐☐☐

Name _____

Father's Name _____ Date of Birth _____

Class _____ School / College _____

Area : Urban ☐ Rural ☐ Sex : Male ☐ Female ☐

INSTRUCTIONS

On the following pages some statements have been given. Read each statement carefully and choose anyone out of the four alternatives viz., ***Never, Sometimes, Mostly*** and ***Always*** and put a tick mark ☑ in the appropriate box which is applicable for you.

Kindly answer to all the 47 statements. Your response will be kept confidential.

SCORING TABLE

Dimensions	I	II	III	Total
Raw Score				
z-Score				
Percentile				
Level / Interpretation				

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score
	I					
1.	I have positive outlook towards life.	☐	☐	☐	☐	▭
2.	I feel that the course I have adopted will prove worthless in future.	☐	☐	☐	☐	▭
3.	I desperately want to change the way I look.	☐	☐	☐	☐	▭
4.	I can accomplish my tasks independently.	☐	☐	☐	☐	▭
5.	I don't bother what people think about me.	☐	☐	☐	☐	▭
6.	I learn from my experiences.	☐	☐	☐	☐	▭
7.	I seek others help while taking decisions.	☐	☐	☐	☐	▭
8.	I cooperate with others.	☐	☐	☐	☐	▭
9.	I think more about my failures than my successes.	☐	☐	☐	☐	▭
10.	I worry a lot that I am ineffective and incompetent.	☐	☐	☐	☐	▭
11.	I get irritated if someone opposes me.	☐	☐	☐	☐	▭
12.	I speak whatever comes to my mind without thinking.	☐	☐	☐	☐	▭
13.	I do not like to take instructions.	☐	☐	☐	☐	▭
14.	I admit my mistakes and apologize for them.	☐	☐	☐	☐	▭
15.	I control my temper when people are angry with me.	☐	☐	☐	☐	▭
16.	I easily get frustrated.	☐	☐	☐	☐	▭
17.	I get annoyed when criticized.	☐	☐	☐	☐	▭

Total Score Dimension I ▭

Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score

II

18.	I am self disciplined.	☐	☐	☐	☐	☐
19.	I am considered a disruptive student.	☐	☐	☐	☐	• ☐
20.	I am usually not clear how to interact with people from other cultures.	☐	☐	☐	☐	• ☐
21.	I follow the socially acceptable greetings.	☐	☐	☐	☐	☐
22.	I show respect for teachers and neighbours.	☐	☐	☐	☐	☐
23.	I maintain acceptable social distance while interacting with others.	☐	☐	☐	☐	☐
24.	I hesitate to interact with people of opposite sex.	☐	☐	☐	☐	• ☐
25.	I avoid eye contact during conversation.	☐	☐	☐	☐	• ☐
26.	I can address a gathering confidently.	☐	☐	☐	☐	☐
27.	I feel embarrassed and scared in a group of new people.	☐	☐	☐	☐	• ☐
28.	I get easily annoyed with others.	☐	☐	☐	☐	• ☐
29.	I usually get into arguments to prove my point.	☐	☐	☐	☐	• ☐
30.	I have good understanding and warm relationships with my friends.	☐	☐	☐	☐	☐
31.	I get provoked into quarrelling with others.	☐	☐	☐	☐	• ☐
32.	I get along well with other children.	☐	☐	☐	☐	☐
33.	I try to resolve conflicts amicably.	☐	☐	☐	☐	☐
34.	I am always there when my friends need me.	☐	☐	☐	☐	☐

Total Score Dimension II ☐

Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score

III

35.	I find it difficult to talk effectively.	☐	☐	☐	☐	• ⬭
36.	I can express my views appropriately to others.	☐	☐	☐	☐	⬭
37.	I use suitable gestures while talking.	☐	☐	☐	☐	⬭
38.	I can easily communicate with my teachers.	☐	☐	☐	☐	⬭
39.	I can participate in discussions.	☐	☐	☐	☐	⬭
40.	I have difficulty starting a conversation.	☐	☐	☐	☐	• ⬭
41.	I am unable to speak up in front of a gathering.	☐	☐	☐	☐	• ⬭
42.	I have difficulty in making my voice heard.	☐	☐	☐	☐	• ⬭
43.	I can join ongoing discussions.	☐	☐	☐	☐	⬭
44.	I continue talking even after others lose interest.	☐	☐	☐	☐	• ⬭
45.	I ask my teachers without hesitation for clarification of a point.	☐	☐	☐	☐	⬭
46.	I listen to others point of view without interrupting them.	☐	☐	☐	☐	⬭
47.	I can start a conversation with my classmates.	☐	☐	☐	☐	⬭

Total Score Dimension III ☐

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Manual *for* SOCIAL COMPETENCE SCALE

SCS-SLRP

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INTRODUCTION

Social competence Scale has been designed for 16 plus years of age school and college students for the measurement of social competence in respect of its three dimensions viz.,

I. Personal Adequacy.

II. Interpersonal Adequacy

III. Communication Skills

Personal Adequacy involves *self efficacy* (i.e. self direction, physical development and personal responsibility) and *self control* (i.e. self monitoring/coping ability).

Interpersonal Adequacy involves *social awareness* (i.e. accurate identification and understanding of social cues/rules present in one's social environment, social perception, interpretation of social behaviour and respect for indivicual differences), *social ability* and *social skills* (i.e. using appropriate gestures, greetings etc. while interacting with others).

Communication Skills involve skills of *effective communication* in various social contexts.

Definitions of Social Competence :

Greenspan (1981) : Social competence is "that portion of an individual's perceived effectiveness in interpersonal situations and social roles which is attributable to qualities of temperament, character and social awareness".

Gresham (1986) : Social competence is an "evaluated term based on judgments that a person has performed adequately."

Sonntag & Schaper (1992) : Social competence means acting communicatively and co-operatively in a self organized manner...towards successfully realizing or developing objectives and plans in structure of social interaction.

Knight and Hughes (1995) : "The ability to initiate and maintain satisfying relationships especially with peers."

Benard (1995) : "Social competence consists of relationship. It involves responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move back and forth between primary culture and dominant culture (cross-cultural competence); and empathy, caring, communication skills, and a sense of humour."

Drielsma (2000) : Social competence is "the personal capacity for trust, tolerance, value of life and pro-activity."

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Ford & Waters (2003) refer to social competence as the "attainment of relevant social goals in specified social contexts, using appropriate means and resulting in positive developmental outcome."

Construction of the Scale

The items for the scale emerged from extensive readings, on social competence (Barry H. Schinder, Grazia Attili, 1989) and intensive study of tools on social skills (Gresham & Greenspan, 1981). Initially about 200 statements were assembled. Each statement had four alternative responses, i.e. Never, Sometimes, Mostly, and Always. Each statement / item concerned the phenomenon or object of social competence. The item construction criterion was followed as proposed by various authors (Garret 1981, Freeman 1960, Best and Kahn, 1999; Singh, 2004). All the statements were carefully worded.

The first draft of the statements was given to five experts for evaluation and to 20 students to test the applicability of the test. On the basis of their feedback 31 statements were assembled in Personal Adequacy, 86 statements were assembled in Interpersonal Adequacy and 34 statements in Social relationship i.e. 151 total statements in the first draft of the scale.

The first draft revealed certain amount of ambiguity and repetitiveness in the items. Consequently while taking into account all the comments of experts on dimensions, subdimensions, domain, age and feasibility of the scale, broadly three dimensions were finalised. On the basis of the nature of these dimensions 19 statements were assembled in the Personal Adequacy (out of which 10 statements were related to self efficacy and 9 statements were related to self control); 18 statements were assembled in the Interpersonal Adequacy (Out of which 12 statements were related to social awareness and 6 statements were related to social skills) and 13 statements were assembled in the Comunication Skills. Then this draft was submitted to 10 experts (two sociologists, three psychologists and five teachers of the vocational stream students) to check the content validity of the Social Competence Scale. The scale was tried out on 50 students again.

Item Analysis

The Reponses of each respondent were scored as per the 4 point scale after arranging the total score of the respondent in descending order. Top 27% and bottom 27% were identified from each list. The t-ratios computed for the items of the fourth draft of the scale has been given in table 1. After item analysis, five items were modified as t-ratios were found to beinsignificant at .01 level of significance.

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TABLE 1

ItemAnalysis: t-ratio of the items of social competence scale (SCS)

Item No.	t-ratio	Item No.	t-ratio	Item No.	t-ratio	Item No.	t-ratio
1.	7.73	13.	3.90	25.	6.73	37.	6.83
2.	4.71	14.	5.40	26.	5.52	38.	5.87
3.	3.59	15.	2.26	27.	6.98	39.	4.28
4.	4.23	16.	4.63	28.	6.15	40.	7.07
5.	4.43	17.	2.39	29.	4.49	41.	6.24
6.	6.36	18.	6.17	30.	5.47	42.	6.58
7.	0.50	19.	6.17	31.	6.92	43.	0.88
8.	7.40	20.	4.60	32.	7.27	44.	5.94
9.	2.96	21.	4.69	33.	3.12	45.	10.75
10.	3.91	22.	7.53	34.	7.88	46.	8.55
11.	5.57	23.	4.74	35.	5.21	47.	7.84
12.	2.50	24.	2.79	36.	7.58	48.	—

Internal Consistency of the Scale

This is expressed by the inter correlation of the dimension of the scale as shown in table no. 2. The coefficient of correlation was found to be highly significant at .01 level of significance.

TABLE 2

Inter/correlations among the three dimensions of social competence scale (SCS) (N = 100)

Sr. No.	Dimensions	Abbreviations	PA	IA	CS
I.	Personal Adequacy	PA	1	.385 (**)	.291(**)
II.	Interpersonal Adequacy	IA	.385(**)	1	.438(**)
III.	Communication Skills	CS	.291(**)	.438(**)	1

** Significant at .01 level of significance.

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Standardization

The final scale of 47 items was administered on a sample of 500 students of 16+ years of age. The sample was drawn by stratified cluster random sampling technique from the population of students studying in XI class of senior secondary schools of Chandigarh. The normal distribution of scores of the three dimensions and total was established.

TABLE 3

Various Statistics of the distributions of scores (N = 500)

Statistics	Social Competence	PA	IA	CS
Mean	130.30	46.4	47.8	36.1
S.E. of Mean	.574	.302	.295	.227
Median	130	45	48	36
Mode	123	43	46	37
S.D.	18.42	6.75	6.61	5.06
Sk	.360	6.79	–.41	.349
S.E. of Sk	.109	.109	.109	.109
Ku	–.07	97.7	2.79	.071
Std. E of Ku	.218	.218	.218	.218

TABLE 4

Dimensions of Social Competence Scale

Sr. No.	Dimension of Social Competence	Nature of Items	Serial wise item No.	Number of Items	Total No. of Items
I.	Personal Adequacy (PA)	Positive	1, 4, 5, 6, 7, 8, 14, 15	8	17
		Negative	*2, 3, 9, 10, 11, 12, 13, 16, 17*	9	
II.	Interpersonal Adequacy (IA)	Positive	18, 21, 22, 23, 26, 30, 32, 33, 34	9	17
		Negative	*19, 20, 24, 25, 27, 28, 29, 31*	8	
III.	Communication Skills (CS)	Positive	36, 37, 38, 39, 43, 45, 46, 47	8	13
		Negative	*35, 40, 41, 42, 44*	5	
			Total No. of Items		47

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TABLE 5

Significance of difference between mean of social competence scores for male and female students

Sex	Mean	Mean difference	S.E. of difference	df	t	Level of confidence
Females	130.59	1.828	1.399	498	1.307	Not significant
Male	128.76					

No significant difference was found between male and female social competence mean (Table no. 5).

Reliability

The reliability for social competence scale was calculated by using the Test-Retest method. The SCS was administered to a separate sample of 100 students of 16+ age group. The same sample was again administered the SCS after a gap of 21 days. The coefficient of correlation between these two score was found to be +0.843 which is significant at .01 level of significance. The split-half method yielded r = 0.76 which is also significant at .01 level.

Validity

When a test is valid, it means its conclusion can be generalized in relation to the general population (Singh, 2004). According to Anastasi (1968). "The validity of a test concerns what the test measures and how well it does so. Lindquist (1951) defined validity as the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility in measuring what it purposes to measure.

Content Validity : It is concerned with the relevance of the content of the items, individually and as a whole (Singh, 2004).

For the social competence scale, content validity was established by submitting the first and subsequent modified drafts to experts. The authors approached 10 subject experts. A set of 200 items were submitted to subject experts from education and allied fields, for their criticism and suggestions. After seeking expert opinion from subject experts, some items were modified and final draft of 47 items was made. In the process of scale contruction the content validity was computed through the item test correlation of each item in the final draft of social competence scale. Each item of the social competence scale was correlated with the total scores of social competence scale and the scores of each sub scale of the social competence scale.

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Scoring Procedure of Positive & Negative Items

TABLE 6

Scoring Pattern for Social Competence Scale (SCS) (Final Draft)

Sr. No.	Nature of Item	Always	Mostly	Sometime	Never
I	Positive	4	3	2	1
II	*Negative*	*1*	*2*	*3*	*4*

For the convenience of scoring, the sign of • on item means (Negative Items) in the booklet.

Statistical Results and Norms

The Social Competence Scale has been standardized on a 16+ age group students' sample of 500. The Statistical Results are being given in Table 7.

TABLE 7

Statistical Results of Social Competence Scale

Sr. No.	Dimensions	Mean	S.D.	N
I.	Personal Adequacy (PA)	46.40	6.75	500
II.	Interpersonal Adequacy (IA)	47.80	6.61	500
III.	Communication Skills (CS)	36.10	5.06	500
	Total Scale	**130.30**	**18.42**	**500**

On the basis of the above statistical results, z-Score norms, dimension-wise and for the full scale have been developed and presented in Tables 8, 9, 10, 11 and the Norms for interpretation of the level of competence have been given in Table 12.

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TABLE 8

z-Score Norms for Dimension—Personal Adequacy

Mean : 46·40 **SD : 6·75** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
28	–2·72	37	–1·39	46	–0·05	55	+1·27
29	–2·57	38	–1·24	47	+0·08	56	+1·42
30	–2·42	39	–1·09	48	+0·23	57	+1·57
31	–2·28	40	–0·94	49	+0·38	58	+1·71
32	–2·13	41	–0·80	50	+0·53	59	+1·86
33	–1·98	42	–0·65	51	+0·68	60	+2·01
34	–1·83	43	–0·50	52	+0·82	61	+2·16
35	–1·68	44	–0·35	53	+0·97	62	+2·31
36	–1·54	45	–0·20	54	+1·12	63	+2·45

TABLE 9

z-Score Norms for Dimension—Interpersonal Adequacy

Mean : 47·80 **SD : 6·61** **N = 500**

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
31	–2·54	40	–1·18	49	+0·18	58	+1·54
32	–2·38	41	–1·02	50	+0·33	59	+1·69
33	–2·23	42	–0·87	51	+0·48	60	+1·84
34	–2·08	43	–0·72	52	+0·63	61	+1·99
35	–1·93	44	–0·57	53	+0·78	62	+2·14
36	–1·78	45	–0·42	54	+0·93	63	+2·29
37	–1·63	46	–0·27	55	+1·08	64	+2·45
38	–1·48	47	–0·12	56	+1·24	65	+2·60
39	–1·33	48	+0·03	57	+1·39	66	+2·75

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TABLE 10

z-Score Norms for Dimension—Communication Skills

Mean : 36·10 SD : 5·06 N = 500

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
21	–2·98	29	–1·40	37	+0·17	45	+1·76
22	–2·79	30	–1·20	38	+0·37	46	+1·96
23	–2·59	31	–1·00	39	+0·57	47	+2·15
24	–2·39	32	–0·81	40	+0·77	48	+2·35
25	–2·19	33	–0·61	41	+0·96	49	+2·55
26	–1·99	34	–0·41	42	+1·16	50	+2·75
27	–1·80	35	–0·19	43	+1·36	51	+2·95
28	–1·60	36	–0·02	44	+1·56	52	+3·14

TABLE 11

z-Score Norms for Total Social Competence Scale

Mean : 130·30 SD : 18·42 N = 500

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
87	–2·35	98	–1·75	109	–1·15	120	–0·55
88	–2·29	99	–1·69	110	–1·10	121	–0·50
89	–2·24	100	–1·64	111	–1·04	122	–0·45
90	–2·18	101	–1·58	112	–0·99	123	–0·40
91	–2·13	102	–1·53	113	–0·94	124	–0·34
92	–2·08	103	–1·47	114	–0·88	125	–0·29
93	–2·02	104	–1·41	115	–0·83	126	–0·23
94	–1·97	105	–1·36	116	–0·77	127	–0·18
95	–1·91	106	–1·31	117	–0·72	128	–0·12
96	–1·86	107	–1·25	118	–0·66	129	–0·07
97	–1·80	108	–1·20	119	–0·61	130	–0·01

Contd....

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131	+0·03	142	+0·63	153	+1·23	164	+1·82
132	+0·09	143	+0·69	154	+1·28	165	+1·88
133	+0·14	144	+0·74	155	+1·34	166	+1·93
134	+0·20	145	+0·79	156	+1·39	167	+1·99
135	+0·25	146	+0·85	157	+1·45	168	+2·04
136	+0·31	147	+0·90	158	+1·50	169	+2·10
137	+0·36	148	+0·96	159	+1·55	170	+2·15
138	+0·42	149	+1·01	160	+1·61	171	+2·21
139	+0·47	150	+1·06	161	+1·66	172	+2·26
140	+0·52	151	+1·12	162	+1·71	173	+2·31
141	+0·58	152	+1·17	163	+1·77	174	+2·37

TABLE 12

Norms for Interpretation of Level of Social Competence

(For each Dimension & Full Scale)

Sr. No.	Range of z-Scores	Grade	Level of Social Competence
1.	+2·01 and above	A	Extremely High
2.	+1·26 to + 2·00	B	High
3.	+0·51 to + 1·25	C	Above Average
4.	–0·50 to + 0·50	D	Average/Moderate
5.	–0·51 to – 1·25	E	Below Average
6.	–1·26 to – 2·00	F	Low
7.	–2·01 and below	G	Extremely Low

TABLE 13

Level of Social Competence in terms of total scores

Categories	Description	Range of Scores
A	Very Good	168-188
B	Good	148-167
C	Average	108-147
D	Poor	78-107
E	Very Poor	47-77

TABLE 14

Percentile Norms for both male and female (N = 500)

Percentile	Personal Adequacy	Interpersonal Adequacy	Communication Skills	Social Competence (Total)
P_{99}	**60**	**62**	**49**	**163**
P_{95}	55	58	45	152
P_{90}	53	56	43	147
P_{85}	52	55	41	144
P_{80}	51	53	40	141
P_{75}	**50**	**52**	**39**	**139**
P_{70}	49	51	38	137
P_{65}	48	51	38	135
P_{60}	47	49	37	133
P_{55}	46	48	37	131
P_{50}	**45**	**48**	**36**	**130**
P_{45}	45	47	35	127
P_{40}	44	46	35	125
P_{35}	44	45	34	124
P_{30}	43	44	33	123
P_{25}	**43**	**43**	**32**	**121**
P_{20}	42	42	32	119
P_{15}	41	42	31	117
P_{10}	40	40	30	115
P_{5}	39	38	28	111
P_{1}	**37**	**33**	**25**	**106**

22-45

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Dr. Latika Sharma *(Chandigarh)*
Dr. Punita Rani *(Chandigarh)*

Consumable Booklet of SCS–SLRP

(English Version)

Please fill in the following informations : ***Date*** ☐☐☐☐☐☐☐☐

Name _____

Father's Name _____ Date of Birth _____

Class _____ School / College _____

Area : Urban ☐ Rural ☐ Sex : Male ☐ Female ☐

INSTRUCTIONS

On the following pages some statements have been given. Read each statement carefully and choose anyone out of the four alternatives viz., ***Never, Sometimes, Mostly*** and ***Always*** and put a tick mark ☑ in the appropriate box which is applicable for you.

Kindly answer to all the 47 statements. Your response will be kept confidential.

SCORING TABLE

Dimensions	I	II	III	Total
Raw Score				
z-Score				
Percentile				
Level / Interpretation				

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Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score
	I					
1.	I have positive outlook towards life.	☐	☐	☐	☐	▭
2.	I feel that the course I have adopted will prove worthless in future.	☐	☐	☐	☐	▭
3.	I desperately want to change the way I look.	☐	☐	☐	☐	▭
4.	I can accomplish my tasks independently.	☐	☐	☐	☐	▭
5.	I don't bother what people think about me.	☐	☐	☐	☐	▭
6.	I learn from my experiences.	☐	☐	☐	☐	▭
7.	I seek others help while taking decisions.	☐	☐	☐	☐	▭
8.	I cooperate with others.	☐	☐	☐	☐	▭
9.	I think more about my failures than my successes.	☐	☐	☐	☐	▭
10.	I worry a lot that I am ineffective and incompetent.	☐	☐	☐	☐	▭
11.	I get irritated if someone opposes me.	☐	☐	☐	☐	▭
12.	I speak whatever comes to my mind without thinking.	☐	☐	☐	☐	▭
13.	I do not like to take instructions.	☐	☐	☐	☐	▭
14.	I admit my mistakes and apologize for them.	☐	☐	☐	☐	▭
15.	I control my temper when people are angry with me.	☐	☐	☐	☐	▭
16.	I easily get frustrated.	☐	☐	☐	☐	▭
17.	I get annoyed when criticized.	☐	☐	☐	☐	▭

Total Score Dimension I ▭

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Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score

II

18. I am self disciplined.
19. I am considered a disruptive student.
20. I am usually not clear how to interact with people from other cultures.
21. I follow the socially acceptable greetings.
22. I show respect for teachers and neighbours.
23. I maintain acceptable social distance while interacting with others.
24. I hesitate to interact with people of opposite sex.
25. I avoid eye contact during conversation.
26. I can address a gathering confidently.
27. I feel embarrassed and scared in a group of new people.
28. I get easily annoyed with others.
29. I usually get into arguments to prove my point.
30. I have good understanding and warm relationships with my friends.
31. I get provoked into quarrelling with others.
32. I get along well with other children.
33. I try to resolve conflicts amicably.
34. I am always there when my friends need me.

Total Score Dimension II

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Sr. No.	STATEMENT	Always	Mostly	Sometimes	Never	Score

III

35.	I find it difficult to talk effectively.	☐	☐	☐	☐	• ⬭
36.	I can express my views appropriately to others.	☐	☐	☐	☐	⬭
37.	I use suitable gestures while talking.	☐	☐	☐	☐	⬭
38.	I can easily communicate with my teachers.	☐	☐	☐	☐	⬭
39.	I can participate in discussions.	☐	☐	☐	☐	⬭
40.	I have difficulty starting a conversation.	☐	☐	☐	☐	• ⬭
41.	I am unable to speak up in front of a gathering.	☐	☐	☐	☐	• ⬭
42.	I have difficulty in making my voice heard.	☐	☐	☐	☐	• ⬭
43.	I can join ongoing discussions.	☐	☐	☐	☐	⬭
44.	I continue talking even after others lose interest.	☐	☐	☐	☐	• ⬭
45.	I ask my teachers without hesitation for clarification of a point.	☐	☐	☐	☐	⬭
46.	I listen to others point of view without interrupting them.	☐	☐	☐	☐	⬭
47.	I can start a conversation with my classmates.	☐	☐	☐	☐	⬭

Total Score Dimension III ☐

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CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

REFERENCES

APPENDICES