



Research Article

SOCIAL COMPETENCE AMONG BOYS AT PALANPUR CITY

PATEL CHAYA D., SARITA SANWAL*, SERENE SHEKHAR AND SINGH SURABHI

Department of Human Development & Family Studies, ASPEE College of Home Science and Nutrition, Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar, Dantiwada, Banaskantha, 385506, Gujarat.

*Corresponding Author: Email-sksanwal@sdau.edu.in

Received: February 02, 2018; Revised: February 23, 2018; Accepted: February 24, 2018; Published: February 28, 2018

Abstract- A large part of the adolescent social life is built around school-related activities. It is a new place where friendships are made and nurtured. High school is main setting in which adolescents spend time away from home. A competency is defined as a capability or ability that leads to a successful outcome. Social competence is defined as "the ability to achieve personal goals in social interaction while at the same time maintaining positive relationships with others over time and across situations. Adolescence is the stage of life stretching between childhood and adulthood. Vagueness and being harmonious with the new situation are the main characteristics of adolescent age. The Objectives of the present study was to examine and compare of social competence among high school going boy's respondents. The present study aims to investigate the social competence among 80 respondents in the age group of 13 to 16 years studying in government and private high schools setting i.e., standards-IX and X at Palanpur city Banaskantha District of Gujarat State. "Social Competence Scale" (SCS) developed by V.P. Sharma, Dr. Kiran Shukla and Dr. Prabha Shukla a standardized tool was used for data collection. The statistical methods such as mean, standard deviation, correlation coefficient and Z-test were used for analysis of data. Results inferred that in overall respondents, social competence level of the government school boy respondents was found higher than the social competence level of private school boy respondents. The 'r' value revealed that Age had negative, but highly significant correlation with social competence of boy respondents. It can be concluded that boys respondents were socially unstable. The difference may be because of late occurrence of puberty in boys. Therefore, the boys get mature later.

Keywords- Adolescence, School, Social, Peer Group, Environment & Competency.

Citation: Patel Chaya D., *et al.*, (2018) Social Competence among Boys at Palanpur City. International Journal of Agriculture Sciences, ISSN: 0975-3710 & E-ISSN: 0975-9107, Volume 10, Issue 4, pp.-5205-5206.

Copyright: Copyright©2018 Patel Chaya D., *et al.*, This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original author and source are credited.

Introduction

Adolescence is a period when children become physically, psychologically, emotionally as well as socially matured. Adolescence is an essential developmental stage when multiple systems are involved in a complex process that influences their thinking and planning regarding adulthood and future expectations. The term adolescent means "to grow to maturity". A large part of the adolescent social life is built around school-related activities [1-7]. It is a new place where friendships are made and nurtured. High school is main setting in which adolescents spend time away from home. A competency is defined as a capability or ability that leads to a successful outcome. Social competence is defined as "the ability to achieve personal goals in social interaction while at the same time maintaining positive relationships with others over time and across situations [8-14].

Objectives of the Study

- [1] To examine and compare of social competence among high school going boys respondents
- [2] To determine association between personal - economic characteristics and social competence among boy's respondents

Methodology

The present study aims to investigate the social competence among 80 respondents in the age group of 13 to 16 years studying in government and private high schools setting i.e., standards-IX and X at Palanpur city Banaskantha District

of Gujarat State.

This section deals with the description of the tool used to conduct the present study. So as to measure the chosen variable one standardized inventory and a self made tool was used for the basic profile of the subject.

[1] Social Competence Scale (SCS) developed by Sharma, *et al.*, (1992)

[2] One back ground profile of the child self made scale

The statistical methods such as mean, standard deviation, correlation coefficient, Z-test and graphic representation were used for analysis of data.

Findings

Table-1 Comparative Percentage of Social Competence among Boy Respondents in Government and Private Schools (n = 80)

Sr. No.	Category	Score	Government school boys		Private school boys	
			Frequency	Percentage	Frequency	Percentage
1.	Low	50-116	1	1.25	1	1.25
2.	Average	117-183	34	42.5	37	46.25
3.	High	184-250	5	6.25	2	2.50

It can be inferred from [Table-1] that government school boys (42.5 per cent) and private school boys (46.25 per cent) were in the category of average scores. This indicated that these respondents had certain principles and ideas of life and they behave accordingly in all the situations.

Under the low category of social competence there were equal i.e., (1.25 per cent) government and private schools boys.

Further (6.25 per cent) of government school boys and (2.50 per cent) private school boys scored high social competence. The above findings indicated that these respondents were socially competent who were able to make use of environmental resources to achieve a good developmental outcome. The findings are in tune with the study of Waters and Sronfe, 1983 [13].

Table-2 Comparison of Social Competence and difference between mean scores among Boy Respondents in Government and Private Schools (n = 80)

Social competence	Mean	S.D.	S.E.m.	SE(d)	Cal. Z-value	Table Z _{0.05}	Result
Government School boys	148.13	27.09	4.28	4.690	1.273	2.001	NS
Private School boys	142.15	19.62	3.10				

NS =Not significant

Further, z-test was used for test of significance. The computed Z-value was found not significant as shown in [Table-2]. The results revealed that there is not significant difference between the social competence of government school boy and private school boy respondents.

Table-3 Comparative profile of Social Competence among Boy Respondents Private and Government School (n = 80)

Sr. No.	Social competence	Scores of Social Competence	Per cent	Rank
1.	Private School Boys	5686/10000	56.86	II
2.	Government School Boys	5925/10000	59.25	I

It can be inferred from above [Table-3], that social competence level of the government school boy respondents was found higher than the social competence level of private school boy respondents.

Table-4 Correlation between Personal -Economic Profile and Social Competence of Boy Respondents (n = 80)

Sr. No.	Independent Variables	Dependent Variables SC of Boys
1.	Height (X ₁)	-0.273*
2.	Weight (X ₂)	-0.122 ^{NS}
3.	Age (X ₃)	-0.386**
4.	Occupation of Parents (X ₄)	0.031 ^{NS}
5.	Income (Monthly) (X ₅)	0.058 ^{NS}

*Significant at 0.05 level of probability,

**Highly significant at 0.01 level of probability, NS: Not-Significant

The 'r' value presented in the [Table-4], revealed that occupation of the parents showed positive, but no significant correlation with social competence level of the boy respondents at 0.01 level of significant. Weight showed negative, but non-significant correlation social competence level of the boy respondents at 0.05 level of significant. Age had negative, but highly significant correlation with social competence of boy respondents. It can be concluded from table that boys respondents were socially unstable this different may be because puberty occurs in boys later then girls. It can be inferred from result boys get mature later then girls which make boys more socially unstable in comparison to girls. Income had positive, but non-significant correlation with social competence of boy respondents. Height had negative, but significant correlation with social competence of boy respondents.

Conclusion: It can be concluded from the study that personal attributes affect social competence among adolescent. Peer group also play a vital influence on adolescents' educational outcomes. In educational surroundings social competence is influenced by the learning atmosphere to communicate and cooperate with each other.

Application of Research: The research outcomes can be used to increase social

competence of adolescents by their parents, teachers and caretakers.

Research Category: Adolescent social life

Abbreviations:

S.D. : Standard Deviation

Acknowledgement / Funding: Author are thankful to Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar, Dantiwada, Banaskantha, 385506, Gujarat

***Research Guide: Dr Sarita K Sanwal**

University: Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar, Dantiwada, Banaskantha, 385506, Gujarat

Research project name or number: MSc Thesis

Author Contributions: All author equally contributed

Author statement: All authors read, reviewed, agree and approved the final manuscript.

Conflict of Interest: None declared

Ethical approval: This article does not contain any studies with human participants or animals performed by any of the authors.

References

- [1] Hurlock E.B. (1980) *Development Psychology*, 5th edition. McGraw-Hill Publishing Co. Ltd., pp. 222.
- [2] Bob Yirka (2018) *Group suggests pushing age of adolescence to 24 by*, Medical Xpress
- [3] Shekhar S. (2012) *Asian J. Home Sci.*, 7 (1), 229-230.
- [4] Brian V. Carolan (2017) *International journal of adolescence and youth*
- [5] Mihai-Bogdan Iovu, Paul-Teodor Hărăgu & Maria Roth (2016) *International Journal of Adolescence and Youth*, 23(1), 1-10.
- [6] Newman B.M. and Newman P.R. (1986) *Adolescent Development*, Mccrill Publ. Co.
- [7] Gedvilienė G. (2012) *Social Competence of Teachers and Students: The Case Study of Belgium and Lithuania*. Kaunas: Vytautas Magnus University press, ISBN 978-9955-12-791-8.
- [8] Esther Leganés-Lavall E.N. and Pérez-Aldeguer S. (2016) *Front. Psychol.*, 7:1484.
- [9] Rubin K. H. and Rose-Krasnor L. (1992) *Interpersonal problem solving and social competence in children*. In: Hersen, M. (Ed.), *Handbook of social development: A lifespan perspective* (pp. 283-323). New York: Plenum Press.
- [10] Mussen P.H., Conger J.J., Kagan J. and Huston A.C. (1990) *Child Development and Personality*, VII Edition, Harper and Row, Publishers, New York.
- [11] Santrock and Yussen (1987) *Child Development*, III Edition. WMC. Brown Publishers Dubuque, IOWA.
- [12] Verma P. (1979) *Child Psychology: Child Development*. ICON D.T.P. Agra.
- [13] Waters E. and Sroufe L.A. (1983) *Dev. Rev.*, 3.
- [14] Ingersoll G.M. (1989) *Adolescent*, II Ed. Prentice-Hall, Inc. New Jersey, pp. 159-245.