

Comparative study on Social Competence in Adolescents

Sarita Sanwal

Assistant Professor

ASPEE College of Home Science & Nutrition
Sardarkrushinagar Dantiwada Agricultural University; Gujarat, India
sanwalsdau@gmail.com

Abstract— Social Competence is the ability of an individual to behave in ways that are skilled and effective. Social competence has been defined as the social ability and interpersonal skill of an individual in effectively meeting a person – situation interaction or successfully dealing with ‘an individual environmental factors’. Therefore, the present study was investigated to assess Social Competence of 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 IX standard and 30 X standard) were selected randomly. The sample was selected from Sadhu Vaswani Public School, Jaipur city (Rajasthan). Social Competence Scale (SCS), Prof. V.P. Sharma, Dr. Kiran Shukla and Dr. Prabha Shukla a standardized tool was used for data collection. The data collected for the present study were coded, qualitative and quantitative assessment was attempted. For quantitative analysis frequencies and percentage values and t- test were computed. The major findings of the study revealed that the percentages of 120 adolescents that falls in low and very low category (93.33%) of social competence level. These findings are in line with the study of White (1963) it can be depicted from the results that adolescents have low transaction with social environment, so there is less of learning as they do not come in contact with others, successful experiences.

Key words: Social Competence, School and Adolescents

INTRODUCTION

The term adolescent is derived from the Latin word “adolescere” which literally means “to grow” or “to grow to maturity”. It is a period when children become physically, psychologically, emotionally as well as socially matured (Hurlock .E.B. 1980, Santrock, Yussen, 1987, Verma, P. 1979, Musen & conger, 1990). School is a place where young people experiment with social roles and develop new aspects to their sense of self (Ingersoll G.M., 1989). Social competence is characterized by the potency dimension of social measurements. As one of the components of the social behavior, it is acquired through social interaction and cultural interaction in different socio-cultural settings. The success of an individual in the society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his self-actualization, growth and development. For a successful interpersonal interaction, a high order social competence is an essential disposition of an individual. (Welsh) The development of social competence’s that occurs in the high school context is a vital part of the total learning experience, even though it may be a less direct objective of the institution that cognitive growth. Daily interactions with teachers and peers, participation in a variety of school activities, and various demands for decision-making give students the opportunity to elaborate their social skills. Although we are intuitively confident about the contribution of high school attendance to social development, the evidence on this issue is scattered

and unsystematic (McClintock, 1979). We can only point out a number of areas in which the potential for growth seems strong.

METHODOLOGY

A. Locale of the study

The present study was conducted in Jaipur city (Rajasthan) within its municipal limits.

B. Sample and its selection

The total sample consisted of 120 high school adolescents (60 boys + 60 girls).

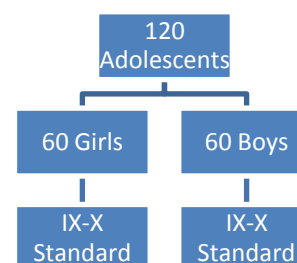


Figure: 1

C. Tools and Its description

A standardized tool “Social Competence Scale” (SCS) developed by Prof. V.P. Sharma, Dr. Kiran Shukla and Dr. Prabha Shukla was used for data collection.

D. Statistical analysis

Various techniques of statistics that were applied to obtain the result for the present study are;

- a) frequency
- b) Percentage

The formula as follows:

E. Percentage

It can be computed from following formula:

$$P = \frac{X}{Y} \times 100$$

X= Observed value

Y= Total value

P= Percentage

RESULTS AND DISCUSSION

The main purpose of the present study was to find out the Social competence of high school adolescents (Boys and Girls) and difference between boys and girls, separately.

Table No.1

Result shows the descriptive statistics of the variable “Social Competence”

Percentage Scores of Social Competence of 60 High School Adolescents Boys

Level of Social competence	Score	Frequency	Percentage
Very high	186-204	2	3.33%
High	168-185	0	0%
Average	150-167	3	5%
Low	132-149	7	11.66%
Very Low	131 & below	48	80%

Table 1 depicts the frequency and percentage of Social competence level of 60 boys. According to the table 3.33% boys are from very high and 5% boys are in average category. By seeing the data it can be concluded that the

students that fall in very high and average category (8.33%) can adjust better with family, peer and teachers. 11.66% boys are in low category and 80% belongs to very low category of Social competence level. This shows that boys had unsuccessful interpersonal interaction and they had low social competence.

Table No.2

Percentage Score of Social Competence of 60 High school Adolescent Girls

Level of Social competence	Score	Frequency	Percentage
Very high	186-204	0	0%
High	168-185	0	0%
Average	150-167	3	5%
Low	132-149	10	16.66%
Very Low	131 & below	47	78.33%

Table 2 shows the scores of female subjects.

5% girls were in average category which indicates that only 5% girls were suitable for a successful interpersonal interaction, as they have the ability of a high order social competence which is an essential disposition of an individual, 16.66% girls are in low category and 78.33% girls belongs to very low category of social competence level. These socially incompetent adolescent feel unhappy about themselves and have less confidence in their abilities. Most of the adolescents have an identity crisis, most social scientists agree that an identity search and new self-discoveries characterize psychosocial development. The quest for identity affects parent child relationships, moral development, school and peer interactions, sexual explorations and many social skills.

Table-3

Comparative percentage of Social competence of 60 Boys and 60 Girls

Level of Social Competence	Score	Boys		girls	
		Frequency	Percentage	Frequency	Percentage
Very high	186 - 204	2	3.33%	0	0%
High	168 - 185	0	0%	0	0%
Average	150 - 167	3	5%	3	5%
Low	132 - 149	7	11.66%	10	16.66%
Very Low	131 & below	48	80%	47	78.33%

If we see the comparative data of boys and girls. It can be observed clearly that high percentage of adolescents irrespective of their gender are ranging in a very low and low categories of social competence. Just 3 to 5% adolescents scored between averages to very high level of social competence.

Table 4

t- Value of social competence level and difference between mean scores

	Group	size	Mean	SD	SEM	t-value	Table Value
Social Competence Level	Male	60	116.66	23.99	3.098	2.369	1.645
	Female	60	106.48	28.17	3.637		

When t-test was applied. The calculated value 't' was found to be more than tabulated (1.645) value at 5% level of significant. This proves that there is significant change in the social competence level. This difference may be because adolescents have been described as more self-conscious, and more anxious (Moore and Schultz, 1983).

Table 5

Percentage scores of 120 High School Adolescent

Level of Social Competence	Score	Frequency	Percentage
Very high	186-204	2	1.66%
High	168-185	0	0%
Average	150-167	6	5%
Low	132-149	17	14.16%
Very Low	131 & below	95	79.16%

The comprehensive scores of 120 adolescents also indicated low 14.16% to very low 79.16% range of social competence. It concludes that 120 adolescents that fall in low and very low category (93.33%) of social competence level. These finding are in line with the study of White (1963) it can be depicted from the results that adolescents have low transaction with social environment, so there is less of learning as they do not come in contact with others, successful experiences. REFERENCES

- [1] Hurlock, E.B. (1980). Development Psychology, 5th edition. McGraw-Hill Book Company
- [2] 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
- [3] Santrock and Yussen (1987). Child Development, III edition. WMC. Brown Publishers Dubuque, IOWA