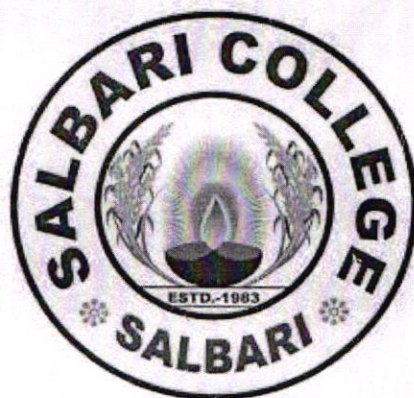DISSERTATION ON

# "A STUDY ON SOCIAL COMPETENCE AMONG ST COMMUNITY SECONDARY SCHOOL STUDENTS OF BAKSA DISTRIC WITH SPECIAL REFERENCE TO JALAH BLOCK"

.

**Submitted in partial fulfillment of the requirements for the sixth semester of B.A. in Education**

## Salbari College,Salbari

**Submitted By**

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**Under the Guidance of**

Mr. Gaya Ram Basumatary.

# Declaration

I Megha Rani Swargiary a bona fide student of B.A. in Education of Salbari College , Salbari would like to declare that the Dissertation entitled "A STUDY ON SOCIAL COMPETENCE AMONG ST COMMUNITY SECONDARY SCHOOL STUDENTS OF BAKSA DISTRIC WITH SPECIAL REFERENCE TO JALAH BLOCK" submitted by me in partial fulfillment of the requirements for the award of the degree of B.A. of arts in Education is my original work done under the guidance of Mr. Gaya Ram Basumatary, Assistant Professor of Education Department ,Salbari College. This work has not been submitted previously for any other degree of this or any other college.

Place: Salbari

Date: 18/05/2019

Megha Rani Swargiary.
Signature of the candidate

# CERTIFICATE

This is to certify that the Dissertation entitled 'A STUDY ON SOCIAL COMPETENCE AMONG ST COMMUNITY SECONDARY SCHOOL STUDENTS OF BAKSA DISTRIC WITH SPECIAL REFERENCE TO JALAH BLOCK" is submitted for the award of the degree of B.A. of arts in Education during the academic year of 2018-19. She has complied with all the relevant academic and administrative regulations and the dissertation embodies a bona fide record of the work done by **Megha Rani Swargiary** under the guidance and supervision of Mr. **Gaya Ram Basumatary**. The work is original and has not been submitted for the award of any other certificate, diploma or degree of this or any other college or university.

**Signature of Supervisor**

**Mr. Gaya Ram Basumatary.**

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| | | |
|---|---|---|
| SEBA | : | Secondary Board of Assam. |
| Govt. | : | Government. |
| Q.D. | : | Quartile Deviation. |
| S.D. | : | Standard Deviation. |
| df | : | Degree of Freedom |
| SEd | : | Significance of Error Difference |
| SCS | : | Social Competence Scale |
| ST | : | Schedule Tribe |

## INTRODUCTION

Education not only brings out the potentiality of an individual but also helps in developing competency to adjust, cope with society. In formal mode of education, school plays the central role. School is also considered as a mini society and therefore, the environment of any school develops the social competence among students. Social competence is not only influenced by other factors such as socio-economic status, culture, political context, gender, caste, locality etc. Social competency is considered as the personal ability which helps an individual to deal with different situations of a society. "Social competence is an important aspect of development and changes depending on the age of the child or adolescent and the requirements of the environment" **(Semurd-Clikeman, 2007).** Social Competency encompasses various skills like social awareness, self-confidence and interaction etc. when a child is born. He or she does not have such skills but gradually with passage of age, he or she acquires these skills. In developing such skills helps a child because immediately after home environment, child has to go school to earn his or her formal education. As already it has been mentioned that school is a mini society where a child nurtures his skills, knowledge and personality. In school, children come in contact with different persons like teachers, administrative members and others. Children have to interact with them for various reasons which helps them in developing their interaction, self-confidence and many more social skills. In this process a child unknowingly develops his or her social competence. may help in this development process.

Consequently, the different conditions of environement play a significant role in improving a person's various types of social capacity. Thus, it is the obligation of the society to keep up a superior solid school condition just like it is of every single individual from the school.

It is hard to have a fruitful existence without social fitness. Social ability has huge effect on the individual and expert existence of a person. It encourages parity and development among individuals. The social fitness assumes the most noteworthy job amid the optional stage as it constantly identifies with the teenagers' time frame, a time of tempest and stress. In this period development and advancement achieved its pinnacle. Social improvement is for the most part reflected by friend bunch relations,

Mindfulness towards the general public and its problems and issues and so forth. Social capability empowers the students to think of innovative answers for their issues. It likewise encourages them to add to the country's growth.

## 1.1 CONCEPT OF SOCIAL COMPETENCE

Man is a social animal. No man can live alone thus man makes societies in order to live in groups. No child is born with social skills. Gradually a child comes in contact with the society and interacts with people. For living in the society an individual requires some skills which helps him to be a social being. One of such social skills is social competency which is necessary for an individual in order to be a successful member of the society. Social competence encompasses social, emotional, intellectual skills and behavior which require him to be an effective member of society. Social competence refers to capability, competency, and skills of an individual. Social competence can also be said as the ability which helps us to instill desirable behavior. It is also referred to as the capability to communicate with one's environment. "Social competence is a kind of skill which helps an individual in making use of environmental and personal resources to achieve good development outcome" (Clikeman, 2007). It is an ability which helps in dealing with various social problems (Clikeman, 2007) through which children develop perceptions of their own behavior. Social competence requires the correct perception of interaction. The concept of social competence presents problems for conceptualization and assessment. Social competence is impacted by many factors for instance, social skills, social awareness and self-confidence. Social skill comprises knowledge and ability which help to use various social behavior in different situations. Social awareness is an important aspect of social competence which helps in grasping different social situations and handling an interaction. Self –confidence is one's own personal ability to judge.

Social Competence is considered as an ability of an individual which impacts his or her daily lives. It helps an individual to deal with social situations and develop desirable social behavior. It is necessary for an individual to adapt desirable behavior to live a peaceful and prosperous life in the present as well as future.

Krasnor (1997) referred to "Social Competence as effectiveness of social interaction."

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According to Sharma, Shukla, and Shukla (1992) "Social Competence is a significant part of current civilization and is the basic quality of the individuals from a dynamic forward moving society. The social majority and societal assorted variety of India give enough chances to Indian kids for the obtaining of high request social fitness, through rich and changed relational association.

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 integration 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. Social competence, therefore, may be regarded as that essential skill which will determine an individual's ability to blend himself with his social setting. It will enable a holistic growth of any individual and shape him as a responsible and conscious member of society.

### 1.1.1 DEFINITION OF SOCIAL COMPETENCE

"Social competence is an important aspect of modern civilization; and is the essential attribute of the members of a progressive onward moving society" (Sharma, Shukla and Shukla, 1992).

Dodge (1986) states that "Social Competence as an interaction between the environment and a set of biologically determined abilities."

According to Goldfried & D'Zurilla (1967) social competence is "the effectiveness or adequacy with which an individual is capable of responding to various problematic situations which confront him".

Water & Sroufe defined social competence as "an ability to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment (i.e., effectiveness)."

White (1963) stated that "Developed the concept of social competence to depict a person's transaction with the social environment and enable him to acquire successful experiences of others that may produce desirable effects".

Krasnor (1997) says "Social competence is the effectiveness in social Interaction".

Social Competence has been defined as an individual's ability to adapt his/her environment in an appropriate manner-including the ability to learn, to understand another's point of view, behavioral difficulties, and the ability to work with adults and other children (Vaughn & Haager,1994).

## 1.1.2 CHARACTERISTICS OF SOCIALLY COMPETENT INDIVIDUAL

The socially competent individual is one who is able to make use of environmental al personal resources to achieve good development outcome (Water, 1983)

Some of the characteristics of socially competent individual are as follows –

1. Socially competent individual is one who possesses ability to communicate with his or her immediate environment nurturing the behavioral skills effectively.
2. A socially competent individual is more flexible in nature.
3. A socially competent individual can adjust effectively with the changing society.

4. A socially competent individual is able to handle any difficult situation.
5. Socially competent individual is much cooperative and can maintain good relationship with others.
6. A Socially competent individual can achieve higher success in his career.
7. A socially competent individual is able to learn from his or her past experience and can apply that learning to the changing situation of society.
8. A socially Competent Individual is very much aware of his or her emotional state and motivations.
9. A socially Competent Individual can understand emotions of other people.
10. More popular among his peer and more well-liked.
11. A socially competent individual must have the qualities like – Self-Control, stress-less mind, social maturation, sharing and shouldering the social responsibilities.

### 1.1.3 DIMENSIONS OF SOCIAL COMPETENCE

Social Competence is used in broader term to refer various skills such as interaction, communication and social behavior. Social competence has some dimension in its own way.

According to Greshnan and Reschly (1987) there are two dimensions in social competence and they are adaptive behavior and social skills. Adaptive behavior results in independent functioning skills, physical development, academic competence and language development of children and young people. Interpersonal behaviors, self-related behaviors and task related behaviors are the three sub dimensions of social skills. Interpersonal behaviors cover accepting authority, speaking skills, cooperative behaviors and play behaviors; self-related behaviors cover expressing one's own feelings, ethical behavior, adopting positive attitudes toward one's own self; and task related behaviors cover playing attention to warnings, fulfilling one's responsibilities, following instruction or directions, and working independently.

A third sub-dimension had been added to social competence which is known as "peer acceptance". It is both a part of social competence and an outcome of adequate social behaviors. Children get peer based social competence during the preschool period. If children encounter problems or failures in their peer relationship in this period, this will pose a risk for them in the future in terms of behavior and social maladjustment.

### 1.1.4 MODELS OF SOCIAL COMPETENCE

Crick and Dodge (1994) proposed a social information-processing model for understanding social competence. This model encompasses six steps, which are important in processing of social interactions – difficulty at any step in these skills these skills generally translates into problems relating to others. The six steps are:

1. Encoding of relevant stimuli – the child must pay attention to non-verbal and verbal social cues both obvious and covert.

2. Interpretation of the cues – the youngster must comprehend what has occurred just as the reason and purpose fundamental the association.

3. Goals are established – the child determines what he or she wants from the interaction and how to put forth an understanding.

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4. Representation of the situation is developed – the child needs to compare the experience to previous situations and recall his or her reaction to those situations as well as what was the result of the interactions.

5. Selection of possible responses – responses are chosen based upon the perception of the event and skills in the child's repertoire.

6. The child acts and the success of the act is evaluated.

## 1.1.5 APPROACHES TO SOCIAL COMPETENCE

Some approaches to Social Competence can be found. Some of them are discussed below-

1. **Social Skill Approach:** These approaches use behaviors as a guideline (Stump et al., 2009). Practices that exhibit social aptitudes are incorporated and are on the whole recognized as social skill (Krasnor, 1997).

2. **Functional approach:** This approach focuses on the outcomes of social behavior (Goldfried & D'Zurilla, 1969; McFall, 1982; White & Watts, 1973). This approach is context-specific approach. It is dependent on the possibility that social competence results from socio-psychological procedure (Krasnor, 1997).

3. **Peer regard or Status approach:** Being popular or well-liked by peers has often been considered to be a measure of social competence (Dodge, 1985; Furman,1984; Gresham, 1986; Putallaz & Sheppard, 1992). These approaches define social competence on the basis of popularity among peers (Stump *et al.*, 2009) Those who are well liked by peers considered as more socially competent (Krasnor, 1997).

4. **Relationship approach:** from this point of view social competence is estimated by the nature of the person's connections and the capacity to shape it and to oversee them in well drop way. Competence relies upon the aptitudes of the two individuals from the relationship; a kid may seem all the more socially equipped if interacting with a socially abled accomplice (Krasnor, 1997).

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## 1.1.6 FACTORS CONTRIBUTING TO SOCIAL COMPETENCE

1. **Temperament:** Temperament is a develop that depicts an individual's natural reactions to the environment. Issues such as smooth ability, rhythmicity, sociability, and arousal make up this construct. Sociability contributes in developing social competence (Clikeman, 2007). Rhythmicity relates to the child's skill to modify his or her responses to the environment (Clikeman, M. 2007).

2. **Attachment:** Attachment of a newborn child to a guardian is especially significant for the improvement of later social abilities and practices that helps in creating social competence. The establishment of the attachment bond enables the child to wonder out from his or her mother to attempt new encounters and new communications. Kids with secure connections style will in general show more elevated amounts of social competence in contrast with youngster with unsecure attachment (Semurd-Clikeman, 2007). When there is a goodness of fit between mother and child, social competence appears to develop more smoothly (Semurd-Clikeman, 2007).

3. **Parenting style:** According to Parke & O'Neil, 1997 Parent correspondence styles are identified with friend association with warm styles identified with positive results and negative styles or dictator styles to poor social results. (Semurd-Clikeman, 2007). The styles of a parent influence social competence of a child in each and every stage of his development.

## 1.1.7 AREAS OF COMPETENCE

The five areas of competence were given by Thomas F. Nagy (2008), in his article 'Competence'. They are as follows:

1. Maintaining high standards of competence
2. Keeping within the boundaries of competence and limitations of one's expertise
3. Maintaining competence in human diversity in practice and research
4. Engaging in continuing education in scientific and professional areas
5. Protecting the welfare of others when standards are lacking

Social competence covered these five areas. Every individual needs to maintain high standard of social competence.

## 1.1.8 FOSTERING SOCIAL COMPETENCE

Many initiatives can be adopted for fostering social competence. Some activities had been suggested by Rick Lavoie (1994) in his study on Social Competence of Children. Following are the activities-

1. Child should be observed in a wide variety of social situations.
2. Enrolling child in group activities.
3. Reward systems should be established for reinforcing and recognizing appropriate social behavior.
4. Continually reinforce social information.
5. Child should be encouraged to be more understanding to the feelings of others.
6. Provide the tyke with a positive model of suitable social abilities.
7. Make alterations and acclimations to oblige for the kid with a learning issue.
8. Make transitions easier for the child.
9. Encourage all individuals from the family to aid the making of an emotionally supportive network for the kid.
10. Provide the child with choices whenever possible.

### 1.4 Need of the study

The main purpose of any research is to find out solutions to a problem. The present study tries to investigate the social competence among secondary school students of ST community which is very needed to study because ST community is considered as one of the deprived sectors of Assam. This study tries to reveal social competence of ST Students is low or high. From this point of view, the study is needed. Social competence is one of the important skills of an individual which makes an individual as productive, successful and good citizen of country. Social competence need to be studied to know which factors influence on it and to develop certain policy regarding social competence. It is commonly known to us that individual's social competence plays pivotal role in developing an individual holistically. The time the youngsters spend in school plays a significant role in his social improvement. Therefore, the present study is very much significant.

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Many studies have been done so far on social competence with other variables such as academic achievement, gender, home environment, family environment and many more but very less research is done on. Thus, the present study needs to be carried out on social competence. As we generally believe that after home environment a child starts to develop his or her social skills in school. So the environment of school influence on social competence must be known in certain level. School with a positive environment also encourages the development of strong social bonds between staff and students. These bonds are extremely powerful in their ability to determine beliefs and behaviors. Therefore, the present study is much significant. The society is changing day by day in recent time. With the changing society, our behaviors and social skills also need to be improved. Whatever changes occur in society over time needs to be studied.

### 1.5 Statement of the Problem

In this study the problem is stated as

**"A STUDY ON SOCIAL COMPETENCE AMONG ST SECONDARY SCHOOL STUDENTS OF BAKSA DISTRICT WITH SPECIAL REFERENCE TO JALAH BLOCK".**

### 1.6 Objectives of the study

The objectives of the present study are as follow: -

1. To study the nature of distribution of social competence among ST secondary school students.
2. To study and compare gender wise social competence among ST secondary school students.
3. To study and compare institution wise social competence among ST secondary school students.
4. To study and compare locality wise social competence among ST secondary school students.

## 1.7 Following are the Hypotheses of the present study

2. There is no significant gender wise difference in social competence among ST secondary school students.

3. There is no significant institution wise difference in social competence among ST secondary school students.

4. There is no significant locality wise difference in social competence among ST secondary school students.

## 1.8 Delimitations of the study

The present study is delimited to:

- The study is delimited to Secondary Students only in BAKSA, Assam.
- The study is confined to a sample of 120 only.
- The study is confined to $10^{th}$ class students of session 2023-2024 of Secondary Board of Assam (SEBA), Assam.

## 1.9 Operational Terms Used

**Social Competence:** It is a collected ability of an individual which comprises some social skills such as interaction, awareness and self-confidence. It can also be defined as adequacy delineation of social measurement. In present study social competence is assessed by the social competence scale developed by Dr. V.P. Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla.

**Secondary Students:** In the present study secondary students refer to those who are studying in class $10^{th}$ in session 2023-2024 under SEBA, Assam.

**ST students**: Students belong to schedule tribe such as Bodo, Rabha, Mising etc.

## REVIEW OF RELATED LITERATURE

After selecting a topic for doing research, the next step in the planning phase of a research study is reviewing the existing literature in that topic area. The main objective of a literature review is to help researchers become familiar with the work that has already been conducted in their selected topic areas. For instance, if a researcher wants to investigate the impact of intelligence on academic achievement among secondary students, it would be important for him or her to have an understanding of the current state of the knowledge in that area.

## 2.1. CONCEPT OF REVIEW OF RELATED LITERATURE

Willey & Inc. (2005) states in their book entitled "Essential of research design and methodology" that literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction by answering several questions related to the topic area. Review of the related literature; besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following purposes:

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and his problem. The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objective clearly and concisely.

2. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replace a study when the stability and validity of its results have clearly been established.

4. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instrument which proved to be useful and promising in the previous studies. The advantage of the related

literature is also to provide insight into the statistical methods through which validity of results is to be established.

5. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researcher listed in their studies for further research.

In this chapter a brief review of the literature in the researches which have a bearing on the problem under investigation has been presented. The researcher had come across various research journals, books, thesis, dissertation, abstract, research articles and periodicals while searching for relevant fact and findings that are related to the present study.

## 2.2 REVIEWS RELATED TO SOCIAL COMPETENCE

Many empirical studies have been done so far in connection with the social competence and. Some of the reviews of different studies in this regard are given below:

**Igbo, Janet & Nwaka (2013)** conducted a study on Gender, popularity, Social Competence and Academic Achievement of In-School Adolescents in Nigeria. The objective of the study was to investigate the relationship that exists among popularity, social competency and academic achievement of in-school adolescents based on gender. A total sample of 400(SS11) students were selected for the study. Mean, Standard Deviation and simple Linear Regression and ANOVA were used for analyzing data. The results of the study showed that relationship between senior secondary school student's popularity and academic achievement based on gender is low and there is low relationship between senior secondary school student's social competence and academic achievement based on gender. There is no significant relationship between senior secondary school student's social competence and academic achievement based on gender. Again there is the indication that significant relationship doesn't exist between senior secondary school students' popularity and academic achievement based on gender.

**Nayak (2014)** conducted a study on Influence of culture linked gender and age on social competence of higher secondary school adolescents Odisha. The objectives of the study were to see the influence of different variables such as gender, age and cultural settings (urban and rural) on social competence among secondary school adolescents. The

sample of the study were 240 students taken from ten higher secondary schools. The ages of the first year and second year students ranges from 15 to 18 years. Random sampling technique was used to select sample. Social Competent Questionnaire were used to collect data. For analyzing data descriptive statistics, multifactorial analysis of variance, post-hoc tests, correlation analysis and factor analysis. The result of the study showed that female adolescents have higher social competence average than male adolescents of the same age group within the same cultural environment. The overall social competence average of girls (M=26.03) was found to be higher than that of boys (M=23.26). Moreover, 26.67% of adolescent girls have high level of social competence, while 19.17% of adolescent of boys have high level of social competence. Older adolescent of second year class was found to have scored higher mean (M=25.600 than younger adolescents (M=23.68) of first year class in social competence test taking both urban and rural-base school adolescents. 26.67% of older adolescents have shown high level of social competence, while 19.17% of younger adolescents have shown thigh level of social competence. Irrespective of gender and age, a significant difference was found between adolescents of urban and rural secondary schools in social competence test. Urban school adolescents scored overall higher social competence average (M=26.65) than their rural counterparts (M=22.64). in addition, 31.67% urban school adolescents exhibited high level of social competence, while only 14.17% of rural school adolescents exhibited high level social competence, which was accounted for the difference in cultural values, cultural beliefs and other related facilities.

**Syiem & Nongrum (2014)** conducted a study on Social Competence of Secondary School Students in Shillong, Meghalaya. In this study investigator attempted to find out the Social Competence of Secondary School students. The differences between sex, community, age and type of management in Social Competence and the relationship between social competence and academic achievement was also studied. The social competence tool developed by V.P Sharma, Prabha Shukla and Kiran Shukla was employed to collect data. The results of the study showed that there no significant difference was found between sex, community and age group. However, differences were found between students of deficit and private schools and government and private schools. No significant relationship was found between social competence and academic achievement.

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**Bakashi & Roma (2015)** studied on Social Competence of Secondary Schools Students in relation to Study Habits and Academic achievement in Jammu District, Jammu & Kashmir. The objectives of this study were to see the level of social competence and level of study habits of secondary school students, relationship between social competence and study habit among secondary school students, relationship between social competence and study habits among secondary school students having below average, average and above average academic achievement. The data were taken from 07 secondary school by using random sampling. 200 sample was taken including 90 girls and 117 boys. For collecting data Social Competence Scale developed by Prof. Kiran Shukla and Dr. Prabha Shukla and Study Habits inventory developed by Dr. B.V Patel were used. The statistical techniques used for data analysis was Pearson's product moment method of correlation. The study revealed that there is a significant relationship between social competence and study habits.

**Baliya & Bhagat (2015)** conducted a study on Comparative study of Social Competence and Self Esteem of Secondary School Students in Jammu & Kashmir. The objective of the study was to compare social competence and self-esteem of secondary school students. A sample of 400 secondary students of 9th class studying in Government and Private School were taken. Social competence and Self-esteem, Social Competence Scale(SCS) by Sharma, Shukla and Shukla (1992) and Self-esteem Inventory prepared by M.S. Prasad and G.P. Thakur (19770 were used to collect data. T-test was used to analyze the data. The results of the study showed that there is no significant difference in the level of social competence of male and female of secondary school.

**Gurmit (2015)** conducted a study on social competence among adolescents in relation to Emotional Intelligence and Home environment in Ludhiana City of Punjab. The objectives of the study were to find out the relationship between social competence and emotional intelligence, to find out if there any significance relationship between social competence and home environment. The study was conducted on a sample of 100 students studying in class VIII from Government Schools. The investigator used social competence scale by Sharma, Shukla and Shukla (2013) (Revised), Emotional Intelligence Scale by Singh and Narain (2014) and Home Environment

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Inventory by Mishra (2012) (Revised) for data collection. To analyze the data mean, Karl Pearson's correlation method were used. The result of the study showed significant positive relation between social competence and emotional intelligence, and significant relationship between social competence and all the dimension of home environment.

**Pardhasaradhi & Goel (2015)** carried out a study the influence of family environment on social competence in children. The objective of the study was to know the influence of family environment on social competence of a child is great importance. A 100 no. of children were taken as sample for the study. To carry out the study descriptive method was employed. Random technique of sampling was used for selecting sample. Family environment & Social Competence scale were used for data collection. The results portrayed gender differences in perception of the family environment and social competence which proves that in Indian culture especially that of small cities. The parents still give differential treatment to their sons and daughters and the society has certain gender biases still prevailing.

**Sawhney & Vimple (2015)** conducted a study on Relationship between social competence and Home Environment of Adolescents in Jalandhar and Kapurthala in Punjab. The objectives of the study were to find out the relationship between social competence and home environment of adolescents, relationship between dimensions of social competence (Personal adequacy, Interpersonal adequacy and Communication skills) and dimensions of home environment (Protectiveness, parental involvement, academic stimulation, reward, parental warmth. Punishment, participation in home affairs, control, permissiveness and parental expectations). Descriptive method was used in this study. A 800 no of students were taken as sample of +1 level. Random sampling technique was used to draw sample from population. Social Competence Scale by Sharma & Rani (2012) and Home Environment scale by Akhtar 7 Saxena (2014) were used to measure social competence and home environment respectively. Product moment correlation, mean, standard deviation, coefficient of skewness and coefficient of kurtosis were employed to analyze the data. The result of the study showed that the Personal Adequacy (PA) dimension of social competence has positive, low but significant relation with academic stimulation dimension of home environment. All other nine dimensions of home environment have positive, very low and significant correlation with personal adequacy of adolescents. The results also showed that there

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exist positive , very low but significant correlation between interpersonal adequacy dimension of social competence and parental involvement, academic stimulation, reward, parental warmth, participation in home affairs , permissiveness and parental expectation dimensions of home environment  respectively while there exist a positive , low, but significant correlations between communication skills dimension of social competence and parental involvement , parental expectations, academic stimulation and permissiveness dimensions of home environment while the correlation of communication skills with remaining dimensions of home environment is not significant. There exist a positive, low but significant correlation between social competence an home environment of adolescents. The results indicated that as home plays an important role in developing social competence among adolescents.

**Oyeyinka & Olusegun (2016)** investigated on Home and s as Determinant of social Skills Deficit among Learners with Intellectual Disability in Lagos State, Nigeria. The purpose of the study was to examine home and  factors as determinant of social skills deficit among learners with intellectual disability. Survey method was adopted. A sample size of 50 pupils with intellectual disability purposively selected from five primary school in Lagos state. A questionnaire was used to collect data. The finding revealed that all independent variables jointly contributed to social skill deficit among learners with intellectual disability.

**Gatlin (2017)** carried out a study on Family and Social competence among Youth living in poverty. The primary objective of the study was to the relationship between Family and Social competence among youth living in poverty. A correlation research design was used for the study. A sample of 877 students were taken. Family Adaptability and Cohesion Evaluation Scales and Harter's Perceived Competence Scale for Children Scale were used in order to collect data. SPSS software was used for performing analyses of the stud's variables. The result of the study revealed that family cohesion is significantly and positively related to social competence.

**Rymbai & Kharluni (2017)** carried out a study on Social competence of Secondary School Students in Ri-Bhoi District of Meghalaya. The objectives of the study were to study the social competence of Secondary school students, compare the Social competence of Secondary School Student between Male and Female, Government,

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Government aided and Private Secondary school students. Social Competence Scale (SCS) developed by V.P Sharma, Prabha Shukla and Kiran Shukla was used to collect data. For analyzing the data percentage, descriptive statistics and t-test were employed. The finding of the study is that majority of the student has average level of social competence in all categories. The study also revealed that there is no any significant difference between male and female secondary school student, and between Government, Government aided and Private Secondary Categories. There is also no significant difference between male and female secondary school.

**Shaikhina (2017)** conducted a study on The relationship between students' social Competence, Emotional Intelligence and Their Academic Achievement at Nazarbayv Intellectual School of Aktobe. The objective of the study was to find out the relationship between social competence, Emotional Intelligence and academic achievement. The quantitative correlation method was used in the study. A sample of 152 participants was selected as sample. Non-probabilistic purposive sampling method were employed. For collecting data Strengths and Difficulties Questionnaire (SDQ) and Trait Emotional Intelligence Questionnaire (TEIQue) were used to collect data. Descriptive and inferential statistics, as well as hierarchical regression were done in the SPSS for data analysis. The results provided information on the level of students' social competence and emotional intelligence.

**Jena (2018)** conducted a study on Social Competence among School Going adolescents with respect to their gender and type of school. The objective of the study was to explore social competence among school going adolescents. Descriptive survey method was used to carry out the research. 200 school going adolescents were taken as sample. Simple random technique was used to select sample. For collection data the researcher used Social Competence Scale by Prof. V.P Sharma, Dr. Kiran Shukla & Dr. Prabha Shukla was used. T-test was also used to analyze the data. The result of the study showed that there exists no significance difference in social competence of school going adolescents in urban government school.

## 2.3 CRITICAL OVERVIEW OF RESEARCH STUDIES

A thorough analysis of the related literature was made use of in exploring the social competence and . It has been found that from the review of related research has been carried out in different context and the researcher has conceptualized social competence and using different sets of variables the related literature and studies reviewed on social competence and were found to be in relation to academic achievement, home environment, family environment, learning style, gender difference, locality type, type of institution, community, emotional intelligence, academic motivation etc.

This chapter has so far dealt with studies carried out both in India and abroad. It is worthy to note that there are plenty of researcher conducted on social competence in India which is positive sign in the field of research. Majority of the research related to social competence and have been carried out in India. But from all the review of literature the investigator could not find studies which studied the social competence in relation to among ST community secondary school students. Moreover, hardly few researches have been conducted in Assam. Especially the researcher could not find any study on social competence in Baksa district of Assam. All these factors motivated the researcher to carry out the present study on, "Social competence among ST community secondary school students".

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## METHODOLOGY AND PROCEDURE

Research is a systematic process of gathering and analyzing information to develop our understanding of the phenomenon under study. It is an intellectual investigation to new knowledge which lead to new discovery. Methodology of research is description of various phases of conducting research. It details the various stages that are generally adopted by a researcher to investigate to the research problem. This chapter is assigned to the description of the method of research followed in this study, the research method used, population, sample, sampling, tools used, procedure for data collection and statistical techniques adopted for analyzing the data have also been discussed in this chapter.

### 3.1. RESEARCH METHOD USED

In this study the researcher used descriptive survey method because researcher wants to study on present existing phenomenon. Descriptive survey methods try to answer what is. Descriptive research "portrays and deciphers what is. It is worried about conditions or connections that exist, suppositions that are held, forms that are going on, impacts that are apparent, or patterns that are creating. It is essentially worried about the present, in spite of the fact it frequently considers past occasions and impacts as they identify with current conditions" (Best & Kahn, 2005). Descriptive research also involves events that have already taken place and may be related to present condition (Best & Kahn,2005). Descriptive research studies are intended to acquire relevant and exact data concerning the present status of phenomena and, at whatever point conceivable, to make substantial general inferences from the realities found (Koul, L. 2005). Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison, and interpretation. The descriptive research technique has uncourtly been the most well-known and the most generally utilized research strategy in education. It helps to explain educational phenomena in terms of the condition or relationship that exist, opinions that are held by students, parents and experts. Descriptive research asks questions about the nature, incidence, or distribution of educational variables (Mohan, 2014). Descriptive research is of many types such as case study, survey, interview etc. descriptive research has many advantages. Some of the advantages are mentioned below:

1. Educational research often contains many variables that cannot be realistically controlled.
2. Educational research may require observations of life experiences.
3. Data collection may be spread over a large number of people over a large geographic area.

As the problem has been selected as "A study on Social Competence among ST Secondary Students" in this study the researcher has used the descriptive survey method to carry out the investigation. The objectives of the study are to know the nature of Social competence, comparing them gender wise, types of institution and locality wise among ST students which are related to present condition or situations and also researcher wants to know what is exist therefore descriptive survey method has been used to carry out the study.

## 3.2. POPULATION.

A population refers to any collection of specified group of human beings and non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Some statistical call it universe (Koul, 2005). "The primary purpose of research is to discover principles that have universal application, but to study the entire population to arrive at generalizations would be impractical, if not impossible" (Best & Kahn, 2005). "A population is defined as a group of individuals with at least one common characteristics which distinguishes that group of from other individuals" (Best & Kahn, 2005). For instance, we may want to study student's academic achievements. This is a large population and the students in it are diverse on many other characteristics such age, level, and so forth. Thus, a study on this population would be impossible due to its size and not very useful due to its diversity. For solving such problems, that of too much diversity, we need to narrow the population and perhaps study only secondary students' academic achievement who also attend schools in large public school systems. This will result in target population consisting of the specific group to whom we plan to generalize our findings. In this study the target population was all the students of X class level in Baksa Rural in Assam under the SEBA, Assam.

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### 3.3. SAMPLE.

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. (Best & Khan). A research work cannot be undertaken without selection of sample. It is not possible to study entire target population due to various problem such as cost, time and others factors, therefore, sample is done to overcome such problems. After defining a population and listing all the units, a researcher need to select a sample of units from the sampling frame.

In this present study, the target population consists of Class X students in Baksa under SEBA, ASSAM. Since it is not possible to include each and every unit from the population, a representative sample was selected from it. Thus, 120 students of Class X under SEBA, Assam were selected as sample.

### 3.3.1. SAMPLING TECHNIQUE

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. (Gay, R.L).The process of selecting sample from sampling frame which drawn from population is called sampling. It is an important part of research. Sampling is the process of obtaining an adequate representative from population. In this present study stratified random sampling has been used to draw sample from the defined population. Through this sampling method, equal number of students based on their gender, locality and types of institution were taken as the sample. The list of the students consisting the sample have been shown in Table 3.1.

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**Table 3.1**

**List of sample school and numbers of student**

| Locality | Types of Institution | Name of the Institutions | No. of Male Students | No. of Female Students | Total |
|----------|---------------------|--------------------------|----------------------|------------------------|-------|
| Rural | Government | Himgiri Bodo Medium High School | 7 | 8 | 15 |
| | Government | Bathaw Ashram High School | 8 | 7 | 15 |
| | Private | Sunrise English High School | 7 | 8 | 15 |
| | Private | Arunaday Academy | 8 | 7 | 15 |
| Urban | Government | Rupahi HS School | 7 | 8 | 15 |
| | Government | Salbari HS School | 8 | 7 | 15 |
| | Private | Greenland English HS School | 8 | 7 | 15 |
| | Private | Hatharkhi Foraisali , salbari | 7 | 8 | 15 |
| | | | 60 | 60 | 120 |

### 3.4. TOOLS USED

A tool is an instrument which is used to collect data. In this study researcher has used two tools in order to collect data from students. The tools which used in this study are:

### 1. SOCIAL COMPETENCE SCALE (SCS).

### DESCRIPTION OF SOCIAL COMPETENCE SCALE (SCS).

In order to determine the ST Community Student's Social competency, the social competence scale (SCS) developed by Sharma, Shukla and Shukla (1992) was used. The scale consists of 50 items pertaining to five factors related to social competence: pro-social attitude, social competition, social leadership, social tolerance and social maturity.

Technical characteristics of SCS

(a) **Reliability** – The coefficient of temporal stability employing Test-Retest method with an interval of 20 days has been estimated to be $r_{tt} = 0.56$ whereas the coefficient of interrater reliability has been found to be $r_{tt} = 0.67$. which are significant at .01 level of significance.

(b) **Validity** – apart from the item validity as analyzed above the SC scale (English Version) has been to the extent of $r = .72$ was obtained. Further, the English and Hindi version of the SC scale was found to be correlated to the extent of $r = .84$. (Significant at .01 level of significance).

The SC scale has also been validated against Teacher's Rating on a Five Point Scale of the normative pupils of grade viii and a coefficient of correlation to the extent of $r = .79$ was obtained between Teacher's Rating and Pupils' total Score on SC scale. (Significant at .01 level of significance).

**Scoring**

There are 50 items in this scale, out of which 26 are positive and 24 items are negative. They are given in table 3.2

Table 3.2

Table showing positive and negative items of Social Competence Scale

| Types of Items | Serial No. of Items | Total |
|---|---|---|
| Positive | 1,2,4,5,7,8,9,13,14,17,22,24,25,32,33,34,35,36,37,38,43,45,47,49,50 | 26 |
| Negative | 3,6,10,11,12,15,18,19,20,21,23,26,27,28,29,30,31,39,40,41,42,44,46,48 | 24 |

Since the scale consist of both positive and negative items, two different patterns of scoring had to be adopted. The following table provides guidelines to score the response given into two categories of items.

Table 3.3

Scoring of Social Competence Scale

| Category of Response | Positive Items | Negative Items |
|---|---|---|
| Very High | 5 | 1 |
| High | 4 | 2 |
| Average | 3 | 3 |
| Low | 2 | 4 |
| Very Low | 1 | 5 |

## 3.5. PROCEDURE FOR DATA COLLECTION.

The permission of Head or Principal is needed for collecting data from selected school. At first the researcher asked permission from the head or Principal to proceed further. The researcher showed the forward letter dully signed by the Head of the Department and took the permission, then the investigator was permitted to collect data from students. After that the researcher entered the classroom and introduced to the students. The objectives of the study were also explained to the students. Students were taken into confidence that this test would not affect in any way their examination results and the answers given by students will be kept confidential. Student were also explained the questionnaire before taking the responses. Then, the investigator distributed the tools and explained the filling procedure. Students were also taken into consideration that they were comfortable with the tools. After that students were asked to fill the tools and also they were instructed to ask the investigator if they face any difficulty. However, the researcher translates the questions into their mother tongue for filling up the tools. As soon as they completed, the investigator took all the questions from them and said something motivational speech and thanked them and left the school.

## 3.6. STATISTICAL TECHNIQUES

Many statistical techniques can be used to analyse and interpret the collected data. In order to study the nature of distribution of social competence secondary school students' descriptive statistics like mean, median, mode, quartile deviation standard deviation, skewness, kurtosis were used by the investigator.

Further 't' test was used to compare the gender, institution and locality wise scores of social competence scores. Frequency polygon and histogram have been used to present the data in diagrammatic form.

# CHAPTER IV

## ANALYSIS AND INTERPRETATION

After collecting the data next step is to analysis and interpretation of collected data. Analysis and interpretation of data is indispensable part of the study which is based on the collected data. Analysis of data means studying the organized material in order to discover inherent fact (Koul, 2005). After collecting data, the researcher analyzed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is heap of certain facts or observation.

This section is the heart of the research because it gives a brief picture of data. In other words, it gives tongue to the data. It involves breaking down the existing complex factor into simple facts and putting the part together in the new argument in the purpose of interpretations. It not only points out the important facts and relationship to give meaning to the data but also make certain generalization about the data.

The analysis of the data involves a number of operations which are performed in the purpose of summarizing the collected data and organizing them in such a manner that they will yield answer to the questions in research. It is the process which involves the breaking down existing complex factors into simpler part and putting the part in new arrangement for the purpose of interpretation of result. Drawing the dividing line between analysis of the data and interpretation of data is difficult. In fact, the two processes merge imperceptibility. If analysis involves data organizing in a particular manner, then it is the interpretative ideas that govern this task. Thus the task of analysis is incomplete without interpretation.

Analysis and interpretations of data helps researchers to drive the related problems with appropriate statistical techniques to avoid the unnecessary labor. The data was analyzed with the help of Mean, S.D., Coefficient of Correlation and 't' test as to find out the significance of difference between the means of various groups which were taken at a time and also to find out correlation between variables.

In this chapter the collected data have been analyzed according to the objectives set before the collecting data. Hypotheses have also been tested. Results have been presented in a form of diagram for having better understanding.

## 4.1. NATURE OF DISTRIBUTION OF SOCIAL COMPETENCE SCORES AMONG SECONDARY SCHOOL STUDENTS

For confirming the ordinariness of dissemination of social competence scores, estimations of mean, median, mode, standard deviation, quartile deviation, skewness and kurtosis were determined and are shown below in table 4.1

**Table 4.1**

**Frequency distribution of social competence among Secondary Students**

| Class interval | Frequency | Cumulative Frequency | | Cumulative Frequency (Percentage) | |
|---|---|---|---|---|---|
| 125-134 | 2 | 2 | | 1.68% | |
| 135-144 | 36 | 38 | | 31.67% | |
| 145-154 | 36 | 74 | | 61.67% | |
| 155-164 | 32 | 106 | | 88.33% | |
| 165-174 | 10 | 116 | | 96.67% | |
| 175-184 | 1 | 117 | | 97.50% | |
| 185-194 | 3 | 120 | | 100.00% | |
| | N= 120 | | | | |
| **Mean** | **Median** | **Mode** | **S.D** | **Q.D** | **Skewness** | **Kurtosis** |
| 151.50 | 150 | 155 | 11.53 | 7.5 | 0.96 | 1.80 |

The above table demonstrates the estimation of mean, median and mode of social competence scores among secondary school students as 151.50, 150, and 155 respectively which are very proximate to one another. The estimation of standard deviation and quartile deviation is 11.53 and 7.5 separately.

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The estimation of skewness is 0.96 which demonstrates the bend is positively skewed. Notwithstanding this the estimation of kurtosis was determined to be 1.80 which indicates that the curve is leptokurtic in nature. The skewness and kurtosis as for dispersion to of social competence is diagrammatically displayed in figure 4.1

**Figure 4.1**

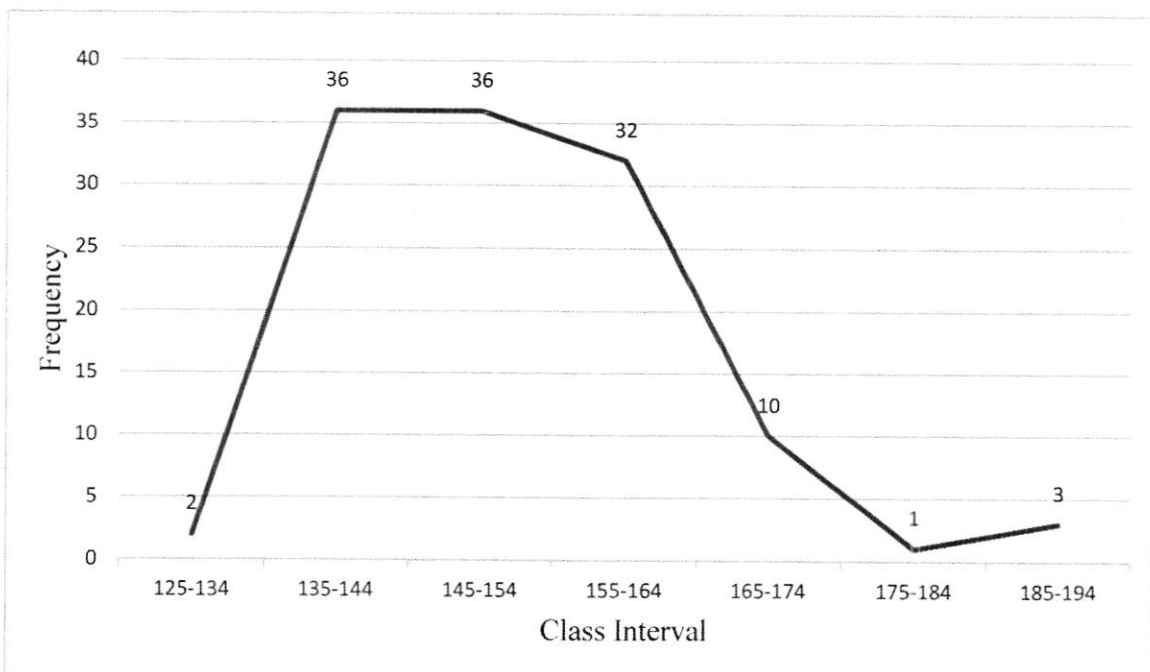**Frequency showing social competence scores among secondary school students**

## Table 4.2

### Norms of Level of social competence among Secondary Students

| Level of Social Competence | Range | Number of Students | Percentage |
|---|---|---|---|
| Very High | 209 & Above | 0 | 0 |
| High | 178-208 | 3 | 2.5 |
| Average | 162-177 | 17 | 14.16 |
| Low | 146-161 | 59 | 49.16 |
| Very Low | 0-145 | 41 | 34.166 |

From the above table it can be said that majority of the students have low level of social competence i.e. 49.16% of total students. 34.16% of the students belong to very low level of social competence. Average level of social competence possessed by 14.16%. Among them only 2.50% students have high level of social competence. It is obvious from the analysis that secondary students level of social competence fall below average. For better understanding of the level of social competence among secondary school students bar diagram have been displayed in figure 4.2

**Figure 4.2**

**Histogram showing Level of social competence among ST community secondary school students**
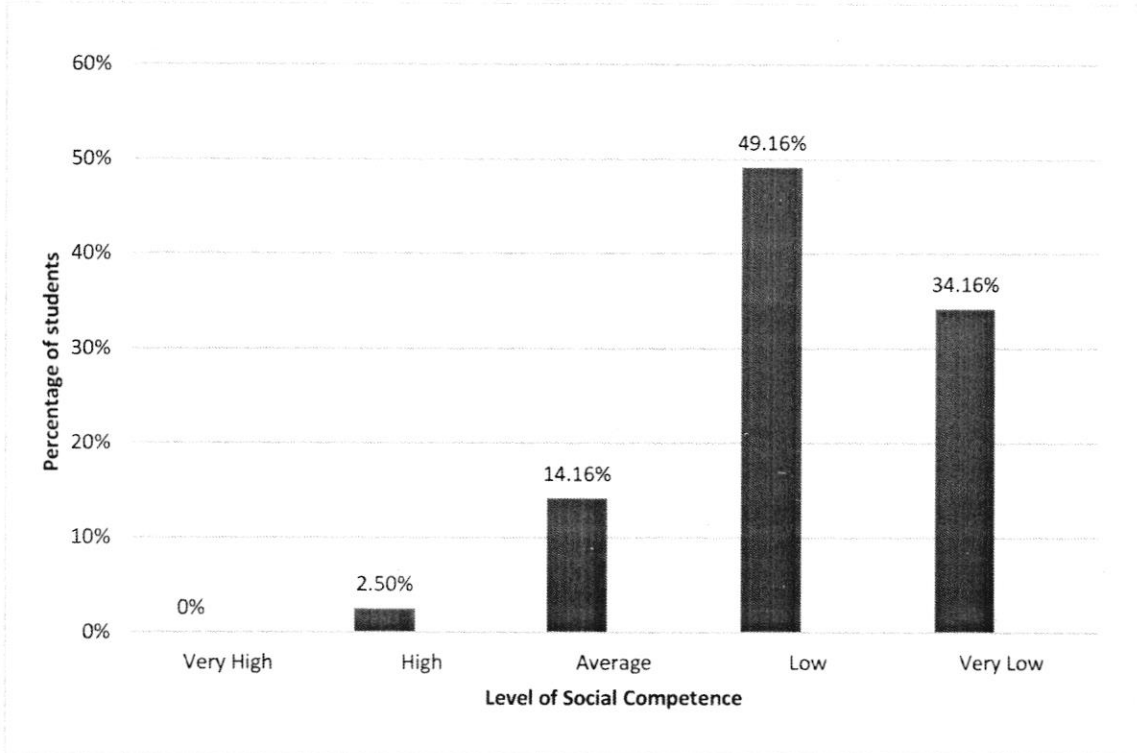
## 4.2. SOCIAL COMPETENCE AMONG SECONDRY SCHOOL STUDENT'S BOYS AND GIRLS

To think about the importance of contrast of mean social competence scores among ST Community Secondary school student's boys and girls, their mean, standard deviation, SEd and t esteem were determined. The definite investigation is given in the table 4.3

### Table 4.3

### Gender wise Significance of difference in social competence among Secondary School students

| Group | N | Mean | S.D | SEd | df | t- Value |
|-------|-----|--------|-------|-----|-----|----------|
| Boys  | 60  | 150.31 | 9.0   |     |     |          |
| Girls | 60  | 152.7  | 13.58 | 4.6 | 118 | -1.13    |

**Not Significant at 0.05 level of significance**

It is obvious from the table 4.3 that the determined estimation of 't' for looking at the social competence among ST community boys and girls secondary school students was observed to be -1.13, which is not significant at 0.05 level of significance for two tailed test for degree of freedom, (df)= 118, in light of the fact that the calculated t value (-1.13) is smaller than the table t value (1.98) at 0.05 level of significance. Therefore, the **hypothesis no.1** that "There is no significant gender wise difference in social competence among secondary school students" was **accepted**.

Along these lines, it tends to be translated that there is no critical contrast in social competence among secondary school student's boys and girls. It might be said that clear distinction in the mean scores of two groups (boys and girls) might be ascribed because of shot of factor of examining variance.

So the discoveries of the investigation show that boys and girls of secondary school students have pretty much same social competence or they possess more or less same social competence. The outcomes support the findings done by **Singh, P. (2014).** That there was no significant difference in social competence in connection to gender. In the meantime, gender differences were not found in all the three components of social competence of students. Boys and girls do not differ significantly on social competence. It also supports the study done by **Nongrum, L.**

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and Syiem I. (2015) who revealed that no significant difference was found between sex, community and age group. Such information for its better understanding have been exhibited as bar chart as appeared in figure 4.4

**Figure 4.4**

**Bar diagram showing Gender wise difference in the mean score of social competence among ST community secondary school students**
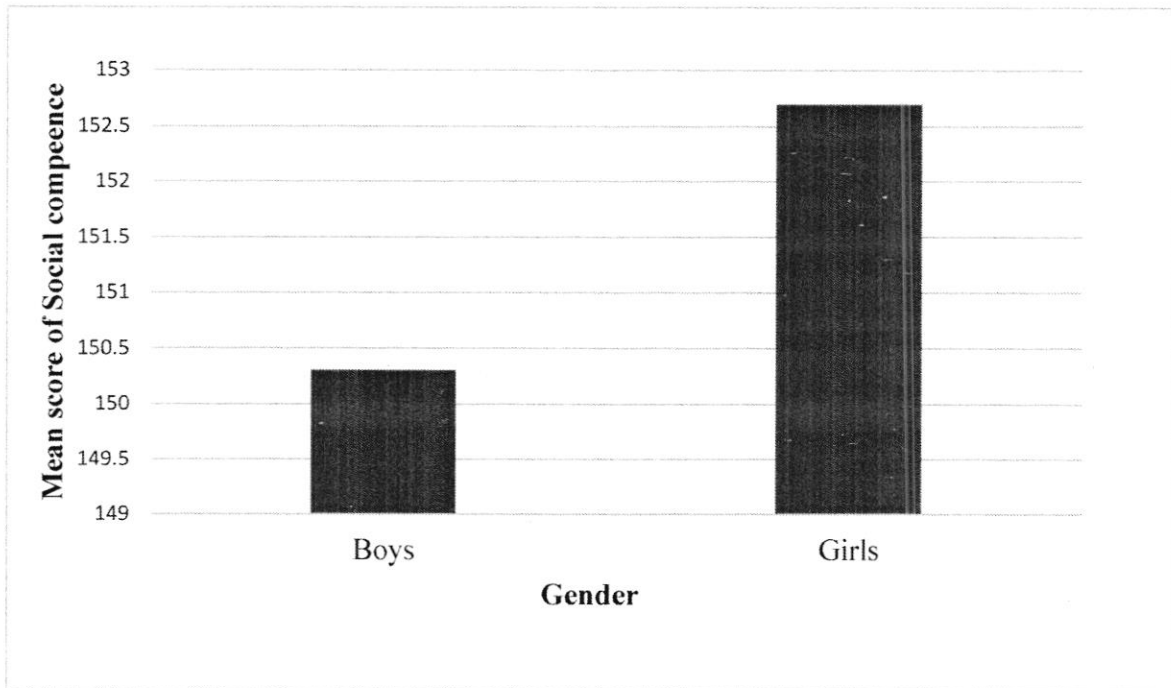


### 4.3. SOCIAL COMPETENCE AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

To consider the centrality of separation of mean scores of social competence among ST community secondary school students' institution wise their mean, standard deviation, SEd and t- esteem were determined and the detailed analysis is given in the table 4.4

**Table 4.4**

**Institution wise Significance of difference in Social Competence among secondary school students.**

| Group | N | Mean | S.D | SEd | df | t- Value |
|---|---|---|---|---|---|---|
| Government | 60 | 151.41 | 10.72 | | | |
| Private | 60 | 151.6 | 12.38 | 0.62 | 118 | -0.08 |

**Not Significant at 0.05 level of significance**

It is clear from the above table that the determined't' value for contrasting the social competence among government and private secondary school students was found to be -0.08, which is not significant at 0.05 level of significance for two tailed test for degree of freedom(df)=118, in light of the fact that the calculated t value (-08) smaller than the table t value (1.98) at 0.05 level of significance. Consequently, the **hypothesis no. 3** that "There is no significant institution wise difference in social competence among secondary school students" was **accepted**.

Accordingly, it might be translated that there is no critical distinction in social competence among government and private secondary school students. It very well may be said that obvious distinction in the mean scores of two groups (Government and Private) might be credited due to chance factor or sampling fluctuation.

So the outcomes of the study indicate that government and private school secondary students possess more or less same social competence. The investigation underpins the discoveries done by **Rihunlang & Laurence** (2017) that there is no significant difference in social competence between Government, government aided and Private secondary school.

Such data for its better understanding have been represented in the form of bar diagram as shown in figure 4.6

**Figure 4.6**

**Bar diagram showing Institution wise difference in the mean score of social competence among secondary school students**
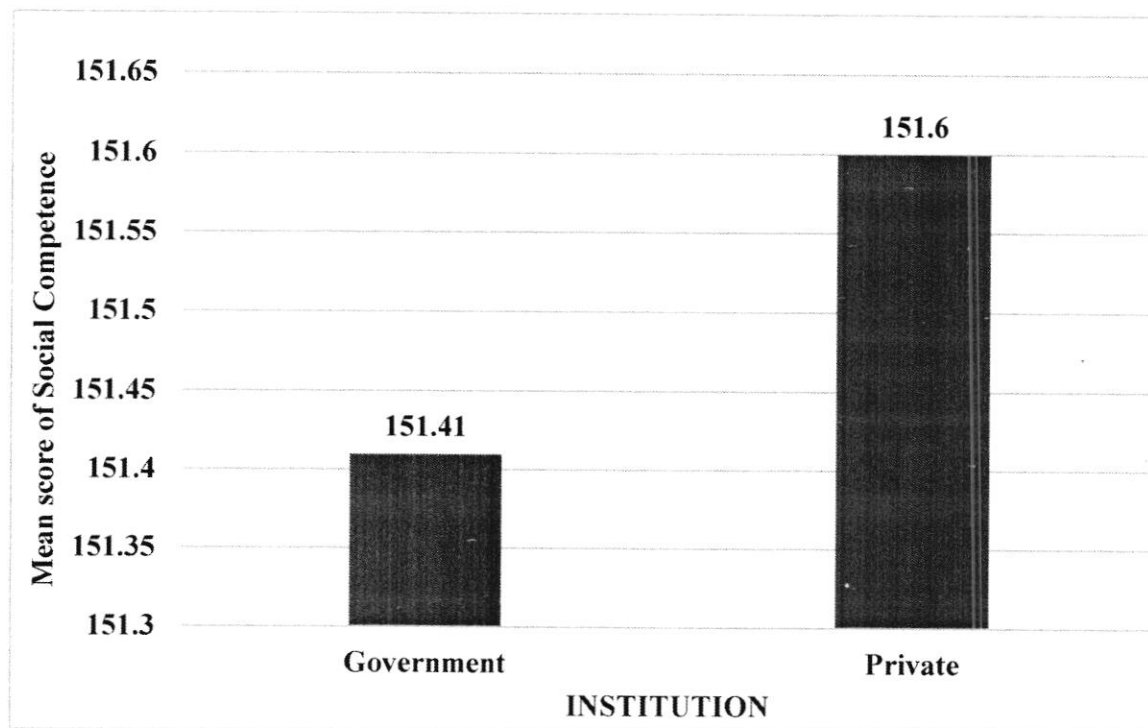


## 4.4. SOCIAL COMPETENCE AMONG RURAL AND URBAN ST COMMUNITY SECONDARY SCHOOL STUDENTS

To think about the essentialness of distinction of mean social competence scores in locality wise among ST Community Secondary school, their mean, standard deviation, SEd and t esteem were determined and the point by point examination is given in the table 4.5

### Table 4.5

**Locality wise Significance of difference in social competence among Secondary school students**

| Group | N | Mean | S.D | SEd | df | t- Value |
|-------|-----|--------|-------|------|-----|----------|
| Rural | 60 | 152.48 | 10.11 | | | |
| Urban | 60 | 150.53 | 12.81 | 0.38 | 118 | 0.92 |

**Not Significant at 0.05 level of significance**

From the above table it can be said that the calculated value of 't' for comparing the social competence between rural and urban secondary school students was found to be 0.92, which is not significant at 0.05 level of significance for two tailed test for degree of freedom (df)=118, because the calculated t value (0.92) is smaller than the table t value (1.98). Therefore, **the hypothesis no. 5** that "There is no significant Locality wise difference in social competence among ST community secondary school students. "Was **accepted.**

Hence, it can be interpreted that there is no significant difference in social competence between rural and urban secondary school students. It may be said that clear distinction in the mean scores of two groups (Rural and Urban) may be attributed due to chance factor or sampling fluctuation.

Thus, the finding of the study indicates that rural and urban secondary school students possesses more or less same social competence.

Such information for its better understanding have been displayed in the form of bar diagram as shown in figure 4.5

**Figure 4.5**

**Bar diagram showing Locality wise difference in the mean score of social competence among secondary school students**

# CHAPTER V
## SUMMARY, FINDINGS AND CONCLUSION
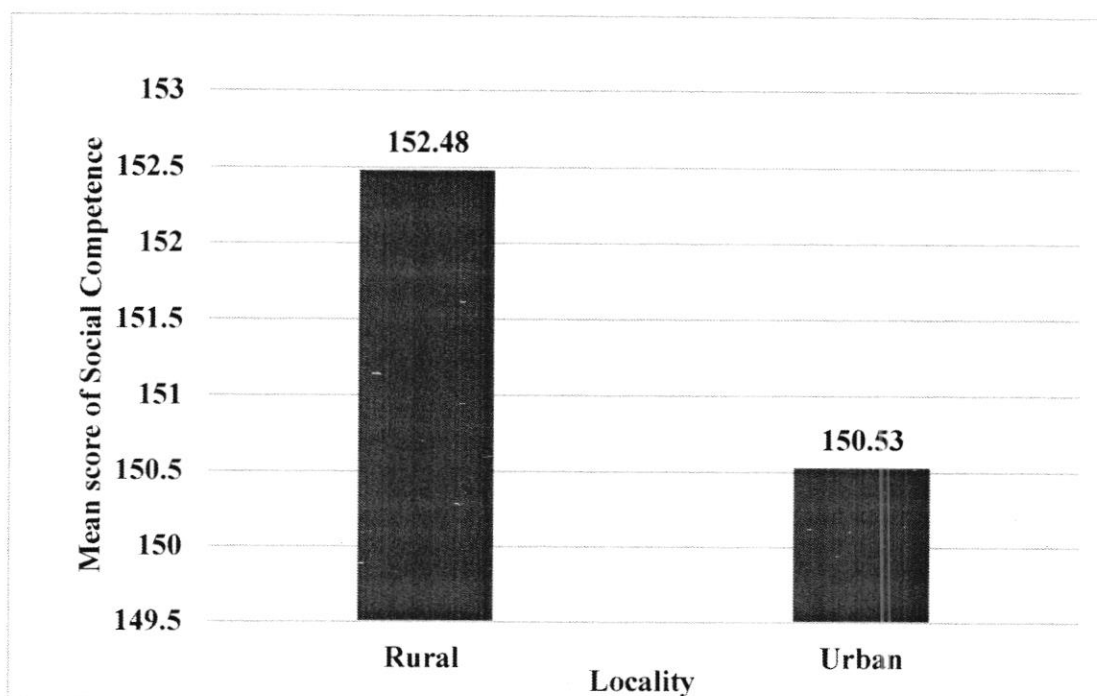
### 5.1 SUMMARY OF THE STUDY

Education not only brings out the potentiality of an individual but also helps in developing competency to adjust, cope with society. In formal mode of education, school plays the central role. School is also considered as a mini society and therefore, the environment of any school develops the social competence among students. Social competence is not only influenced by other factors such as socio-economic status, culture, political context, gender, caste, locality etc. Social competency is considered as the personal ability which helps an individual to deal with different situations of a society. "Social competence is an important aspect of development and changes depending on the age of the child or adolescent and the requirements of the environment" (Semurd-Clikeman, 2007). Man is a social animal. No man can live alone thus man makes societies in order to live in groups. No child is born with social skills. Gradually a child comes in contact with the society and interacts with people. For living in the society an individual requires some skills which helps him to be a social being. One of such social skills is social competency which is necessary for an individual in order to be a successful member of the society. Social competence encompasses social, emotional, intellectual skills and behavior which require him to be an effective member of society. Social competence refers to capability, competency, and skills of an individual. Social competence can also be said as the ability which helps us to instill desirable behavior. It is also referred to as the capability to communicate with one's environment. "Social competence is a kind of skill which helps an individual in making use of environmental and personal resources to achieve good development outcome" (Clikeman, 2007). It is an ability which helps in dealing with various social problems (Clikeman, 2007) through which children develop perceptions of their own behavior.

### 5.1.1 NEED OF THE STUDY

The main purpose of any research is to find out solutions to a problem. The present study tries to investigate the social competence among Secondary School Students of ST community which is very needed to study because ST community is considered as one of the deprived sectors of Assam. This study tries to reveal social competence of ST Students. From this point of view, the study is needed. Social competence is one of the important skills of an individual which makes an individual as productive, successful and good citizen of country.

Social competence need to be studied to know which factors influence on it and to develop certain policy regarding social competence. It is commonly known to us that social competence plays pivotal role in developing an individual holistically. The time the youngsters spend in school plays a significant role in his social improvement. Therefore, the present study is very much significant.

Many studies have been done so far on social competence with other variables such as academic achievement, gender, home environment, family environment and many more but very less research is done on social competence. Thus, the present study needs to be carried out on social competence. As we generally believe that after home environment a child starts to develop his or her social skills in school. So the environment of school influence on social competence must be known in certain level. School with a positive environment also encourages the development of strong social bonds between staff and students. These bonds are extremely powerful in their ability to determine beliefs and behaviors. Whether is related with social competence or not it should be known. Therefore, the present study is much significant. The society is changing day by day in recent time. With the changing society, our behaviors and social skills also need to be improved. Whatever changes occur in society over time needs to be studied.

### 5.1.2 STATEMENT OF THE PROBLEM

In this study the problem is stated as

**"A STUDY ON SOCIAL COMPETENCE AMONG ST COMMUNITY SECONDARY SCHOOL STUDENTS OF BAKSA DISTRICT WITH SPECIL REFERENCE TO JALAH BLOCK".**

### 5.1.3 OBJECTIVES OF THE STUDY

1. To study the nature of distribution of social competence score among ST community secondary school students.
2. To study and compare gender wise social competence among ST community secondary school students.
3. To study and compare institution wise social competence among ST community secondary school students.

4. To study and compare locality wise social competence among ST community secondary school students.

### 5.1.4 HYPOTHESES OF THE STUDY

1. There is no significant gender wise difference in social competence among ST community secondary school students.

2. There is no significant institution wise difference in Social Competence among ST Community secondary school students.

3. There is no significant Locality wise difference in social competence among ST Community secondary school students.

### 5.1.5 OPERATIONAL DEFINITION OF TERMS USED

Operational definition indicates the functional meaning of different terms as used in the statement of the problem or in the entire body of the report. In the following paragraphs operational definitions of the key terms have been presented-

1. **Social Competence:** it is a collected ability of an individual which comprises some social skills such as interaction, awareness and self-confidence. It can also be defined as adequacy delineation of social measurement. In present study social competence will be assessed by the social competence scale developed by Dr. V.P. Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla.

2. **ST Community:** in this study ST community indicates to them who belong to Bodo, Rabha, missing etc. And residing in Baksa, Assam.

3. **Secondary Students:** In the present study secondary students refer to those who are studying in class 10th in session 2023-2024 under Secondary Board of Assam, Assam.

### 5.1.6 DELIMITATIONS OF THE STUDY

- The study is delimited to Secondary Students only in Baksa District, Assam.
- The study is confined to a sample of 120 only.
- The study is confined 10th class students of session 2023-2024 of Secondary Board of Assam (SEBA), Assam.

### 5.1.7 METHOD OF THE STUDY

The present investigation intends to study the social competence of secondary school students among ST community as per the interest of the idea of the investigation, descriptive survey research method was employed for investigation and gathering of the information to study the relationship between social competence and among the ST community secondary school students in relation their gender, locality and types of institution independently . Descriptive research contemplates are intended to acquire the present status of phenomena in its natural settings.

### 5.1.8. POPULATION

Keeping in view the restricted assets of time, money and test material at investigation a helpful segment of the total population to be researched is chosen randomly with presumption that they are genuinely represent to the total population. So in the present study the target population was all the ST Community students of X class level in Baksa Rural in Assam under the SEBA, Assam

### 5.1.9 SAMPLE OF THE STUDY

120 students belonging to the ST community of Class X under SEBA, Assam were selected as sample based on their gender, types of institution through stratified sampling method.

### 5.1.10 TOOL USED

Tool is an instrument which is used to collect data. In this study researcher has used two tools in order to collect data from students. The tools which are used in this study are:

1. Social Competence Scale (SCS) by Dr. V.P Sharma, Dr. Prabha Shukla, Dr. Kiran Shukla. (1992, Revised 2008).

### 5.1.11 STATISTCAL TECHNIQUE USED

1. In order to study the distribution of scores of ST community secondary school student's descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis were employed.

2. t-test was calculated to compare difference between gender, locality, institution for social competence.

## 5.2 CONCLUSION

From the analysis and interpretation of the data with the help of various statistical measures, following conclusion may be drawn-

Major findings

1. From the above table it can be said that majority of the ST students have low level of social competence i.e. 49.16% of total students. 34.16% of the students belong to very low level of social competence. Average level of social competence possessed by 14.16%. Among them only 2.50% students have high level of social competence. It is obvious from the analysis that ST community secondary students level of social competence fall below average.

2. There is no critical contrast in social competence among ST community secondary school student's boys and girls. It might be said that clear distinction in the mean scores of two groups (boys and girls) might be ascribed because of shot of factor of examining variance. So the discoveries of the investigation show that boys and girls of ST community secondary school students have pretty much same social competence or they possess more or less same social competence. The outcomes support the findings done by **Singh, P. (2014).** That there was no significant difference in social competence in connection to gender. In the meantime, gender differences were not found in all the three components of social competence of students. Boys and girls do not differ significantly on social competence. It also supports the study done by **Nongrum, L. and Syiem I. (2015)** who revealed that no significant difference was found between sex, community and age group.

3. There is significant difference in between boys and girls secondary school among ST community students. The mean score of girl's secondary school students among ST community is significantly higher (190.8) than the boys secondary school students among ST community (175.46). The outcomes contradict with the discoveries done by **Lawrence** (2012) that there is no significant distinction in the students of standard IX in terms of gender.

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# CHAPTER V

## SUMMARY, FINDINGS AND CONCLUSION

4. There is no critical distinction in social competence among ST community government and private secondary school students. It very well may be said that obvious distinction in the mean scores of two groups (Government and Private) might be credited due to chance factor or sampling fluctuation. So the outcomes of the study indicate that ST community's government and private school secondary students possess more or less same social competence. The investigation underpins the discoveries done by **Rihunlang & Laurence** (2017) that there is no significant difference in social competence between Government, government aided and Private secondary school.

5. There is critical contrast in between government and private secondary school students among ST community. The mean score of private secondary school students is significantly higher (189.86) than the government secondary school students among ST community (176.4).

6. There is no significant difference in social competence between rural and urban ST community secondary school students. It may be said that clear distinction in the mean scores of two groups (Rural and Urban) may be attributed due to chance factor or sampling fluctuation. Thus, the finding of the study indicates that rural and urban ST community secondary school students possesses more or less same social competence.

7. There is no critical distinction between rural and urban secondary school students among ST community. It may be said that apparent difference in the mean scores of two groups (government and private) may be attributed due to chance factor or fluctuation. The findings of the study do not support with the result revealed by **Lawrence** (2012) in his study that there is significant difference in students of standard IX in terms of locality of school.

8. There is no significant relationship between social competence and among ST community secondary school students. So the variable i.e. social competence and among ST community secondary school students are not related with one another. Henceforth, it tends to be deciphered that social competence is not significantly associated with among ST community secondary school students.

## 5.3 EDUCATIONAL IMPLICATIONS

Based on the outcomes, the present investigation has the accompanying educational implications:

1. Secondary school student belonging to ST community ought to be furnished with better social ability, social knowledge, social mindfulness and initiative quality and so on.

2. Institution should focus on maintaining a suitable environment in developing social skills.

3. Institution should organize different kinds of co-curricular activities such as group games, group discussion, dramatics debates and scouting guide in creating the team spirit and "we" feeling among the students because this kind of activity helps students being social competent

4. Students should be provided better educational environments in both school and home.

5. Teachers-guardians meeting need to be conducted on regular basis to know what is going on in school and home which is definitely help in developing social relations and curing issues and problems among students.

6. Students should be provided training in leadership which helps in developing personal and social qualities among them. Activities like N.C.C, N.S.S, Scout-guides and Red-cross etc.

7. Students ought to be taught national value, unity, cultural diversity among people, linguistic variance etc.

8. ST community's students should be provided scientific knowledge, technological knowledge to bring them to the mainstream society.

## 5.4 RECOMMENDATIONS

1. ST community should provide the knowledge of rich heritage, values, traditions, cultural aspects of the society and home etc. to the students.

2. This community should provide mainstream idea of the society to their students.

3. The earnestness of the need is to sensitize them to react against issues of low pay, lack of education, medical issue and so forth.

4. The students at this stage have different issues that need cautious consideration. Accordingly, it is the most extreme obligation of the state, society and school to give legitimate direction to the students.

5. ST community should be educated enough to comprehend the various developmental needs and problems of their children.

6. Teachers and parents should try to give proper knowledge of cultural heritage, cultural aspects of the society, values and traditions etc. to the students of ST community that they will able to understand the tribe, religion and their culture, language, way of living other communities. This will make them to cope with the diversified society.

7. The government should provide appropriate assistance to this community to bring them to the mainstream society.

8. Educated youths and leaders should make the ST community aware of their rights, need of education, cultural diversity, and harmony along with other communities.

9. Government schools should provide appropriate funds, assistance, equipment etc.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

The extent of present investigation is delimited to specific factors such as gender, types of institution, locality, educational qualification of the ST community students, since these variable have been discovered in charge of social competence among ST community secondary school students. it is absurd totally to sum up the discoveries of the investigation to entire of the state in light of the fact that geographically and socially, there are wide varieties in the state. Consequently, it is important to have more research work, so the investigation has the following suggestion for further research:

1. The present study was conducted on the secondary school of Baksa (rural) district of Assam. The similar study can also be undertaken with other districts of Assam.

2. This study can be conducted on a larger sample.

3. This study was conducted on secondary school students. It can be studied on other communities also.

4. A comparative study may be undertaken to know and compare the social competence of primary school students.

Same study may be conducted on large population i.e. at state and national level.

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