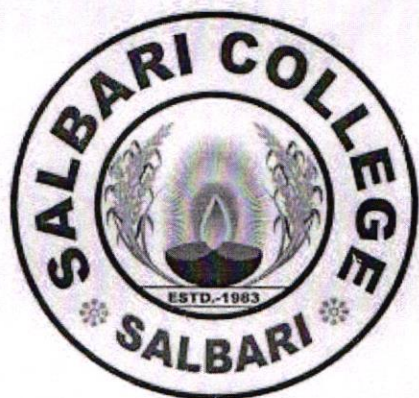


DISSERTATION ON

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

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

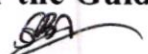


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Declaration

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 DISTRICT 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

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CERTIFICATE

This is to certify that the Dissertation entitled '**A STUDY ON SOCIAL COMPETENCE AMONG ST COMMUNITY SECONDARY SCHOOL STUDENTS OF BAKSA DISTRICT 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.



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LIST OF ABBREVIATIONS

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 environment 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."

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.

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).

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.

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.