

A study of Social Competence of Male and Female pupils at Secondary Level in Malda District of West Bengal

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ABSTRACT

The present study investigated by the Social Competence of 392 (198 male and 194 female) pupils was studying at secondary level in West Bengal Board of Secondary Education from Malda District. They were selected through incidental sampling technique. The research tool in this study for data collection was Social Competence Scale (SCS) developed by Sharma, Shukla and Shukla (1992). To test the hypotheses of the data were analysed through the t-test statistical techniques. The result indicated that there exists a significant difference between male and female pupils on the variable of Social Competence whereas the female pupils are more socially competent than their counterparts of male pupils.

INTRODUCTION:

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 of social competence is an essential disposition of an individual. Social competence refers to the social, emotional, and cognitive skills and behaviours that students need for successful social adaptation. A student's social competence depends upon a number of factors including the student's social skills, social awareness, and self-confidence (**Yadav and Singh, 2011**). The present study was conducted on Malda district due to the unavailability of facility in social competent activities by the family especially for female students. In this case the present study has a pragmatic value and important to overcome the problem of social incompetent abilities especially for female students.

Foster & Ritchey (1979) and Anderson & Messick (1974), defined social competence as the ability to be effective in the realization of social goals. These social outcomes include having friends, being popular or liked by other children, and engaging in effective social interaction with peers. **Sarason (1981)** discussed the dimensions of social competence and she believed that it is essential to be socially competent, the characteristics of socially competent persons are problem solving behaviour, perspective taking, and person perception.

According to **Rubin & Rose-Krasnor (1992)** social competence is “the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across settings.” The competent individual is one who is able to make use of environmental and personal resources to achieve a good developmental outcome (**Waters & Sroufe, 1983**).

OBJECTIVE:

To compare the social competence among male and female pupils studying at secondary level in Malda District of West Bengal.

HYPOTHESIS:

H₀1. There is no significant difference among male and female pupils studying at secondary level on the variable of social competence.

METHODOLOGY:

Sample:

The present research study is carried out exclusively in Malda District of West Bengal in the year of 2017. The respondents for the study were 392 pupils studying at secondary level from West Bengal Board of secondary Education. They were divided into two groups on the basis of their gender (male 198 and female 194). The simple random sampling procedure was taken for the selection of the participants in this study.

Instrument of the Study:

Social Competence Scale by Sharma, Shukla and Shukla (1992) was used for data collection in the present study. This measuring instrument includes 18 dimensions and 50 statements with five alternative responses.

ANALYSIS & INTERPRETATION:

In order to compare the social competence of male and female pupils studying at secondary level t-test was applied. The mean scores and SD_s were found out and t-value was calculated. The mean scores, SD_s, and t-values of different dimensions of social competence of male and female pupils studying at secondary level are given in the below table.

Table – 1 Showing the Mean scores, SDs and t-values of male and female pupils studying at secondary level on the variable of Social Competence

Dimensions of Social Competence	Male Pupils N = 198		Female Pupils N = 194		Df	t-value
	Mean	SD	Mean	SD		
Social Sensitivity	7.65	1.59	8.02	1.62	390	2.27*
Social Maturity	43.27	6.24	46.17	5.55		4.85**
Social Skills	13.65	2.90	14.56	2.27		3.46**
Social Relations	10.01	2.15	9.93	2.32		.363 ^{NS}
Social Commitment	3.54	1.19	3.59	1.13		.446 ^{NS}
Social Appreciation Ability	3.09	1.13	3.42	1.29		2.69**
Socio-Emotional Integrity	6.37	1.93	7.26	1.63		4.91**
Social Involvement	3.42	1.25	3.56	1.23		1.09 ^{NS}
Social Respect-Ability	6.63	1.93	7.46	1.85		4.32**
Social Leadership	10.20	2.47	10.19	2.57		.044 ^{NS}
Social Cooperation & Compliance	3.35	1.21	3.86	1.06		4.43**
Social Accept Ability	3.22	1.24	3.25	1.32		.274 ^{NS}
Social Tolerance	19.63	3.50	20.22	3.67		1.62 ^{NS}
Social Competition	16.35	3.04	17.87	3.08		4.92**
Social Authority	3.80	1.08	4.03	1.04		2.12*
Adult-Resource exploitability	3.38	1.20	3.34	1.21		.315 ^{NS}
Social Participation	3.19	1.15	3.51	1.13		2.70**
Pro-social Attitude	7.03	1.66	7.47	1.69		2.64**
Social Competence Total	167.85	20.06	177.79	20.06	4.90**	

** = significant at .01 level * = significant at .05 level NS = Not Significant

The table 1 indicates that the mean scores of male and female pupils on the dimension of social sensitivity are 7.65 and 8.02, respectively. The t-value 2.27 is significant at 0.05 level of confidence. So, it can be said that the female pupils have higher social sensitivity than the male pupils.

The table 1 shows that the calculated t-value 4.85 is significant at 0.01 level of confidence and the mean values are 43.27 and 46.17 for the male and female pupils respectively, on the

dimension of social maturity. So, it can be said that the female pupils are more socially matured as compared to the male pupils.

As presented in the table 1 that the mean scores of male and female pupils are 13.65 and 14.56, respectively. The t-value 3.46 is significant at 0.01 level of confidence. Thus, the result clearly indicates that the female pupils are better in social skills ability than the male pupils.

Table 1 depicts that the mean values of male and female pupils are 10.01 and 9.93, respectively. However, the t-value 0.36 is not significant at any level of confidence. Thus, the evidence shows that the male and female pupils are similar on the dimension of social relations.

According to table 1 the t-value came out to be 0.44, it is not significant at any level of confidence with the mean values are 3.54 and 3.59 for male and female pupils, respectively. Thus, the evidence shows that the male and female pupils are similar on the dimension of social commitment.

Table 1 shows that there is a significant difference between the mean scores of male (3.09) and female pupils (3.42) on the dimension of social appreciation ability as the obtained t-value (2.69) at 0.01 level of confidence. So, it can be said that the social appreciation ability of female pupils are better than the male pupils.

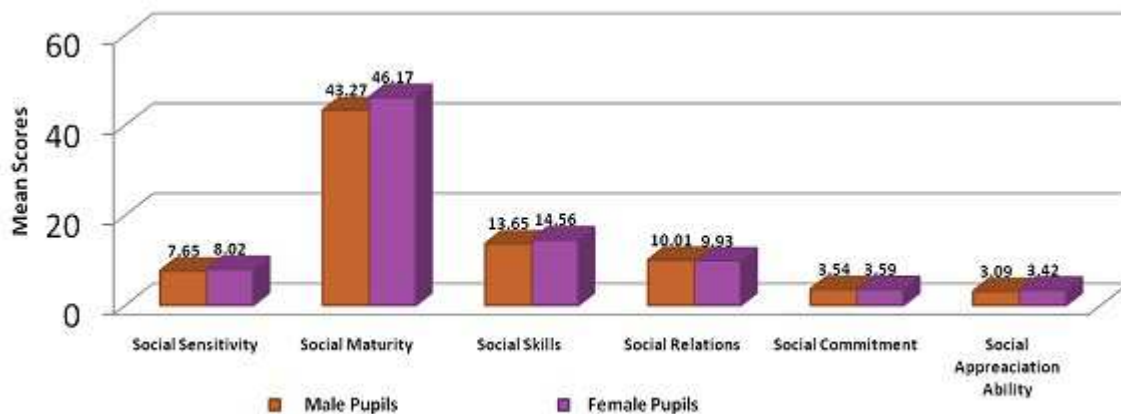


Figure: 1. Showing the Mean scores male and female pupils studying at secondary level on the first six dimensions of the variable of Social Competence

The calculated t-value 4.19 is significant at 0.01 level of confidence and the mean values are 6.37 and 7.26 for the male and female pupils, respectively, on the dimension of Socio-Emotional Integrity. So, it can be said that the female pupils are better than the male pupils in the case of Socio-Emotional Integrity.

It is clear from the table 1 that there exists no significant difference between male and female pupils on the dimension of social involvement. The t-value is calculated 1.09 and the mean

scores for male and female pupils are 3.42 and 3.56, respectively. Therefore, it can be said that both the male and female pupils are similar in social involvement.

The table 1 depicts that there is a significant difference at 0.01 level of confidence between male and female pupils on the dimension of social respect-ability. The t-value came out to be 4.32 and the mean values are 6.63 and 7.46 for male and female pupils, respectively. Therefore, the female pupils are having more social respect-ability than the male pupils.

The table 1 shows that there is no significant difference even at 0.05 level of confidence between male and female pupils on the dimension of the social leadership. The calculated t-value is 0.044 and the mean values are 10.20 and 10.19 for male and female pupils, respectively. So, it can be said that both the male and female pupils nearly same in social leadership quality.

The table 1 indicates that the mean values of male and female pupils are 3.35 and 3.86, respectively, which shows the significant difference between two groups at 0.01 level of confidence and the t-value is 4.43 on the dimension of social cooperation and compliance. Therefore, it reveals that the female pupils are better in social cooperation and compliance than their male counterparts.

Table values of pupils of male and female pupils on the dimension of social accept ability are 3.22 and 3.25, respectively. It reveals that the t-value 1.32 is not significant at any level of confidence and both the groups (male and female) are similar in their social accept ability.

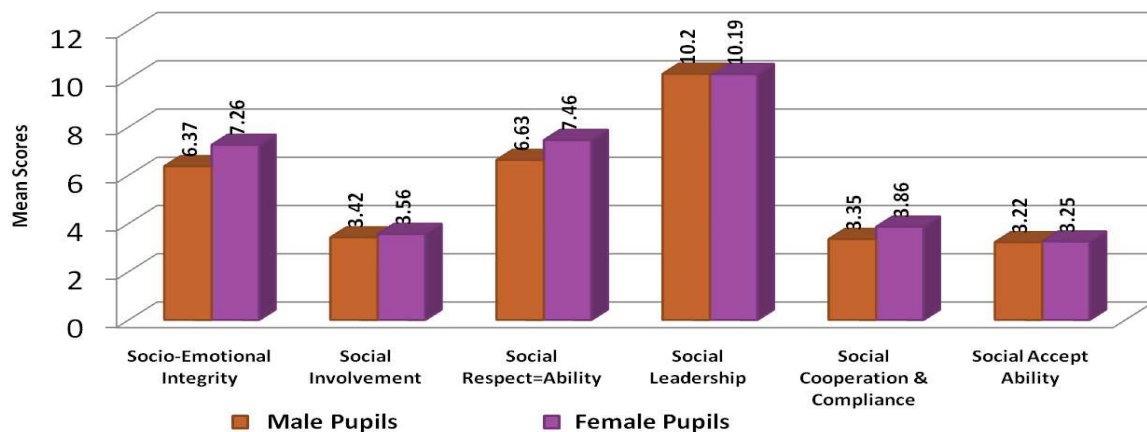


Figure: 2. Showing the Mean scores male and female pupils studying at secondary level on the another six dimensions of the variable of Social Competence

The table 1 depicts that the t-value came out to be 1.62 is not significant at any level of confidence and the mean values 19.63 and 20.22 for male and female pupils, respectively, on the dimension of social tolerance. However, it can be said that both the groups are nearly same in their social tolerance.

Table 1 depicts that the mean values of male and female pupils are 16.35 and 17.87, respectively, on the dimension of social competition. However, the t-value 4.92 is significant at 0.01 level of confidence. Thus, the female pupils are more able to attend social competition than their counterparts of male pupils.

Table 1 shows that there is a significant difference at 0.05 level of confidence between the mean scores of male (3.80) and female (4.03) pupils on the dimension of social authority and the t-value is 2.12. It reveals that the female pupils are more able in their social authority than their counterparts of male pupils.

Table 1 shows that the male and female pupils on the dimension of adult-resource exploitability as the obtained t-value (0.31) is not significant even at 0.05 level of confidence and their mean values are 3.38 and 3.34, respectively. It reveals that both the groups of pupils are nearly same in their adult-resource exploitability.

The table 1 indicates the mean scores of male and female pupils on the dimension of social participation are 3.19 and 3.51, respectively. The t-value 2.70 is significant at 0.01 level of confidence. So, it can be said that the female pupils are better than the male pupils on the dimension of social participation.

Table 1 depicts that the mean values as shown in the table of male and female pupils are 7.03 and 7.47, respectively. However, the t-value 2.64 is significant at 0.01 level of confidence on the dimension of pro-social attitude. Thus, the female pupils are more capable in pro-social attitude than the male pupils.

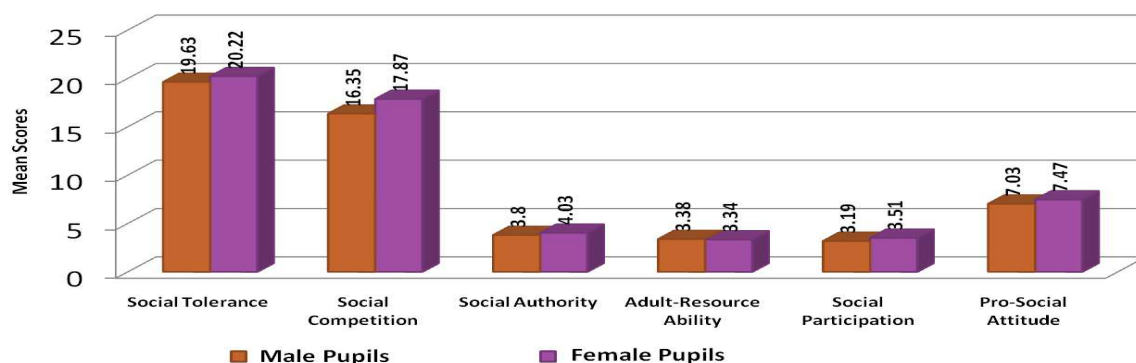


Figure: 3. Showing the Mean scores male and female pupils studying at secondary level on the last six dimensions of the variable of Social Competence

Thus, the table 1 indicates that there exists a significant difference between male and female pupils on the variable Social Competence. The obtained t-value 4.90 is found significant at 0.01 level of confidence. As shown in figure 4 the mean value of male pupils 167.85 is lower than the mean value of female pupils 177.79 on the variable of social competence.

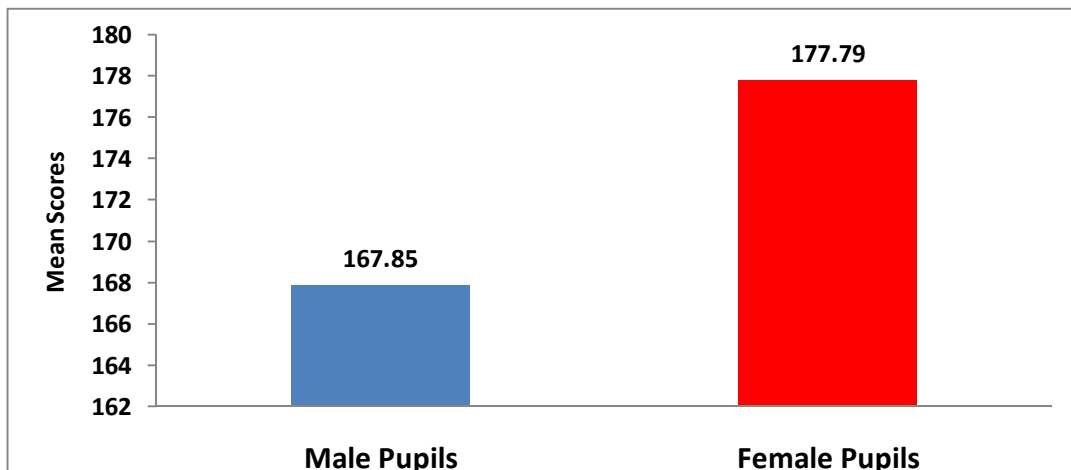


Figure: 4. Mean scores of male and female pupils on the variable of social competence

RESULT AND DISCUSSION:

So, it can be said very safely that the female pupils are more socially competent as compared to their counterparts of male pupils. The probable reason for females being more socially competent than the males in the present research study is in our society females have good skills of nurturing and in making relationships, they are sensitive also and act as more matured adults earlier than males. This result can be supported by the study of **Green (2009) and Singh, Pant & Valentina (2013)** which reveal that females are more likely socially competent than males. Thus the sixth sub hypothesis of first hypothesis, i.e., $H_{01}(f)$ “*There will be no significant difference in social competence among male and female pupils at secondary level*” is rejected.

EDUCATIONAL IMPLICATIONS:

1. In the present study, social relationship is one of the most important factor which affect the social competence of pupils studying at secondary level. Therefore, teacher should encourage to other children from all background to make social relationship within peer group like, friendship, sports partner, peer mates. They should be encouraged in participating different types of activities like drama, cultural dance, cultural song etc.
2. Social respect ability is better in those children whose parents are educated and also others family member, living in the main stream of the society and high literacy rate. In the backward group special agencies are needed as to enhance the living standards. Thus, the pupils will develop social respect ability and can reach their goals of life.

SUGGESTIONS FOR FURTHER RESEARCH:

1. Further study is desirable on other psychological variables such as adjustment, motivational patterns, students-teachers relationship and personality profiles etc.
2. A detailed study may be conducted to study the effect of these variables on academic achievement on tribal students.
3. A study related to the low academic achievement of tribal students may also be undertaken.

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