

“A Study of academic achievement in Relation to social competence of students in Government senior Secondary Schools of selected districts of Punjab”

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Abstract

The present study aims to explore the extent of relationship between academic achievement and social competence of a sample of 300 government higher secondary school students (150 male students and 150 female students) being selected through simple random sampling technique. Social competence assessed by a scale developed by V P Sharma, Prabha Shukla and Kiran Sukla. (1998), where as scores in school grades were considered for academic achievement. The study revealed a significant positive relationship between academic achievement and social competence.

INTRODUCTION

Educational achievement is said to be one of the major achievements in life. It is education that determines and contributes to level of prosperity, welfare and security of the people. After independence, crore of rupees have been spent to open new schools and colleges and to provide adequate equipments and other facilities. Various Committees and Commissions have recommended a number of strategies and methods to bring qualitative improvement in education so that students could achieve the satisfied educational goals.

Scholastic/academic achievement is influenced by a set of factors/variables known to be correlates of achievement. As classified by Dave, R H (1968) correlates of achievement include socio-economic status, intelligence and gender, where as Dave P N (1974) reviewed a number of studies and indentified six brand of correlates-personality, socio-economic status, backwardness, over and under achievement, general and miscellaneous.

Alike other factors that have been discussed above, social competence is another significant factor that helps students to the extent of academic success through social skills and competence. Competence implies quality of being functionally adequate. And social competence refers to the social aspect of functioning adequately i.e. an individual is capable of becoming adequately functioning member of a social order and there by behaving according to social norms, attitudes, values and traditions so that his behavior is socially acceptable. Social competence is the ability to use the appropriate social skills in every aspect of life.

CONCEPTUAL AND THEORETICAL FRAMEWORK

Social competence is the ability to use the appropriate social skills in every aspect of life. For children with learning disabilities, difficult skill to master. These children have trouble with communicating, following directions, listening and completing a task,

which can cause problems in the classroom and in adulthood. Yet, these skills are rarely addressed on the individual education and transition plans for these students.

Bierman (2004) defined social competence as the “capacity to coordinate adoptive responses flexibility to various interpersonal demands, and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions morals.” Hwitt, W and Dawson C (2011) defined social competence as person’ knowledge, attitudes and skills related to at least six components;

1. Being aware of one’ own and other’s emotions.
2. Managing impulses and behaving appropriating.
3. Communicating effectively.
4. Forming healthy and meaningful relationship.
5. Working well with others.
6. Resolving conflicts.

Arsenio, Loria, and Gumora (2011) had described that there has been a tremendous amount of interest in understanding the social and emotional factors that contribute to the scholastic success of students. Social competence is one of the important factors which influence educational achievement of students (Wentzel, 1999). Previous researches on social competence have shown that there are strong connections between children's social competence and educational achievement. Parker and Asher (1987) found that children who were rejected by their peers in elementary school were more twice as likely as non rejected to quit high school before graduating. Since then, researchers have noted the close connections between children's social competence and academic performance (Denham, 1998; Saarni, 1999). Social competence influences children’s academic performance (Schutz & Pekrun, 2007), Arsenio and his colleagues argued that emotional tendencies and social behavior also have an influence on children's school performance. Therefore, the academic achievement is known to be related to children's social competence (e.g., Denham, 1998). Education does not operate in a vacuum it operates in a society. In fact, both interact with and affect each other. The education system is a sub-system and not autonomous. So the social competence is very important part of education.

STAEMENT OF THE PROBLEM

The study is designed to examine the extent of relationship of social competence establish with academic achievement of government senior secondary school students in the selected districts of Punjab.

OBJECTIVES

Objective-1: To determine the extent of relationship between academic achievement and social competence of government senior secondary school male students.

Objective-2: To determine the extent of relationship between academic achievement and social competence of government senior secondary school female students.

Objective-3: To determine the extent of relationship between academic achievement and social competence of government senior secondary school students government schools.

HYPOTHESES

1. There exists significant relationship between academic achievement and social competence of government senior secondary school male students.
2. There exists significant relationship between academic achievement and social competence of government senior secondary school female students.
3. There exists significant relationship between academic achievement and social competence of government senior secondary school students of government schools.

METHODOLOGY

Descriptive survey method was adopted. Data were collected from primary sources, i. e. government senior secondary school students. Following tools were used to collect required information from the students of government senior secondary schools of Punjab.

TOOLS USED

The investigator was used the scale as listed

1. Social competence Scale by V P Sharma, Prabha Shukla and Kiran Sukla. (1998)
2. Personal data form

DATA COLLECTION PROCEDURE

The data were collected from Government senior School Students of Bathinda and Mansa district of Punjab who were studying in class 10+2 and had passed their 10+1 examination in the last year. The researcher visited to each school and subjects were instructed for each test separately. Collected data were tabulated and total score were obtained for each test. The total sample for the study comprised of 300 government senior secondary school students. The sample included 150 government senior secondary male students and 150 government senior secondary female students.

STATISTICAL TECHNIQUES USED

Following statistical techniques were used as follows:

Simple linear Correlation

DELIMITATIONS OF THE STUDY

1. The dependent variable of the study was academic achievement and independent variable is social competence only.

2. The study was delimited with regard to sample as well. The sample of the study includes 300 Government senior Secondary School Students from Bathinda and Mansa districts of Punjab only.
3. All the selected schools were affiliated to or recognized by Punjab School Education Board, Mohali (Punjab) only.

CONCLUSIONS

1. The coefficient of correlation between academic achievement and social competence among government senior secondary school male students is 0.49 which is significant at 0.01 and 0.05 level of significance. So academic achievement is significantly and positively related to social competence among government senior secondary school male students.
2. The coefficient of correlation between academic achievement and social competence among government senior secondary school female students is 0.59 which is significant at 0.01 and 0.05 level of significance. Therefore academic achievement is significantly and positively related to social competence among government senior secondary school female students.
3. The coefficient of correlation between academic achievement and social competence among government senior secondary school female students is 0.39 which is significant at 0.01 and 0.05 level of significance. Therefore academic achievement is significantly and positively related to social competence among Government senior secondary school students.

EDUCATIONAL IMPLICATIONS

The result of the present study has indicated social competence has a positive and significant relationship with educational achievement of government senior secondary school students. Therefore, it is recommended that parents and teachers should try to teach social skills to students. It can increase academic achievements of students.

For teachers and school psychologists, these results suggest that social skills must be taught to the students because socially competent students have a good adjustment in the classroom and in school. When they are well adjusted and have healthy relations with their peer group and teachers. They have high achievements.

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