

Study of Social Competence of 10th Class Students

Surekha Devi

Principal Vaishno College of Education Vill Thapkur The-Nurpur District Kangra

Himachal Pradesh –176403, India

Abstract

The social opportunity for developing human capability is the key towards a more equitable and efficient society. The natural potential of any person requires educational input to provide a framework for individual development. The goal of education is to make human being improve the quality of life in the society. While basic education provides a framework for skill development it is higher education that provides the edge towards the ability of individuals and nations to compete and survive in the above world. Higher education is also a form of social development as ultimately it is the improvement in the lives of the people that determines the success of such efforts. Education, in order to be meaningful society has promoted a culture of participation, sharing and brotherhood. Education based on narrow selfish interests and pursuits often become self-defeating as it deprives the human beings of the value system. It is this larger context of higher education as a factor for social development that we need to look at the Indian system.

Introduction

In contemporary society, "SOCIAL" often refers to the redistributive policies of government which aim to apply resources in the public interest, for example, social security. Policy concerns then include the problem of social exclusion and social cohesion. Here "SOCIAL" contrast with "PRIVATE" and to the distinction between the public and the private spheres where ownership relations define access to resources and attention. The term "SOCIAL" is also added in various other academic sub-disciplines such as social geography, social psychology, social anthropology, social philosophy, social ontology, social statics and social choice theory in mathematics.

The terms 'competence' and 'competency' have taken central place in the personnel management and training field, over recent years. The distinction between "competence" and "competency" should be made, as the terms are often used interchangeably. Webster's dictionary defines a "competency" as an "ability or fitness." A competency is a single skill or function, yet it includes the underlying knowledge, abilities and attitudes necessary for optimal performance. It must be performed to a specific standard under specific conditions. A competency is usually written as a broad composite statement detailing an observable set of behaviors reflecting components of knowledge, skills and attitudes. Competence, on the other hand, is more expansive and all encompassing. It represents the totality of knowledge, skills, attributes, behaviors and attitudes (or competencies), as well as, the ability to orchestrate these competencies into the full range of activities necessary for professional practice. Competence also implies a minimum level of proficiency or threshold in performance. A cluster of related abilities,

commitments, knowledge and skills that enable a person (or an organization) to act effectively in job or situation. The capacity of a person to understand a situation and to act reasonably disputes regarding the competence of an individual are settled by a judge and not by a professional (such as doctor or a psychiatrist) although the judge may seek expert opinion before delivering at a judgment.

Competence is the ability of an individual to do a job properly. A Competency is a set of defined behaviors' that provide a structured guide enabling the identification, evaluation and development of behavior in individual employees.

OBJECTIVE OF THE STUDY

1) To study overall social competence of 10th class students.

HYPOTHESIS OF THE STUDY

1) There is no significant difference of social competence of overall 10th class students.

Review

Francoise 2009: Analyzed the conceptual approaches to competence and practice in competence management in France. It was found that the conceptual approach to competence is formally competence and incorporates key dimensions of the other dominant competence models.

Keltikangas 2009: Concluded that majority of the engineers working as a manager or leader at their units of experts in both fields (research and industry) had increased expertise of their own fields. In their current and future work they expected to need more human resource and financial management as well as communication skills. In general, they were content with their engineering education and regarded it as an appropriate basis for expertise and professional Competencies.

Tool Used

1) **SOCIAL COMPETANCE SCALE:-**

- A) **Dr. V.P Sharma**
- B) **Dr. Mrs. Prabha Shukla**
- C) **Dr. Mrs. Kiran Shukla**

ADMINISTRATION OF THE SCALE

For the proper functioning and application of any test paper, its proper administration is must firstly; permission was taken from the head of the respective institution. The test was administered on 200 students 100 government and 100 private students.

INTERPRETATION OF RESULTS

“There is no significant difference of social competence of overall 10th class students” Calculation of mean score-

To check the overall social competence among 10th class students comprising a sample of 200 mean score calculated and compare with criteria of social competence that is 70% or more correct responses table 4.1 showing the details of scores of 10th class students is given as :-

Table 1: Total Mean Score of +2 Students in Social Competence

Sr.No	Gender	No. Of Students	Summation Of Score	Total	Mean
1.	male	100	17118	34392	171.96
2.	female	100	17274		

In the first hypotheses shows the all 10th class students exist the social competence. But 70% or more correct responses $50 \times 140 / 100 = 70$ or more score. Table 4.1 shows that the total means score 34392 which is greater than criterion of aware about social competence.

It shows that null hypothesis all the 10th class students of kangra district not show social competence is rejected.

References

Bryan, T. (1977):-Learning disabled Children’s comprehension of nonverbal communication. Journal of Learning Disabilities, 10,501-506.

Frigen, S.A., Long, D.J & Stevens, D.J. (1975):- Teaching children self – control. Columbus, OH: Merrill.

Goldstein, A.P., Sprafkin, R.P., Gershaw, N.S. & Klein, P. (1980):-Skill streaming the adolescent Champaign, IL: research PRESS.

Greenspan, S.(1981) :-A proposed model of social competence.

In B.K.Keogh (Ed.), Advances in special education (Vol.3.). Greenwich, CT: JAI Press

Greenspan, S., Gregory, S., Granfield, J. & Musheno, T. (1989):-General competence index: Provisional manual. Unpublished manuscript, University of Connecticut, Storrs.

Gregory, S. (1989):-Social competence and work success of mentally retarded adults. Unpublished doctoral dissertation, University of Connecticut, Storrs.