

## **SOCIAL COMPETENCE AMONG RESIDENTIAL AND NON-RESIDENTIAL SCHOOL SCHEDULED TRIBE STUDENTS**

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### **Abstract**

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*The problem of Social Competence is more evidently reflected in the educational field because the relationship in the classrooms is the prototype of ex-classroom relations. The socially awkward child is likely to misrespond to teacher as well as to other children. Dropping out of school is a particular risk of children who are socially rejected. These problems are universal because the way a child handles relationship in school years definitely reflect the way he would handle the relationship in his adult hood. In this study investigators try to find the level of Social Competence among Residential and Non Residential School Tribal Students. For that researchers selected 137 Residential and 127 Non Residential (total=260) school Tribal Students. Data collected by using Social Competence Scale developed and standardized by investigators. Results show that both Residential and Non Residential School Tribal Students posses average level of Social Competence. The level of Social Competence is high among Residential School Tribal Students.*

*Keyterms: Social Competence, Residential, nonResidential, scheduled tribes*



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### **Introduction**

Education is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. It is a powerful instrument of social and economic change. Students are educated with one main objective in mind - their success.

Social skill and the ability to assert are essential for children and adolescents. They are comforted daily with situations that call for social interaction. When children do not function completely in interactive situations, they are noticed, signaled out, or suffer social ostracism and humiliation. Many children withdraw in interactive situations, act immaturely, inappropriately, or aggressively and then, they face consequences of social disapproval, punishment and low self esteem. Quite a bit of research during the past 30 years suggests that children who do not have a basic level of Social Competence by the age of 6 may have trouble with relationships when they are adults (Blandon et al. 2010; Ladd, 2000; Parker & Asher, 1987). The long-range risks for a child who cannot interact well with other children

may include poor mental health, low academic achievement and other school difficulties, and poor employment history (Katz & McClellan, 1997).

According to Elizabeth Nixon(2001) Social Competence is characterized by the potency dimension of social measurements. As one of the components of the social behaviour, it is acquired through social interaction, and cultural integration in different socio-cultural settings. The success of an individual in the society depends highly 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. According to Daniel Goleman(1995), the competencies determining how we handle relationships are called social competencies. Social competencies as stated by Goleman include the dimensions like Empathy, Communication and Team Capability. In this paper investigators analyse Social Competence of Residential and Non Residential School Tribal Students.

### **Objectives of the study**

1. To find the level of Social Competence among Residential and Non Residential School Tribal Students.
2. To find whether there exists any significant difference in the Social Competence and its components between Residential and Non Residential School Tribal Students.
3. To find the effect of Gender on Social Competence and its components of Tribal Students.

### **Methodology in brief**

#### **Method:**

Survey method is used for this study.

#### **Participants**

The present study was conducted on a representative's sample of 260 secondary school Tribal Students belonging to Wayanad districts of Kerala state. 137 students were selected from Residential School and 123 belong to Non Residential School.

#### **Tool used**

The data for the present study was collected with the help of *Social Competence Scale* (prepared by Investigators). Social Competence Scale assesses three dimensions of Social Competence i.e. Empathy, Communication and Team Capability. Social Competence Scale is a five point Likert type scale. Social Competence Scale consists of 46 items. Cronbach's

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Alpha coefficient of the scale was calculated and obtained value is 0.816 indicating that the scale is reliable.

**Statistical techniques used**

The following statistical techniques are used for statistical analysis.

1. Percentage analysis
2. Test of significance between mean scores

**Results and Discussion**

**Identification of level of Social Competence**

Identification of level has done as part of Major analysis. In this section Level of Social Competence of Tribal Students are tested. For this mean score (M) and standard deviations (SD) are calculated. Students they scored above M+SD are belongs to high level and those scored below M-SD are belongs to low level. Students they scored between M +SD and M – SD are belongs to average level.

Here the levels of Social Competence of Tribal Students for total sample and based on type of school were tested using above mentioned method. The data and results obtained are represented in Table 1 and Table.2.

**Table.1 Level of Social Competence of Tribal Students**

Level of Social Competence	N	Percentage
Low	<b>48</b>	<b>18.36</b>
Average	<b>169</b>	<b>65</b>
High	<b>43</b>	<b>16.54</b>
Total	<b>260</b>	<b>100</b>

From Table 1, It is observed that 65 % of Tribal Students(N= 260) involved in the study have only average level of Social Competence, 18.36 % of them have low level of Social Competence and the remaining 16.54 % have high level of Social Competence. From the data it is clear that majority of the Tribal Students posses average level of Social Competence. Graphical representation of the result are presented in figure.1

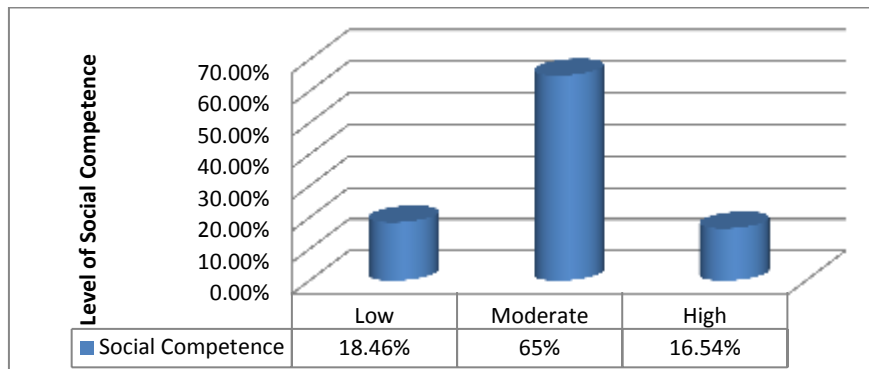


Figure.1. Graphical representation of level of Social Competence of Tribal Students

**Table. 2 Level of Social Competence among Residential and Non Residential School Tribal Students.**

Level of Social Competence	Residential		Non- Residential	
	N	Percentage	N	Percentage
Low	19	13.87	22	17.89
Average	96	70.07	80	65.04
High	22	16.06	21	17.07
Total	137	100	123	100

From Table 2, It is observed that 70.07 % of tribal Residential School students(N = 137) involved in the study have only average level of Social Competence, 13.87 % of them have low level Social Competence and the remaining 16.06 % have high level of Social Competence.

From Table 2, It is observed that 65.04 % of tribal Residential School students(N = 123) involved in the study have only average level of Social Competence, 17.89 % of them have low level Social Competence and the remaining 17.07 % have high level of Social Competence.

It is clear from the table.2 that majority of the Residential and Non Residential School Tribal Students posses average level of Social Competence. Graphical representation of Social Competence of Residential and Non Residential School Tribal Students are given in figure.2

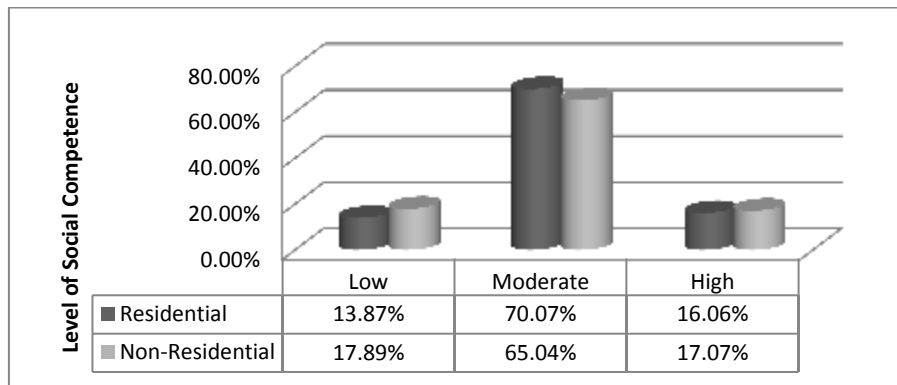


Figure.2. Graphical representation of level of Social Competence of Residential and Non Residential School Tribal Students

### Comparison of mean scores of Social Competence between Residential and Non Residential School Tribal Students

Data and result of test of mean score comparison of Social Competence and its components between Residential and Non Residential School Tribal Students are presented in the table.3

**Table.3: Data and result of test of significance of difference in the mean values of Social Competence between Residential and Non Residential School Tribal Students**

Component	Group	N	Mean	t-value
Social Competency	Residential	137	154.70	<b>3.45**</b>
	Non-Residential	123	150.76	
Team Capability	Residential	137	47.90	<b>3.72**</b>
	Non-Residential	123	46.09	
Empathy	Residential	137	59.68	<b>1.17</b>
	Non-Residential	123	58.84	
Communication	Residential	137	47.12	<b>2.46*</b>
	Non-Residential	123	45.82	

\*\* significant at 0.01 level \* significant at 0.05 level

Table 3 shows that the mean scores of Social Competence between Residential and Non Residential School Tribal Students are differ significantly. The mean score of Social Competence for Residential School tribal student is 154.7 and that of Residential School Tribal Students is 150.76. the't' value of mean scores of Social Competence between Residential and Non Residential School Tribal Students (3.45) is greater than 2.58, the

required value of 't' for significant at 0.01 level. it can be inferred that there exists significant difference in mean scores of Social Competence between Residential and Non Residential School Tribal Students. Mean score of Residential and Non Residential School students shows that the Social Competence is high in Residential School Tribal Students. Obtained value for effect size (cohen's d) is 0.420. It means that the significant difference between mean score of Social Competence between Residential and Non Residential School Tribal Students is small.

The obtained 't' value for the component Team Capability between Residential and Non Residential School Tribal Students (3.72) is greater than 2.58, the required value of 't' for significant at 0.01 level. It can be inferred that there exists significant difference in mean scores of component Team Capability between Residential and Non Residential School Tribal Students. Obtained value for effect size (cohen's d) is 0.387. It means that the significant difference between mean scores of component Team Capability between Residential and Non Residential School Tribal Students is small

The obtained "t" value for the component Empathy between Residential and Non Residential School Tribal Students (1.17) is less than 1.96, the required value of 't' for significant at 0.05 level. It can be inferred that there is no significant difference in mean scores of component Empathy between Residential and Non Residential School Tribal Students.

The obtained 't' value for the component Communication between Residential and Non Residential School Tribal Students (2.46) is greater than 1.96, the required value of 't' for significant at 0.05 level. It can be inferred that there exists significant difference in mean scores of component Communication between Residential and Non Residential School Tribal Students. Obtained value for effect size (cohen's d) is 0.303. It means that the significant difference between mean scores of component Communication between Residential and Non Residential School Tribal Students is small.

### **Effect of Gender on Social Competence**

Effect of gender on Social Competence and its components are determined by using test of significance between mean scores. Data and results are presented in table.4

**Table.4: Data and Result of t-test between Mean Scores of Aspiration for Higher Education for Boys and Girls**

<b>Tribal Boys Vs Girls</b>	
<b>Component</b>	<b>t-value</b>
<b>Social Competence</b>	<b>0.233</b>
<b>Team Capability</b>	<b>1.129</b>
<b>Empathy</b>	<b>0.047</b>
<b>Communication</b>	<b>0.783</b>

Results from Table 4 shows that the obtained 't' values of Social Competence is 0.233. Which is less than the 1.96, the required value for significant at 0.05 level. It means there is no significant difference in the Social Competence between boys and girls. Table.4 shows that the obtained t value for the components of Social Components viz., Team Capability, Empathy and Communication are 1.129, 0.047 and 0.783 respectively. Which is less than the 1.96, the required value for significant at 0.05 level. It means there is no significant difference in the components of Social Competence between boys and girls. Table revealed that the mean scores of Social Competence and its components are almost same in Boys and Girls.

### **Conclusion**

The current study attempts to investigate the level of Social Competence among Residential and Non Residential School Tribal Students. On the basis of the data analysis the following conclusions have been drawn out from the present study:

1. Majority of the Tribal Students (65 %) posses average level of Social Competence
2. Majority of the Residential School Tribal Students (70.07 %) posses average level of Social Competence.
3. Majority of the Non Residential School Tribal Students posses (65.04) average level of Social Competence.
4. There is a significant difference in mean scores of Social Competence between Residential and Non Residential School Tribal Students (t= 3.45)
5. There is a significant difference in mean scores of component Team Capability between Residential and Non Residential School Tribal Students (t= 3.72)
6. There is no significant difference in mean scores of component Empathy between Residential and Non Residential School Tribal Students (t= 1.17)

7. There is a significant difference in mean scores of component Communication between Residential and Non Residential School Tribal Students ( $t=2.46$ )
8. There is no significant difference in mean scores of Social Competence and its components Team Capability, Empathy and Communication between Boys and Girls.

It can be concluded that Tribal students possess average level of Social Competence. Social Competence of Residential school Tribal students is higher than that of Social Competence of Non Residential School Tribal Students.

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