

Research Paper

## A Study of Social Competency of Secondary School Student in Relation to Social Skill

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### ABSTRACT

The Present study was conducted with the purpose to see Influence of Social Skill in relation to Social Competency among Secondary, School students. The Present study. was conducted to a randomly selected sample of 100 Secondary school students of Sonipat. District in Haryana. The tool of "Social Competency developed by Dr. (Mrs.) Kiran Shukla (1971) & social skill developed by Dr. Vishal Sood, Dr. Arti Anand. And Suresh Kumar, 2012 tools were used for the collecting of data in the present study. The data were analyzed by employing mean, SD, t-test. The results of the study showed no significant difference and relation are found in the Social Competency and social skill of boys and girls of secondary schools.

**Keywords:** *Social Skills, Social Competency, Secondary school Students*

The basic facts about people in societies that have long been recorded in historical genealogies and vital statistics registries include birth, marriage, childbearing, and death. As the primary concerns of societies moved "beyond survival", richer information about societal trends has also been collected. This information tends to focus on economic, health, and material issues such as unemployment, infant mortality, and poverty. New social indicators are being produced to monitor modern problem behaviours, such as substance abuse, unintended pregnancy, obesity, and dropping out of high school. Often these represent problems or issues. Those were not viewed as problematic in an earlier era. Social competency is characterized by the potency dimension of social measurement. As one of the components of the social behavior it is acquired through social 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. A student cannot enjoy, learning and modify his behaviour according to the environment if he doesn't know the art of study.

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### *Social Skills*

Social Skills are learned by the brain like any other skill. Some children spontaneously pick it up; that may not be true for children with Learning Disorders. This skill involves the ability of the brain to understand social conventions. It is significantly affected in these children. They are unable to pick up environmental cues like other children of their age. They may get over-friendly with strangers, and are often unable to think of the consequences of their actions. They may not understand facial expressions. These children are deficient in assertive skills and many of them become loners as they lack the skills to mix with peers. Often, they are seen with children younger to them (they merge because of their immaturity or elder to them (allowances are made for their inappropriate behaviour). These sub-types of learning problems described above have been delineated for theoretical purposes. However, in practice, it is found that this type of compartmentalisation is not valid. Almost all children with one Learning Disorder may have some difficulty with another learning skill.

### *Social Competency*

Social Competence is a broad area of skill development that effect student's social effects that in their capability to underlie and preserve high property and matureness satisfactory relationships and to postpone minus remedy or oppression from others. Social Competence promotes successful adjustment to school, academic achievement, and eventual school completion. Conversely, lack of social competence has been found to be responsible for kishor crime, deadness adult criminal behavior, and mental health problems. Unfortunately, children with learning and development disabilities often show a lack of social competence and, therefore are vulnerable to such outcomes.

## REVIEW OF LITERATURE

**Kuranchie, Addo (2015)** Conducted A study on Review of the relevance of social competence to child's development results have shown an association between social competence and academic and non-academic gains, however, the literature review suggests a need for further research concerning factors that lead to social competence or social incompetence. There is paucity of research evidence on how children acquire social It, therefore, behaves educationists and researchers to expend time, energy and intellectual resources to conduct research to that effective.

**Jena (2018)** Conducted A study on examined the social competence among school going adolescents with respect to their gender and type of school. 200 school going adolescents were selected by random sampling technique for the study. Social Competence scale by Sharma, Shukla and Shukla (1992) was used to measure the social competence. Findings of the study revealed that there exist no significance differences in various dimensions of social competence among school going male and female adolescents studying in rural government secondary schools. It is also found that there exists no significant difference in various dimensions of social competence among school going male and female adolescents studying in different urban government schools, except in the dimensions of social leadership and social authority respectively.

**Zheng, M Oberla Hawkes - Robinson (2021)** Conducted A study On Serious Games as a Complementary Tool for Social Skill Development in Young People Our findings is mixed but suggest that serious games may improve social skills when used alongside in-person discussion. We also found potential effects of the length of time of gameplay, intervention, and follow up on social skill serious game effectiveness. Although this review found promising research conducted in East Asian countries and with minority samples in the

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United States, the majority of social skill serious game research takes place in the United States and Australia, with unreported demographic information and white-majority samples.

### *Justification of the study*

A research design is the systematic arrangement of the conditions for the collection, and analysis of the data in a way that aims to consolidate relevance to the research objective with economy in research. In the present study, Pre- Posttest Control Group design was used to measure the effect of Social Skills Training Programme on self-concept and social competence of the elementary schools students. For the implementation of Social Skills Training Programme, one experimental and one control group were formed. In the present study, the experimental group was taught with Social Skills Training Programme. A detailed description of the design of the experiment has been given in the table below.

### *Statement of the problem*

A study of Social Competency of secondary school students in relation to Social Skills.

### *Objective*

1. To compare the Social Competency of girls and boys of Secondary school students.
2. To compare the social skill of girls and boys of Secondary students.
3. To find out relationship between Social Competency and Social skill of Secondary School student.

### *Hypotheses*

- There will be no significant difference in Social Competency of girls and boys of secondary School students.
- There will be no significant difference in social skill of girls and boys of Secondary school students.
- There will be no significant relationship between Social Competency and Social skill of Secondary School students.

## RESEARCH METHODOLOGY

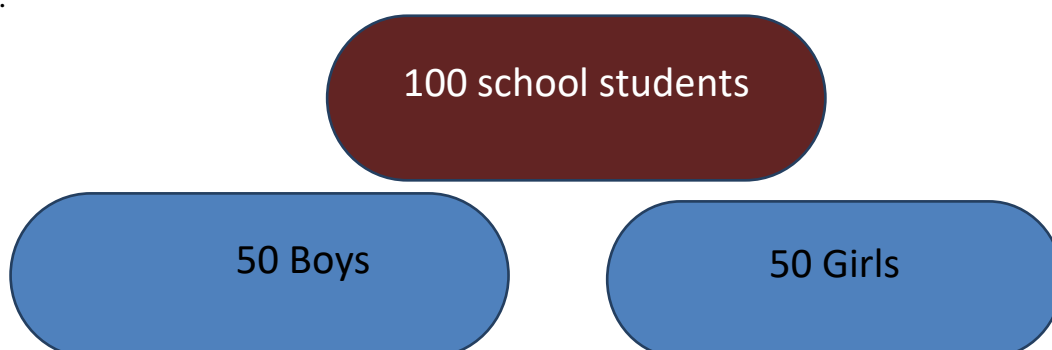
Descriptive Survey method was used for analysis the data i.e., T test, Mean, SD and Annova.

### *Variable of the study*

In this study, two variable social skill and social competency scale was used.

### *Sample of the study*

The Students on the boys and girls secondary school survey of 100 students from Sonipat district.



*Tools to be used*

- **Social Skill scale** was developed by Dr. Vishal Shood (1971)
- **Social competency scale** was developed by Dr. (Mrs.) Kiran Shukla (1971)

**RESULT AND DISCUSSION**

**Objective:1. To Compare the Social Skill of girls and boys of Secondary school students.**

*Table 1.*

Group	N	Mean	SD	't' value	Level of significant
Boys	25	290.36	24.79395	0.008093	0.05
Girls	25	299.12	14.04255		

As table-1, showed that at level of significance 0.05 and 0.01 when df is 98 are 1.97 and 2.60. The calculated t-value of Social skill between boys and girls of secondary school students has found not significant difference. That means,  $H_0$  i.e., there is no significant difference between boys and girls of secondary school on the basis of social skill is accepted.

**Objective: 2. To compare the social Competency of girls and boys of secondary school students.**

*Table 2.*

Group	N	Mean	SD	't' value	Level of significant
Boys	25	154.44	16.02622	0.130825	0.05
Girls	25	166.24	13.82831		

As table-2, showed that at level of significance 0.05 and 0.01 when df is 98 are 1.97 and 2.60. The calculated t-value of Social Competency between boys and girls of secondary school students found not significant difference. That means,  $H_0$  i.e., there is no significant difference between boys and girls of secondary school on the basis of social competency is accepted.

**Objective: 3. To find out relationship between Social Competency and Social Skill of secondary school students.**

*Table 3.*

Group	N	Mean	SD	'r' value	Level of significant
Boys	25	294.74	20.42688	0.16608	0.05
Girls	25	160.34	16.08981		

As table-3, the researcher found that table value at level of significance 0.05 and 0.01 when df is 98 and table value are 0.138 and 0.181, the calculated Correlation Coefficients values was less than the table value. That means,  $H_0$  i.e., there is no relationship between Social Competency and Social Skill of secondary school students is accepted, and found that the correlation between these variables was very low and positive. Hence there exists significant relationship between social skill and social competency among secondary school students was found low level.

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### **Acknowledgement**

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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