Research Paper

Social Competence of B.Ed. Trainee Teachers of Aurangabad city; a study.

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Abstract: *Different cultures & context value different social behavior. Establishing & maintaining a range of positive social relationships. Contributing collaboratively & constructively to the peer group, family, school, workplace & community. Engaging in behaviors which enhance & protect health avoiding behaviors with serious negative consequences for the individual or others or both are social competencies as the absence of social incompetence. Social competence refers to the social skills that children need for successful social adaptation. A child's social competence depends upon a number of factors including the child's social skills, social awareness and self-confidence. Children who have a wide repertoire of social skills & who are socially aware and perceptive are likely to be socially competent. Social effectiveness refers to child ability to establish & maintain high quality & mutuality satisfying relationship & to avoid negative treatment or victimization from others. The present study deals with the social competence of B.Ed. trainee teachers of Aurangabad city.*
Keywords: *Social competence, social skills, social adaptation*

I.   Introduction:

Human beings possess a unique characteristic which separates them from animals that their behavior is social. Society to them is as essential as food. They believe in the maintenance of social relationships & try to adjust with others. But this doesn't mean that the child is born with such social behavior & social qualities. Like other aspects of growth & development he develops the necessary characters in him.

The process of development of such activities & qualities which brings desirable changes in his social behavior is referred to a social development or socialization of the child.

Sorenson (1948) states "by social growth & development we mean increasing ability to get along well with oneself & others."

Social development of a child can be enhanced by their participation in the society participation with the members of the society needs a little competency which in turn helps social development. Social competence is an important ingredient of the modern civilization & it is the essential attribute of the member of the progressive onward moving society.

The success of an individual in the society depends largely upon the extent to which he has acquired the richness & potency of social competence desirable for his self-realization, self-actualization growth & development. For the successful interpersonal interaction, a high order social competence is an essential disposition of an individual.

Social competence is the name of mastering, social, emotional & cognitive skills & behavior needed to succeed as a member of the society.

Diana Rathjan (1980) reported some of the criteria of social competence. They are social power, social relations, social skills, social mobility, social attraction communicability, social participation etc.

For students with and without identified disability, the ability to interact successfully with peers and adults may be the most important aspect of development in relation to outcome as an adult. Society competent individuals generally have the following attributes:

•   They have knowledge of social rules, roles, and routines that apply in social situations that are personally relevant (e.g., school, home, recreational areas, social gathering).

•   They interpret others' behavior and "read" others' emotional states in a generally accurate manner.

- They react to others' emotional states and behavior in an emotionally consistent manner (empathy).
- They want to act (i.e., intentions) and are disposed to act (i.e., habits) in a way that is generally consistent with their needs.
- They have the confidence needed to interact socially and accept the vulnerability associated with potential rejection.
- They generally do act in a society competent manner. The important outcomes of social competence are acceptance within relevant peer groups and friendships.

We use the term "social competence" rather than the more commonly used term "social skills" because the term "skills" often suggests that practice of certain socially positive behaviors is all that a person needs to be socially successful - to be accepted in relevant social groups and to have friends, "skills" in this sense are certainly NOT all that is required for a person to be socially competent and have friends. For example, a person may possess the skills (behaviors), but not use them or not use them on the right occasion. Alternatively, a person may possess the skills (behavior), but lack the ability to "read" others, correctly interpret social realities, or react in an emotionally appropriate manner, thus failing to act in a socially successful way. Similarly, a person may possess the skills (behavior), but lack the confidence needed to enter the social "playing field" and play the social game. Finally, a person may possess the skills (behavior), but simply not be interested in acceptance by peers or having friends.

In addition, the specific skills or behaviors associated with social competence vary from one social context to another and from one social group to another. For example, the social behaviors observed in the science club at school tend to be quite different from those observed in groups of skate boarders on the street. To be sure, there is a central set of social skills needed to be successful in school (e.g., specific interactive competencies with teachers, specific classroom behaviors, and the like) and these skills may need to be taught. However, success with friends and within peer groups various with value and expectations of the relevant individuals.

Social competence includes, but is not restricted to effective social communication. Non-communication components include dressing and hygiene, competence with activities that are popular within relevant social groups (e.g., video games, sports, dancing, and the like) transportation to relevant social gatherings, impulse control, cognitive skills such as effective social problem solving, reading of nonverbal cues, and the like. However, communication skills are critical. For example, the best predictors of social acceptance in the early grades are the ability to (1) enter into (ongoing) interaction (i.e., initiate), (2) maintain social interaction, and (3) resolve conflicts, as a child ages into later childhood and adolescence, other social "plays" become important, including joking, teasing and receiving teasing, complementing and receiving compliments, arguing assertively but not aggressively, maintaining conversation about topic popular in relevant social groups, and the like. Although these social challenges are not necessarily negotiated with language, they usually are. Thus, language and, more broadly, communication skills are critical to social competence.

1.2 Significance of the Research:

It is a staunch faith of the researcher that the study would reveal the significant trends as the degree and extent of predictability and relationship between individual and social competence. Such a trend will motivate the educators and curriculum framers to design academic as well as other activities in a way that those will help to faster the ability to face society challenges of life from schooling.

In addition to social skill & Social intelligence, factors such as the child's self-confidence or social anxiety affect social competence. Social competence can also be affected by the social context & the extent to which there is a good match between the child's skills, interest & abilities & those of the other children in his environment.

So, in this way a researcher tries to study the problem from various angles in his life. So that a child can become socially competent.

Many individuals who were extra ordinarily intelligent when it came analytical skills & general intelligence, were deficient in social intelligence. While they were good with numbers & logic. They were bad when it came to being sociable & they did not have a lot of friends.

It will also helpful to the B.Ed. Trainee Teachers that they would makeable themselves to become socially competent

1.3 Objectives:
1)   To study the social competence of B.Ed. Trainee Teachers of Aurangabad city.
2)   To study the social competence of Male B.Ed. Trainee teachers of Aurangabad city.
3)   To study the social competence of Female B.Ed. Trainee teachers of Aurangabad city.

1.4 Hypotheses:
1)   The social competence of B.Ed. students of Aurangabad city is high.
2)   The social competences of the Male B.Ed. Trainee teachers of Aurangabad city do not differ.
3)   The social competences of the Female B.Ed. Trainee teachers of Aurangabad city do not differ.

1.5 Limitations of the research:
1)   **Area:** The area of the research or present study is confined to Aurangabad city.
2)   **Content:** The study is confined to social competence of B.Ed. Trainee Teachers.
3)   **Unit:** The researcher has chosen the B.Ed. Trainee Teacher as the unit of study.

II.   Methodology of Research:

Research methodology is a way to systematically solve the research problem it may be understood as a science of studying now research is done scientifically.

The researcher has selected **survey method** as this method is concerned with the present and attempts to determine the status of phenomena under investigation.

The purpose behind this method for research is acquiring of information about the characteristics and nature of the pupils their behavior patterns in life and classroom and their knowledge, skills, Emotional intelligence and work or study.

2.1 Population:
Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics.

The population of the present research includes all the B.Ed. trainee teachers of Aurangabad city. There are in all 10 B.Ed. colleges in Aurangabad city under the affiliation of Dr.B.A.M.U. University.

2.2 Research Sample:
When the population is relatively large and physically not accessible researchers use only a sample.

Out of the 10 B.Ed. colleges 250 students from 5 different B.Ed. colleges will be taken as a sample of present research.

2.2.1 Sample Size:
This is either a single member or a collection of members subject to data analysis and selection. In the sample in our example the sampling units are the B.ED. Trainee Teachers of Aurangabad city.

Under Aurangabad city there are 10 B.Ed. colleges. The sample size consists of 250 B.Ed. students of Aurangabad city.125 male and 125 female students were taken as sample unit.

2.3 Sampling Technique:
The Stratified Random Sample: At times it is advisable to subdivide the population into smaller homo-generous groups to get more accurate representation. This method results in the stratified random sample.

Researcher has used stratified random sampling method (lottery) for the present research.

2.4 Tool for Data Collection:
Standardized Social competence scale prepared by Dr. V.P. Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla was used to test the social competence of B.Ed. trainees. The scale was prepared keeping in mind the culture purity and societal diversity of India where enough opportunity to Indian children for the acquisition of high order social competence, through rich and varied interpersonal interaction was the main base of the scale. In the development of the present social competence scale, the investigators employed the concept and construct of Kohn's social competence scale; however, the content of the scale marked significant departure from those of Kohn-Kohn (1977) who employed only two factors: namely. (i) Interest participation vs. apathy withdrawal; and (ii) cooperation compliance vs. anger defiance. Beside factor identified by Kohn, the investigator carefully analyzed all other factor as identified by other psychologist as mentioned above in the conceptualization and development of social competence scale.

With a view to diagnose the relative strength and weakness of each component in the total construction and development of the social competence scale, with each component arranged in their relative order and strength which in turn contribute significantly as inherent variance of social competence,

 Centroid method of factor analysis (Thurstone 1947) was employed in the scale the five factors of social competence in relative order of significance and weightage are as follows.

In essence, the social competence scale, developed and standardized, with its so high technical characteristics ensure greater significance and wide application in the measurement of social competence among the Indian children who display, 'unity in diversity' in their social norms and cultural values.

3.1 Tabulation of Data:

H1: Social competence of B.Ed. students.

C.I.	f	$x^{/}$	f $x^{/}$
124-143	11	-3	-33
144-163	29	-2	-58
164-183	58	-1	-58
184-203	93	0	0
204-223	43	1	43
224-243	16	2	32
	N=250		$\sum fx^{/}$ =-74

Mean $\qquad = \qquad$ AM + $\sum \dfrac{fx^{/}}{N}$ x i

Mean $\qquad = \qquad$ 193.5+$\dfrac{(-74)}{250}$x20

Mean $\qquad = \qquad$ 193.5+(-0.29)x20

Mean $\qquad = \qquad$ 193.5+(-5.8)

Mean $\qquad = \qquad$ 187.7

$$\boxed{\text{Mean} = 187.7}$$

Inference: The mean score of Social Competence of B.Ed. Students is 187.7.

H2 $\qquad$ **Social Competence of Male (B.Ed.) Students:**

C.I.	f	$x^{/}$	f $x^{/}$
124-143	9	-3	-27
144-163	12	-2	-24
164-183	18	-1	-18
184-203	56	0	0
204-223	22	1	22
224-243	8	2	16
	N=125		$\sum fx^{/}$ =-31

Mean $\qquad = \qquad$ AM + $\sum \dfrac{fx^{/}}{N}$ x i

Mean $\qquad = \qquad$ 193.5 + $\dfrac{(-31)}{125}$ x 20

Mean $\qquad = \qquad$ 193.5+ (-0.24) x 20

Mean $\qquad = \qquad$ 193.5 - 4.8

$$\boxed{\text{Mean} = 188.7}$$

Inference: The mean score of Social Competence of Male B.Ed. Students is 188.7.

H3 Social Competence of Female (B.Ed.) Students:

C.I.	f	$x^{/}$	$fx^{/}$
124-143	2	-3	-6
144-163	17	-2	-34
164-183	40	-1	-40
184-203	37	0	0
204-223	21	1	21
224-243	8	2	16
	N=125		$\sum fx^{/}$ = - 43

Mean $\qquad$ = $\qquad$ AM + $\sum \dfrac{fx^{/}}{N}$ x i

Mean $\qquad$ = $\qquad$ 193.5 + $\dfrac{(-43)}{125}$ x 20

Mean $\qquad$ = $\qquad$ 193.5 – 0.34 x 20

Mean $\qquad$ = $\qquad$ 193.5 - 6.8

Mean = 186.7

Inference:
The mean score of Social Competence of Female B.Ed. Students is 186.7

Social Competence (S.D) of Male (B.Ed.) Students:

C.I.	f	$x^{/}$	$fx^{/}$	$fx^{/\,2}$
124-143	9	-3	-27	81
144-163	12	-2	-24	48
164-183	18	-1	-18	18
184-203	56	0	0	0
204-223	22	1	22	22
224-243	8	2	16	32
	N=125		$\sum fx^{/}$ =-31	$\sum fx^{/2}$ =201

S.D $\qquad$ = $\qquad$ i x $\sqrt{\dfrac{\sum fx^{/2}}{N} - \left(\dfrac{\sum fx^{/}}{N}\right)^{2}}$

$\qquad$ = $\qquad$ 20 x $\sqrt{\dfrac{201}{125} - \left(\dfrac{-31}{125}\right)^{2}}$

$\qquad$ = $\qquad$ 20 x $\sqrt{1.60 - (-0.24)^{2}}$

$\qquad$ = $\qquad$ 20 x $\sqrt{1.60 - 0.05}$

$\qquad$ = $\qquad$ 20 x $\sqrt{1.55}$

$\qquad$ = $\qquad$ 20 x 1.24

$\qquad$ = $\qquad$ 24.8

S.D=24.8

Social Competence (S.D) of Female (B.Ed.) Students:

C.I.	f	$x^{/}$	$f x^{/}$	$f x^{/2}$
124-143	2	-3	-6	18
144-163	17	-2	-34	68
164-183	14	-1	-40	40
184-203	37	0	0	0
204-223	21	1	21	21
224-243	8	2	16	32
	N=125		$\sum fx^{/}$ =-43	$\sum fx^{/2}$ =179

$$S.D \quad = \quad i \ x \ \sqrt{\frac{\sum fx^{/2}}{N} - \left(\frac{\sum fx^{/}}{N}\right)^2}$$

$$= \quad 20 \ x \ \sqrt{\frac{179}{125} - \left(\frac{-43}{125}\right)^2}$$

$$= \quad 20 \ x \ \sqrt{1.43 - (-0.34)^2}$$

$$= \quad 20 \ x \ \sqrt{1.43 - 0.11}$$

$$= \quad 20 \ x \ \sqrt{1.32}$$

$$= \quad 20 \ x \ 1.14$$

$$= \quad 22.8$$

$$\boxed{SD = 22.8}$$

Social Competence (SEM)

$$SEM \quad = \quad \sqrt{\frac{\sigma 1^2}{N1} + \frac{\sigma 2^2}{N2}}$$

$$SEM \quad = \quad \sqrt{\frac{(24.8)^2}{125} + \frac{(22.8)^2}{125}}$$

$$SEM \quad = \quad \sqrt{\frac{615.04}{125} + \frac{519.84}{125}}$$

$$SEM \quad = \quad \sqrt{4.92 + 4.15}$$

$$SEM \quad = \quad \sqrt{9.07}$$

$$SEM \quad = \quad 3.01$$

$$\textbf{C.R.} \quad = \quad \frac{M_1 \approx M_2}{SEM}$$

$$C.R. \quad = \quad \frac{188.7 - 186.7}{3.01}$$

C.R. $\quad$ = $\quad \dfrac{2}{3.01}$

C.R. $\quad$ = $\quad$ 0.66

$\quad$ df $\qquad$ = $\qquad (N_1 + N_2) - 2$

$\qquad\qquad$ = $\qquad$ 125 + 125 – 2

$\qquad\qquad$ = $\qquad$ 250 – 2

$\qquad\qquad$ = $\qquad$ 248 (1.97 – 0.05)

Inference: Difference is insignificant at 0.05 level.

Therefore 't' value 0.66 is less then table value 1.97 at 0.05 level of significance so there is no significant difference between means of Social Competence. Hence Hypothesis will be accepted.

4. Analysis:

4.1: Table showing

The social competence of B.Ed. student

Factor	Mean score	Range	category
Social competence	187.7	170-209	High

Interpretation: According to Table no. 4.1 the calculated mean value of $\qquad$ Social competence of B.Ed. student is 187.7 which come between the ranges of (170-209) according to the tool norm table. It indicates High Social Competence. So, with this norm we conclude that the Social Competence of B.Ed. students are high.

4.2: Table showing

The social competence of male B.Ed. students

Factor	Mean score	Range	Category
Social competence	188.7	170-209	High

Interpretation: According to Table no. 4.2 the calculated mean value of social competence of Male B.Ed. student is 188.7 which come between the ranges of (170-209) according to the tool norm table. it indicates High Social Competence. So, with this norm we conclude that the Social Competence of Male B.Ed. students are high.

4.3: Table showing

The social competence of Female B.Ed. Students.

Factor	Mean score	Range	Category
Social competence	186.7	170-209	High

Interpretation: According to Table no. 4.3 the calculated mean value of social competence of Female B.Ed. student is 186.7 which come between the ranges of (170-209) according to the tool norm table. it indicates High Social Competence. So, with this norm we conclude that the Social Competence of Female B.Ed. student is high.

4.4: Table Showing

The Difference between Social Competence of Male and Female B.Ed. Students.

Social Competence	Mean Score	S.D.	C.R.
Male	188.7	24.8	0.66
Female	186.7	22.8	
df = 1.97			

Interpretation: Difference is insignificant at 0.05 level of significance. Since critical value (C.R.) is 0.66 which is less than 1.97 Therefore hypotheses is accepted at 0.05 level of significance.

5. Findings:

1) The mean of social competence scores of B.Ed. trainee teachers Of Aurangabad city is 187.7 which is high according to the standard table value. Hence Hypothesis No. 1 is accepted.

2) The social competence of male B.Ed. trainee teachers of Aurangabad city is 188.7 which is high according to the standard table value. Hence hypothesis No. 2 is rejected.

3) The social competence of Female B.Ed. trainee teachers of Aurangabad city is 186.7 which is high according to the standard table value. Hence hypothesis No. 3 is rejected.

6. Suggestions:

1) All the trainee students should develop Social Competence in them and this in turn can help ineffective teaching social flexible in their approach refresh them to tackle the day today development in this social area. Professional requirement and professionalism in their behavior can refine their skills.

2) The trainee teacher should possess social maturity, social co-operation, and social involvement in them.

3) The teacher is the backbone of society. Preparing teachers to the needs of time and with the changes in the expectation of society is essential. Social competent teachers are capable of any adjustment and bring changes in behavior to compete the modern world.

4) Teacher should have favorable attitude towards society. He should be a social leader, he should possess social skills than only they are successful, properly adjusted and well satisfied, which ensures students success and the nation success.

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