



# SOCIAL COMPETENCE AND INTELLIGENCE OF HIGH SCHOOL STUDENTS: A CASE STUDY OF SPSR NELLORE DISTRICT

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## Abstract

*“Social competence is the ability to recognize, interpret, and respond appropriately in social situations”. The success of an individual depends on the richness of social competencies which he or she possesses from his/her interactions with the environment. Social competencies are nothing but social, cognitive, emotional skills and behaviours that are required for the successful social adaptation of the students. As the transition happens from childhood to adolescence the students behave in a different manner, that they no more behave like preschool children. Across disciplines social competence is viewed in different ways. In psychology it is viewed as different persona traits, which can manifest in different capabilities such as empathy, tolerance, conscientiousness; ability to cooperate; dynamic construct, ability to adjust and interact in given social situations; it is the belief about their efficacy, as social or even emotional intelligence. Within the pedagogy it refers to lifelong, intercultural and social learning. In economics social competencies are used to refer to “soft skills” which consists of factors like flexibility, team work and motivating colleagues. Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Even lower animals make an unconscious effort to make their life happy by securing adjustment with their environment. Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person.*

**Keyword: Social Competence and Intelligence of High School Students**

## Introduction

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Even lower animals make an unconscious effort to make their life happy by securing adjustment with their environment. Among human beings, the effort for self-improvement and making their life happy and comfortable is conscious and deliberate. They try to secure happiness not only at the physical, but also at mental and spiritual level. Education in the widest sense is this constant interaction between the individual and the environment. No good life is conceivable without education.

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung in praises in all ages. Education is important for both the individual and the society. The working of society is impossible

without education or educated persons. In fact, human life begins with education. The fulfilment of needs of human life is possible only through education.

Education is purposeful and organized activity which is undertaken both by the educator and the learner for the sake of clear-cut objective. Without an end or ideal no purposeful activity will have that force which is likely to have in the presence of the aim. And in education, all the aims are more important. The reason is that it is education, which bridges the gulf between the original nature of immature child and the exacting demands of the society which increase with growth of civilization.

Therefore, education is one of the most important sub-systems of a society. This sub-system is strategically very important because it generates both finite and infinite power. The quality of power helps in shaking the pattern of the society. Where educational institutions turnout capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and positive.

### Definitions of Education

“I think an education is not only important, it is the most important thing you can do with your life.”

---DAEN KALMEN

“Education is the most powerful weapon which you can use to change the world.”

---NELSON MANDELA

### Social competence in High School children

A socially competent preschool child behaves in a much different manner than a socially competent adolescent; conversely, the same behaviours (e.g., aggression, shyness) have different implications for social adaption depending upon the age of the child and the particulars of the social context.

A child's social competence depends upon a number of factors including the child's social skills, social awareness and self-confidence. Social skills is a term used to describe the child's knowledge of and ability to use a variety of social behaviours that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive, or negative social behaviour is also a reflection of a child's social-skills. The term emotional intelligence refers to the child's ability to understand other's emotions, perceive subtle social cues, “read” complex social situations, and demonstrate insight about other's motivations and goals. Children who have a wide repertoire of social skills and who are socially aware and perceptive are likely to be socially competent.

Social competence is the broader term used describe a child's social effectiveness- a child's ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others. In addition to social skills and emotional intelligence, factors such as child's self-confidence or social anxiety can affect his/her social competence. Social competence can also be affected by the social context and the extent to which there is a good match between the child's skills, interests, and abilities and those of the other children in his/her environment.

## Intelligence – Meaning

No two individuals are alike. Some may be bright, others are averages and some others are dull. Since man is a product of his heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to these questions from the very beginning of knowledge. Teacher has to face such differences in the class room and has to adjust his/her teaching accordingly. Therefore, it is necessary for him to know about the world of intelligence and its management.

## REVIEW OF RELATED LITERATURE

**Baumrind** (2005) socialization will be facilitated not only by the parents but also within the family context, which may include relatives and friends who support the parents and children, and further reinforce culture values. Studies by and others have demonstrated that, as children develop, parents use different methods of control or leadership styles in family management that fall into fairly predictable categories

**Berndt** (2008) study reveals that children's social-cognitive development, including moral judgement, appears to parallel cognitive development, as children's perceptions of relationships, peers and social situations become more abstract and less egocentric. Pre-schoolers are less able to differentiate between best friends and friends than are elementary school-age children. But young children can provide specific reasons why they could not like to interact with certain peers. From six to fourteen years ago, children shift their views of friendship relationships from sharing of physical activities to sharing of materials being kind of helpful, and eventually, perceiving friendships that allow individually to be expressed or supported.

**Greenberg** (2010) studied that home-school connections can be facilitated through regular notes to parents that describe violence preventions efforts and suggest how the parents can support them. Homework assignments can help both parents and children explore their feelings about interpersonal violence and figure out alternative strategies for resolving conflicts. To promote role modelling, assignments can prompt parent's discussions about their own behaviour when they were the same age as their children.

**Anuradha** and **Bharathi** (2017) tried to find the effect of social competence on the academic achievement of the first-year engineering students. The major finding showed that – (i) A negative trend was seen between social competence and achievement (ii) the home conditions greatly influenced their level of social competence (iii) personality characteristics of students had no significant influence on their level of social competence.

## Scope of the study

The main intension of the study is to make a survey on the social competence and intelligence of high school students; boys and girls and present an analysis of it. The study is attempted to identify the differences between the dependent variable (social competence) and independent variable viz., intelligence.

- The study was conducted on a sample size of 300 High school students.
- The students of government and private school were considered.
- The students studying in the high school of SPSR Nellore district was only considered for the present study.

## Objectives of the study

The major objectives of the present study are:

- i. To find out the levels of social competence and intelligence of high school students.
- ii. To find out the correlation between social competence and intelligence of high school students.

**Table 1**  
**Frequency distribution of social competence scores**

| Class Interval | Frequency | Mid-value | Cumulative frequency |
|----------------|-----------|-----------|----------------------|
| 81 – 90        | 1         | 85.5      | 1                    |
| 91 – 100       | 2         | 95.5      | 3                    |
| 101 - 110      | 5         | 105.5     | 8                    |
| 111 -120       | 15        | 115.5     | 23                   |
| 121 – 130      | 37        | 125.5     | 60                   |
| 131 – 140      | 64        | 135.5     | 124                  |
| 141 – 150      | 77        | 145.5     | 201                  |
| 151 – 160      | 51        | 155.5     | 252                  |
| 161 – 170      | 32        | 165.5     | 284                  |
| 171 – 180      | 16        | 175.5     | 300                  |

Source: Field Survey, SPSR Nellore District

Mean = 143.1

Q.D.= 11.38

Median = 143.00

S.D.= 16.57

Mode = 143.00

Sk = -0.149

Range = 92.00

Ku = 0.178

The composite index of social competence scores spreads from 88 to 180. The range is 92.00. The mean social competence score 143.31 indicates that majority of high school students were standing above the mid-point 120.00. The median and mode values are 143.00 and 143.00 respectively. As the measure of central tendency values are in slight descending order, it can be said that the distribution of the scores has slight negative skewness. The calculated value of skewness, -0.149, also confirms that the distribution is negatively skewed to a very little extent.

The measures of dispersion, both Q.D and S.D values are 11.38 and 16.57 respectively. The empirical relationship between these two measures in the case of normal distribution is  $2/3 \text{ S.D} = \text{Q.D}$  or P.E (Probable Error). This type of relationship between the two measures of the distribution in hand ( $2/3 \text{ S.D} = 11.05$ ) again reveals that the distribution is very slightly deviating from the normality.

The measures of Kurtosis indicate that the 0.178 distribution is platy kurtic. This value indicates that the distribution is almost normal. Hence, the social competence scores of the total sample of students follow the normal distribution. The histogram and Frequency polygon (fig-1 and fig-2) also discloses that the social

competence scores are following the normality with little divergences. Hence, it may be concluded that all parametric statistical tests can be employed to analyse the data on the social competence scores.

Therefore, the level of social competence among the high school students is higher than the mid-point (120.00) on the percentage scale and hence it can be concluded that the existing level of social competence among the students is 'above' the average. An observation into the above frequency distribution reveals that as many as 277 students fall in the higher-class intervals than the middle, whereas only 23 students fall in the lower-class intervals than the mid-point. In other words, there is more concentration of students in the higher half of the distribution than in the lower half. Therefore, the hypothesis that 'In general, High school students have low level of social competence' is rejected.

### Correlation between intelligence and Social Competence

In order to investigate relationships of the intelligence with social competence, product-moment correlation coefficient was computed and tested for significance. The analysis of the data relating to the above variables is given below:

The formulae for calculating 'r' and 't' values as suggested by Garrett (1981) was given below.

Person's product moment correlation

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

The obtained 'r' is tested to find whether it is significant or not using 't' distribution developed by Fisher.

$$t = \frac{r \sqrt{N-2}}{\sqrt{1-r^2}}$$

**Table 2**  
**Correlation between intelligence and social competence**

| S.No. | Variable     | Correlation Coefficient | 't' value |
|-------|--------------|-------------------------|-----------|
| 1.    | Intelligence | -0.117                  | 2.034     |

\*Significant at 0.05 level

Interpretation of 't' value:

#### Intelligence versus social competence: -

The obtained 't' value 2.034 is greater than the table 't' value 1.96 for two-tailed test and significant at 0.05 level. The hypothesis that  $r_{pop}$  is zero, is rejected. It thus implies that the obtained correlation is significant. This reveals that there is a significant relationship between intelligence of the high school students and their social competence. The negative correlation shows that as and when intelligence increases the social competence decreases.

Therefore the hypothesis, "There would be no significant relationship between intelligence and the social competence of high school students" was rejected. It is also concluded that there exists negative relationship between intelligence and social competence, which is in expected direction.

Influence of Intelligence on the Social Competence of the students

Does the level of intelligence of the high school students affect their social competence? To test this, the sample of students was classified into three groups:

- I. Low intelligence (those who scored less than Mean – ISD).
- II. Average intelligence (those who scored between Mean – ISD and Mean + ISD)
- III. High Intelligence (those who scored above Mean + ISD).

To examine the influence, the social competence scores of the three groups were analysed.

**Table 3**  
**Means and SD's of the social competence scores of the students with varied intelligence levels**

| Group                | N   | Mean   | SD    |
|----------------------|-----|--------|-------|
| Low Intelligence     | 60  | 147.02 | 17.11 |
| Average Intelligence | 152 | 142.89 | 17.61 |
| High Intelligence    | 88  | 140.88 | 14.30 |

It could be seen from the table – 3 that all the means of the three groups were above the midpoint (120). This indicates that all the high school students irrespective of their level of intelligence possessed high social competence. Further, the mean scores of the three groups differ from each other. The trend of the mean scores indicates that the students with low intelligence had the high social competence and the students with high level intelligence had the low level of social competence.

**Table 4**  
**Results of ANOVA of social competence scores of the students with varied intelligence levels**

| Source         | SS        | Df  | MS      | 'F' value |
|----------------|-----------|-----|---------|-----------|
| Between Groups | 1717.623  | 2   | 858.815 | 3.172*    |
| Within Groups  | 80392.924 | 297 | 270.683 |           |
| Total          | 82110.547 | 299 |         |           |

\*significant at 0.05 level

The obtained 'F' ratio (3.172) was significant at 0.05 level for 2 and 297 df, showing that there was a significant difference between the level of social competence of the three groups of students. That means the difference in the level of intelligence seemed to have a bearing on the social competence of students. To find out which of the three groups of students differed significantly from others in their social competence, the mean scores of the three groups of students was further analysed by employing the 't' test.

**Table 5**  
**Mean Social Competence scores of different subgroups of students classified according to their intelligence and the results of 't' test**

| Source               | N   | Mean   | SD    | 't' value |
|----------------------|-----|--------|-------|-----------|
| Less Intelligence    | 60  | 147.02 | 17.11 | 1.570@    |
| Average Intelligence | 152 | 142.89 | 17.61 |           |

|                      |     |        |       |       |
|----------------------|-----|--------|-------|-------|
| Average Intelligence | 152 | 142.89 | 17.61 | 1.01@ |
| High Intelligence    | 88  | 140.88 | 14.30 |       |

|                   |    |        |       |        |
|-------------------|----|--------|-------|--------|
| Less Intelligence | 60 | 147.02 | 17.11 | 8.89** |
| High Intelligence | 88 | 140.88 | 14.30 |        |

@ Not significant

\* Significant at 0.01 level

Results presented in the table – 5 indicate that the students having high intelligence had significantly lower social competence than the students having average and less intelligence. High school students having less and average intelligence and average and high intelligence did not differ in their social competence.

Hence, the hypothesis, “There would be no significant influence of the intelligence of the high school students on their social competence” was rejected. Therefore, it is concluded that the level of intelligence is significantly influencing the social competence of the high school students.

#### **Influence of Gender on Social Competence**

**Table 6**  
**Means and SDs of social competence scores of the subjects classified as boys and girls and the result of 't' test**

| Group | N   | Mean   | SD    | 't' value |
|-------|-----|--------|-------|-----------|
| Boys  | 120 | 145.46 | 16.20 | 2.081*    |
| Girls | 180 | 141.60 | 15.04 |           |

\*Significant at 0.05 level

From the table – 6 it may be seen that the mean social competence scores of the boy and girl students are above the midpoint (120). This means that both categories of students had high social competence in their life. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (2.081) was significant at 0.05 level of probability. This indicates that boys and girl students were differed in their level of social competence.

Therefore, the hypothesis that “There would be no significant influence of the gender of high school students on their social competence” was rejected. It is also concluded that that boys had higher level of social competence compared to girl students.

### Influence of Locality on Social competence

**Table 7**  
**Means and SDs of the social competence scores of the students classified according to their locality and the results of the ‘t’ test.**

| Place of residence | N   | Mean   | SD    | ‘t’ value |
|--------------------|-----|--------|-------|-----------|
| Rural              | 150 | 145.14 | 16.74 | 2.120*    |
| Urban              | 150 | 141.23 | 15.16 |           |

\*Significant at 0.05 level

It may be seen from the table – 7 that the mean social competence scores of the students who came from urban locality was 141.23 and while that of those who came from rural locality 145.14. The obtained ‘t’ value (2.120) was not significant at 0.05 level, including that the locality of students has a significant influence on their social competence.

### Conclusion

Finally it can be concluded that developing social competencies bring success to the student’s life and also enable the students to come up with creative solutions for their problems. Overall an open mind to acquire social competencies will help the next generation students to enhance and improve their social potency and learning experiences. It also enable them to emerge as a productively contributing next generation students and also this emergence can be possible through the healthy relationship of students with family, school and community. Education is one of the most important sub-systems of a society. This sub-system is strategically very important because it generates both finite and infinite power. The quality of power helps in shaking the pattern of the society. Where educational institutions turnout capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and positive.

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