



Social Competency Scale For College Teachers In Nagaland: Development And Standardization

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ABSTRACT

This study was conducted in order to develop and validate a social competency scale that is tailored to college teachers in Nagaland. The development of the scale was a multi-step process that included a thorough assessment of the literature, expert consultations, and rigorous pilot testing. A total of 300 college teachers from both government and private institutions voluntarily participated in the present study which is a representative of diverse sample. The study data were analysed using SPSS software. Statistical analyses were performed on the final scale to determine its validity and reliability. The scale's efficacy in assessing social competency was confirmed by the results, which showed strong internal consistency and distinct factor structures for each component. This instrument offers a useful resource for evaluating and improving college teachers' social competency, which is essential for promoting a positive educational environment and improving teaching outcomes. The implications of this study extend to professional development, performance evaluations, and further research in educational settings. As per the result of the study, it was determined that the scale is valid and reliable.

Key words: Social competency, college teachers, group climate, group cohesion, social skills

INTRODUCTION

Social competency is an essential attribute for educators, particularly college teachers, who must navigate complex social interactions with students, colleagues, and the broader academic community. To test social competency in the setting of Nagaland, where social dynamics and cultural variety are important, a context-specific tool needs to be developed. In order to meet this demand, this study created a social competency scale that takes into account three factors: group climate, group cohesion and social skills. It is a complex concept that encompasses the interpersonal and intrapersonal abilities necessary to foster a supportive learning environment. Effective teaching and learning require a range of interpersonal abilities, which are all part of the multidimensional quality known as social competency. According to [Orpinas](#) (2010), 'social competency is the ability of an individual to handle interactions at the society level in a positive manner'. In order to investigate social competency among Nagaland's college teachers, the researcher developed and standardized the social competency scale using a methodical, scientific approach. After thorough review of related literature, this Social Competency Scale was developed for Nagaland college teachers to measure social competency in relation to three dimensions: group climate, group cohesion, and social skills.

Group Climate: The general atmosphere, defined by the caliber of interactions, degree of support, and overall attitude, within a group is referred to as the group climate. Good group dynamics are essential for efficient instruction and learning.

Group Cohesion: A group's sense of oneness and solidarity is a component of group cohesion. Teachers with strong group cohesion tend to have more collaborative practices, common goals, and better learning results.

Social Skills: Social skills include a variety of acts, such assertiveness, flexibility, and active listening that promote positive and productive relationships. For instructors to effectively manage classroom dynamics and promote student involvement, they must possess good social skills.

OBJECTIVES OF THE STUDY

1. To develop a Social Competency Scale for college teachers in Nagaland through Likert method.
2. To validate the scale through reliability and validity analysis techniques.
3. To provide a reliable tool for assessing social competency of college teachers in the context of Nagaland.

THEORETICAL FRAMEWORK

Social competence itself can be understood as the ability of teachers to communicate and get along effectively with fellow educators, education personnel, learners, parents/guardians of learners, and the surrounding community. Social Competency is the ability of the teacher as part of the community. The skills dimension is concerned with the foundational skills and motivations underlying social competence that are primarily individual in nature. It is at the skills level that developmental change might be considered most prominent and open to interventions (Rose-Krasnor, 1997). Keeping the cultural specificity of social competence in view, focus groups were conducted with college teachers, principals of colleges and experts from university. After careful scrutiny of constructs generated through proper evaluation, researcher has identified common dimensions which included: Group climate, Group Cohesion, Social Skills

In social competence, there is a sub-competence, among which are: a teacher must be able to socialize effectively because these competencies is linked directly to the achievement of the performance of teachers in the learning process, performance of teachers on the tasks of planning, learning management and assessment of student learning outcomes.

METHODS AND MATERIALS

The present study is a scale development research study. The Likert summated rating scale method (Likert, 1932) was applied step-by-step to the scale. During the item gathering procedure, a pool of statements was acquired from the literature, interactions with experts from university, principals and college teachers. Seventy-five items in all were gathered. In order to determine if the statement was relevant, experts were consulted on the chosen statements for the relevance test. The item is rated on a scale of 1 to 5. A rating of 5 for positive items signifies "Always," 4 for "Often," 3 for "Sometimes," 2 for "Rarely," and 1 for "Never." For negative items, the scale is reversed. 1 indicates "Always," 2 means "Often," 3 means "Sometimes," 4 means "Rarely," and 5 means "Never". The items that had a t-value of 1.96 or higher were chosen. [Anastasi \(1968\)](#) defined consistency as the results obtained from the same individuals when they are tested more than once. Cronbach Alpha reliability and the odd-even method of reliability testing were applied. College teachers were asked to rate their responses on a five-point scale in order to assess the reliability. The items were exported into SPSS for scale reliability analysis after being coded on an Excel sheet and divided into two equal halves (odd-even). According to [Lindquist \(1951\)](#), the accuracy of a test is its ability to measure what it is intended to measure. A content validity and face validity test methodology were applied. [Anastasi\(1968\)](#) defined content validity as the process of methodically examining the test's content to determine whether it encompasses a representative sample of the behavior that is being evaluated.

Development of the Social Competency Scale

This scale was developed to demonstrate the social competency of college teachers in Nagaland. The scale underwent multiple stages of preparation, including item generation, expert evaluation and pilot testing. A comprehensive assessment of the social competency literature served as the foundation for the first generation of the pool of items. Experts then examined these items to make it clear in the context of Nagaland. To find any ambiguities or problems with the items, a small sample of college teachers participated in a pilot study of the redesigned questionnaire.

The scale measures consist of demographic information such as: Gender, type of institution, locality of residence, length of teaching experience and educational qualifications. The scale statements were organised in a five-point Likert structure: 1. Always; 2. Often; 3. Sometimes; 4. Rarely; 5. Never.

Initial draft of the Social Competency Scale/ Creation of Item Pool

Initially, the researchers, after comprehensive study of the review of related literature identify three important dimensions and prepare a list of 75 items/statements which were arranged in dimension wise and given to experts from university to critically judge and evaluate the content accuracy, relevance and coverage. The statements were thoroughly examined by experts and ambiguous statements were eliminated resulting in a total of 39 items finalised for the present study.

Pilot Testing

The pilot testing phase was crucial for refining the self-made questionnaire. Participants in the pilot test were asked to complete the questionnaire and provide feedback on the clarity and relevance of the items. This feedback was used to identify and address any issues, such as ambiguous wording or items that did not adequately capture the intended construct.

This scale was developed to measure the social competency of the participants. This instrument was created based on a comprehensive review of the literature and input from experts in the related field.

- i. **Content validity:** The content validity of the scale was established by carrying out critical discussions with experts at the time of development of preliminary draft. Experts from university were of the opinion that the statements of the scale were adequate and very relevant to measure social competency of college teachers.
- ii. **Face validity:** The researcher consults various stakeholders including college teachers, college principals to check its suitability for final use.

Table No.1: showing the list of 39 items for Social Competency Scale with t-values

S.No.	Statements in a five-point Likert structure: 1. Always; 2. Often; 3. Sometimes; 4. Rarely; 5. Never.	t-values
1.	I consider the opinion of others before making decision.	6.813
2.	I am ready to sacrifice my time and personal comforts for the sake of others.	5.94
3.	I can easily join ongoing discussion.	7.28
4.	I can address a gathering confidently.	8.28
5.*	I feel more alone and less included in a group.	3.03
6.	I enjoy integrating with people from different culture.	10.82
7.*	I usually get into arguments to prove my point of view.	2.62
8.	I support constructive ideas presented by others.	7.19
S.No	Statements in a five-point Likert structure: 1. Always; 2. Often; 3. Sometimes; 4. Rarely; 5. Never.	t-values
9.*	I think a lot about what other people think of me.	5.32
10.	I can express my views appropriately in group.	9.67
11.*	I tend to compare myself with other people.	3.38
12.*	Usually, I am not clear how to interact with people from other cultures.	7.15
13.	I listen to others point of view without interrupting.	6.95
14.*	I feel embarrassed and scared in a group of new people.	6.53
15.	I try to resolve conflict amicably.	6.36
16.	I can control my temper in conflict situation by remaining calm.	6.45
17.	I usually compromise in conflict situation by changing my own ideas.	6.49
18.	I try collaborating different activities with my colleagues.	7.42
19.*	I continue talking even after others lose interest.	5.96
20.*	I have difficulty starting a conversation.	7.26
21.	I can join ongoing activity without being told.	5.30
22.*	I frequently feel thwarted because I am unable to accomplish my task on time.	6.16
23.	I am strongly committed to a shared mission.	10.08
24.	Working in a team inspires me to do my best.	9.36
25.	I believe that working together as a team brings innovative ideas to the solution of problems.	3.84
26.	I avoid using the terms and words that degrades others feelings.	5.94
27.*	I avoid speaking to the members of the college management when I meet them outside the campus.	4.88

28.*	I feel awkward to adjust to the social norms in a new environment.	8.27
29.	I am comfortable to provide constructive feedback in group activities.	10.99
30.	I try to make a positive impression by what I say when I meet new people.	8.12
31.*	I think more about my failures than my successes.	5.64
32.*	I easily get annoyed when someone pointed out my mistake.	5.55
33.	I have a personal standard and rules that I stick no matter what.	2.02
34.	I call others for help when I need it.	6.93
35.*	I get irritated when someone strongly opposes my view point.	3.98
36.*	I speak whatever comes to my mind without thinking.	7.81
37.*	I find it hard to talk effectively in ongoing discussion.	7.08
38.	It is better to remain calm when someone shows bitterness towards you.	4.87
39.	I usually think before I act.	7.25

Estimation of discrimination power/index of all the items through item analysis

- i. **Item analysis:** Following the completion of the questionnaire responses, the responses were scored using the scoring procedure with ratings 5 to 1 for positive items and 1 to 5 for negative items, with each respondent's total score being arranged in descending order. Garrett (2008) identified and selected the top 27% of high scores and the bottom 27% of low scores for item validity with discriminating index, with each item's discriminating value being computed by t-value based on responses from the highest and lowest group. As a result, based on the scores, the scale was deemed valid in terms of its item analysis that retained in the final form, with a t-value of equal or greater than 1.96 discriminating value at 0.05 level of significance. All the 39 items were capable of making differentiation between upper and lower groups. Hence, the Social Competency measure (SCS), the final measure, could include all the 39 items

Table No.2: Distribution of Statements (both positive and negative) in three dimensions of Social Competency Scale (SCS)

S.No	Dimensions of Social Competency Scale (SCS)	Nature of Item	Items with serial numbers	No. of items	Total
1.	Group Climate	Positive	1,2,3,4,6,8,10,13,15,16,17,18	12	19
		Negative	5,7,9,11,12,14,19	7	
2.	Group Cohesion	Positive	21,23,24,25,26,29	6	10
		Negative	20,22,27,28	4	
3.	Social Skills	Positive	30,33,34,38,39	5	10
		Negative	31,32,35,36,37	5	
4	Social Competency Scale (whole)	Total no. of	1,2,3,4,6,8,10,13,15,16,17,18,	23	39
		Positive items	21,23,24,25,26,29,30,33,34,38,39		
		Negative items	5,7,9,11,12,14,19,20,22,27,28, 31,32,35,36,37	16	

Establishment of Psychometric properties of Social Competency Scale (SCS)**Table No. 3: Correlations between odd and even set of items**

		SC ODD TOTAL	SC EVEN TOTAL
SC ODD TOTAL	Pearson Correlation	1	.875**
	Sig. (2-tailed)		.000
	N	160	160
SC EVEN TOTAL	Pearson Correlation	.875**	1
	Sig. (2-tailed)	.000	
	N	160	160

i. **Split-half reliability:** Two sets of items (odd and even) were administered to 160 college teachers, one after another to the same group in a gap of 20 minutes. The correlation between odd and even items is 0.875. Then the

reliability for the whole SCS is 0.933 which indicates high internal consistency of the items of Social Competency Scale.

Table No. 4: Reliability Statistics

Cronbach's Alpha	No. of Items
.911	39

ii. Cronbach's Alpha reliability analysis coefficient is 0.911, which is highly reliable for the item inventory, confirming a high internal consistency.

Establishment of Norms for Social Competency Scale (SCS)

Table. 5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
SC TOTAL	300	117.0	189.0	91037.0	151.728	.4687	11.4819
Valid N (listwise)	300						

To convert the social competency scores into various levels, the systematic method ie M+1SD and M-1SD was used.

Table No.6: Showing norms for interpretation of level of Social Competency

S.No.	Range of Raw Scores	Level of Social Competency
1	>163	High Social Competency
2	140 to 163	Moderate Social Competency
3.	<140	Low Social Competency

DISCUSSION

The Social Competency Scale was created in Nagaland to help college teachers fill a major gap in the field of educational assessment instruments. Given the unique social and cultural dynamics of Nagaland, a context-specific measure was much needed to assess college teachers' social abilities. The validated scale offers a comprehensive evaluation of social competency by emphasizing three important dimensions: group climate, group cohesion and social skills.

The scale's practical uses are manifold. By emphasizing areas that teachers may benefit from further guidance or support, it may assist with professional growth and improve their ability to interact with students while managing classroom. The scale contributes to more complete and equitable assessments by establishing objective standards for assessing teachers' social competencies in connection with achievement assessment. Furthermore, the measure can be employed as a research instrument to support investigations on the relationship between social competency, outcomes for students, and instructional effectiveness, providing useful data for the development of educational policies and practices.

Implications of the scale development:

The Social Competency Scale offers profound implications for enhancing social competency among college teachers, providing a structured approach to professional development and performance improvement. Here are the detailed practical implications:

1. Targeted Professional Development: The scale allows for a precise diagnosis of strengths and weaknesses in social competency across three dimensions: group climate, group cohesion, and social skills. By identifying specific areas where teachers may need improvement, professional development programs can be customized to address these needs. For example:

Group Climate: If a teacher scores low in this area, workshops can be designed to help them create a more positive and supportive classroom atmosphere. Training might include strategies for fostering open communication, recognizing and addressing student concerns, and promoting an inclusive environment.

Group Cohesion: For teachers needing improvement in this dimension, professional development can focus on team-building activities and collaborative teaching strategies. This could involve training in cooperative learning techniques, peer observation, and feedback systems, and joint curriculum planning to strengthen the sense of community among faculty members.

Social Skills: Teachers with lower scores in social skills might benefit from targeted training in interpersonal communication, conflict resolution, and emotional intelligence. Role-playing exercises, peer mentoring, and workshops on active listening and empathy can enhance these essential skills.

2. Enhanced Classroom Management and Student Engagement: Improving social competencies directly impacts classroom management and student engagement. Teachers who are adept at creating a positive group climate and fostering group cohesion are more likely to manage classrooms effectively. This leads to:

Better Student Relationships: Enhanced social skills enable teachers to build stronger, more positive relationships with students, leading to higher levels of trust and respect. This creates a classroom environment where students feel valued and understood which is critical for effective learning.

Increased Student Participation: A positive group climate and strong group cohesion encourage students to participate more actively in class discussions and activities. **Improved Conflict Resolution:** Teachers equipped with strong social skills can better manage conflicts that arise in the classroom. They can mediate disputes effectively and maintain a harmonious learning environment.

3. Research and Policy Development: The Social Competency Scale can serve as a valuable tool for educational research and policy development. The scale can facilitate studies examining the relationship between social competency and various educational outcomes, such as student achievement, teacher retention, and job satisfaction. These insights can inform evidence-based practices and interventions.

Furthermore, educational policymakers can use data from the scale to develop policies that support the professional growth of teachers. Policies might include mandatory social competency training programs, incentives for professional development, and frameworks for continuous competency assessment. By sharing assessment results and best practices, teachers can learn from each other, building a collaborative professional community focused on mutual improvement.

4. Future research: Future studies should look at the scale's applicability in various educational settings and assess how well teachers' social competency could predict student results and the efficacy of instruction. Furthermore, longitudinal research may shed light on how social competency evolves over time.

CONCLUSION

A viable and dependable instrument for evaluating the social competences of college instructors in Nagaland is the Social Competency Scale created for this study. The measure captures the fundamental components of social interactions in educational environments by emphasizing group climate, group cohesion, and social skills in educational settings. This tool can contribute to the professional growth of educators and the overall improvement of educational practices.

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