



## **Social Competence among Adolescents**

**Mr. Ahirrao Kiran D.**

**Department of Psychology**

**New Arts, Commerce and Science College, Ahmednagar.**

**kiranahirrao13@gmail.com**

### **Abstract**

The present study "Social competence among adolescents." was aimed to find the difference in social competence of male and female adolescents. Data for the study were collected using social competence scale by (SCS) by Sharma L. and Punita R. (2013). The investigator used simple random sampling technique for selecting the sample. The sample consists of 100 junior college students of Ahmednagar city. For analyzing data "t" test were used. Computed 't' score indicates no significant difference in personal adequacy ('t'= 0.033) of male and female adolescents. As well as no significant difference were found on interpersonal adequacy ('t'= 0.064), communication skill ('t'= 0.16) and social competence ('t'= 0.027) of male and female adolescents.

**Keywords: Adolescents, Personal Adequacy, Interpersonal Adequacy, Communication skill, Social Competence.**

**Introduction:**

The first use of the term ‘adolescence’ appeared in the fifteenth century. The term was a derivative of the Latin word ‘adolescere’, which means to grow into maturity, (Sigelman & Rider 2009). Maturity not only involves physical growth but also social, emotional, moral and mental growth. On the physical side, it means the attainment of mature stature, the acquisition of physical features, characteristic of a mature individual and the development of the sex apparatus to make procreation possible.

Social competence is the ability of an individual to behave in ways that are skilled and effective. Social competence has been defined as the social ability and interpersonal skill of an individual in effectively meeting a person – situation interaction or successfully dealing with individual environmental factors.

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According to Adams (2010) “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.

Argyle (1967) postulated social competence as a function of goal of performance selective perception of cues, control process, mother responses, feedback and timing of response.

The success of an individual in the society depends largely upon the extent to which he or she has acquired the richness and potency of social competence desirable for his or her self-actualization, growth and development. For a successful interpersonal interaction, a higher order social competence is as essential dispersion of an individual.

**Statement of the problem:**

To study the gender differences on social competence of adolescents.

**Significance of the problem:**

Social competence enable individual to behave in ways that are skilled and effective. High social competence among adolescents enhances social ability and interpersonal skills and effectively meeting a person – situation interaction or successfully dealing with individual environmental factors. As social competence is defined as one of the dimension of social intelligence, it's enable person to face life situations as well as complexities, stressful situations and expectations of modern life. So it is imperative to have high level of social competence among adolescents.

**Objectives of the study:**

1. To study the personal adequacy, interpersonal adequacy, communication skill and social competence of male adolescents.
2. To study the personal adequacy, interpersonal adequacy, communication skill and social competence of female adolescents.
3. To study the gender difference on personal adequacy, interpersonal adequacy, communication skill and social competence of adolescents.

**Literature review:**

Syiem and Lapdianghun (2014) have studied on Social Competence of Secondary School Students in Shillong Town. The differences between genders, community, age and type of management in Social competence and the relationship between social competence and academic achievement was also examined. The Social competence tool developed by Sharma, Shukla & Shukla was used in the study. The results revealed that no significant difference was found between sex, community and age group. However, differences were found between students of deficit and private schools and government and private schools. No significant relationship was found between social competence and academic achievement.

**Hypotheses:**

1. There will be significant difference on personal adequacy of male and female adolescent.
2. There will be significant difference on interpersonal adequacy of male and female adolescent.
3. There will be significant difference on communication skill of male and female adolescent.
4. There will be significant difference on social competence of male adolescent than female adolescents.

**Methodology:****Participants:**

In the present study researcher has selected 100 adolescents as a sample from Ahmednagar city of Maharashtra. The samples consist of 50 males and 50 females of age between 15 to 18 years from similar academic background. The data collection was done by purposive and incidental sampling methods.

**Tools used:****1. Social Competence Scale (SCS) by Sharma and Punita (2013)**

The scale has 47 statements. Personal adequacy, interpersonal adequacy and communication skill are the three dimensions of social competence in this scale. Likert five point scale is used to give answers of each statement.

The reliability of the test by test retest method is .84 and with the split-half method it yielded 0.76 which is significant at 0.01 level. Strong content validity reported in the manual.

**Statistical Analysis:**

Depending on the norms of the test all the data were analyzed and accordingly interpreted, afterwards data were analyzed with the help of SPSS 18 and for data analysis 't' test were used to study gender differences.

**Procedure:**

Researcher approached to the principle of respected high school to seek the permission for data collection. The purpose of the testing was conveyed to all the students, and instructions of the test administration were given to the students. There was no time limit for answering the test but they were requested to complete the work as soon as possible. Participants were assured of the confidentiality of the data.

**Results and Discussion:****Table No 1. Shows gender difference on personal adequacy of adolescents.**

<b>Variable</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Df</b>
Personal Adequacy	Male	50	53.72	5.58	0.033 (N.S.)	99
	Female	50	51.08	6.31		
N.S. : not significant						

The hypothesis No.1 stated that “There will be high personal adequacy among male than female adolescents.” In the Table No. 1 the obtained ‘t’ value is 0.033 which is found significant, This means there is no significant difference in personal adequacy of male and female adolescents.

**Table No 2. Shows gender difference on Interpersonal adequacy of adolescents.**

Variable	Gender	N	Mean	Std. Deviation	t	Df
Interpersonal Adequacy	Male	50	56.64	4.73	0.064 (N.S)	99
	Female	50	55.08	5.13		
N.S. : not significant						

The hypothesis No. 2 Stated “There will be high interpersonal adequacy among male adolescents than female adolescents.” In the Table No. 2 the obtained ‘t’ value is 0.064 which is not significant, shows there is no any significant difference between male and female adolescents on interpersonal adequacy.

**Table No 3. Shows gender difference on Communication of adolescents.**

Variable	Gender	N	Mean	Std. Deviation	t	Df
Communication skill	Male	50	42	5.47	0.17 (N.S)	99
	Female	50	40.87	5.86		
N.S. : not significant						

The hypothesis No. 3 Stated “There will be high communication skill among male adolescent than female adolescents.” In the Table No. 3 the obtained ‘t’ value is 0.17 which is not significant, shows there is no any significant difference between male and female adolescents on communication.

**Table No 4. Shows gender difference on Social competence of adolescents.**

Variable	Gender	N	Mean	Std. Deviation	t	Df
Social Competence	Male	50	152.37	12.73	0.027 (N.S)	99
	Female	50	147.04	13.86		
N.S. : not significant						

The hypothesis No. 4 Stated “There will be high social competence among male adolescent than female adolescents.” In the Table No. 4 the obtained ‘t’ value is 0.027 which is not significant, shows there is no any significant difference between male and female adolescents on social competence.

**Results:**

1. There is no significant difference in personal adequacy ( $t=0.033$ ) of male and female adolescents.
2. There is no significant difference in interpersonal adequacy ( $t=0.064$ ) of male and female adolescents.
3. There is no significant difference in communication skill ( $t=0.17$ ) of male and female adolescents.
4. There is no significant difference in social competence ( $t=0.027$ ) of male and female adolescents.

**Conclusion:**

1. There is no significant gender differences found on personal adequacy, interpersonal adequacy, communication skill and social competence of adolescents.

**References:**

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