

**IMPACT OF SOCIAL COMPETENCE ON SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS FROM DIFFERENT CULTURAL BACKGROUNDS****Pratibha Kashyap<sup>1</sup> and Prof. Dr. Sangeeta Shroff<sup>2</sup>**<sup>1</sup>Research Scholar, MATS School of Education, MATS University Raipur C.G<sup>2</sup>MATS School of Education, MATS University, Raipur C.G**ABSTRACT**

*The objective of this study was to assess the impact of social competence on the scholastic achievement of higher secondary students from different cultural backgrounds. To conduct the study, 600 students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 300 tribal students and 300 non-tribal higher secondary school students. Stratified random sampling was used for the selection of the sample. The sample was selected from CBSE-affiliated schools of the Janjgir-Champa district of Chhattisgarh. The Social Competence Scale of Sharma and Rani (2013) was preferred to measure social competencies in higher secondary students. A positive and significant correlation was observed between social competence and scholastic achievement of tribal higher secondary students ( $r = 0.466$ ,  $p < .01$ ). The obtained  $R^2$  was 0.216 confirming that 21.6% of the data fits into the prediction model. A positive and significant correlation was observed between social competence and scholastic achievement of non-tribal higher secondary students ( $r = 0.390$ ,  $p < .01$ ). The obtained  $R^2$  was 0.152 confirming that 15.2% of the data fits into the prediction model. In conclusion, the results highlight the importance of nurturing social competence among both tribal and non-tribal higher secondary students to promote their scholastic achievement. By fostering social competencies through targeted interventions and educational programs, educators and policymakers can support students' academic success and overall well-being.*

*Keywords: Social competence, cultural background, scholastic achievement, higher secondary students.*

**INTRODUCTION**

In India, scholastic achievement holds considerable significance and is often perceived as a crucial pathway to success. It not only reflects academic prowess but also imparts essential life skills, such as time management, that are invaluable for personal and professional development. Moreover, scholastic achievement plays a vital role in the psycho-social development of children, shaping their self-esteem, confidence, and overall well-being.

Recognizing the multifaceted nature of scholastic achievement, researchers have endeavoured to understand it from various perspectives and social competence is one such factor. Social competencies encompass a range of interpersonal skills, including communication, teamwork, and leadership abilities, which are essential for academic achievement and broader social functioning. Students who possess strong social competencies are more likely to engage actively in learning activities, collaborate with peers, and seek support when needed, thereby enhancing their academic performance. However, the relative importance or weightage of social competence in explaining scholastic achievement remains mixed and subject to further investigation. Therefore, this research seeks to delve deeper into the effect of social competencies on the scholastic achievement of higher secondary students in India coming from diverse cultural backgrounds.

The Collins Dictionary defines scholastic achievement as the ability of students in terms of performance in academics. Its synonyms are academic, scholarly etc. and originated from the Greek word Skholastikos i.e. learning. Scholastic achievement is judged through some yardstick set in an academic field. Scholastic achievement provides a fair idea of a student's academic performance. The scholastic achievement is judged through various methods and some of them are: Grades, Some standard tests such as GRE, IITJEE, and NEET, GPA (Grade Point Average) etc. Although a student's scholastic achievement does not provide a whole picture of overall development, it certainly gives students academic prowess and potential. But since scholastic achievement is essential for higher studies, a positive career and social status, its importance can not be denied.

Achieving successful social adaptation requires a combination of skills encompassing social, emotional, behavioural, and cognitive domains, collectively known as social competence. According to Semrud-Cikeman (2007), social competence entails the ability to understand and consider others' perspectives in social situations, learn from past experiences, and apply newfound knowledge during interactions with diverse viewpoints. Stump et al. (2009) defined social competencies as the degree of popularity or acceptance an individual enjoys within a group or social community. This definition implies that peer approval reflects one's social competence. Rose-Krasnor (1997) emphasized the importance of valuing relationships with others and the ability to establish new connections in defining social competence. However, it is equally crucial that individuals with whom one seeks to interact socially also possess adequate social skills. Goldfried and D'Zurilla (1969) presented a behavioural analytic model to elucidate social competence, which comprises five steps: analyzing the situation, specifying response details, evaluating responses, devising strategies for interaction, and finally assessing the effectiveness of these strategies. Social competency facilitates children's learning as well as their ability to interact with others. Youngsters must have a feeling of social competence, an awareness of their place in the world, and a sense of belonging. Children's brains quickly transition from a stressed-out state to one of exploration and interest when they feel comfortable in a new setting. Teachers are in a better position to meet the social needs of their students and support their readiness to learn when they can identify the indicators that indicate that kids do not feel safe, attached, and comfortable in their surroundings. Hence by examining the interplay of social competence with academic performance, the study aims to provide insights that can inform educational practices and interventions aimed at promoting students' holistic development and academic success.

### **OBJECTIVES**

1. To find out the relationship between social competence and scholastic achievement of tribal higher secondary school students.
2. To find out the relationship between social competence and scholastic achievement of non-tribal higher secondary school students.

### **HYPOTHESIS**

**H<sub>1</sub>** A statistically non-significant association will be observed between social competence and scholastic achievement of tribal higher secondary students.

**H<sub>2</sub>** A statistically non-significant association will be observed between social competence and scholastic achievement of non-tribal higher secondary students.

### **REVIEW OF LITERATURE:**

Syiem and Nongrum (2014) observed that secondary school students' social competency was unrelated to their academic success.

Kumari and Bakashi (2015) worked on secondary school students to establish a possible link between their social competence with their educational achievement. They concluded a meaningful relationship between social competence and study habits with academic achievement.

Singh (2016) chose academic achievement and social competence as a topic of this correlational study for which they selected N=300 students from government schools (higher secondary). Computations on the set of data showed a + correlation between academic achievement and appropriate social behaviour or social competence.

Peerzada (2018) reported that educational excellence can be attained through the proper development of social competence in students.

Mathew and Krishna (2020) investigated the potential benefits of cooperative learning on academic achievement and social competence. It demonstrates how government school pupils' academic performance and social skills can be enhanced via the application of cooperative learning techniques.

Social skills are entrenched in social competence and Suman et al. (2023) covered this topic involving the academic achievement of secondary school students. They found a positive and significant relation exists between social skills and academic achievement of secondary school students.

## METHODOLOGY

### Sample

600 students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 300 tribal students and 300 non-tribal higher secondary school students. Stratified random sampling was used for the selection of the sample. The sample was selected from CBSE-affiliated schools of the Janjgir-Champa district of Chhattisgarh.

### Tools:

#### Social Competence Scale:

The Social Competence Scale of Sharma and Rani (2013) was preferred to measure social competencies in higher secondary students. This scale is suitable for 16+ years and above. The social competence scale is constructed based on personal, interpersonal adequacy and communication skills. This scale consists of 47 items. The test-retest reliability coefficient of this scale is 0.843 while split half method gives  $r=0.76$ . Both these coefficients prove the reliability of this scale. The content validity of this scale is established through the opinion of 10 subject experts. The content validity of this scale is established through the item-test correlation method. The minimum score is 47 and the maximum score is 188 on this scale.

#### Scholastic Achievement

The scholastic achievement was measured through marks obtained by the student in the final examination.

### Procedure:

300 tribal and 300 non-tribal students from higher secondary schools in the Janjgir-Champa district of Chhattisgarh were selected. The social competence scale was administered and the coding of responses was done and entered in an Excel sheet in respective groups. Statistical measures suitable for the study were chosen to analyse the data. The results are presented in Tables 1 and 2 respectively.

## RESULTS

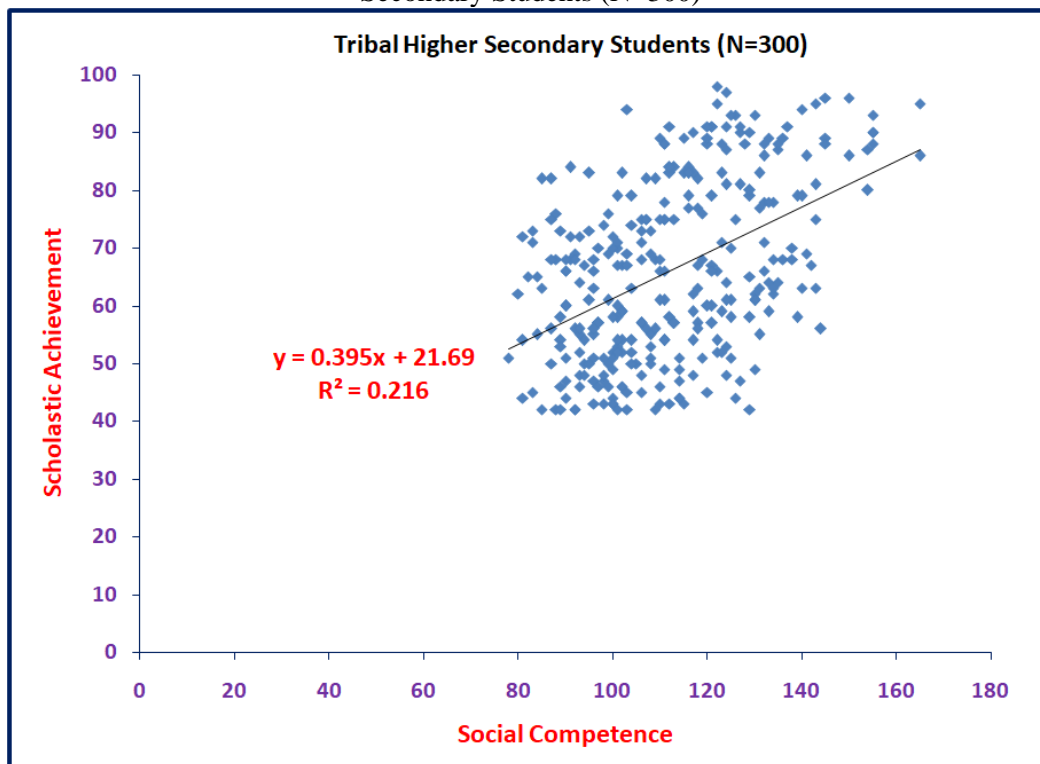
**Table 1:** Calculation of Pearson Correlation Coefficient between Social Competence and Scholastic Achievement of Tribal Higher Secondary Students (N=300)

	'r'	<b>Scholastic Achievement</b>
<b>Social Competence</b>		0.466 (p<.01)

$r(df=298) 0.11 (p<.05)$  and  $0.14 (p<.01)$

The social competence and scholastic achievement of tribal higher secondary students show a positive correlation of 0.466 as given in Table 1 and this association is statistically significant ( $p<.01$ ). It goes to show that as scores on social competence go up, the scholastic achievement of tribal higher secondary students also goes up. In other words, the scholastic achievement of tribal higher secondary students gets better as social competence increases.

**Figure 1:** Coefficient of Determination ( $R^2$ ) for Social Competence and Scholastic Achievement of Tribal Higher Secondary Students (N=300)



To further assess the predictive power of social competence in explaining scholastic achievement, researchers calculated the coefficient of determination ( $R^2$ ) through a scatter plot with a trendline (Figure 1). The obtained  $R^2$  value of 0.216 indicates that approximately 21.6% of the variability in scholastic achievement among tribal higher secondary students can be attributed to social competence. Although this percentage may seem relatively low, it confirms that there is a statistically significant association between social competence and scholastic achievement. Despite its weakness, the relationship between these two variables remains significant.

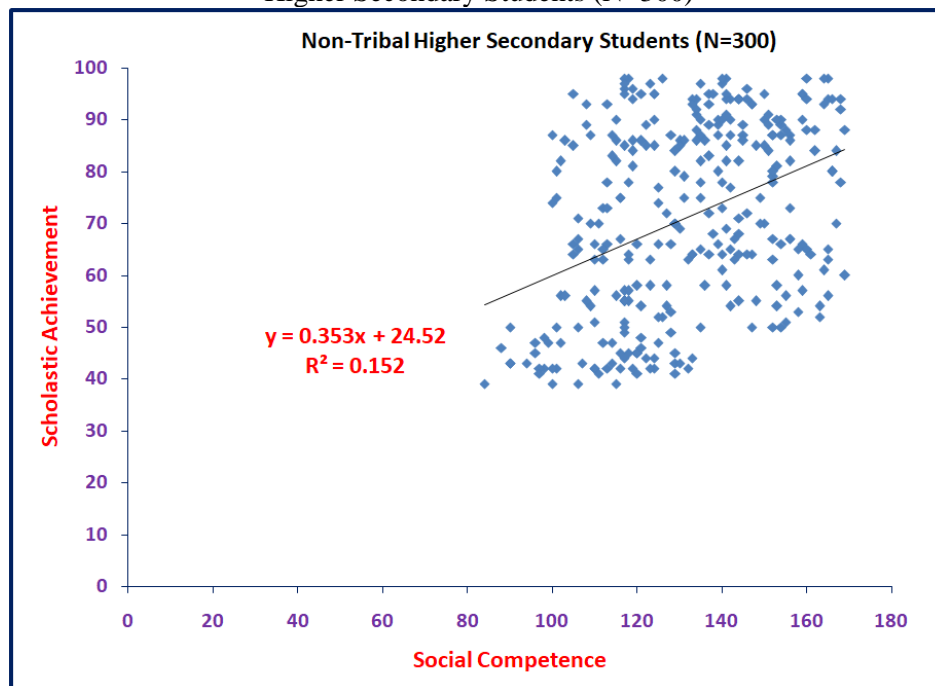
**Table 2:** Calculation of Pearson Correlation Coefficient between Social Competence and Scholastic Achievement of Non-Tribal Higher Secondary Students (N=300)

	r'	<b>Scholastic Achievement</b>
<b>Social Competence</b>		0.390 (p<.01)

$r(df=298) .11(p<.05)$  and  $0.14 (p<.01)$

The social competence and scholastic achievement of non-tribal higher secondary students shows a positive correlation of 0.390 as given in Table 2 and this association is statistically significant ( $p<.01$ ). It goes to show that as scores on social competence go up, the scholastic achievement of non-tribal higher secondary students also goes up. In other words, scholastic achievement of non-tribal higher secondary students gets better as social competence increases.

**Figure 2:** Coefficient of Determination ( $R^2$ ) for Social Competence and Scholastic Achievement of Non-Tribal Higher Secondary Students (N=300)



To evaluate about predictive power of social competence in explaining scholastic achievement of non-tribal higher secondary students, the coefficient of determination was calculated through a scattered plot with a trendline (Figure 2). The obtained  $R^2$  was 0.152. It confirms that 15.2% of the data fits into the prediction model. Since the value of  $R^2$  is relatively low the association between the above two variables can be considered as weak but significant.

## DISCUSSION

These findings align with social cognitive theory, which posits that individuals' social competencies, including communication skills, empathy, and cooperation, can positively influence their academic performance (Bandura, 1986). According to this theory, individuals who possess strong social competencies are better equipped to navigate social interactions within educational settings, leading to enhanced learning experiences and improved academic outcomes.

## CONCLUSION

In conclusion, the results highlight the importance of nurturing social competence among both tribal and non-tribal higher secondary students to promote their scholastic achievement. By fostering social competencies through targeted interventions and educational programs, educators and policymakers can support students' academic success and overall well-being.

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