

## Social Competence among Tribal Adolescents in relation to their Level of Intelligence

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### Abstract

*The present paper aimed at studying the level of social competence among tribal adolescents in relation to gender, family, fathers' occupation and their level of intelligence. Social competence is the ability of the individuals to deal effectively in the society and its very interesting if the individuals belong to tribal areas where the society is more or less homogeneous within itself in comparison to the heterogeneous societies of urban areas where one should be more skillful in his dealings. This study highlighted that tribal adolescents do not differ significantly in their social competence in relation to their gender, family type and fathers' occupation. On the other hand they differed significantly from each other in social competence in relation to their levels of intelligence. This study will be very helpful to the parents, teachers, students and policy planners.*

*Key words: Social Competence, Intelligence, Tribal adolescents*

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### Introduction

Social competence is a condition of possessing the social, emotional and intellectual skills and behaviours needed to succeed as a member of society. Social competence depends upon a number of factors including the child's social skills, social awareness, and self-confidence. The term social skills describe 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. When children experience serious difficulties in peer relations, the development of social competencies may be threatened. Competence is evaluated most often in term of culturally valued consequences that are attached to task performance.

At a more general level, evidence of positive links between social responsibility and achievement suggests that researcher may do well to acknowledge and positive influence that extrinsic rewards can sometimes have no learning and performance. In addition, the companions of rejected children tend to be younger or more unpopular than the companions of accepted children. Both theoretical and empirical work suggests that student's social responsibility is not only a valued outcome for education in and of itself but that it can be instrumental in the development of cognitive abilities.

The suggestion that social responsibility is directly related to learning and instruction also has implications for classroom practice. For instance, social responsibility as the form of compliance is often viewed as a rather undesirable characteristic in that it can undermine feeling of self-determination, creativity and independent thinking. Moreover, negative sanctions for non-compliance in the classroom can often lead to conforming, obedient and submissive behaviour on the one hand or to even more deviant and defiant behaviour on the other. However, in the eyes of the beholder adherence to rules and norms connotes trustworthiness, loyalty and respect, characteristics that are not only valued but necessary for maintaining stable and harmonious social groups. It seems important that students develop a respect for and actually comply with the social rules and expectations for behaviour and should also try to be more socially competent in every sphere of life. The way to success and development only goes through 'social competence' and

today it is the dire demand for the upliftment of any nation. Crandall, (1966) noticed that Elementary-aged children who express a high need for social desirability (i.e., Social evaluation goals) do less well academically than those with a low need for social desirability. Cart Ledge and J.F. Milburn, (1978) reported that according to teachers, the most important among the vast range or social skills are those related to order, rules, obedience and responsibility. Adler, (1984), Nucci, (1982), Turiel, (1983) found that contribution of various socialization agents to the development of social responsibility may also change with age. According to McClelland & Scalzo, (2006) a variety of methods are used to assess children's social skills and while determining the method of assessment, it is essential to select instruments that are reliable, valid and feasible in given cost and time limitations. It is also critical to choose measures that are appropriate for the age, developmental stage and special needs of the target population. Swanson & Valiente, (2011) predicted the early adolescents 'Academic Achievement, Social Competence and Engagement Coping. He found, "There were significant positive correlations between supportive parenting and ego-resilience and achievement, social functioning and health. Supportive parenting was also positively related to achievement and health". Dweck & Bempechat, (1983) studied that children may also differ in their conception of what it means to be a competent student. Teresa & Pizzamiglio, (2002) observed variability in perceived social competence as a predictor of emotional reactivity in early adolescence.

The youth of today will be the citizens of tomorrow and to make tomorrow strong it is very much essential that its citizens should be fully competent socially to face any situation effectively. Therefore, it seems pertinent to study the social competence of adolescents in relation to certain variables. A study was carried out to investigate the existence of level of social competence among tribal adolescents and to evaluate the difference in the social competence among tribal adolescents with respect to Gender, Type of family and father's occupation. Besides this, an effort was made to study the difference in the social competence among tribal adolescents in relation to their levels of intelligence and to suggest educational implications based on the conclusions drawn. Keeping in the view the objectives, following hypotheses were framed:

1. There is no significant difference in the social competence of tribal adolescents with respect to the following:-

- (i) Gender (Girls & Boys)
- (ii) Type of family (joint & Nuclear)
- (iii) Father occupation (Govt. & Private)

2. There is no significant difference in the social competence of tribal adolescents with respect to their levels of intelligence as below:

- (i) Highly Intelligent & Averagely Intelligent
- (ii) Averagely Intelligent & Below Average Intelligent
- (iii) Highly Intelligent & Below Average Intelligent

3. There is no significant difference in the social competence of tribal girl adolescents with respect to their levels of intelligence as below:-

- (i) Highly Intelligent & Averagely Intelligent
- (ii) Averagely Intelligent & Below Average Intelligent
- (iii) Highly Intelligent & Below Average Intelligent

4. There is no significant difference in the social competence of tribal boy adolescents with respect to the following:-

- (i) Highly Intelligent & Averagely Intelligent
- (ii) Averagely Intelligent & Below Average Intelligent
- (iii) Highly Intelligent & Below Average Intelligent

The present study was delimited to the following:-

- (1) Present study was confined to tribal District of Kinnaur.
- (2) It was confined to 200 tribal adolescents (100 Girls & 100 Boys) studying in 10<sup>th</sup> standard in the Govt. schools of the said district.

### Definitions of Terms Used

(1) **Social competence:** Social competence is the condition of possessing the social, emotional, and intellectual skills and behaviours needed to succeed as a member of society.

(2) **Intelligence:** Intelligence is the capacity for relational, constructive and original thinking directed to the attainment of some end. It is the ability to learn, ability to solve problems, and ability to make adjustment.

(3) **Tribal adolescents:** In the present study the adolescents of age group of 14 to 17 years studying in 10<sup>th</sup> class have been selected.

### Methodology

In view of the objectives of the study, survey method under descriptive method was used. In the present investigation, the students of 10<sup>th</sup> standard studying in high (upto 10<sup>th</sup> standard) or secondary schools (up to 10+2 standard) located in Tribal District Kinnaur of Himachal Pradesh, constituted the population. A sample of 200 students (100 Girls & 100 Boys from tribal schools) studying in 10<sup>th</sup> class were selected by using simple random sampling technique under Probability Sampling. Social competence scale (SCS) prepared by Sharma, Shukla & Shukla (1932) was used in the study.

**Reliability:-**The coefficient of temporal stability employing Test-Retest method with an interval of 20 days has been estimated to be  $r_{tt}=.56$  whereas the coefficient of interpreter reliability has been found to be  $r_{tt}=.67$ .

**Validity:-** Apart from the item-validity as analyzed above the sc scale (English version) has been validated against Kohn's Social Competence Scale and a predictive validity to the extent of  $r=.72$  was obtained. Further, the English and Hindi version of the SC scale was found to be correlated to the extent of  $r=.84$

The SC scale has also been validated against Teacher's Rating on a five point scale of the normative pupils of grade VIII and a coefficient to the extent of  $r=.79$  was obtained between Teacher's Rating and pupils SC scale. T-test was employed to find out differences between groups.

### Analysis Table for Social Competence of Tribal Adolescents

Groups	No. of Students	Mean	S.D.	t' value
Girls	100	184.01	9.97	1.03
Boys	100	182.44	11.33	
Joint	84	182.80	9.77	0.47
Nuclear	116	183.52	11.32	
Father Govt. Servant	56	184.66	9.84	1.24
Father in Private Occupation	144	182.66	10.97	
Highly Intelligent	28	94.35	1.31	18.23**
Averagely Intelligent	134	87.26	3.46	
Averagely Intelligent	134	87.26	3.46	18.15**
Below Average in Intelligence	38	70.89	5.24	
Highly Intelligent	28	94.35	1.31	26.47**
Below Average in Intelligence	38	70.89	5.24	
Highly Intelligent(Boys)	13	94	3.23	12.42**
Averagely Intelligent(Boys)	64	87.43	3.23	
Averagely Intelligent(Boys)	64	87.43	3.23	14.77**
Below Average in Intelligence(Boys)	23	70.69	5.07	
Highly Intelligent(Boys)	13	94	3.23	20.96**
Below Average in Intelligence (Boys)	23	70.69	5.07	
Highly Intelligent(Girls)	15	94.66	1.34	13.47**
Averagely Intelligent(Girls)	70	87.11	3.68	
Averagely Intelligent(Girls)	70	87.11	3.68	10.42**
Below Average in Intelligence (Girls)	15	71.20	5.65	
Highly Intelligent( Girls)	15	94.66	1.34	15.62**
Below Average in Intelligence (Girls)	15	71.20	5.65	

\* means value significant at 0.05 level of significance

\*\* means value significant at 0.01 level of significance

### Results & Discussion

From the analysis and interpretation of data following finding and conclusions may be drawn:

- (1) The level of social competence among tribal adolescents studying in 10<sup>th</sup> standard is quite satisfactory. Adolescent girls of tribal area do not differ significantly from adolescent boys of the same area in their level of social competence.
- (2) Tribal adolescents belonging to Nuclear families do not differ significantly from those belonging to Joint families in their level of social competence.
- (3) Tribal adolescents whose fathers were in Govt. service do not differ significantly from those whose fathers are engaged in Private Occupation in their level of social competence. The adolescents of tribal area with High Intelligence are significantly more socially competent from those having average Intelligence level.
- (4) The adolescents of tribal area with average Intelligence are significantly more socially competent from those with below average Intelligence level.
- (5) The adolescents of tribal area with high intelligence are significantly more socially competent from those with below average Intelligence level. The Male adolescents of tribal area with High Intelligence level are significantly more socially competent than the Male adolescents with Average Intelligence level.

- (6) The Male adolescents of tribal area with Average Intelligence level are significantly more socially competent than those with Below Average Intelligence level.
- (7) The Male adolescents of tribal area with High Intelligence level are significantly more socially competent than Male adolescents of tribal area with Below Average Intelligence level.
- (8) The Female adolescents of tribal area with High Intelligence level are significantly more socially competent than Female adolescents of tribal area with Average Intelligence level.
- (9) The Female adolescents of tribal area with Average Intelligence level are significantly more socially competent than those with below Average Intelligence level.
- (10) The Female adolescents of tribal area with High Intelligence level are significantly more socially competent than Female adolescents of same area with Below Average Intelligence level.

To conclude, it can be inferred that tribal adolescents do not differ significantly from each other in their level of social competence with respect to gender, family type and fathers' occupation. So far the intelligence level is concerned; the tribal adolescents with high intelligence levels are more socially competent than those with comparatively low intelligence levels.

### **Educational Implications**

The present study pointed out social competence among adolescents in relation to their intelligence level, type of family and father occupation. Social competence plays a great role in the success of a person. The person who knows how to deal with the people related to professional and social platforms, will go higher and higher in his life. Therefore, its development in the early years of life is essential. Thus, the implications of this study are mainly important for the parents, teachers, students and the authorities.

Parents are the first teachers of the children and can play leading role in making them socially competent by inculcating many good habits and by directing them to follow high value patterns. The care should be taken by them to give proper attention to all kinds of needs of the children. Good family climate may be a key factor in shaping the personality of the children and parents should pay direct attention towards it.

Teacher, who is like God for the students, can also do a lot in this direction. The influence of the teacher is always long-lasting if they try to develop students physically, mentally, emotionally and spiritually. They should keep a sharp eye on the behaviour of every child. If they identify any behavioural problem among them, they should try to find the cause and should try to resolve it through proper counselling and guide them to be mentally and emotionally strong to cope up any situation in life and to lead a happy life.

Students should also realize that they have some responsibilities towards their families, society and the country. If they expect to shoulder these responsibilities they will have to make themselves physically, mentally and emotionally strong. They should introspect and should try behaving in the manner that is acceptable to all. This will not only increase their level of confidence but will give immense internal satisfaction.

Last but not the least; the concerned authorities will have to ponder upon sincerely on the points highlighted in this study if they aspire for a well developed society. Today's children are the future citizens of the country. What is inculcated in them today will reflect tomorrow. Therefore, the authorities should start some guidance and counselling cells in schools to help students and should equip them with the essential skills helpful for them to deal effectively in the society.

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