

A study on social competence, level of aspiration and academic achievement of secondary school students of district pulwama (J&K India)

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ABSTRACT

The purpose of the present research is to explore the social competence, level of aspiration and academic achievement of secondary school students, to identify whether their social competence, level of aspiration and academic achievement vary by gender and also to find the relationship between the various variables of social competence, level of aspiration and academic achievement. The sample of the study consisted 324 secondary school students (162 male and 162 female) of various educational zones of Pulwama district of J&K. The tools used for the present study were V.P Sharma, Prabha Shukla and Kiran Shukla's Social Competence Scale and Mahesh Bhargava's and M.A Shah's Level of Aspiration Scale. The data was analyzed by mean, SD, t-test and Pearson's Product Moment Coefficient of Correlation. The result of the study reveals that male secondary school students were significantly high on social competence, level of aspiration and academic achievement as compared to female secondary school students. It has also been found there is a positive relationship between different variables of social competence, level of aspiration and academic achievement.

1. Introduction

Social competence is a complex, multidimensional concept consisting of social, emotional, cognitive and behavioral skills. It is an important component of modern civilization – a very essential attribute of progressive and onward moving society. Social competence refers to a person's ability to get along with others and behave constructively in groups. An individual's social competence is affected by how well he/she communicates with others. The concept of social competence encompasses skills like empathy, cooperation, emotional regulations, friendliness and social- problem solving skills. The most commonly used competencies are social communication, leadership, teamwork, interpersonal communication and problem solving. Social competence is the ability to interact successfully with peers and adults and is most important aspect of development. It is a knowledge of social rules, roles and routines that apply in social situations. It is the foundations upon which expectations for future interactions with others is built, and upon which individuals develop perceptions, of their own behavior. Eisler (1976) defined social competence as the social ability and interpersonal skill of an individual's in effectively meeting a person- situation interaction or successfully dealing with an individual's environmental factors. Social competence is a collect of specific social behavior. Bierman (2004) defined social competence as the "Capacity to coordinate adaptive responses, flexibility to various interpersonal demands and to organize social behavior in different social context in a manner beneficial to one self and consistent withsocial conventions and morals". The review of related literature reported following finding. Sanwal (2013) reveals that there is significant difference in the social competence level with regard to their gender. Annamalai (2015) found that on social competence male and female students differ significantly.

The concept of level of aspiration was first used by Dembo (1976) in an experiment designed to investigate anger. Level of aspiration is a psychological construct which reflects a cognitive type of motivation of individual. Aspiration means a strong desire to achieve something high or great. Level of aspiration involves the estimation of one's abilityfor the future performance on the strength of his past experience, his ability and capacity, the efforts that he can make towards attaining the goal that he set ups. It may vary from individual to individual, place to place as factors affecting the level may increase or decrease.Level of expiration refers to how well an individual wants to perform in the future ascompared with how well he has done in the past. It is related to the goal seeking behavior. Level of aspiration vary according to the importance of goal one is seeking, he may be more cautious about important goals than about goals that hold no importance.

Level of aspiration are recognized as the "Gate Ways" to fulfill life's goals. It is an individual's expectations or ambitions. It refers to estimate of one's performance in a given task. Researchers like Kumar, V. (2015) found that there is no significant relation between level of aspiration and academic achievement of rural and urban senior secondary students. Sarita and Neha (2015) reveals that there is a significant difference in the level of aspiration of boys and girls. Manisha (2016) stated that there exists a significant difference between male and female secondary school teachers in relation to their level of aspiration.

Academic achievement plays a significant and important role in the attainment of all- round development of child in all walks of life. Academic achievement in general refers to the degree or level of success or proficiency attained in some specific area, concerning scholastic and academic work. It also refers to knowledge attained and skill developed by the student

in school subjects. It may be defined as self perception and self evaluation of one's objective of academic success. It indicates the learning outcome of the student. Researchers like Chamundeswari, S. (2013) found that higher secondary school students differ significantly on academic achievement. Joshi (1988) found that rural and urban students do not differ significantly on their academic achievement. Grewal and Sing revealed that rural and urban students differ significantly on academic achievement. Kumar, V. (2015) reveals that there is a significant difference in academic achievement of rural and urban secondary school students. Bansal, V (2015) found that male and female different significantly on their academic achievement.

2. Objectives of the Study

The following objectives have been formulated for the present investigation.

- i. To study social competence, level of aspiration and academic achievement of male and female secondary school students.
- ii. To compare male and female secondary school students on various dimensions of social competence.
- iii. To compare male and female secondary school students on composite scores of social competence.
- iv. To compare male and female secondary school students on level of aspiration.
- v. To compare male and female secondary school students on academic achievement.
- vi. To find out the relationship between social competence and level of aspiration of secondary school students.
- vii. To find out the relationship between social competence and academic achievement of secondary school students.
- viii. To find out the relationship between level of aspiration and academic achievement of secondary school students.

3. Hypotheses

Following hypotheses have been formulated for the present study.

- i. Male and female secondary school students differ significantly on various dimensions of social competence.
- ii. Male and female secondary school students differ significantly on composite scores of social competence.
- iii. Male and female secondary school students differ significantly on level of aspiration.
- iv. Male and female secondary school students differ significantly on academic achievement.
- v. There is a positive relationship between social competence and level of aspiration of secondary school students.
- vi. There is a positive relationship between social competence and academic achievement of secondary school students.
- vii. There is a positive relationship between level of aspiration and academic achievement of secondary school students.

4. Operational Definition of Terms and Variables

Social Competence

Social competence is the ability to interact successfully with peers and adults and is most important aspect of development. In the present study social competence refers to the scores obtained by the subjects on Sharma, Prabha Shukla and Kiran Shukla's Social Competence Scale which measures social competence through five factors – Pro- social attitude, social competence, social leadership, social tolerance and social maturity.

Level of Aspiration

Level Aspiration refer to how well an individual wants to perform in the future, compared with how well he has done in the past. It is related to goal seeking behavior. In the present study, level of aspiration refers to the scores obtained by the subjects on Shah & Bhargava's Level of Aspiration Scale.

Academic Achievement

Academic achievement for the present study shall be considered the marks obtained by the sample subject in their 8th class. (T2 only)

Male and Female School Students

Male and Female Secondary School Students refers to students studying in Govt. Secondary School in District Pulwama.

5. Method and Procedure

Sample

324 secondary school students (162 male and 162 female) consists the sample for the present investigation. The sample were taken from four educational zones of District Pulwama (Kakapora, Pulwama, Shadimarg, and Tahab). The random sampling technique was employed to draw the sample for the present study.

Tools Used

The following tools have been used to collect the data.

- i. Social competence of secondary school students were measured with the help of Social Competence Scale Constructed by V.P Sharma, Prabha Shukla and Kiran Shukla. This scale assesses five dimensions of social competence Viz (i) Pro- Social attitude, (ii) Social Competition (iii) Social leadership, (iv) Social tolerance and (iv) Social maturity.
- ii. Level of Aspiration of secondary school students were measured with the help of Level of Aspiration Scale Constructed by Mahesh Bhargava and M.A Shah. This scale includes two determinants. (a) Environmental determinants (Parental ambitions, social expectations, peer pressure, culture, social value, competition, group cohesiveness). (b) Personal determinants (wishes, personality, past experience, values, interests, sex, socio-economic background and racial background).
- iii. Academic Achievement of secondary school students were measured in terms of marks secured by secondary school students in their 8th class examination. This was

collected from the official records of the respective schools.

The data were analyzed by applying various statistical methods including mean, S.D, t-test and Pearson's Product Moment Co-efficient of Correlation.

Statistical Treatment

Table 1:0 Mean Comparison of Male and Female Secondary School Students on various dimensions of Social Competence. (N= 162 in each group)

Variables	Group	Mean	S.D	t- value	Level of significance
Pro-social Attitude	Male/ Female	7.22/ 5.97	1.89/ 2.28	5.68	0.01
Social Competition	Male/ Female	19.14/ 15.0	3.40/ 3.62	10.89	0.01
Social Leadership	Male/ Female	12.31/ 9.77	1.86/ 2.93	9.76	0.01
Social Tolerance	Male/ Female	21.66/ 17.12	3.97/ 3.85	10.55	0.01
Social Maturity	Male/ Female	47.62/ 39.76	5.72/ 7.08	11.07	0.01

The Table 1.0 shows the mean comparison between male and female secondary school students on various dimensions of social competence scale namely Pro-social Attitude, Social Competition, Social Leadership, Social- Tolerance and Social Maturity. A quick look at the table reveals that there is significant difference between male secondary school students and female secondary school students on various dimensions of social competence. The significant difference is at 0.01 level. The table indicates that male secondary school students participate sensitively in various social and religious functions, respects humanity, and have leadership qualities. They are against social injustice and are more helpful to deprived community as compared to their counter parts.

Table 2.0 Mean Comparison of Male and Female Secondary School Students on composite score of Social Competence. (N = 162 in each group)

Variable	Group	Mean	S.D	t- value	Level of Significance
Social Competence	Male	189.93	12.7	23.08	0.01
	Female	152.99	16.14		

Table 2.0 shows the mean comparison of male and female secondary school students on composite score of social competence. The calculated t- value (23.08) exceeds the tabulated t- value (2.59) at 0.01 level of significance, which depicts that there is significant difference between male and

female secondary school students on composite score of social competence. The table indicates that the male secondary school students are better in the social competence and participate actively in various social functions as compared to female secondary schools.

Table 3.0 Mean Comparison of Male and Female Secondary School Students on Level of Aspiration. (N = 162 in each group)

Variable	Group	Mean	S.D	t- value	Level of Significance
Level of Aspiration	Male	4.39	2.05	24.35	0.01
	Female	0.98	0.57		

Table 3.0 shows the mean comparison of male and female secondary school students on level of aspiration scale. The Calculated t- value (24.35) which exceeds the tabulated t- value (2.59) at 0.01 level of significance, which depicts that there is significant difference between male and female

secondary school students on level of aspiration. The table reveals that the male secondary school students have high level of aspiration. They make strong efforts and have high goals of aspiration than female secondary school students.

Table 4.0 Mean Comparison of Male and Female Secondary School Students on Academic Achievement (N= 162 in each group)

Variable	Group	Mean	S.D	t- value	Level of Significance
Academic Achievement	Male	202.10	32.53	25.58	0.01
	Female	127.14	18.29		

The perusal of the above table no 4.0 shows the mean comparison of male and female secondary school students on academic achievement. The calculated t-value (25.58) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is a significant difference between male and female secondary school students on academic achievement. The above result clarifies that male secondary school students have better academic achievement than female secondary school students.

Table 5.0 Showing the correlation between Social Competence and Level of Aspiration of Secondary School Students.

Variable	Correlation
Social competence VS Level of Aspiration	r = 0.53

Significant at 0.01 level

Table 5.0 shows the co-efficient of correlation between social competence and level of aspiration of secondary school students. The table indicates that the social competence and level of aspiration among secondary school students is positive and co-efficient of correlation value is (r = 0.53) which is significant at 0.01 level. This reveals that higher the social competence the higher is the level of aspiration.

Table 6.0 Showing correlation between Social Competence and Academic Achievement of Secondary School Students.

Variable	Correlation
Social competence VS Academic Achievement	r = 0.45

Significant at 0.01 level

Table 6.0 shows the co-efficient of correlation between social competence and academic achievement of secondary school students. The above table reveals that there is a positive correlation (r = 0.45) between social competence and academic achievement of secondary school students which is significant at 0.01 level. This indicates that higher the social competence higher is the academic achievement. It means social competence helps students in getting good academic achievement.

Table 7.0 Showing Correlation between Level of Aspiration and Academic Achievement of Secondary School Students.

Variable	Correlation
Level of Aspiration VS Academic Achievement	r=0.42

Significant at 0.01 level

Table 7.0 shows the co-efficient of correlation between level of aspiration and academic achievement of secondary school students. The table indicates that the level of aspiration and academic achievement among secondary school is positive and co-relation value is (r = 0.42) which is significant at 0.01 level. This reveals that level of aspiration has positively enhanced the academic achievement of students.

6. Conclusions

The following conclusions have been drawn from the present study.

- i. The two groups male and female secondary school students differ significantly on various dimensions of social competence. The mean difference favours male secondary school students which clearly indicates that male secondary school students are high on various dimension (pro-social attitude, social competition, social leadership, social tolerance, social maturity) of social competence as compared to female secondary school students.
- ii. It has been found that (male and female secondary school students) differ significantly on composite scores of social competence. The male secondary school students were found to have better social competence than female secondary school students.
- iii. The two groups of students male and female secondary school students differ significantly on level of aspiration. The mean differences favours male secondary school students which clearly indicates that male secondary school students have high level of aspiration as compared to female secondary school students.
- iv. The male secondary school students differ significantly on academic achievement. The mean differences favours the male secondary school students which clearly indicates that male secondary school students have high academic achievement as compared to female secondary school students.
- v. It has been found that there is a positive correlation between social competence and level of aspiration of secondary school students. The results simplify that higher the social competence of students higher will be level of aspiration of students. It clearly indicates that the social competence and level of aspiration go together which means students with high social competence have also high aspirations to achieve their goal.
- vi. It was found that there is a positive correlation between the social competence and academic achievement of secondary school students. The result implies that higher the social competence of the students the higher will be their academic achievement. It clearly shows that social competence and academic achievement go together which means that students with high social competence have also good in their academic achievement.
- vii. There was a positive relationship between level of aspiration and academic achievement of secondary school students. The result implies that higher the level of aspiration the higher will be the academic achievements of students. These students prove better in their academic progress.

7. Educational Implication

Findings of the present study reveals some important implications for educators, teachers, school administrators and parents. Female secondary school students have low academic achievement than male secondary school students. This implies that the teachers should pay more attention to the

female students. They should be given extra classes. Female students should be also encouraged by their teachers and parents to maintain and upgrade their academic achievement.

Generally it is a proven fact, that social competence of the learner enabled him to take active part in the teaching learning

process. If students are aware about their social competence and level of aspiration they can involve themselves in learning process and will be helpful to other students in solving their day to day problems.

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