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A STUDY OF SOCIAL SENSITIVITY AND SOCIAL RELATION COMPETENCIES OF THE STUDENTS

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Abstract:

Research Background: Education helps the social development of students. Social competencies and education is associated to each other. This study main focuses was to study the significance difference between residential and non-residential students as well as boys and girls in the terms of their social sensitivity and social relation competencies.

Objectives: The study objective was to compare the social sensitivity and social relation competencies between students of the residential and non-residential schools. Another objective was to study the social sensitivity and social relation competencies between girl and boy students.

Research Methodology: The study four hundred students were selected from various residential and non-residential schools in ahmednagar district. The study Social Competence Scale (SCS) developed by Dr. V. P. Sharma, Dr. Mrs. Prabha Shukla and Dr. Mrs. Kiren Shukla was used. This scale is meant for the school going childrens. The study type of schools and type of gender were independent variables and social sensitivity and social relation competencies were dependent variables. The study purposive sampling method was used for selection of the sample.

Conclusion: There is no significance difference found in social sensitivity and social relation competencies between students of the residential and non-residential schools. Also no significance difference found between girls and boys in term of their social sensitivity and social relation competencies. Therefore, type of schools and type of gender are not vital factor in social sensitivity and social relation competencies in the secondary school students.

KEYWORDS:

Social Sensitivity, Social Relation Competencies, Students .

INTRODUCTION

According to, Mahatma Gandhi, "By education, I mean an all-round drawing out of the best in child and man-body, mind and spirit." Education is a natural as well as spontaneous process in human life. Education process is not limited to school or college but it is life time. In ancient period education was interpreted in the sense of imparting information to the students but, in relation to modern period education is the process of the development of the individual. Education not only provides knowledge and skills but also, inculcates values, training of instincts, fostering right attitudes and habits. Education helps us in all round development of student's, as like, cultivation of knowledge, intellectual and ideological concepts, pacification, physical health, nationality and social discernment, spirituality, kind-heartedness, manliness, activeness and creativity of human beings.

Education helps the social development of students. Social competencies and education is

associated to each other. It means education develop various social competencies of people. So, the objective of this research to study the social sensitivity and social relation competencies of the secondary school students.

“Social competence terms used to refers the social, emotional, and cognitive skills and behaviors that children need for successful social adaptation.”

According to the need of residence of the students residential and non-residential schools are established. The present research is based on to the study the students of residential and non-residential secondary schools in respect to their social sensitivity and social relation competencies.

SIGNIFICANCE OF THE STUDY

Education is necessary for development of allover capacities of the students. In the study, researcher has studied social sensitivity and social relation competencies of the residential and non-residential secondary school students as well as girls and boys. Because, social sensitivity and social relation competencies has closely associated to education. Therefore, this research main focus was impact of type of schools and type of gender on social sensitivity and social relation competencies of the students. The present research will be beneficial to various members of the society such as Government, Educationist, Psychologists, Society, Schools, Parents, Teachers and students for various problems of education and academician are solved.

OBJECTIVES OF THE STUDY

1. To compare the social sensitivity competency between students of the residential and non- residential schools.
2. To study the social sensitivity competency between girl and boy students.
3. To compare the social relation competency between students of the residential and non- residential schools.
4. To study the social relation competency between girl and boy students.

HYPOTHESIS OF THE STUDY

1. Students of the non-residential school will have greater social sensitivity competency than students of the residential schools.
2. Boys will have greater social sensitivity competency than girls.
3. Students of the non-residential schools will have greater social relation competency than students of the residential schools.
4. Boys will have greater social relation competency than girls.

RESEARCH METHODOLOGY

Sampling Technique and Size:

The purposive sampling method was used for the selection of the sample. The study sample was selected from secondary school going students in 9th class from ahmednagar district. This study four hundred sample were selected from various secondary schools. Out of four hundred samples, two hundred students were selected from non-residential schools, in which one hundred were boys and one hundred were girls and in the same way two hundred students were selected from residential schools, in which one hundred were boys and one hundred were girls.

Variables:

1. Independent Variables

- ✦ Type of Schools: 1) Residential Schools. 2) Non-Residential Schools.
- ✦ Type of Gender: 1) Girls 2) Boys

2. Dependent Variables:

1. Social Sensitivity Competency
2. Social Relation Competency

✦ Research Tool:

- ✦ Social Competence Scale (SCS) This scale is developed by Dr. V. P. Sharma, Dr. Mrs. Prabha Shukla and Dr. Mrs. Kiren Shukla in 1992. This scale is meant for the school going childrens of both sex.

Social Competence Scale (SCS) consists of 50 items, distributed into eighteen categories such as, social sensitivity, social maturity, social skills, social relations, social commitment, social appreciation ability, socio-emotional integrity, Social involvement, social respect-ability, social leadership, social co-operation and compliance, social competition, social authority, adult-resource exploitability, social participation, pro-social attitude.

- ✦ Test-retest method reliability = 0.67
- ✦ Coefficient of interrater reliability = 0.67
- ✦ Validity = .84 (Hindi Version).

STATISTICAL ANALYSIS AND INTERPRETATION

Researcher has used mean, SD, 't' test and ANOVA for statistical analysis and interpretation of the data.

Table: 1 : Values of Social Sensitivity and type of schools.

Variable	Type of Schools	N	Mean	SD	T	P
Social Sensitivity	Residential	200	7.82	1.59	0.80	NS 0.05
	Non-Residential	200	7.69	1.55		

From the table -1- it is observed that the mean value of residential school students is 7.82, and SD value is 1.59, and therewith mean value of non-residential school students is 7.69 and SD value is 1.55. The obtained 't' Value is 0.80 for the social sensitivity. Which is not significant at 0.05 level. So, there is no significant difference found between students of residential and non-residential schools in term of their social sensitivity.

Table:2 :Values of social sensitivity and Type of Gender.

Variable	Gender	N	Mean	SD	t	P
Social Sensitivity	Girls	200	7.73	1.57	0.29	NS 0.05
	Boys	200	7.78	1.58		

In the table -2- it is observed that the mean value of girls is 7.73 SD value is 1.57 and mean value of boys is 7.78, SD value is 1.58. The obtained 't' Value is 0.29. Which is not significant at 0.05 level. So, there is no significant difference found between girls and boys in term of their social sensitivity.

Table : 3 : ANOVA of the social sensitivity.

Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Type of schools	1.563	1	1.563	0.632	NS	---
Gender	0.202	1	0.202	0.082	NS	---
Type of schools X Gender	3.062	1	3.062	1.238	NS	---
Error	979.670	396	2.474			
Total	25025.000	400				
Corrected Total	984.498	399				

Significant Level, $df(1,396)$ ---- 0.05 = 3.86 0.01 = 6.70

Eta Squared effect size, 0.01 = small 0.06 = moderate 0.14 = large effect (Cohen, 1988)

In the above table -3.A two-way ANOVA was conducted that examined the effect of type of schools and gender on individual's social sensitivity.

There is no significant interaction between the effects of type of schools and gender on individuals social sensitivity, $F(1,396)=1.238, P>0.05$.

The main effects analysis showed that for type of schools and gender are not significant difference, $F(1,396)=0.632, P>0.05$, and, $F(1,396)=0.082, P>0.05$ respectively. Therefore, neither type of schools nor gender significantly influences the social sensitivity of individuals. Because of the insignificant result, the eta square, the measure of effect size, associated with the main effect and interaction effect are not mentioned here.

On the basis of description hypothesis no. 1.Students of the non-residential school will have greater social sensitivity than students of residential schools is rejected. There is no significance difference found between students of residential and non-residential schools in term of their social sensitivity. They have similar in social sensitivity. Residence of the students is not contributory factor to decide their makeup of social sensitivity.

On the basis of description, Sub-hypothesis no. 2 . Boys will have greater social sensitivity than girls is rejected. There is no significance difference found between girls and boys in term of their social sensitivity. It means, gender difference of the students is not contributory factor of students to decide their makeup of social sensitivity.

Table :4: Valuesof Social Relation and Type of Schools.

Variable	Type of Schools	N	Mean	SD	t	P
Social Relations	Residential	200	10.74	2.54	0.48	NS
	Non-Residential	200	10.86	2.45		0.05

From the table 4 it is observed that the mean value of residential school students is 10.74, and SD value is 2.54, and therewith mean value of non-residential school students is 10.86 and SD value is 2.45. The obtained 't' Value is 0.48 for the social relations . Which is not significant at 0.05 level. So, there is no significant difference found between students of residential and non-residential schools in term of their social relations.

Table :5: Values of Social Relation and Type of Gender.

Variable	Gender	N	Mean	SD	t	P
Social Relations	Girls	200	10.97	2.40	1.36	NS
	Boys	200	10.63	2.58		0.05

In the table 5 it is observed that the mean value of girls is 10.97,SD value is 2.40 and mean value of boys is 10.63, SD value is 2.58. The obtained 't' Value is 1.36 for the social relations. Which is not significant at 0.05 level. Table 't' value is more than the calculated 't' value. So, that 'there is no significant difference found between girls and boys in term of their social relations.'

Table: 6 : ANOVA of Social Relations

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of schools	1.440	1	1.440	0.231	NS	---
Gender	11.560	1	11.560	1.855	NS	---
Type of schools X Gender	2.890	1	2.890	0.464	NS	---
Error	2467.300	396	6.231			
Total	49096.000	400				
Corrected Total	2483.190	399				

Significant Level, $df(1,396) \text{ --- } 0.05 = 3.86$ $0.01 = 6.70$

Eta Squared effect size, $0.01 = \text{small}$ $0.06 = \text{moderate}$ $0.14 = \text{large effect}$ (Cohen, 1988)

In the above table 6- A two-way ANOVA was conducted that examined the effect of type of schools and gender on individual's social relations.

There is not significant interaction between the effects of type of schools and gender on individuals social relations, $F(1,396) = 0.464$, $P > 0.05$.

The main effects analysis showed that for type of schools and gender are not significant difference, $F(1,396) = 0.231$, $P > 0.05$, and, $F(1,396) = 1.855$, $P > 0.05$ respectively. Therefore, neither type of schools nor gender significantly influence the social relations of individuals. Because of the insignificant result, the eta square, the measure of effect size, associated with the main effect and interaction effect are not mentioned here.

On the basis of description, Sub-hypothesis no.3, Students of the non-residential school will have greater social relations than students of residential schools is rejected. There is no significance difference found between students of residential and non-residential schools in term of their social relations. Residence of the secondary school students is not contributory factor to decide their makeup of social relations.

On the basis of description, Sub-hypothesis no. 4, Boys will have greater social relations than girls is rejected. There is no significance difference found between girls and boys in term of their social relations. It means they have similar in social relations. It means, gender difference of the secondary school students is not contributory factor to decide their makeup of social relations.

FINDINGS:

1. There is no significance difference found between students of residential and non-residential schools in term of their social sensitivity. They have equal insocial sensitivity.
2. There is no significance difference found between girls and boys in term of theirsocial sensitivity. They have equal insocial sensitivity.
3. There is no significance difference found between students of residential and non-residential schools in term of their social relation. They have equal insocial relation.
4. There is no significance difference found between girls and boys in term of their social relation. They have equal insocial relation.

CONCLUSION

There is no significance difference found between students of residential and non-residential schools in term of their social sensitivity and social relation competencies. Also, there is no significance difference found between girls and boys in term of their social sensitivity and social relation competencies. They have equal in social sensitivity and social relation competencies.

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