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Golden Research Thoughts

GRT**SOCIAL COMPETENCY OF PROSPECTIVE TEACHERS****A. Joakim**

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ABSTRACT

The present investigation is an attempt to study the Social competency of prospective teachers from various colleges of Education in Cuddalore district. Normative survey method was used in the present investigation. Data was collected from a sample of 400 prospective teachers selected from Cuddalore district in Tamilnadu state using random sampling technique. Social Competency Scale (2015) constructed and standardized by the investigators was used to collect data. The result revealed that locality exhibited significant difference but, Gender and Community had no significant difference in respect of their Social competency of prospective teachers.

KEYWORDS : Social Competency, prospective teachers, Gender , community

INTRODUCTION

Social competency is an essential attribute of the members of a progressive onward moving society. Social competency is a complex, multidimensional concept consisting of social, emotional, cognitive, and behavioral skills, as well as motivational and expectancy sets needed for successful social adaptation. Social competency also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. However, Pre-service teachers would benefit from understanding social competence skills and factors that facilitate its development in children.

Review of related literature

Monopoli and Kingston (2012) conducted a study on "The relationships among language ability, emotion regulation and social competency in second-grade students". This study examines how

these relationships function in elementary school children, and explores whether language ability partially mediates the relationship between emotion regulation and social competency. Second-grade students (N = 67) completed an assessment of receptive vocabulary, and teachers rated emotional and social skills. Results show relationships between emotion regulation and social competence, and between language and aspects of social competency. There were compelling sex differences in the strength of the relationships between these variables. However, language did not act as a mediator. Future research should further investigate the role of language skills in social competency as children mature, and further investigate sex differences in these constructs. Zambare (2008) conducted a study on "Social competence of B.Ed trainees in relation to their social intelligence " The major objectives of the study were. To find out the level of social intelligence of B.Ed trainees, and divide the whole group of B.Ed trainees into high medium and low group The major findings of the study were. (i)The frequency distribution of the three groups of social intelligence indicates that medium social intelligence group has slightly higher frequencies value than the normality, which indicates that this distribution is leptokurtic.(ii)The trainees in higher social intelligence group are slightly higher than the low social intelligence group. The frequency distribution of social competencies scores indicates that there were more trainees belonging to average social competencies categories. Observing the vicariate table it can be concluded that (i)The trainees of high social intelligence group also have high social competencies indices. (ii)The trainees of medium social intelligence group also have somewhat higher social competencies indices. (iii)The trainees of lower social intelligence group have no high social competencies indices (iv)Lower social intelligence group has low social competencies indices Punia et al., (2005) conducted a study on "Promoting Social competency for Development of Rural Girl Child". The present study was conducted in rural Hisser. Social competency of rural preschool girls was assessed. Intervention programmed was provided to these girls for a period of two months to promote their social competency. Results indicated that after exposure to intervention programmed, there was significant improvement in social competency of preschool aged rural girls.

Statement of the problem

The problem selected for the present study is stated as: "Social Competency of Prospective Teachers"

OBJECTIVES OF THE STUDY

1. To construct and validate a scale for measuring the Social Competency of prospective teachers.
2. To find out the effect of background variables namely Gender, locality and community in social competency of prospective teachers.

HYPOTHESES FRAMED:

The following are the major null hypotheses framed for the present investigation.

1. There is no significant difference between the Social Competency of prospective teachers categorized on the basis of Gender.
2. There is no significant difference between the Social Competency of prospective teachers categorized on the basis of locality.
3. There is no significant difference in the Social Competency among the community of prospective teachers.

Method of the study:

Normative survey method is used for this study

Sample:

The present study was conducted on a sample of 400 prospective teachers from various colleges of education in Cuddalore district using stratified random sampling technique. The prospective teachers selected differ in their Gender, locality and Community.

Tools used

The tools used for the present study were,
Social Competency Scale developed and validated by investigator

Statistical techniques used

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

Comparison of scores of Social Competency of male and female prospective teachers

Category	N	Mean	S.D	t-Value	p-Value	Level of Significance
Male	59	37.14	6.18	0.76	0.432	NS
Female	341	36.88	5.80			

S=Significant

NS=Not Significant

The calculated value (t-0.76; P>0.05) is not significant at any level. Therefore the null hypothesis "There exists no significant difference between male and female prospective teachers in their social competency" is accepted. i.e. There existed no significant difference between male and female prospective teachers in their social competency. i.e. social competency of prospective teachers statistically do not differ with their Gender.

Comparison of scores of Social Competency of rural and urban prospective teachers

Category	N	Mean	S.D	t-Value	p-Value	Level of Significance
Rural	249	36.33	5.38	2.09	0.03	0.05
Urban	151	38.56	5.07			

S=Significant

NS=Not Significant

The calculated t value (t-2.09; p<0.05) which is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference between rural and urban prospective teachers in their social competency" is rejected. i.e. social competency of prospective teachers statistically differ with their locality. The mean values showed that urban prospective teachers possess more social competencies than rural prospective teachers.

Comparison of scores of Interpersonal skills of prospective teachers belonging to various Religions.

Category	Mean	Source	Sum of Squares	df	Mean Square	F	P	Level of Significance
FC	36.76	Between Groups	10.24	2	5.11	0.16	0.833	NS
BC	38.87	Within Groups	12082.40	397	30.39			
SC/ST	35.84	Total	12101.44	399				

S=Significant

NS=Not Significant

The calculated value ($F=0.16$; $p>0.05$) is not significant at any level. Therefore the null hypothesis "There exists no significant difference between FC, BC and SC/ST prospective teachers in their social competency" is accepted. It showed that there existed no significant difference among prospective teachers belonging to different communities in their social competencies.

CONCLUSION:

To sum up, the following conclusions have been reached in the light of the present investigation. The locality exhibited significant difference but, Gender and Community had no significant difference in respect of their Social Competency of prospective teachers.

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