

Exploring the Social Competence of Marginalized Students

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Abstract

India is the largest democracy of the world. Despite of this, India is also famous for its diversity. The people of India belongs to different cultures, religions, speak different languages which forms the diversity of India. The one thing that defames it; is the social inequality prevailed in Indian society from the ancient times and still exists in the 21st century. Certain groups and communities of India face social isolation or deprivation on the basis of caste. Caste system in India has its roots from the Vedic times. The present study is based on exploring the social competence of marginalized students.

Keywords: Achievement, Social Competence, Marginalisation.

Introduction

In Jammu and Kashmir state, the total population of Scheduled Castes is 7, 70,155. Along with the other problems, Dalit children face hurdles in the education. This results in the low literacy rates among them and high drop-out rate. Since independence, Government of India has taken a number of initiatives to make education accessible to all and to make all round development of all the sections of the society. Government has introduced several welfare programmes and policies to ensure the human rights of the citizens of the country. A constitutional body named "National Commission for Scheduled Castes is established with the vision to provide safeguards against the exploitation of a Scheduled Castes. Article 46 deals with promoting the educational and economic interest of the weaker sections of the society particularly Scheduled Castes and Scheduled Tribes. Article 338 deals with the Indian Commission for Scheduled Castes. Despite of all the provisions and safeguards provided by the constitution of India, students have Scheduled Castes still face problems. The discrimination affects the social life of the dalit students. They are not socially acceptable by the peer and classmates which hinders the social development of the children. Education is a powerful medium through which the discrimination and social inequality can be eliminated from the society. That is why constitution of India introduced Article 21-A to provide free and compulsory education to all the children between age-group 6-14 years.

"Knowledge is the food for man because in absence of knowledge man cannot grow food". The first thing that strikes in our minds when we think about education is gaining knowledge. Education is a tool which provides people with knowledge, skill, technique, information, enables them to know their rights and duties toward their family, society as well as the nation. It expands vision and outlook to see the world. It develops the capabilities to fight against injustice, violence, corruption and many other bad elements in the society, (cdadmin, 2018). "An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't."- Anatole France. Education is an art of appreciating life. Its purpose is to teach us values, develop stimulated intellect, understand tolerance for disagreeable belief systems, dig out opportunities to question what exists, and contribute to the growth of the human society. Academic performance means "the knowledge attained as skills developed in the school subject, usually designated by first scores or by marks assigned by teachers or both" (Good, 1964). Orpinas and Horne (2006) stated that social competence is influenced by developmental characteristics i.e. it varies in different age groups, social situations and cultures. Behavioural pattern that is considered socially competent for a five years child is not said so for a sixteen years old. A person who seems socially competent in one social situation may not be in another one. In the same way, it is



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different in cultures based on cultural expectations. Thus, these dissimilarities in behaviour are the core of a sound social development. The behaviour of a socially competent child is different from a socially competent adolescent. Therefore, the same behavioural characteristics like shyness, sympathy, aggression etc implicit different social adaptations that depend upon the child's age and the particular social situation. Marginalization is affecting the people all over the world. People are socially excluded on the basis of race, colour, ethnicity, caste, class etc. There are various types of marginalization like social, political and economic. In India, Scheduled Castes, Scheduled Tribes, women, elderly people and some other backward classes are the major marginalized groups.

In the present study, social competence is measured in respect of its three dimension i.e.

Personal Adequacy

It involves self-efficacy i.e. self direction, physical development and personal responsibility and self-control i.e. self-monitoring.

Interpersonal Adequacy

It involves social awareness i.e. accurate identification and understanding of social cues present in one's social environment, social perception, interpretation of social behaviour and respect for individual differences and social ability and social skills i.e. using appropriate gestures, greetings etc while interacting with others.

Communication Skills

Involve skills of effective communication in various social contexts.

Academic Achievement is the percentage of marks obtained by the students in their previous class examination (i.e. X/XI class) is considered as academic achievement. Marginalized Students refer to the students belong to scheduled caste students of Jammu district studying in XI and XII standard.

Aim of the Study

Developments in science and technology are changing our way of living. The important inventions of science and technology proved a boon to mankind. It has made improvements in our health system, education and also in infrastructure. Social media is also a rapidly evolving platform now-a-days. People use social media to communicate with each other, express themselves, and share content of all kinds. Though it has a number of benefits, but it also affects the children in a negative way. Social media has changed the way of interacting. Children spent most of the time on social media texting, uploading and watching videos, posting updates, checking news-feed and updates of their friends and so many such activities and as a result cut themselves from the real world around them. This engrossment in the virtual world hinders social and emotional development of the children. These screen relations take them away from real life relations. At the same time, there are a no of studies that shows in India, there exists social inequality in terms of caste system. The identification of the poor, scheduled caste and scheduled tribes and in some cases the other backward castes are considered as socially disadvantaged groups and

such groups have a higher probability of living under adverse conditions and poverty. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse. This social isolation tends to have the negative effects on the social development of the children. Therefore this study is designed with the purpose to explore the social competency of marginalized groups and its relation to their academic achievement.

Statement of The Problem

The aim of the present study is to study the social competence of marginalized senior secondary students and the relationship between social competence and academic achievement of the same. All the educational practices aim at the achievement of the students. The title of the study is stated as "Exploring the social competence of marginalized students".

Objectives of The Study

The objectives of the present study are as follows

1. To compare the social competence of marginalized students with respect to gender.
2. To compare the academic achievement of marginalized students with respect to gender.
3. To study the relationship between social competence and academic achievement of marginalised students.
4. To study the social competence and academic achievement of marginalized students with respect to gender.
5. To study the social competence of high, average and low academic achievers.

Hypotheses of The Study

The hypotheses of the present study are as follows

1. There is no significant difference in social competence of marginalized students with respect to gender.
2. There is no significant difference in academic achievement of marginalized students with respect to gender.
3. There is no significant relationship between the social competence and academic achievement of marginalized students.
4. There is no significant relationship between the social competence and academic achievement of marginalized students with respect to gender.
5. There is no significance difference between the social competence of high, average and low academic achievers.

Delimitations of The Study

The study is confined to Jammu district of Jammu and Kashmir. The study is delimited to the senior secondary students only. The study is delimited to the scheduled caste students only and it is delimited to government schools only.

Review of Literature

The literature survey reveals that there are studies that highlight the relationship between social competence and academic achievement of students and the problems faced by the students of marginalized groups of India that hinders their educational growth. Attitude of Special Educators

towards Electronic Learning (Sharma, S & Das, A.K. 2019), Inclusion Practices of School Management Committees (SMCs) In Secondary School for Students with Learning Difficulties (Sharma, S & Sarkar, B. 2019), Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person: An Empirical Study (Sharma, S & Das, A.K. 2017), Effect of Spiritual Attitude of Parents of Mentally Challenged Children (Sharma, S & Das, A.K. 2017), Accessible technological devices for people with disabilities: Divyangjan (Sharma, S & Kumar, S. 2017), Use of CAI in Special Education: An Approach Towards children With Mental Retardation (Sharma, S & Kumar, S. 2016), Children with Special Needs and their Educational Aspirations (Sharma, S & Dilbag. 2015) are the various references which describes in one or another way. Therefore this study makes an attempt to explore the social competence of marginalized students as it is one of the important factors that affect the academic success of the student.

Sample

The technique of drawing sample from the population is known as sampling. A number of probability and non-probability sampling techniques are there to serve the purpose. In the present study the simple random sampling technique is used for the selection of sample. It is a form of probability sampling technique. For the present study 300 scheduled caste students i.e. 174 boys and 126 girls were selected from the selected 10 government higher secondary schools of Jammu district. The following variables have been studied in the present study: Social Competence and Academic Achievement. Social Competence scale was selected by Dr.Latika Sharma and Dr.Punita Rani published by the National Psychological Corporation Agra

Interpretation of the data

Objective 1: To compare the social competence of marginalized students with respect to gender.

Hypothesis: There is no significant difference in social competence of marginalized students with respect to gender.

Table 4.3: Means, S.D.s and 't' ratios among male and female students regarding Social Competence

Variable	Group	Number	Mean	S.D	't' ratio	Level of Significance
Social Competence	Boys	174	144.96	16.50	2.69	Significant at 0.01 level
	Girls	126	156.97	10.37		

It can be seen from the above table the mean score of social competence of boys and girls came out as 144.96 and 156.97 respectively. The values of SD of boys and girls are 10.37 and 16.50. The t-ratio is obtained as 2.69 which is greater than the table value of 't' (2.59) at 1% level of significance. Therefore, the hypothesis is rejected which shows that there is significant difference in social competence of senior secondary girls and boys belonging to scheduled castes. The mean score of girls are higher than the boys which mean that girls have better social competence than boys. Furthermore, according to the instructions given in

social competence scale, the scores of girls fall into the 2nd category i.e. 'Good' which means girls have good social competence and the scores of boys fall under the 3rd category i.e. average which means boys have average social competence.

Objective 2

To compare the academic achievement of marginalized students with respect to gender.

Hypothesis

There is no significant difference in academic achievement of marginalized students with respect to gender.

Table 2: Means, S.D.s and 't' ratios among male and female students regarding Academic Achievement

Variable	Group	Number	Mean	S.D	't' ratio	Level of Significance
Academic Achievement	Boys	174	62.75	10.68	1.39	Not significant
	Girls	126	60.42	9.96		

The above table shown that the mean score academic achievement of boys and girls came out as 60.42 and 62.75 and the values of standard deviation are 9.96 and 10.68 respectively. The value of t-ratio is 1.39 which smaller than the table value of 't' at both the 0.01% and 0.05% level of significant. Therefore, the null hypothesis is accepted. This indicates that there is no significant difference between the academic achievement of scheduled caste senior secondary boys and girls.

Objective 3

To study the relationship between social competence and academic achievement of higher secondary marginalized students.

Hypothesis

There is no significant relationship between the social competence and academic achievement of marginalized students.

Table 4.5: Co-efficient of correlation between Social Competence and Academic Achievement of marginalized students

Variables	Number	Mean	SD	Coefficient of correlation	Level of Significance
Social Competence	300	150	14.68	0.62	Significant at 0.01 level
Academic Achievement	300	61.38	10.28		

The above table indicates that co-efficient of correlation between social competence and academic achievement of secondary students is 0.62 which is significant at 1% level of significance. So, the null hypothesis, i.e., "There is no significant relationship between social competence and academic achievement of secondary students" is rejected. Hence, there is positive correlation between social competence and academic achievement of higher secondary students. The more a student is socially

competent, the more he/she would be academically successful.

Objective 4

To study the relationship between the social competence and academic achievement of marginalized students with respect to gender.

Hypothesis

There is no significant relationship between the social competence and academic achievement of marginalized students with respect to gender.

Table 4: Co-efficient of Correlation between Social Competence and Academic Achievement of Female Students

Variables	Number	Mean	SD	Coefficient of Correlation	Level of Significance
Social Competence	126	156.98	16.50	0.64	0.01 level of significance
Academic Achievement	126	62.75	10.68		

Table 5: Co-efficient of correlation between Social Competence and Academic Achievement of Male students

Variable	Number	Mean	SD	Coefficient of Correlation	Level of Significance
Social Competence	174	144.95	10.76	0.62	0.01% of level
Academic Achievement	174	60.42	9.96		

Table 4 and 5 depicts that coefficient of correlation between social competence and academic achievement of senior secondary girls and boys is 0.64 and 0.62 respectively. The coefficient of correlation of social competence and academic achievement for both boys and girls is significant at 1% level of significance. Therefore, the null hypothesis i.e. there is no significant relationship between the social competence and academic achievement of marginalized students with respect to

gender is rejected. There is a positive correlation between the academic achievement and social competence among both boys and girls.

Objective 5

To study the social competence of high, average and low academic achievers.

Hypothesis

There is no significant difference in level of social competence of high, average and low achievers.

Table 4.8: Analysis of variance of level of social competence of high, average and low academic achievers

Source of Variation	Sum of Squares	Mean Squares	df	F-value	Level of Significance
Between groups	1695.408	847.7039	2	3.335132	Significant at 0.01 level of significance
Within groups	75998.02	254.174	297		
Total	77693.43		299		

It is apparent from table 4.8, the F-value for social competence of high, average and low achiever students came out as 3.33 which is significant at 0.01 level of significance. Therefore, the null hypothesis i.e. there is no significant difference between social competence of high, average and low academic achievers is rejected which indicates that there is a significant difference between the social competence of high, average and low academic achievers.

Findings of the study

1. It is found that there is significant difference between social competence of marginalized boys and girls of senior secondary schools. The girls are found more socially competent than the boys of senior secondary schools.
2. It is found that there is no significant difference between academic achievement of marginalized boys and girls of senior secondary schools.
3. It is found that there is significant relationship between the social competence and academic achievement of senior secondary marginalized students. Social competence is positively related with the academic achievement of senior secondary students.
4. It is found that there is significant relationship between the social competence and academic

achievement of senior secondary girls' students. Social competence is positively related with the academic achievement of senior secondary girls' students.

5. It is found that there is significant relationship between the social competence and academic achievement of senior secondary boys' students. Social competence is positively related with the academic achievement of senior secondary boys' students.
6. It is found that there is significant difference between the social competence of high achiever, low achiever and average senior secondary students. Students who are high achiever in academics have higher level of social competence than low achievers. Therefore, social competence and academic achievement of senior secondary marginalized students are positively correlated to each other.

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