



# Gender difference in social competence among boys and girls adolescents

<sup>1</sup>Bhawna Tiwari, <sup>2</sup>Manju Mahananda, <sup>3</sup>Anjali Mathur, <sup>4</sup>Anshu Singh, <sup>5</sup>Sanghmitra Mohapatra

<sup>1</sup> Research Scholar, Human Development and Family Studies, Ethelind College of Home Science, SHUATS, Naini, Prayagraj, U.P., India

<sup>2</sup> Professor, Human Development and Family Studies, Ethelind College of Home Science, SHUATS, Naini, Prayagraj, U.P., India

<sup>3</sup> Professor, Human Development and Family Studies, Ethelind College of Home Science, SHUATS, Naini, Prayagraj, U.P., India

<sup>4</sup> Professor, Human Development and Family Studies, Ethelind College of Home Science, SHUATS, Naini, Prayagraj, U.P., India

<sup>5</sup> Professor, Extension and Communication Management, Ethelind College of Home Science, SHUATS, Naini, Prayagraj, U.P., India

**Email :** [bhawnafd916@gmail.com](mailto:bhawnafd916@gmail.com), [manju.mahananda@shuats.edu.in](mailto:manju.mahananda@shuats.edu.in)

**Abstract:** Adolescence is also a period of emotional transition, marked by changes in the way individuals view themselves and in their capacity to function independently. As adolescents mature intellectually and undergo cognitive changes, they come to perceive themselves in more sophisticated and differentiated ways. The concept of social competence is indexed by effectiveness and appropriateness in human interactions and relationships. Therefore, social competence is vital for individuals to have effective interactions with other people. This is because people's development in all aspects of functioning is influenced by their ability to develop and maintain positive, consistent and primary relationship with adults and peers. The present study aims to find out nature and gender difference of social competence and leadership abilities of adolescents in Prayagraj. An 'Action Research Design' was followed to conduct the present study. Survey Method was used to collect data from the respondents in Prayagraj city of Uttar Pradesh which is selected purposively. The total sample size was 400 adolescents from the age group of 13-19 years from the ten selected institutions. The data was collected by using purposive sampling method. A standardized social competence Scale developed by Sharma and Rani (2018) was used for the collection of data. Data was analyzed by frequencies/ percentages, mean, and standard deviation and t - test. It is concluded that, that girls score more in very good, good and average level of social competence compared to their boys counterpart whereas boys score more in poor and very poor level of social competence. There is significant difference between in the social competence among boys and girls adolescents Prayagraj City.

**Key Words:** Social competence, boys, and girls, adolescents and Prayagraj.

## 1. INTRODUCTION :

Adolescence has been considered the most difficult period in development, both for adolescents and their parents. An adolescent tries to explore her/his role in the world in which they lives and for that she/he needs help and support from



her family members, friends, school and society. For developing a wholesome personality, adolescents require love, nurturance and support from their family.

Adolescence is characterized by rapid changes in physical, cognitive and social development, beginning with puberty and ending in the acquisition of adult roles and responsibilities. The major influences shaping the social world of adolescents extend beyond the family to include peers, educational contexts, employment and the media. With this emerging independence and new physical and cognitive abilities, adolescence is also characterized by experimentation and risk taking, sometimes with behaviors that may derail current and future health and wellbeing.

Social competence has also been associated with successful school programmes, transition into school and work setting, better job opportunities, corresponding adult support, leadership abilities and overall interactions with others (**Rimm-Kaufman et al., 2000**). The outcomes of the various studies elucidate the importance of social competence in human development and also give credence to the contribution of social competence to peer acceptance. Evidence also abounds to demonstrate that successful learning requires students to interact closely with teachers and peers. Social competence is emphasized in all European and National documents on higher education as the key foundation for overall development of adolescents including leadership abilities. (**Gedviliene et al., 2014**).

Socially competent people have been found to possess personal knowledge and skills to engage in enjoyable interactions, activities and relationships with peers and adults. Such individuals are able to act effectively in achieving individual and group goals. People who are socially competent are able to decipher the appropriate behavior to display at different times. Lack of social skills leads to peer rejection, isolation from peers and difficulty in making friends. Usually, people who feel lonely lack appropriate social competence, which affects their participation in different social activities and leadership abilities. (**Adel, 2004**). With these backdrops, the researcher ventured into studying the social competence among boys and girls adolescents with the following objectives:

- To find out the nature of social competence and leadership abilities of adolescents in Prayagraj.
- To assess the gender differences with regard to social competence of adolescents in the study area..

## 2. METHODOLOGY

An ‘Action Research Design’ was followed to conduct the present study. Survey Method was used to collect data from the respondents in Prayagraj city of Uttar Pradesh which is selected purposively. The total sample size was 400 adolescents from the age group of 13-19 years from the ten selected institutions. The data was collected by using purposive sampling method. A standardized social competence Scale developed by Sharma and Rani (2018) was used for the collection of data. Data was analyzed by frequencies/ percentages, mean, and standard deviation and t - test.

## 3. RESULTS AND DISCUSSION

The results derived from the study entitled “gender difference in social competence among boys and girls adolescents” are analyzed statistically and the findings are portrayed under following sub-heads with tables and graphical figures and discussed in the following paragraph.

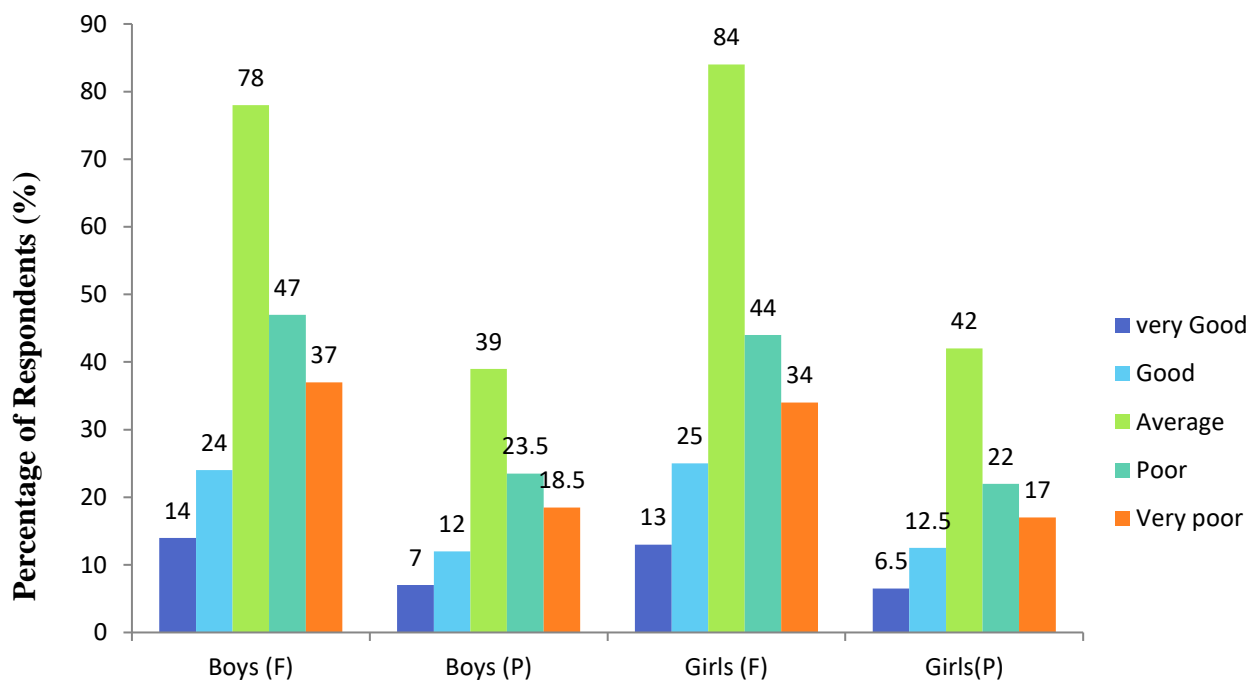
**Table 1 Frequency and percentage distribution of boy and girl adolescents according to their social competence in Prayagraj.**

(N=400)

Social competence	Range	Boys (n=200)		Girls (n=200)	
		F	P	F	P
Very good	168-188	14	7	13	6.5
Good	148-167	24	12	25	12.5
Average	108-147	78	39	84	42



<b>Poor</b>	<b>78-107</b>	47	23.5	44	22
<b>Very poor</b>	<b>47-77</b>	37	18.5	34	17



### Boys And Girls Adolescents According To Their Social Competence

The above table 4.1 portrays the social competence among adolescent boys and girls before intervention. It is evident from the table that 39 percent of adolescent boys do not have average level of social competence i.e. they are not over competence nor they are poor skills in their social domains. It can also be noted from the data depicted in the above table that 23.5 percent boys show poor level social competence. Very poor level of social competence is seen among 18.5 percent boys. The table also indicates that 12 percent of boys are found to have good level of social competence, and 7 percent of boys are having very good level of social competence i.e. they are having very good social skills and can excel in their social domains.

The above table 4.1 portrays the social competence among adolescent boys and girls before intervention. It is evident from the table that 42 percent of adolescent girls do not have average level of social competence i.e. they are not over competence nor they are poor skills in their social domains. It can also be noted from the data depicted in the above table that 22 percent girls show poor level social competence. Very poor level of social competence is seen among 17 percent girls. The table also indicates that 12.5 percent of girls are found to have good level of social competence, and 6.5 percent of girls are having very good level of social competence i.e. they are having very good social skills and can excel in their social domains.

It is very clear from the table, that girls score more in very good , good and average level of social competence compared to their boys counterpart. The reason for this could be that social competence is a vital and necessary skill for individuals to struggle with difficulties, to maintain social relationships positively, to participate in community and group activities actively, and to be independent and active. Girls have more emotional stability and majority than the boys and more socially active.



The findings of the study are in concurrence with finding of **Alzahrani et al.,(2019)** who confirmed that the importance of the social-emotional competence on children’s growth. To develop children social-emotional competence, an interaction between adults and children is critically needed. Emotional regulations can also enhance school achievement, both in the present and in the future.

**Table 2. Difference in social competence among boy and girl adolescents before intervention.**

(N=400)

Category	Boys (n = 200)		Girls (n = 200)		Difference of mean	T cal. value	T tab. value
	Mean	SD	Mean	SD			
<b>BI</b>	114.44	36.51	115.67	34.68	-1.23	-0.345*	1.97

\*Non-Significant

Results showed a significant difference in the social competence among boys and girls adolescents before intervention in the study area. The table pointed out a difference was observed in between the boy and girls respondents as the difference in mean scores of the social competence of the respondents before intervention is -1.23 and t calculated values is -0.345 and t tabulated is 1.97 at 0.05 per cent probability and 397 degree of freedom. The value depicted in the table signifying that the difference was non-significant in between boy and girl respondents who experienced social competence in varying degree before intervention. The mean value of girls respondents is slightly higher than the boys indicates that girls are more socially competent compared to boys before intervention.

The reason for this could be that participating meaningfully in the array of social interactions and relationships occurring within a school community is also important for adolescents. Social competence is seen as the general capacity to integrate cognition, affect, and behavior in order to succeed with specific social tasks and to achieve positive developmental outcomes. Socially competent individuals possess several interrelated sets of cognitive, affective, and behavioral competencies. Now a day girls are more inclined to develop their skills in every area of personality compared to boys. social competence also one parameter where they want to excel themselves.

The findings of the study are in concurrence with finding of **Pekdogan and Kanak (2016)** who explored that the social competence and temperament to identify whether their social competence levels vary by gender, and to show the relationship between the sub-dimensions of social competence and those of temperament and indicated that children’s social competence levels significantly vary by gender ( $p < 0.05$ ), and there are positive and negative significant relationships between the sub-dimensions of social competence and those of temperament ( $p < .05$ ,  $p < .001$ ).

#### 4. CONCLUSION

It is concluded that, that girls score more in very good, good and average level of social competence compared to their boys counterpart whereas boys score more in poor and very poor level of social competence. There is significant difference between in the social competence among boys and girls adolescents Prayagraj City.

#### 5. Limitations of the Study

- The study was limited to the respondents of Prayagraj City.
- The study was limited to the respondents in the age group of 14 to 17 years only.

#### 6. Suggestions for further research

- The study can be done on lower level socioeconomic status and higher level socioeconomic status to identify the effect of socioeconomic groups on the social competence among adolescents.
- The research can be action oriented, which will be followed by the intervention after assessing and analyzing the problem.



## 7. Recommendation

- As the social competence have great impact on the child life so the parents and teacher should adopt positive parenting approach to boost the above component in the child and helps them to build a good personality.

## REFERENCES:

1. Adel, A. M. E. (2004). Effect of interaction between parental treatment styles and peer relations in classroom on the feelings of loneliness among deaf children in Egyptian schools. (Unpublished Doctoral Dissertation). Department of Education Psychology, Tübingen University, Egypt.
2. Gedviliene G, Gerviene S, Pasvenskiene A, Ziziene S (2014). The social capital concept in higher education. *European Scientific Journal* 10(28):36-49. <https://doi.org/10.1111/sode.12100>
3. Mona Alzahrani , Manal Alharbi and Amani Alodwani (2019) The Effect of Social-Emotional Competence on Children Academic Achievement and Behavioral Development... *International Education Studies*; Vol. 12, No. 12; ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education: <https://doi.org/10.5539/ies.v12n12p141>
4. Sara E Rimm-Kaufman , Robert C Pianta and Martha J Cox (2000) Teachers' judgments of problems in the transition to kindergarten... *Early Childhood Research Quarterly* Volume 15, Issue 2, Pages 147-166
5. Serpil Pekdogan and Mehmet Kanak (2016) A Study on Social Competence and Temperament of Pre-School Children's... *Journal of Education and Learning*; Vol. 5, No. 4; ISSN 1927-5250 E-ISSN 1927-5269 Published by Canadian Center of Science and Education <https://www.ccsenet.org/journal/index.php/jel/article/view/61384>