



Relationship between Social Competence and Home Environment of Secondary School Students in Nagaon District of Assam

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ABSTRACT

The ability to efficiently and successfully achieve social objectives is known as social competence. These social achievements include forming friendships, gaining the favor of peers or other children, and engaging in productive peer relationships. This study aims to identify the relationship between Social Competence and Home Environment of secondary school students in Nagaon district of Assam. The investigator used Social Competence Scale" (1992) developed by Prof. V.P.Sharma, Dr. (Mrs.) Kiran Shukla and Dr. (Mrs.) Prabha Shukla and Home Environment Scale" (2013) developed by Aaliya Akhtar and Dr. Shail Bala Saxena for the study. The result revealed that there is positive and significant correlation between home environment and social competence of the students of Nagaon district of Assam.

Keywords: Social competence, Home environment, Secondary school student

I. INTRODUCTION

A. Social Competence

Social Competence characterizes a child's ability to form and preserve meaningful relationships with others while avoiding mistreatment or trauma at the hands of others. Hurlock (1974) defined social competence as "the capacity to act in a manner aligned with social expectations" or as "the process of maturing to take one's full place in society." Social competency, according to Semrud-Clikeman (2007), is the ability to take into account another person's perspective in a particular situation, to learn from the past, and to modify those lessons to fit the ever-changing social context. This foundation forms the basis for children's assessments of their own behavior and forms the framework for their expectations of future interpersonal connections. Social competence is a fundamental aspect of current civilization and the main trait that all members of a civilized society share. A disposition that is required for high levels of effective interpersonal interaction is social competency. A broader term called "social competence" is used in a variety of situations. The ability to skillfully navigate social situations, comprehend social signs, and engage with people is referred to as social competency. It includes a variety of abilities and actions, such as emotional control, social awareness, and situational adaptation. Gaining social competency is essential for establishing wholesome relationships, accomplishing individual objectives, and supporting a thriving community.

One's social behavior must change to fit shifting social situations, such as a new school setting with different peers. In certain situations, behavioral models that are appropriate may not be in others. It has been proposed (Barksdale, et al, 2000) that regular opportunities to improve social competence during children and adolescence are beneficial for long-term psychological well-being as well as academic and cognitive development. However, people who can't maintain strong relationships with others can avoid mental health issues, school dropout, poor academic performance, and a bad work history. (Lane & Carter, 2006; Mazza, Fleming, Abbot, Haggerty, & Catalano, 2010; Segrin, Hanzal, Donnerstein, Taylor, & Domschke, 2007).

B. HOME ENVIRONMENT

The environment is the collective term for a wide range of environmental elements that affect a live organism's life, behavior, growth, development, and maturation. This broad phrase encompasses both natural and social environments and everything that affects people from conception to death. Safe, pleasant, and

encouraging surroundings—which include the physical and interpersonal elements of a living space—are hallmarks of a positive home environment. It has a significant impact on a person's growth, academic performance, and general mental health, especially for children. Many elements go into creating a healthy home environment, such as chances for play and learning, emotional warmth, physical safety, and the availability of supportive relationships. Relationships between parents and children are especially important for children's healthy social and emotional growth. Researchers have found a number of parenting practices that have a significant impact on children's development, including nurturing, affection, guiding, aspiration for achievement, and awareness of intellectual demands. (Bala, 2016). Healthy personality development has been associated with positive parent-child relationships, but negative experiences, including pressure and criticism, can result in a reduction in emotional security (Ruhl et al., 2015).

Good parent-child connections are linked to a variety of benefits, such as academic achievement and mental health. Negative relationships, on the other hand, are associated with psychological issues and delinquency (Baruah, 2018). A child's growth is greatly influenced by mothers in particular. A child's general wellbeing is greatly enhanced by their warmth, affection, care, and support (Rohner, Khaleque, & Cournoyer, 2012). It is often known that a child's growth is greatly influenced by their home environment, which serves as the major setting for their upbringing. Children develop their social skills within the home by learning collaboration skills and social standards. The mother is the most important family member, influencing the child's general development and growth. Fostering social competency requires a supportive social environment that is marked by favorable socio-cultural and physical contexts as well as supportive connection.

II REVIEW OF RELATED LITERATURE

A. Review relating to social competence

Luthar and Zigler (1992) studied on “*Intelligence and social competence among high-risk adolescents.*” Focusing on social competence in adolescents, the study investigated how intelligence interacts with psychosocial factors. Researchers examined 144 ninth-graders from an inner-city environment. They assessed three psychosocial factors: ego development, locus of control (belief in one's ability to influence events), and the impact of both positive and negative life experiences. Social competence was evaluated through a combination of peer ratings, teacher evaluations, and school grades. The findings revealed a link between intelligence and social competence – students with higher intelligence demonstrated stronger social skills compared to their less intelligent counterparts. Researchers **Syiem and Lapdianghun (2014)** investigated “*Social Competence of Secondary School Students in Shillong Town*”. They looked at how social skills might differ based on gender, community, age, and the type of school (government, private, or underprivileged). They also examined whether social skills were linked to academic achievement. Social Competence Scale developed by V.P.Sharma, Prabha Shukla & Kiran Shukla was utilized by the researcher. Interestingly, the study found no significant differences in social skills based on gender, community, or age. However, there was a difference between students from underprivileged schools and private schools, as well as between students in government schools and private schools. Finally, the study did not find a clear connection between social skills and academic achievement. **Talukdar & Barman (2019)** conducted a study on Social Adjustment of Institutionalized Children under Need Care and Protection in Assam. The sample children were under the age group of 14 to 18 years. The sample was drawn from child care institutions run by the Government of Assam and NGO of Assam. Total of 100 children was taken (50 male and 50 female). The adjustment Inventory for school student developed by Sinha and Singh (1993) was employed for the study. According to descriptive statistics on social adjustment, children that are institutionalized have poor social stability. The findings showed a notable disparity in social adjustment between males and females.

B. Review relating to Home Environment

Mulder (2008) in his research paper “The Domains that Influence the Development of Social Competence in Children: A Literature Review” argues that parents' income influences a child's social development through its impact on social status. Families with greater financial resources can provide more social opportunities for their children. This means children from lower-income households may have fewer chances to develop their social skills. **Pardhasardhi and Goel (2015)** conducted a study on the title “*To study the influence of family environment on social competence in children*” to know how the family environment influenced social competence of children. This study was performed on 100 children (50 boys and 50 girls) from 7th and 8th grades of Meerut city. Standardized questionnaires Family Environment Scale & Social Competence Scale were used to assess family environment and social competence. The results found that impartial attitude of family members towards boys and girls develop the qualities of social leadership, competition, social competence among both the sexes in an equal manner. **Hajarika and Chaliha (2023)** conducted a study on Home Environment of the Higher Secondary Level Students of Nagaon District of Assam. This study aimed to study the level of Home Environment of the Higher Secondary Level Students of Nagaon district, Assam as well as comparing the home environments of students in the Higher Secondary Schools, Junior Colleges and Degree Colleges of Nagaon district, Assam. Descriptive Survey method was used by the researcher to conduct the study. The researcher purposively selected 840 Higher Secondary Level students studying in Higher Secondary Schools, Junior Colleges and Degree colleges of Nagaon district, Assam. The

collected data was analyzed using statistical methods such as the mean, median, standard deviation, F-test, and t-test. According to the result of the study, the home environments of higher secondary school students in the Nagaon district of Assam differ significantly.

II. OBJECTIVE OF THE STUDY

To study the relationship between social competence and home environment of secondary school students in Nagaon district of Assam.

IV HYPOTHESIS OF THE STUDY

Ho.: There is no relationship between social competence and home environment of secondary school students in Nagaon district of Assam.

V. DELIMITATION OF THE STUDY

1. The study is limited to government and provincialized secondary schools affiliated with SEBA (Board of Secondary Education of Assam)
2. The study is limited to only Nagaon district of Assam.
3. The study is confined to home environment and social competence of secondary school students of Nagaon district.
4. Only the students in class IX are considered for the study (Age between 14 to 15 years).

V. METHODOLOGY OF THE STUDY

Sample: The investigator has taken 286 students from 23 secondary schools affiliated with SEBA (Board of Secondary Education of Assam) as sample for the present study from Nagaon district of Assam. In this study, Simple Random Sampling has been used.

Table-1 Population of schools and Sample students at a glance

District	No of Schools	Sample schools	Students' Enrollment			Percentage of total Enrolment	Sample of students
			Male	Female	Total		
Nagaon	222	23	7618	12117	19735	71%	286

Tools: The researcher used following two standardized scale for this study-

1. "Social Competence Scale" (1992) developed by Prof. V.P.Sharma, Dr. (Mrs.) Kiran Shukla and Dr. (Mrs.) Prabha Shukla.
2. "Home Environment Scale" (2013) developed by Aaliya Akhtar and Dr. Shail Bala Saxena.

Data Collection

The researcher delivered the above mentioned scales and gathered responses from the participants after obtaining prior consent from the school administration.

Statistical Technique Used

SPSS (Version-17.0) has been applied for data analysis. The objective of the study were met by analyzing collected data using suitable statistical methods. The methods used for analysis of data for the present study were-frequency tables, cross tables, descriptive statistics, Spearman's rho, p-value etc.

VI. RESULTS

Analysis and Interpretation of the data

Table-2: Relationship between Social Competence and Home Environment of the Students

Social Competence	Home Environment
	Nagaon
Spearman's rho	.244**
P-value	.000
Sample Numbers	286

Source: 1. Primary data calculated,

2. *Correlation is significant at the 0.05 level (2-tailed),

3. **Correlation is significant at the 0.01 level (2-tailed)

The data in table-1 indicates significant positive correlation between social competence and home environment for students in Nagaon, Assam. The Spearman's rho value of 0.244, with a p-value of 0.000 signifies a statistically significant relationship, meaning that as the home environment improves, student's social competence also tends to increase. that the coefficients of correlation between social competence and home environment of the students of Nagaon district is 0.244 which is positive and significant at 0.01 level of significance. Hence, the hypothesis "There is no relationship between social competence and home environment of secondary school students in Nagaon district of Assam" is rejected.

VII. DISCUSSION

According to the present study, social competence and the family environment among secondary school pupils in Nagaon District are positively correlated in a statistically significant way. It's crucial to remember that although the relationship is favorable and shows that greater levels of social competence are linked to more supportive or accommodating family situations, its strength is just moderate ($\rho=0.244$). The strongly significant p-value ($p<0.001$) confirms that the observed association is not the result of chance, offering solid proof of a real, albeit tenuous, relationship between these two variables in the Nagaon student body.

VIII. CONCLUSIONS

The present study revealed that in Nagaon district, social competence and home environment have highly significant influence on the sample students. The better Home Environment there will be more growth in Social Competence of children. So, it can be concluded that in Nagaon District, highly positive relationship between home environment and social competence of secondary school students' likely stems from strong family structures and values. Supportive home environments may provide students with opportunities to develop social skills, emotional intelligence, and confidence. Parents in this district might actively encourage social interactions, model appropriate behaviors, and foster a nurturing atmosphere that enhances students' ability to navigate social situations effectively. This strong connection suggests that home life plays a crucial role in shaping students' social capabilities in Nagaon, potentially reflecting cultural norms that emphasize family influence on social development. The results of this study have important ramifications for parents, guardians, and educators regarding how to properly comprehend students' home environments and social competency levels. The study will give the better insight to parents in dealing with their children. This study will be helpful for preparing and implementing policies regarding education system for giving valuable and fruitful education to foster holistic development of children. Increasing knowledge of social skills and the importance of the home environment can inspire community support for schools and families, creating a positive learning environment for students.

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