

# A Study of Social Competence of B.Ed. Students in Relation to Study Habits and Academic Achievement

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## **Abstract**

Examining the connection between B.Ed. students' academic achievement and social competency is the primary goal of this article. In order to determine the relationship between social competence and study habits among B.Ed. students with below average, average, and above average academic achievement, the investigator looked at the students' levels of social competence and study habits. A basic random sampling method was used to gather data from the 4 colleges in the Jhajjar District of Haryana. The social competency scale, created by Dr. Prabha and Prof. Kiran Shukla, and the study habits inventory, created by Dr. B.V. Patel, are two types of standardized instruments. The Pearson's product moment method of correlation was one of the statistical approaches applied to the data analysis. The study primarily impacts teachers, parents, and students. Instilling positive habits in children is something that parents can do, and teachers can look out for their kids in order to help them become socially adept and change their study habits.

**Keywords:** Social competence, Academic Achievement, Study habits.

## **Introduction**

According to Owens et al. (2013), social competence is regarded as the prerequisite for the adjustment process. According to Zellst et al. (2014), this is the capacity to articulate learned behaviors that are socially acceptable and are characterized by favorable social interactions. According to Raven and Stephenson (2001), social competence develops with experience and is based on an individual's capacity to pick up new skills and adapt in demanding situations. As a result, social competence is built upon previously acquired skills and information (Snape & Spencer, 2003). It serves as the basis for how people view their own actions and set expectations for their interactions with others in the future (Semrud- Clikeman, 2007).

Studies show that one of the most important factors in maximizing one's intellectual potential is the capacity for productive social interaction (Davis, 2010). Thus, the conclusion that follows is that social issues have a big impact on academic performance. The basic life events of individuals in cultures have been documented for a long time in historical genealogies and vital statistics registries. These events include birth, marriage, having children, and dying. More detailed data regarding societal patterns has also been gathered as cultures' main concerns have evolved "beyond survival." The information presented here frequently focuses on material, health, and economic concerns like poverty, infant

mortality, and unemployment.

The creation of new social indicators is being done to track contemporary issue behaviors such as substance misuse, unplanned pregnancies, obesity, and high school dropout rates. They frequently stand for difficulties or concerns. In a bygone period, those were not considered undesirable. The potency component of social assessment is used to characterize social competency. It is learned by social integration in various sociocultural contexts and functions as one of the social behavior's components. How well someone has developed the depth and strength of social skills necessary for their own self-actualization, evolution, and progress determines how successful they will be in society. High order social competence is a prerequisite for a successful interpersonal interaction and a crucial personal quality.

If a student does not know the art of study, he will not be able to enjoy learning or adapt his behavior to the surroundings. A life filled with good habits is beautiful. Clearly, having healthy habits adds to one's personality. They play a special role in education and personality development. The methods of instruction that fail to instill good study habits in students who fall behind their peers. Students need to be motivated to learn, but they also need to know the best study techniques. Without mastering these techniques, they will not be able to maximize their time, energy, and speed without sacrificing the quality of their work.

Study habits are voluntary behaviors that are influenced by a variety of factors, including the home and work environments, communication styles and work schedules, work and criticism styles, student concentration schedules, exam preparation, shared interests, and the school environment. The results of the previous class's annual examination, which are accessible through school records, have been interpreted as academic achievement. These days, a student's life revolves heavily around their academic performance. Achievement encompasses all behavioral changes that fall under the cognitive, affective, and psychometric domains, as well as acquisitions. Its definition is much broader. The current study's definition of academic achievement is the degree of achievement attained by students in their academic subject, or what they accomplish following appropriate training.

### **Review of Related Literature**

The most important part of the study is the review of related literature, and the time spent on it helps the researcher understand various aspects of similar type studies, such as the methods used, devices used for data collection, analysis done, procedures followed, and conclusions reached. To find out what had been left undiscovered in earlier research, the investigator for this investigation visited university and departmental libraries.

**Crandall, 1966-** According to his observations, elementary-aged children who have a high desire for social desirability—that is, social evaluation goals—perform academically less well than those who do not. The specific function that socially conscious behavior plays in fostering academic competence was not well recognized when J.A. Cobb (1974) conducted his research.

**Pizzamiglio and Teresa (2002)** noted that emotional reactivity in the early stages of adolescence was predicted by variations in individuals' perceptions of their social competence. The social competency of highly gifted math and science teenagers was studied by **Young Lee, Thomson, and Olszewski-**

**Kubilius (2011)**. Survey results indicated that our talented kids thought they were as good as or better than their non-gifted peers in terms of interpersonal skills and peer interactions. Through a review of related literature, the investigator learned about the many components of the study conducted by **Leung, C.H. (2012)**, which aims to enhance social competency and the child-teacher connection through play-centered training. The investigator selected the problem mentioned above with the assistance of the literature, to start.

Additionally, this assisted the researcher in creating the accomplishment test and standardizing it. The associated literature helped the investigator take the required actions to finish this dissertation. A study on the social competence of tribal adolescents in relation to their IQ level was done in **2012 by Bhardwaj and Basanti**. It was discovered that there is no significant difference in the social competence of girl adolescents living in tribal areas compared to boy adolescents. The social competency of adolescents from nuclear families in tribal areas is not significantly different from that of adolescents from joint households. Male teenagers from tribal areas with high intelligence levels are very different from male adolescents from tribal areas in terms of social competency.

In a 2016 study by Magelinskaite-Legkauskiene & Kepalaite, the researchers came to the conclusion that students with higher interpersonal social competency scores also possessed broader communication networks and stronger social supports. These pupils achieved well and received greater reinforcement.

### **Statement of the Problem**

Social competence of B.Ed. students in relation to study habits and academic achievement

### **Objectives of the Study**

1. To study the levels of social competence of B.Ed students.
2. To study the levels of study habits of B.Ed students.
3. To study relationship between social competence and study habits among B.Ed students.
4. To study relationship between social competence and study habits in female students of B.Ed .
5. To study relationship between social competence and study habits in male students of B.Ed.
6. To study relationship between social competence and study habits among B.Ed students having below average academic achievement.
7. To study relationship between social competence and study habits among B.Ed students having average academic achievement.
8. To study relationship between social competence and study habits among B.Ed students having above average academic achievement.
9. To suggest some Educational Implications.

### **Hypotheses of the Study**

1. There will be a significant relationship between social competence and study habits among B.Ed students.
2. There will be a significant relationship between social competence and study habits in female students of B.Ed.
3. There will be a significant relationship between social competence and study habits in male students of B.Ed.
4. There will be significant relationship between social competence and study habits among B.Ed.

students having below average academic achievement.

5. There will be a significant relationship between social competence and study habits among B.Ed students having average academic achievement.
6. There will be a significant relationship between social competence and study habits B.Ed students having above average academic achievement.

### **Delimitation of the Study**

The problems under investigation are delimited as:-

1. The study was confined to B.Ed students only.
2. The study was restricted to a sample of 200 only.
3. The study was delimited to B.Ed. students of Jhajjar District of Haryana only.

### **Selection of the Sample**

The sample of the present investigation was taken from the B.Ed. students studying in Jhajjar District of Haryana only. A sample of 200 students was taken which included 110 female students and 90 male students. The data was collected from 4 B.Ed. Colleges only.

### **Selection of the Tools**

The purpose of this research study is to examine social competence in connection to study habits and academic success in order to fulfill the investigation's goals. The following instruments have been employed in this study.

- The social competency scale developed by Sharma, Shukla, and Shukla.
- Dr. B.V. Patel created and standardized the "Study Habits Inventory."

### **Categorization of Data**

With the use of statistics, the researcher may easily analyze the data they have gathered, which makes them an invaluable tool. Data organization, analysis, and interpretation are the most crucial stages of any research project. Analyzing, interpreting, or classifying data in a methodical and scientific manner is crucial for arriving at reliable results. It can also assist future researchers in tackling related or identical problems. The classification and summary of data both include the analysis step.

Students in the current study were classified as having below average academic performance if they received fewer than 50%-55% of the possible points, as medium academic accomplishment if they received between 60%-65% of the possible points, and as above average academic achievement if they received more than 65% of the possible points.

Each student's name was accompanied by a score related to their social skills and study habits. The results are displayed in Table 1 below for the mean and standard deviation of the study habits and social skills, respectively.

Following the computation of the mean and standard deviation of the scores for social competence and study habits, the students were categorized using the mean and standard deviation.

1. High social competence and good study habits were considered to be traits of the subjects who scored higher than  $M + \frac{1}{2}\sigma$ .
2. Individuals with scores between  $M$  and  $-\frac{1}{2}\sigma$  were considered to have poor study habits and inadequate social competence.

3. The remaining scores were seen as indicating ordinary study habits and social ability.

**Selection of Statistical Techniques**

Pearson's Product Moment Method for coefficient of correlation statistical approach was used by the researcher, keeping the study's aims in mind.

Although data analysis can be done using a variety of statistical techniques, the focus of this examination was on social competence among ninth-grade boys and girls and how it related to their study habits and academic accomplishment. Therefore, Pearson's produce moment method was used by the researcher to determine the correlation coefficient in this study.

**Table-1**

Sr. No.	Variable	Mean	SD
1.	Social Competence	164.13	24.25
2.	Study Habits	155.91	29.25

**Table-2**

Variables	Group	N	Df	r	Significance
Social Competence and Study Habits	Total No. of B.Ed. Students	200	198	0.18	Significant at 0.01 level
	Female Students	110	108	-0.03	Not significant
	Male Students	90	88	0.15	Significant at 0.05 level
	Below Average Academic Achievement	97	96	0.06	Not significant
	Average Academic Achievement	57	53	0.14	Not significant
	Above Average Academic Achievement	46	45	0.14	Not significant

**Relationship between Social Competence and Study Habits for Different Groups of B.Ed. Students**

**Interpretation**

The table presented above indicates that the correlation coefficient between study habits and social competence, as determined by the Pearson's product moment method, is significant for both the total number of students and the female students in secondary school at the 0.01 and 0.05 level of significance, respectively. However, it is not significant for the male students or the students who achieve academically above, below, or averagely.

**Conclusions of the Study**

1. There is a significant positive relationship between social competence and study habits among total no. of B.Ed. students.

2. There is no significant relationship between social competence and study habits in female students of B.Ed.
3. There is a significant positive relationship between social competence and study habits in male students of B.Ed.
4. There is no significant relationship between social competence and study habits among B.Ed students having below average academic achievement.
5. There is no significant relationship between social competence and study habits among B.ed students having average academic achievement.
6. There is no significant relationship between social competence and study habits among B.Ed students having above average academic achievement

### **Suggestions for Further Research Work**

For those who are interested in further research related to the current topic, a few recommendations are available.

1. In the present study conclusions are based upon the study of 200 B.Ed.students. The study can be made more comprehensive by extending it to more number of students which will make the result more accurate.
2. The study can be conducted at Secondary & Senior Secondary school level.
3. The study can be conducted at different age level in other Districts of Haryana State.
4. The study can be conducted in other States of India at School, College & University level.

### **Educational Implications of the Study**

The following implications can be made in light of the results and conclusions mentioned above.

1. Since the current study identified a relationship between social competency and academic success and study habits, students, parents, and teachers bear the majority of the study's implications.
2. Parents can play a key part in helping their children develop a variety of excellent study habits that will help them become socially adept and well-mannered members of society. They should be cautious to provide the kids with the attention they require for all of their needs. A strong family environment influences how children develop as individuals.
3. In this sector, teachers also work very hard. Teachers have a lasting impact on their pupils. If they work to help them grow spiritually, mentally, and physically, one day the students will be able to change society as a whole.
4. Students can also apply this to themselves; they should reflect on who they are and work to behave in a way that is acceptable to everyone.
5. The study has parental implications. They ought to look out for their pupils in order to help them become socially adept and change the way they learn.
6. Teachers can use the findings of this study to help their pupils become more socially adapt.

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