

Education aims at the optimum multidimensional development of every individual. It includes cognitive, emotional, social, cultural, academic, vocational, information gathering and processing, moral democratic, and ecological competencies. Such well-equipped individuals can withstand various stressors in life, use appropriate conflict management styles in order to cope with the prevailing adverse circumstances, succeed in transforming their unfavorable attitudes towards handling socio-emotional and other relationship-building issues, adopt healthy attitudes to sustain their mental health and exhibit health consciousness. Social competencies can help individuals in developing these competencies, attitudes, and behaviors. COVID pandemic has created peculiar conditions due to lockdowns, social distancing, and COVID-phobia. Social distancing does not mean social alienation. All family members can use their social competencies even when they remain forced to live inside their homes. While going to markets for necessary purchases and responding to the exchange of views on social networking sites, individuals can reap the benefits of their social competencies too.

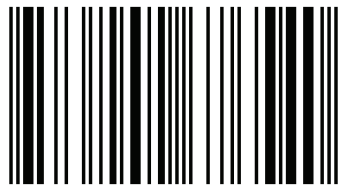


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## Social Competence and Its Correlates



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**SOCIAL COMPETENCE OF SECONDARY SCHOOL STUDENTS IN  
RELATION TO THEIR LIFE SKILLS****Dr. SONIA STHAPAK**

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**ABSTRACT**

*The present study explores social competence among secondary school students in relation to their life skills, gender and parental education. The sample consisted of 160 secondary school students comprising 80 male and 80 female students belonging to government and private schools of Bilaspur city. Self-made Life Skill Scale and Social Competence Scale of K. S. Misra were used to collect the data. Mann-Whitney U-Test, Kruskal Wallis ANOVA and Spearman coefficient of correlation was used to analyze the data. It was revealed that gender differences do not exist among secondary school students with respect to life skills and social competence; differences exist in the life skills and social competence of secondary school students differing with respect to level of mother's and father's education; students having post-graduate father or mother have better life skills and social competence; and life skills and social competence are positively related.*

**INTRODUCTION:**

School students hold the promise of our future. They are our demographic force. Working with and helping them has always been a priority across time and cultures. But the changing times have challenged us in exceptional ways to find ways to protect and empower our secondary school students to live and become happy and healthy adults. The Life Skills and social competence contribute to the well-being of our secondary school students and empower them to meet the many challenges of life. Secondary students are generally the adolescents, and adolescence is generally defined as the period between 13-19 years. It is the time between childhood and adulthood. It is a distinctive developmental stage of life. In this phase the students are unique in terms of their intellectual, social, emotional and physical development and therefore, it requires great care while planning programmes for them. With the life situation becoming more complex and challenging, there is a great need for the coming generation to learn how to cope with change. Life Skills enable them to take on the challenges of life with confidence and courage. Acquisition of life skills and social competence by students enables them to deal effectively with life's adversities and stressful moments with a sense of calm. Enhancing the life skills such as- Self-Awareness, Effective Communication, Interpersonal Relationships, Managing-Emotions, Coping with Stress, Empathy, Decision -Making and, Problem Solving, and social competence of students has a facilitative impact on secondary school students. Kurian & Prakasha (2016) concluded that developing social competencies brings success to the student's life and also enables the students to come up with creative solutions for their problems. An open mind to acquire social competencies helps the students to enhance and improve their social potency and learning experiences. It also enables them to emerge as a productively contributing next generation students and this emergence can be possible through the healthy relationship of students with family, school and community.