



ACADEMIC PREJUDICES OF TEACHERS AND ITS IMPACT OF THE SOCIAL COMPETENCE OF STUDENTS

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ABSTRACT

The academic preconceptions of instructors and the influence such prejudices have on the social competence of students are the subject of the study being done nowadays. In order to complete the study, a representative sample of fifty pupils was taken from the Sonipat district in the state of Haryana. The results of this body of research indicate that geographical location does, in fact, have an effect on the academic biases held by instructors, as well as an effect on the students' level of social competence.

KEYWORDS:- Academic prejudices of teachers, social competence of students.

INTRODUCTION

India made remarkable progress in a wide range of areas. The agricultural, scientific, technological, medical, and instructional abilities stand out in particular. There is a discrepancy between the educational aspirations and the actual education levels of the prospective teachers despite the many resources available to them. This occurs because there are limitations on the prospective instructors' soft skills in terms of their instructional competence, emotional competence, and social competence.

The inquiries performed so far have mostly focussed in finding out the educational level of the Potential instructors, the quality of the institution, the dormitory life of the students and the likelihood of success in the exams etc. Many additional research efforts in this area have tried to piece together the academic journeys of students accepted to different courses at the same institutions on the basis of their performance on qualifying exams. Nevertheless, research on the effects of training on a teacher's soft skills (such as their ability to instruct, to deal with emotions, and to interact with others) is few. That's why the investigator here tried to conduct this research.

QUALITY OF TEACHERS-LEADERSHIP:

A leader may influence followers to accept his or her ideas and principles. The rest of the group can't hold a candle to him because of his significance, his motivational and trust-building skills, and his ability to get them all working together towards their common objectives. When leaders were seen as superior human beings—as monarchs and their administrative hierarchy—their ideals were given secondary importance. But today leadership is "principle- focused". The more solid the leader's ideals and the more pristine their character, the more followers may put their trust in them.

Traits of Leadership

Beyond the team abilities we've already covered, a leader's influence is mostly the result of his own unique combination of features. What qualities does he need to focus the group's efforts and talents on achieving their objectives? These are the ones I'm aware of:

Honesty

It is very necessary for a leader to possess this quality, since it is their most precious asset. It is



necessary for him to be truthful not just with himself but also with the other people in his group. When it comes to making commitments, he ought to exercise caution, and when he does so, he ought to honour his word.

Integrity

It is the connection that can be drawn between a leader's words, actions, and core ideals. A person of integrity maintains the same standards of conduct both when they are around others and when they are by themselves. He does not publicly preach one thing while privately acting in a manner contrary to it. The faith and trust of one's people is something that may be earned by a leader who has integrity.

Dedication

It is nothing more than devoting the majority of his time and all of his efforts to the successful completion of the objectives set for the team. The organisation receives a significant amount of its motivation from the commitment, and this inspiration is infectious. At times of peril, it is this trait that propels the leader, and it is this trait that motivates the team to do all that is in their power to achieve the objective or aim.

Responsibility

A person in a leadership position should be absolutely certain that he is accountable not just for what he does, but also for what occurs inside the team and what the team does as a whole. It is imperative that he communicates to the group in a forceful manner that achieving the objectives is the top priority, and that any viewpoint or event, no matter how little it may seem, that has the potential to become an obstacle should be dealt with as soon as as.

Goal setting

The leader has to have the vision to discern what is right and what is doable, and base his goals on those two things. After the objective is decided upon, he must rally the squad behind it and assist them in reaching their goal. Everyone in the group should feel that their leader really cares about them as people, not just as potential contributors to the organization's success. the ability to assess oneself and one's group

An effective leader is someone who can instill in his followers the same level of passion that he himself feels. The leader's high level of energy and passion should infect the rest of the team.

Decision-making

It is not always the case that decisions are made when all of the facts and details are known and there is no possibility of harm. When the facts aren't completely gathered, you still have to make a choice sometimes. The leader is the one who should take action if there is an urgent need to make a decision. When the reason for doing something is made abundantly plain, making decisions is much simpler.

Management

It is important for a leader to realise that he or she is the first member of the team. He maintains an active lifestyle and motivates others to do the same while keeping their attention fixed on the end objective. He not only cultivates his own distinctive gift but also creates an environment in which other members' individual abilities may flourish and be put into action.

Leadership and Vision

A leader should be able to construct and explain a vision that is both highly broad and



comprehensive, while at the same time being differentiated inside. An all-encompassing vision has the potential to provide the many talents that make up a business the impression that they each have a stake in the endeavour or a portion that may be given to it. The vision should provide the means for individuals to contribute to the organisation to the best of their abilities while also preserving the hierarchical structure. The objective is what really counts, and achieving it is of paramount significance to each and every member of the organisation.

SOCIAL COMPETENCY:

Successful social adaptation requires a wide range of abilities, including the ability to interact with others and manage one's own emotions (e.g., affect regulation), knowledge and understanding of the world (e.g., information storage, processing, and perspective taking), and behaviour (e.g., conversational skills, prosocial behaviour), as well as the motivation and expectation sets (e.g., moral development, self-efficacy). The capacity to understand and appreciate another person's viewpoint on a given issue, as well as draw wisdom from one's own prior experiences and apply it to one's present social interactions, are other indicators of social competence. Individuals' expectations for future interactions with others and their own evaluations of their own conduct are based on their level of social competence. The term "social competence" is sometimes used interchangeably with "social skills," "social communication," and "interpersonal communication," among others.

FACTORS CONTRIBUTING TO SOCIAL COMPETENCY:

Temperament

A person's genetic response to their surroundings is reflected in their temperament, which may be thought of as a reaction. Components of this construct include sociability, the capacity to be lulled to sleep, rhythmic stimulation, and alertness. The majority of the time, sociability is one of the factors that result in the growth of social competence.

Attachment

Parent-child connections are the bedrock of a child's early social environment, laying the groundwork for the formation of lifelong social skills and habits. An infant's attachment to a carer has long-term effects on his or her ability to form healthy relationships and acquire the behaviours that constitute social competence. Attachment teaches the baby that the world may be safe and reliable, or unpredictable and harsh. Secure, agitated, anxious-resistant, and poorly organized are the four attachment styles that Ainsworth identifies in infants.

Parenting Style

Throughout infancy, early childhood, and middle/late childhood, the major source for a child's social and emotional development comes from the child's parents. The ways in which parents socialise their kid have a significant impact on whether or not that youngster will acquire social competence. The parental warmth and responsiveness, as well as the parental control, are two crucial aspects of parenting that are captured by parenting styles. The way in which a parent raises their children may have an effect on how well the kid does in school, on their emotional and social development, and on any problematic behaviours they may exhibit.

Children and adolescents whose parents are not actively engaged in their lives have the worst outcomes across the board. In addition to the interactions that students have with their teachers, other elements that contribute to social competence include their peer groups, neighbourhoods, and communities.



PROBLEM BEHAVIOURS RELATED TO SOCIAL COMPETENCY:

Voeller, a significant figure in the field of research concerned with the study of social competence, asserts that there are three groups of problematic behaviours that contribute to a person's lack of social competence. The three groups that make up a Voeller cluster are as follows: (1) a group that is hostile and aggressive, (2) a subgroup that suffers from perceptual deficiencies, and (3) a group that struggles with self-regulation.

Children who act out in violent and hostile ways are those whose inability to develop relationships and maintain interpersonal connections is severely impacted by their acting out behaviours. Children with aggressive and hostile behaviours are those children. Children that are hostile and aggressive often have difficulties processing social information and use social problem-solving skills that are not suited to the context in which they are being encountered. Youngsters who have difficulties with their sense of perception do not see their surroundings properly and have an erroneous understanding of how others interact with them. In addition to this, they have trouble interpreting social signals, including facial expressions and body language.

Children who struggle with self-regulation often also struggle with the traditional challenges associated with executive functioning.

OBJECTIVES OF THE PRESENT STUDY:

The following are the objectives of the present study

- To find out the level of Social competency of Prospective teachers

HYPOTHESES OF THE PRESENT STUDY:

The following hypotheses are formulated to give a specific direction to the study.

There is no significant difference in the Social competency of the Prospective teachers with respect to the following sub-samples

1. Locality of students (Rural / Urban)

RESEARCH METHODOLOGY

Study Deign

The current research largely consists of descriptive and analytical components.

Study Area

In the presented research work, we study on mainly Sonipat, Haryana State.

Sample Size

50 will be the sample size of present research work.

Sampling Technique

In the present research work, for sample selection Experience Sampling Methods are used which includes face to face interaction.

Data Collection Procedure:

Present study is based mainly on Primary data. Personal interactions, interviews and questionnaire have been used to collect the analytical data.

Data Analysis Procedure:

- Means, SD
- One sample t test

DATA ANALYSIS

Table 1: Difference in Urban and rural background of students with reference to Social



competency of Prospective teachers

Group Statistics					
Students		N	Mean	Std. Deviation	Std. Error Mean
Social competency of the Prospective teachers	URBAN	27	1.63	.629	.121
	RURAL	23	3.83	.778	.162

The data presented in the table above reveal that an investigation into the descriptive status of prospective teachers' social competency in relation to students' localities has been carried out. The results of this investigation reveal that the mean score and standard deviation of urban prospective teachers' social competency in relation to students' localities are higher than those of rural prospective teachers' social competency in relation to students' localities.

Table 1 (A): Table 1: Difference in Urban and rural background of students with reference to Social competency of Prospective teachers: Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social competency of the Prospective teachers	Equal variances assumed	0.813	0.372	-11.039	48	0	-2.196	0.199	-2.597	-1.796
	Equal variances not assumed			-10.853	42.263	0	-2.196	0.202	-2.605	-1.788

Since P value < 0.05, null hypothesis is rejected in the case of Social competency of the Prospective teachers.

Based on the findings of the analysis done on table no. 1(A), it has been determined that there is a significant difference between the localities in terms of the social competence of the prospective instructors. The null hypothesis is not accepted since the significance value of this data analysis is 0.000, which is much lower than the basic significance value of data



analysis, which is 0.05.

CONCLUSION

The academic preconceptions of instructors and the influence such prejudices have on the social competence of students are the subject of the study being done nowadays. The current study effort focuses mostly on the students' localities, since it is common knowledge that students' social competence is influenced by the environments in which they are educated. The findings of the current study effort validate this line of thinking by demonstrating that location does have an effect on the academic biases held by instructors as well as the influence that this has on the social competence of pupils.

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