

The extent of the level of social competencies among university students (a field study on a sample of students at the University of Jilali, Bounaama, Khemis Miliana)

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Abstract:

The study aims to determine the level of social competencies of university students. and to achieve the study purposes it relied on the descriptive method. and the sample was chosen randomly. as the number of the sample members (100) students and in order to collect the necessary data, The social competencies scale of his owner "Abu Ruman, 2008" has been applied to the study sample and contains 49 items and 4 dimensions. , the study sample was statistically processed using SPSS and the researcher reached the following results: Average level of social competence of university students, statistically significant differences in social competence of university students by gender and are favorable to females.

Keywords: Level of competence; Socialefficiency; University students.

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1. INTRODUCTION

The progress of any country at present does not always depend on its economic and social resources, but on the human wealth it possesses if it is well directed and it is well-established against the problems that appear present and in the future (Al-Hayani, 2004, p. 71). In order to be able to give certain attention to our human wealth, priority must be given to the university students because university youth constitute the most important human force in any society, understanding the source of energy, innovation and change. 'As the German philosopher (Goethe) says, "the future of the nation comes from the energies of its technical elements. (Arabi, 2001, p. 17) The student's enrollment in the university will help him to acquire social, cognitive, motor, emotional and health skills through the various student activities offered by universities, through which students will experience the limits of their abilities, capabilities and social skills, thus helping him to understand his personality in a realistic way. This is confirmed by the study of Jihan Othman Mahmoud, whose results found a relation between social efficiency and personality dimensions.

Social competence has received considerable attention from researchers in the past two decades due to its importance in workplaces and educational environments and it is an important factor in determining an individual's daily interactions with his or her surroundings in different areas of life. Society today needs a socially competent individual who performs his or her work in order. In addition, social efficiency leads to social success,



proper adaptation, and demonstrates compatibility, as well as a criterion for individuals' mental health (Kwaseh and Sayed, 2011, p. 55-89)

Behavioral and emotional disorders may be a challenge to common problems in the university community that are evident in students' treatment. These problems are caused by the low social efficiency that leads to loss of self-confidence, the prophets' prophets' retreat from others, and the professors' complaints from their students that they are ineffective in the room, lack social skills, establishing successful relations with others, and their loss of the skills that qualify them to cooperate, interact, and communicate with others. Some studies indicate that a percentage of university students suffer from low proficiency in fields that require the use of general ability and special academic skills, behavior and social acceptance and have low academic performance due to lack of proper concepts about themselves (Al-Qamsh, 2006, p.16).

In his study, Janad also confirmed that the process of developing social competence is appropriate during childhood, as a decisive factor in a student's success in childhood and later life. The researchers point out that many of the educational problems that students suffer from are related to their behavioral gains. The study suggests that a student's lack of social skills may cause a student's incompetence, low learning achievement and low standard, and that appropriate social competence provides the learner with the necessary skills that lead to



building strong relationships with fellow students and the university environment. (Janad,2014, p. 17).

In the light of the above, the current problem of study, which is to determine the level of social competence of university students, and the study's questions arise as follows:

- What is the level of social competence of university students?

- Are there statistically significant differences in students' social competencies by gender?

-To answer the following questions, we suggest the following hypotheses:

- Average level of social competencies among university students.

- There are statistically significant differences in university students' social competencies by gender in favour of women.

The aim of the study is knowing the level of social competencies of university students.

Knowing the gender difference in university students' social competencies.

2. Definition of terms:

2.1 Conceptual definition of social efficiency:

Jaber Abdul Hamid Jaber and Aladdin Kfafi (1993) define social competence as a sentimental dimension represented in Empathy, communication and mutual understanding

sentimental feelings, and the formation of satisfactory personal relationships with them, so that the individual is a good listener to them, and able to know their interests, appreciate and understand their feelings. (Jaber, Kfafi, 1993, p. 2712).

2.2 Operational of Social Efficiency:

It can be defined as the total score of the student in the social efficiency measure that consists of 49 items and 4 dimensions and developed by "Abu Ruman, 2008".

3. Research literature on social competencies:

3.1 Arab Studies on Social Competencies:

3.1.1 Fatima Abdullah Muhammad Ali Arif Study (2013) :

"the relationship between Social competence and Family cohesion in a sample of high school students in Mecca, Saudi Arabia (a descriptive study)", aimed at identifying differences between social efficiency and healthy family cohesion, To find out whether there is a statistically significant relationship between social competence and family cohesion among a sample of high school students, and this was done through the application of the standard of social competence (Sarson, Haker, Basham, 1985); Also, the standard of family cohesion is on a sample of 30 female students from the Al-Bishri Al-Ahliya schools in Mecca from the secondary level ranging between the ages of 17 and 19 years. They have been randomly selected in the selection of homogenization sample at educational, cultural, social and economic levels to verify whether there are statistically significant differences between social competence and family cohesion, and statistical methods have been used to compare the results of the social efficiency and family bonding measure, above all (Arithmetic mean – standard deviation –

correlation coefficient – p-value) The study found that social efficiency and family cohesion in adolescents had a significant impact on family cohesion, and therefore family cohesion had a marked impact on the lives of adolescents and on the building of their social relationships. (Arif,2013).

3.1.2 Iman Abdel Wahab Mahmoud's study (2012):

"Social integration to achieve social efficiency for students with learning difficulties." this study aims at identifying the relationship between social integration of students with learning difficulties and achieving social efficiency. The sample study was applied to two schools from one educational department, one school applied the integration system and the other did not apply this system for students with learning difficulties, with (61) individuals that were merged (58) by individuals with learning difficulties who were not integrated. The study was based on a number of tools, such as the scale of assessing the behavioral characteristics of people with learning difficulties, the mental ability test, the social and economic level form of the family, the social efficiency measure, and the results obtained from the health of the first main purpose and its sub-assumptions, which are as follows: There are statistically significant differences between the average grades of students with learning difficulties that were integrated, on the scale of social competence, and also the invalidity of the second hypothesis, where social integration has led to an increase in the social efficiency of students with learning difficulties. (Mahmoud,2012).

3.2 Foreign studies of social competencies:

3.2.1 Rantatan and Others Study (2012):

"Review of Social efficiency in Children with epilepsy" this study aimed at reviewing the definitions and methods of evaluating social efficiency and providing public health about the main results of this group's children. In most of their studies, researchers used a range of questionnaires and impartial interviews to assess the social behaviour of children with epilepsy, as well as intervention to treat epilepsy, the use of anti-epilepsy medications, Surgeries, psychological interventions, use of competency and social skills assessment measures, Among the most important findings of this review of various research, all studies focused on social adaptation and treatment of epileptic problems. These studies also defined the aspects of competence, social skills and social performance, as stated in this paper that it recommends further studies to find out the capabilities behind social efficiency such as (social skills and knowledge) in order to obtain the development of social competence and subsequent preventive factors. (Rantatan and Others, 2012).

3.2.2 Tran Elissa et al Study (2011):

"Sociocultural upbringing as a medium of friendships and social efficiency", this study aimed at the direct role of sociocultural upbringing and friendships of the same race, pointing out that friendships of the same race will be largely linked to social efficiency because they determine identity and affiliation. The study sample consisted of 146 members. 95 were females and 51 were males. The number of participants from the United States was (90), From the Hmong region (66), from China (17), Vietnamese (13), Indian (12). (4.8) and the number of

them (7). Finally, other areas (31), sociocultural upbringing and social efficiency were measured, and the results revealed that friendships of the same race are largely linked to social efficiency. The results also indicated interactions between friendships of the same race and sociocultural dimensions. (Tran& Lee,2011).

3.3 Commentary on research literature of social competencies:

In terms of objectives the objectives of the previous studies on social competence varied. The study of Fatima Abdullah Ali Arif (2013) aimed to study the relationship between social competence and family cohesion of a sample of high school students in Mecca in order to find out the differences as the study of Iman Abdul Wahab Mahmoud (2012) aimed at identifying the relationship between social integration of students with learning difficulties and social competence. In Rantatan and Others study (2012), it reviewed the social efficiency of epilepsy children and provided methods for their evaluation.

In terms of the sample study as well as the age of the members of the sample of previous studies, Different ages involved children of pupils at different levels of education university students. It dealt with both genders (male, female) and the number of individuals in the sample varied the size of previous studies' samples depending on the type and nature of the sample and the objectives of the study.

In terms of results, the studies varied in their findings as a result of varying targets, different samples and tools used. It is one of the studies that found that there are no differences between males in the three grades at the level of social competence. And the last study showed that friendships of the same race are very much

related to social competencies, and they are very important, the results also indicated that there were interactions between friendships of the same race and the exclusion of sociocultural upbringing.

4. Pilot study :

4.1 Definition of Pilot study :

The reconnaissance is an important stage ahead of the research field study. It is the first necessary step and the key to the success of the basic study in primary samples belongs to the same sample to which the main sample belongs (Alian, Ghanim, 2000, p. 37).

4.2 Goals of pilot study:

The pilot study aims to deepen knowledge of the proposed topic of research both theoretically or in practice and Compilation of notes and views on the totality of research phenomena. (Dlio, 2014, p. 46-47), The objectives of our reconnaissance are as follows:

- Initial identification of the study community in order to control the core sample and choose it by contacting it.
- Identifying possible difficulties and obstacles in order to create the scientific conditions and conditions for conducting the basic study in good conditions.
- Ensure the appropriateness of the selected study tools of the measure of emotional intelligence and social competencies with the study sample and its coverage of the research objectives as well as verifying the clarity of the instructions for the scale as well as the clarity of the phrases and the lack of ambiguity there in.

- Final formulation of the study's hypotheses, giving us the preliminary results of the reconnaissance Indicators on the adequacy of hypotheses, and what adjustments should be made in case of inadequacy.

4.3 Pilot study sample:

This sample was used to explore the psychometric properties of the measuring instruments used in this study, the measure of "social competencies", where the sample of research consisted of 30 students from the Faculty of Humanities and Social Sciences.

5. Scope and delimitation of the study:

Identifying the research areas makes it easier for the reader to see where the research is conducted, the length of time the spatial limits were applied to university students of the humanities and social sciences of the university of jilali, bounaama, khemis miliana, the time limits were applied in the second semester of the university year (2020/2021) during May and June.

6. Basic Study Population:

The study was limited to a sample of students from the Faculty of Humanities and Social Sciences at the University of jilali, bounaama, khemis miliana, the sample included students from different disciplines in the school year (2020/2021) Of the 2,580 students in the first, second and third years, Bachelor's Degree.

7. The sample Basic Study:

The basic study sample consisted of 100 students from the Faculty of Humanities and Social Sciences. proportionate random sampling was used due to the fact that all members of society are heterogeneous (Layers, Specialties), This method ensures that the number of sample members are selected in

proportion to the sample size, At the same time, the test is random for this specific ratio. (See table 1).

Table 1. The Sample Basic Study

Gender	Number	Percentage
Males	20	20%
Females	80	80%
Totality	100	100%

Source: designed by the researcher

8. The study instruments:

8.1 Measure of social competencies:

The social efficiency measure was used by (Abu Ruman, 2008), consisting of 49 items in its original form, Spread over four dimensions: (Compliance with laws and authority, leadership qualifications, social dimension, awareness of safety and security matters), The measurement has high psychometric characteristics in terms of stability and honesty, The list is answered in accordance with Likert's scaling: (Strongly agree, agree, Neutral, disagree, Strongly disagree), this ranges from (1-5) to each item.

Validity: To assess the questionnaire validity it was presented to a group of subject matter experts to explore to what extent the instrument items are fairly representative of the domain the instrument seeks to measure. The results of this

process showed that items reflect the domain it measures and thus accepted to be administered.

9. Psychometric properties of study tool:

9.1 Scale Stability:

Halftime Method Calculate Scale Stability Scores: The scale constant scores were calculated using the split half method of fragmentation with juthman equation, it was estimated to be 0.96, an acceptable stability factor for the scale.

9.2 Validity of scale:

Discriminatory validity by means of peripheral comparison and to follow this type of validity is followed by a set of procedures, consisted of:

- Finding the overall degree of each individual.
- The ranking of the total grades obtained by the sample's 30 individuals upward from the bottom up.
- The accreditation of the two extremist groups in the college degree, meaning that they are divided into two sections based on their overall test scores, The grades were divided into 27% (the lowest third) and 27% (the top third), this brought the number of members of each group to (8). 46% were excluded from the middle grades, Then I applied T tests for two independent samples to determine the difference between the two groups' averages at 0.01. The following table shows the statistical indicators of the two groups and the value of the T test (see table 2).

Table 2. Statistical Indicators of Peripheral Approach To verify test veracity

Statistical indicators	N	M	standard deviation	variance	indicative level	T	indicative level	freedom score
Groups								
upper group	8	104.12	2.58	0.11	0.74	9.27	Function at 0.01	14
Lower group	8	91.87	2.69					

**0.01 indicative level

Source: designed by the researcher

Through the table, the average calculation for the upper group is 104.12 with a standard deviation of 2.58, the calculation average of the lower group is 91.87 with a standard deviation of 2.69, as for the T value between the two independent and homogeneous groups was estimated at 9.27 and it is a function of 0.01. this means that the scale distinguishes between the two groups in a good way, and it is an indicator of honesty.

10. Interpretation and discussion of hypotheses:

10.1 Interpretation and discussion of first hypothesis:



The hypothesis provides that "know the level of social competencies of university students" reliance on paragraphs of Likert's quintuple as follows:

- 1- 1.79 degree is very low.
- 1.80- 2.59 degree is low.
- 2.60- 3.39 degree is medium.
- 3.40 - 4.19 degree is high.
- 4.20- 5 degree is very high. (Ez Abdel Fattah, 2008, p. 539).

The following table shows the average calculation of sample responses on the scale as a whole. (See table 3).

Table 3 : Average Sample Score on Social Competencies

Dimensions	Arithmetic average	Level
Measure of social competencies as a whole	2.71	Medium

Source: designed by the researcher

We note from the table that the average value of sample responses on the social competency scale was 2.71, It belongs to field 2.60 - 3.39 degrees medium, which means that the level of social competencies of university students is medium.

The level of competence is moderate, and this is sometimes due to the fact that social competence is one of the important factors in the various fields of life. which, in the case of the

agreement of interactions, is considered one of the factors of self and social appreciation, this view confirms the results of the study of Ibrahim Rizq and Mahmoud Majida (1995), meaning that the pupils must be social competent. In other cases (1999), social efficiency is considered to be the ability of an individual to interact effectively with those involved, including the ability to find a good place for an individual in social conscience, and pupils' emotional situations are successful and the study of Al Maghazi Ibrahim (2004) suggests that attention to social competence and its ability to cope with life pressures, It also affects collection, names and number of intended Amani (2000) go to some of the reasons for attention to individual social competencies. however, they provide indicators of a student's social competence, giving him an opportunity to compare with his colleagues of the same age and social and cultural level, In addition to the student's personal compatibility, social participation and the prominence of adaptive behaviour, communication skills which are the basis of the student for success and academic excellence, self-confidence. we therefore say that "the level of social competencies of university students is medium".

10.2 Interpretation and discussion of the second hypothesis:

The hypothesis provides that "there are statistically significant differences in the social competencies of university students by gender (male, female)". To verify this hypothesis, this was done using the "T" test as shown in the following table: (see table 4)

Table 4. T Test for Independent and Homogeneous Samples

Statistical indicators	N	M	standard deviation	Variance homogeneity	indicative level	T	indicative level	freedom score
Males	44	97.6	4.94	13.86	0.00	-	Function	98
		5				3.5		
Females	56	102.69	8.35			4		

**0.01 indicative level

Source: designed by the researcher

Through the table, the computational average of the male group is 97.65 with a standard deviation of 4.94, the arithmetic average of the female group is 102.69 with a standard deviation of 8.35 and the value of F was 13.86, the value of T was 3.54, which is a function. This makes us accept the alternative imposition and reject the zero hypothesis that there are statistically significant differences in university students' social competencies by gender in favour of females.

the averages also show that the trend of differences in favour of females, which means that they are better able than males to establish relationships with same ages, more committed

to obedience, more enjoying academic and assertive skills, better self-management, Cooperation and flexibility with others as it prepares for family life as a future housewife, and this result may be in line with or vary with many previous studies examined in the same context. For example, the results of Regio's original study revealed substantial differences between males and females in social competence, Females have higher scores than men in four skills. While study of (medouri yamina, 2021) and (Abdelmonim Hasib, 2001) revealed on the absence of individual gender differences in the overall degree of social skills. The results of a study (Janad Abdulwahab, 2014) showed that females are more outperforming in social skills, especially emotional expression skills, emotional sensitivity and social sensitivity. Whereas males outperform in emotional control and social control skills, on this basis we say that female students have the social competence to choose and use skills appropriate to each situation in many ways that lead to positive outcomes in the female students' personality, and acquire the necessary cognitive, emotional and social skills, social competence is an umbrella for all the social skills needed by demands, so that we can succeed in their lives and social relationships. We therefore accept the alternative hypothesis that "there are statistically significant differences in the social competencies of university students by gender in favour of females".

11. Conclusion:

In the light of what was shown from a theoretical background about the extent of knowledge of the level of social competencies of university students and the sample of the



University of Jilali, Bounaama, Khemis Miliana, Based on statistical data, the researcher's findings were as follows:

- The total level of social competencies of university students (2.71) is an average level of social competence.
- There are statistically significant differences in university students' social competencies by gender in favour of females, The value of "T" (3.54), which is a statistical function at the indicative level (0.01), that is to say female students have more social competence than male students, A number of recommendations were discussed, including:
 - The need for attention to the development of university students' social competence in order to achieve positive association with others especially with society at large.
 - The need to expand the learning process to training programmes that focus on students' social competencies.
 - Conducting future studies on social competencies.

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