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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.

Social Competence



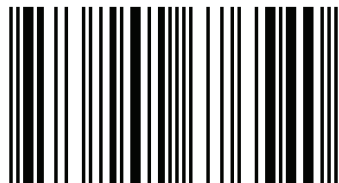
Karuna Shankar Misra

Social Competence and Its Correlates



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GENDER DIFFERENCES IN SOCIAL COMPETENCE AMONG B.Ed. STUDENTS

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ABSTRACT

This study aims at investigating gender differences in social competence among B.Ed. students. A sample of 200 B.Ed. students has been selected through incidental sampling through online administration of a standardised tool namely 'Social Competence Scale- short form' developed by K.. S. Misra. For analysing the data, Mann Whitney U Test has been employed. Split half reliability of the scale was found to be .905. The results indicate significant gender differences in analytical, social problem solving, pro-activeness, communicativeness, togetherness, and sustainability dimensions of the social competence as well as on overall social competence. Male B.Ed. students have shown significantly better social competence on these dimensions as well as on overall social competence in comparison to female B.Ed. students. No significant gender differences have been observed with respect to other dimensions of the social competence.

INTRODUCTION

Social competence has been defined as a person's ability to apply social skills effectively to reach his/her goals in social interactions (Magelinskaite et al., 2014). McClelland et al. (2006) indicated that students have different levels of social competence resulting in different consequences for their academic results. According to Sette et al. (2013) social competence is also an indicator of student-teacher relationship. A good student-teacher relationship provides for better learning process and also reduces academic anxiety and stress. Hamre and Pianta (2006) reported that relationships with teachers provide the foundation for adjustments to the social and academic environments. Social skills are one of the key prerequisites for developing good interpersonal relationships as social skills help to receive assistance from more competent adults and peers in case of any difficulty in learning. Socially competent children are sensitive to their own needs as well as needs of the peers (Chen et al., 2000). They develop a strong network which helps them to perform better in terms of learning outcomes (Caprara et al., 2000; Welsh et al., 2001). Studies (Duncan et al., 2007; Sette et al., 2015) have clearly shown that students who get along well with their teachers, receive positive and useful feedback about their work and better assistance from their teachers in case of difficulty. On the other hand, students with poor social skills have conflicts with their teachers as well as with their peers and finally have low adjustment, low achievement motivation and poor academic results (Ladd et al., 1999). Sette et al. (2015) found that social competence is linked to less anxiety.

Studies conducted by Abdi (2010) and Legkauskiene, Kepalaite, and Legkauskas (2016) reported female students to be more socially competent in comparison to male students at school level. A significant negative correlation between social competence and school anxiety was also reported. The relationship was stronger for female students than for male students. However, studies by Al-Kfaween, (2010) and Sathishkumar, Seenivasan, Anandakumar, Umamaheswari, & Bobin, (2017) reported male students to be more socially com



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4

Ethical Standards in Publishing a Research Paper

Nishta Rana

Abstract

The ethics of research has become a central issue in educational research. No research can be conducted without scrupulous respect for ethics. Regulatory frameworks and regulatory bodies have been put in place to manage and approve research ethics protocols. As a result, data collection for an educational research project can begin only after ethical approval has been requested, approved, and an ethical certificate of approval issued. For most research conducted in higher education, permit applications are managed and processed by specialized structures within the institution. Because the ethics of research is a central issue in educational research, this paper presents an overview of the ethical principles designed to achieve three goals in publishing a research manuscript: to ensure the accuracy of scientific knowledge, to protect the rights and welfare of research participants, and to protect intellectual property rights. Lastly Ethical Compliance Checklist as suggested by APA Ethics Code Standard (modified in 2017) has been given.

Keywords: *Ethics, Plagiarism, Intellectual Property Rights, Confidentiality.*

Introduction

The word ethics has been derived from the Greek ethos, which means 'character' or 'disposition'. Ethics refers to a branch of philosophy that deals with people's actions, judgments about these actions (good vs. bad, good vs. bad), and developing principles to justify their actions. (Kitchener, 2000). Ethics involves evaluation of behavior according to principles or guidelines (Koocher and Keith Spiegel, 1998).

In the context of research, ethics focuses on providing guidance to researchers, reviewing and evaluating research, and establishing



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Guidance and Counselling



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Stress and Stress Management

Dr. Monika Bajaj¹

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. Stress triggers your fight-or-flight response in order to fight the stressor or run away from it. Typically, after the response occurs, your body should relax. Too much constant stress can have negative effects on your long-term health. People experience stress in different ways and for different reasons, but what one person finds stressful may be very different from what another finds stressful. The reaction is based on your perception of an event or situation. If you view a situation negatively, you will feel distressed. And if you view a situation positively, it becomes good stress.

An example of this would be public speaking. Some love the thrill of it and others become paralyzed in the same condition. Stress is often a question of perception: A positive stressor for one person can be a negative stressor for another.

Stress is not always a bad thing, either. Your wedding day, for example, may be considered a good form of stress. Good stress helps you rise to a challenge and can be a solution to boredom because it helps to get focused energy. But stress should be temporary. Once you've passed the fight-or-flight moment, your heart rate and breathing should slow down and your muscles should relax. In a short time, your body should return to its natural state without any lasting negative effects.

Causes of Stress

The most frequent reasons for the stress falls into three main categories:

1. The unsettling effects of change.
2. The feeling that an outside force is challenging or threatening you

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