Early Schoolers' Social Competence: An Exploration

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Abstract

The present study endeavors to measure the social competence of early schooler by documenting the perceptions of teachers. Social competence is an indispensable factor concerning the students' internal ability that predicts their actual learning outcome gained from different social perspectives consciously and unconsciously coming from various societal formal and informal institutions; such as schools, madrassas, masajid, or social gatherings, and from their peers' interaction. The design of this study was descriptive in its nature using a questionnaire consisting of 52 items. The instrument was further divided into 12 factors. Each factor is intended to measure preschool students' social competence by taking their teachers' perceptions. Data were collected from one district of Punjab to measure the social competence of early preschooler explicitly. The number of sample teachers was 120 from 40 preschools selected by using a simple random sampling technique to collect the data. From the main finding of the study, the factor 'patriotism' and 'showing respect to the public' are found to be extensively believed and practiced by early learners. The study emphasized regular activities to be practiced by preschool teachers to enhance the social competence of students.

Keywords: Social Competence; Pre-schoolers, Preschool Students; Measurement; Patriotism; Respect, Early learners, Early year learners.

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Introduction

Education is a tool for changing one's life. It is the most effective tool for molding a person's life. It is a continuous process that begins since birth and ends when a person passes away. It enhances one's knowledge, abilities, and cultivates the ideal attitude and personality. Education contributes to people's maturation. It teaches people the importance of self-control as well as effective and clear communication of their ideas. It is possibly the most notable part of education because it aids in the transformation of information from generation to generation. Every child has the fundamental right to have an opportunity for early school level education. It guarantees the kids' social, cultural, cognitive, physical, and emotional skills' development (Pažur et al., 2024).

At this foundational stage of learning, educators may develop lesson plans to address cognitive, intellectual, physical, emotional, and above all societal demands (Richardson, Myran, & Tonelson, 2009).). The completion of preschool cycle is regarded as the first significant life milestone. The foundation of the preschool, primary and elementary school curriculum needs to be based on social competence. The word "social competence" refers to a wider range of internal and external activities which affect the probability and caliber of social contact. It gives children the opportunity to be engaged with their peers in a range of settings and methods and to keep up good relationships with peers and adults, all of which are necessary for success and beyond (Urban et al., 2012).

The reason that children's behaviors linked to social or interpersonal competence are necessary for support in society makes this study significant regarding social competence. Academic performance may be more predictable when one possesses social competence. Understanding an integrated domain of human behavior that provides a more comprehensive view of social development is energized by the study of social competency. Children must adjust to the educational contexts in order to meet social expectations for performance, the investigation of competence in classroom settings is especially crucial. This research was planned to explore the teachers' perceptions about their students' social competencies.

Review of Literature

The concept of social competency is broad. One of the earliest investigations into the idea of competence as a socially meaningful phenomenon and social intelligence were contrasted by Thorndike in

1927. Social competency was also considered as "an organism's capacity to interact effectively with its environment" (White, 1959). The attitudes, skills, motivations and set of abilities are the socially relevant competence needed by young learners for mastering in the early settings through encountering the social environment for enhancing their well being (Garbarino, 1985).

Social competence be differentiated into; civic engagement, effective citizenship, democratic values acquisition, ethics and morality, community connections, self-discipline, and environmental awareness. Social competence refers to the ability, or mastery, of social abilities that enable an individual to make the necessary influence in social relationships (Argyle, 1999). Social competency is the power for achieving individual's goals in social collaborations and also maintaining good connections with others throughout time and under many conditions. Social competence is the capacity, or mastery, of social abilities that enable one to generate a certain influence in social relationships (Rubin & Krasnor, 1992). Encouraging young children for developing social skills in them has long been a goal of youth training. Social skill is the power for achieving individual targets in social cooperation by maintaining strong relationships with others over time and in various contexts. It has been said to encompass all the socio-emotional, cognition and abilities that kids need to attain their targets and interact with others in a productive and positive way (Argyle, 1999).

Lim, et al., (2013) proposed that social competence be classified as social competence based on interpersonal skills and social competence comprising learning-related skills. The first group consists of abilities useful for educational pursuits, such as listening and self-control. Conversely, interpersonal skills are those abilities (including sharing, teamwork, and proactive initiative) required for efficient functioning in a social group that makes up the educational setting.

Garbarino (1985) goes on to say that competence has to be "the goal of socialization and development" since it is "...the ability to succeed in the world" (p. 81). This idea of "social competence" gained significant traction in the years that followed (Ogden & Hagen, 2019). It is viewed that social competence is a crucial skill "of young children to successfully and appropriately select and carry out their interpersonal goals," which is consistent with Garbarino's theories on the subject (Guralnick, 1990). The knowledge and abilities people acquire to deal with the various opportunities, difficulties, and choices that life presents can be summed up as social competence (Han & Kemple, 2006; Leffert et al., 1997).

An increasing body of research indicates that social competence in the classroom and children's social knowledge are related in a developmental

sense (Slaughter, et al., 2015). Children's social competency is seen by educators as a sign of school preparation. Building children's social competence is a major goal of many preschool programs, with the end goal of preparing them for the social, emotional, and behavioral demands of formal schooling, which in most industrialized nations begins at age five or six years. Social competence in the classroom refers to the social skills required to engage with peers and teachers in a good way (such as sharing, cooperating) and the capacity to abstain from harmful behaviors such as violence, bullying (Denham et al., 2015). Social competence connected to learning is a significant concept that can be used to predict academic achievement in elementary school as well as in later years. These competencies facilitate beneficial relationships between the individual and other social agents in classroom social interactions (Del Prette and Del Prette, 2005; Lim et al., 2013). Another way to think about social competence is the ability to successfully manage the other people, the ability to form and sustain close linkage, and the ability to respond effectively in social situations (Orpinas, 2010).

The social and emotional aspects of a child's growth are primarily the focus of schooling (Szumski et al., 2019). It is also noted that developing social competency is essential to learning and advancing social skills. It is concerning that state standards frequently fail to accurately represent this enlarged understanding of social development. Few state learning benchmarks concentrate on critical abilities linked to social and emotional understanding, recognizing differences, and appreciating others, despite the fact that social investigations are becoming increasingly included in the benchmarks for kindergarten and early grades. Diversity or education via collaboration and dispute resolution "There are seven areas that make up social competence: Relational aptitudes, planning and decision-making, social capability, positive self-character, fervent understanding, social skills, and self-control (Thompson & Thompson, 2015).

A person's knowledge, attitudes, and abilities pertaining to at least six areas would be considered as their full description of social skills: Observing their own emotions as well as those of others, supervising motivators and acting appropriately, effectively communicating, establishing meaningful and healthy relationships, cooperating with others, and addressing conflict (Huitt & Dawson, 2011). Social competence was divided in six categories: Forming a sense of personal identity, adopting social values, developing relational skills, determining how to control one's own behavior in accordance with societal norms, making plans and decisions, and developing social competence (Kostelnik, 2002).

Psychological characteristics such as social competence have been found to be associated with indices of school adjustment, both longitudinally (McClelland et al., 2006) and cross-sectionally (Magelinskait-Legkauskien, Legkauskas & Kepalait, 2016). According to earlier studies, school students who lack social competence find it challenging to build strong bonds with their instructors and peers (Birch & Ladd, 1997; Perren & Alsaker, 2006).

Purpose of the Study

The purpose of this research was to record the opinions of preschool instructors about the social ability of their pupils. Social and interpersonal competency behaviors are necessary for children to participate in society, this study on social competence and civic education is crucial. Academic performance may be more predictable when one is socially competent.

Significance of the Study

Understanding an integrated area of human behavior that provides a more full picture of social growth is encouraged by the study of social competency because children must adjust to the educational contexts in order to meet social expectations for performance, the investigation of competence in classroom settings is crucial. Therefore, it is essential to investigate the significance of civic values and behaviors in the curricula that are now in place and compare them to determine whether or not these values help students meet the needs of society. The study may have implications for educators in terms of how social competency is to be developed in preschools. The study may draw attention to the shortcomings in the current instructions and investigates new avenues for making the school practices more productive and effective in helping learners to develop social competence so they can meet the needs of society after finishing their early school education. The results of this study may be helpful to instruction developers, policy makers, students, teachers and society personnel who are specifically involved in civic education.

Method and Procedure

In this descriptive research, an opinionnaire consisting of 52-items was used for collection of data. Twelve factors; attitude, ethics, morality,values, rights, patriotism, responsibilities, showing respect, acquiring democratic values, effective citizenship, and patriotism were assessed through this instrument. Each component was designed to gauge the social competency of pupils in preschools in the eyes of the preschool teachers.

Sampling

For this investigation, multistage random sampling was employed. Two districts from central region of Punjab province were chosen at the first stage. At the second stage further two Tehsils were selected by simple random sampling from each selected District. Then 40 preschools were selected from these Tehsils. The sample of this research was consisted of 120 preschool teachers from the selected 40 preschools.

Results

The interpretation and analysis of data using descriptive and inferential statistics is as follows.

Table 1
Sample Description (N=120)

Variable	Categories	Frequency	Percent
Gender	Male	51	42.5
	Female	69	57.5
Teaching Experience	0-5 years	56	46.7
	6-10 years	32	26.7
	11-15 year	15	12.5
	16 or Above	17	14.2
	F.Sc./FA	19	9.2
	B.Sc./B.A	14	11.7
Academic Qualification	M.Sc./M.A	87	72.5
Professional Qualification	PTC/CT	18	13.0
	Bachelor of Edu.	68	57.7
	Master of Edu.	16	13.3
	M.Phil.and Ph.D.	18	15.0

Table 1 shows the frequency of gender, prior teaching experience, academic and professional qualifications.

Table 2
Distribution of Scale Factors of the Sample (N=120)

Factors	Min	Max	M
Attitude	1.33	5.00	3.69
Patriotism	2.40	5.00	4.42
Values	2.00	5.00	3.95
Morality	2.00	5.00	3.84
Responsibilities	1.00	5.00	3.96
Rights	1.00	5.00	3.83
Showing Respect	2.00	5.00	4.05
Effective Citizenship	1.60	5.00	3.80
Ethics	1.60	5.00	3.97
Acquisition of Democratic Values	1.67	5.00	3.84

The distribution of sample sub-scale factors, such as attitude values, morality, ethics, rights, and responsibilities, as well as patriotism, respect for others, effective citizenship, and the acquisition of democratic values, are displayed (Table 2). It includes factor's information, including each element's minimum and maximum, standard deviation, and mean values. It displays the mean values for the following factors: Ethics (mean = 3.95, SD =.69), values (mean = 3.95, SD =.70), and attitude (mean = 3.69, SD =.70). Morality (SD =.77, Mean = 3.84), Rights (SD=.81, mean = 3.83) Responsibilities (SD=.78, mean = 3.96) Patriotism (SD=.57, M=4.42) Behaving with Dignity (SD=.68, Mean=4.05), Acquiring Democratic Values (Mean=3.84, SD=.74) and Effective Citizenship (Mean=3.80, SD=.78) are the two categories. Among the aforementioned factors, the ones with the highest means are Patriotism and Showing Respect.

Table 3
Teachers' Gender-wise Comparison about Scale of Factors

Variable	Gender	N	M	SD	df	t	Sig. (2-tailed)
Attitude	Male	51	3.68	.75	118	-.144	0.886
	Female	69	3.70	.68			
Values	Male	51	3.82	.74	118	-1.761	0.81
	Female	69	4.02	.63			
Ethics	Male	51	3.90	.66	118	-.903	.368
	Female	69	4.02	.75			
Morality	Male	51	3.77	.71	118	-.800	.425
	Female	69	3.89	.80			
Rights	Male	51	3.61	.80	118	-2.626	.010
	Female	69	4.00	.79			
Responsibilities	Male	51	3.78	.82	118	-2.044	.043
	Female	69	4.06	.72			
Patriotism	Male	51	4.20	.56	118	-3.641	.000
	Female	69	4.57	.53			
Showing Respect	Male	51	3.86	.68	118	-2.603	.010
	Female	69	4.18	.65			
Effective Citizenship	Male	51	3.69	.76	118	-1.291	.199
	Female	69	3.88	.79			
Acquisition of Democratic Values	Male	51	3.74	.72	118	-1.273	.205
	Female	69	3.92	.75			

Table 3 shows a comparison of teachers' gender with regard to different factors using the t-test. For the factor *Attitude*, it is evident that there is no statistically significant difference in the opinions of teachers male (SD=.75, Mean=3.68,) and female (Mean=3.70, SD=.68); (p=0.886, t (118) =-.114).

For the factor *Values,* it is clear that views of male teachers (M=3.82, SD=.74) and female teachers (M=4.02, SD=.63) did not significantly differ from one another (t (118) =-1.761, p=0.81).

There is no discernible variation between the views of males (Mean=3.90, SD=.66) and females (Mean=4.02, SD=.75) regarding the factor *Ethics* (t(118) = -.903, p=.368).

Regarding the factor *Morality*, opinions of males (M=3.77, SD=.71) and female (M=3.89, SD=.80); (t (118) =-.800, p=.425) did not significantly differ from one another.

Males and females opinion for the factor *Rights* differ significantly (M=3.61, SD=.80 vs. M=4.00, SD=.79;(t(118) =-2.626, p=.010).

Regarding the *Responsibilities* aspect in the pre school students' social competence comparison, male and female attitudes differed significantly (M=3.78, SD=.82) and (M=4.06, SD=.72); (t (118) =-2.044, p=.043). It is observed that the mean value of male and female teachers (0.28) differ significantly.

The factor *Patriotism*, the views of males (M=4.20, SD=.56) and females (M=4.57, SD=.53); (t (118) =-3.641, P=.00) were shown to differ significantly from one another. The mean difference between the genders is, however, just slightly different (.37).

For *Showing Respect*, it is seen that the opinions of males (M=3.86, SD=.68) and females (M=4.18, SD=.65; (t (118 = -2.60., p=.010) differed significantly from one another. The mean difference between the two genders is however, just slightly different (.32).

Regarding the component *Effective Citizenship*, it is clear that the views of male (M=3.69, SD=.76) and female (M=3.88, SD=.79); (t (117) =-1.291, p=.199) have no statistically significant difference.

There is no discernible difference between the attitudes of males and females for the factor *Acquisition of Democratic Values* when comparing the social competence of preschool students (M=3.74, SD=.72) and female (t (117) = -1.273, p =.205).

Table 4
Comparison of Teachers' Views for the factor "Attitude" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.64	.61	117	0.650	0.584
6-10	32	3.63	.82			

| 11-15 | 15 | 3.84 | .58 |
| 16 and More | 17 | 3.84 | .86 |

A one-way ANOVA comparison of the factor "attitudes" with the "teaching experiences" of four different groups of instructors; experience in years 0–5, 6–10, 11–15, and 16 and more is shown in Table 4. It is found that any of the experience categories do not differ significantly at the p<.05 level (F (3, 117) =.650, p=.584). Furthermore, the means of the experience levels differ in a very small amount. It is found that the mean values for teachers with less than ten years of experience were smaller than those of teachers with experience more than ten years. It is therefore determined that there is no difference in the attitudes of teachers regarding their teaching experience, but when it came to their mean, there is a small difference between the teachers with experience more than 10 years and the teachers with less than ten years.

Table 5
Comparison of Teachers' Views for the factor "Values" with Teaching Experience

Teaching Experience in Year	N	M	SD	df	F	Sig.
0-5	56	3.83	.74			
6-10	32	3.95	.60			
11-15	15	4.05	.54	117	1.715	.168
16 and More	17	4.24	.72			

Table 5 presents a one-way ANOVA comparison using factor values between four distinct categories of teachers' teaching experiences in years; 0–5, 6–10, 11–15, and 16 and more. At the p<.05 level , it is determined that across all experience categories no statistical difference found: F (3,117) =1.715, p=.168. Additionally, there is a very slight variation in the means among the experience levels. It is discovered that teachers with fewer than ten years of experience had mean values that are lower than those of teachers with more than ten years of experience. It is therefore determined that there is no difference in the attitudes of teachers regarding their teaching experience, but when it came to their mean, there is a small difference between the teachers with more than 10 years of experience and the teachers with less than ten years.

Table 6
Comparison of Teachers' Views for the factor "Ethics" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	p
0-5	56	3.89	.78			
6-10	32	3.97	.58	117	1.311	.274
11-15	15	4.11	.65			
16 and More	17	4.22	.75			

Four distinct categories of instructors' teaching experience in years; 0–5, 6–10, 11–15, and 16 and more—as well as a one-way ANOVA comparison with the factor Ethics are displayed in Table 6. The following calculation showed that, at the p<.05 level , there is no statistically significant difference across all experience categories: $F (3,117) = 1.311$, p=.274. Additionally, the means of the experience categories differed by a very small amount. Comparing teachers having experience ten years and more with those having fewer than 10 years, it is observed that the former had a higher mean value. It is therefore determined that there is no difference in the attitudes of teachers regarding their teaching experience, but when it came to their mean, there is a small difference between the teachers with more than ten years of experience and the teachers with less than ten years.

Table 7
Comparison of Teachers' views for the factor "Morality" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	p
0-5 Years	56	3.75	.80			
6-10 Years	32	3.70	.65	117	2.67	.054
11-15 Years	15	4.00	.64			
16 and Above	17	4.26	.84			

Table 7 displays a one-way ANOVA comparison of the factor *Morality* with four distinct types of instructors' teaching experiences in years: 0–5 , 6–10 , 11–15 , and 16 and Above. The results showed that, at the p<.05 level , across any of the experience categories no statistically significant difference is observed: $F (3,117) = 2.67$, p=.054. Additionally, there is a very slight variation in the means among the experience groups. It is discovered that teachers with fewer than ten years of experience had

mean values that are lower than those of teachers with more than ten years of experience. As a result, it is determined that there is no difference in the attitudes of teachers regarding their experience as educators, but when it came to mean, there is a slight variation between teachers with more than and less than ten years of experience.

Table 8

Comparison of Teachers' Views for the factor "Rights" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.78	.108			
6-10	32	3.71	.135	117	1.27	.289
11-15	15	4.06	.144			
16 and More	17	4.08	.256			

With regard to the factor Rights, Table 8 presents a one-way ANOVA analysis of four distinct groups of instructors' teaching experiences: 0–5, 6–10, 11–15, and 16 and more. The $F_{(3,117)} = 1.27$, and $p = .289$ revealed that between any of the experience groups at the $p < .05$ level has no difference. The means of the experience categories also differed, albeit not significantly. The teachers with fewer than ten years of experience are found to have a lower mean value than the teachers with an experience of greater than ten years. Consequently, it is determined that there is no difference in the attitudes of teachers regarding their teaching experience; however, when considering their mean, there is a slight variation for the teachers with ten years and above experience with teachers having experience less than ten years.

Table 9

Comparison of Teachers' Views for the factor "Responsibilities" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.78	.753			
6-10	32	3.99	.776	117	2.424	.069
11-15	15	4.31	.483			
16 and More	17	4.11	.946			

A one-way ANOVA comparison between the factors Rights and four distinct categories of teachers' teaching experiences; 0–5, 6–10, 11–15, and 16 and more is given in Table 9. It is determined that, at the p<.05 level in years, there is no statistically significant difference between any of the experience categories: F (3,117) = 2.424, p =.069. The means of the experience categories also differed, albeit not significantly. It is clear that, in comparison to teachers with experience more than and less than ten years had a lower mean value. Consequently, it is determined that there is no difference in the attitudes of teachers regarding their teaching experience; however, when considering their mean, there is a slight variation for the teachers with more than ten years of experience and those with less than ten.

Table 10

Comparison of Teachers' Views for the factor "Patriotism" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	4.34	.650			
6-10	32	4.42	.527	117	1.013	.390
11-15	15	4.61	.373			
16 and More	17	4.45	.511			

Table 10 shows a one-way ANOVA comparison of the component Rights with four distinct groups of teachers' teaching experiences; 0–5, 6–10, 11–15, and 16 and More. At the p<.05 level , it is determined that there

is no statistically significant difference across all experience categories: F (3,117) =1.013; p=.390. Additionally, there is a very slight variation in the means among the experience groups. It is explained that teachers with fewer than ten years of experience had mean values that are lower than those of teachers with more than ten years of experience. As a result, it is determined that there is no difference in the attitudes of teachers regarding their experience as educators, but when it comes to mean, there is a slight variation for teachers with experience more than with less than ten years.

Table 11
Comparison of Teachers' Views about the factor "Showing Respect" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.99	.681			
6-10	32	4.03	.695	117	.630	.597
11-15	15	4.24	.513			
16 and More	17	4.135	.811			

Table 11 presents a one-way ANOVA analysis of the component Rights over four distinct types of teachers' teaching experiences; 0–5, 6–10, 11–15, and 16 and More. At the p<.05 level, it is determined that no statistically significant difference id found across all experience categories: F (3,117) =.630, p =.597. Additionally, there is a very slight variation in the means among the experience groups. It is discovered that teachers with fewer than ten years of experience had mean values that are lower than those of teachers with more than ten years of experience. That being said, it is determined that there is no discernible difference in the attitudes of teachers concerning their teaching experience; however, when considering average experience, there is a small variation for teachers with experience more than and less than ten years.

Table 12

Comparison of Teachers' Views for the factor "Effective Citizenship" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.67	.828			
6-10	32	3.71	.744	117	2.772	.045
11-15	15	4.20	.447			
16 and More	17	4.079	.806			

Table 12 presents a one-way ANOVA comparison of the factor *Effective Citizenship* with four distinct types of teachers' teaching experiences: 0–5, 6–10, 11–15, and 16 and more. All experience groups at the p<.05 differ statistically. The calculation is $F_{(3,117)} = 2.77$, p=.045. The means of the various experience categories also differ significantly from one another. It is clear that teachers with fewer than ten years of experience had mean values lower than those of teachers with more than ten years of experience (i.e., mean values of 4.20 and 4.07, respectively). As a result, it is determined that there are notable differences in the attitudes of teachers regarding their experience as educators, as evidenced by the means differences with educators with experience more than ten years with less than ten.

Table 13

Comparison of Teachers' Views for the factor "Acquisition of Democratic Values" with Teaching Experience

Teaching Experience in Years	N	M	SD	df	F	Sig.
0-5	56	3.71	.802			
6-10	32	3.88	.616	117	1.536	.209
11-15	15	4.06	.501			
16 and More	17	4.05	.871			

A one-way ANOVA comparison of the teaching experiences of four distinct groups of teachers; 0–5, 6–10, 11–15, and 16 and more with the factor *Rights* is presented in Table 13. According to the calculation, at the p<.05 level, any of the experience categories has no statistical difference in mean values at $F_{(3,117)} = 1.536$ and p=.209. The means of the

experience categories also differed, albeit not significantly. The teachers with fewer than ten years of experience are found to have a lower mean value than with above than ten years of experience. Consequently, it is determined that there is no difference in the attitudes of teachers regarding their teaching experience; however, when considering their mean, there is a slight variation for the teachers with more than ten years of experience with less than ten.

Conclusion and Discussion

People's ability to "live together in the world" encompasses interpersonal, intercultural, social, and civic competence. Social competence necessitates more precise, contextualized explanation of the term as well as an emphasis on particular facets of life (Hukkelberg et al., 2019). It represents adaptability in home, school, family, work, society as a whole, and in old age. Social skills like empathy, restraint, trust, consideration for others, or involvement in the community (Semrud-Clikeman, 2007).

Measuring preschoolers' social competence: Perceptions of teachers in Punjab was the study's objectives. The major goal of the study was to record preschool teachers' opinions of their pupils' social skills. These kids, in terms of teachers' perceptions, are primarily practicing the values of "patriotism" and "showing respect" to the public. It illustrated for the pupils that "patriotism" and "showing respect" are generally acknowledged values. A good mean value was also shown by the other variables, which include "Attitude, Values, Ethics, Morality, Rights, Responsibilities, Effective Citizenship, and Acquisition of Democratic Values" (Mousena et al., 2022). The total percentage for the scale's elements was good, although pupils hold a greater majority of the previously indicated variables in comparison. According to the study's findings, preschool pupils strongly believe in and practice "patriotism" and "showing respect" for other people and the public, based on instructors' assessments of the students' social competence. In addition to being a notion linked to students' social skills, respect is crucial in the context of Islam, our faith. Nobody can achieve success of any type without moral principles or respect (Gedviliene et al., 2014). Furthermore, the adage "the one who respects others, succeeds" is also frequently employed. The other component, "patriotism," is likewise very significant in terms of society standards and ingrained social skills. Early learners learn social competence through active engagement for activities in social world by getting support from their elders and age mates (Western Australian Department of Education, 2018).

Recommendations

The most complex task in learning domain for children is to learn the social world where they have to live and survive.The study recommends that teachers may be more sensitized regarding developing social competencies among the preschool learners. Preservice as well as in-service training be arranged for capacity building of educators. Social development of learners be at the priority of educators to make them civilized citizens of the society.

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