



## A comparative study of self-concept and social skills of secondary school students

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### Abstract

This comparative study was undertaken to examine the self-concept and social skills of secondary school students. 100 secondary students of private schools affiliated to C.B.S.E comprised as sample for this study. Self-concept Questionnaire by R.K. Saraswat (2010) and Social Skills Rating Scale by Ms. Manjeet Kumari (2019) were employed to compare the self-concept & social skills of students. Mean, SD & 't' test were used as statistical techniques to analyse the data. It was found that boys of secondary school have higher self-concept as compared to girls of secondary school. Further, it was found that girls of secondary school possess more social skills as compared to boys of secondary school.

**Keywords:** self-concept, social skills, secondary school students

### Introduction

In this 21st century imbibing social skills among students has become one of the most significant tasks for teachers and educators. Deficits in social skills may be present in a range of psychiatric disorders, particularly in the more serious and persistent conditions, and have an influence on functioning across various domains. Every society has some norms and standards concerning social development. A child follows the traditions, customs and adjusts with the social norms is said to be sociable. Social skills are described as a pair of skills that enable us to interact, attach & mingle with others. Walker (1983) [8] defines social skills as-a group of competencies that a) allow a human being to initiate & uphold positive social relationships, b) contribute to peer receipt & to a satisfactory school modification, and c) allow an individual to deal efficiently with the superior social environment. Social skills may additionally be defined within the context of social & emotional learning-recognizing & managing our emotions, developing concern & caring for others, establishing good human relationships, making accountable decisions & handling difficult situations ethically & constructively (Zins, Weissbert, Wang, & Walberg, 2004) [9]. With this understanding, educators & researchers seek to assess and develop students' social skills within a range of social contexts. Social growth is actually among the most crucial developmental areas for human beings. Deficits in social skills might adversely influence several essential domains as well as academic achievement, interpersonal human relations, mental health, behavior & adult lifestyle outcome. Self-concept is the awareness of one's very own being. It is about what people come to find out themselves through experience, feedback & reflection from others. A person isn't born with self- concept, rather it enhances slowly. It provides the person's evaluations & abstractions about his physical abilities, self-confidence, psychological self-image, social skills, appearance, intellectual capacities, self-adequacy and self-respect. Students' self-concept is identified as being multifaceted as well as hierarchical and as the self-perception of an individual's ability in a specific

domain (Marsh, 2007) [5]. Social psychologists divided self-concept into two components: 1) self- conception & 2) self-evaluation. Self-concept means study about self and self-evaluation means the judgments made on the foundation of substantive aspects of self-concepts. When children meet with others they gain experience about self and about the world. Children's perceptions regarding their abilities affect the thinking, self-regard & their values about their competence to attain academic & personal objectives (Bandura, 1986).

### Review of Related Literature

Review of literature is a crucial condition to real execution & planning of research work. It can help the researcher in staying away from duplication on the one hand & in getting benefit from similar studies on another in regard to methods adopted & products applied to the group of information as well as their organization & interpretation.

Many children that haven't acquired proper social skills develop psychological issues such as for instance unsuccessful interaction with peers, inappropriate educational performance, not taking part in side activities as well as isolation, rejection by peers, nervousness, depression and anger in childhood & throughout life (Anastasi, 1990) [1]. Slaby & Gaura (2003) [7] recommended that social skills match to social compatibility. In their view, social skills include the capability to produce interactions with others in a social background which are valuable & acceptable per societal norms. Nair (2005) observed that additional care was required while offering assistance to adolescents' issues since it was not easy for teenagers to acknowledge the fact that they need assistance. The family life as well as life skills education Programmed is actually an excellent support system for adolescents' at the community level. Khera & Khosla (2012) explored a positive co-relation between self-concept & essential life skill of adolescents which implies the individuals and it was observed that these important skills were more confident in all aspects. Kaur, *et.al.* (2015) [2] analyzed the level of self-concept in students of district Faridkot, Punjab. Result of this study recommended that

most of the students had above average self-concept in the research setting. Wankhade (2016) showed that a significant difference was found in rural & urban school going adolescent pupils. Kumari (2017) [3] analysed the self-concept of girls & boys of rural areas of Panipat District of Haryana. It was found that there no significant relationship were observed in the self-concept of girls & boys. Nihayati, Tristiana, Junata, and Yusuf (2017) observed that the usefulness of social skills training on improving self-concept of adolescents' mothers. Results revealed that social skill training had significant impact in enhancing the capacity of the customers to work together with others. Morowatisharifabad, *et.al.* (2019) studied the position of life skills & self-esteem with respect to age, relationship management among Iranian adolescent girls. It was observed that a significant association was exists between life skills & self-esteem ( $p < 0.05$ ). Mari-Anne, *et.al.* (2020) [4] studied the improvement of social skills across 5 measurement areas from 4th to 7th grade, and the impact of child gender & also the impact of school-related factors on the level & growth of social skills. In terms of mean social skills scores, it was found that girls got better scores than boys. Growth mixture modeling (GMM) identified 3 distinct trajectory classes, 1 with stable average scores over time (72%), and two (14% each) with high initial & decreasing scores and low initial & boosting scores, respectively. The school-related factors (e.g., student-teacher relationships) predicted social skills development differently inside the trajectory classes.

**Objectives of the study**

1. To compare the self-concept of boys & girls of sec. schools.
2. To compare the social skills of boys & girls of sec. schools.

**Hypotheses of the study**

**H01:** There exists no significant difference in self-concept of boys & girls of sec. schools.

**H02:** There exists no significant difference in social skills of boys & girls of sec. schools.

**Method**

Descriptive survey method was used in the present study.

**Population and Sample**

All sec. school students studying in 9th class in different schools of Jhajjar District comprised the target population for the present study. 100 sec. school students affiliated to C.B.S.E. selected on the basis of random sampling method.

**Tools used**

- Self-concept Questionnaire by R.K. Saraswat (2010).
- Social Skills Rating Scale by Ms. Manjeet Kumari (2019).

**Data analysis and interpretation**

To be able to confirm the objectives & also to test the null hypotheses, the current study continues to be examined as given below:

**Objective 1:** To compare the self-concept of boys & girls of sec. schools.

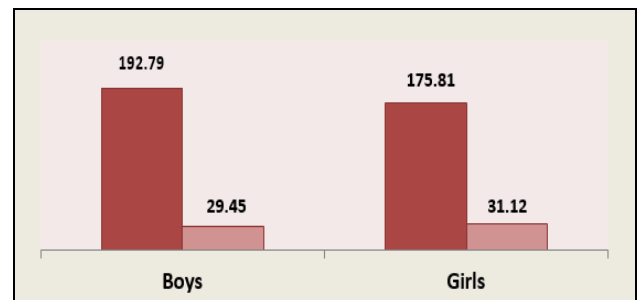
For the purpose of studying the difference between the self-concept of boys & girls of sec. schools, the following null hypothesis was formulated:

**H01:** There exists no significant difference in the self-concept of boys & girls of sec. schools.

In order to test the null hypothesis, Mean, SD, t-value & significance level of the scores obtained from self-concept scale were calculated in the context of gender. The results are offered in given Table-1.

**Table 1:** Mean, SD, t-value & Level of Significance for Self-concept of Boys & Girls of Sec. Schools

Group (Self-concept)	N	Mean	SD	'T' value	Level of significance
Boys	54	192.79	29.45	2.78	Significant at 0.05 level
Girls	46	175.81	31.12		



**Fig 1:** Mean Self-Concept scores and SDs of Boys & Girls of Sec. schools

It can be seen from the Table-1 & Fig. 1 that the t-value of 2.78 with 98 degrees of freedom was observed significant at 0.05 levels, which shows that the self-concept of boys & girls of sec. schools differ significantly. Therefore, the H01 "There exists no significant difference in the self- concept of boys & girls of sec. schools", is rejected. Thus, we can say that self-concept is affected by gender. In terms of mean scores it can be concluded that boys sec. school students (192.79) have higher self-concept as compared to girls sec. school students (175.81). So, it can be concluded that boys have higher self-concept than girls.

**Objective 2:** To compare the social skills of boys & girls of sec. schools.

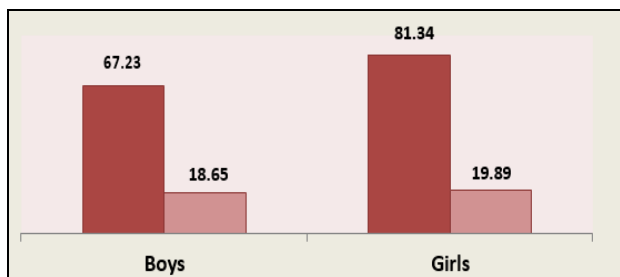
For the purpose of studying the difference in the social skills of boys & girls of sec. schools, the following null hypothesis was formulated:

**H02:** There exists no significant difference in the social skills of boys & girls of sec. schools.

In order to test the null hypothesis, Mean, SD, t-value & significance level of the scores obtained from social skills rating scale were calculated in the context of gender. The results are offered in given Table-2.

**Table 2:** Mean, SD, t-value & Level of Significance for Social Skills of Boys & Girls of Sec. Schools

Group (Social skills)	N	Mean	SD	'T' value	Level of significance
Boys	50	67.23	18.65	3.66	Significant at 0.01 level
Girls	50	81.34	19.89		



**Fig 2:** Mean Social Skills scores and SDs of Boys & Girls of Sec. Schools

### Findings of the study

1. It was found that the self-concept of boys & girls of sec. schools differ significantly. It can be concluded that boys of sec. schools have higher self-concept as compared to girls of sec. schools.
2. It was found that the social skills of boys & girls of sec. schools differ significantly. It can be concluded that girls of sec. schools possess more social skills as compared to boys of sec. schools.

### Conclusion

Education plays a crucial role towards the whole development of human beings. School education can help in the development of a good personality in the child. School education may broadly be categorized as elementary (class I-VIII) along with secondary (IX-XII) education. Today, more & more societal pressures, uncertainty and diversity, greater complexity, rapid changes in the environment & continued deprivation put adolescents at the crossroads of their lives facing an undecided future in facing the responsibilities of adulthood & to go into the world of work. In this 21st century, life is undergoing significant transition & change. These changes mostly affect the life of adolescents. Thus, social skills play an important component of adolescents which are the future of our nation.

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