

STUDY OF SOCIAL COMPETENCE IN RELATION TO SELF ESTEEM AMONG SCHOOL STUDENTS

Jyoti¹ & Sharmila Devi², Ph. D.

¹Ph.D research scholar, Department of Education and Community Services, Punjabi University, Patiala

²Assistant Professor, Department of Distance Education, Punjabi University, Patiala
E-mail: jphogat901@gmail.com

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Abstract

Education is a lifelong process which is attained by an individual from its immediate surroundings. It helps a person, not only in professional success but also in social adjustments. These adjustments or adaptations are an integral part of human development, known as social competence. A socially competent person tries to understand the needs of self, others and further leads to the upkeep of a civilization. In today's world, people are more engaged in themselves and hence, social relationships have become imperative for their own growth and happiness. Social competence ability might boost up multiple traits such as self confidence, motivation, cooperation, conflict resolution, and self esteem among children in their developing years. Therefore, the present study aimed to study the relationship between social competence and self esteem of senior secondary school students. Results revealed that senior secondary school students do not differ significantly in the scores of social competence and self esteem in terms of their gender. A positive and significant correlation was found in social competence and self esteem of senior secondary school students.

Keywords: Social Competence, Self Esteem, Senior secondary school students.



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Introduction

Human development is greatly influenced by education. An instinctual being becomes a rational being through education. In its truest form, education serves to improve humankind and transform every person into a modern, educated, and civilized being. Education is the process of fostering in a person all the skills necessary for him to exert control over his surroundings. A person can live a better life and, more importantly, develop social skills with

the aid of education. Education encourages the development of information, skills, and habits and results in behavioral change. Education seeks to promote a person's holistic development, including their physical, intellectual, social, emotional, and moral growth. Education is learning in which a group of people's information, abilities, attitudes, beliefs, and habits are passed down from one generation to the following. In attaining education, individuals' surrounding plays an imperative role in the overall development of a civilized person. Man develops knowledge through society; in fact, he learns everything from it. This knowledge from society is critical in maintaining social relationships, which in turn, helps in the survival of a person. Therefore, socially appropriate behavior becomes important for an individual, and this behavior is known as social competence.

The phrases "social" and "competence" are combined to form the term "social competence." The capacity to react appropriately to one's environment is known as social competence. Those abilities necessary for successful and positive interpersonal functioning also include social competence. White (1959) defined social competence as an organism's ability to interact well with its surroundings. The process of developing the social, emotional, and intellectual abilities and behavior necessary to flourish in society is known as social competence. According to Ford (1982), social competence is the achievement of pertinent social goals that result in favourable developmental consequences. According to McFall (1998), social competence pertain to how well someone behaves in the eyes of another. According to Bierman & Welsh (2000), kids who have a diverse set of social skills, good social perception, and understanding of society are more likely to be socially adept. According to Gresham, Sugai & Horner (2001), the ability to initiate and sustain pleasant social interactions with others is believed as social competency. As a result, social competence can also be defined as children's social skills, self-confidence, and social awareness. It is their capacity to comprehend other people's perceptions, emotions, and feelings as well as their goals and motivations in challenging situations. Finally, it can be termed as an individual's ability to resolve social conflicts. Children in their developing years, attain multiple traits from their surroundings which ultimately affects their future. Self esteem is one of them, therefore, it is considered as another variable of this study.

According to Rosenberg (1965), self-esteem is a person's overall favourable opinion of themselves. He continued that, a person with great self-esteem respects themselves and believes they are deserving. Similar to this, Sedikides and Gress (2003) defined self-esteem

as an individual's subjective assessment of their own self-worth, emotions of respect and confidence for themselves, and the degree to which they have positive or negative perceptions of themselves. Self-esteem is sometimes described as a worldwide barometer of self-evaluation that includes cognitive assessments of one's general deservingness and emotive experiences of oneself that are connected to these global assessments (Murphy, Stosny and Morrel, 2005). Likewise, Wang and Ollendick (2001) claimed that self-esteem entails an assessment of oneself followed by an emotional response to oneself.

Theoretical Framework

Social Competence

Pekdogan & Kanak (2016) studied the social competence among 148 female and 180 male preschool children and result indicated that social competence of preschool children differs significantly by gender. Jena (2018) explored the social competence among 200 school going adolescents with respect to their gender and type of school in Hoshiarpur district of Punjab. The results revealed no significant difference in various dimensions of social competence among school going male and female adolescents in urban as well as rural government schools. Rani (2019) found out the social competence of 150 senior secondary school students of Haryana in relation to certain demographic variables. The result indicated that students do not differ significantly with respect to their gender. Tabassum, Akhter & Iqbal (2020) studied the relationship between social competence and academic performance of 4708 university students of Pakistan. The results indicated that girls scored relatively higher in social competence as compared to boys. A significant relationship was also found between social competence and academic performance of students.

Self Esteem

Kaur, Kapur & Singh (2015) studied the effect of parental involvement on self esteem in Indian youth players. They also studied gender differences in the variables and found out that self esteem did not differ significantly in terms of gender. Shukla (2016) investigated self esteem among 550 (270 male and 280 female) undergraduate students of Allahabad University and no gender differences were found in self esteem. Mitra (2019) studied the self esteem of 80 (40 boys and 40 girls) adolescents in Ranchi and found out that there was no significant difference in self esteem of adolescents.

Social Competence and Self Esteem

In examining the relationships between a multidimensional self-report measure of self-esteem and a few other factors, Riggio et al. (1990) discovered a favourable correlation between self-esteem and social competence. Kramer (1998) discovered no significant difference in self esteem scores of 60 adolescents (31 male and 29 female) with cerebral palsy in terms of gender. However, a significant and positive relationship was found between self esteem and social competence factors including activities, social and school. Leary (2012) believed that social relationships play a significant impact in shaping individual's self esteem. The traits of people's social relationships are influenced by their sense of self-esteem (Erol & Orth, 2013; Murray, Holmes, & Griffin, 2000; Murray et al., 2006; Srivastava & Beer, 2005).

Kumar, Lal & Bhuchar (2013) found a significant relationship between social competencies and self esteem among 100 students of age group 17-20 years from different schools of Chandigarh. Joy (2015) studied the impact of positive social competence on school readiness and self esteem. The participants of the study were 153 parents of preschool children in Colorado. The study provided evidence that social competence can improve academic preparation and self esteem. Kaur & Singh (2020) studied the relationship between social competence, emotional intelligence and self esteem among 600, 12th class students of Punjab. The results explained that there exists a significant and positive relationship between social competence and self esteem. Sakız, Mert, & Sarıçam (2021) studied adolescent students' self-esteem, perceived social competence, ostracism, and loneliness. 542 presecondary and secondary school children were taken as participants. Findings revealed that self-esteem and perceived social competence were correlated with one another. Urizar, Atencio, Urzua & Flores (2022) studied the mediating role of self esteem and resilience in relationship between social competence and life satisfaction among 2277 students of age group 12-18 years in northern Chile. The researchers analysed the data using structural equation modeling and found that social competence has a direct effect on self esteem of adolescents.

Objectives

- i. To study social competence of senior secondary school students in relation to their gender.
- ii. To study self esteem of senior secondary school students in relation to their gender.

- iii. To study the relationship between social competence and self esteem of senior secondary school students.

Hypotheses

- i. There will be no significant difference in the scores of social competence among male and female of senior secondary school.
- ii. There will be no significant difference in the scores of self esteem among male and female of senior secondary school.
- iii. There will be a significant relationship between social competence and self esteem of senior secondary school students.

Method and Procedure

Research Design

This study was carried out using the descriptive technique of research since it aids in the explanation of educational and psychological phenomena in terms of the interactions between various variables. Survey method was also used to collect the data of different variables.

Sample

All students studying in 11th class of government senior secondary schools of Haryana constitutes the population of the present study. The investigator used simple random sampling technique to take 100, 11th class students studying in 2 different government senior secondary schools located in urban area of Gurugram district of Haryana as a sample for the study. Of the study group, 50 were female and 50 were male.

Tools used

Following tools were used by the researcher to conduct the present investigation:

- i. Social Competence Scale by V.P Sharma, Prabha Shukla, and Kiran Sharma (1992): Social Competence scale consists of 50 statements measuring 18 factors of social skills and behavior of Indian pupils between age of 10 and 15 years adolescents. Each statement is to be expressed as: Very high, High, Average, Low, and Very Low in 5 point scale. The range of raw score could be between 50 - 250.
- ii. Self-Esteem Scale by Dr. Santosh Dhar and Dr. Upinder Dhar (2005): The scale consists of 6 factors: positivity, openness, competence, humanity, self worth and learning orientation. There are total 23 statements. The scoring can be done on a likert five point scale as strongly agree, agree, neutral, disagree and strongly disagree. Each response can be

scored by awarding 1, 2, 3, 4 and 5. The reliability coefficient determined by split half reliability was 0.87.

Data Analysis

In order to investigate the characteristics of test score distributions, descriptive statistics like mean, median, and standard deviation were being used. t-test was used to determine the significance of the difference in social competence and self-esteem among male and female students. To investigate the degree of relationship between social intelligence and self esteem, Pearson’s product moment coefficient of correlation was studied.

Results

The results of the study including mean, standard deviation, standard error of mean, t-value and correlation coefficients are presented in the tables below:

Comparison of Social Competence Scores among male and female senior secondary school students:

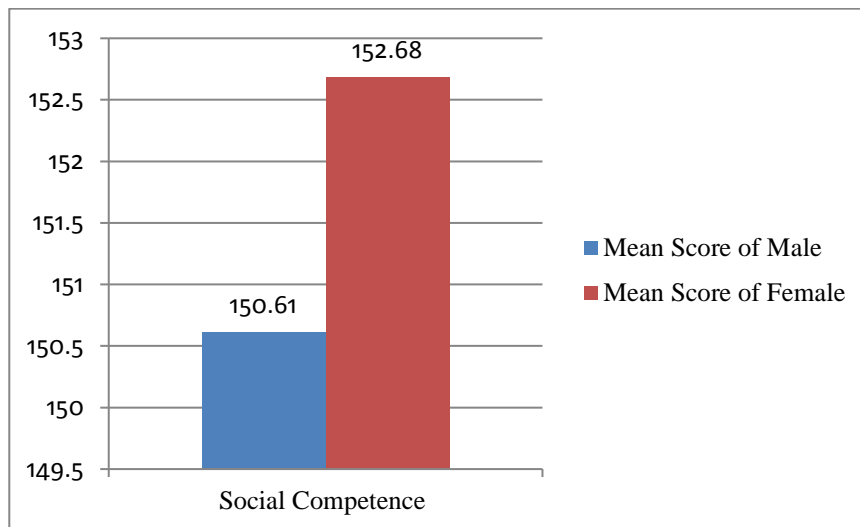
To compare the social competence scores of male and female senior secondary school students, t- test was used as shown in table 1.

Table 1: Social Competence of Male and Female Senior Secondary School Students

Variable	N	Mean	SD	MD	t- value
Social Competence	Male (50)	150.61	23.74	2.07	0.58 ^{NS}
	Female (50)	152.68	19.67		

NS- not significant at 0.05 level.

It can be seen in table 1 that the mean and standard deviation of male students in social competence was 150.61 and 23.74, respectively. The mean and standard deviation of female students was 152.68 and 19.67, respectively. The standard error of mean came out to be 2.07 and the t- value to compare the mean difference was 0.58, which was smaller than the critical value 1.97 in the table. Therefore, it was not found significant at 0.05 level. The mean difference of social competence scores among male and female senior secondary school students is also shown in figure 1.



Therefore, the result revealed that there is no significant difference in the social competence scores of male and female senior secondary school students. Hence, the hypothesis- There will be no significant difference in the scores of social competence among male and female senior secondary school students was accepted.

Comparison of Self Esteem Scores among male and female senior secondary school students:

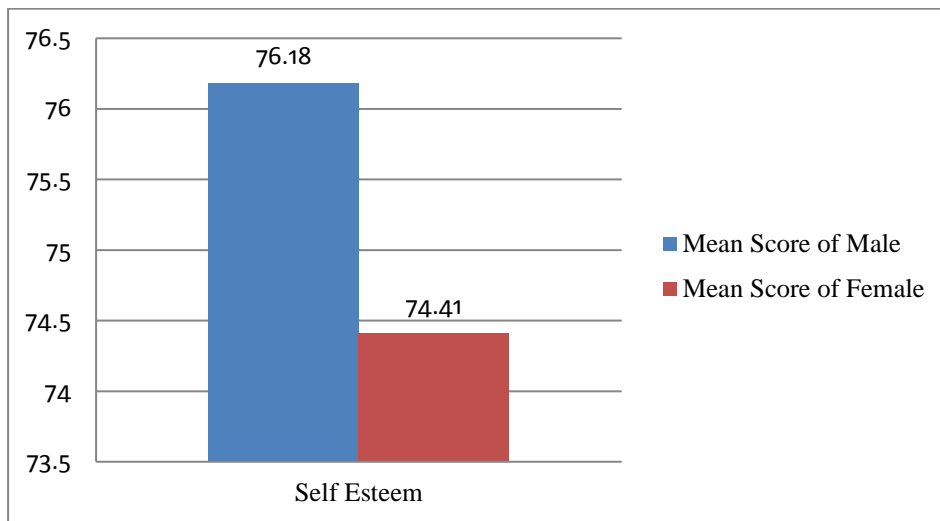
To compare the self esteem scores of male and female senior secondary school students, t-test was used as shown in table 2.

Table 2: Self Esteem of Male and Female Senior Secondary School Students

Variable	N	Mean	SD	MD	t- value
Self Esteem	Male (50)	76.18	14.07	1.77	0.64 ^{NS}
	Female (50)	74.41	13.25		

NS- not significant at 0.05 level.

It can be seen in table 2 that the mean and standard deviation of male students was 76.18 and 14.07 respectively. The mean and standard deviation of female students was 74.41 and 13.25 respectively. The standard error of mean came out to be 1.77 and the t-value to compare the mean difference was 0.64, which was smaller than the critical value 1.97 in the table. Therefore, it was not found significant at 0.05 level. The mean difference of self esteem scores among male and female senior secondary school students is also shown in figure 2.



Therefore, the result revealed that there is no significant difference in the self esteem scores of male and female senior secondary school students. Hence, the hypothesis- There will be no significant difference in the scores of self esteem among male and female senior secondary school students was accepted.

Coefficient of Correlation between Social Competence and Self Esteem of Senior Secondary School Students:

To find out the coefficient of correlation between the scores of social competence and self esteem of senior secondary school students, Pearson’s product moment coefficient of correlation was used and the result is shown in table 3.

Table 3: Correlation Coefficient between Social Competence and Self Esteem

Variables	N	Coefficient of Correlation (r)
Social Competence and Self Esteem	100	0.48*

*Significant at 0.01 level of significance.

It is clearly evident from table 3, that there is a significant positive relationship between social competence and self esteem (r = 0.48). Therefore, the hypothesis- There will be a significant relationship between social competence and self esteem of senior secondary school students stands accepted.

Discussion

The present study found that there is no significant difference in the mean scores of social competence among male and female senior secondary school students of Haryana. The findings get support from the study of Jena (2018) and Rani (2019). This might be the result

of the fact that during the adolescent years, peer relationships become more crucial for adolescents. Both, boys and girls attempt to build their own groups and they are more devoted to their peers. However, the study contradicts the result of Pekdogan & Kanak (2016) and Tabassum, Akhter & Iqbal (2020). Additionally, no significant gender difference was found in the mean scores of self esteem of students. The result of the present study is in line with the studies of Kaur, Kapur & Singh (2015), Shukla (2016) & Mitra (2019) who also found out that there exists no significant difference in self esteem of adolescents in relation to their gender.

Further, the result indicates that there exists a positive and significant relationship between social competence and self esteem of senior secondary school students. This means that, students who are well behaved and understand appropriate behavior with others in a society are also good in developing favourable opinion about themselves. This might be because of the fact that man is a social animal and to survive in the society, they need to understand, accept other's opinion while having a positive outlook about themselves. The result of the present study is favoured by Riggio et al. (1990), Kramer (1998), Leary (2012), Erol & Orth (2013), Murray, Holmes, & Griffin, (2000), Murray et al., (2006) and Srivastava & Beer (2005). Kumar, Lal & Bhuchar (2013), Joy (2015), Kaur & Singh (2020), Sakız, Mert, & Sariçam (2021) and Urizar, Atencio, Urzua & Flores (2022) also found a significant relationship between social competence and self esteem.

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