

Social Skills of Secondary School Students in Relation to their Self- efficacy

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ABSTRACT

The main purpose of the study was to examine the relationship between Social skills and Self- efficacy of Secondary School Students. 100 Secondary School Students were randomly selected from Sonapat District as a sample. Selected students were tested on Social skill scale by Sood & Anand (2012) and Self-efficacy scale by Kumar and Narain (2020). Data was analysed by using percentage, Pearson Product moment correlation and Mean, SD, 't'- test. The results of the study indicated that there was positive relationship between Social skills and Self-efficacy. Boys found higher in their social skills than that of girls of secondary school. But girls found higher than that of boys of secondary school w.r.t. their Self-efficacy.

Keywords: *Social skills, Self efficacy, Secondary School Students*

Education lays the foundation for the fulfillment of a person's dreams and aspirations because it is a gateway to the opportunities. It helps a person to meet his/her career objectives and achieve an economic growth and thus builds a resourceful individual out of a raw human being. An educated human being, having experienced the positive effects of education on his/her personality is bound to encourage the idea of education and effectively educate his/her children. Hence one individual thus results in an educated family, taking education a long way along the future generations.

Social skill

Social skills are the skills that are used by human beings to interact and communicate with others to assist status in the social structure and other motivations. Social rules and social relations are created, communicated, and changed in verbal and non-verbal ways creating social complexity useful in identifying outsiders and intelligent breeding partners. The process of learning these skills is called socialization. Social skills are specific behaviors, exhibited by children in free play or academic situations, which initiate or maintain social interactions with others. Social skills are discrete, teachable behaviors that are associated with direct measures of social competence, and as such serve as 'building blocks' for the establishment of interpersonal relations, effective social participation, and cooperation or affiliation with peers and others.

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Five areas of Social skills:

1. Skill of concern for others.
2. Relationship/ friendship skills
3. Communication Skills
4. Self- care / self- control skills and
5. Decision making / problem solving skills.

Basic Social Skills

The following are some of the basic social skills which are required by a person to be socially active:-

- **Making conversation:** A socially active person has expression of feelings, proper communication skills, questioning, listen what others are saying, paying attention, giving reply of question asked.
- **Coping with Conflict:** A socially active person knows about dealing with his anger and others. He also accepts criticism.
- **Eye contact:** Eye contact is a must during conversation. It reflects that the person is confident and knowledgeable.
- **Facial appearance:** Smile, showing happiness, gestures, and pitch of voice are some indicators of social skills.
- **Social distance:** A person must know limit of relations to others. He must know where to stand and wrong physical contacts.
- **Quality of voice:** A socially skilled person should have proper volume, clarity of content, pitch and rate of speech.
- **Greeting others:** A socially skilled person must know the way to respond for greeting and way of invite another person to join the activity.

Self efficacy

Self efficacy beliefs are an important aspect of human motivation and behaviour, as well as influence the action that can affect one's life. Self efficacy is what an individual believe he/she can accomplish using he/ she skills under certain circumstances (Snyder & Lopez,2007).

The concept of "Self-efficacy" refers to an individual learner's beliefs, expectations, and perceived confidence in his/her capability to perform a task. These beliefs pertain to optimistic attitudes about being able to cope with a variety of challenging situations or tasks. Academic Self-efficacy refers to an individual's conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal in school context.

"Self-Efficacy is a judgment about task capability that is not inherently evaluative (Gist & Mitchell, 1992). A person may feel hopelessly inefficacious for a particular activity, such as figure drawing and suffer no diminishment of self-esteem because that person has not invested self-worth in doing that activity well. On the other hand, high achievers may display a great deal of skill, and yet evaluate themselves negatively, because they have set personal standards that are very difficult to meet. Persons may question their self-worth, despite being very competent, if others do not value their accomplishments, if their skills cause harm to theirs, or if they are members of groups, that is not valued by society (Bandura, 1997). Self Efficacy has to do with self-perceptions of competence rather than actual level of competence. This is an important distinction because people regularly

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overestimate or underestimate their actual abilities, and these estimations may have consequences for the courses of action they choose to pursue or the effort they exert in those pursuits. Over or underestimating capabilities also may influence how well they use the skills they possess.

Sources of Self-Efficacy

- **Mastery Experiences** - Performing a task productively fortifies our sense of Self-efficacy. Nevertheless, deteriorating to sufficiently agreement with a task or confront can destabilize and deteriorate Self-efficacy. The most efficient method of generating a powerful sagacity of efficacy is throughout mastery experiences.
- **Vicarious Experiences** - Another method of generating and underpinning self-beliefs of efficacy is during vicarious experiences offered by societal models. Considering people like one succeed by continuous attempt elevates observers' beliefs that they too acquire the abilities to master analogous activities obligatory to achieve something
- **Verbal Persuasion** - The next method of underpinning people's belief that they have what it obtains to thrive. People who are convinced vocally that they acquire the abilities to master mentioned actions are expected to assemble better attempt and maintain it than if they anchorage self-doubts and reside on individual shortage when problems happen.
- **Emotional Arousal** – A person's own rejoinder and poignant responses to situation also play an important role in Self-efficacy. Emotions, poignant situations, corporeal response, and strain levels can all crash how a person thinks about one's personal capabilities in a particular situation.

Rational

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of an individual as productive, successful and well-adjusted person in the society. It imbibes moral and ethical values in the individuals and their education, in turn, helps in the creation of a healthy society that bears a deep understanding of principles and the philosophy of life. It is concerned with ever-growing man in ever growing society as it teaches us the right behavior, the good manners and making us civilized. Thus education, in real sense, is to humanize humanity and to make life progressive, cultured and civilized. Social skill makes a person fit to live in the society. Social skills make the personality of a person, helps in gaining mature behaviour, helps in let them succeed in their roles in the family and the society. In place of work and community they are living, they become successful with the help of social skills. Social skills help persons in every walk of life, whether it is academic, professional, community work or their personal life. Self-efficacy is throwing in to self-directed, discernment and management of erudition progression (Zimmerman, 1995). It is merely logical that these self-discernments established a great covenant of consideration in education and instructive research. Since school allied understanding crafts up a main part of children's life and forms the untimely pathway to imperative life approaches, instructive researchers struggle to take hold of the importance of self in students' intellect in the order to understand the part of self-allied discernment. Individuals who feel comparable in another way concerning themselves and opt for unusual course of achievement, depends on how students construe themselves- what characteristics they suppose, they hold, what part they supposed to occupy, what they consider are competent at, how they analyze they enter in compare to others and how they moderate they are observed by others without hesitation, these are viewpoint and discernment about self

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that are acutely entrenched in one's precedent accomplishment and underpinning theory. Over the last couple of decades, several researches in instructive research have opted to elucidate the utility of self and self-efficacy in school perspectives with a variety of description given about Self-efficacy and its domains. So, for developing a better insight into the possible relationships between social skills and self- efficacy of adolescents, this research was planned.

Objectives of the study

1. To study social skills of secondary school students.
2. To study self - efficacy of senior secondary school.
3. To study relationship between social skills and self-efficacy of secondary school students.
4. To compare the social skills of boys and girls of secondary school students.
5. To compare the Self – Efficacy of boys and girls of secondary school students.

Hypothesis

1. There will be no significant relationship between social skills and Self- efficacy of secondary school students.
2. There is no significant difference between boys and girls of Secondary School w.r.t. Social Skills.
3. There is no significant difference between boys and girls of Secondary School w.r.t. Self- efficacy.

METHOD OF THE STUDY

Keeping in the view about the nature of the study, descriptive survey method was used for the present study. 100 secondary school students from various schools of Sonipat were selected as sample for the present study. Social skill scale by Sood & Anand (2012) and Self-efficacy scale by Kumar and Narain (2020) were used for data collection. Data was analyzed by using statistical techniques like Percentage, Correlation and Mean, Standard deviation, 't'- test.

Data Analysis

1. Levels of Social Skills of Secondary School Students.

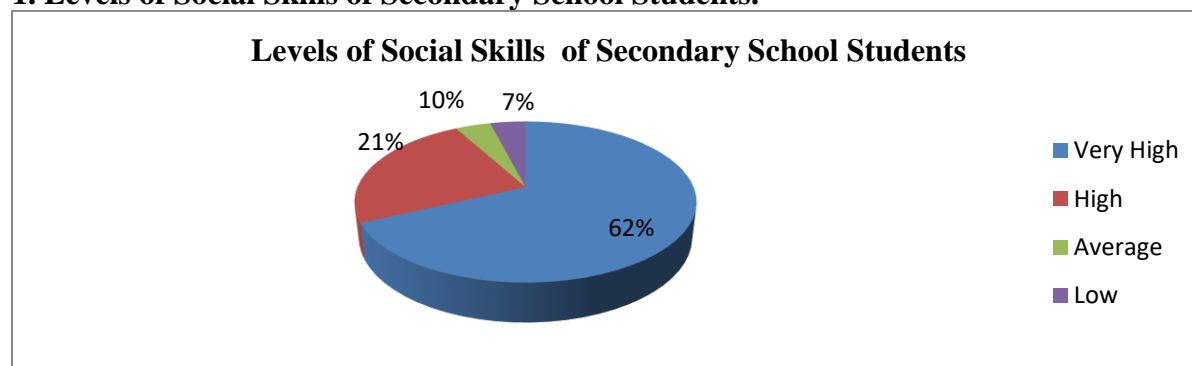


Figure: 1

Interpretation: It is revealed from figure: 1 that 62% students have very high level of social skills. 21% students have high level of social skills. 10% of the students have average level of social skills. 7% of students have low level of social skills. This shows that majority of secondary school students have very high level of social skills. So, they perceived to control their emotions. They also show their care and concern to other person, have better

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communication skills, more self- controlled and have good decision making and problem solving Skill. On the other hand, those students who have low social skills, they have less communication skills, self- controlled and have poor decision making and problem solving Skill.

2. Levels of Self- efficacy of Secondary School Students.

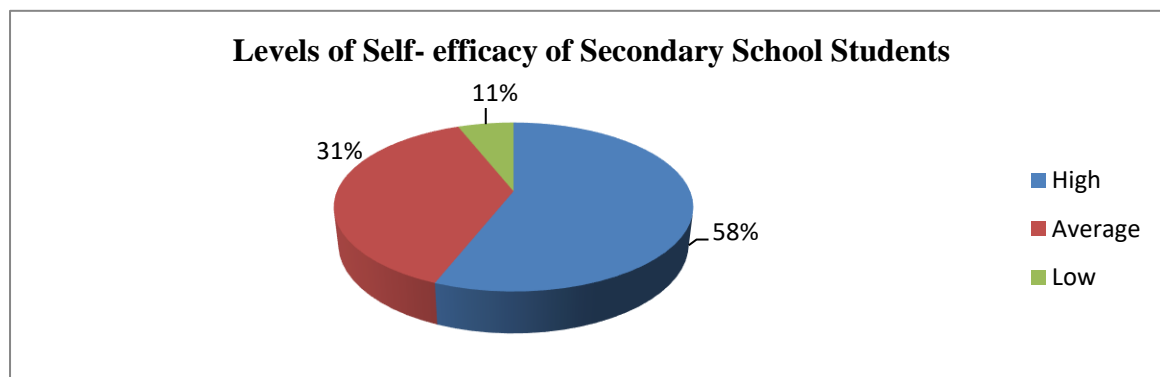


Figure: 2

Interpretation: Figure: 2 shows the level of Self- efficacy among secondary school students. It shows that 58% students have high Self efficacy. It means that these students have self-confidence and show desired behaviour to gain their goal. These students have positive attitudes towards the things. It leads to a particular outcomes regarding their achievements. 31% students have average level of Self- efficacy. So these students have moderate level of self- confidence, efficacy expectation and positive attitude. It shows that they are not able to perform certain tasks in a better way. 11% students have low level of Self- efficacy. It means they have less faith in their own ability to achieve their goals. They are not able to find out the possible solution for a problem and lack of positive attitude toward the things.

3. Relationship between social skills and Self- efficacy of secondary school students.

Table: 1 Relationship between social skills and Self- efficacy of secondary school students

Variables	No of students	Correlation of Coefficient	Significance level
Social Skills	100	0.72	Positive High correlation
Self- efficacy	100		

Interpretation: The table: 1 indicates the correlation between social skills and Self efficacy among secondary school students. The Pearson's correlation between these two variables is 0.72. So the null hypothesis, "There is no significant relationship between social skills and Self- efficacy among secondary school students" is rejected. It shows that social skills and Self efficacy of secondary school students are positively correlated with each other. It indicates correlation between social skills and Self efficacy is high and positive. This indicates that social skill is essential not only because it is a product of complex social milieu and one must find one's self in social setting, but also because it is one of the very important aspects of developing self –efficacy of students' personality.

4. Difference between Boys and Girls of Secondary School w.r.t. Social Skills.

Table: 2 Difference between Boys and Girls of Secondary School w.r.t. Social Skills

Groups	N	Mean	SD	t-value	Level of Significance
Boys	50	396.68	32.91	3.030	Significant at 0.01
Girls	50	365.68	63.13		

Interpretation:

Table 2 shows that mean of boys and girls on social skills is 396.68 and 365.68 and whereas S.D. is 32.91 and 63.13 respectively. It can be observed that the t-value is 3.030. It is found significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their social skills. So, the null hypothesis “There will be no significant difference between boys and girls of secondary school w.r.t. social skills is rejected. Thus, we can say that social skills are affected by gender. It can be concluded that boys found higher than that of girls of secondary school w.r.t. their social skills.

5. Difference between Boys and Girls of Secondary School w.r.t. Self-efficacy.

Table: 3 Difference between Boys and Girls of Secondary School w.r.t. Self-efficacy.

Group	N	Mean	SD	t-value	Level of Significance
Boys	50	46.94	6.84	5.081	Significant at 0.01
Girls	50	52.16	2.44		

Interpretation: The table: 3 shows that the mean of boys and girls is 46.94 and 52.16 whereas S.D. is 6.84 and 2.44 respectively. It can be observed that the calculated t- value is 5.081. It is found significant at 0.01 level of significance. It indicates that the boys and girls have significant difference w.r.t. Self-efficacy. So, the null hypothesis “There will be no significance difference between boys and girls w.r.t. Self- efficacy” is rejected. Thus, we can say that there is significant difference between boys and girls w.r.t. Self- efficacy. It can be concluded that girls found higher than that of boys of secondary school w.r.t. their Self- efficacy.

DISCUSSION

On the basis of the results of the study, correlation between social skills and Self efficacy was found high and positive. Boys found higher than that of girls of secondary school w.r.t. their social skills. Girls found higher than that of boys of secondary school w.r.t. their Self- efficacy. The results of the study found similar with **Alinvici (2010)**, **Eid (2012)**, **Yousuf (2013)**, **Al-Mehsin (2017)**. **Alinvici (2010)** indicated the presence of positive correlation between the degree of social skills with its different dimensions and between the scores of self-efficacy among talent and ordinary secondary school students. **Eid (2012)** also indicated the presence of a positive correlation between expectations of self-efficacy and social skills of students from the University of Qassim, Saudi Arabia. **Yousuf (2013)** revealed the presence of correlation coefficient of the relationship between social skills and self-efficacy and the presence of significant differences in social skills attributed to gender and in favor of females, and to the existence of significant differences in the level of self-efficacy attributed to gender in favor of males. **Al-Mehsin (2017)** revealed a positive relationship between self efficacy and social skills and the quality of decision making of students from college of education of this university.

CONCLUSION

The social progress is based on lots of factors like good relationship in society; better tuning with others, family structure, control on emotions, social skills etc. The overall success in life crucially depends on the social skills a person possesses. These skills help an individual in how to conversant, maintain friendly relations, decision making power. This behaviour acquired with the help of social skills helps in gaining new experiences and improving his overall performance. Children with diverse self-thinking display unusual levels of intellectual, societal, and poignant involvement in schools. So, self- efficacy is required in improving overall personality of the students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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