

A Study of Self-Perception in Relation to Social Skill of Secondary School Students

Dr. Anisha¹, Ms. Savita², Ms. Shikha³, Ms. Shivani^{4*}

ABSTRACT

A person's impression of themselves, including their emotions and traits, is known as their self-perception. This study was conducted to look at secondary school pupils' perceptions of their own social skills. A sample of one hundred pupils from the Sonipat district's private schools. Drs. K. G. Aggarwal and Vishal Shood's self-perception questionnaire and Drs. Vishal Sood, Mrs. Arti Anand, and Suresh Kumar's social skill evaluation scale are used to gather the data. The data was analyzed statistically using the mean, standard deviation, and "t" test. The study discovered that among 10th class students in Sonipat district private schools, there is a weak positive link between social skill and self-perception. Furthermore, it follows that students with stronger social skills will also have stronger self-concepts.

Keywords: *Self-Perception, Social Skill, Secondary School Students*

Self refers to the perception or experience that a person has about himself. In any person he considered to be the most important. Which provide a direction to his entire life. Self-perception refer to the way individuals perceive, evaluate and interpret themselves, including their thoughts, feelings, beliefs, abilities and characteristics it involves how one sees oneself in relation to others and the world around them influencing behaviors, attitude, and interactions. It is as a result of all these responses that self-awareness develops. Therefore, self is the central place of the individuals.

In other words, it depends upon how I feel, what's happening around me and the last thing someone said to me. Self-perception theory, proposed by social psychologist Daryl Bem, suggest that people come to know their own attitudes, emotions and internal states by observing their own behavior and the circumstances surrounding it, similar to how they observe others. This theory highlights the role of introspection and external cues in shaping self-understanding. Moreover, social comparison theory posits that individuals evaluate themselves by comparing their abilities, trades, and achievements with those of others, influencing their self-perception and sense of identity. Cultural and societal norms also play a significant role in shaping self-perception, as individual internalize societal standards and expectations, which may influence how they view themselves in relations to others. Overall,

¹Department of Education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India.

²Student of M.Ed., Department of Education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India.

³Student of M.Ed., Department of Education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India.

⁴Student of M. A. Education, department of education, BPSMV, Khanpur Kalan, Sonipat, Haryana, India.

*Corresponding Author

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self-perception is a dynamic process influenced by internal and external factors, continuously evolving as individuals navigate their experiences and interactions with the world around them.

Definitions of self-perception

- **Robak (2001)** “self-perception is the process of observing and interpreting one’s own behavior, thoughts, feeling and using those observations and interpretations to define oneself”.
- **Bem (1972)** “it is believed that since we cannot know certain things about ourselves, we look at our own behaviors to find out what our beliefs and attitudes are”.

Self-perception Theory

Self-perception theory was created by psychologist Daryl Bem (1967) and describes that pattern we have already been discussing: that we learn what we are thinking and feeling by observing and reflecting on our own behaviors. And draw conclusion about it.

Self-perception theory is a psychological theory that suggests that people develop their attitudes and opinions by observing their own behavior. According to this theory, we infer our own internal thoughts, feelings, and attitudes based on how we behave in certain situations. For example, if we notice that we are consistently volunteering to help others, we might infer that we are a helpful and caring person.

On the other hand, self-concept refers to the overall perception and understanding that individuals have of themselves. It includes their beliefs, values, abilities, and identity. Self-concept is a broader and more comprehensive view of oneself, encompassing various aspects such as physical appearance, personality traits, skills, and roles. It is shaped by our experiences, interactions with others, and self-reflection.

So, while self-perception theory focuses on how we form attitudes and opinions based on our behavior, self-concept is a broader concept that encompasses our overall understanding and perception of ourselves. Both concepts are important in understanding how we perceive and interpret ourselves in the world around us.

Importance of Self-perception:

- Self-perception shapes how we see ourselves and impacts our self-esteem.
- It influences our behavior, attitudes, and beliefs.
- Positive self-perception can lead to greater confidence and motivation.
- It affects our relationships and how we interact with others.
- Self-perception plays a role in our decision-making and problem-solving abilities.
- It can impact our mental well-being and overall happiness.
- Developing a positive self-perception can enhance personal growth and success.

Dimensions of self-Perception:

Self-perception encompasses various dimensions, including:

- **Physical:** How we perceive our appearance, health, and physical abilities.
- **Emotional:** Awareness and understanding of our emotions, including how we express and manage them.
- **Intellectual:** Perception of our intelligence, cognitive abilities, and problem-solving skills.

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- **Social:** How we perceive our relationships, social skills, and interactions with others.
- **Moral/Ethical:** Our sense of right and wrong, values, and integrity.
- **Spiritual:** Connection to something greater than oneself, beliefs, and sense of purpose or meaning in life.
- **Professional/Career:** Perception of our skills, achievements, and progress in our careers or chosen professions.
- **Personal Growth:** How we perceive our progress, development, and potential for improvement in various aspects.

Social skill:

Social skills refer to the abilities and strategies we use to interact and communicate with others effectively. They involve various aspects such as verbal and non-verbal communication, active listening, empathy, cooperation, and conflict resolution. Social skills play a crucial role in building and maintaining relationships, collaborating with others, and navigating social situations with confidence. Developing strong social skills can lead to better communication, understanding, and connection with people around us. It's like having a toolkit for successful social interactions. There are common ways in which we exercise our social skills:

- Language we use
- Tone, pitch and our volume
- Our physical gestures
- Our body language
- Our eye contact with others when we communicate.

Definition of social skill:

- **According to Gresham (2002)** “the quality of social skills relates both with personal ability to initiate an interaction and to an adequate feedback to the behavior of others.”
- **Elijah (2009)** “Social skills as moderators which help to regulate interpersonal relations and reach personal goals.”
- **Hogan (2007)** “social skills are also described as a level of extent according to which a person demonstrated social awareness and ability to manage the social interaction.”

Structural components of social skills:

When it comes to social skills, one important structural component is effective communication. This involves both verbal and non-verbal aspects, such as:

- Clear and concise expression of thoughts and ideas.
- Active listening, which includes paying attention, showing interest, and responding appropriately.
- Non-verbal cues like body language, facial expressions, and tone of voice that convey messages.
- Empathy, the ability to understand and share the feelings of others.
- Assertiveness, expressing oneself confidently and respectfully while considering the needs of others.
- Adaptability, being flexible and adjusting communication style based on the situation and the person you're interacting with.

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- These components work together to create meaningful and successful social interactions. They help build connections, resolve conflicts, and foster positive relationships with others.

Importance of social skills:

1. **Building Relationships:** Social skills help us connect with others, form meaningful relationships, and foster a sense of belonging.
2. **Effective Communication:** Good social skills enable us to express ourselves clearly, listen actively, and understand others, leading to better communication and understanding.
3. **Collaboration and Teamwork:** Social skills like cooperation, compromise, and conflict resolution are essential for working effectively in teams and achieving common goals.
4. **Emotional Intelligence:** Social skills allow us to recognize and manage our own emotions, as well as understand and empathize with the emotions of others, fostering healthier relationships.
5. **Problem-Solving:** Strong social skills contribute to effective problem-solving by encouraging open communication, brainstorming ideas, and seeking consensus.
6. **Personal and Professional Success:** Social skills are highly valued in both personal and professional settings. They can enhance leadership abilities, networking opportunities, and career advancement.
7. **Mental Well-being:** Positive social interactions and connections have been linked to improved mental health, happiness, and overall well-being.

By honing our social skills, we can navigate social situations with confidence, build strong relationships, and thrive in various aspects of our lives. They truly are essential life skills.

REVIEW OF THE LITERATURE

Irena Kaffemaniene (2019) proved that social skills are being studied from various point of view: as consistent personality characteristics; as behavioral components; as a behavior, which corresponds to societal expectations and adequately shifts depending on the context etc.

Kalita (2014) conducted a study on social skills and behavior of school going student. Sample was selected 72 students of age group 6-12 years of government schools. She found that there is the need for enhancing the social skills and behavior of school going children.

Hermein Lakshmiwati, Rusijono, Andi Mariono, Fajar Arianto (2022) “conducted a study on social skills and self-efficacy. They found there is difference between students with high self-efficacy and students with low self-efficacy. The result of this study, the students with high self-efficacy obtained better social skill than the student with low self-efficacy. Thus, self-efficacy has a positive and significant influence on students’ social skills.

Objectives of the study:

- To find out the difference between self-perception of girls and boys of 10th class students of Secondary Schools.
- To find out the difference between the social skill of girls and boys of 10th class students of Secondary Schools.

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- To find out the relationship between self-perception and social skill of higher Secondary School students.

Hypotheses:

- There is no significance difference between the self-perception of girls and boys of 10th class student of secondary schools.
- There is no significance difference between the social skill of girls and boys of 10th class students of Secondary Schools.
- There is no significance relationship between self-perception and social skill of girls and boys of Secondary Schools.

RESEARCH METHODOLOGY

In the present study descriptive method was used for data collection.

Sample of the study:

100 students (girls & boys) of 10th class of private schools of Sonipat district were selected for the sample of this study on the basis of random sampling.

Tool to be used:

- Self-perception rating by Dr. K.G. Aggarwal and Dr. Vishal Shood.
- Social skill rating by Dr. Arti Anand, Vishal Shood and Suresh Kumar.

Statistical Techniques used:

- Mean
- SD
- 't' test

RESULT AND DISCUSSION

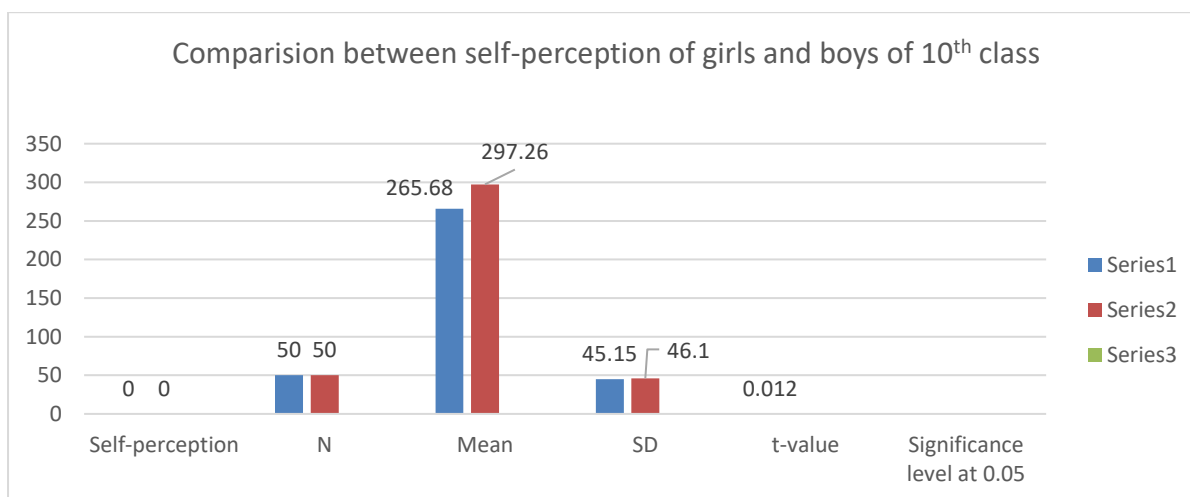
Objective-1: To find out the difference between self-perception of girls and boys of 10th class students of Secondary Schools.

H-1 There is no significance difference between the self-perception of girls and boys of 10th class student of secondary schools.

Table-1 Comparison between self-perception of girls and boys of 10th class

Self-perception	N	Mean	SD	t-value	Significance level at 0.05
Girls	50	265.68	45.15	0.012	Not significant
boys	50	297.26	46.1		

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Interpretation:

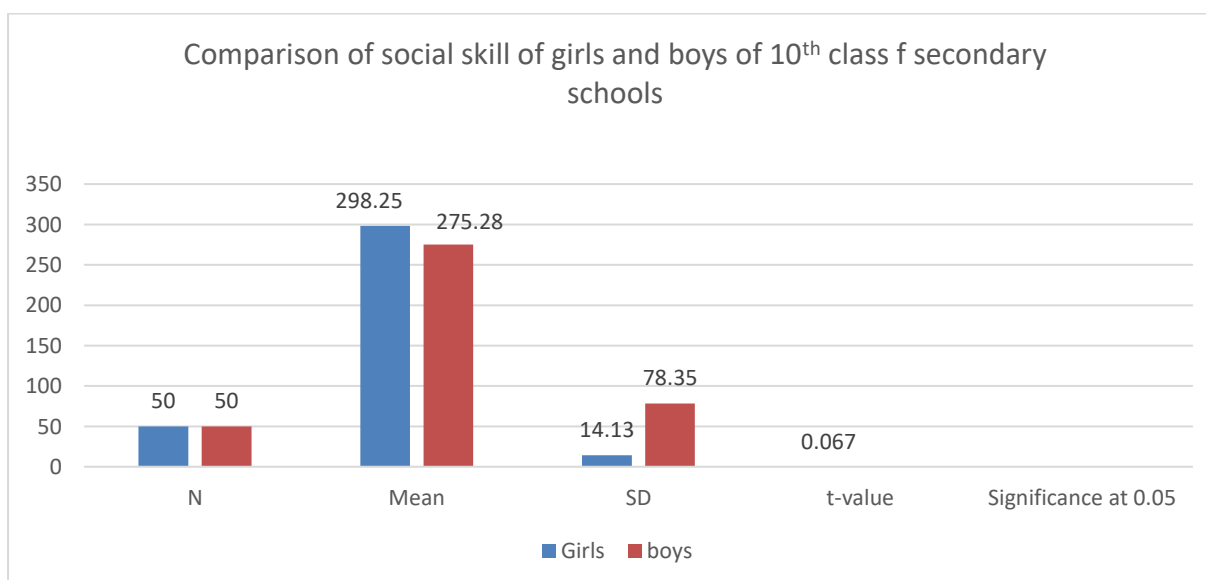
Table 1 displays the mean self-perception scores for males and girls, which are 297.26 and 265.68, respectively. The standard deviation for secondary school pupils' gender was 45.15 for females and 46.1 for boys. At the 0.05 and 0.01 level of significance, the computed t-value of 0.012 is not significant. Therefore, it is decided to adopt the null hypothesis, which states that there is no significant difference between the self-perceptions of boys and females in the tenth grade of secondary school.

Objective-2: To find out the difference between the social skill of girls and boys of 10th class students of Secondary Schools.

H-2: There is no significance difference between the social skill of girls and boys of 10th class students of Secondary Schools.

Table-2 Comparison of social skill of girls and boys of 10th class f secondary schools

Social skill	N	Mean	SD	t-value	Significance at 0.05
Girls	50	298.25	14.13	0.067	Not significant
boys	50	275.28	78.35		



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Interpretation:

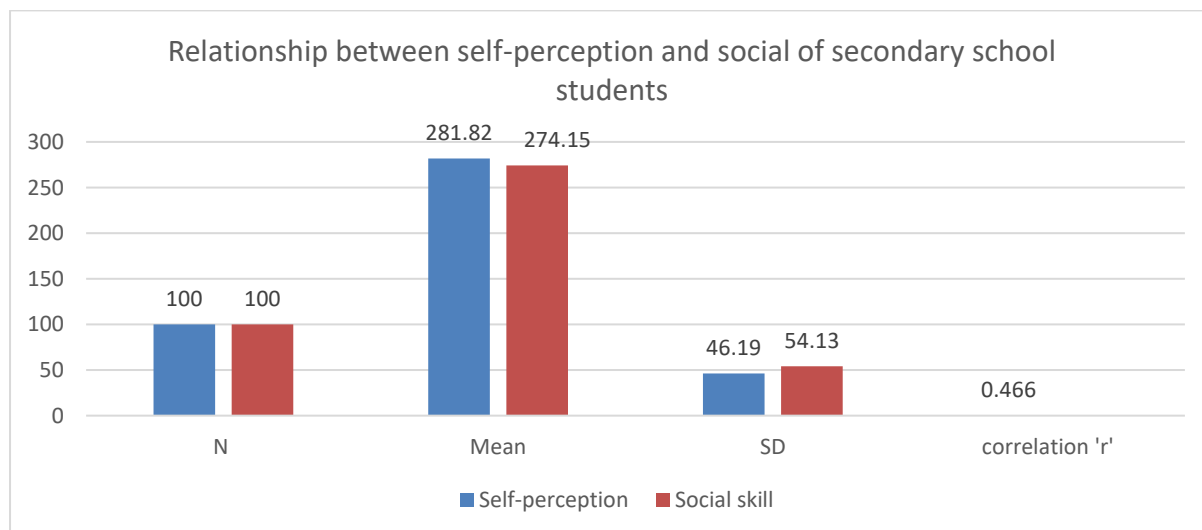
Table 2 shows that the mean score for social skill for girls is 298.25, whereas the mean score for boys is 275.28. The mean deviation for male and female secondary school pupils was determined to be 14.13 and 78.35, respectively. At the 0.05 and 0.01 level of significance, the t-value of 0.067 is not significant. Therefore, it is decided to adopt the null hypothesis, which states that there is no statistically significant difference in the social skills of boys and girls in the 10th grade of secondary schools.

Objective-3: To find out the relationship between self-perception and social skill of higher Secondary School students.

H-3. There is no significance relationship between self-perception and social skill of girls and boys of Secondary Schools.

Table-3 Relationship between self-perception and social of secondary school students.

Variable	N	Mean	SD	Correlation 'r'	Significance level
Self-perception	100	281.82	46.19	0.466	
Social skill	100	274.15	54.13		



Interpretation:

Table 3 shows that the mean social skill scores for boys and girls are, respectively, 274.15 and 281.82. The SD for secondary school students' gender was found to be 46.19 for girls and 54.13 for boys. The two variables have a considerable relationship with one another, as indicated by the correlation of 0.466. Because of this, the null hypothesis—which states that there is no meaningful correlation between girls' and boys' social skills and their self-perception—is rejected.

CONCLUSION

The study's findings showed that among 10th grade pupils in private schools in the Sonipat district, there is little evidence of a positive correlation between social skill and self-perception. Based on the study's findings, it can be said that caution should be used when changing one's perception of oneself because social skills increase one's perception of oneself.

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Conflict of Interest

The author(s) declared no conflict of interest.

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