

A Study of Self-Concept in Relation to Social Skills of Senior Secondary School Students

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ABSTRACT

This study was originated to assess the self-concept in relation to social skills of 12th class students of private school of Sonipat district. 200 students of 12th class composed a sample for this study. Self-concept Questionnaire by Dr. (Mrs.) Pratibha Deo and Social skill rating scale by Dr. Vishal Sood, Dr. (Mrs.) Arti Anad and Suresh Kumar were employed to relate the self-concept and social skill of students. Mean, Standard deviation and 't' test were used as Statistical techniques to analyze the data. The results indicate that the self-concept and social skill have low positive correlation and are to some extent significantly related to each other.

Keywords: Self-Concept, Social Skill, Senior Secondary School Students

Social skills encompass a broad range of abilities that facilitate effective communication, interaction and relationships with others. These skills include verbal and non-verbal communication, empathy, active listening, conflict resolution, negotiation and cooperation. Verbal communication involves articulating thoughts and ideas clearly, while non-verbal communication encompasses body language, facial expressions, and gestures. Empathy allows individuals to understand and share the feelings of others, fostering deeper connections and mutual understanding. Active listening involves fully concentrating on what is being said, understanding the message and responding appropriately. Conflict resolution and negotiation skills enable individuals to navigate disagreements and reach mutually satisfactory solutions, while cooperation involves working collaboratively with others towards common goals. Developing strong social skills is crucial for building and maintaining healthy relationships, succeeding in various social and professional contexts and fostering a sense of community and belonging.

Definition of Social Skill:

According to Daniel Goleman- what really matters, for success, character, happiness and significant achievement is defined set of social skills, not just the cognitive abilities measured by traditional IQ test.

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What are the social skills:

Here are some key social skills described-

- **Verbal Communication:** The ability to express thoughts, ideas and feelings clearly and effectively through spoken words.
- **Non-Verbal Communication:** Understanding and utilizing body language, facial expressions and gestures to convey messages and emotions.
- **Empathy:** The capacity to understand and share the feelings of others, showing compassion and sensitivity towards their experiences.
- **Active Listening:** Fully concentrating on what is being said, understanding the message and providing appropriate responses, demonstrating attentiveness and respect.
- **Conflict Resolution:** The skill to address and resolve conflicts or disagreements in a constructive and peaceful manner, finding mutually beneficial solutions.
- **Negotiation:** The ability to discuss and compromise to reach agreements or resolve conflicts, balancing the needs and interests of all parties involved.
- **Cooperation:** Working collaboratively with others towards shared goals, contributing positively to group dynamics and achieving collective success.
- **Assertiveness:** Communicating one's needs, opinions, and boundaries confidently and respectfully, without infringing upon the rights of others.
- **Adaptability:** Being flexible and adaptable in social situations, adjusting communication and behavior according to the context and the needs of others.
- **Social Awareness:** Being aware of social cues, norms, expectations and understanding the dynamics of different social contexts.

Importance of Social skills in Education:

- Enhances classroom participation and engagement.
- Promotes effective communication and collaboration with peers and teachers.
- Builds positive relationships and fosters a sense of belonging.
- Improves self-confidence and self-esteem.
- Develops empathy and understanding of others.
- Encourages teamwork and cooperation.
- Creates a positive and inclusive learning environment.
- Prepares students for future career success.
- Enhances problem-solving and conflict resolution skills.

Self-Concept:

Self-concept refers to the collection of beliefs, perceptions and attitudes that individuals hold about them. It encompasses how individuals perceive their own abilities, attributes, values, roles and identity. At its core, self-concept influences how individuals interpret and respond to the world around them, shaping their thoughts, feelings and behaviors. It is formed through a combination of factors including personal experiences, social interactions, cultural influences, and feedback from others. Self-concept is dynamic and can evolve over time as individuals encounter new experiences and perspectives. It plays a pivotal role in shaping self-esteem, self-confidence and self-efficacy influencing individuals' overall well-being and life satisfaction. Developing a positive self-concept involves fostering self-awareness, embracing one's strengths and weaknesses & cultivating a sense of authenticity and self-acceptance. A healthy self-concept serves as a foundation for personal growth, resilience and

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fulfillment empowering individuals to navigate life's challenges with confidence and resilience.

Definition of Self-concept:

According to Roy baumister (1999) - “the individual’s belief about himself or herself, including the person’s attributes and who and what the self is”.

According to Rosenberg (1979) - “the totality of an individual’s thoughts and feelings has reference to himself as an object”.

Importance of Self-concept:

Having a positive self-concept is super important. It's all about how we see and think about ourselves. Here's why it matters:

- Boosts self-confidence and self-esteem.
- Helps us set and achieve goals.
- Influences our thoughts, feelings, and behaviors.
- Shapes how we perceive and interact with the world.
- Affects our relationships and how we communicate with others.
- Allows us to embrace our strengths and accept our weaknesses.
- Encourages self-care and self-compassion.
- Provides a foundation for personal growth and resilience.
- Helps us navigate challenges and overcome obstacles.

Objectives of the Study:

1. To compare the self-concept of girls and boys of 12th class of senior secondary schools of Sonipat district.
2. To compare the social skill of girls and boys of 12th class of senior secondary schools of Sonipat district.
3. To find the relationship between self-concept and social skills of senior secondary school students.

Hypothesis of the Study:

1. There is no significance difference in self-concept of girls and boys of 12th class students of senior secondary school students of Sonipat district.
2. There is no significance difference in social skills of girls and boys of 12th class students of senior secondary school of Sonipat district.
3. There is no significant relationship between self-concept and social skills of senior secondary school students.

METHOD

Descriptive survey method was used in present study.

Population:

Boys and girls of 12th class of private senior secondary school of Sonipat district included in the present study

Sample:

200 boys and girls of 12th class students of private schools of Sonipat district were selected for the sample of the present study on the basis of random sampling method.

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Tool used:

- Self-concept rating scale (2011) by Dr. (Mrs.) Pratibha deo.
- Social skill rating scale (2012) by Dr. Vishal sood, Dr. Aarti Anand and Suresh Kumar.

Statistical Techniques to be used:

- Mean
- SD
- 't' test and correlation were used to analyze the data

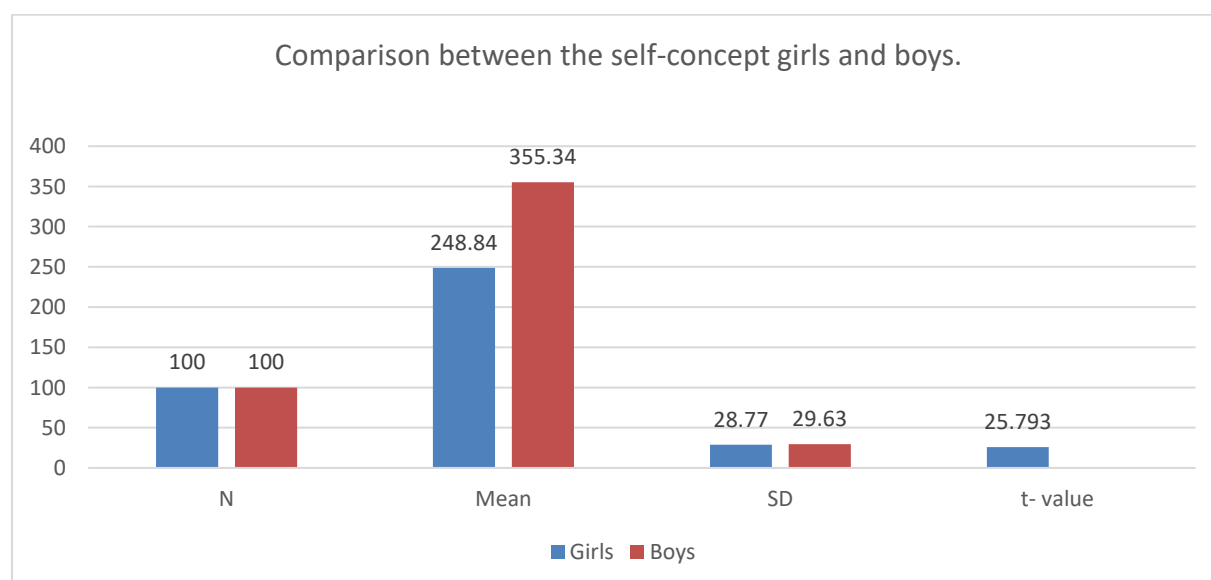
RESULT AND DISCUSSION

Objective-1: To compare the self-concept of girls and boys of 12th class of senior secondary schools of Sonipat district.

H-1: There is no significance difference in self-concept of girls and boys of 12th class students of senior secondary school students of Sonipat district.

Table-1 Comparison between the self-concept of girls and boys.

Self-concept	N	Mean	SD	t- value
Girls	100	248.84	28.77	25.793
Boys	100	355.34	29.63	



Interpretation:

It is clear from the table 1 the mean score of self-concept of girls and boys is 248.84 and 355.34 respectively. The SD of girls and boys comes out be 28.77 and 29.63 respectively. 't' value is 25.793 which is highly significant at 1% level of significant. So, the "There is no significance difference in self-concept of girls and boys of 12th class students of senior secondary school students of Sonipat district" is rejected. The high mean score of boys showed that self-concept of boys higher than the girls.

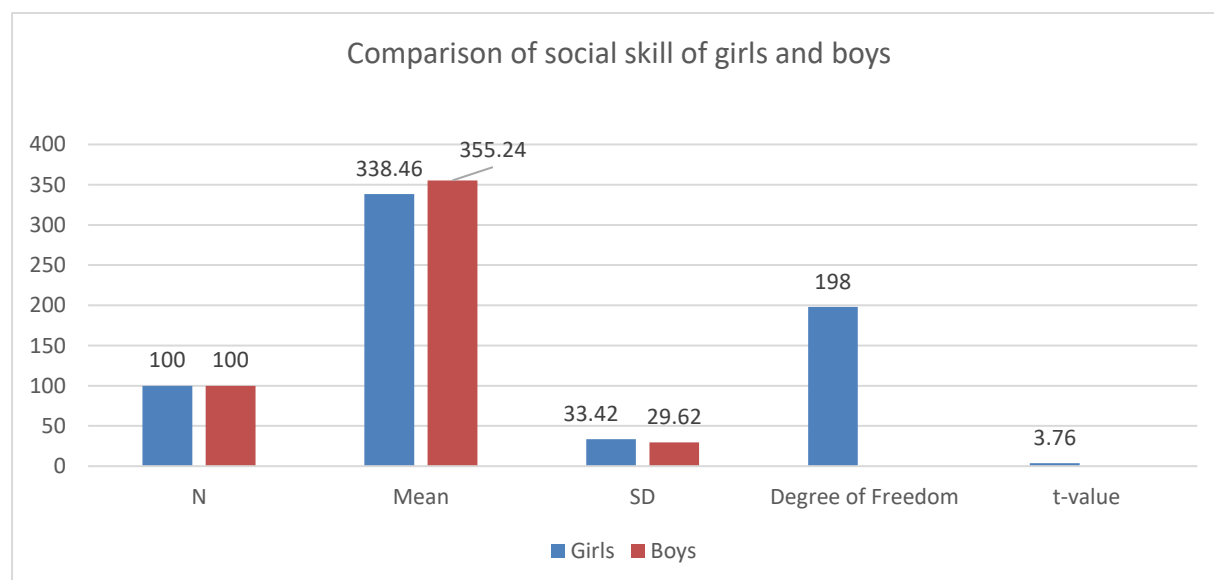
Objective-2 To compare the social skill of girls and boys of 12th class of senior secondary schools of Sonipat district.

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H-2 There is no significance difference in social skills of girls and boys of 12th class students of senior secondary school of Sonipat district.

Table-2 Comparison of social skill of girls and boys

Social Skill	N	Mean	SD	Degree of Freedom	t-value
Girls	100	338.4600	33.42	198	3.76
Boys	100	355.2400	29.62		



Interpretation:

From the table 2 it is clear that the mean score of social skill of girls and boys is 338.4600 and 355.2400 respectively. The SD of girls and boys comes out 33.42 and 29.62 respectively. So, the null hypothesis “There is no significance difference in social skills of girls and boys of 12th class students of senior secondary school of Sonipat district” is rejected. It can be further inferred that the higher mean score of boys showed that the social skill of boys higher than the girls.

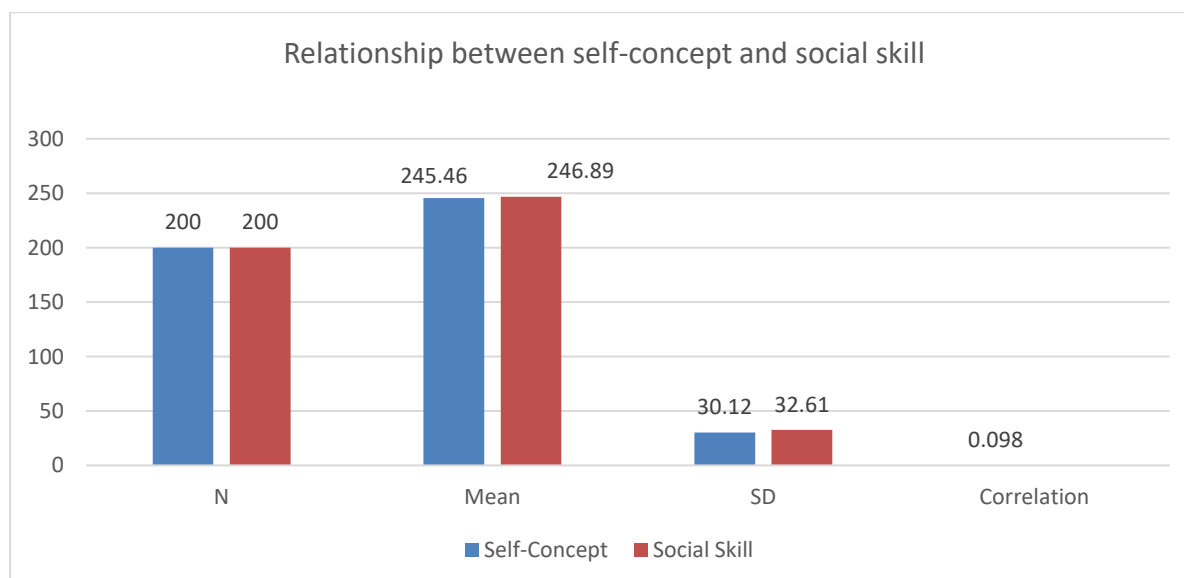
Objective-3: To find the relationship between self-concept and social skills of higher secondary school students.

H-3: There is no significant relationship between self-concept and social skills senior secondary school students.

Table-3 Relationship between self-concept and social skill

Variable	N	Mean	SD	Correlation
Self-Concept	200	245.46	30.12	0.098
Social Skill	200	246.89	32.61	

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Interpretation:

It is clear from the table 3 that the computed 'r' value of self-concept with the social skill is 0.098. So, it can be further interpreted that there is low positive correlation between self-concept and social skill among the girls and boys of senior secondary schools of Sonipat district. Both the variable is some extent significantly related to each other. So, the null hypothesis "There is no significant relationship between self-concept and social skills senior secondary school students" is rejected. Further it can be inferred that higher the self-concept higher the social skill will be.

CONCLUSION

The result of this study showed that there is low positive correlation between self-concept and social skill among girls and boys of 12th class. On the basis of result it can be concluded care should be taken while developing the self-concept as higher self-concept leads to higher social skill development. Further girls should be motivated to develop higher self-concept.

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Conflict of Interest

The author(s) declared no conflict of interest.

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