



A COMPARATIVE STUDY BETWEEN SELF-PERCEPTION AND SOCIAL SKILL OF SECONDARY SCHOOL STUDENTS

Dr. Sunita Devi¹, Nidhi²

¹Assistant Professor, B P S I T T R

²M.A (Education) B P S I T T R

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ABSTRACT

Present study has explored self-perception and social skill of secondary school Students. A representative sample of 100 students of Sonapat districts was randomly selected. Self-Perception scale by Dr.K.G.Agarwal and Dr. vishal Shood and Dr. Arti Shood' Social skills scale was used for measuring self-perception and social skills of secondary school students. Mean, 't' test and 'r' were used as statistical techniques to analysed the data. The result indicates that self-perception and social skills have significant difference on self-perception.

KEY WORDS: Self-Perception, Social Skill, secondary school students

INTRODUCTION

Self-perceptions, or different beliefs we have about ourselves, exert a powerful influence on the kinds of activities we engage in, the amount of effort we will expend on that activity, and the likelihood that we will engage in that activity in the future. Understanding how self-perceptions influence behavioral outcomes, and ultimately contribute to healthy adolescent development, has been a long-standing goal of researchers. Unfortunately, the literature on topics related to self-perception is rife with inconsistency and confusion over the definition and measurement of constructs. The purpose of this entry is to unpack and review different aspects of self-perceptions, and how they are related developmental outcomes. This understanding will allow us to develop interventions and educational programs to intervene when maladaptive patterns in understandings of self. Shaping of self-perception is among others influenced by physical, interpersonal, emotional, and cultural factors. In self-perception of overweight people an important role is played by interpersonal factors, which include the opinions of others and the relationship with the surrounding.

Social Skills

Social Skills can be defined as the set of skills people use to interact and communicate with one another. They are based on the social norms of our society and they tell us what attitudes and behaviours are considered to be normal, acceptable and expected in a particular social situation. Social Skills are important because they allow us to interact with each other with predictability, so that we can more readily understand each other and be understood. Without an agreed-upon social way of interacting, it is very hard to prevent misunderstandings. It is important for us to be able to interact with clarity. Social Skills include: how to greet someone, turn-taking in conversation, skills involved in maintaining conversation and engaging in eye contact, to name a few. Communication is key for improving Social Skills. Communication includes verbal and non-verbal components.

a. Verbal Communication

- Greetings
- Conversations • Participating in class
- Talking to your instructors
- Asking someone out on a date

**b. Non-Verbal Communication**

- Eye contact
- Handshake
- Body posture
- Tone of voice
- Hand gestures

In short, children develop better, more sophisticated social strategies, when they are able to maintain stable relationships with other children they like over long periods. Children's social competence with peers is an important aspect of their social development. 24 Good Social Skills are critical to successful functioning in life. The extent, to which children and adolescents possess good social skills, can influence their academic performance, behaviour, social and family relationships and involvement in extracurricular activities. Prior to determining the best means to help a student develop better social skills, it is important to understand specifically what a student can and can't do. It is crucial to assess and classify the nature, a child's social skill deficits, in order to devise and implement the most appropriate intervention.

Characteristics of Social Skills

- Social Skills are goal directed.
- Socially skilled behaviours are interrelated in the sense that one person may use more than one kind of behaviour at the same time for the same goal.
- Social Skills should be appropriate to the situation of communication.
- Different Social Skills will be used for professional and personal communication.
- Social Skills can be taught, practiced and learned.
- Social Skills can be identified, as certain types of behaviour where by an individual can be judged how socially skilled he/she is. Social Skills are complex.
- They involve overt, observable behaviours, as well as covert problem-solving skills.

REVIEW OF RELATED LITERATURE

Rudasill & Callahan (2010) conducted a study on the contribution of gender to the academic self-perception of ability and related coursework plans for high school and college across academically advanced students. Sample was 76 grades 5 to 12. Result showed that girls' self-perceptions of ability scores were higher than boys' in humanities and boys planned to take more math courses than girls. Also found that intelligent students' self-perceptions of ability correlated was significant with their future course work plans.

Daragad & Lakshmi (2013) conducted a study on social skills and behavior of school going students. Sample was selected 72 students of age group 6-12 years of government schools.. For statistical analysis, t-test and correlation were used. The result found that no significant difference was found between the social skills and behavior of the school going students. There is the need for enhancing the social skills and behavior of school going children for better peer acceptance and adjustment through an intervention program.

Chopra & Kalita (2014) conducted a study to develop an interaction programme to develop Social-Skills among students belonging to schedule caste category. Sample was selected 30 students of scheduled caste of primary school by using random sampling technique and divided in two categories i.e. control and experiment group. Experiment group was given treatment for social skills while control group not give any type of treatment. It was found that interaction programme has positive effect on social-skill development of scheduled caste students. The result found that social skills can be developed through the programmes which help in socialisation process.

JUSTIFICATION OF THIS STUDY

Although social skills, self-perception are related concepts, they differ in some aspects. It is vital for children to use social skills because they are the route to create and develop relationships. These are needed for enriching social experiences, and lessen the chance for negative interactions. Being the building blocks for friendships, social skills give children the chance to learn from their peers and learn how to be considerate with those they meet in the future. Social skills also give children a sense of confidence and mastery over their environment. Social skills instruction is as important for many students with disabilities as instruction in core academic subjects. Literacy-based behavioral Interventions (LBIs) are an effective intervention that instructors may use to increase positive social skills among students (Francis, et. al. 2013).

After going through the review of related literature, it has been found by the researcher that there is a scarcity of experimental researches in the field of social skills and self- perception in India. Therefore, the investigator felt that there was a need to conduct a study on the explore the relationship between social skills and self-perception. and of secondary school students. The present study is expected to contribute to the field of theory and practice of self-perception and social skills.



STATEMENT OF THE STUDY

“Self-Perception and Social Skill of Secondary School Students : A Comparative Study”

Self-Perception: A person's view of his or her self or of any of the mental or physical attributes that constitute the self.

Social Skill: Social Skills: Social skills are described as a set of competencies that facilitate the initiation and maintenance of social relationships, contribute to peer acceptance, result in satisfactory school adjustment, and allow students to cope with and adapt to the demands of the social environment.

Gender: In the current study, Gender to male & female students of secondary schools.

Secondary School Students Those students who are studying in 9th and 10th classes affiliate with Board of School Education Haryana.

OBJECTIVES OF THE STUDY

The Present investigation asserts to meet the few objectives. They are mentioned below:

- 1) To find the difference between self-perception of boys and girls of secondary school students.
- 2) To find the difference between social skill of boys and girls of secondary school students.
- 3) To find the difference between self-perception and social skill of secondary school students.

Hypotheses:

Ho1. There will be no significance difference between boys and girls of secondary school students on the basis of self-perception.

Ho2. There will be no significance difference between boys and girls of secondary school students on the basis of social skill.

Ho3. There will be no significance difference between self-perception and social skill of secondary school students.

SAMPLE OF THE STUDY

The sample included 100 secondary school students from them 50 male students and 50 female students.

VARIABLES USED IN STUDY

The present study has focused on two variables

Independent Variable: In this study self-perception is taken as independent variable.

Dependent Variable: In this study social-skill is taken as dependent variable.

RESEARCH METHODOLOGY

In this study descriptive method was used for data collection.

STATISTICAL TECHNIQUES USED

Mean, SD and 't' test were used as statistical techniques to analysed the data.

RESULT AND DISCUSSION

Table -1
Comparison between boys and girls on self-perception.

Self-perception	No	Mean	SD	t value	Significance level at 0.05
Girls	50	266.68	45.25	0.011	Not significant
Boys	50	298.25	46.2		

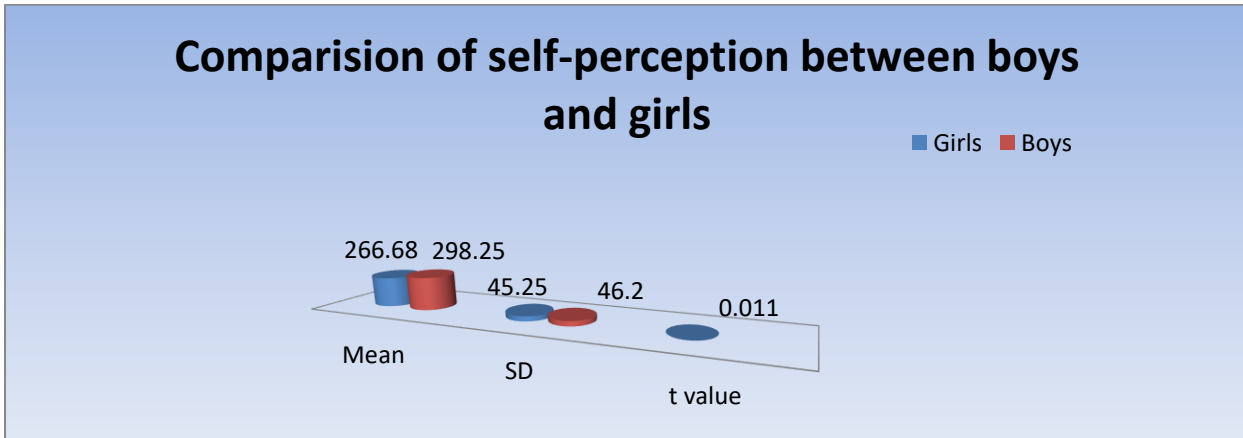


Table & Fig.1. Indicated that the mean score of girls and boys of Self-perception 266.68 and 298.2 respectively. The SD of girls and boys of secondary school students was found 45.25 & 46.2 respectively. The calculated t value was found 0.011 which is not significant at 0.05 and 0.01 level of significance. So Null hypothesis “There will be no significance difference between boys and girls of secondary school students on the basis of self-perception” is accepted.

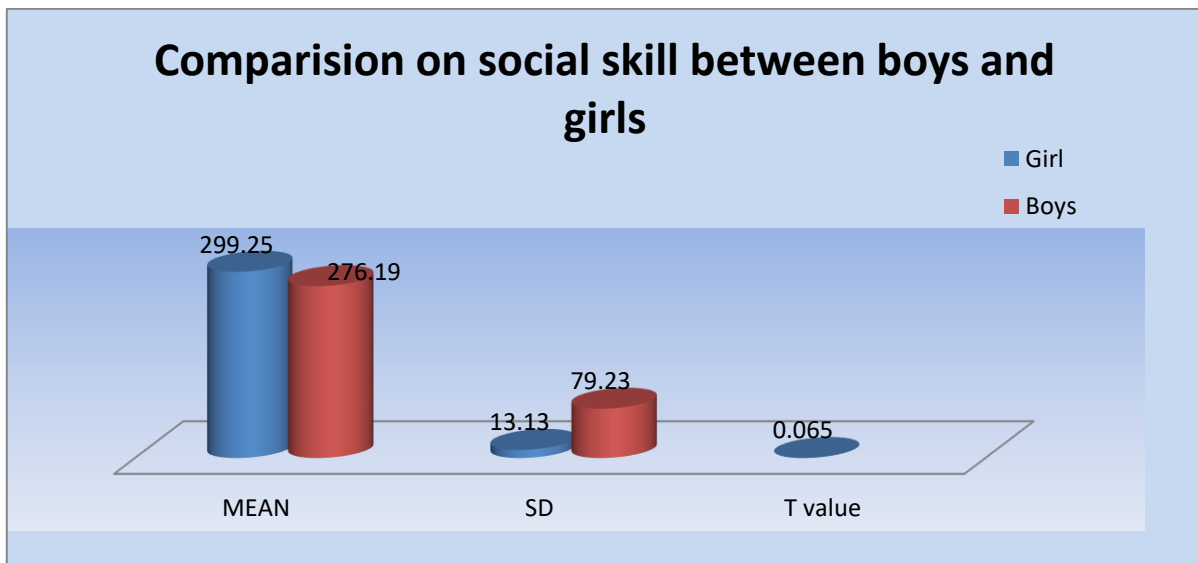


Table -2
Comparison between boys and girls on social skill

Self-perception	No	Mean	SD	t value	Significance level at 0.05
Girls	50	299.25	3.13	0.065	Not significant
Boys	50	276.19	79.23		

Table & Fig.2. Indicated that the mean score of girls and boys of Social Skills 299.25 and 276.19 respectively. The SD of girls and boys of secondary school students was found 13.13 & 79.23 respectively. The calculated t value was found 0.065 which is not significant at 0.05 and 0.01 level of significance. So Null hypothesis “There will be no significance difference between boys and girls of secondary school students on the basis of Social skills” is accepted.

Table-3

Variables	No.	Mean	SD	't' value	Significant level
Self-perception	100	282.82	275.15	0.475	Not significant
Social Skills	100	46.20	54.14		

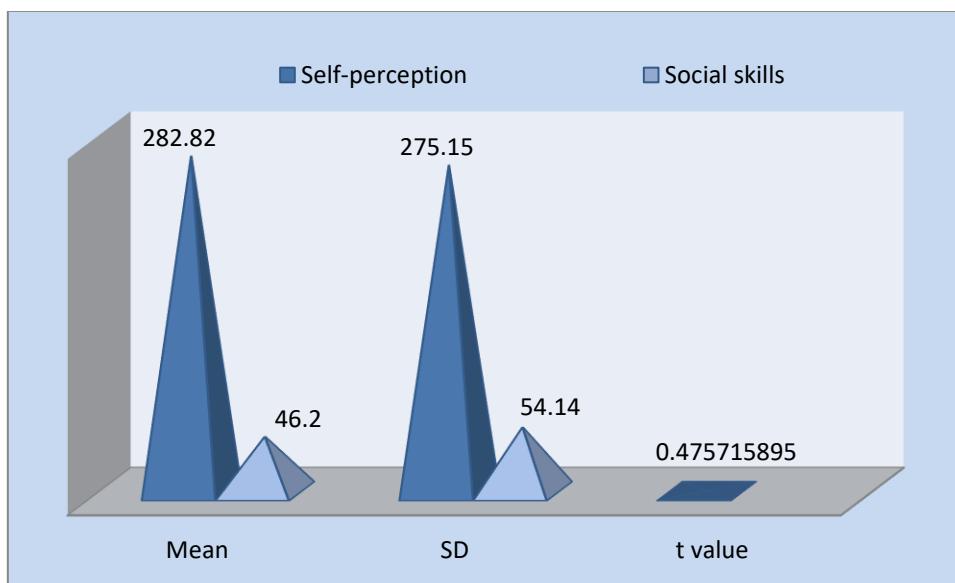


Table & Fig.3. Indicated that the mean score of girls and boys of Social Skills 282.82 and 75.15 respectively. The SD of girls and boys of secondary school students was found 46.2 & 54.14 respectively. The calculated t value was found 0.475 which is not significant at 0.05 and 0.01 level of significance. So Null hypothesis “There will be no significance difference between self-perception and social skills of secondary school students” is accepted.

DELIMITATIONS

- This study is confined to 100 secondary school students only.
- The study is delimited to secondary school students on the basis of gender only.
- The present study is considered only two variables i.e Self-Perception and Social Skill.

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