A COMPARATIVE STUDY OF SOCIAL COMPETENCE AND SELF-ESTEEM OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was conducted with the intend to compare social competence and self-esteem of secondary school students. The study was conducted to a sample of 400 secondary school students of 9th class studying in Government and Private schools of Jammu Division. Self-Esteem Inventory prepared by M.S. Prasad and G.P. Thakur (1977) and Social Competence Scale (SCS) constructed and standardized by Sharma, Shukla and Shukla (1992) was used to collect data. The collected data was analyzed with the help of 't' test. The results of the study showed that female students having positive self, negative self and balanced self have found socially more competent than their counterparts.
Keywords: Social Competence, self Esteem
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INTRODUCTION

Human beings are the supreme creation of the God endowed with the capacity of thinking, reasoning and judging. Man is a social being and has to live in society, contributes to the welfare and development of society. However, the supreme power endowed to human beings may get reflected in different directions. The diversion of the power in negative direction, as strive for quicker gains and development, has caused much damage to the peace and harmony. The direction of human life is thus required to be re-oriented; and education is acknowledged to be a potent tool for both the purpose. Education can cause.

● Learning to know i.e. can ignite the path of people in the pursuit of knowledge.

● Learning to do i.e. can build the capacity to convert the knowledge in positive affirmative actions.

● Learning to be i.e. education can promote encounter with the real self and real human nature and

● Learning to live together i.e. education has potential to promote harmonious living with the other fellow beings.

Social competence is an important ingredient of modern civilization and essential attribute of the member of a progressive and onward going society. The success of an individual in the society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his self actualization, growth and development. For a successful interpersonal interaction a high order social competence is an essential disposition of an individual.

Self-esteem is a person's inner appreciation or assessment of him or herself. It matters because people who do not value themselves - who have

low self-esteem – treat themselves and others badly. Thus low self-esteem can be seen as a major factor in abuse, addiction, crime, depression, loneliness, low educational achievement, mental illness and unhappiness. People high in self-esteem are often creative, joyful, fun to be with and productive.'

Social Competence

Social competence is an important ingredient of modern civilization; and is the essential attribute of the members of a progressive onward moving society (Sharma, Shukla and Shukla, 1992). The success of an individual in the society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his/her self-actualization, growth and development. It is acquired through social interaction and culture integration in different socio-cultural settings (Sharma, Shukla and Shukla, 1992).

Social competence is a complex, multidimensional concept consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, prosocial behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation. Social competence refer to the social, emotional and cognitive skills and behaviors that children need for successful social adaptation.

Self-Esteem

The term self esteem is one of the oldest concepts in the field of psychology. Self esteem is usually defined as a personal judgment of worth living along a dimension with positive and negative ends. It is also widely assumed that self esteem functions as a trait that is not stable across time within individuals. In psychology self esteem or self worth includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree that may become more positive or negative as a person encounters successes or failures in daily life. Synonyms of self esteem include self worth, self regard, self respect, and self integrity.

The term self-esteem comes from a Greek word meaning "reverence for self." The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives. It is our self-evaluation and our sense of self-worth. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will "hurt" or he or she will become more capable as a result of different experiences. In psychological terms, self – esteem provides a mental set that prepares the person to respond according to expectations of success, acceptance and personal strength.

Review of Related Literature

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our

area, we cannot develop a research project that will contribute to furthering knowledge in this field. It is through that a review of related literature would develop an insight and interest of investigator. Shahi and Thakur (1978) studied self-esteem in subjects high, middle and low in anxiety and findings show that Ss did not differ significantly on personally perceived self-esteem. Ss low in anxiety differed significantly from the other groups in socially perceived self-esteem and had significant differences between their personal and social perceptions of self-esteem. Srivastava (1981) studied the effects of self-esteem and academic performance on alienation among students in an Indian educational environment and results revealed a significant main effect of self-esteem and an interaction effect of self-esteem and academic performance. Demo and Parker (1987) studied academic achievement and self-esteem among black and white college students and found that self-esteem scores of blacks and whites were not significantly different, despite blacks having significantly lower grade point averages than whites. The relationship between grade point average and self-esteem, however, was negligible among blacks and among white males, suggesting that academic achievement is not critical to the self-concept of college students. Gnaulati (1999) studied enhancing the self-esteem and social competence of hyperactive children: a semi-structured activity group therapy model and study asserts that hyperactivity oftentimes is better conceptualized in terms of unmet exhibitionistic needs, the sensitive handling of which can impact the acquisition of healthy self-esteem. Another key focus is the role of shame in manifestations of aggression and externalization of blame that diminish the social competence of hyperactive children. Lucangeli and Scruggs (2003) studied text anxiety, perceived competence, and academic achievement in secondary school students and analyses of these data yielded a moderate negative correlation between mathematics achievement and state anxiety for the math test, and a descriptively smaller negative correlation between the literature scores and state anxiety for the literature test. Significant correlations were also observed between achievement and perceived competence for academic ability. Males scored higher than females on the test of trait anxiety; however, females and males did not differ on any other anxiety or academic measures, including perceived competence for academic ability, math achievement, or literature achievement. Kim (2005) studied enhancing self-esteem and social competence in late adolescents with insecure attachment: a study on forgiveness education and the results showed that the forgiveness groups' gain scores for secure attachment, forgiveness, self-esteem, and social competence were significantly greater than the control group's. The enhanced scores on all variables but social competence lasted until the follow-up test, which was conducted eight weeks after the posttest. Singh (2005) studied self-esteem and academic achievement and concluded that the relationship between self-esteem and academic achievement is bidirectional; causation flows in both directions. Self-esteem and academic

achievement directly influence each other. Spayde (2005) studied social competence and academic achievement in at-risk elementary school students: outcomes from an after-school program and results indicated a positive correlation between the measure of social competence and the measures of academic achievement, which supported previous research that also has documented this relationship. Wilma et al. (2005) conducted study on the relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study. University of Wolfgong, Australia and results of the study were: The self-esteem measure yielded a mean of 0.745 for the gifted group and of 0.781 for the non-gifted group, which was not statistically significant. Hall (2007) studied the relationship between academic achievement, academic performance and self-esteem of high school juniors at a public high school in central Florida. A significant relationship was found between academic achievement and performance and self-esteem. Bargotra (2008) conducted a study on social competence and academic achievement among secondary school students and found that: (1) There are no significant differences in social competence among high and low achievers from secondary schools. (2) There are no significant sex differences in social competence among secondary school students. (3) There is no significant interaction between academic achievement and sex with social competence as the dependent variable. Wentzel (2008) conducted research on relations between social competence and academic achievement in

early adolescence and co relational findings indicate that each aspect of social competence is related significantly to student grade. Chauhan (2009) studied relationship between academic self-esteem and educational achievement of visualy impaired: Suggestion for Inclusion. Results and Discussion showed that high academic self esteem helps in increasing educational achievement or vice versa. Habibollah et al. (2009) studied self esteem, gender and academic achievement of undergraduate students. The findings from this study indicate that although self-esteem indicates a strong significant relationship on academic achievement when gender is controlled, there is no relationship between self esteem and academic achievement. In other words, a significant difference between gender and self-esteem was observed. Joshi and Srivastava (2009) studied self-esteem and academic achievement of adolescents and the findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement.. Vishalakshi and Yeshodhara (2012) in their work on relationship between self-esteem and academic achievement of secondary school students and results revealed positive relationship between self-esteem and

academic achievement of students. Das and Pattanaik (2013) studied self-esteem, locus of control and academic achievement among adolescents. 2 ✕ 2 anova was used for statistical analysis of data. It was found that self-esteem and locus of control both have significant effect on the academic achievement of adolescents. Syiem and Nongrum (2014) in their work on social competence of secondary school students in Shillong town and the results revealed that no significant difference was found between sex, community and age group. However, differences were found between students of deficit and private schools and government and private schools. No significant relationship was found between social competence and academic achievement.

Significance

Man is basically a social animal. His existence without social set up can hardly be imagined. He is born in a society, develops in a society works and progresses in a society. There are various factors behind the social maturity of an individual. Parents, family members, neighbors, peer group, society, etc. expect him to behave in the way acceptable to the society. Adolescents are expected more by the society in which they live. They learn to be in a group, share and care for others, respect the norms and values of the society. The present curriculum does not have adequate scope for developing such qualities. It is only cognition-oriented. Social competence and self-esteem are important indicators of positive development as they help promote and maintain mental health. Wentzel (2008)

conducted research on Relations between social competence and academic achievement in early adolescence and found that each aspect of social competence is related significantly to student grade. Leucken, Roubinov & Tanaka (2012) conducted research on childhood family environment, social competence, and health across the life span and found that childhood family relationships influence the development of social and emotional competence skills necessary for adaptive behavioral and biological responses to stress. Failures in the development of social and emotional competence during childhood may lead to deregulated responses to stress and difficulties in social relationships across the life span.

Self-esteem also referred to as self-worth or self-image, is the global evaluative dimension of the self. It is related to a number of life factors. Healthy self-esteem is related to experiencing school success, feeling happy and satisfied, making healthy lifestyle choices, having rewarding relationships, and demonstrating effective coping skills. Low self-esteem is related to several physical and mental health disorders such as eating disorders, depression, and anxiety. In addition, low self esteem may result from interpersonal problems, loneliness, gang membership, obesity, suicidal tendencies, and teen pregnancy. Singh (2005) studied Self-Esteem and Academic Achievement and concluded that the relationship between self-esteem and academic achievement is bidirectional; causation flows in both directions. Self-esteem and academic achievement directly influence each other. Pullmann et al. (2008)

studied Relations of academic and general self-esteem to school achievement and they found that self-reported academic self-esteem is a strong and accurate predictor of school achievement. Chauhan (2009) studied relationship between academic self-esteem and educational achievement of visually impaired: Suggestion forInclusion and results of the study showed that high academic self esteem helpsin increasing educational achievement or vice versa. Vishalakshi and Yeshodhara (2012) studied relationship between self-esteem and academic achievement of secondary school students. The third finding is that higher the Self-Esteem, higher will be the Academic Achievement. Mirzaei (2012) studied relationship between self-esteem and social skills in high school boy and results showed that there was a negative significant relation between social negative behaviors and self-esteem and there was a direct significant relation between social positive behaviors and self-esteem. Hasnain and Adlakha (2012) studied self-esteem, social maturity and well-being among adolescents with and without siblings. Das and Pattanaik (2013) study on Self-Esteem, Locus of Control and Academic Achievement among Adolescents. It was found that self-esteem and locus of control both have significant effect on the academic achievement of adolescents. Non-significant differences were obtained between adolescents with and without siblings on self-esteem and well-being.

OBJECTIVES

1. To compare the level of social competence of male and female students of secondary schools.

2. To compare the level of social competence of male and female students of secondary schools having positive self.

3. To compare the level of social competence of male and female students of secondary schools having negative self.

4. To compare the level of social competence of male and female students of secondary schools having balanced self.

HYPOTHESES

1. There is no significant difference in the level of social competence of male and female students of secondary schools.

2. There is no significant difference in the level of social competence of male and female students of secondary schools having positive self.

3. There is no significant difference in the level of social competence of male and female students of secondary schools having negative self.

4. There is no significant difference in the level of social competence of male and female students of secondary schools having balanced self.

SAMPLE

For the present study a sample of 400 students of 9th class studying in government and private schools of Jammu Division has been taken up.

TOOLS

In order to measure the Social Competence of the sampled adolescents, a Social Competence Scale (SCS) constructed and standardized by Sharma, Shukla and Shukla (1992) was used. The

Table1: The table showing the names of the schools and the number of students selected for the study.

Sr. No.	Name of School	Male	Female	Total
1.	National High School, Samba	15	10	25
2.	Shishu Niketan Higher Secondary School, Samba	16	9	25
3.	Govt. Girls Higher Secondary School, Samba	-	25	25
4.	Lord Krishna High School Samba	15	10	25
5.	Tiny Tots Public School Kunjwani, Jammu	12	8	20
6.	Cybernetics Secondary School Kunjwani, Jammu	15	10	25
7.	Sher-E-Kashmir Public Hr.Sec.School, Bari-Brahmana, Jammu	14	6	20
8.	Govt. Girls Higher Sec. School, Shastri Nagar, Jammu	-	20	20
9.	Happy Model Higher Secondary, Udhampur	16	9	25
10.	Govt. Higher Secondary School, Krimachi, Udhampur	7	13	20
11.	Govt. Girls High School, Udhampur	-	20	20
12.	Govt. Hr. Sec. School, Nagri Parole, Kathua	15	10	25
13.	Govt. Hr. Sec. School (Boys), Kathua	25	-	25
14.	Govt. Girls Hr. Sec. School, Kathua	-	25	25
15.	Govt. Girls Hr. Sec. School, Reasi	-	25	25
16.	Govt. Boys Hr. Sec. School, Reasi	25	-	25
17.	Trikuta Public School, Reasi	25	-	25
	Total	200	200	400

scale comprised of 50 items measuring 18 factors of social skills and behavior of Indian adolescents of both the sexes. It is a five point scale ranging from 'very high', 'high', 'average', 'low' and 'very low' respectively. The scoring was done as per directions in the manual. The highest score on the scale can be obtained 250 and lowest can be 50.

The coefficient of temporal stability employing test-retest method has been estimated to be rtt=0.56 whereas the coefficient of inter-rater reliability was found to be rtt=0.67 and validity was found to be 0.84. All the components of the SCS have been found positively correlated with the composite social competence ranging from r = +.701 to r = +.142 which indicates that all the 18 components of the social competence scale measure broadly the same attribute of social competence through these components what the composite social competence scale is measuring.

Self-Esteem Inventory prepared by M.S. Prasad and G.P. Thakur (1977) with the intention to measure Self-Esteem of the subjects. The inventory has two sets. The first set has 29 items for assessing personally-perceived self and second set of inventory has 30 items for assessing socially-perceived self. The test is applicable for the age group of 15 years to 19 years. Each statement of the inventory has seven point answer scale, from completely true sto completely false. There is no time limit for the completion of the test.

The two sets of the inventory were administered to a sample of 400 students. Split -half reliability co-efficient were calculated for both the sets of the inventory which came out to be 0.82 and 0.78 for

personally perceived self and socially perceived self respectively. Of the 400 students, 150 were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability co-efficient. Re-test reliability co–efficient were found for both the tests were 0.69 and 0.66 respectively for personally perceived self and socially perceived self.

STATISTICAL TECHNIQUES USED

The collected data was analyzed with the help of Descriptive and inferential statistics such as Means and Standard Deviations and t-test were worked out to describe the nature of data.

ANALYSIS AND INTERPRETATION

Objective-1: The first objective was to compare the level of social competence of male and female students of secondary school. The data related to this objective were analyzed by employing 't' test.

between social competence of males and female of secondary schools", is rejected. Further the mean score of female students is greater than the male students of secondary schools it shows that female students of secondary schools are found socially more competent than male students of secondary schools.

Objective-2: The second objective was to compare the level of social competence of male and female students of secondary schools having positive self. The data related to this objective were analyzed by employing 't' test.

Table-2 indicates that, the mean score of social competence of male secondary school students having positive is 181.8 with S.D.21.6. The mean score of female secondary school students having positive self is 183.8 with S.D.20.0. The t- value comes out to be 0.63 which is not significant even

Table1

Group	N	M	S.D	SE_M	SE_{DM}	't' value	Results
Male	200	179.3	19.8	1.33	1.85	2.21*	Significant at 0.05 level
Female	200	183.4	18.2	1.29			

*Significant at 0.05 level   **Significant at 0.01 level

Table2

Group	N	M	S.D	SEM	SEDM	't' value	Results
Male with positive self	85	181.8	21.6	2.34	3.14	0.63	Not significant
Female with positive self	90	183.8	20.0	2.10			

*Significant at 0.05 level   **Significant at 0.01 level

Table-1 indicates that, the mean score of social competence of male secondary school students is 179.3 with S.D. 19.8. The mean score of female secondary school students is 183.4 with S.D. 18.2. The t- value comes out to be 2.21 which is significant at 0.05 level. Thus, the null hypothesis No. 1.1 stating that "there will be no significant difference

at 0.05 level. Thus, the null hypothesis stating that "there is no significant difference in the level of social competence of male and female students of secondary schools having positive self", is accepted. Further the mean score of female students having positive self is greater than the mean score of male students having positive self.

Objective-3: The third objective was to compare the level of social competence of male and female students of secondary schools having negative self. The data related to this objective were analyzed by employing 't' test.

Table-4 indicates that, the mean score of social competence of male secondary school students with balanced self is 175.2 with S.D.14.9. The mean score of female secondary school students having positive self is 178.3 with S.D.24.1. The t- value

Table 3

Group	N	M	S.D	SEM	SEDM	't' value	Results
Male with negative self	100	178.0	16.4	1.59	2.40	2.54*	Significant at 0.05 level
Female with negative self	100	184.1	18.7	1.81			

*Significant at 0.05 level   **Significant at 0.01 level

Table 4

Group	N	M	S.D	SEM	SEDM	't' value	Results
Male with balanced self	15	175.2	14.9	2.76	5.82	0.53	Not significant
Female with balanced self	10	178.3	24.1	5.13			

*Significant at 0.05 level   **Significant at 0.01 level

Table-3 indicates that, the mean score of social competence of male secondary school students having negative self is 178.0 with S.D. 16.4. The mean score of female secondary school students having negative self is 184.1 with S.D. 18.7. The t-value comes out to be 2.54 which is significant at 0.05 level. Thus, the null hypothesis No. 1.1 stating that "there is no significant difference in the level of social competence of male and female students of secondary schools having negative self ", is rejected. Further the mean score of female students with positive self is greater than the male students of secondary schools with self and it shows that female students with negative self of secondary schools are found socially more competent than male students of secondary schools with negative self.

Objective-4: The fourth objective was to compare the level of social competence of male and female students of secondary schools having balanced self. The data related to this objective were analyzed by employing 't' test.

comes out to be 0.63 which is not significant even at 0.05 level. Thus, the null hypothesis stating that "there is no significant difference in the level of social competence of male and female students of secondary schools having balanced self", is accepted. Further the mean score of female students having balanced self is greater than the mean score of male students having balanced self.

CONCLUSIONS

The following conclusions drawn out of the present study: (1) there is no significant difference in the level of social competence of male and female students of secondary school at 0.01 level of significance and there is significant difference in the level of social competence of male and female students of secondary school at 0.05 level of significance. In this context, the null hypothesis "there will be no significant difference in the level of social competence of males and female of secondary schools", is rejected. The mean score of female

students is greater than the male students of secondary schools it shows that female students of secondary school are socially more competent than male students of secondary school. (2) there is no significant difference in the level of social competence of male students and female students having positive self of secondary school. Thus, the hypothesis, "there is no significant difference in the level of social competence of male and female students of secondary schools having positive self", is accepted. The mean score of female students of secondary school having positive self is greater than male students of secondary school having positive self. (3) there is no significant difference in the level of social competence of male and female students having negative self of secondary school at 0.01 level of significance and there is significant difference in the level of social competence of male and female students having negative self of secondary school at 0.05 level of significance. In this context, the null hypothesis "there will be no significant difference between social competence of male students and female students of secondary school having negative self", is rejected. The mean score of female students is greater than the male students of secondary schools it shows that female students of secondary school having negative self are socially more competent than male students having negative self of secondary school. (4) there is no significant difference in the level of social competence of male students and female students having balanced self of secondary school. Thus, the hypothesis, "there is no significant difference in the level of social competence of male and female students of secondary schools having balanced self", is accepted. The mean score of female students of secondary school having positive self is greater than male students of secondary school having balanced self.

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