

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

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Abstract

The aim of the present study was to compare and relation between the self confidence and social skills of secondary schools students. In this study collect the data 100 students random sampling from private and government schools for secondary schools students in the Haryana district of Sonipat. The tool used life Social skills was developed adaptation by Sharma (1997) & Self confidence was developed by D.D. Pandey Hardwar (2010). The mean, SD, 't'-test and co-relation were used to analyze the data. According to study's finding, there is no effect of social skills by Gender and no relationship between social skills and self confidence of secondary school students.

Keywords: Social Skills, Self Confidence, Secondary School students

INTRODUCTION

Social Skills

Social skills are learned by the brain like any other skills. Some children spontaneously pick it up, that may be not true for children with learning Disorders this skills involve the ability of the brain to understand social conventions .it is significantly affected in these children .they are unable to pick up eniverment cues like other children of their age. They may get over friendly with strangers, and are often unable to think of the consequence of their actions, they may not understand facial expressions. These children are deficient in assertive skills and many of then become loners as they lack the skills to mix with peers. Often they are seen with children to younger (they merge because of their behaviour). These sub types of learning problems described have been delineated for theoretical purpose. However, in practice, it is found that this type of compartmentalisation is not valid. Almost all children with one learning Disorder May have some difficulty with another learning skill.

Self Confidence

Self confidence is an important ingredient for living a happy and fulfilling life. Understanding the benefits of self-confidence are an important step toward living you best life. Here are five key-rewards of self-confidence:

I was chatting with a friend this week who sharing a work situation that she was wished she had expressed more confidence. She believed that she would be more respected by her colleagues and be given more opportunities. Can you relate? Are there situations in your professional or personal live where you wish you felt more confident?

If you've ever suffered with low confidence you're probably familiar with rumination – or the tendency to replay mistakes over and over in your head until you experience anxiety and even depression. By increasing your confidence you'll be able to break the cycle of over thinking and quiet your inner critic.

Review of related literature

The effect of self-confidence on student achievement at SMA Almaarif Singosari Malang by Mustofa Rifki (2008). The purpose of this study was to determine how the level of self-confidence and student achievement and the effect of self-confidence on student achievement. This research is a quantitative research that seeks to find out how the influence of self-confidence on student achievement by taking a sample of 80 respondents. Data collection techniques, namely the method of questionnaires, interviews and documentation are used as complementary data.

Jovarini, et al. (2018) conducted a study to examined the influence of social skills and perception of school stressors of students on academic achievement of 6th grade students. A sample of 214 students (aged 11 to 17 years) was selected for the study. Social Skills Inventory for Adolescent and the Inventory of School Stressors were used to collect data. The predictive model showed that the social skills of assertiveness, empathy, emotional approach and school stressors related to stress and related to the student's role predicted 18% of the academic achievement.

Neitola (2018) examined the effects of parental support on children's social competence. The main objective of the study is focused on parents' assessments of their children's social skills. It analyzed the methods; parents use to teach social skills and their direct influence on social-emotional competence. For this study the data was collected from 55 parents living in Finland. The results showed that there were differences in perceptions of children's social abilities, just as parental instructing and direction techniques, between parent gatherings. All parents demonstrated that their children's prosaically and emotional skills should be developed more, but children with friend relationship issues also had wider social skill deficits. Social skills these children's were less guided by their guardians than children without friend relationship issues.

Justification of the study

It is generally considered that students who have better social skills have a successful career as well as personal life. Here in this article, we'll discuss what the importance of social skills for students is & how it benefits them. Good social skills ensure better peer relationships when children grow older. As students develop social skills in school, hence it becomes a part of their behavior, which helps them in interaction with people with different sectors. Developing social skills in students prepare them for future life as it makes them prepare for a lifetime for healthier interactions in every aspect of life.

People who succeed have unlocked and understood the importance of self-confidence and have used it for their benefit. It does not matter if the task is small or big, it requires confidence in a person to achieve the task successfully and beautifully. As good as self-confidence is, it is important to learn and practice to be self-confident in our life and improve as a person.

Objective of the Study

1. To compare the self confidence to girls and boys secondary school students.
2. To compare the social skills of girls and boys secondary school students.
3. To find out relationship between self confidence and social skills of secondary school students

Hypotheses of the Study

1. There will be no significant differences in self confidence to girls and boys of secondary school students.
2. There will be no significant in social skills to girls and boys of secondary school students.
3. There will be no significant relationship between self confidence and social skills of secondary school students.

Statement of the Problem

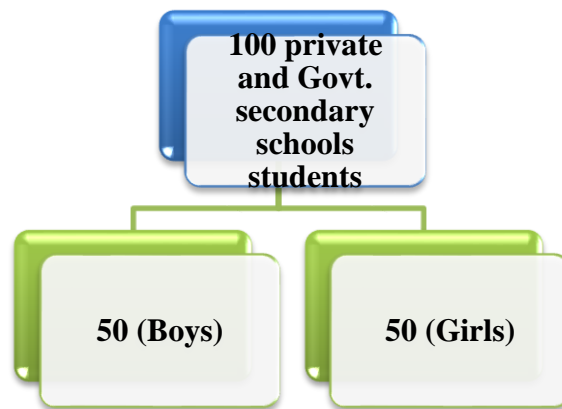
“A STUDY OF SELF CONFIDENCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIAL SKILLS”

Research Methodology

Discriptive **survey method** of research will be used in the present paper.

Sample Used.

A sample of 100 secondary school students was selected by multi-stage random sampling techniques.



Group	N	Mean	SD	‘t’- value	Level of significance
Boys	50	72.04	16.51	0.189	0.05
Girls	50	66.44	12.56		

Variable of the Study

In these study two variables i.e. **Self Confidence** and **Social Skills** scale will be used.

Statistical Techniques:-

S.D, Mean, t -test & co-relation was used for analysis the data.

Tool To Be Used.

Social skills was developed adaptation by sharma(1997)

Self confidence was developed by D.D. Pandey Hardwar(2010)

Results and Discussion

Objective 1:- To compare the self confidence to girls and boys secondary school students.

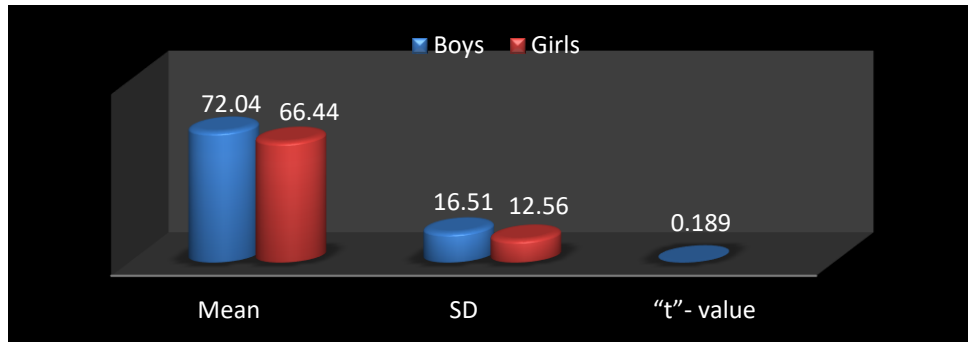


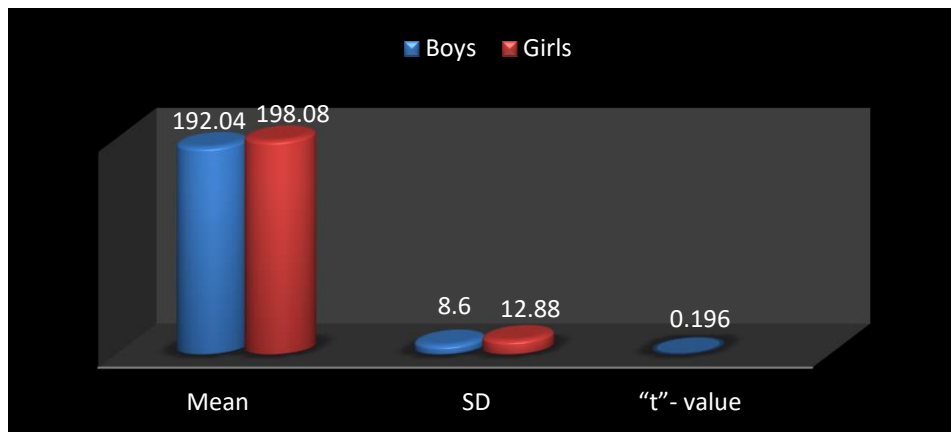
Fig.-1

It can be seen from table 1 & fig. 1 that the ‘t’-value is 0.189 with 98 degree of freedom was observed significant at 0.05 , Therefore, the null hypothesis ‘**There will be no significant differences in self confidence to girls and boys of secondary school students**’ is accepted. In terms of mean scores it can be concluded that boys and girls are 72.04 & 66.44 respectively.

Objective:- 2 To compare the social skills of girls and boys of secondary school students.

Table -2

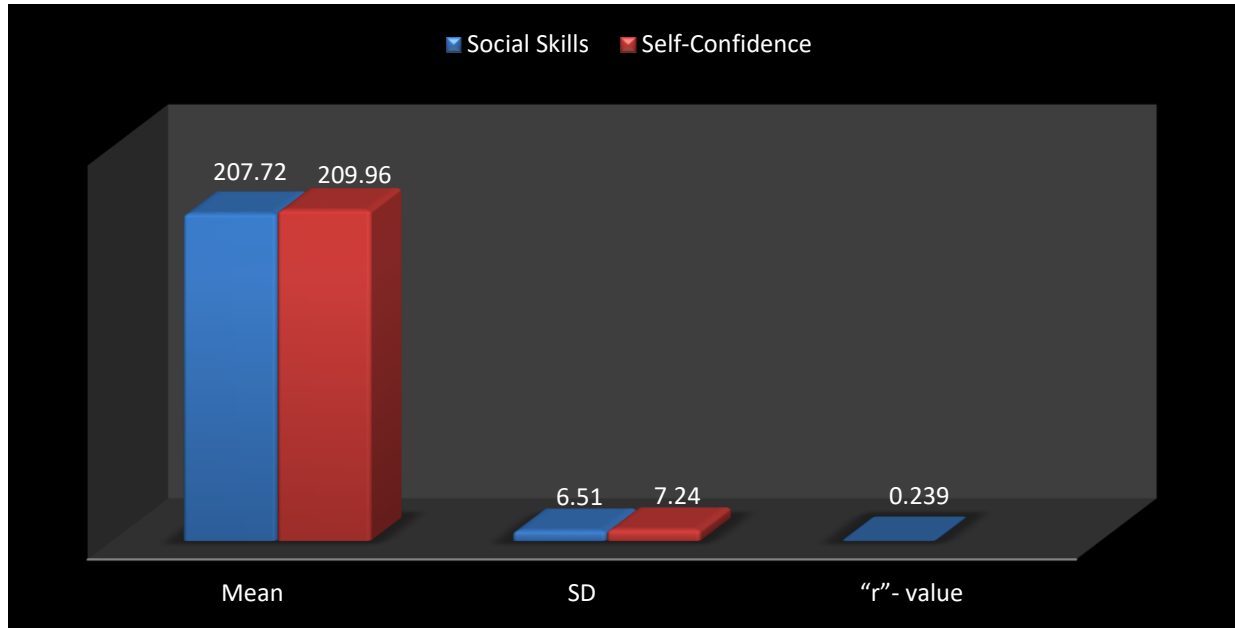
Groups	N	Mean	SD	“t”- value	Level of significant
Boys	50	192.04	8.6	0.196	0.05
Girls	50	198.08	12.88		



The table 2 & fig. 2 shows that the mean scores of social skills of boys and girls of secondary school students are 192.05 & 198.08 respectively. The ‘t’-values come out to be 0.196 which is significant at 0.05. Therefore the null hypothesis, ‘**therefore will be no significant differences the social skills of boys and girls of secondary school students**’ is accepted.

Objective 3 To find out relationship between self confidence and social skills of secondary school students.

Variables	N	Mean	SD	“r”- value	Level of significant differences
Social Skills	100	207.72	6.51	0.239	0.01
Self-Confidence	100	209.96	7.24		



The table-3& fig.-3show that the mean score social skills and self confidence of secondary school students 207.72and 209.96 respectively. The ‘r’-value come out to be 0.239 which is not significant at.0.01 therefore null of hypotheses ‘**there will be no significant relationship between boys and girl secondary school students**’ is rejected.

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