



Dimensions of self-concept as predictor of social competence of children

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ABSTRACT

The present study is of cross-sectional design on Primary School children in rural areas of village Mayad of district Hisar. The aim of this study was to explore the children's social competence in 44 children (aged 9 to 13 years old) in relation to their self-concept. Data on 44 students' for their self-concept in four domains (academic, appearance, social, general) were collected. Self-concept was assessed by the Self-concept scale while the social competence of children was assessed with the help of social attributes checklist. The study was further undertaken to investigate the influence of self-concept on their social competence. Analysis variance for regression was significant. This indicated that there was significant increase in social competence with self-concept. The regression graph indicated that there was increase in self-concept with increase social competence.

Man is considered to be the highest creation of God because of his rational capacity and his self-concept. The higher this capacity, the better the adjustment. Most generally self-concept refers to an individual's overall positive evaluation to the self (Rosenberg *et al.*, 1995). The dimensions self-concept refers to the degree to which individuals feel they are the persons to be valued. It is composed of two distinct dimensions, competence and worth. The competence dimension (efficacy based self-esteem) refers to the degree to which people see themselves as capable and efficacious. Self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.

The present study is of cross-sectional design on middle school children in rural areas of village Mayad of district Hisar. The aim of this study was to explore how children's social competence is developed. A sample of 44 children (aged 9 to 13 years old) were selected for achieving the goal that was to investigate the influence of self-concept on social competence of children in rural areas of district Hisar. Data on students'

self-concept in four domains (academic, appearance, social and general) were collected with the help of Self-concept scale (Restogy, 1983) and for social competence the data were collected with the help of Social attributes checklist (Katz and McClellan, 1997). Children completed the self-concept and social competence scale during regular school hours at their school. Arrangement was made with School Principal and teachers to have children to complete their questionnaires. The collected data were subjected to analysis variance for regression to draw the extend to which the self concept as a predictor of social competence of children

Analysis variance for regression was significant ($F=11.26^*$), which indicated that there was significant increase in of social competence with self-concept that showed an empirical, as well as conceptual relation between these two constructs because child's social competence depends upon a number of factors including the child's concepts about self (Table 1). Srivastva and Bhanot (2003) revealed that level of self-concept increases with the age and most of respondents