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A study of social competences and self-esteem among school going adolescent

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Abstract
The aim of the current investigation to study the correlation between social connectedness, social competencies and self-esteem among school going children. It is important to say that self-esteem is a concept which involves how well you believe you will handle future actions, performance or abilities. From an ecological point of view, adolescents school outcome are affected by the neighborhoods in which they live, there family life, the schools they attend and the resources that are available to them personally and through the school. For this study, Social connectedness scale (Lee & Robbins). Social competencies. Scale (Oman, Vesley, McLeroy *et al*.) and Self Esteem scale (Rosenberg) to be administered to the sample of 100 students in the age range of 17-20 years.
The sample is to be taken from different schools of Darbhanga district of north Bihar. An inter-correlation matrix was calculated to see the relationship among the variables. The result has shown positive and significant correlation of social connectedness and self-esteem whereas positive but insignificant correlation of social connectedness with social competencies.

Keywords: social competences and self-esteem

Introduction
Social connectedness at individual level comprises of the number of people - which one has around himself - or herself and how an individual interacts with social circle involving friends, family and acquaintances (Ambody, *et al.,* 1985) [2]. The social connectedness also goes beyond an individual level and consist of social circles and relationship of communities with different.
The need of self-esteem (Cherry, 2014) [5] is basically drawn back from the Maslow's hierarchy of needs where self-esteem is one of the human motivation. Maslow (1987) [1] has elaborated that self-esteem is an every individual's need that is wanted from other people and also from the inner own self or self-respect. These needs are important for an individual to grow and achieve self-actualization. So positive self-esteem can plays an important role in adolescent motivation and success throughout their life

Hypotheses
The purpose of the study was to ' investigate relationship of social connectedness with social competencies and self-esteem. Based on the research, following hypotheses were proposed:
- It is hypothesized that social connectedness was expected to be positively related with social competencies. (Clikeman, 2007) [6].
- It was expected that social connectedness was positively related with self-esteem. (Branden, 1969) [4].
- It was expected that there will be positive relationship among all the variables under the study.

Method
The sample consisted of 100 students. The data was collected from the different schools of Darbhanga district of north Bihar.
The age range was 17-20 years and the students comprised of 12th standard. The students in the sample were selected on random basis.

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Tests and Tools

- Social Competencies Scale (Oman, Vesley, McLeroy, *et al.*) The scale consist 6 items. The responses are scored on a 4-point Likert scale ranging from 1 = Not at all like you to 4 = very much like you.
- Self Esteem Scale (Rosenberg). The scale consists of 10 items. The times range from 3 = strongly agree to 0 = strongly disagree. The items 2, 5, 6.8, 9 are reverse scored.

Results and Discussion

The first hypothesis that social connectedness was expected to be positively related with social competencies is proved as the relationship is positive in nature (r=0.15) but insignificant. The second hypothesis is that social connectedness was positively related with self-esteem is proved as the relationship is significantly positive (r=0.20) at 0.05 level as the critical value at 0.05 level is 0.19, as shown in figure:-

Variables	Social Competencies	Self Esteem
Social Connectedness	15	0.20*
Self Esteem		0.14

*value of correlation sign at 0.05 level
**value of correlation sign at 0.01 level

It means that adolescent who are socially connected with each other have higher self-esteem. The third hypothesis is that there will be positive relationship among all the variables under the study is proved as it is seen that all the variables under study have positive relationship among each other.

Findings result supported that social, emotional competence is important in determining school success in adolescent. Developing social-emotional competence in school is important because it gives student who don't necessary have these skills from home an opportunity to developed them in school (Baker, 1999) [3].

Armstrong and Oomen-Early did a study on social connectedness, self-esteem and depression among athletes and nonathletic among college students and found out that athletes had significant greater levels of social connectedness and self-esteem.

Conclusion

It is good to say that children should be connected socially because it leads to the growth of the adolescent in terms of thinking, reasoning and ability to make decisions.

The research has also concluded that the children who have shown successful and positive social interactions have led to social connectedness and connectedness to school and also influence successful academic achievement. Low self-esteem may hold adolescent back from succeeding of school or college because they don't believe own self to be capable of success.

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