



Self-Concept: A Predictor of Social Competence among Adolescents

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Abstract

Adolescents are entailed to physical, cognitive and psychological changes. Some physical changes such as varying rates in physical characteristic, sexual characteristic and sexual interest shows significant effect in body image, self-concept and self-esteem. Social Competence of adolescents is determined by the social environments in which they live and interact such as family, school and community. Therefore, the present study aims to understand the influence of self- concept on social competence among adolescents. The study was conducted on 124 adolescent students (72 males and 52 females) between the age range 15 to 18 years, who reside with their parents and belongs to rural or urban areas of India. The self-concept questionnaire developed by Saraswat (1984) and Adolescents Social Competence Scale (ASCS) (2012) were administered on the sample population. The research design is a non- experimental correlational research design. Convenient sampling method was employed to collect data. The multiple regression analysis was used to find the prediction of dimensions of self-concept on social competence among adolescents. The result indicates that Levels of self-concept is a significant predictor of social competence among male urban adolescents. However, levels of self-concept is not a significant predictor of social competence among female urban adolescents. It is also found that levels of self-concept are a significant predictor of social competence among male rural adolescents as well as female rural adolescents. Further paper also discusses the limitations, and recommendations for the future research.

Introduction

According to the American psychological association, Adolescence is a period of human development that starts with puberty and ends with physical maturity. During this period adolescents are entailed to physical, cognitive and psychological changes. They also experience cognitive and social development such as abstract thinking, evaluating reality hypothetically, analyzing data from multiple dimensions, reconsidering prior experiences from altered points of view, reflecting inwardly, and so on.

Saraswat and Gaur (1981) described self-concept as "the self-concept is the individual's way of looking at himself. it also signifies his way of thinking, feeling and behaving". Adolescence is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions their own physical, social, temperamental, educational, moral and intellectual spheres of self-concept need to be explored.

The Value Based Intervention Program is playing significant role in enhancing the Self-Concept and Emotional Intelligence of adolescents. Self-concept of rural adolescents was developed more as compare to urban adolescents. Emotional intelligence of urban adolescents has enhanced more as compared to rural adolescents (Gupta, 2018). Students in Urban had a higher self-concept than their colleagues in rural setup. A positive and statistically significant relationship between self-concept and gender of students was found (Jagdishpatil and Rane, 2015).

Social competence is the ability of individuals to form and maintain healthy relationships and respond in an adaptive way to changing social settings. Social Competence of adolescents is determined by the social environments in which they live and interact such as family, school and community. Thus, adolescents who are seen as being socially competent have a sense of belonging, are valued and are given opportunities to contribute to society (Gullotta, 1990), which in turn are affected by their social environments.

M. Gómez-López et al. (2022) found a positive and bidirectional relationship between psychological well-being and social competence. These findings highlight the importance of promoting both psychological well-being and social competence to achieve successful, healthy development. Female adolescents have more social competence than male adolescents. Social competence of rural adolescents was found more than urban

adolescents. Social competence is better correlated with the authoritarian perceived parenting style. Adolescents belonging to average socio-economic group are more socially competent. Although those coming from high and above average socio-economic status group have low social competence (Amandeep, 2016).

In the present time of covid pandemic, most adolescents experience a fear of doubt with respect to their future and chances to succeed. They lack sufficient social exposure and the online classes have limited their chance to explore their abilities. Individuals with deficit in social competence can either show over controlled behaviors, that is, anxiety, depression, social withdrawal etc. or under controlled behavior patterns, that is, aggression, disruption, impulsivity and self-harming. Problematic behaviors can be controlled and individuals can be made aware of his/her actual situation by maintaining an adequate level of self-concept.

The study focuses on understanding how self-concept influences social competence among adolescents. The positive interaction is enhanced if the individual perceives themselves in a better way. But the physical and environmental changes can affect their self-concept. Adolescents tend to be over conscious of their weaknesses and judgment made by their peers and society. This can affect their confidence and lead to inner conflicts of thoughts. Thus, it is necessary to understand to what extent self-concept impacts social competence to tackle the issues of adjustment and problematic behaviors.

Methods

Aim

To study the influence of self-concept on social competence among adolescents.

Specific Objectives

1. To study the influence of levels of self-concept on social competence among male urban adolescents.
2. To study the influence of levels of self-concept on social competence among female urban adolescents.
3. To study the influence of levels of self-concept on social competence among male rural adolescents.

4. To study the influence of levels of self-concept on social competence among female rural adolescents.

Hypothesis

H1 – Levels of self-concept is a significant predictor of social competence among male urban adolescents.

H2 – Levels of self-concept is a significant predictor of social competence among female urban adolescents.

H3 - Levels of self-concept is a significant predictor of social competence among male rural adolescents.

H4 - Levels of self-concept is a significant predictor of social competence among female rural adolescents.

Variables

Predictor variable: Self-concept (Physical, Social, Temperamental, Educational, Moral and Intellectual).

Criterion variable: Social competence.

Research design

The research design recommended for the present study is a non- experimental correlational research design.

Sample

Sample description

The sample for the present study was considered to be adolescent between the age range of 15 to 17 years. An equal number of male and female adolescent students from urban and rural regions of India approached for the study.

Sampling size

124 individuals in which 72 males and 52 females from both urban and rural areas of India were the participants of the study.

Sampling method

The method considered for selecting samples for the study was non-probability sampling technique. From the huge population the sample was selected using a combination of convenient and snowball sampling methods.

Inclusion criteria for the study was Adolescents who have English proficiency, Participants considered were students pursuing 11th and 12th, Both male and female participants were included, Participants from both rural and urban areas of India were included, Participants who are residing with their parents and Participant should be residing in urban/rural areas for at least 5 years.

Exclusion criteria for the study was Adolescents who were working or stopped education\studies, Participants who belong to foreign country, Adolescents who were mentally or physically challenged and Adolescents undergoing any psychological interventions.

Tools of data collection

Self-Concept Scale (SCQ) by Saraswat (1984)

The self-concept questionnaire developed by Saraswat (1984) contains 48 statements that aim to measure self-concept. Six different aspects measured are: Physical, Social, Temperamental, Educational, Moral and Intellectual.

Each dimension contains 8 items. It has a 5-point rating scale with one being 'very unlike me' and five being 'very true of me.' Reliability of the Inventory was found by test- retest method 0.91 for the total self-concept measure. The reliability coefficient of dimensions varies from 0.67 to 0.88. A higher score indicates a high sense of self-concept, with a lower score indicating a lower sense of self-concept.

Adolescents Social Competence Scale (ASCS) by Viju P. Devassy and John Michale Raj (2012)

This scale was developed by Viju P. Devassy and John Michale Raj (2012) to assess the social competencies of the individual. The scale consists of 37 items measuring eight factors such as; school competence, team organizing competence, peer social competence, social cognition, home related social competence, social emotional competence, social forethought and compassion, and social flexibility respectively.

The scale was prepared in the “likert scale” model with five alternatives to answer, i.e., always, often, sometimes, rarely, and never with the scores of 5, 4, 3, 2, and 1 respectively. The addition of the items in each subscale gives the total score for each subscale and the total score obtained for all 37 items denote the total social competence score of the individual. The scores are compared with the norms to interpret the scores as low, moderate and high competency. The total split-half reliability score of the scale is 0.87 which is a good reliability measure.

Procedure for data collection

Convenient sampling methods was employed to collect data. Both online and offline mode of data collection was carried out. The sample were the adolescent population enrolled in educational programs, for the purpose of collection of data educational institutions were contacted to collect data from the students. Informed consent forms were given to the participants and the necessary demographic details were taken. The participants were debriefed about the purpose of the study and their right to withdraw at any point of time. Rapport was established, the questionnaires were given out, as the students were made to sit and necessary instructions was addressed. On the completion of administration, the form was collected and then scored according to the respective manuals.

Procedure for data analysis

Data analysis refers to using certain measures along with searching for patterns of relationship that exist among the various data groups. It involves testing hypotheses to draw inferences about the population considered in the study.

The data collected was entered in excel sheet to ensure uniformity, accuracy and consistency to facilitate coding and tabulation. The data were qualified with respect to inclusion criteria. The data was then coded and classified into categories of male/female, rural/urban, self-concept and social competence.

Later, the statistical calculation was done on SPSS software. Descriptive analysis, mean, Standard deviation, Kurtosis and skewness were calculated to find the normal probability of the sample. The multiple regression analysis was used to find the prediction of dimensions of self-concept on social competence among adolescents.

Analysis and Discussion

The present chapter provides a detailed description of the results obtained through statistical analysis. The data analysis is based on the collected socio-demographic details and the proposed objectives, hypothesis and research design. The aim of the study was to study the influence of self-concept on social competence among adolescents. The study emphasized on criterion (dependent) variable i.e., social competence and predictor (independent) variables, namely, Self-concept and its dimensions Physical, Social, Temperamental, Educational, Moral and Intellectual self - concepts. The study was conducted on 124 participants who are adolescents pursuing their 11th and 12th grade. All participants had to reside with their parents and belong to rural and urban areas of India. They need to stay in their current location ie rural/urban for at least 5 years. From the 124 participants, 72 were male and 52 were female. Further, among the 72 male participants, 36 are from rural and 36 from urban. Among 52 female participants, 26 are from rural and 26 from urban. The self-concept questionnaire developed by Saraswat (1984) and Adolescents Social Competence Scale (ASCS) (2012) were administered on the sample population. Based on the collected data, the statistical analysis included descriptive statistics and multiple regression.

Pearson correlation results

Table 4.2.1

Shows the correlation between self-concept (physical, social, temperamental, educational, intellectual and moral self-concept) and social competence among female rural adolescents.

		Physical self-concept	Social self-concept	Temperamental self-concept	Educational self-concept	Intellectual self-concept	Moral self-concept
Social competence	Pearson Correlation	.554	.582	.574	.595	.313	.178
	Sig	.002	.001	.001	.001	.060	.192
	N	26	26	26	26	26	26

Table 4.2.1 shows the Pearson correlation result between self-concept and social competence among female rural adolescents. For the current sample (N=26), the social competence and physical self-concept showed a Pearson correlation (r value) of .554 with a significance of 0.002 which is less than 0.01. The Social competence and social self-concept showed a Pearson correlation (r value) of .582 with a significance of 0.001 which is less than 0.01. The correlation value of social competence and temperamental self-concept showed a r value of .574 with a significance of 0.001 which is less than 0.01. The Social competence and educational self-concept showed a Pearson correlation (r value) of .595 with a significance of 0.001 which is less than 0.01. The correlation value of social competence and intellectual self-concept showed a r value of .313 with a significance of 0.060 which is more than 0.01 and 0.05 value. The Social competence and moral self-concept showed a Pearson correlation (r value) of .178 with a significance of 0.192 which is more than 0.01 and 0.05 value.

There is positive moderate correlation between social competence and four dimensions of self-concept i.e., physical, social, temperamental and educational self-concept. The result shows the scores are significant at 0.01 level. Whereas the dimensions i.e., intellectual and moral self-concept has no significant relationship with social competence among female rural adolescents.

Table 4.2.2

Shows the correlation between self-concept (physical, social, temperamental, educational, intellectual and moral self-concept) and social competence among female urban adolescents.

		Physical self-concept	Social self-concept	Temperamental self-concept	Educational self-concept	Intellectual self-concept	Moral self-concept
Social competence	Pearson Correlation	.142	.175	.342	.282	.305	.355
	Sig	.244	.197	.043	.081	.065	.037
	N	26	26	26	26	26	26

Table 4.2.2 shows the Pearson correlation result between self-concept and social competence among female urban adolescents. For the current sample (N=26), the social competence and physical self-concept showed a Pearson correlation (r value) of .142 with a significance of 0.244 which is not significant at 0.01 and 0.05 level. The Social competence and social self-concept showed a Pearson correlation (r value) of .175 with a significance of 0.197 which is not significant at 0.01 and 0.05 level. The correlation value of social competence and temperamental self-concept showed a r value of .342 with a significance of 0.043 which is less than 0.05. The Social competence and educational self-concept showed a Pearson correlation (r value) of .282 with a significance of 0.081 which is not significant at 0.01 and 0.05 level. The correlation value of social competence and intellectual self-concept showed a r value of .305 with a significance of 0.065 which is more than 0.01 and 0.05 value. The Social competence and moral self-concept showed a Pearson correlation (r value) of .355 with a significance of 0.037 which is significant at 0.05 level.

There is positive low correlation between social competence and dimensions of self-concept i.e., temperamental and moral self-concept. The result shows the scores are significant at 0.05 level. Whereas the dimensions i.e., physical, social, educational, and intellectual self-concept has no significant relationship with social competence among female urban adolescents.

Table 4.2.3

Shows the correlation between self-concept (physical, social, temperamental, educational, intellectual and moral self-concept) and social competence among male rural adolescents.

		Physic al self- concep t	Social self- concept	Tempera mental self- concept	Education al self- concept	Intellectu al self- concept	Moral self- concept
Social competence	Pearson Correlation	.193	.264	.140	.285	.464	.377
	Sig	.130	.060	.207	.046	.002	.012
	N	36	36	36	36	36	36

Table 4.2.3 shows the Pearson correlation result between self-concept and social competence among male rural adolescents. For the current sample (N=36), the social competence and physical self-concept showed a Pearson correlation (r value) of .193 with a significance of 0.130 which is not significant at 0.01 and 0.05 level. The Social competence and social self-concept showed a Pearson correlation (r value) of .264 with a significance of 0.060 which is not significant at 0.01 and 0.05 level. The correlation value of social competence and temperamental self-concept showed a r value of .140 with a significance of 0.207 which is not significant at 0.01 and 0.05 levels. The Social competence and educational self-concept showed a Pearson correlation (r value) of .285 with a significance of 0.046 which is significant at 0.05 level. The correlation value of social competence and intellectual self-concept showed a r value of .464 with a significance of 0.002 which is significant at 0.01 level. The Social competence and moral self-concept showed a Pearson correlation (r value) of .377 with a significance of 0.012 which is significant at 0.05 level.

There is positive moderate correlation between social competence and intellectual self-concept. There is low positive correlation between social competence and educational as well as moral self-concept. Whereas the dimensions i.e., physical, social and temperamental self-concept has no significant relationship with social competence among male rural adolescents.

Table 4.2.4

Shows the correlation between self-concept (physical, social, temperamental, educational, intellectual and moral self-concept) and social competence among male urban adolescents.

		Physical self-concept	Social self-concept	Temperamental self-concept	Educational self-concept	Intellectual self-concept	Moral self-concept
Social competence	Pearson Correlation	.292	.373	.418	.269	.454	.077
	Sig	.042	.013	.006	.056	.003	.328
	N	36	36	36	36	36	36

Table 4.2.4 shows the Pearson correlation result between self-concept and social competence among male urban adolescents. For the current sample (N=26), the social competence and physical self-concept showed a Pearson correlation (r value) of .292 with a significance of 0.042 which is less than 0.05. The Social competence and social self-concept showed a Pearson correlation (r value) of .373 with a significance of 0.013 which is significant at 0.05. The correlation value of social competence and temperamental self-concept showed a r value of .418 with a significance of 0.006 which is less than 0.01. The Social competence and educational self-concept showed a Pearson correlation (r value) of .269 with a significance of 0.056 which is not significant at 0.01 and 0.05 level. The correlation value of social competence and intellectual self-concept showed a r value of .454 with a significance of 0.003 which is significant at 0.01 and 0.05 level. The Social competence and moral self-concept showed a Pearson correlation (r value) of .077 with a significance of 0.328 which is not significant at 0.01 and 0.05 level.

There is positive moderate correlation between social competence and two dimensions of self-concept i.e., temperamental and intellectual self-concept. The result shows that low positive correlation between social competence and dimensions physical and social self-concept. Whereas the dimensions i.e., educational and moral self-concept has no significant relationship with social competence among male urban adolescents.

Multiple Regression Results

Table 4.3.1

Multiple Regression result of self-concept as a predictor of social competence among female rural adolescents.

Predictor	R	R square	df	F	sig	Std. coefficient Beta
	.741	0.549	6,19	3.857	.011	
Physical self-concept						0.224
Social self-concept						0.182
Temperamental self-concept						0.163
Educational self-concept						0.327
Intellectual self-concept						0.063
Moral self-concept						0.061

Table 4.3.1 shows the result of multiple regression carried out to examine the effect of predictor variable (self- concept) on criterion variable (social competence). The correlational co-efficient was found to be high, ($R = .741$). For this sample ($N=26$), self-concept significantly predicts social competence, $F(6,19) = 3.857$, $p = .011$. Predictor variable self-concept contributes to only, 54.9% of variance in the criterion variable social competence. ($R\ square = .549$). The p value is .011, which is significant. Hence, the social competence is significantly affected by the self-concept of female rural adolescents. Therefore, the hypothesis which states that " Levels of self-concept is a significant predictor of social competence among female rural adolescents" is retained.

The beta value indicates how much the dependent variable i.e., social competence varies with an independent variable i.e., levels of self-concept when all other independent variables are held constant. The beta value obtained for physical self-concept is 0.224 and for social self-concept is 0.182. The beta value obtained for temperamental self-concept is 0.163. For educational self-concept the obtained beta value is 0.327. The beta value obtained for intellectual self-concept is 0.063. For moral self-concept the obtained beta value is 0.061. Physical, social, temperamental, education, intellectual and moral self-concept increases with increase in social competence.

Table 4.3.2

Multiple Regression result of self-concept as a predictor of social competence among female urban adolescents.

Predictor	R	R square	df	F	sig	Std. coefficient Beta
	.588	.346	6,19	1.672	.182	
Physical self-concept						-.234
Social self-concept						.381
Temperamental self-concept						.336
Educational self-concept						.255
Intellectual self-concept						-.013
Moral self-concept						.363

Table 4.3.2 shows the result of multiple regression carried out to examine the effect of predictor variable (self- concept) on criterion variable (social competence). The correlational coefficient was found to be moderate ($R = .588$). For this sample ($N=26$), self-concept does not significantly predict social competence, $F(6,19) = 1.672$, $p = .182$. Predictor variable self-concept contributes to only ,34.6 % of variance in the criterion variable social competence. ($R\ square = .346$). The p value is .182 is not significant at 0.01 and 0.05 level. Hence, the social competence is not significantly affected by self-concept of female urban adolescents. Therefore, we reject the hypothesis which states that "Levels of self-concept on social competence among female urban adolescents."

The beta value indicates how much the dependent variable i.e., social competence varies with an independent variable i.e., levels of self-concept when all other independent variables are held constant. The beta value obtained for physical self-concept is -.234. For social self-concept the obtained beta value is .381. The beta value obtained for temperamental self-concept is .336. For educational self-concept the obtained beta value is .255. The beta value obtained for intellectual self-concept is -.013. For moral self-concept the obtained beta value is .363. Social, temperamental, education, and moral self-concept increases with increase in social competence. Physical and intellectual self-concept decreases as there is an increase in social competence.

Table 4.3.3

Multiple Regression result of self-concept as a predictor of social competence among male rural adolescents.

Predictor	R	R square	df	F	sig	Std. coefficient Beta
	.614	.376	6,29	2.918	.024	
Physical self-concept						-.021
Social self-concept						.019
Temperamental self-concept						-.046
Educational self-concept						.042
Intellectual self-concept						.484
Moral self-concept						.387

Table 4.3.3 shows the result of multiple regression carried out to examine the effect of predictor variable (self- concept) on criterion variable (social competence). The correlational co-efficient was found to be moderate, ($R = .614$). For this sample ($N=36$), self-concept significantly predicts social competence, $F(6,29) = 2.918$, $p = .024$. Predictor variable self-concept contributes to only 37.6% of variance in the criterion variable social competence. ($R\ square = .376$). The p value is .024, which is significant. Hence, the social competence is significantly affected by the self-concept of male rural adolescents. Therefore, the hypothesis is accepted which states that "Levels of self-concept is a significant predictor of social competence among male rural adolescents."

The beta value indicates how much the dependent variable i.e., social competence varies with an independent variable i.e., levels of self-concept when all other independent variables are held constant. The beta value obtained for physical self-concept is $-.021$. For social self-concept the obtained beta value is $.019$. The beta value obtained for temperamental self-concept is $-.046$. For intellectual self-concept the obtained beta value is $.484$. The beta value obtained for educational self-concept is $.042$. For moral self-concept the obtained beta value is $.387$. Social, intellectual, education, and moral self-concept increases with increase in social competence. Physical and temperamental self-concept decreases as there is an increase in social competence.

Table 4.3.4

Multiple Regression result of self-concept as a predictor of social competence among male urban adolescents.

Predictor	R	R square	df	F	sig	Std. coefficient Beta
	.621	.386	6,29	3.037	.020	
Physical self-concept						.114
Social self-concept						.159
Temperamental self-concept						.181
Educational self-concept						.227
Intellectual self-concept						.367
Moral self-concept						-.129

Table 4.3.4 shows the result of multiple regression carried out to examine the effect of predictor variable (self- concept) on criterion variable (social competence). The correlational co-efficient was found to be moderate, ($R = .621$). For this sample ($N=36$), self-concept significantly predicts social competence, $F(6,29) = 3.037$, $p = .020$. Predictor variable self-concept contributes to only, 38.6% of variance in the criterion variable social competence. (R square = .386). The p value is .020, which is significant. Hence, the social competence is significantly affected by the self-concept of male urban adolescents. Therefore, the hypothesis is accepted which states that "Levels of self-concept is a significant predictor of social competence among male urban adolescents".

The beta value indicates how much the dependent variable i.e., social competence varies with an independent variable i.e., levels of self-concept when all other independent variables are held constant. The beta value obtained for physical self-concept is .114. For social self-concept the obtained beta value is .159. The beta value obtained for temperamental self-concept is .181. For intellectual self-concept the obtained beta value is .367. The beta value obtained for educational self-concept is .227. For moral self-concept the obtained beta value is -.129. Physical, social, intellectual, education, and temperamental moral self-concept increases with increase in social competence. Moral self-concept decreases as there is an increase in social competence.

Summary and Conclusion

This chapter provides a detailed discussion of the objectives and hypothesis with respect to the statistical analysis. The present study aims to study the influence of self-concept on social competence among adolescents. The study emphasized on one criterion (dependent) variable i.e., social competence and predictor (independent) variables, namely, self-concept. The study was conducted on 124 participants who are adolescent studying in grade 11th and 12th. All participants reside with their parents and belong to rural or urban areas of India. From the 124 participants, 72 were male and 52 were female. Further, among the 72 male participants, 36 belong to urban area and 36 belong to rural area. Among 52 female participants, 26 belong to urban area and 26 belong to rural area. The self-concept questionnaire developed by Saraswat (1984) and Adolescents Social Competence Scale (ASCS) (2012) were administered on the sample population. Based on the collected data, the statistical analysis included descriptive statistics and multiple regression. The obtained results from the analysis with respect to the objectives and hypothesis of the study have been discussed below. Then, significant findings of the present study were encapsulated thus, filling the gap in the existing literature and reviewing implications of these study. The limitations of the study and the scope for further research have also been highlighted, followed by a conclusion of the present study.

The first objective of the research was to study the influence of levels of self-concept on social competence among male urban adolescents. For this objective, the proposed hypothesis was levels of self-concept does not significant predictor of social competence among male urban adolescents. The obtained results showed levels of self-concept is a significant predictor of social competence among male urban adolescents. Hence, the proposed hypothesis was accepted.

The second objective of the research was to study the influence of levels of self-concept on social competence among female urban adolescents. For this objective, the proposed hypothesis was levels of self-concept is a significant predictor of social competence among female urban adolescents. The obtained results showed levels of self-concept does not significantly predict social competence among female urban adolescents. Hence, the proposed hypothesis was rejected.

The third objective of the research was to study the influence of levels of self-concept on social competence among male rural adolescents. For this objective, the proposed hypothesis was levels of self-

concept is a significant predictor of social competence among male rural adolescents. The obtained results showed levels of self-concept significantly predicts social competence among male rural adolescents. Hence, the proposed hypothesis was accepted.

The fourth objective of the research was to study the influence of levels of self-concept on social competence among female rural adolescents. For this objective, the proposed hypothesis was levels of self-concept is a significant predictor of social competence among female rural adolescents. The obtained results showed levels of self-concept significantly predicts social competence among female rural adolescents. Hence, the proposed hypothesis was accepted.

Among female rural adolescents, Physical, social, temperamental, education, intellectual and moral self-concept increases with increase in social competence. Social, temperamental, education, and moral self-concept increases with increase in social competence whereas physical and intellectual self-concept decreases as there is an increase in social competence among female urban adolescence. Social, intellectual, education, and moral self-concept increases with increase in social competence whereas physical and temperamental self-concept decreases as there is an increase in social competence among male rural adolescents. There is an increase in physical, social, intellectual, education, and temperamental moral self-concept as social competence increases whereas moral self-concept decreases as there is an increase in social competence among male urban adolescence.

In the findings of Salgar and Yadav (2014), there is no gender difference in the score of adolescents on self-concept. Borah and Saikia (2016) show that there is little difference among the different dimensions of self-concept, however majority of data show marked concentration around above average and high self-concept and there is no significant difference between boys and girls on their self-concept of the adolescents. In the findings of Amandeep (2016), Gender difference in social competence were found. Female adolescents have more social competence than male adolescents. Social competence of rural adolescents was found more than urban adolescents. Jagdishpatil and Rane (2015) showed that students in Urban had a higher self-concept than their colleagues in rural setup. In the findings of Gupta (2018) Self-concept of rural adolescents was developed more as compare to urban adolescents. A study by Joshy and John (2014) shows that Self-concept has significant effect on social competence of the adolescents.

From the previous literature findings, it can be understood that gender has no influence on self-concept but there is evidence of differences in social competence. From the finding of Amandeep (2016) it is observed that social competence is high among rural females. From the result of the present study, it can be observed that compared to other samples, self-concept predicts social competence highest among female rural adolescents. A study by Joshy and John (2014) shows that Self-concept has significant effect on social competence of the adolescents, this supports hypothesis 1, 3 and 4.

Significant findings of the study

The significant findings pertaining to the research question and hypothesis have been discussed below. The present study showed that:

Levels of self-concept is a significant predictor of social competence among male urban adolescents.

Levels of self-concept is not a significant predictor of social competence among female urban adolescents.

Levels of self-concept is a significant predictor of social competence among male rural adolescents.

Levels of self-concept is a significant predictor of social competence among female rural adolescents.

Conclusion

The present study aims to study the influence of self-concept on social competence among adolescents. The study emphasized on one criterion (dependent) variable i.e., social competence and predictor (independent) variables, namely, self-concept. The study was conducted on 124 participants who are adolescent studying in grade 11th and 12th. The self-concept questionnaire developed by Saraswat (1984) and Adolescents Social Competence Scale (ASCS) (2012) were administered on the sample population. The results indicated that levels of self-concept significantly predict social competence among male urban adolescents, levels of self-concept do not significantly predict social competence among female urban adolescents, levels of self-concept significantly predict social competence among male rural adolescents, levels of self-concept significantly predict social competence among female rural adolescents.

Implications of the present study

The findings provide insight into self-concept, as a dispositional characteristic, having an impact on social competence among adolescents based on gender. The present research has significant implications in the field of educational and social psychology. It is recommended to obtain adolescents with high social competence beliefs, to which self-concept is a factor influencing people to consider social competence beliefs and by trying to develop healthy positive self-concepts among students for healthy social interactions which help them in their personal growth and development. Design certain strategies, tasks and actions that improve the social competence of the employees which in turn increases their performance and productivity in their social setting.

Limitations of the present study

Although the researcher attempted to maintain high standards, certain limitations were encountered. The limitation of the present is that it does not cover a larger representation of the samples as the sample size chosen for the study was smaller representation. It only included adolescents who reside with their parents and were pursuing 11th and 12th grade between 15 to 18 age range. The data collected only comprises of samples from Kerala, Bangalore, west Bengal, and Hyderabad which limits generalization of the research findings.

Scope for further research

This study gives further scope for investigation and research, large sample size could recruit with equal or different representation from different states of India along with exploring and adding on other variables to the study. In the present study questionnaire survey was used. Consequently, for further studies other instruments such as interviews, experimental and observation schedule can be used in order to understand the influence of self-concept on social competence among adolescence.

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