Social Connectedness: Relationship with Social Competencies and Self Esteem among School Going Children.

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Abstract:

Social connectedness is a process wherein the people come as a unit and interact with each other. It can also be defined in which people have relationships with each other and how the relationship benefits to the individual alone and also to the society as a whole. The social connectedness includes family friends, neighbors and also the mates or the peer groups. Social competence consists of various attributes and components such as social, emotional, cognitive, motivational and behavioral skills for social adaptation. It also includes where an individual learns from past experiences. The term self esteem means the process where we value ourselves. It depends on the perception of an individual and it varies from person to person as how we value the outside world and how much are we valuable to others. The aim of the current investigation to study the correlation between social connectedness, social competencies and self esteem among school going children. For this study, Social Connectedness scale (Lee & Robbins, 1995). Social Competencies scale (Oman, Vesley, McLeroy et al. 2002) and Self Esteem scale (Rosenberg, 1965) 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 Chandigarh. 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.

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Introduction:

Ambady et al., (1995) defines social connectedness as the connection and interaction of how people come together and have a sense of togetherness with each other. Social connectedness at individual level comprises of the number of people that one has around himself or herself and how an individual interacts with social circle involving friends, family and acquaintances. The social connectedness also goes beyond an individual level and consist of social circles and relationship of communities with different communities. This connectedness of social circle defines the cohesiveness of the people which benefits both to the society and also to an individual.

Hall and Veccia (1990), has mentioned about six different attributes that help the person to know the quality of interaction with each other and how the social connectedness is enhanced. They are:

- Length and period of the relationship
- Number of interactions with others.
- How much knowledge is gained through interaction and what are the goals of other individuals.
- Physical intimacy or closeness with the other person

- If a person is connectedness then how much a person has disclosed the true realities to the other person?
- Social network familiarity—how familiar is the other person with the rest of your social circle

According to Clikeman (2007), did a research on social competence and concluded that thought it is a complex and compose of different dimensions such as first social, second emotional such as affect, either positive affect or negative affect, third cognitive such as information processing, fourth behavioral such as prosocial behavior, fifth motivational skills that are necessary for a person to adapt in the social environment. Social competence is a kind of process where the expectation is built and its future processing is involved based on the perception of the individual itself and how the behavior is perceived.

Cartledge (2002) social competence is a process which involves an attributes and characteristics such as social, emotional and intellectual skills that are necessary and pre requisite conditions based on which the individual becomes the member of the environment where the person lives in.

Findlay et al., (2004), did a research and concluded that a child when in peer group and is a part of group with social competence, the development of the child can be disrupting and can lead to the threatening results. The peer group if is a part of being rejected or victimized, it lead to the low self esteem and feeling of loneliness arises. The person or a child is when rejected or victimized there is always negativity in the brain and they are then always being neglected from the positive social interactions or the peers who are positive and encompass positive results. This lead to the deterioration of the positive skills that are necessary for the positive development of the child. The method of observation has also concluded that children who are rejected are seen playing alone, there is no interaction with the peer group. Such children have been seen to have lesser options when asked for partners in field of education or playing. Such children who are excluded from the normal group find themselves being deprived of having opportunities to have interaction with the social group and to have adaptive social behavior.

Cherry (2014) defines the term self-esteem as an individual's self-worth. It is a personality trait which is found to be stable throughout the life and it is therefore enduring in nature. It involves the belief about the self and it an appraisal of having confident appearance, positive belief, positive affect and therefore positive behavior.

According to Braden, 1969, described the various attributes of self-esteem:

1. Self-esteem is an important part of every individual's life for the normal and healthy development of the life.

2. Self-esteem is an attribute that comes from within based on the person's belief system.

3. Self-esteem occurs in parallel to the feelings, thoughts, actions and behaviors.

The need of self esteem is basically drawn back from the Maslow's (1987) hierarchy of needs where self-esteem is one of the human motivation. Maslow has elaborated that self esteem is a 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.

Objective:

On the basis of aforementioned literature, following objectives have been proposed for the present investigation:

1.   To study the relationship between social connectedness and social competencies among school going children.

2.   To investigate the correlation between social connectedness and self esteem among school going children.

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:

1.   It is hypothesized that social connectedness was expected to be positively related with social competencies.

Each item can be rated from 1-6 where, "1" denotes "strongly disagree" to "6" denotes "strongly agree". All the items in the scale consist of reverse scoring.

2.   Social Competencies Scale (Oman, Vesley, McLeroy, et al., 2002). 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.

3.   Self Esteem Scale (Rosenberg, 19665). 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:

Variables	Social Connectedness	Social Competencies	Self Esteem
Social Connectedness		0.15	0.20*
Social Competencies			0.14
Self Esteem			

2.   It was expected that social connectedness was positively related with self esteem.

3.   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 Chandigarh. The age range was 17-20 years and the students comprised of 12th standard. The students in the sample were selected on random basis.

Tests and Tools :

1.   Social Connectedness Scale (Lee & Robbins, 1995). This scale consist of 8 items.

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

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. It means that children 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.

Armstrong and Oomen-Early (2009) did a study on social connectedness, self esteem and depression among athletes and nonathletes among college students and found out that athletes had significant greater levels of social connectedness and self esteem.

Dang (2014) did a study and find out that youth have high level of social connectedness and self esteem which in turn reported the lower level of psychological distress.

Lee, Draper and Lee (2001) find out through the research that social connectedness has led to the higher social competency, and increased level of self esteem. Also other variables psychological well being, social involvement, and positive perception of an individual were positively correlated. Therefore, there is a positive relationship between social connectedness, social competency and self esteem.

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 (Ladd, 1990; Ladd, 1999).

Conclusion:

It is good to say that children should be connected socially because it leads to the growth of the child in terms of thinking, reasoning and ability to make decisions. The connectedness should in such a way that it builds up the competitive level by having good friends and not by having the bad companion. If the connectedness and competencies leads to the positive growth in the child then it would definitely raise the self esteem of the child because the companion would always reinforce and inculcate the good values, norms to each

other therefore if on the other hand if the companion rejects, de-motivates each other it leads to lowering down of the self esteem.

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