Self-efficacy, self-esteem vs social competences of Polish adolescents

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1. INTRODUCTION:
   In 2010 a survey was conducted on a representative sample of 1188 schools including approximately 4000 students. During the course of the longitudinal study of 10- and 17-year-old adolescents from various types of schools were examined.
   The part of the study concerns results of examined relationship between self-efficacy, self-esteem and social competences of Polish adolescents. Results are based on the Rosenberg Self-Esteem Scale and Polish tools: Hope of Success Questionnaire and Social Competences Questionnaire. Results show that internal factors have significant impact on social competences, but the impact is various in different school environments.

2. VARIABLES:
   a) SELF-ESTEEM
      Self-esteem is a component of self-concept. Rosenberg (from: Blascovich and Tomaka, 1993) defines it as an individual's set of thoughts and feelings about his or her worth and importance, that is, a global positive or negative attitude toward oneself, positive or negative orientation toward oneself, an overall evaluation of one's worth or value.
   b) SELF-EFFICACY
      Self-efficacy is described as the belief that one is capable of performing a certain manner to attain certain goals. (Bandura, 2004).
   c) SOCIAL COMPETENCES
      Social competence is the capability of possessing the social, emotional, and intellectual skills and behavior needed to succeed in a variety of society (Maccoby, 2003). The tool has three scales:
      1. Assertiveness (AS) – the scale refers to competence conditioning the behavior effectiveness in situations requiring assertiveness.
      2. Coping with Social Interactions (CSI) – the scale refers to competence conditioning the effectiveness in MANAGERIAL/COOPERATIVE INTERACTIONS (MC), the scale refers to competence conditioning the effectiveness in the intimate situations (close interpersonal contact).

3. METHOD
   The study group was performed in March and April 2010 in 107 schools. The students were asked to compile 3 psychological tools. The study was conducted in an anonymous manner.
   Participants
   The study was conducted in Poland on a representative sample of 16- and 17-year-old pupils (N= 4041, 2112 female and 1929 male), who were studying at upper secondary schools: 50 general upper secondary schools, 50 vocational secondary schools and 48 basic vocational schools.

4. RESULTS:
   a) MANAGERIAL/COOPERATIVE INTERACTIONS (MC)
   b) SOCIAL COMPETENCES
      Table 1. Results in particular types of schools
      | School type                  | Mean    | SD      |
      |----------------------------|---------|---------|
      | General upper secondary     | 107,11  | 9,31    |
      | secondary school            |         |         |
      | Technical upper secondary   | 105,23  | 9,36    |
      | secondary school            |         |         |
      | Vocational secondary school | 99,28   | 9,61    |
      | school                     |         |         |
   c) SELF-EFFICACY
      Table 2. Pairwise correlations between scales
      | Mean    | SD      |
      |---------|---------|
      | Assertiveness | Self-efficacy | Self-esteem |
      | 0,34    | 0,28    | 0,35      |
      | 0,34    | 0,28    | 0,35      |
      | 0,34    | 0,28    | 0,35      |

6. REFERENCES
   Primary sampling units in this survey were schools sampled with unequal probability, therefore in all computations we follow methodology taking into account multilevel structure of data. Weighting procedures including the use of sampling weights and the Balanced Repeated Replication (BRR) weights with Fay's adjustment were used.

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