

## **AN INVESTIGATION INTO GENERAL SELF – EFFICACY AND SOCIAL SKILL OF GRADE 9 STUDENT IN KALAY TOWNSHIP**

Khin Khin Thant<sup>1</sup> and Hay Mar Oo<sup>2</sup>

### **Abstract**

This study was conducted to investigate general self- efficacy and social skills of Grade 9 students in Kalay Township, Sagaing Region. The sample of the present study was 704 Grade 9 student (282 males and 422 females) and Social Skills Questionnaire (Student Form) were used in this study. In the present study, general self – efficacy of Grade 9 students from Kalay Township was moderate level. And, female students were higher in academic self-eficacy than male students and students over 15 year old were higher than those under 15years old in emotional self –efficacy. And also, students from combination 1 were higher than students from combination 7 in academic self – efficacy. Next one way ANOVA results showed that there was significant difference in academic self – efficacy , social self-eficacy , emotional self- efficacy and general self-eficacy by schools. According to descriptive statistics, Grader 9 students from Kalay Township were moderate in social skills. Moreover, female students were significantly higher in cooperation, empathy and social skills than male students. The results of test showed that there was no significant difference by age in social skills. Students from combinations 1 were significantly higher than students from combination 7 in cooperation, self – control and social skills. One way ANOVA results revealed that there was significant difference in cooperation, empathy, self – control and social skills by schools. According to Pearson correlation, general self – efficacy and students race were positively correlated with social skills ( $r = .586, p < 0.001$  and  $r = .181, p < 0.001$ ) respectively. Finally, it was found that 34.3% of variance in social skills was predicted from academic self-eficacy, social self – efficacy, emotional self –efficacy using multiple regression analysis. The researcher concluded that general self – efficacy factors could influence students` social skills , thus , teachers and parents should train students` particular level of general self – efficacy and social skill to enhance more and by using several strategies.

### **Introduction**

A major goal of education is to equip children with the knowledge, skill and self-belief to be confident and informed citizens- who continue to see themselves as learner beyond graduation. To this end, the educational planning and practices must be focused on strong theories that contribute to all round development of children. It is very important for children to develop both academically as well as socially.

The quality of life of school children may be influenced by social and individual resources such as social support and self – efficacy. Increasing self-eficacy may improve children's beliefs in their ability to stand up for themselves and to attention their goals in school. In order to develop the social skills of children, one factor at shouldn't be left behind is self-eficacy. The more self- efficacious one is, the more successfully one can endure the demands of living (Bandura 1986).

### **Objectives of the Research**

#### **Aim of the Study**

The main aim of the study is to investigate the general self-eficacy and social skills of high school students in Kalay Township.

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<sup>1</sup>Associate Professor, Department of Educational, Sagaing University of Education

<sup>2</sup> Senior Assistant Teacher, S.H.S(1) Kalay Township

The specific objectives of the study are:

1. To study the general self –efficacy and social skills of high school students by gender,
2. To observe the general self –efficacy and social skills of high school students by age,
3. To observe the general self-efficacy and social skill of high school students by subject combination,
4. To examine the general self –efficacy and social skills of high school students by school,
5. To investigate the general self – efficacy and social skills of high school students by demographic variable and
6. To explore relationship between general self-efficacy and social skill of high school students.

### **Research Questions**

1. Is there any significant difference in the general self-efficacy and social between male and female students?
2. Is there any significant difference in the general self- efficacy and social skills by age?
3. Is there any significant difference in the general self-efficacy and social skills by subject combination?
4. Is there any significant difference in the general self-efficacy and social skills among four high school?
5. Is there any significant relationship of the general self-efficacy and social skill with demographic variables?
6. Is there any significant relationship between general self – efficacy and social skills?

### **Scope of the Study**

A total of 704 Grade 9 students were participated as a sample. The participants were randomly selected from four high schools in Kalay Township. Students' general self-efficacy was measured using Self-Efficacy Questionnaire for Children and Adolescents (SEQ-C & A). Social Skills Questionnaire (Student Form) was used to assess students' social skills.

### **Definitions of the Key Terms**

#### **Self-Efficacy**

Self-efficacy is defined as an individual's level of confidence in and beliefs about his or her capabilities to successfully carry out courses of action, perform given behaviors, accomplish given tasks and attain desired performance outcomes (Bandura, 1977).

#### **General Self-Efficacy**

General self-efficacy is a measure of an individual's beliefs in whether problems or barriers can be confronted and addressed with a successful outcome (Muris, 2001).

#### **Academic Self-Efficacy**

Academic self-efficacy is a student's belief in their ability to succeed in tasks, courses, or other academic activities (Bandura, 1987).

### **Social Self-Efficacy**

Social self-efficacy is an individual's confidence in his or her ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships. (Smith & Betz, 2000).

### **Emotional Self-Efficacy**

Emotional self-efficacy is defined as the perceived ability to cope with negative emotions (Muris, 2001).

### **Social Skills**

Social skills are defined as socially acceptable behaviors that enable a person to interact effectively with others and avoid socially unacceptable responses from others (Gresham and Elliott, 1993).

### **Importance of the Study**

Adolescents need all round development in their physical, mental, emotional and social aspects to face changes and challenges of this critical period. Educational programming must help to improve their beliefs about their capability to succeed in their endeavors. Similarly, providing students with social skills will improve interaction and promote their success in today's world. Thus, knowledge about general self-efficacy and social skill must be very useful for educators and teachers.

Studies exploring the general self-efficacy are still needed for Myanmar students. There are very rare researches examining social skills of Myanmar students. Therefore, investigating general self-efficacy and social skill of students would contribute to the benefits of education to a certain extent.

## **Review of Related Literature**

### **Nature of Social Skills**

Social skill are skill necessary in all aspects of life. When one talk, play interact and work with others, these skills are the connections among people (Johnson, Johnos & Holubec, 1991, as cited in danielle, 2010) Vygotsky's social development theory suggests that social interaction is critical in the development of cognition. He states that higher functioning originates between individuals.

Socially acceptable learned behaviors enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990). Social skills are distinguished from social competence, in that social skills represent behaviors that must be learned and performed and social competence represents judgment of those behaviors by others (Gresham, 2002).

### **Four Components of Social Skills**

Social skill could be categorized into four components: cooperation, assertion, empathy and self – control (Greshan & Elliot, 1990).

**Cooperation:** involves behaviors such a helping others, sharing materials and complying with rules and directions.

**Assertion:** describes initiating behaviors such as asking others for information, introducing oneself and responding to the actions of others such as peer pressure or insults.

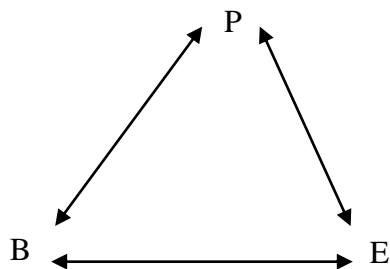
**Empathy:** is behavior that shows concern and respect for others' feeling and viewpoints. Being responsive to the need of others, supporting, encouraging or assisting as necessary and seeking to understand other points of view are empathetic behaviors.

**Self – Control:** is identified as behaviors that emerge in conflict situations such as responding appropriately to teasing and in nonconflict situations that require taking turns and compromising.

### **Foundation of Self-efficacy: Social Cognitive Theory**

With the publication of *Social Foundations of thought and Action: A Social cognitive Theory in 1986*. Albert Bandura proposed a theory of human functioning that emphasizes the role of self- beliefs. In this social cognitive perspective, individuals are viewed as self – organizing, proactive, self – reflecting, and self- regulating rather than as reactive organisms shaped by environmental fore's or driven by concealed inner impulse. Social cognitive theory explains psychosocial functioning in terms of triadic reciprocal causation (Bandura, 1986).

The triad consists of behavior, cognitive and other personal factors and the external environment (Bandura, 1986; Wood & Bandura, 1989).



**The Elements of the Triad Work in a Reciprocal and Bi-Directional Fashion (Bandura, 1986).**

### **Self-Efficacy Theory**

The construct of self-efficacy introduced by Bandura (1977), refers to a person's conviction in his or her own capacity to perform successfully a behavior leading to a specific outcome. Bandura differentiated between self-efficacy and outcome expectancy, the former is a belief about one's competence, the latter is a belief about one's environment. He stated that self-efficacy is independent of outcome expectancy. The theory introduces the idea that the perception of efficacy is influenced by four factors: mastery experience, vicarious experience, verbal persuasion and somatic and emotional state (Bandura, 1994, 1997; Pajares, 2002, as cited in Brown, Malouff, & Schutte, 2005).

### **Three Components of General Self-Efficacy**

#### **Academic Self-Efficacy**

Academic self- efficacy is a student's belief in their ability to succeed in tasks, courses, or other academic activities (Bandura, 1987). In Education self-efficacy is a key contributing factor to learners' success because self-efficacy influences the choices learners make and the courses of action they pursue (Pajares, 2002).

**Social self- Efficacy**

Social self-efficacy is the belief of an individual in their ability to initiate social contact and develop new friendships. It is commonly applied in domains such as adult social interaction, counseling for college students, health psychology, and social interaction among students study in abroad (Fan et al., 2010; Hagedoorn & Molleman, 2006; Lin & Betz, 2009; Wei et al., 2005).

**Emotional Self – Efficacy**

Emotional self-efficacy is defined as the perceived ability to cope with negative emotions. (Muris, 2001). Emotional self-efficacy is a person's belief in his or her ability to understand and use emotional information (Bandura, 1997).

**Methodology**

**Sample of the Study**

Participant of the study were 704 Grade 9 students. Participants were randomly selected from four basic Education High School in Kalay Township. Random sampling technique was used in this study. Our of them, 282 were males and 422 are females.

Moreover, the participants were different in subject combinations, 339 students were specialized in combination-7 (Biology) and 365 students were in combination -1 (Economics).

**Instrument for the Study**

**Self-Efficacy Questionnaire for Children & Adolescents (SEQ –C&A)**

Self-efficacy Questionnaire for Children & Adolescents (SEQ – C& A) was developed by muris (2001) to measure general self–efficacy. It was a measure of an individual `s belief in whether problems or barriers can be confronted and addressed with a successful outcome. Student respondents assigned a value to each self-efficacy item using a four points Likert Scale (Not at all true, hardly true, moderately true and Exactly true). The Self – Efficacy Questionnaire included 24 items; 8 items for academic self-efficacy, 8 items for social self-efficacy and 8 items for emotional self-efficacy.

**Social Skills Questionnaire (student from)**

Social skills Questionnaire (Student from) was developed by Gresham and Elliot (1990) and originally included 39 items. After the pilot study, an item irrelevant to our culture was excluded by the suggestions of experts. So, Social skills Questionnaire included 38 items; 9 items for cooperation, 9 items for assertion, 10 items for empathy and 10 items for self- control. Student respondents assigned a value to each social skill item using a four point Likert Scale (Strongly Disagree, Disagree, Agree and Strongly Agree).

**Findings**

Data for General self-Efficacy of Grade 9 students were collected by using Self-Efficacy Questionnaire. The following (Table) showed descriptive statistics of general self-efficacy.

**Table 1 Descriptive Statistics of General Self-Efficacy for Grade 9 Students**

<b>Variables</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
Academic Self- Efficacy	704	11	32	24.14	4.184
Social Self-Efficacy	704	14	32	24.07	3.651
Emotional Self-Efficacy	704	11	32	23.36	3.981
General Self-Efficacy	704	39	96	71.57	9.477

Table 4.1 showed that the mean score of the student's ASE Academic Self- Efficacy was highest. It was interpreted that the students had a belief to accomplish their academic activities. The mean score of Social Self-Efficacy was the second and was assumed that they could accurately perform in a social situation. However, the mean score of Emotional Self-Efficacy was the lowest and was regarded that they tended to be weak in coping negative emotions. The mean standard deviation of general self-efficacy for the whole sample were 71.57 and 9.477. It could be interpreted that grade 9 students form Kalay Township were moderate in general self-efficacy. (Moderate level = between 60 and 80).

**Table 2 Descriptive Statistics of General Self-Efficacy for Grade 9 Student by Gender**

Variables	Gender	N	Mean	SD
Academic Self-Efficacy	Male	282	23.29	4.016
	Female	422	24.70	4.204
Social Self-Efficacy	Male	282	24.21	3.591
	Female	422	3.98	3.692
Emotional Self-Efficacy	Male	282	23.28	3.873
	Female	422	23.41	4.056
General Self-Efficacy	Male	282	70.79	9.158
	Female	422	72.09	9.660

Table 2 showed the mean score of female students was higher than that of male students in academic self-efficacy, emotional self-efficacy and general self-efficacy. However, the mean score of male students was higher in social self-efficacy than that of female students.

To get more detailed information whether there was an actual difference in general self-efficacy and its subscales of Grade 9 students by gender, the independent sample *t* test was conducted.

**Table 3 Result of Independent Sample *t* test for General Self-Efficacy by Gender**

Variables	Gender	Mean	<i>t</i>	<i>df</i>	<i>P</i>
Academic Self-Efficacy	Male	23.29	-4.422***	702	.000
	Female	24.70			
Social Self-Efficacy	Male	24.21	.812	702	.417
	Female	23.98			
Emotional Self-Efficacy	Male	23.28	-.428	702	.699
	Female	23.41			
General Self-efficacy	Male	70.79	-1.797	702	.073
	Female	72.09			

Note: \*\*\*  $p < 0.001$

According to Table 3, the result of independent sample *t* test showed that there was no significant difference in general self-efficacy of Grade 9 students between male and female. So, the girls and boys in Grade 9 possessed almost equal in general self-efficacy. Similarly, there was no significant difference between male and female in social and emotional self-efficacy. However, there was a significant difference in academic self-efficacy of Grade 9 students between male and female at 0.001 level. It meant that female students from Kalay Township were higher than male students in academic self-efficacy.

**Table 4 Descriptive Statistics of General Self-Efficacy for Grade 9 Students by Age**

Variables	Age	N	Mean	SD
Academic Self-Efficacy	<15	390	24.18	4.322
	≥15	314	24.08	4.012
Social Self-Efficacy	<15	390	23.95	3.787
	≥15	314	24.22	3.474
Emotional Self-Efficacy	<15	390	23.01	4.047
	≥15	314	23.80	3.859
General Self-efficacy	<15	390	71.14	9.599
	≥15	314	72.11	9.311

According to Table 4, 15 and over 15 years old students were higher mean value than under 15 years old students in social self-efficacy, emotional self-efficacy and general self-efficacy. Differently, under 15 years old students were higher mean score in academic self-efficacy than that of 15 and over 15 years old students.

**Table 5 Result of Independent Sample t test for General Self –Efficacy by Age**

Variables	Age	Mean	t	df	p
Academic Self-Efficacy	<15	24.18	.305	702	.761
	≥15	24.08			
Social Self-Efficacy	<15	23.95	-.961	702	.337
	≥15	24.22			
Emotional Self-Efficacy	<15	23.01	-2.644	702	.008
	≥15	23.80			
General Self-efficacy	<15	71.14	-1.342	702	.180
	≥15	72.11			

Note: \*\* P<0.01

According to table 5, the result of independent sample t test showed that was no significant difference in academic self-efficacy, social self-efficacy and general self- efficacy by age. However, there was significant difference in emotional self-efficacy of Grade 9 students by age at 0.01 level. It was interpreted that 15 and over 15 years old students were higher than under 15 years old students in emotional self-efficacy.

**Table 6 Descriptive Statistics of General Self-Efficacy for Grade 9 Students by Subject Combination**

Variables	Combination	N	Mean	SD
Academic Self-Efficacy	C-7(Bio)	339	23.72	4.422
	C-1(Eco)	365	24.52	3.917
Social Self-Efficacy	C-7(Bio)	339	24.15	3.750
	C-1(Eco)	365	24.00	3.560
Emotional Self-Efficacy	C-7(Bio)	339	23.24	4.035
	C-1(Eco)	365	23.47	3.933
General Self-Efficacy	C-7(Bio)	339	71.12	9.877
	C-1(Eco)	365	71.99	9.082

According to table 6, students in combination 1 were higher mean value than students in combination 7 in academic self-efficacy, emotional self-efficacy and general self-efficacy. Differently, students in combination 7 were higher mean score in social self-efficacy than that of students in combination 1.

**Table 7 Result of Independent Sample *t* test for General Self-efficacy by Subject Combination**

Variables	Combination	Mean	<i>t</i>	Df	<i>p</i>	MD
Academic Self-Efficacy	C-7 (Bio)	23.72	-2.538*	702	.011	-.798
	C-1 (Eco)	24.52				
Social Self-Efficacy	C-7 (Bio)	24.15	.525	702	.599	.145
	C-1 (Eco)	24.00				
Emotional Self-Efficacy	C-7 (Bio)	23.24	-.754	702	.451	-.226
	C-1 (Eco)	23.47				
General Self-Efficacy	C-7(Bio)	71.12	-1.231	702	.219	-.879
	C-1(Eco)	71.99				

Note: \*  $p < 0.05$

According to Table 7, there was no significant difference in general self-efficacy by subject combination. The result of independent sample *t* test revealed that there was significant difference in academic self-efficacy of Grade 9 students by subject combination at 0.05level. It was interpreted that academic self-efficacy of Grade 9 students in combination 1 was higher than that of students in combination 7.

**Table 8 Descriptive Statistics of General Self-Efficacy for Grade 9 Students by Schools**

Variables		School 1	School 2	School 3	School 4
Academic Self-Efficacy	Mean	24.65	24.22	22.00	24.69
	SD	4.008	4.374	4.076	3.760
Social Self-Efficacy	Mean	24.27	24.18	23.07	24.33
	SD	3.630	3.772	3.824	3.124
Emotional Self-Efficacy	Mean	23.11	24.23	22.44	23.35
	SD	3.991	3.973	3.775	3.912
General Self-Efficacy	Mean	72.03	72.62	67.50	72.37
	SD	8.856	10.244	9.397	8.787

According to Table 8, general self-efficacy of students from school (2) had the highest and that of students from school (3) had the lowest. The students from school (4) had the highest and those from school (3) had the lowest in academic and social self-efficacy. Differently, emotional self-efficacy of students from school (2) was the highest that of students from school (3) was the lowest.

In order to find out these differences in detail, one-way ANOVA was conducted and the result showed that there was significant difference in general self-efficacy and its subscales of students among different schools at 0.001 level, So, it could be said that general self-efficacy of Grade 9 students in Kalay Township was influenced by schools.

Post Hoc test revealed that there was significant difference in general self-efficacy among school. General self-efficacy of students from school (3) was significantly lower than that of students from school (1) and school (2) at 0.001 level, but from school (4) at 0.01level. Academic self-efficacy of students from school (3) was significantly lower than that of students from school (1), school (2) and school (4) at 0.001 level. Social self-efficacy of students school (1) was significantly higher than that to students from school (3) at 0.005level. Next emotional self-efficacy of students from school (2) was significantly higher than that of students from school (1) at 0.05level and from school (3) at 0.01level. Obviously, these were shown in Table 10.



**Table 9 Result of Post Hoc Test for General Self-Efficacy by School**

Variables	(I) School Name	(J)School Name	Mean Difference (I-J)	P
Academic Self-Efficacy	School (3)	School (1)	-2.647***	.000
		School (2)	-2.216***	.000
		School (3)	-2.690***	.000
Social Self-Efficacy	School (1)	School (3)	1.203*	0.19
Emotional Self-efficacy	School (2)	School (1)	1.118*	0.11
		School (3)	1.793**	0.01
General Self-Efficacy	School (3)	School (1)	-4.525***	.000
		School (2)	-5.118***	.000
		School (4)	-4.865**	.001

Note: \* $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

Data for Social Skills of Grade 9 student were collected by using Social Skills Questionnaire (Student Form). The following (Table 10) Showed descriptive statistics of social skills.

**Table 10 Descriptive Statistics of Social Skills for Grade 9 Students**

Variables	N	Minimum	Maximum	Mean%	SD
Assertion	704	36	100	71.80	9.437
Cooperation	704	36	100	78.50	9.689
Empathy	704	40	100	82.46	8.765
Self-Control	704	35	100	75.53	10.281
Social Skills	704	46	100	77.17	7.347

Since the number of items included in each subscale of social skills questionnaire were not the same, the mean scores were to the corresponding mean percentages. According to Table 11, the mean percentage and standard deviation of social skills for the whole sample were 77.17 and 7.347. It could be interpreted that social skills of Grade 9 students from Kalay Township was moderate level.

**Table 11 Descriptive Statistics of Social Skills for Grade 9 Students by Gender**

Variables	Gender	N	Mean %	SD
Assertion	Male	282	72.21	9.572
	Female	422	71.52	9.346
Cooperation	Male	282	76.79	10.304
	Female	422	79.63	9.091
Empathy	Male	282	80.90	9.452
	Female	422	83.50	8.120
Self-Control	Male	282	75.14	10.456
	Female	422	75.79	12.167
Social Skills	Male	282	76.35	12.016
	Female	422	77.72	10.496

According to Table 11, the mean parentage of female students was higher than that of male students in cooperation, empathy, self-control and social skills. Differently, the mean percentage of male students was higher in assertion than that of female students.

**Table 12 Result of Independent Sample *t* test for Social Skills by Gender**

Variables	Gender	Mean%	<i>t</i>	<i>df</i>	<i>P</i>
Assertion	Male	72.21	.957	702	.339
	Female	71.52			
Cooperation	Male	76.79	-3.850***	702	.000
	Female	79.63			
Empathy	Male	80.90	-3.904***	702	.000
	Female	83.50			
Self-Control	Male	75.14	-.817	702	.414
	Female	75.14			
Social skills	Male	76.35	-2.422**	702	.016
	Female	77.72			

Note: \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

The result of independent sample *t* test showed that there was significant difference in social skills of students by gender at 0.05 level. In cooperation, male students were significantly different from that of female students at 0.001 level. It was supposed that female students preferred to cooperate than male students. Similarly, there was a significant difference in empathy of students by gender at 0.001 level. It could be said that female students felt more empathetic than male students. Therefore, social skills of Grade 9 students were influenced by gender. It meant that females were better in social skills than males.

**Table 13 Descriptive Statistics for social Skills of Grade 9 Students but Age**

Variables	Age	N	Mean %	SD
Assertion	<15	390	71.32	9.142
	≥15	314	72.39	9.772
Cooperation	<15	390	78.08	9.552
	≥15	314	79.01	9.847
Empathy	<15	390	82.67	8.847
	≥15	314	82.20	8.465
Self-Control	<15	390	75.13	10.151
	≥15	314	76.02	10.436
Social Skills	<15	390	76.91	10.796
	≥15	314	77.49	11.612

According to Table 13, the mean parentage of 15 and over 15 years old students was higher than that of under 15 years old students in assertion, cooperation, self-control and social skills. Differently, the mean percentage of under 15 years of under 15 years old students was higher in empathy than that of 15 and over 15 years old students.

**Table 14 Result of Independent Sample *t* test for Social Skills by Age**

Variables	Age	Mean%	<i>t</i>	<i>df</i>	<i>P</i>
Assertion	<15	71.32	-1.500	702	.134
	≥15	72.39			
Cooperation	<15	78.08	-1.257	702	.209
	≥15	79.01			
Empathy	<15	82.67	.706	702	.481
	≥15	82.20			
Self-Control	<15	75.13	-1.135	702	.257
	>15	76.02			
Social Skills	<15	76.91	-1.045	702	.296
	≥15	77.49			

According to Table 14, there was no significant difference in social skills and its subscales of the students by age.

**Table 15 Descriptive Statistic of Social Skills for Grade 9 Students by Subject Combination**

Variables	Combination	N	Mean%	SD
Assertion	C-7 (Bio)	339	71.35	9.369
	C-1 (Eco)	365	72.21	9.494
Cooperation	C-7 (Bio)	339	77.28	9.136
	C-1 (Eco)	365	79.63	10.057
Empathy	C-7 (Bio)	339	82.21	8.742
	C-1 (Eco)	365	82.68	8.793
Self-Control	C-7 (Bio)	339	74.33	10.380
	C-1 (Eco)	365	76.64	10.075
Social Skills	C-7 (Bio)	339	76.40	10.822
	C-1 (Eco)	365	77.89	11.386

According to Table 15, the mean percentage of students in combination 1 had higher than that of students in combination 7 for social skills and its subscales.

**Table 16 Result of Independent Sample *t* test of Social Skills by Subject Combination**

Variables	Combination	Mean %	<i>t</i>	<i>df</i>	<i>P</i>
Assertion	C-7 (Bio)	71.35	-1.199	702	.231
	C-1 (Eco)	72.21			
Cooperation	C-7 (Bio)	77.28	-3.236**	702	.001
	C-1 (Eco)	79.63			
Empathy	C-7 (Bio)	82.21	-.714	702	.475
	C-1 (Eco)	82.68			
Self-Control	C-7 (Bio)	74.33	-3.002***	702	.003
	C-7 (Eco)	76.64			
Social Skills	C-7 (Bio)	76.40	-2.704**	702	.007
	C-1 (Eco)	77.89			

Note :\*\*  $P < 0.01$

The result of independent sample *t* test revealed that there was significant difference in cooperation, self-control and social skills of students by subject combination at 0.01 level. It was interpreted that students in combination 1 were better than students in combination 7 in cooperation, self-control and social skills.

**Table 17 Descriptive Statistics of Social Skills for Grade 9 students by school**

Variables		School 1	School 2	School 3	School 4
Assertion	Mean %	72.10	71.13	71.32	72.69
	SD	9.674	9.975	8.822	8.169
Cooperation	Mean %	78.52	79.48	75.56	79.56
	SD	9.966	9.045	9.966	9.297
Empathy	Mean %	83.39	82.06	78.48	84.63
	SD	8.810	8.578	8.937	7.457
Self-Control	Mean %	76.11	76.76	70.02	77.13
	SD	10.862	9.265	9.044	9.894
Social Skills	Mean %	77.65	77.47	73.87	78.63
	SD	7.338	7.416	7.112	6.559

According to Tables 17, mean percentage of students from school (4) had the highest and that students school (3) had the lowest in cooperation, empathy, self-control and social skills. But in assertion, mean percentage of students from school (4) was the highest and that of students from school (2) was the lowest.

In order to find out these differences in detail, one-way ANOVA was conducted and the result showed that there was significant difference in social skills of students among different schools at 0.001 level. Moreover, there was significant difference in cooperation, empathy and self-control by schools. However, there was no significant difference in assertion of the students by schools (See Table 18).

**Table 18 ANOVA Result of Social Skill for Grade 9 Students by Schools**

Variables		Sum of Squares	df	Mean Square	F	P
Assertion	Between Groups	219.657	3	73.219	.822	.482
	Within Groups	62383	700	89.120		
	Total	62603.641	703			
Cooperation	Between Groups	1213.242	3	404.414	4.370**	.005
	Within Groups	64781.734	700	92.545		
	Total	65994.976	703			
Empathy	Between Groups	247.338	3	809.113	10.980***	.000
	Within Groups	51583.884	700	73.691		
	Total	54011.222	703			
Self-Control	Between Groups	3838.624	3	1279.541	12.710***	.000
	Within Groups	70470.529	700	100.672		
	Total	74309.153	703			
Social Skills	Between Groups	1443.692	3	481.31	9.227***	.000
	Within Groups	36506.343	700	52.152		
	Total	37950.035	703			

Note: \*\* $p < 0.01$  \*\*\* $p < 0.001$

**Tables 19 Result of Post Hoc Test for Social Skill of Grade 9 Students by School Tukey HSD**

Variable	(I)School Name	(J)School Name	Mean Difference	P
Cooperation	School(3)	School(1)	-2.963*	.034
		School(2)	-3.925**	.004
		School(4)	-4.000*	0.16
Empathy	School(3)	School(1)	-4.915***	.000
		School(2)	-3.584**	.003
		School(4)	-6.149***	.000
Self-Control	School(3)	School(1)	-6.085***	.000
		School(2)	-6.735***	.000
		School(4)	-7.101***	.000
Social Skills	School(3)	School(1)	-3.781***	.000
		School(2)	-3.600***	.000
		School(4)	-4.759***	.000

Note: \* $P < 0.05$ , \*\* $P < 0.01$ , \*\*\* $p < 0.001$

Post Hoc test revealed that there was significant difference in social skills among schools. Cooperation of students from school (3) was significantly lower than that of students from school (1) and school (4) at 0.05 level and from school (2 at / 0.01 level. Next, empathy of school (4) at 0.001 level and from school (2) at 0.01 level. Similarly, self-control and social skills of students from school (3) was significantly lower than that of students from schools (1), school (2) and school (4) at 0.00 level.

**Table 20 Pearson correlation for General Self-Efficacy and Social Skill with Demographic Variables**

Variables	Mother's Education	Students' Race	General Self-Efficacy	Social Skills
Father's Education	.579**	-.050	-.005	-.026
Mother's Education	1	-.029	.032	.03
Student' Race		1	.054	.181***
General Self-Efficacy			1	.586***

\*\*\*Correlation is significant at 0.001 level.

Table 20 showed that there was a significant relationship between general self-efficacy and social skills at 0.001 level. The relationship between general self-efficacy and social skills was significant at 0.001 level. It could be interpreted that greater general self-efficacy the students possess, the better social skills they would have. Furthermore, subscales of general self-efficacy were significantly correlated with social skills. Therefore, in order to investigate the predictive power for subscales of general self-efficacy to social skills of Grade 9 students, multiple regression analysis was conducted.

**Table 21 Multiple Regression Analysis Summary for Predictors of Subscales of General Self-Efficacy and Social Skills**

Variable	B	Beta	t	T	R <sup>2</sup>	Adjusted R <sup>2</sup>	F
(Constant SS	67.548		25.782	.588 <sup>a</sup>	.345	.343	123.105** *
ASE	.739	.277***	7.873	R <sup>2</sup> =34.3% SS=67.548+0.739ASE+0.807SSE +0.534ESE			
SSE	.807	.264***	7.012				
ESE	.534	.190***	5.096				

SS=Social Skills, ASE=Academic Self-Efficacy, SSE=Social Self-Efficacy,ESE=Emotional Self-Efficacy

The result of multiple regression analysis indicated that academic self-efficacy, social self-efficacy and emotional self-efficacy made a significant predicative contribution to students' social skills ( $F(3,700)=123.105, p<0.001$ ). The adjusted R<sup>2</sup> was .343. This indicated that 34.3% of variance in social skills was explained by academic self-efficacy, social self-efficacy and emotional self-efficacy. Therefore, it can be concluded that the higher the academic self-efficacy, social self-efficacy and emotional self-efficacy, the better social skills of the students.

### Discussion and Recommendation

For adolescents, social skills are very important for effective adjustment and proper development of personality. Bandura (1997); Caprara et al., (2003) found that social skills and health may be improved by increasing self-efficacy. So, the parents and teachers should help the students in order to develop general self-efficacy in them.

According to the National Association of School Psychologists (NASP, 2010) there are some ways that adults can enhance self-efficacy in adolescents. They include;

1. Challenge negative thoughts. Parents and teachers can teach children to identify and challenge negative thought that undermine their beliefs in their abilities to master a task. Then, replace the negative thoughts with a positive, truthful idea.
2. Teach goal setting. Teaching children how to set realistic goals and strategies for persisting in achieving those goals when they encounter obstacles help them to Experience greater mastery in life.
3. Notice, analyse and celebrate successes. Self-efficacy can be increased by teaching children to identify successes and to accurately assess their contribution.
4. Use process praise. Emphasizing effort and strategy helps children focus their attention on variables they can to accurately assess their contribution.
5. Provide opportunities for mastery experiences. Given children opportunities to control their environments. Creating opportunities for children to make decisions, use and practice their skills and try different paths to achieve their goals will help build self-efficacy.
6. Be honest and realistic. When a child fails or has a setback, don't pretend it didn't happen. It is better to acknowledge the struggle and identify specific strengths he might use next time.

Moreover, there are three important supportive factors in developing students' social skills.

- The most important in the social skills development of young students is the family. Parents are the important facilitator in the development of adolescents' social skills.
- Teachers, school principals and school environment play crucial role in students' social skills development.
- Community performs as the third source in the progress of students' social skills.
- As the role of mass media such as television, movies, video games and internet can greatly affect in the lives of youngsters, the community need to be aware to protect today's youngsters from the saturation of violence media that inappropriate for students and be harmful in their social development.
- Identification of intervention strategies and practices that promote social skill can help increase the likelihood of positive outcome for adolescents and reduce the occurrence of negative outcomes.

#### **Need for Future Research**

- Further research need to conduct not just only Grade 9 students as participants but also the middle school students, all level of high school students and university students.
- The future researchers should conduct the study with larger sample size from different states and regions to be more generalized, reliable and valid.
- It is necessary to measure students' social skills in detail by using teacher from and parent from of social skills questionnaire.
- .It further needed to examine the effect of parental involvement and parenting styles in the development of students' social skills.

- The impact of school safety environment and classroom teaching strategy; society, the role of mass media and family economic status on adolescents` social development should also be studied.
- Next, studying the effectiveness of social skill training programs and intervention strategies that are offered to children who do not have appropriate social skills and who are deficit in social skills should be carried out as long- term studies.
- Longitudinal research and qualitative approaches should be conducted to explore the importance of general self- efficacy and social skills for Myanmar students from elementary level to university level in their life – long learning.

### Acknowledgements

I would like to express profound and sincere thanks to the following individuals who extended their invaluable support for the completion of this thesis, and for a lot of favor during my effort. I would like to offer respectful appreciation to Dr. Saw Pyone Naing (Rector, Sagaing University of Education),

I am especially indebted to chairperson, Dr. Tin Maung Win (professor and Head of Department, Department of Educational Psychology, Sagaing University of Education) for this continuous support, invaluable guidance and instructions in writing this thesis.

I would like to express my special thank to my supervisor, for her expert guidelines, invaluable suggestions, encouragement and overall supervision.

I would like to offer my deepest thank to my co- supervisor, for her expert guidelines, invaluable suggestions, precious advice and encouragement.

I wish to record my full thanks to the principals, senior assistant teachers and high school students from Kalay Township, Sagaing Region for their active participation and cooperation during the data collection.

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