



# The contribution of self-concept and self-efficacy as predictors of students' social skills

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### Abstract

Social skills are a crucial foundation for adolescents to adapt, yet many high school students still exhibit symptoms of social anxiety and withdrawn behavior. This occurs due to a lack of self-understanding and confidence in one's abilities. This study aims to analyze the contribution of self-concept and self-efficacy as predictors of social skills among students. This study was conducted using a quantitative approach with a correlational design; a total of 118 students were recruited through saturation sampling. Data analysis in this study was performed using IBM SPSS version 25 through simple and multiple linear regression tests. The results indicate that self-concept and self-efficacy significantly contribute 75% to social skills, meaning these variables strongly influence students' social skills, while the remaining 25% is influenced by other factors.

## Introduction

Adolescence is a crucial period because during this phase, individuals face significant challenges in the formation of their self-identity (Titor, 2023). During this time, adolescents undergo both physical and psychological changes (Musmiah et al., 2020). Adolescents at this stage often exhibit rebellious behavior as a means of self-exploration (Sulhan, 2024). One of the most prominent aspects of development, which also determines the success of adolescents' adaptation in the school environment, is social skills. The development of social skills during adolescence is crucial for controlling impulsive behavior, building healthy friendships, and overcoming social challenges that arise while exploring one's identity (Saputro & Sugiarti, 2021). These skills encompass interpersonal abilities to participate in groups, self-regulation in managing emotions, and behaviors that support the educational process at school (Elksnin & Elksnin, 1997). In line with this, according to research (Aryani, 2019), these skills include ways of communicating, building relationships with others, listening, accepting criticism, and acting in accordance with prevailing norms. Low mastery of social skills has been linked to interaction barriers and an inability to manage emotions effectively (EL-Hie et al., 2022). Conversely, individuals with adequate social skills tend to be more easily accepted by peers and have better academic competence (Elliott et al., 1989). Therefore, these skills are not merely innate but result from a process of learning and daily practice influenced by various psychological factors (Marwanti et al., 2022).

One of the internal factors that determine the quality of social interaction is self-concept, which encompasses an individual's assessment of their own abilities and self-worth. The way

adolescents perceive themselves on a deep level will influence how they interact with their surroundings (Rahman & Mehnaz, 2024). A positive self-concept serves as the foundation for adolescents to feel secure and confident, thereby motivating them to face social challenges (Gavín-Chocano et al., 2025). On the other hand, self-efficacy serves as a key predictor in shaping social behavior as individuals strive to achieve specific goals (Bandura, 1997). Adolescents with high levels of self-efficacy tend to view social challenges as something to be faced rather than avoided, thereby facilitating their adaptation process (Dewi & Kumala, 2022). The integration of a positive self-image and belief in one's own abilities is expected to foster comprehensive psychosocial well-being (Li et al., 2025).

Although the importance of these three variables has been widely recognized, there remains a research gap that needs to be addressed. Specifically, there is a lack of literature that specifically examines how self-confidence and self-perception simultaneously predict social competence in students. Most previous studies have focused solely on the influence of external environments or single variables without integrating other interrelated variables. This study aims to address this gap by analyzing the contribution of self-concept and self-efficacy as predictors of students' social skills. To date, the literature has only examined self-concept or self-efficacy in isolation regarding social skills, or has focused solely on their relationship with academic achievement. Therefore, there remains a need for research that comprehensively examines the contribution of self-concept and self-efficacy in predicting social skills among junior high school students, particularly within the specific context of the school environment.

Based on observed phenomena, many junior high school students still exhibit symptoms of low self-confidence, withdrawn behavior, and social anxiety when interacting with others. A lack of self-awareness and low confidence in performing social tasks are major obstacles that need to be addressed through the identification of appropriate predictors. Building on the research gaps outlined above, this study examines the extent to which self-concept and self-efficacy contribute to students' social skills. The primary objective is to determine whether self-concept positively predicts social skills and whether self-efficacy also makes a significant contribution to enhancing students' social skills. This research is expected to serve as a foundation for the development of more comprehensive guidance and counseling interventions in school settings that not only train observable behaviors but also address students' self-perception. The hypotheses proposed are: (1) there is a significant contribution of self-concept to social skills, (2) there is a significant contribution of self-efficacy to social skills, and (3) simultaneously, self-concept and self-efficacy are strong predictors of students' social skill levels.

## Methods

### Design

This study employs a quantitative approach with a correlational design to address research questions regarding the relationships among variables. The correlational design was chosen to examine the extent to which variations in one factor are associated with variations in one or more other factors, based on correlation coefficients (Samsu, 2017). Specifically, data were collected on the variables of self-concept, self-efficacy, and social skills at a single point in time without any intervention. This approach allows researchers to objectively capture phenomena occurring in the field by transforming data into numerical form for subsequent analysis using statistical techniques (Sugiyono, 2013). The use of this design is considered most appropriate for providing an accurate picture of the relationships between variables.

## Participants

The participants in this study were junior high school students, and they were selected using a saturation sampling technique. This strategy was chosen because the population size was relatively small, so that all members of the population were involved to improve data representativeness and minimize sampling error (Sugiyono, 2013). The selection criteria for participants were early to middle adolescence (12–15 years old), consisting of both male and female students. Before conducting the study, the researcher first sought permission from the school to explain the purpose of the research. The principle of data confidentiality was upheld, participant identities were anonymized, and participation in the questionnaire was voluntary without coercion. The number of participants in the study is as follows:

**Table 1.** Total Partisipans

<b>Junior High School (SMP) Students</b>	
<b>Grade</b>	<b>Number of Students</b>
Grade 7	34
Grade 8	26
Grade 9	58
<b>Total</b>	<b>118</b>

## Instruments

The data in this study were collected using three types of psychological scales designed to measure students' internal variables and behaviors. The first instrument is the self-concept scale, which assesses an individual's perception of their personal qualities and worth (Calhoun & Acocella, 1990). The second instrument is the self-efficacy scale, which measures an individual's belief in their ability to organize and execute actions to achieve specific goals (Bandura, 1997). Finally, social skills are used to measure students' ability to interact, communicate, and adapt effectively in their social environment (Wu, 2008). These three instruments were developed based on relevant theoretical dimensions and have been adapted to suit the developmental characteristics of junior high school students.

All instruments use a four-point Likert scale response format to avoid the tendency toward ambiguous middle-range responses. The response options consist of Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The scoring procedure is differentiated based on the nature of the statement, where positive (Favorable) statements are scored from 1 to 4, while negative (Unfavorable) statements are scored in reverse, from 4 to 1. The use of this questionnaire allows researchers to collect data more efficiently and effectively from all respondents (Sugiyono, 2013). Before being used in the final data collection, this instrument underwent validity and reliability tests to ensure its internal consistency in measuring the constructs under study within the target population. Based on the results of the Self-Concept reliability test, the Cronbach's Alpha value was 0.877, which is greater than 0.70. The results of the Self-Efficacy reliability test showed a Cronbach's Alpha value of 0.735, which is greater than 0.70. Furthermore, the results of the Social Skill reliability test showed a Cronbach's Alpha value of 0.885, which is greater than 0.70. Thus, it can be concluded that the items on the Self-Concept, Self-Efficacy, and Social Skill scales can be considered reliable or consistent. The following table presents the blueprint for each variable:

**Table 2.** Instrument

Variables	Aspect	Indicator	Statement	
			Favourable	Unfavorable
Self Concept	Knowledge	Knowledge of one's strengths and weaknesses	1.3	2.4
		Knowledge of interests and values	5.7	6.8
	Expectations	Short-term and long-term goals	9.11	10, 12
		Self-expectations	13, 15	14, 16
	Sell assessment	Self-satisfaction	17, 19	18, 20
Self Efficacy	Level	Level of self-confidence	21, 23	22,24
		Belief in one's own abilities	1.3	2.4
	Strength	Ability to handle various situations	5.7	6.8
		Consistency in maintaining self-efficacy	9.11	10, 12
		Resilience to social pressure	13, 15	14, 16
	Generalization	Ability to apply personal skills	17, 19	18, 20
		Confidence when interacting with others	21, 23	22,24
		Ability to express opinions clearly	1.3	2.4
	Social Skills	Social Presentation	Ability to adapt communication style in various social situations	5.7
Ability to understand others' expressions and emotions			9.11	10, 12
Social scanning		Ability to interpret body language and tone of voice	13, 15	14, 16
		Ability to adapt behavior	17, 19	18, 20
Social flexibility		Ability to cope with conflict and social pressure	21, 23	22,24

### Procedure

The study began by obtaining permission through a letter sent to the school principal and coordinating with the guidance counselor to set a schedule for distributing the research instruments. Respondents were selected equally from all junior high school (SMP) students on a voluntary basis without coercion. The instrument distribution process began with an explanation to the students regarding the purpose and benefits of the study. The instruments were distributed in each classroom using Google Forms over a period of 3 days, covering all students in grades 7, 8, and 9.

Researchers were present in person to ensure the respondents' honesty and to provide clarification if any items were difficult to understand, in order to maintain data quality. The research procedure began with an explanation of the instructions for completing the instrument, followed by the respondents' completion of the questionnaire items, which covered the self-concept, self-efficacy, and social skills scales in sequence. This study falls under the category of correlational-non-experimental research; therefore, no specific intervention sessions were provided to respondents during the process.

### Data Analysis

The data in this study were analyzed using inferential statistical techniques to test the proposed hypotheses. All data computations were performed using IBM SPSS Statistics version 25. Before testing the hypotheses, a series of analytical assumptions (classical

assumption tests) were applied to ensure that the data met the criteria for parametric statistics. These analysis prerequisite tests began with a normality test using the Kolmogorov-Smirnov technique to determine whether the residuals from the regression model were normally distributed, with a significance level criterion of  $p > 0.05$ . Next, a linearity test was conducted to verify whether the relationship between the independent variables (self-concept and self-efficacy) and the dependent variable (social skills) exhibited a significant linear trend. In addition, a multicollinearity test was used to examine the Tolerance and Variance Inflation Factor (VIF) values to ensure there was no perfect linear relationship or strong correlation among the independent variables.

After the analytical requirements were met, data analysis continued with hypothesis testing using simple and multiple linear regression. Simple linear regression was used to examine the partial contribution of each independent variable to the dependent variable. As the final step to address the research objectives, multiple linear regression was used to determine the simultaneous predictive power of the independent variables on the dependent variable.

## Results

Based on the results of research on the contribution of self-concept and self-efficacy as predictors of students' social skills, the results of the hypothesis testing were obtained to determine whether there is a relationship between variables X and Y. A hypothesis is a tentative answer proposed to address the research question and must be proven to be true. In this study, there are two hypotheses:  $H_0$ , which states that there is no relationship between variables X and Y, and  $H_a$ , which states that there is a relationship between the two. A variable is said to have a relationship if  $H_0$  is rejected (significance value  $< 0.05$ ), while a variable is said to have no relationship if  $H_0$  is accepted (significance value  $> 0.05$ ). The following is a description of the results of testing each hypothesis:

### A. Partial T-Test

The T-test is used to determine whether, in part, the independent variable has a significant effect on the dependent variable. This test was conducted using IBM SPSS Statistics 25.

#### 1. Results of the Partial T-Test for X1

The guideline for interpreting the data analysis results is that if the significance value is  $< 0.05$ ,  $H_0$  is rejected, and it can be stated that there is a positive and significant relationship between the variables. The results of the simple linear regression test can be seen in the table below.

**Table 3.** Partial T-Test for X1

	Coefficients				
	Regression Coefficients	Beta	T-Value	Sig. Value	
Self-Concept	.485	.120	.412	4.042	.000

Based on the results of the partial test (t-test), the calculated t-value for variable X1 was 4.042 with a significance level (p) of 0.000. Since the significance value ( $p < 0.05$ ),  $H_0$  is rejected, meaning that variable X1 has a significant partial effect on variable Y. The regression coefficient of 0.485 indicates that a one-unit increase in X1 will increase Y by 0.485 units, assuming all other variables remain constant. Thus, X1 is statistically proven to contribute to the change.

## 2. Results of the Partial T-Test for X2

The guidelines for interpreting the results of the data analysis are as follows: if the significance level is  $< 0.05$ ,  $H_0$  is rejected, and it can be concluded that there is a positive and significant relationship between the variables. The results of the simple linear regression test are shown in the table below.

**Table 4.** Partial T-Test and Chi-Square Test

	Coefficients				
	Regression Coefficients	Beta	T-Value	Sig. value	
<i>Self Efficacy</i>	.861	.109	.590	7.869	.000

Based on the results of the T-test (partial), the calculated t-value for variable X2 is 7.868 with a significance level (Sig.) of 0.000. Since the Sig.  $< 0.05$ ,  $H_0$  is rejected meaning that variable X2 has a significant partial effect on variable Y. The regression coefficient B of 0.861 indicates that a one-unit increase in X2 will increase Y by 0.861 units, assuming all other variables remain constant. The standardized beta value of 0.590 indicates a moderate contribution of X2 to Y. Thus, X2 is proven to have a significant contribution to Y.

## B. Simultaneous F-Test

**Table 5.** Simultaneous F-Test

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2240.132	2	1120.066	30.712	.000 <sup>b</sup>

The F-test and regression coefficient test are used together to determine whether the independent variables collectively have a significant effect on the dependent variable. In this study, the aim was to examine the effects of self-concept and self-efficacy on social skills. Based on the results of the ANOVA test, the F-value obtained was 30.712 with a significance level (p-value) of 0.000, which is smaller than the significance threshold of 0.05. This indicates that the regression model involving the total variables X1 and X2 significantly contributes to the total dependent variable Y. Thus, it can be concluded that this regression model can be used to predict total Y significantly.

## C. R<sup>2</sup> Coefficient of Determination Test

The coefficient of determination test involves squaring the correlation coefficient and then multiplying it by 100%. The R test is used to determine the extent of the influence or the percentage value of R. The results of the R test are shown in the table below.

**Table 6.** R-Square Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 <sup>a</sup>	.750	.742	4.210

Based on the results of the correlation and coefficient of determination (R<sup>2</sup>) tests, an R<sup>2</sup> value of 0.866 indicates a strong relationship between the independent variables (X1 and X2) and the dependent variable (Y). The R-squared value of 0.750 indicates that 75% of

the variation in Y can be explained by X1 and X2. Of the total 75%, self-concept contributes 25.3% to social skills, while self-efficacy contributes 49.7%. The remaining 25% is influenced by other factors outside the model. The Adjusted R-Square value of 0.750 indicates that after adjusting for the number of predictors in the model, the model's ability to explain the variation in Y remains very high. Thus, this regression model has excellent predictive power and a strong relationship among its variables.

## Discussion

The results of this study indicate that self-concept and self-efficacy are significant predictors of students' social skills, both partially and simultaneously, and contribute significantly to explaining the variation in students' social skills. These key findings indicate that internal factors specifically, how individuals perceive themselves and their beliefs about their abilities play a crucial role in shaping social skills within the school environment. Furthermore, gaps in understanding adolescent development often stem from a lack of empirical evidence regarding how these psychological factors contribute to the development of social skills in school settings. This issue is important to discuss in order to identify the contributions of self-concept and self-efficacy as predictors of students' social skills. Overall, the results of this study provide a significant contribution, as evidenced by the simultaneous influence of both variables self-concept and self-efficacy.

The findings of this study indicate that self-concept plays a fundamental role in determining the quality of students' interactions and adaptation (Nua & Ngura, 2022). Students who are able to understand and accept themselves positively tend to be more confident and adaptable in the school environment (Yang et al., 2025). These findings are supported by previous literature indicating that a positive self-concept serves as a crucial foundation for enhancing social skills (Rahman & Mehnaz, 2024). This study also highlights that social skills are not solely influenced by external environments but are also shaped by how positively an individual perceives or evaluates themselves.

On the other hand, self-efficacy has a significantly greater influence than self-concept in predicting students' social skills. This phenomenon indicates that students who believe in their own abilities are more courageous in facing social challenges than those who merely have a positive self-image. This finding expands upon cognitive theory, which emphasizes that self-efficacy is the primary foundation for shaping actual behavior (Bandura, 1997). The presence of self-efficacy enables adolescents to manage social anxiety caused by peer pressure more effectively (Putri & Tantiani, 2021). Therefore, past experiences of success and the social support received can strengthen self-efficacy in improving social skills (Kleppang et al., 2023). Mariatul et al., (2024) explain in their study that family support has a positive influence on self-efficacy in adolescents. In line with this, strong family social support is also associated with attachment to the school environment, which consequently influences adolescents' prosocial behavior (Samadieh et al., 2025). The significance of this research model is evident in the substantial contribution of self concept and self-efficacy as predictors of students' social skills. When compared to similar studies, these results demonstrate strong consistency. Research by (Yulikhah et al., 2019) found that self concept and self-efficacy are closely related to interpersonal communication skills. Especially during adolescence, individuals inevitably undergo physical, personality, intellectual, and social changes (Saepullah, 2019). The development of social skills during this period also serves as the primary foundation for effectively interacting with others (Santrock, 2019). These social skills are also essential for adapting well to one's life (Darmiany, 2021). This serves as a warning to schools that interventions are needed to improve students' social skills, accompanied by the provision of internal mental reinforcement. The presence of these social skills enables them to be easily accepted into social groups, thereby fostering strong relationships with peers and parents

(Marna & Lolo, 2025). Although external factors such as parenting styles and the family environment also play a role, these findings provide guidance for guidance and counseling teachers to strengthen cognitive aspects as a primary strategy for improving students' psychosocial well-being at school. Nevertheless, there is a possibility of alternative explanations for these findings. The magnitude of self-efficacy's contribution compared to self-concept may be influenced by the characteristics of respondents in early adolescence, a phase in which the need to demonstrate competence and courage in social situations tends to be more dominant. Therefore, the results of this study should be understood as part of a broader system; consequently, future research is advised to integrate external variables to obtain a more holistic picture.

### **Implications**

The results of this study have important implications for the advancement of scientific research, particularly in the fields of Guidance and Counseling and adolescent developmental psychology. The findings of this study reinforce theoretical concepts regarding the role of self-disclosure, parenting styles, and psychological factors such as self-concept and self-efficacy in influencing adolescents' social skills. Furthermore, these findings can serve as a foundation for developing a more comprehensive theoretical model to explain the dynamics of social skill development in adolescents. This study also opens opportunities for further research to examine other relevant variables, strengthen the research context, and develop an interdisciplinary approach to understanding adolescent social behavior.

### **Limitations and future directions**

After conducting the study, the researchers recognized several limitations. First, the use of a saturated sampling technique with a relatively small sample size (118 students) means that the results of this study do not fully reflect the broader variation in student characteristics. Second, age differences among the students affected their varying levels of understanding. Third, the study period was relatively short (December 10–12, 2025), limiting the opportunity for ongoing evaluation of students' social behavior in different situations. Given these limitations, future research is advised to use a larger and more diverse sample size and employ sampling techniques that allow for broader generalization of the results.

### **Conclusion**

Based on the results of data analysis and discussion, this study shows that self-concept and self-efficacy have a positive and significant contribution to students' social skills, both partially and simultaneously. Self-concept was found to contribute to the improvement of social skills, as indicated by a positive relationship and a strong level of significance; thus, the better students' understanding and assessment of themselves, the better their social skills. Meanwhile, self-efficacy also makes a significant contribution with a stronger relationship, indicating that students' belief in their own abilities is a more dominant factor in shaping social skills. Together, these two variables demonstrate a strong and significant influence on social skills, where the research model is able to explain most of the variation in students' social skills, although there are still other factors outside the scope of this study that also influence them.

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### Author Contribution Statement

EA contributed to the conceptualization and design of the research framework, provided guidance on writing, and supervised the manuscript preparation. RA was responsible for obtaining research permits, assisting in the implementation of the research, and managing the field research process. All authors approved the final version of the manuscript and are jointly responsible for the content and integrity of the article.

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