

Comparison of Social Skills of Secondary School Students in terms of Gender and Type of Family

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Abstract

Social skills help an individual to behave according to the social norms and able him to be adjusted in the society. The present research aims to study the social skills of the secondary school students with respect to their gender and type of family. The objective of the study was to find the difference in the social skills of secondary school boys and girls of joint and nuclear family on all the dimensions of social skills. For this research survey method was adopted. A sample of 200 secondary school students was selected from the eight Government Inter Colleges of the two blocks of district Haridwar i.e. Roorkee and Bahadarabad. The sample included 100 boys and 100 girls. 80 students belonged to joint family while 120 students belonged to nuclear family. Social Skills Rating Scale developed and standardized by Vishal Sood, Arti Anand and Suresh Kumar was used to collect the data. Mean, S.D. and 't' test under parametric statistics were employed to analyze the data. The findings revealed a significant difference in the skill of concern for others, relationship skills, communication skills, self-care skills and problem solving skills of secondary school students in terms of gender. Girls had better skill of concern for others and communication skills but boys had better relationship skills, self-care skills and problem solving skills. There was a significant difference in the skill of concern for others, relationship skills, communication skills, self-care skills, problem solving and social skills of secondary school students in terms of type of family. Students of joint family had better skill of concern for others, relationship skills, communication skills, self-care skills and social skills while students of nuclear family had better problem solving skills.

Keywords: Social Skills, Secondary School Students, Gender, Joint Family, Nuclear Family.

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I. INTRODUCTION

Man is a social animal. His life and behaviour is affected by relations, adjustment, emotional intelligence, family and social skills. Social skills are the components of behavior that help to adapt across the variety of social settings and enable to get adjusted in the society. According to Zins, Weissbert, Wang, & Walberg (2004), "social skills can be defined within the context of social and emotional learning - recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically".

Good social skills are very important for an individual for successful functioning in life, by learning these skills a person comes to know how to make good decisions, good choices and how to behave in diverse situations. Good social skills help the individual to know what to say to others, how to ask others for help, how to maintain good relationships in the society etc. Social skills help in holding conversations with others, starting and maintaining relationships and friendships. Basically social skills are behaviors that promote positive interaction with others (Lynch & Simpson, 2010). Social skills help to prepare young people to be mature and succeed in their adult roles with the family, workplace and community. Social skills help people in their academic, personal and future professional activities and to adjust in their social life.

Social skills play an important role in every situation whether it may be for the children in the age of their schooling or for the adults in their career. Social skills play a very important role in adolescents also. Adolescence is the period in which transition from childhood to adulthood takes place. Rapid physiological and psychological changes occur in the children in this stage. Now, children begin to mature and they extend their relationships beyond their family. They face identity crises in this age and are in the need to make their own identity. They need to have better social skills to develop good relationships and make their identity. Social skills help people to succeed in their personal, academic, social and future professional activities. Hence it becomes imperative to study the social skills of the students who are studying at secondary level. Therefore, the researcher made an attempt to study the social skills of the secondary school students in terms of gender and type of family.

II. OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To find the difference in the social skills of secondary school students in terms of gender.
2. To find the difference in the social skills of secondary school students in terms of type of family.
3. To find the difference in the social skills of secondary school boys and girls of joint family.
4. To find the difference in the social skills of secondary school boys and girls of nuclear family.

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5. To find the difference in the social skills of secondary school boys of joint and nuclear family.
6. To find the difference in the social skills of secondary school girls of joint and nuclear family.

III. HYPOTHESES OF THE STUDY

Following hypotheses have been formulated for the present study:

1. There will be no significant difference in the social skills of secondary school students in terms of gender.
2. There will be no significant difference in the social skills of secondary school students in terms of type of family.
3. There will be no significant difference in the social skills of secondary school boys and girls of joint family.
4. There will be no significant difference in the social skills of secondary school boys and girls of nuclear family.
5. There will be no significant difference in the social skills of secondary school boys of joint and nuclear family.
6. There will be no significant difference in the social skills of secondary school girls of joint and nuclear family.

IV. RESEARCH METHOD

Survey method under descriptive research has been used in the present study.

V. EMPLOYED RESEARCH SCALE

In the present study, Social Skills Rating Scale developed and standardized by Vishal Sood, Arti Anand and Suresh Kumar was used to collect the data. This scale measures social in terms of five skills namely skill of concerns for others, relationship/friendship skills, communication skills, self-care/self-control skills and decision making/problem solving skills.

VI. SAMPLE AND SAMPLING PROCEDURE

In the present study, a sample of 200 secondary school students was selected from the eight Government Inter Colleges of the two blocks of district Haridwar i.e. Roorkee and Bahadarabad. First of all, four Government Inter Colleges were selected from Roorkee block and four Government Inter Colleges were selected from Bahadarabad block. The Government Inter Colleges were selected on random basis from the district list. After this, the researcher selected 25 students randomly from each school. The students were categorized on the basis of gender and type of family. The sample included 100 boys and 100 girls. 80 students belonged to joint family while 120 students belonged to nuclear family.

VII. STATISTICAL TECHNIQUES

Mean, S.D. and 't' test under parametric statistics were employed to analyze the data.

VIII. ANALYSIS AND INTERPRETATION OF DATA

Table – 1: Comparison of Social Skills of Secondary School Students in terms of Gender

Social Skills	Gender	N	Mean	S.D.	df	t-value
Concern for Others	Boys	100	68.84	6.86	198	4.577**
	Girls	100	75.02	11.60		
Relationship Skills	Boys	100	57.54	9.53	198	6.092**
	Girls	100	50.87	5.38		
Communication Skills	Boys	100	49.77	5.09	198	5.224**
	Girls	100	56.45	11.72		
Self-Care Skills	Boys	100	56.24	9.53	198	3.725**
	Girls	100	52.30	4.57		
Problem Solving Skills	Boys	100	50.13	8.90	198	5.748**
	Girls	100	44.31	4.81		
Social Skills	Boys	100	282.52	18.74	198	1.206
	Girls	100	278.95	22.88		

** = Significant at 0.01 Level of Significance.

The table no. 1 presents the comparison of social skills of secondary school students in terms of gender. The obtained t-values for skill of concern for others ($t = 4.577$), relationship skills ($t = 6.092$), communication skills ($t = 5.224$), self-care skills ($t = 3.725$) and problem solving skills ($t = 5.748$) have been found significant at 0.01 level of significance at df 198. It shows that there is a highly significant difference in the skill of concern for others, relationship skills, communication skills, self-care skills and problem solving skills of secondary school boys and girls. The mean values show that secondary school girls have better skill of concern for others and communication skills as compared to secondary school boys. On the other hand, secondary school boys have better relationship skills, self-care skills and problem solving skills in comparison to secondary school girls.

On the other hand, the obtained t-value for social skills ($t = 1.206$) has not been found significant even at 0.05 level of significance at df 198. It shows that secondary school boys and girls do not differ significantly in their social skills.

It may be concluded that the five t-values are found significant while one t-value is found insignificant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school students in terms of gender" is rejected for all the dimensions of the social skills but accepted for the composite score of social skills.

Table – 2 Comparison of Social Skills of Secondary School Students in terms of Type of Family

Social Skills	Type of Family	N	Mean	S.D.	df	t-value
Concern for Others	Joint	80	77.10	11.13	198	6.562**
	Nuclear	120	68.48	7.44		
Relationship Skills	Joint	80	57.90	10.35	198	5.419**
	Nuclear	120	51.74	5.65		
Communication Skills	Joint	80	58.58	11.58	198	7.413**
	Nuclear	120	49.46	5.66		
Self-Care Skills	Joint	80	57.27	9.42	198	4.372**
	Nuclear	120	52.26	5.52		
Problem Solving Skills	Joint	80	44.90	5.63	198	3.574**
	Nuclear	120	48.77	8.50		
Social Skills	Joint	80	295.76	16.43	198	10.210**
	Nuclear	120	270.72	17.35		

** = Significant at 0.01 Level of Significance.

The table no. 2 presents the comparison of social skills of secondary school students in terms of type of family. The obtained t-values for skill of concern for others ($t = 6.562$), relationship skills ($t = 5.419$), communication skills ($t = 7.413$), self-care skills ($t = 4.372$), problem solving skills ($t = 3.574$) and social skills ($t = 10.210$) have been found

significant at 0.01 level of significance at df 198. It shows that there is a highly significant difference in the skill of concern for others, relationship skills, communication skills, self-care skills, problem solving and social skills of secondary school students of joint and nuclear family. The mean values show that secondary school students of joint family have better skill of concern for others, relationship skills, communication skills, self-care skills and social skills as compared to secondary school students of nuclear family. On the other hand, secondary school students of nuclear family have better problem solving skills than secondary school students of joint family.

It may be concluded that all the six t-values are found significant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school students in terms of type of family" is rejected for all the dimensions of the social skills as well as for the composite score of social skills.

Table – 3 Comparison of Social Skills of Secondary School Boys and Girls of Joint Family

Social Skills	Gender	N	Mean	S.D.	df	t-value
Concern for Others	Boys	38	70.47	5.03	78	6.119**
	Girls	42	83.09	11.77		
Relationship Skills	Boys	38	65.26	9.55	78	8.214**
	Girls	42	51.24	5.30		
Communication Skills	Boys	38	50.55	5.82	78	7.839**
	Girls	42	65.85	10.67		
Self-Care Skills	Boys	38	62.10	10.85	78	4.971**
	Girls	42	52.90	4.86		
Problem Solving Skills	Boys	38	45.92	5.59	78	1.556
	Girls	42	43.98	5.57		
Social Skills	Boys	38	294.32	15.72	78	0.746
	Girls	42	297.07	17.12		

** = Significant at 0.01 Level of Significance.

The table no. 3 presents the comparison of social skills of secondary school boys and girls of joint family. The obtained t-values for skill of concern for others ($t = 6.119$), relationship skills ($t = 8.214$), communication skills ($t = 7.839$) and self-care skills ($t = 4.971$) have been found significant at 0.01 level of significance at df 78. It shows that there is a highly significant difference in the skill of concern for others, relationship skills, communication skills and self-care skills of secondary school boys and girls of joint family. The mean values show that secondary school girls of joint family have better skill of concern for others and communication skills as compared to secondary school boys of joint family. On the other hand, secondary school boys of joint family have better relationship skills and self-care skills than secondary school girls of joint family.

On the other hand, the obtained t-values for problem solving skills ($t = 1.556$) and social skills ($t = 0.746$) have not been found significant even at 0.05 level of significance at df 198. It shows that secondary school boys and girls of joint family do not differ significantly in their problem solving skills and social skills.

It may be concluded that the four t-values are found significant while two t-values are found insignificant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school boys and girls of joint family" is rejected for four dimensions of the social skills but accepted for one dimension of social skills as well as for the composite score of social skills.

Table – 4 Comparison of Social Skills of Secondary School Boys and Girls of Nuclear Family

Social Skills	Gender	N	Mean	S.D.	df	t-value
Concern for Others	Boys	62	67.84	7.65	118	0.980
	Girls	58	69.17	7.21		
Relationship Skills	Boys	62	52.81	5.67	118	2.164*
	Girls	58	50.60	5.46		
Communication Skills	Boys	62	49.29	4.57	118	0.335
	Girls	58	49.63	6.66		
Self-Care Skills	Boys	62	52.64	6.44	118	0.775
	Girls	58	51.86	4.33		
Problem Solving Skills	Boys	62	52.71	9.58	118	5.961**
	Girls	58	44.55	4.21		
Social Skills	Boys	62	275.29	16.75	118	3.089**
	Girls	58	265.82	16.78		

* = Significant at 0.05 Level of Significance.

** = Significant at 0.01 Level of Significance.

The table no. 4 presents the comparison of social skills of secondary school boys and girls of nuclear family. The obtained t-value for relationship skills ($t = 8.214$) has been found significant at 0.05 level of significance at df 118. It shows a significant difference in relationship skills of secondary school boys and girls of nuclear family. The mean values show that secondary school boys of nuclear family have better relationship skills as compared to secondary school girls of nuclear family.

The obtained t-values for problem solving skills ($t = 5.961$) and social skills ($t = 3.089$) have been found significant at 0.01 level of significance at df 118. It indicates a highly significant difference in the problem solving skills and social skills of secondary school boys and girls of nuclear family. The mean values show that secondary school boys of nuclear family have better problem solving skills and social skills as compared to secondary school girls of nuclear family.

On the other hand, the obtained t-values for skills of concern for others ($t = 0.980$), communication skills ($t = 0.335$) and self-care skills ($t = 0.775$) have not been found significant even at 0.05 level of significance at df 118. It indicates an insignificant difference in the skills of concern for others, communication skills and self-care skills of secondary school boys and girls of nuclear family.

It may be concluded that three t-values are found significant while three t-values are found insignificant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school boys and girls of nuclear family" is rejected for two dimensions of the social skills as well as for the composite score of social skills but accepted for three dimension of social skills.

Table – 5 Comparison of Social Skills of Secondary School Boys of Joint and Nuclear Family

Social Skills	Type of Family	N	Mean	S.D.	df	t-value
Concern for Others	Joint	38	70.47	5.03	98	1.886
	Nuclear	62	67.84	7.65		
Relationship Skills	Joint	38	65.26	9.55	98	8.187**
	Nuclear	62	52.81	5.67		
Communication Skills	Joint	38	50.55	5.82	98	1.206
	Nuclear	62	49.29	4.57		
Self-Care Skills	Joint	38	62.10	10.85	98	5.474**
	Nuclear	62	52.64	6.44		
Problem Solving Skills	Joint	38	65.92	5.59	98	3.966**
	Nuclear	62	52.71	9.59		
Social Skills	Joint	38	294.32	15.72	98	5.641**
	Nuclear	62	275.29	16.75		

** = Significant at 0.01 Level of Significance.

The table no. 5 presents the comparison of social skills of secondary school boys of joint and nuclear family. The obtained t-values for relationship skills ($t = 8.187$), self-care

skills ($t = 5.474$), problem solving skills ($t = 3.966$) and social skills ($t = 5.641$) have been found significant at 0.01 level of significance at $df 98$. It shows that there is a highly significant difference in the relationship skills, self-care skills, problem solving and social skills of secondary school boys of joint and nuclear family. The mean values show that secondary school boys of joint family have better relationship skills, self-care skills, problem solving skills and social skills as compared to secondary school boys of nuclear family.

On the other hand, the obtained t -values for skills of concern for others ($t = 1.886$) and communication skills ($t = 1.206$) have not been found significant even at 0.05 level of significance at $df 98$. It indicates no significant difference in the skills of concern for others and communication skills of secondary school boys of joint and nuclear family.

It may be concluded that four t -values are found significant while two t -values are found insignificant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school boys of joint and nuclear family" is rejected for three dimensions of the social skills as well as for the composite score of social skills while accepted for two dimensions of the social skills.

Table – 6 Comparison of Social Skills of Secondary School Girls of Joint and Nuclear Family

Social Skills	Type of Family	N	Mean	S.D.	df	t-value
Concern for Others	Joint	42	83.09	11.77	98	7.314**
	Nuclear	58	69.17	7.21		
Relationship Skills	Joint	42	51.24	5.31	98	0.580
	Nuclear	58	50.60	5.46		
Communication Skills	Joint	42	65.85	10.67	98	9.335**
	Nuclear	58	49.64	6.67		
Self-Care Skills	Joint	42	52.91	4.86	98	1.128
	Nuclear	58	51.86	4.34		
Problem Solving Skills	Joint	42	43.98	5.57	98	0.588
	Nuclear	58	44.55	4.22		
Social Skills	Joint	42	297.07	17.12	98	9.109**
	Nuclear	58	265.83	16.78		

** = Significant at 0.01 Level of Significance.

The table no. 6 presents the comparison of social skills of secondary school girls of joint and nuclear family. The obtained t -values for skills of concern for others ($t = 7.314$), communication skills ($t = 9.335$) and social skills ($t = 9.109$) have been found significant at 0.01 level of significance at $df 98$. It shows that there is a highly significant difference in the skills of concern for others, communication skills and social skills of secondary school girls of joint and nuclear family. The mean values show that secondary school girls of joint family have better skills of concern for others, communication skills and social skills as compared to secondary school girls of nuclear family.

On the other hand, the obtained t -values for relationship skills ($t = 0.580$), self-care skills ($t = 1.128$) and problem solving skills ($t = 0.588$) have not been found significant even at 0.05 level of significance at $df 98$. It indicates no significant difference in the relationship skills, self-care skills and problem solving skills of secondary school girls of joint and nuclear family.

It may be concluded that three t -values are found significant while three t -values are found insignificant. Thus, the null hypothesis that "There will be no significant difference in the social skills of secondary school girls of joint and nuclear family" is rejected for two dimensions of the social skills as well as for the composite score of social skills while accepted for three dimensions of the social skills.

IX. RESULTS

The conclusions of the present study has been presented below:

1. There was found a significant difference in the skill of concern for others, relationship skills, communication skills, self-care skills and problem solving skills of secondary school students in terms of gender. Secondary school girls were found to possess better skill of concern for others and communication skills but secondary school boys were found to have better relationship skills, self-care skills and problem solving skills. No significant difference was observed in the total social skills of secondary school students in terms of gender.
2. A significant difference was observed in the skill of concern for others, relationship skills, communication skills, self-care skills, problem solving and social skills of secondary school students in terms of type of family. Secondary school students of joint family were found to have better skill of concern for others, relationship skills, communication skills, self-care skills and social skills while secondary school students of nuclear family were found to have better problem solving skills.
3. Significant difference was observed in the skill of concern for others, relationship skills, communication skills and self-care skills of secondary school boys and girls of joint family. Secondary school girls of joint family were found to have better skill of concern for others and communication skills while secondary school boys of joint family were found to have better relationship skills and self-care skills. But secondary school boys and girls of joint family were not found to differ significantly in their problem solving skills and social skills.
4. A significant difference was observed in relationship skills, problem solving skills and social skills of secondary school boys and girls of nuclear family. Secondary school boys of nuclear family were found to have better relationship skills, problem solving skills and social skills. But no significant difference was observed in the skills of concern for others, communication skills and self-care skills of secondary school boys and girls of nuclear family.
5. There was found a significant difference in the relationship skills, self-care skills, problem solving and social skills of secondary school boys of joint and nuclear family. Secondary school boys of joint family were found to have better relationship skills, self-care skills, problem solving skills and social skills. On the other hand, no significant difference was found in the skills of concern for others and communication skills of secondary school boys of joint and nuclear family.
6. A highly significant difference was found in the skills of concern for others, communication skills and social skills of secondary school girls of joint and nuclear family. Secondary school girls of joint family were found to have better skills of concern for others, communication skills and social skills. On the other hand, no significant difference was found in the relationship skills, self-care skills and problem solving skills.

X. IMPLICATIONS OF THE STUDY

Improvement of social skills among children of adolescence age is very imperative for the success in present and future life. To enhance the social skills the parents need to be aware of the needs, interest and expectations of their children. The parents should give proper time and space to their children to pursue their dreams and to express their thoughts. Parents as well as teachers should try to encourage the students to ask questions, participate in group discussions. Students should not be controlled while having conversation with the others. The students should be inspired to take part in various co-curricular activities. Through this they would be able to deal with many other children and to cope up with them. In this way they will be able to make friends and to take the responsibilities. The students should be encouraged to solve their problems at their own but parents and teachers should guide them simultaneously. Besides this, the parents and teachers may be the role model for the development of the social skills in their children. Parents and teachers should put a model of good interactions, good communications and maintenance of good relationship so that the children can practice these skills even from their early childhood.

XI. REFERENCES

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