

Effect of Area, Gender and Type of Schools on the Social Skills of Secondary School Students

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1. Introduction

The life of human being is influenced by relations, changes, family and social skills. Social skills are the parts of conduct that assistance to adjust across the assortment of group environments and empower to get changed 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 vital for a person for effective working throughout everyday life, by mastering these abilities an individual comes to realize how to use sound judgment, how to make great decisions and how to act in assorted circumstances. Good social skills assist the person with realizing what to say to other people, how to ask others for help, how to keep up with great connections in the society and so forth social skills help in holding discussions with others, beginning and keeping up with connections and kinships. Basically social skills are behaviors that promote positive interaction with others (**Lynch & Simpson, 2010**). Social skills help to get ready youngsters to be mature and prevail in their grown-up jobs with the family, work environment and local area. Social skills help individuals in their scholarly, individual and future expert exercises and to change in their social activity.

Social skills assist individuals with prevailing in their own, scholastic, social and future expert exercises. Henceforth, it becomes basic to concentrate on the social skills of the students who are learning at secondary level. In this study, the researcher made an endeavor to find the effect of area, gender and type of school on the social skills of the secondary school students.

2. Objectives of the Study

The objectives of the present study are as follows:

- To study the effect of area on the social skills of secondary school students.
- To study the effect of gender on the social skills of secondary school students.
- To study the effect of type of schools on the social skills of secondary school students.

3. Hypotheses of the Study

Following hypotheses have been formulated for the present study:

- There is no significant effect of area on the social skills of secondary school students.
- There is no significant effect of gender on the social skills of secondary school students.
- There is no significant effect of type of schools on the social skills of secondary school students.

4. Methodology of the Research

- Descriptive method was employed in this research.
- A sample of 200 secondary school students was selected from the five Government Inter Colleges and five private schools of Dehradun. Sample was selected through random method.
- Area, gender and type of schools were taken as independent variables and social skills were taken as dependent variable in the study.
- Social Skills Rating Scale developed and standardized by Vishal Sood, Arti Anand and Suresh Kumar was used for the collection of data.
- Critical ratio was computed for the analysis of the data.

5. Analysis and Interpretation of Data

Table – 1
Critical-Ratio for the Effect of Area on the Social Skills of Secondary School Students

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Dimensions	Rural	Urban	C.R.
Concern for Others	72.85	82.47	4.648**
Relationship Skills	67.04	51.08	7.784**
Communication Skills	59.55	64.39	2.017*
Self-Care Skills	66.66	52.80	7.271**
Problem Solving Skills	57.31	44.04	8.696**
Social Skills	72.85	82.47	3.025**

** = Significant at 0.01 Level of Significance.

The table no. 1 shows the critical-ratio for the effect of area on the social skills of secondary school students.

The obtained critical-ratios for the effect of area on the skills of concern for others (t = 3.402), relationship skills (t = 6.676), self-care skills (t = 5.481), problem solving skills (t = 9.524) and social skills (t = 4.172) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the skills of concern for others, relationship skills, self-care skills, problem solving skills and social skills of rural and urban students.

The mean values show that rural students have better relationship skills, self-care skills, problem solving skills as well as social skills as compared to urban students while urban students have better skills of concern for others than rural students.

On the other hand, the obtained critical-ratio for the effect of area on communication skills (t = 1.415) has not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the communication skills of rural and urban students.

Table – 2
Critical-Ratio for the Effect of Area on the Social Skills of Secondary School Boys

Social Skills and It's Dimensions	Rural			Urban			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	47	72.85	8.25	46	82.47	11.48	4.648**
Relationship Skills	47	67.04	12.94	46	51.08	5.12	7.784**
Communication Skills	47	59.55	11.65	46	64.39	11.46	2.017*
Self-Care Skills	47	66.66	12.03	46	52.80	4.76	7.271**
Problem Solving Skills	47	57.31	8.90	46	44.04	5.33	8.696**
Social Skills	47	72.85	8.25	46	82.47	11.48	3.025**

** = Significant at 0.01 Level of Significance.

* = Significant at 0.05 Level of Significance.

The table no. 2 shows the critical-ratio for the effect of area on the social skills of secondary school boys. The obtained critical-ratios for the effect of area on skills of concern for others (t = 4.648), relationship skills (t = 7.784), self-care skills (t = 7.271), problem solving skills (t = 8.696) and social skills (t = 3.025) have been found significant at 0.01 level of significance. On the other hand, the obtained critical-ratio for communication skills (t = 2.017) has been found significant at 0.05 level of significance. It shows that there is a statistical significant difference in the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of rural and urban boys. The mean values show that rural boys have better relationship skills, self-care skills, problem solving skills as well as social skills as compared to urban boys while urban boys have better skills of concern for others and communication skills than rural boys.

Table – 3
Critical-Ratio for the Effect of Area on the Social Skills of Secondary School Girls

Social Skills and It's Dimensions	Rural			Urban			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	53	67.79	7.56	54	68.66	7.13	0.615
Relationship Skills	53	53.11	5.81	54	50.68	5.62	2.194*
Communication Skills	53	49.58	4.70	54	49.68	6.62	0.089
Self-Care Skills	53	52.69	6.75	54	51.87	4.40	0.752
Problem Solving Skills	53	51.96	9.43	54	44.53	4.36	5.240**
Social Skills	53	72.85	8.25	54	82.47	11.48	2.926**

** = Significant at 0.01 Level of Significance.

* = Significant at 0.05 Level of Significance.

The table no. 3 shows the critical-ratio for the effect of area on the social skills of secondary school girls. The obtained critical-ratios for the effect of area on relationship skills ($t = 2.194$), problem solving skills ($t = 5.240$) and social skills ($t = 2.926$) have been found significant at 0.05 and 0.01 level of significance respectively. It shows that there is a statistical significant difference in the relationship skills, problem solving skills and social skills of rural and urban girls. The mean values show that rural girls have better relationship skills, problem solving skills as well as social skills as compared to urban girls. On the other hand, the obtained critical-ratios for the effect of area on skills of concern for others ($t = 0.615$), communication skills ($t = 0.3089$) and self-care skills ($t = 0.752$) have not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the skills of concern for others, communication skills and self-care skills of rural and urban girls.

Table – 4
Critical-Ratio for the Effect of Gender on the Social Skills of Secondary School Students

Social Skills and It's Dimensions	Boys			Girls			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	93	77.61	11.04	107	68.23	7.32	7.156**
Relationship Skills	93	59.15	12.68	107	51.88	5.82	5.314**
Communication Skills	93	61.94	11.75	107	49.63	5.72	9.603**
Self-Care Skills	93	59.80	11.48	107	52.28	5.67	5.987**
Problem Solving Skills	93	50.75	9.90	107	48.21	8.19	1.983*
Social Skills	93	609.26	34.82	107	270.25	17.75	10.170**

** = Significant at 0.01 Level of Significance.

* = Significant at 0.05 Level of Significance.

The table no. 4 shows the critical-ratio for the effect of gender on the social skills of secondary school students. The obtained critical-ratios for the effect of gender on skills of concern for others ($t = 7.156$), relationship skills ($t = 5.314$), communication skills ($t = 9.603$), self-care skills ($t = 5.987$) and social skills ($t = 10.170$) have been found significant at 0.01 level of significance. On the other hand, the obtained critical-ratio for problem solving skills ($t = 1.983$) has been found significant at 0.05 level of significance. It shows that there is a statistical significant difference in the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school boys and girls. The mean values show that boys have better skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills as well as social skills as compared to girls.

Table – 5
Critical-Ratio for the Effect of Gender on the Social Skills of Secondary School Students of Rural Area

Social Skills and It's Dimensions	Boys			Girls			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	47	72.85	8.25	53	67.79	7.56	3.197**
Relationship Skills	47	67.04	12.94	53	53.11	5.81	7.075**
Communication Skills	47	59.55	11.65	53	49.58	4.70	5.725**
Self-Care Skills	47	66.66	12.03	53	52.69	6.75	7.257**
Problem Solving Skills	47	57.31	8.90	53	51.96	9.43	2.909**
Social Skills	47	223.42	41.15	53	275.15	17.02	7.822**

** = Significant at 0.01 Level of Significance.

The table no. 5 shows the critical-ratio for the effect of gender on the social skills of secondary school students of rural area. The obtained critical-ratios for the effect of gender on skills of concern for others ($t = 3.197$), relationship skills ($t = 7.075$), communication skills ($t = 5.725$), self-care skills ($t = 7.257$), problem solving skills ($t = 2.909$) and social skills ($t = 7.822$) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school boys and girls of rural area. The mean values show that boys of rural area

have better skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills as well as social skills as compared to girls of rural area.

Table – 6
Critical-Ratio for the Effect of Gender on the Social Skills of
Secondary School Students of Urban Area

Social Skills and It's Dimensions	Boys			Girls			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	46	82.47	11.48	54	68.66	7.13	7.332**
Relationship Skills	46	51.08	5.12	54	50.68	5.62	0.370
Communication Skills	46	64.39	11.46	54	49.68	6.62	7.992**
Self-Care Skills	46	52.80	4.76	54	51.87	4.40	1.018
Problem Solving Skills	46	44.04	5.33	54	44.53	4.36	0.509
Social Skills	46	294.80	18.02	54	265.44	17.27	8.301**

** = Significant at 0.01 Level of Significance.

The table no. 6 shows the critical-ratio for the effect of gender on the social skills of secondary school students of urban area. The obtained critical-ratios for the effect of gender on skills of concern for others ($t = 7.332$), communication skills ($t = 7.992$) and social skills ($t = 8.301$) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the skills of concern for others, communication skills and social skills of secondary school boys and girls of urban area. The mean values show that boys of urban area have better skills of concern for others, communication skills as well as social skills as compared to girls of urban area.

On the other hand, the obtained critical-ratios for the effect of gender on relationship skills ($t = 0.370$), self-care skills ($t = 1.018$) and problem solving skills ($t = 0.509$) have not been found significant even at 0.05 level of significance. It means that there is no significant difference in the relationship skills, self-care skills and problem solving skills of secondary school boys and girls of urban area.

Table – 7
Critical-Ratio for the Effect of Type of School on the Social Skills of
Secondary School Students

Social Skills and It's Dimensions	Government			Non-Government			C.R.
	N	Mean	S.D.	N	Mean	S.D.	
Concern for Others	88	72.86	9.16	112	72.38	11.22	0.325
Relationship Skills	88	58.06	12.94	112	53.06	6.85	3.514**
Communication Skills	88	58.96	11.32	112	52.52	9.73	4.319**
Self-Care Skills	88	58.46	11.26	112	53.67	7.48	3.607**
Problem Solving Skills	88	51.23	9.67	112	47.94	8.37	2.577**
Social Skills	88	299.60	41.21	112	279.58	21.89	4.409**

The table no. 7 shows the critical-ratio for the effect of type of school on the social skills of secondary school students. The obtained critical-ratios for the effect of type of school on the relationship skills ($t = 3.514$), communication skills ($t = 4.319$), self-care skills ($t = 3.607$), problem solving skills ($t = 2.577$) and social skills ($t = 4.409$) have been found significant at 0.01 level of significance. It shows that there is a highly statistical significant difference in the relationship skills, communication skills, self-care skills, problem solving skills and social skills of students of government and non-government schools. The mean values show that students of government schools have better relationship skills, communication skills, self-care skills, problem solving skills and social skills as compared to the students of non-government schools.

On the other hand, the obtained critical-ratio for skills of concern for others ($t = 0.325$) has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the skills of concern for others among the students of government and non-government schools.

6. Findings

The findings of the present study are as follows:

- There has been found a significant effect of area on the skills of concern for others, relationship skills, self-care skills, problem solving skills and social skills of secondary school students. Rural students

were found to have better relationship skills, self-care skills, problem solving skills as well as social skills as compared to urban students while urban students were found to have better skills of concern for others than rural students.

- Significant effect of area has not been found on the communication skills of secondary school students.
- Significant effect of area has been found on the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school boys. Rural boys were found to have better relationship skills, self-care skills, problem solving skills as well as social skills as compared to urban boys while urban boys were found to have better skills of concern for others and communication skills than rural boys.
- There has been found a significant effect of area on the relationship skills, problem solving skills and social skills of secondary school girls. Rural girls were found to have better relationship skills, problem solving skills as well as social skills as compared to urban girls.
- Significant effect of area has not been found on the skills of concern for others, communication skills and self-care skills of secondary school girls.
- Significant effect of gender has been found on the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school students. Boys were found to have better skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills as well as social skills as compared to girls.
- There has been found a significant effect of gender on the skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school students of rural area. Boys of rural area were found to have better skills of concern for others, relationship skills, communication skills, self-care skills, problem solving skills as well as social skills as compared to girls of rural area.
- Significant effect of gender has been found on the skills of concern for others, communication skills and social skills of secondary school students of urban area. Boys of urban area were found to have better skills of concern for others, communication skills as well as social skills as compared to girls of urban area.
- There has not been found a significant effect of gender on the relationship skills, self-care skills and problem solving skills of secondary school students of urban area.
- Significant effect of type of school has been found on the relationship skills, communication skills, self-care skills, problem solving skills and social skills of secondary school students. Students of government schools were found to have better relationship skills, communication skills, self-care skills, problem solving skills and social skills as compared to the students of non-government schools.
- There has not been found a significant effect of type of school on the skills of concern for others among secondary school students.

7. References

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