



A Study of Social Skills of Sr. Secondary School Students in Relation to their Gender, Locale and Type of Family.

KEYWORDS

Social Skills, Gender, Locale, Type of family

Dr. Urmila Goel

Associate Professor Hindu College Of Education, Sonapat

ABSTRACT *The present study aims to Study the Social Skills of Sr. Secondary School Students in Relation to their Gender, Locale and Type of Family. For this purpose a sample of 100 Sr. secondary school students was selected from Sonapat district. The data was collected by Self made Questionnaire on Social Skills . The study reveals that that there exist no significant difference in the social skills of boys and girls and urban and rural senior secondary school students. There exist significant difference in the social skills of nuclear and joint family senior secondary school students. But the means scores of joint family students are greater than nuclear family students. So, the joint family students have better social skills as compared to nuclear family students. The result shows that social skills are not significantly affected by Gender and locale but it is significantly affected by the type of family.*

Introduction:

Personalities does not exist in vacuum but to large extent depend upon social environment. It is society that makes individual cultured. Almost everything that he learns is acquired from the society. Only the capacity of learning is his own. Beginning with nursery, the process of civilization continues throughout the life. Socialization arises from organic and environmental factors. Socialization is partly 'a native' and partly 'a learned' series of responses.

Thus the social environment of the child has two aspects. On the one hand, the individual progressively expands social horizon. He learns to include more and more people in his group in which he feels satisfied.

According to Hurlock, social development means the attaining of maturity in social relationship. It means the process of learning to conform to group standards, morals and traditions, and becoming imbued with a sense of oneness, intercommunication and cooperation. This involves the development of new type of behavior and change in interest.

Children social skills are formed at early stage with the influence of the custom and standards of social groups to which their elders belong. Standards and customs vary more or less at different socio economic levels and in different ethnic groups within a single community. The child may be aggressive, resistant or sympathetic depending on the ethnic group. Social skills depend upon the type of education and training by the individual. A child may be very bright and very well developed yet he may not be able to mix well socially with other children. The reason must be lying in his or her education and the way he or she brought up. It may be possible that he or she may have been raised in isolation from others and has developed un-social trends.

Justification of the Problem :

Among the creatures of the Almighty, Human being is at the top in all aspects due to his super brain and creative mind. A new born human baby comes to world with certain inborn qualities. But he is not independent at an early stage. He is not aware about different aspects of his life. Gradually he develops many social qualities like social behavior and friendship skills by living with his family and other members of the community. One cannot think of liv-

ing without these important aspects of social development. But with the passage of time the quality of social behavior and friendship skills are decreasing among the children of today's generation due to lack of suitable environment. The parents are giving more emphasis on the education of the children by ignoring their social aspect. Looking to the above factors the researcher take the study on social skills of senior secondary school students.

Statement of the Problem :

A Study of Social Skills of Sr. Secondary School Students in Relation to their Gender, Locale and Type of Family.

Operational Definition :

Social Skills means the ability to communicate, persuade and interact with other members of the society without undue conflict and harmony.

Social Skills means the abilities necessary to get along with others and to create and maintain satisfying relationships.

Objectives of the Study :

- 1.To study and compare the level of social skills of Sr. Secondary boys and girls.
- 2.To study and compare the level of social skills of Sr. Secondary urban and rural students.
- 3.To study and compare the level of social skills of Sr. Secondary students belonging to nuclear and joint families.

Hypotheses of the Study :

- 1.There is no significant difference in the level of social skills of Sr. Secondary boys and girls.
- 2.There is no significant difference in the level of social skills of Sr. Secondary urban and rural students.
- 3.There is no significant difference in the level of social skills of Sr. Secondary students belonging to nuclear and joint families.

Research Methodology :

The Descriptive survey method was used in this study.

Sample :

100 Sr. Secondary students were taken as a sample from different schools of Sonapat city.

Tool Used :

Self made Questionnaire on Social Skills was used for the collection of data.

Statistical Techniques used :

Mean, S.D and t- value was calculated for the analysis of the data.

Analysis and Interpretation of the Data :

Table -1 Comparison of Mean of Social Skills scores of Sr. Secondary School Students in relation to Gender

Group	N	Mean	S.D	S.Ed	t-ratio	Level of Signif cance
Boys	50	20.54	2.00	0.396	0.151	Not Significant
Girls	50	20.48	1.96			

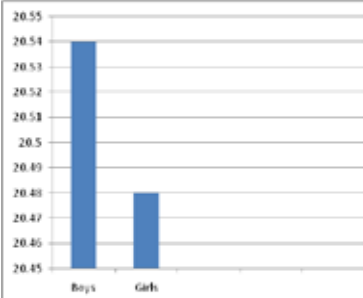


Fig. 1 Bar Graph Showing Mean Social Skills scores of Sr. Secondary School Students in relation to Gender

Level of Significance at 0.05 level = 1.96
 Level of Significance at 0.01 level = 2.58

The Table and Bar Graph 1 shows that obtained t value is 0.1514 which is not significant at 0.05 level and 0.01 level because calculated t- value is less than the table value. It means that there is no significant difference in the social skills of boys and girls. So our first hypothesis that there exists no significant difference in social skills of boys and girls of senior secondary school students is accepted.

Table 2-Comparison of Mean of Social Skills scores of Sr. Secondary School Students in relation to their Locale

Group	N	Mean	S.D	S.Ed	t-ratio	Level of Significance
Urban	50	19.48	2.43	0.563	0.355	Not Significant
Rural	50	19.68	3.15			

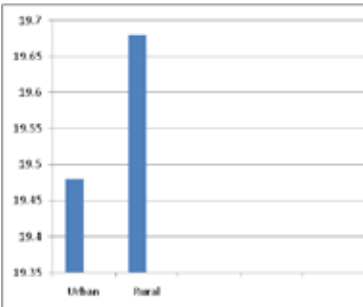


Fig.2-Bar Graph Showing Mean Social Skills scores of Sr. Secondary School Students in relation to their Locale

The Table and Bar Graph 2 shows that obtained t value is 0.355 which is not significant at 0.05 level and 0.01 level because calculated t- value is less than the table value. It means that there is no significant difference in the social

skills of urban and rural students. So our second hypothesis that there exists no significant difference in social skills of urban and rural senior secondary school students is accepted.

Table 3-Comparison of Mean of Social Skills scores of Sr. Secondary School Students in relation to their type of Family

Family	N	Mean	S.D	S.Ed	t-ratio	Level of Significance
Nuclear	50	18.42	1.05	0.262	8.320	Significant
Joint	50	20.60	1.53			

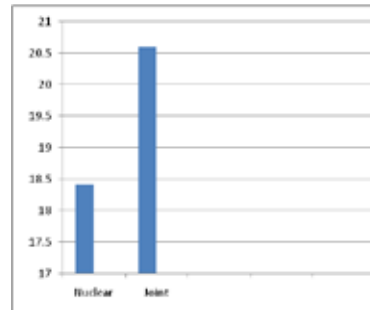


Fig.3-Bar Graph Showing Mean Social Skills scores of Sr. Secondary School Students in relation to their type of Family

The Table and Bar Graph 3 shows that obtained t value is 8.320 which is significant at 0.05 level and 0.01 level because calculated t- value is greater than the table value. It means that there is significant difference in the social skills of senior secondary school students in relation to their type of family . So our third hypothesis that there exists no significant difference in social skills of senior secondary school students belonging to Nuclear and Joint family is rejected.

Main Findings :

1.It was hypothesized that there exists no significant difference in the social skills of boys and girls of senior secondary school students. After the analysis of data it is found that the data support the hypothesis and the hypothesis was accepted. But the means scores of boys are greater than girls. So, it can be concluded that the boys shows better social skills as compared to girls.

2. It was hypothesized that there exists no significant difference in the social skills of urban and rural senior secondary school students. After the analysis of data it is found that the data support the hypothesis and the hypothesis was accepted.

3.It was hypothesized that there exists no significant difference in the social skills of nuclear and joint family senior secondary school students. After the analysis of data it is found that the data did not support the hypothesis and the hypothesis was rejected. But the means scores of joint family students are greater than nuclear family students. So, it can be concluded that the joint family students have better social skills as compared to nuclear family students.

Educational implications :

The study has its own educational implications for teachers, students and parents. The child's social world begins in the home. Parents guidance and training can help the child to become a social being. Parents should help their

children to learn a positive behavior. Their love and affection help the child to become more cooperative. They should encourage their child to go in right direction as the negative and anti social behavior can spoil their future. So from the very early stage they should be trained, what is good and what is bad. Parents responsibility increases when the child relationship starts outside the family members. Parents should help the child to select good companion. They should invite their child friends to their home to access their behavior time to time.

Teacher can also help the child to become more sociable. They should provide opportunities to the children to participate in group work. So, the children can know how to develop relationship with the peer group. The joint efforts of parents and teacher can help in developing the positive social behavior and friendship skills of the child.

REFERENCE

► Ali, S; Frederickson, N. (2006) : Investigating the evidence base of social stories, *Education Psychology in practice*, 22(4) 355-77. | ► Beelman, A ;Pfungsten,U, and Losel,F. (1997) : Effects of training social competence in children: A Meta-analysis of recent evaluation studies. *Journal of Educational Psychology* ,23,260-271. | ► Berk,L.E. (2007). *Child Development* : 7th edition, New Delhi ; Prentice Hall of India. | ► Best,J.W ., and Khan,J. V (2003). *Research in Education*, New Delhi : Prentice Hall of India. | ► Buch, M.B. (1995) :Fourth Survey of Educational Research, New Delhi : NCERT | ► Saxena, N.R ; Mishra,B. K & R.K.Mohanty (2004). *Fundamentals of Educational Research*. Surya Publication, Meerut, 88-89. | ► Sharma, R.A. (2001). *Advanced statistics in Educational Psychology*, R.Lall Book Depot, Meerut. 103-104. | ► <http://www.how to study.com /study-skills /> . |