

SOCIAL SKILLS OF NINTH GRADERS BASED ON THEIR GENDER, LOCATION AND SCHOOL TYPE

Sandeep Kaur^{*} Dr. Kiranjit Kaur^{}**

ABSTRACT

This research used a descriptive survey method to check the social skills of ninth graders based on their gender, location and school type. A random sample of 100 ninth grade students was selected from private and government schools situated in Faridkot district. This research employed the social skills rating scale to obtain the data. After that, the collected data was analyzed by mean, standard deviation and t-test. The findings of the study indicated that ninth graders did not differ significantly in social skills in terms of their gender and location, but government school students had superior social skills.

Keywords

Social skills, ninth graders, gender, location, school type

*** Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar**

**** Professor, Dev Samaj College of Education, Sector 36-B, Chandigarh,**

INTRODUCTION

Social skills are the building block of a human personality. The broad meaning of skill is to solve problems with perfection. It can also be defined as behaving appropriately in a problematic situation. In other words, social skills are the subject of acceptance in society because they play a productive role in making good bonds with members of society, to handling problems with perfection. Social skills are the integral component of school culture because they utilize adolescent's verbal and non-verbal behaviour to make healthy relationships with their classmates, adapt to new environment and deal with stressful situations. Therefore, success in

modern life depends upon the interpersonal competence of an individual, understanding the other person's point of view, better control of emotions and effective communication skills (Sood et al., 2012).

According to Coleman and Lindsay (1992), “social skills are defined as those cognitive functions and specific verbal and non-verbal behaviours which an individual uses while interacting with other”.

Chandra et al. (2020) state that social skills are indispensable for students, as they facilitate the cultivation of self-control, accountability, compassion and interest that are essential for the educational process.

REVIEW OF RELATED LITERATURE

Shimsiya and Issac (2016) examined the variations in social skills across secondary graders with a focus on gender and geographical location. Five hundred secondary school students from the Malappuram district were selected randomly. Social skills rating scale (developed by C.M. Bindhu and K. Ligina) was utilized for data collection. The collected data was analyzed using a t-test. The study found that boys had more advanced social skills than girls. Students in rural areas had better social skills than in urban areas.

Srivastava and Mittal (2021) did a descriptive study on secondary graders in order to compare their social abilities based on gender and family type. Total 200 respondents (100 boys and 100 girls) were chosen from eight inter-government colleges located in two blocks of Haridwar district. This study used social skills rating scale (Sood, Anand and Kumar, 2012) to gather data and statistical techniques like mean, standard deviation and t-test used to look upon the data. The results showed that secondary school girls had better skills of concern for others and communication skills, but secondary school boys showed more proficiency in relationship skills, self-care skills and problem-solving skills. In addition, adolescents belongs to joint families had more proficiency in domains like concern for others, relationships, effective communication, self-care and problem-solving in comparison to teenagers living in nuclear families.

Bala and Monika (2022) examined the association among the social skills and self-efficacy. A random sample of 100 secondary students was picked from the Sonapat district. The data

collection process involved the usage of social skills rating scale (Sood, Anand and Kumar, 2012) and self-efficacy scale (Kumar and Narain, 2020), its analysis was done through several statistical methods, including percentage, Pearson product-moment correlation, standard deviation and t-test. Social skills and self-efficacy were positively associated, male students exhibited more proficiency in social skills compared to their female students. Conversely, the self-efficacy of female students was higher than male students.

Bibi et al. (2022) used a descriptive approach to access the social skill development among prospective teachers at the Institute of Education and Research (IER), Punjab University. With the help of convenience sampling, 160 respondents from five departments were considered as sample. The Social Skills Assessment Questionnaire was utilized to get the data. The gathered data was analysed using t-test and ANOVA. Students from various academic disciplines were not significantly different in terms of their social skills.

Dalal and Sarika (2022) explored the social skills and social adjustment of secondary school students. A sample of one hundred secondary school students was selected randomly. The data was gathered with utilization of social adjustment survey (developed by Dr. Roma Pal, 1985) and Matson Youth Social Skills Assessment (developed by Sharma, 1997). The data was analysed through mean, standard deviation, t-test and Pearson coefficient of correlation. Secondary school females possessed superior social skills and social adjustment than boys. In addition, social skills and social adjustment were strongly correlated.

Devi et al. (2022) conducted descriptive survey to examine the differences and associations of social skills with the social competency. A random sampling method was used for representative sample of 100 respondents from the Sonipat district. To gather data, the social competency and social skills scale was utilized and then collected data was subjected to analysis with t-test and correlation coefficient. Secondary school boys and girls did not have many differences in social skills and social competences; there was a weak relationship between these two variables.

Suman and Sarita (2022) did a descriptive investigation to find the connection of social skills with emotional intelligence among senior secondary students. The present study treated social skills as the independent variable and emotional intelligence as the dependent variable. A

random sampling method was used to select the sample of 100 senior secondary respondents from the Sonapat district in Haryana. The data were obtained through the social skills rating scale (created by Sood, Anand and Kumar, 2012) and the emotional intelligence scale (created by Mangal, 1971). There were no significant variations in measures of emotional and social competence; social skills had a strong connection with the emotional intelligence.

Monika et al. (2023) conducted a descriptive study comparing rural and urban student's social skills. 100 respondents were selected randomly. The data collection was done through social skills rating Scale (developed by C.M. Bindhu and K. Ligina) and collected data was analysed with t-test. Gender and geographic location of the students had no effect on their social skills.

The review from above literature demonstrates that the level of social abilities of male students in secondary school were superior to those of female students (Bala & Monika, 2022; Shimsiya & Issac, 2016). Dalal and Sarika (2022) found that secondary school girls had better social skills in comparison to boys. Shimsiya and Isaac (2016) found that rural secondary school boys had higher social skills than secondary school girls.

However, the studies conducted by Devi et al. (2022); Suman and Sarita (2022) indicated that no gender differences were found in social skills. Monika et al. (2023) found that social skills of students were not affected by gender and location.

The above discussion suggested that there were few studies that indicated that gender and location had an impact on social skills. However, a limited number of studies suggested that gender and location did not influence social skills. The impact of school type on social skills was not extensively investigated in research. As a result, the proposed investigation seems to be wholly justified.

NEED AND SIGNIFICANCE OF THE STUDY

During the infancy to adulthood period, social skills are critical to the growth and well-being of adolescents. Adolescents go through major cognitive, emotional and social changes throughout this transforming phase. The social skills include a variety of qualities such as effective communication, empathy, conflict resolution and collaboration. Adolescents with strong social skills can better interact with their peers, family and community, generating a sense of belonging and support. Furthermore, social skills help teenagers to develop emotional intelligence, allowing

them to understand better and control their and other's emotions. This not only improves their interpersonal connections, but it also provides the groundwork for success in many other areas of life, such as academic accomplishment, professional development and general mental wellness. Therefore, researcher did a study to check the social skills of ninth graders based on their gender, location and school type.

OBJECTIVES

1. To find out the difference between mean scores of social skills of ninth graders based on their gender.
2. To find out the difference between mean scores of social skills of ninth graders based on their school type.
3. To find out the difference between mean scores of social skills of ninth graders based on their location.

HYPOTHESES

H₁. There is no significant difference in the mean scores of social skills of ninth graders based on their gender.

H₂. There is no significant difference in the mean scores of social skills of ninth graders based on their school type.

H₃. There is no significant difference in the mean scores of social skills of ninth graders based on their location.

RESEARCH METHODOLOGY

The current study employed a descriptive survey method.

SAMPLE

The population of the current study comprised ninth class students from the Faridkot district. As part of the selection procedure, investigator used identically sized pieces of paper to write the names of private and government schools. After that, the slips were piled, folded and put in a box. The contents were shaken many times to ensure a complete mixing. The researcher drew two slips by choosing one at a time. The lottery method was employed to select a total of two schools: Dreamland Public Senior Secondary School, Kotkapura and Bhai Kishan Singh Govt. Sen. Sec. School, Sandhwan. From the selected schools a sample of 100 ninth grade students

was chosen, including 50 from Dreamland Public Senior Secondary School in Kotkapura and 50 from Bhai Kishan Singh Govt. Sen. Sec. School in Sandhwan, both located in the Faridkot district. The sample that was chosen was composed of 50 males and 50 girls; 54 rural students and 46 urban students.

INSTRUMENT USED IN RESEARCH

In order to gather data, researcher used social skills rating scale (developed and standardized by Sood, Anand and Kumar, 2012).

STATISTICS TECHNIQUES

The analysis of data relied on mean, standard deviation and t-test.

DATA ANALYSIS

Table 1: social skills of ninth graders based on their gender

Variable	Gender	N	Mean	Standard deviation	t-value
Social Skills	Boys	50	368.90	41.15	1.55 (N.S)
	Girls	50	380.70	34.21	

N.S means non-significant

$(t_{0.05}=1.98, t_{0.01}=2.62)$

Table 1 illustrates that the computed t-value is 1.55, which is less than the critical value (1.98) at a 0.05 level of significance. Therefore, the boys and girls are not significantly different in terms of their social skills. So, hypothesis “There is no significant difference in the mean scores of social skills of ninth graders based on their gender” is accepted. The results are justified by findings of Devi et al. (2022); Suman and Sarita (2022) who have reported that secondary school boys and girls did not differ significantly in terms of their social skills.

Table 2: social skills of ninth graders based on their school type

Variable	School Type	N	Mean	Standard deviation	t-value
Social	Government	50	386.58	33.71	3.25**

Skills	Private	50	363.02	38.93	
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**** Significant at 0.01 level of significance** **($t_{0.05}=1.98$, $t_{0.01}=2.62$)**

Table 2 illustrates that the computed t-value is 3.25, which is above the critical value (2.62) at a 0.01 level of significance. Therefore, students of government school have greater social skills than private school students. So, hypothesis “There is no significant difference in the mean scores of social skills of ninth graders based on their school type” is rejected. The results are justified by the findings of Kavita (2018) who have reported a positive co- relation of social skill among government and private school students.

Table 3: social skills of ninth graders based on their location

Variable	Type of Location	N	Mean	Standard deviation	t-value
Social Skills	Rural	54	379.50	41.20	1.34
	Urban	46	369.28	33.75	

N.S means non-significant **($t_{0.05}=1.98$, $t_{0.01}=2.62$)**

Table 3 reflects that the computed t-value is 1.34, which is less than the critical value (1.98) at a 0.05 level of significance. Therefore, rural and urban students are not significantly different in scores of social skills. So, the null hypothesis “There is no significant difference in the mean scores of social skills of ninth graders based on their location” is accepted. The results are supported by the findings of Monika et al. (2023) who have reported that social skills were not affected by gender and location.

CONCLUSIONS

- 1) Secondary school boys and girls did not differ significantly in their social skills.
- 2) Secondary school students from government schools demonstrated better social skills than those from private schools. So, government school students are more likely to develop strong social skills when they get nurturing parental care, a healthy diet, early stimulation and an engaging environment (Kavita, 2018).
- 3) Urban and rural students did not differ significantly in their social skills.

EDUCATIONAL IMPLICATIONS

From the current study, both teachers and parents can benefit from improving teenager's social skills. As parents are the primary instructors for their children, they must guide making the right decisions when faced with difficult circumstances. This ability offers guidance in selecting positive associates during the adolescent stage. Furthermore, teachers can guide individuals in regulating negative emotions and fostering healthy interpersonal connections through cooperative instructional teaching approaches. These abilities will enable adolescents to achieve success in life.

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