Study of Co Scholastic Achievement of Secondary Government School Students In Relation To Their Social Skills

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Abstract: Although the concept of social skills is not very new, many scholars have just started to realize their importance in life and have begun to study their role in the different aspects of life of an individual. This paper explores the relationship between Social Skills and co scholastic achievements of the students. The sample for the study consisted of 400 students- 200 girls and 200 boys from government schools of Delhi. The social skills of these students, measured through a self constructed scale, were co-related with their co scholastic achievements at secondary level. The results revealed that co-scholastic achievement is positively related to the social skills the students possess. Also, there was no statistical difference in the co scholastic achievements of boys and girls having average and less adequate social skills but statistical difference was found in the co scholastic achievements of boys and girls student having adequate social skills.

SOCIAL SKILLS

Basically, social skills are the components of behaviour that help us to adapt across the variety of social settings and enable us to get adjusted in the society. In the words of Walker (1983), social skills are the set of competencies that allow us to initiate and maintain positive social relationships, contribute to peer acceptance and to a satisfactory school adjustment, and allow us to cope effectively with social environment. Good social skills are very important for proper functioning in life. These skills help us to know how to make good decisions in life, what to say to others, how to ask others for help and enable us to maintain good relationships in the society. Social Skills enable an individual to behave appropriately in diverse situations. According to Zins, Weissbert, Wang, & Walberg (2004), “Social skills can also 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”. Social skills help in navigating everyday interactions e.g. exchanging information, holding conversation, making new friends, maintaining the friendship, asking for help from others and giving instructions. Social skills are the abilities to interact and behave socially and effectively, establishing and maintaining positive relationships, making responsible decisions and handling challenging situations confidently with appropriate self control. An individual having good social skills has the ability to make social choices that strengthen their relationships with others and facilitate success in their life. Social skills are necessary for an individual to behave in the society according to the culture. There are many

1. Introduction

Socialization means becoming a member of the society and learning the rules, attitudes and beliefs of the society. Social rules and relations are created, communicated and changed in verbal and nonverbal ways and to know the proper way of following these rules is known as social skills. A child develops such qualities of behavior by observing the people and environment around him/her. It is very easy for the individual who has adequate social skills to establish and maintain relationships in his / her life (Kabasakal and Çelik, 2010). Social skills are the skills facilitating interaction and communication with the society. Social skills have an important role in establishing and maintaining good relationships with other people and obeying social rules.
important social skills for an individual to acquire for successfully functioning of life; these can be organized into particular areas to make it easier to understand them. Being a social person an individual needs to interact and to maintain positive and healthy relationships with other members of the society. To interact or communicate properly he needs good conversation skills i.e. verbal and non verbal. For the sake of maintaining positive and healthy relationship an individual should be good mannered and should have good self control over his emotions and stress level. The person having these abilities can establish good relationships and is able to react positively even in the challenging situations.

COMPONENTS OF SOCIAL SKILLS

Different scholars and researchers have analyzed social skills in different components. In this paper, the following four major components of social skills have been considered-

- **Conversation skills**- To get adjusted in the society we need to interact with others. With the help of conversation skills we are able to communicate with others in appropriate ways according to our culture and situations. Without good conversation skills there can’t be effective communication. A message can convert into error and can be misinterpreted. This can lead to misunderstanding and frustration. Conversation skills are the abilities to express oneself in verbal and nonverbal ways. We are able to express our desires, needs and opinions etc. effectively with good conversation skills. Good conversations skills are the key to get success in life and work and to maintain good relationships.

- **Relationship skills**- Relationship skills constitute the behaviour that is performed by the individual for the sake of maintaining healthy relationships with others. An individual should care about the needs and feelings of the other people for maintaining successful and positive relationships with others. Relationship skills help to establish rewarding, healthy and positive relationships with the people we interact with. These relationship skills are based on preserving and managing relationships, resolving conflicts, seeking help at needed time and co-operation. All these are important to maintain friendly relationships.

- **Self control** – Self control is the ability in the individuals to control the emotions in the particular situation and acting in appropriate ways. Self control helps to control level of stress by changing the environment and to respond to the emotions like anger, sadness etc. appropriately. A person having self control is able to communicate effectively with others and make positive and healthy relationships in the society.

- **Mannerism**- Mannerism means acting appropriately in socially acceptable ways and to display respect and consideration for others. Good manners help to maintain better relationships with others. Everybody wants to have relationship with the person having good manners. It includes table etiquettes, basic etiquettes etc. e.g. being polite and showing respect to the others and following the general rules while behaving.

SCHOOL ACHIEVEMENT

An individual gets educated in formal and informal ways. School is the institution that imparts education to the child in a formal way and for this purpose some educational goals are decided by the school or by the teacher on behalf of school. These educational goals are to be achieved by the combined efforts of student, teacher and the institution (school). The teacher has to keep a track from time to time of the extent to which the educational goals have been achieved. The extent to which these educational goals are achieved is generally considered as School Achievement of the child or student. The school achievement shows the extent to which the educational goals have been achieved by the student. Since education involves all round development of an individual the school, in order to evaluate the extent of achievement, the school assessment involves measuring of skills, understanding and knowledge which a student acquires after getting instructions and training in the class. It is generally measured by means of total marks/grades of the students obtained by them in a particular class -both, in scholastic and co-scholastic aspects. Scholastic aspect refers to the academic areas, i.e., marks/grades in various school subjects and co-scholastic aspect includes life skills, attitudes, values and co-curricular areas. So the desirable changes in the behaviour of the learner related to life skills, attitudes, values, co-curricular activities and physical health are described as co-scholastic achievement.

SOCIAL SKILLS AND SCHOOL ACHIEVEMENT

The academic performance along with social relationships, behavior, and family relationships are based on the extent to which an individual possess good social skills. [VITAL, vol. 2, no.4, 2007]. www.nasponline.org. Megan M. McClelland, Frederick J Morrison and Deborah L Holmes (2000)
conducted a study “Children at risk for early academic problems: the role of learning-related social skills” on 540 children at the beginning of kindergarten and at the end of second grade to examine the association of children’s learning related social skills (including interpersonal skills and work-related skills) to academic outcomes. The results revealed that children with low social skills achieved lower score on academic outcomes at the beginning of kindergarten and at the end of second grade. Mara Welsh, Ross D Parke, Keith Widaman and Robin O'Neil (2001) examined the relation between social and academic competence in their study “Linkages Between Children's Social and Academic Competence: A Longitudinal Analysis” selecting the sample of 163 students to determine the direction of influence between social and academic competence across time. The results proved that the academic achievement directly influenced social competence from both first to second and second to third grade and social competence was reciprocally related to academic achievement from second to third grade. Malecki, Christine Kerres, Elliot, Stephen N. (2002) conducted a study “Children's social behaviors as predictors of academic achievement: A longitudinal analysis” to see the relationship among social skills, problem behaviors, academic competence, and academic achievement by taking a sample of 139 students of third and fourth grade elementary students. The results of the study indicated that social skills are positively predictive of academic achievement while problem behaviors are not. Masten et al., (2005) found that interpersonal skills are important for peer acceptance and social adjustment throughout childhood and adolescence. Gilliam & Shahar, 2006, conducted a study on behavior problems as meaningful predictors (during the preschool years) of continued behavior problems i.e. poor peer standing, and academic difficulties during Kindergarten and the research has documented that children without adequate social skills are at risk to face difficulties as peer rejection, behaviour problems and poor academic achievement. Joseph A. Durlok, (2011) reported in “Study Finds Social-Skills Teaching Boosts Academics” that students who took part in social and emotional learning of SEL program improved in grades and standardized test. Brittany Rhoades Cooper, Julia E. Moore, C. J. Powers, Michael Cleveland & Mark T. Greenberg (2014) studied “Patterns of Early Reading and Social Skills associated with Academic Success in Elementary School” and found that children with higher levels of social skills performed better on later academic assessments than children having lower social skills during kindergarten. All the above researches show that social skills play an important role in academic or Scholastic achievement of the students. But as we know for the purpose of evaluating the all round development of the child, co-scholastic achievement as well as scholastic achievement is also assessed. So the question arises here is that

Is there any relationship between Social Skills and Co-Scholastic achievement of the students?

STATEMENT OF THE PROBLEM
In this context the title for this study is stated as:

STUDY OF CO-SCHOLASTIC ACHIEVEMENT OF GOVERNMENT SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIAL SKILLS

OBJECTIVES
1. To study the relationship between co-scholastic achievement and social skills of Government secondary school boys students.
2. To study the relationship between co-scholastic achievement and social skills of Government secondary school girls students.
3. To study the difference between the co-scholastic achievement of Government secondary school boys and girls students in relation to their social skills.

HYPOTHESES
1. There is no significant relationship between co-scholastic achievements of Government secondary school boys and their Social Skills.
2. There is no significant relationship between co-scholastic achievements of Government secondary school girls and their Social Skills.
3. There is no significant difference between co-scholastic achievement of Government secondary school boys and girls in relation to their social skills.
   - Among the Government secondary school boys and girls students having highly adequate social skills, there is no significant difference between their co-scholastic achievements.
   - Among the Government secondary school boys and girls students having average social skills, there is no significant difference between their co-scholastic achievements.
   - Among the Government secondary school boys and girls students having less adequate social skills, there is no significant difference between their co-scholastic achievements.

OPERATIONAL DEFINITION OF THE VARIABLES USED

Co-Scholastic achievement refers to the desirable behaviour related to learner’s life
skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain. **Social Skill** are the abilities to interact and behave socially and effectively, establishing and maintaining positive relationships, making responsible decisions and handling challenging situations confidently with appropriate self control.

Four major components of social skills considered in this paper are Conversation skills, Relationship skills, Self control and Mannerism.

**SAMPLE**

A Sample of 400 students of 10th class students - 200 boys and 200 girls from government schools was selected randomly.

**TOOLS USED**

The Social Skills scale developed by the researcher was used to collect data related to social skills from the respondents. The scale consists of 48 statements and had no time limit. On an average it took approximately 20-25 minutes in completing the scale.

For the preparation of Social skills scale, relevant literature was consulted and thereafter 66 items were prepared in the preliminary draft. These items were based on all four components of Social Skills i.e. conversation skills, relationship skills, self control & mannerism. Firstly, the prepared items were shown to the language experts for the removal of language and grammatical mistakes. A panel of 5 judges with more than ten years of experience was selected. After language correction, the draft scale was sent to five distinguished field experts for evaluation and it was revised again in the light of their suggestions. Finally 48 items (14 items for conversation skills, 10 for relationship skills, 13 for self control and 11 items for Mannerism) were selected. Lastly, it was tried out on few children and based on this administration minor modifications were made.

The finalized tool was then used in the field. Each item had five points that is 01, 2, 3 and 4. In scoring ‘0’ represented for ‘Never’; ‘1’ represented for ‘Hardly’; ‘2’ represented for ‘Sometimes’; ‘3’ stood for ‘Often’ and ‘4’ stood for ‘Always’.

**DATA ANALYSIS AND INTERPRETATION**

1. There is no significant relationship between co-scholastic achievements of Government secondary school boys students and their Social Skills.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Value of r</th>
<th>Type of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Scholastic achievement and Social Skills</td>
<td>0.333</td>
<td>Positive</td>
<td>Correlation is significant at 0.01 level.</td>
</tr>
</tbody>
</table>

Table-1 shows a positive correlation between co-scholastic achievement and Social Skills of government school boys. It indicates that as Social Skill increase among the students, their co-scholastic achievement also increases. The correlation between co-scholastic achievement and Social Skills is found to be significant at 0.01 level of significance. Therefore, the hypothesis “There is no significant relationship between co-scholastic achievements of Government secondary school boys students and their Social Skills” is rejected at 0.01 level.

2. There is no significant relationship between co-scholastic achievements of Government secondary school girls and their Social Skills.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Value of r</th>
<th>Type of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Scholastic achievement and Social Skills</td>
<td>0.277</td>
<td>Positive</td>
<td>Correlation is significant at 0.01 level.</td>
</tr>
</tbody>
</table>

Table-2 shows a positive correlation between Co-Scholastic achievement and Social Skills of government school girls. It indicates that as Social Skill increase among the students, their co-scholastic achievement also increases. The correlation between co-scholastic achievement and Social Skills is found significant at 0.01 level of significance after testing the level of significance of correlation. Therefore, the hypothesis “There is no significant relationship between co-scholastic achievements of Government secondary school girls and their Social Skills.” is rejected at 0.01 level.
3. There is no significant difference between co-scholastic achievement of Government secondary school boys and girls in relation to their social skills.

3.1 Among the Government secondary school boys and girls having highly adequate social skills, there is no significant difference between their co-scholastic achievements.

Table-3: Co-scholastic achievement of Government secondary school boys and girls students having highly adequate social skills

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>t-value</th>
<th>P Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>48</td>
<td>3.146</td>
<td>.6010</td>
<td>70</td>
<td>-4.274</td>
<td>0.000</td>
<td>rejected</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>3.875</td>
<td>.8242</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-test result of Co scholastic achievement of students having adequate social skills shows t statistic of -4.274 with 70 degrees of freedom. The corresponding two-tailed p-value is .000, which is less than 0.05 and 0.01. Therefore, we can reject the null hypothesis at 5% and 1% significance level, which means that the average of co scholastic achievement of boys and girls having adequate social skills students are significantly different from each other. By comparing the means we find that boys have more adequate skills than girls. This may be due to the fact that boys are outgoing and can even work in situations where girls might hesitate a little.

3.2 Among the Government secondary school boys and girls having average social skills, there is no significant difference between their co-scholastic achievements.

Table-4: Co scholastic achievement of Government secondary school boys and girls students having average social skills

<table>
<thead>
<tr>
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<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>t-value</th>
<th>P Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>15</td>
<td>2.567</td>
<td>.2582</td>
<td>37</td>
<td>-1.538</td>
<td>.133</td>
<td>accepted</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>2.833</td>
<td>.6370</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-test result of Co-scholastic achievement of students having below average social skills shows t statistic of -1.538 with 37 degrees of freedom. The corresponding two-tailed p-value is 0.133, which is greater than 0.05 and 0.01. Therefore, we can accept the null hypothesis at 5% and 1% significance level, which means that the co scholastic achievement of secondary school boys and girls students having less adequate social skills are not significantly different from each other.

3.3 Among the Government secondary school boys and girls students having less adequate social skills, there is no significant difference between their co-scholastic achievements.

Table-4: Co-scholastic achievement of Government secondary school boys and girls having less adequate social skills

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>t-value</th>
<th>P Value</th>
<th>Decision</th>
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<td></td>
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<td></td>
<td></td>
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The t-test result of Co-scholastic achievement of students having below average social skills shows t statistic of -1.538 with 37 degrees of freedom. The corresponding two-tailed p-value is 0.133, which is greater than 0.05 and 0.01. Therefore, we can accept the null hypothesis at 5% and 1% significance level, which means that the co scholastic achievement of secondary school boys and girls students having less adequate social skills are not significantly different from each other.

CONCLUSION

The conclusion of the study is that co-scholastic achievement is positively related to the social skills the students possess. Also, there was no statistical difference in the co scholastic achievements of boys and girls having average and less adequate social skills but statistical difference was found in the co scholastic achievements of boys and girls student having adequate social skills.

REFERENCES


http://cbse.nic.in/cce/life_skills_cce.pdf