



ACADEMIC ACHIEVEMENT OF SOCIAL SKILL DEFICIENT AND NON DEFICIENT SCHOOL STUDENTS: A COMPARATIVE STUDY

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Abstract

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Academic achievement of the school students is also an important parameter in the present age. The present research study was undertaken to assess the effect of social skills on the academic achievement of school students. The effect of gender on the academic achievement of social skill deficient and non deficient students was also studied. The sample consists of 320 students from kurukshetra district of Haryana state. The data obtained was analyzed using mean, S.D's and 't'-test. The results revealed that academic achievement have significant dependence on social skills of school students. The study has implications for the parents, teachers and policy makers.

Key words: Social Skill, Academic Achievement, Gender

INTRODUCTION

Social skills are a fundamental factor for the formation of relationships, for the quality of social interactions and even for the individual's mental health (Hay, 1994; Parker & Asher, 1987). Social skills have a significant role in establishing good relationships with other people, obeying social rules, undertaking responsibility, helping others and enjoying one's rights. Socialization means learning the beliefs and attitudes of the society a child belongs to and learning the behaviours a child is expected to show (Bayhan and Artan, 2004). Socialization means becoming a member of the society. As a result of the interaction with the

environment, a child develops similar behaviours with the people around him/her (Kagitcibasi C, 1996). It is easier for individuals who have adequate social skills to establish relationships in different aspects of their lives (Kabasakal and Çelik, 2010). Social skills are one of the important factors of social and psychological development of a child. Acquiring and developing social skills are one of the important characteristics from the period of childhood. Since the children with high level of social skills have more techniques in solving daily interpersonal problems, they are more successful in their social relationships. The children with social skills find more pleasure in activities they participate and can take their decisions on their own. However, the children who lack adequate social skills might be excluded by their friends (Çelik, 2007). Humans communicate with each other through the skills which are defined as social skills. In addition to maintaining social order, psychological health of the people and establishing healthy relationships with other people depend on their social skills.

Social skills include a variety of verbal and nonverbal behaviours such as using body language in an effective way, initiating, developing and continuing the interpersonal relationships, assertiveness, expressing yourself, interpersonal conflict resolving, controlling the anger, problem solving, decision making, speaking and listening skills. (Bacanli, 1999). Bursuck and Asher (1986) found no significant differences in social knowledge or rated levels of social skill between low-status high achieving students and their high-status high-achieving counterparts. Mara Welsh, Ross D. Parke (2001) (University of California) studied The relation between social and academic competence was examined in a group of school-age children using structural equation modeling to determine the direction of influence between these two domains across time. Results supported the reciprocal model, indicating that 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. Coie and Krehbiel (1984) contend that improvement in academic skills may influence social competence by reducing off - task behaviours, thus resulting in fewer peers responding negatively to these students. Moreover, when students engage in less disruptive behaviour in class, they may receive more positive attention from teachers and peers, which may in turn enhance students' self - esteem and social status. In summary, Coie and Krehbiel's work suggests that a positive relationship occurs between social skills and academic achievement among the general school - aged population and,

most importantly, that changes in academics can contribute to changes in social status. Elliott (2002) found that social skills were a significant predictor of future academic functioning among elementary students from within the general population.

In the present study, the effect of social skills on the academic achievement of school students is evaluated. The effect of gender on the academic achievement of social skill deficient and non deficient students was also studied.

OBJECTIVES OF THE STUDY

The main objectives of the study were:

1. To identify social skills deficient school students.
2. To compare academic achievement of social skills deficient and non deficient school students.
3. To compare Academic achievement of social skill deficient and non deficient school students in relation to their gender.

HYPOTHESES

H₀₁: There is no difference between social skill deficient and non deficient school students on academic achievement.

H₀₂ : There is no difference in academic achievement of male and female students among the social skill deficient group.

H₀₃ : There is no difference in academic achievement of male and female students among the non deficient group.

RESEARCH METHOD: Descriptive survey method was used

SAMPLE: The purposive sampling method was used for the present study. The sample included 320 school students (193 male, 127 female) from eight different schools in kurukshetra district of Haryana state. Out of these eight schools, four were from rural area and other four were from urban areas. The selected students were enrolled in 10th, 11th and 12th grades (age group 15-18 years).

TOOLS USED

Matson Evaluation of Social Skills with youngsters (MESSY) is the one of the most frequently researched social skill scale. The initial sample was tested in 1983 with 744 children between 4 and 18 years of age. In the present study adapted Hindi version of MESSY self-rating version was used. Sushma (2000) after the factor analysis dropped 12

items of the original scale (MESSY). Sushma (2000) also reported that Hindi adaptation of MESSY have good reliability and response consistency.

STATISTICAL TECHNIQUES

Mean (M), standard Deviation (SD) and t-ratio were used to compare the social skills in the school students in relation to their gender and locality.

RESULTS AND DATA ANALYSIS

Academic achievement among social skill deficient and non deficient school students

The comparison between the academic achievement score of social skill deficient and non deficient school students is done in his section to see the dependence of social skills on the academic achievement of school students. The effect of gender (Male/Female) of students on the academic achievement of social skill deficient and non deficient school students is also studied. The results are presented in the Table 1 and 2.

Table 1: Significance of Difference in the Academic Achievement score of Non Deficient and Social Skill Deficient school students

Group	N	df	Mean (M)	S.D	t- Ratio	Level of Significance
Social Skill Deficient	151		68.91	10.20		
Non Deficient	169	318	75.17	11.79	5.05	Significant at 0.01

It can be seen from Table 2 that Mean academic achievement scores of social skill deficient and non deficient students are 68.91 and 75.17 with standard deviations 10.20 and 11.79 respectively. The 't' value between two groups comes out to be 5.05. It is significant at 0.01 level of significance, leading to an inference that the social skills play very important role in deciding the academic achievement of school students. *So null hypothesis H_{01} , that "there is no difference between social skill deficient and non deficient school students on academic achievement" is rejected.*

The comparison of mean scores further reveals that mean academic achievement score of Non Deficient school students is higher than the Social skill deficient school students. It indicates that Non deficient school students perform well in academics.

Table 2: Significance of Difference in the Academic Achievement score of Non Deficient and Social Skill Deficient school students on the basis of gender

Group	Subgroup	N	df	Mean (M)	S.D	t- Ratio	Level of Significance
Social Skill Deficient	Male	85	149	68.93	10.13	-0.11	Not Significant
	Female	66		69.12	10.55		
Non Deficient	Male	108	167	72.94	10.78	-3.38	Significant at 0.01
	Female	61		79.13	12.52		

Table 2 compares the effect of gender (Male/Female) on the academic achievement score of social skill deficient and non deficient school students. The Mean academic achievement scores of Social Skill Deficient male and female students are 68.93 and 69.12 with standard deviations 10.13 and 10.55 respectively. The ‘t’ value between male and female social skill deficient students comes out to be -0.11. It is not significant at 0.05 level of significance. It indicates that male and female groups of social skill deficient students did not differ significantly on academic achievement. *So the null hypothesis (H_{02}) that “there is no difference in academic achievement of male and female students among the social skill deficient group” is accepted.*

It is clear from lower part of Table 2 that Mean academic achievement scores of Non Deficient male and female school students are 72.94 and 79.13 with standard deviations 10.78 and 12.52 respectively. The ‘t’ value between two groups comes out to be -3.38. It is significant at 0.01 level of significance. It shows that in case of non deficient school students, their gender (male/female) plays significant role on their academic achievement. The comparison of mean scores further reveals that mean academic achievement score of Non Deficient female students is higher than the Non deficient male students. It indicates that female non deficient school students perform better academically than Non deficient male students. *So the null hypothesis (H_{02}) that “there is no difference in academic achievement of male and female students among the non deficient group” is rejected.*

FINDINGS OF THE STUDY

1. The comparison of mean scores further reveals that mean academic achievement score of Non Deficient school students is higher than the Social skill deficient school students. It indicates that non deficient school students perform well in academics.

2. Male and female groups of social skill deficient students did not differ significantly on academic achievement.
3. The comparison of mean scores further reveals that mean academic achievement score of Non Deficient female students is higher than the Non deficient male students. It indicates that female non deficient school students perform better academically than Non deficient male students.

EDUCATIONAL IMPLICATIONS

The findings of the study can be used by parents, teachers and planners while planning about the education of children in following manner. Teachers can make use to these findings to assess the social skills of school students to plan some activities or training programs for students to improve their social skills.

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