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## **Social skills among secondary school students with respect to parental involvement: A comparative study**

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### **Abstract**

The current investigation was to examine the social skills among sec. school students with respect to parental involvement. In this study, parental involvement has been taken as independent variable while social skills have been taken as dependent variable. 500 sec. school students from Sonapat District were selected through random sampling technique. Social Skills Rating Scale by Kumari (2019) & Parental involvement scale by Chauhan & Arora (2009) were applied to gather the data & the collected data were analysed by Mean, S.D. & 't' test. It was found that social skills among sec. school students differ significantly with respect to parental involvement. A significance difference was observed in the social skills among girls & boys of sec. schools. No significance difference was found in the parental involvement among boys & girls of sec. schools.

**Keywords:** parental involvement, secondary school students, social skills

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### **Introduction**

In the twenty-first century, instilling social skills in pupils has become one of the most crucial job for educators & instructors. Social skills deficits can occur in a variety of mental diseases, especially in the more serious & chronic ones. Every civilization has certain social development norms & criteria. A youngster who follows traditions, conventions, and social standards is described as sociable. When it comes to the desire for social integration, social skills are crucial. As a result, it is a time in the life cycle when personal and social abilities must be adjusted and changed. Social abilities are defined as a set of abilities that allow us to engage, connect, and mingle with the others. Walker (1983) defines "social skills as —a group of competencies that a) allow a human being to initiate & uphold positive social relationships, b) contribute to peer receipt & to a satisfactory school modification, and c) allow an individual to deal efficiently with the superior social environment". "Social skills may additionally be defined within the context of social & emotional learning- recognizing & managing our emotions, developing concern & caring for others, establishing good human relationships, making accountable decisions & handling difficult situations ethically & constructively" (Zins, *et.al.* 2004). Educators use this knowledge to test & enhance students' social abilities in a variety of social situations. Social development is one of the most important aspects of human development. Academic success, interpersonal human interactions, mental health, behaviour, and adult lifestyle outcomes may all be negatively impacted by social skills deficiencies. Social skills are explained as a collection of acquired behaviours that help people interact positively with others. "Social skills are demonstrated by behaviour, and it is typical to categorize teacher-rated social skills into three categories: collaboration, self-control, and assertiveness" (Elliott & Gresham, 1990) [5, 20, 35].

Parents' involvement refers to the parent engagement in all aspects of their children's development from infancy to maturity. Parents that stay active in their children's life are still considered as valuable resources and influences in their children's lives. Acc. to Mahatma Gandhi, "There is no school equal to decent home and no teachers equal to honest virtuous parents". Parental Involvement means participation of parents in their children's lives, at home as well as in school, instructing them, Spend time with them through doing things with them, attending activities with them, listening to & chatting to them, reading with them, eating meals with them, going on vacation with them, and being there for them. Parental involvement refers to how parents participate in the development of their child's entire personality. Every parent has expectations for how their children should be reared and taught. When parents are sensible and have a logical and compassionate approach toward their children, their children will develop an analytical and cooperative behaviour pattern.

Most of the parents feel that the future of their children's education is solely in the hands of teachers. Acc. to the National Coalition, "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school." Study done in U.S. Department of Education (2003) revealed that when children were 9 years old, around 75% of parents indicated strong or moderate participation, but by the age of 14, parental

involvement had declined to 44% & had continued to drop with age. Parental involvement is described as parents' actions, both at home and at school, that develops the social skills among their children & help them succeed academically (Nokali, *et.al.* 2010) [3, 11, 18, 26, 33, 41]. When parents schedule time according to their kids, spend time talking & listening to them about topics that are meaningful to both parent & kid. They are good role models for their children. Many parents assume that once their children enter adolescence, their influence diminishes dramatically.

### Need of the study

In the global information-based economy, “today's world is technologically driven, and each nation must compete with one another in terms of economic & technical progress. Parents must invest in and encourage not only the pursuit of academic excellence but also the development of a wholesome personality in order to align with international standards of education & work & prepare a nation's youth to compete in a global economy”. Parents and educators must work together to help children develop intellectual and social abilities. Parental involvement is described as parents' actions, both at home and at school, that promote children's social/emotional skills & help them succeed academically (Goleman, 1998; Nokali, *et.al.* 2010) [4, 19, 34, 3, 11s, 18, 26, 33, 42]. Social skills are multifaceted and encompass communication, assertiveness, peer interaction, problem-solving, all of which are required to build & sustain positive social interactions. Hauser, *et.al.* (2001) observed that children's social outcomes are influenced by their parental interactions. Bennett and Hay (2007) [1, 16, 31] showed a strong connection between features of healthy family connections, particularly high levels of parental participation in schooling & children's development of social skills. Nokali & Bachman (2010) [3, 11, 18, 26, 33, 41] indicated that children with highly active parents had better social skills & fewer behavioural issues. Kol (2016) [9, 24, 39] indicated that democratic parenting styles have a beneficial & substantial impact on child's social abilities, but overprotective parental styles had a negative & significant impact. After reviewing the literature it can be conclude that various studies have been conducted related to the variables like social skills and parental involvement. But in Indian context the researches were scanty. Therefore, the investigator visualized a need to investigate the social skills among sec. school students with respect to their parental involvement.

### Review of the Related Literature

Bennett & Hay (2007) [1, 16, 31] found a strong connection among aspects of sound family associations, particularly high levels of parental participation in schooling, and children's development of social skills.

Nokali and Bachman (2010) [3, 11, 18, 26, 33, 41] showed that parent involvement forecast Improvements in social skills and decreases in problem behaviours but do not predict changes in academics. Children with highly involved parents had fewer behavioural difficulties & better social functioning.

Hosokawa, Katsura & Shizawa (2015) [6, 21, 36] investigated that toddlers' social abilities, such as assertiveness, self-control, and collaboration, were positively associated to their fathers' involvement & economic status.

Kol (2016) [9, 24, 39] indicated that democratic parenting styles have a beneficial and substantial impact on a child's social abilities, but overprotective parental styles had a negative but significant impact. Despite the fact that overprotective, repressive, and authoritarian parenting styles have a detrimental impact, no significant differences were discovered.

Kuran (2018) [10, 25, 40] revealed that according to the viewpoint of mothers, general social skills are different. Children with democratic & permissive mothers appear to have better social skills as compared to children with authoritarian & protective mothers.

### Variables of the study

- **Independent Variable**
- Parental Involvement
- **Dependent Variable**
- Social Skills

### Objectives of the study

1. “To compare the social skills among sec. school students in relation to their parental involvement.
2. To compare the social skills among boys and girls of sec. schools.
3. To compare the parental involvement of boys and girls of sec. schools”.

### Hypotheses of the study

**H<sub>0</sub>1:** “There exists no significance difference in social skills among sec. school students in relation to their parental involvement.

**H<sub>0</sub>2:** There exists no significant difference in the social skills among boys and girls of sec. schools.

**H<sub>0</sub>3:** There exists no significant difference in the parental involvement of boys and girls of sec. schools”.

### Methodology

For the current analysis, the Descriptive Survey Method was used since it's viewed as one of the vital methods in education & it explain the present placement of the research work. This method is widely used method in the field of research. It analyzes the existing situation and makes generalization on every important aspect of the

prevalent phenomenon. It involves classification, comparison, measurement, interpretation, evaluation & generalization.

### Population and sample

“All sec. school students studying in 9<sup>th</sup> class in various schools of Sonapat District comprised the target population for the present study. A Sample of 500 sec. school students (260 Boys + 240 Girls) was selected randomly for the present study. The Stratified Random Sampling Technique was used for the selection of the unit of information”.

### Tools used

- **Social Skills Rating Scale** by Kumari (2019). This scale consisted 41 items of five domain namely; cooperation, self-control, responsibility, empathy and assertion. Split-half reliability was 0.99 & test-retest was 0.92 which were fairly very high. Content validity was established by involving the expert judgment of correspondence between the test items and the under lying domains.
- **Parental Involvement Scale** by Chauhan and Arora (2009). This scale consists 25 items in three areas – connection, monitoring and psychological autonomy. It is standardized on the ages of thirteen to eighteen years old adolescents. Split-half reliability of this scale was 0.92. The validity was found 0.85 which is highly significant.

### Statistical techniques

To study the significance difference in social skills among sec. school students with respect to their parental involvement statistical technique like Mean, SD & t-test were employed.

### Data Analysis and Interpretation

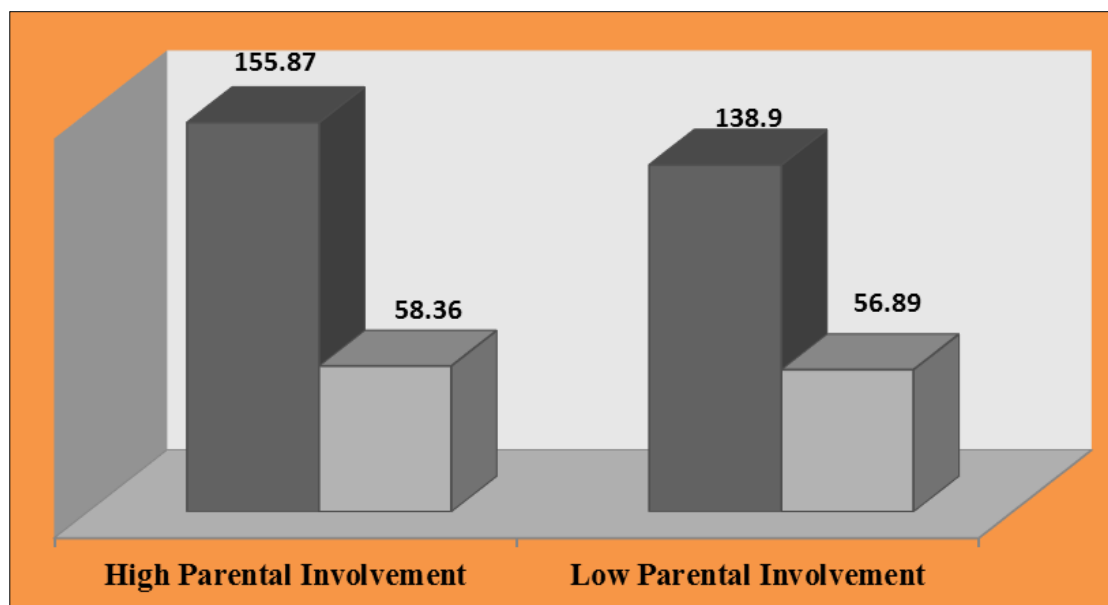
**Objective 1:** To compare the social skills among sec. School students in relation to their parental involvement.

In order to examine the significant difference in social skills among sec. school students with respect to parental Involvement, the following null hypothesis was framed:

**H<sub>01</sub>:** There exists no significance difference in social skills among sec. school students in relation to their parental involvement.

**Table 1:** Mean, SD & t-value for Social Skills among Sec. School Students with respect to their Parental Involvement

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Social Skills	High Parental Involvement	160	155.87	58.36	2.67	Significant
	Low Parental Involvement	170	138.90	56.89		



**Fig 1:** Mean Social Skills scores & SD of Sec. School Students with respect to Parental Involvement

Table-1 and figure-1 indicates that the t-value of 2.67 was observed significant at 0.05 levels with 328 degrees of freedom, which inferences that social skills among sec. school students with respect to parental involvement differ significantly. So, H<sub>01</sub> stands rejected. With the help of mean social skills scores it can be concluded that those students who have higher parental involvement (155.87) possess more social skills as compared to those who have lower parental involvement (138.90).

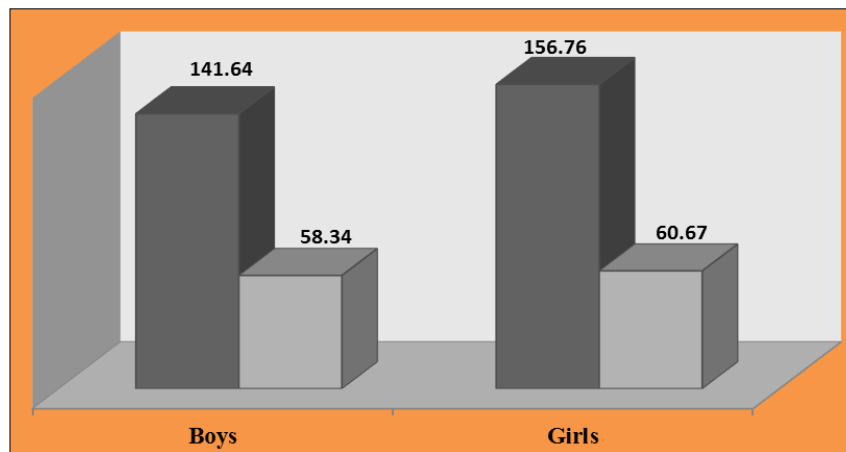
**Objective 2:** To compare to compare the social skills among boys and girls of sec. School.

“For the purpose of studying the difference in social skills of boys and girls of sec. schools, the following null hypothesis was formulated:

H<sub>02</sub> There exists no significant difference in the social skills of boys and girls of sec. schools”.

**Table 2:** Mean, SD & t-value for Social Skills of Boys & Girls of Sec. Schools

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Social Skills	Boys	260	141.64	58.34	2.83	Significant
	Girls	240	156.76	60.67		



**Fig 2:** Mean Social skills scores & SD of Boys and Girls of Sec. Schools

“It can be observed from table-2 and figure-2 that the t-value of 2.83 was found significant at 0.05 levels with 498 degrees of freedom, which indicates that the social skills of boys and girls of secondary school differ significantly. So, the null hypothesis H<sub>02</sub> stands rejected. In terms of means scores, it can be concluded that girls of secondary school have more social skills (156.76) than boys (141.64). This can be due to the reason that girls were more socially as compared to boys. The result of this study was similar to the study done by Shimsiya and Sincy (2016) <sup>[13, 28, 43]</sup> who also revealed a significant difference in social skills among sec. school students in relation to gender”.

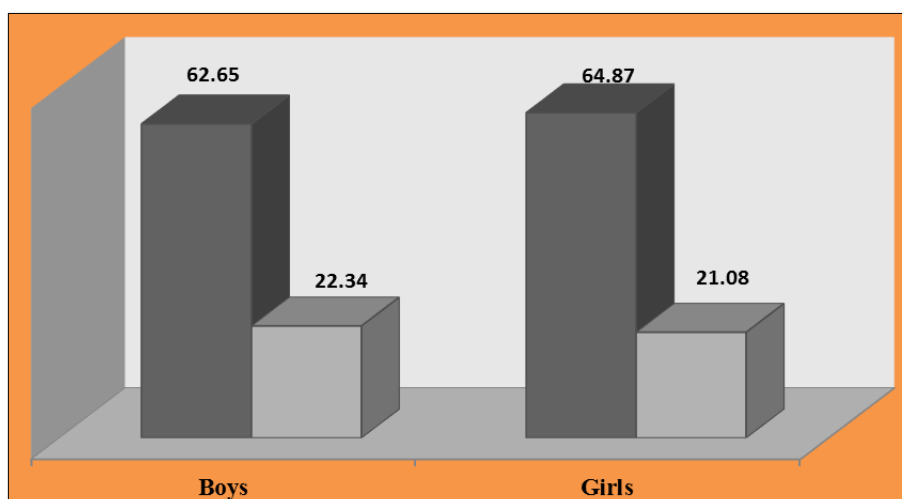
**Objective 3:** To compare the parental involvement of boys and girls of sec. Schools.

In order to examining the significant difference in parental Involvement of boys and girls of sec. schools, the following null hypothesis was framed:

H<sub>03</sub> There exists no significant difference in the parental Involvement of boys and girls of sec. schools.

**Table 3:** Mean, SD & t-value for the Parental Involvement of Boys & Girls of Sec. Schools

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Parental Involvement	Boys	260	62.65	22.34	1.15	Not Significant
	Girls	240	64.87	21.08		



**Fig 3:** Mean Parental Involvement scores & SD of Boys & Girls of Sec. Schools

An examination of table-3 and figure-3 showed that the t-value of 1.15 was not observed significant at 0.05 levels with 498 degrees of freedom, which inferences that the parental involvement among boys and girls of sec. school did not differ significantly. So,  $H_03$  stands accepted. It may be due to the reason that in this 21<sup>st</sup> century parents take care and pay attention equally both the boys and girls students. On the contrary Varshney and Joshi (2015) <sup>[15, 30, 45]</sup> indicated that involvement of parents towards boys is more than girls.

### Findings of the study

1. It was found that social skills among sec. school students with respect to parental involvement differ significantly.
2. A significant difference was found in social skills of boys and girls of sec. schools.
3. No significance difference was seen in the parental involvement among boys & girls of sec. schools.

### Conclusion

Life is changing and transforming dramatically in the twenty-first century. These transformation & changes typically affect children's life. Children are the builder of the nation & parents play crucial role in the life of a child. Parents pass on society's culture and customs to the next generation. Adolescents, who are the future of our country, rely heavily on their social abilities. Therefore, parents and teachers should place a greater focus on pupils' participation in social activities in order to strengthen their social skills. Parents are the role model for their children. Children have traditionally learnt by seeing their parents' reactions to various situations. Model the behaviours you wish to see in your child. Parents should not prevent their children from expressing their anxieties or worries. Ascertain that their children connect with their peers, express themselves, and show empathy while dealing with the issues of others. Adults and peers who encourage them will go a long way toward assisting children in their social development.

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