



A study on social skill and academic achievement of XI Standard Students

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Abstract

This present investigation was attempted to study the Social Skill and Academic Achievement of XI standard students. The sample consisted of 433 XI standard students were selected from 10 schools of Pudukkottai district. The data were collected by using Social Skill Inventory developed by the investigator S. Dharmaraju (2011). Collected data were subjected to suitable statistical analysis and scores of the sample were computed. The results of the study revealed that Social Skill and Academic Achievement of XI standard students differed significantly in their Sex, Medium of Instruction and Type of School Management. There exists a high positive correlation between Classroom Climate and Academic Achievement of XI standard students. There exists a Low Positive Correlation between Social Skill and Academic Achievement of XI Standard Students.

Keywords: social skill, academic achievement, XI standard students

Introduction

Social skill is most often thought of as a set of skills that allow people to communicate, relate and socialize with others. Social skills include both verbal and nonverbal forms of communication. The process of learning such skills are called socialization. Students need to be taught the skills required for interacting effectively with others and then motivated to use these skills if students are to become socially competent. Social skills are like any other skill they can be learned. Social skills are specific observable and describable behaviours which aid the achievement of a task. The way others determine a person's status, consider people as potential friends or mates, and consider them for employment or promotions in the workplace.

Elements of Social Skill

Social Skill is helpful to think of social interaction as consisting of three basic elements. They are:

- **Social intake:** noticing and understanding other people's speech, vocal inflection, body language, eye contact and even cultural behaviours.
- **Internal process:** interpreting what others communicate, as well as recognizing and managing our own emotions and reactions.
- **Social output:** how a person communicates with and reacts to others, through speech, gestures and body language.

The Importance of Social Skill

Social Skill is the foundation for getting along with others. A lack of Social Skill can lead to behavioural difficulties in school such as: delinquency, inattentiveness, peer rejection, emotional difficulties, bullying, difficulty in making friends, aggressiveness, problems in interpersonal relationships, poor self-concept, academic failures, concentration difficulties, isolation from peers, and depression. Children

with learning disabilities, sensory integration difficulties, Asperger's Disorder, Autism Spectrum Disorder, neurological disorders and emotional disabilities often need additional training in Social Skill. They will likely benefit from direct instruction in Social Skill Groups led by trained professionals and the availability of a safe environment in which to practice newly learned skills.

Review of Related Study

Babu and Mohan (2008) ^[1] studied social skills development of undergraduate students. 150 students (males) constituted the sample. Personality development index was used for assessing the social skills level and compared with other similar research for studying the effectiveness of training programs. The results revealed that the training on assertiveness and interpersonal relationship improves the social skills. Training in spoken English is seen as the best program for personality development.

Saini (2005) ^[5] investigated the family environment and academic achievement of adolescent children of working and non-working mothers. A sample of 415 adolescents (14-17 years) selected from the government and private senior secondary schools of the U.T., Chandigarh. Family Environment Scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) were used for data collection. Findings revealed that the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers'.

Statement of the Problem

The present study is stated as 'A Study on Social Skill and Academic Achievement of XI Standard Students'.

Need and Significance of the Study

India with its burgeoning population has to contend with a large adolescent population whose physical, mental, moral, social and academic health are determinants of the nation’s progress. Today’s children are the citizens of the future society. To foster a healthy eclectic society we need to nurture and groom its members from grass root level and in this context the school is the crucial stage where such constructive inputs are practicable and a dire necessity. The higher secondary stage is a turning point in the life of adolescents who need to face the competitive world outside their immediate domain. The current study aims to highlight the need of social skill to help the students to achieve scholastic achievement in the school level as a preparatory for their later life. For the fragment of those who continue along the academic streams they need to develop their social skill. It may lead them to excel in their sphere of academic activity.

Operational Definitions

Social Skill: Social skill is defined as the abilities necessary to get along with others to create and maintain satisfying relationships.

Academic Achievement: Academic achievement is the knowledge attained or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers.

Objectives of the Study

1. To study the Social Skill and Academic Achievement of XI standard students
2. To study whether there is any significant difference in Social Skill and Academic Achievement of XI standard students belonging to different groups based on
 - a. Sex
 - b. Medium of Instruction
 - c. Type of School Management
3. To find out whether, there is any relationship between Social Skill and Academic Achievement of XI standard students.

Hypotheses of the Study

1. There is no significant difference in Social Skill and

Results

Table 1: Showing the Summary of Results of Social Skill and Academic Achievement with respect to the Entire Sample

Variables	Mean	S.D	Mean Percentage
Social Skill	92.36	7.85	74.57
Academic Achievement	377.3	14.41	75.45

Note. S.D = Standard Deviation.

From the table-1 it is inferred that the Mean and Standard Deviation of Social Skill for the entire sample were 92.36 (74.57%) and 7.85 respectively.

Academic Achievement of XI standard students belonging to different groups based on

- a. Sex
 - b. Medium of Instruction
 - c. Type of School Management
2. There is significant relationship between Social Skill and Academic Achievement of XI standard students.

Materials and Methods

In the present study normative survey method is employed. Normative survey method is useful when a researcher wants to collect data on phenomena that cannot be directly observed. The present study focused on survey collected through a profile.

Tool used in the Study

The Social Skill Inventory developed by the investigator S. Dharmaraju (2011) is used to assess the Social Skill of the XI standard students.

For Academic Achievement the total mark secured by the XI standard students in their Secondary Board Examination has taken into consideration for this study.

Population and Sample Selection

Population of the present study was the XI standard students in Pudukkottai district. The data were collected from 433 students drawn from 10 schools at randomly in which 4 Government schools, 4 Government-aided schools and 2 Self-financing schools.

Collection of the Data

The investigator contacted the headmaster and principal of the selected schools and permission was obtained. Collection of data was done by the investigator by personally meeting with students and distributing the questionnaire by giving important directions. A proper rapport was established to collect the pertinent data.

Statistical Technique used for Data Analysis

In the present study the following statistical techniques were used:

1. Descriptive analysis (Mean, Standard Deviation)
2. Differential analysis (t-value, F- ratio)
3. Correlation analysis (r-value)

It is also reveals that the Mean and Standard Deviation of the Academic Achievement for the entire sample were 377.3 (75.45%) and 14.41 respectively.

Table 2: Showing the Significance of Difference in the Mean Scores of Social Skill and Academic Achievement of XI Standard Students with respect to their Sex and Medium of Instruction.

Name of the Variable	Background Variables	Category	N	Mean	S.D	t- value	LOS
Social Skill	Sex	Boys	276	91.48	9.58	2.52	$p < 0.05$
		Girls	157	93.93	9.99		
	Medium of Instruction	Tamil	333	91.47	9.56	3.51	$p < 0.05$
		English	100	95.34	10.02		
Academic Achievement	Sex	Boys	276	369.48	72.63	3.01	$p < 0.05$
		Girls	157	390.95	69.20		
	Medium of Instruction	Tamil	333	366.42	73.74	5.94	$p < 0.05$
		English	100	413.38	52.15		

Note. S.D = Standard Deviation; N = Number; LOS = Level of Significance.

From Table-2, it can be observed that the Social Skill and Academic Achievement of XI standard students with respect to their Sex and Medium of Instruction differed significantly. Girl students had better Social Skill and

Academic Achievement than boys. The students whose medium of instruction was English had better Social Skill and Academic Achievement than the students whose medium of instruction was Tamil.

Table 3: Showing the Significance of Difference in the Mean Scores of Social Skill and Academic Achievement of XI Standard Students with respect to their Type of School Management.

Name of the Variable	Background Variable	Category	N	Mean	S.D	F-value	LOS	GD
Social Skill	Type of School Management	Govt.	150	89.42	9.37	12.65	$p < 0.05$	(1,2) (1,3) (2,3)
		Govt.Aided	183	93.16	9.41			
		Self-financing	100	95.34	10			
Academic Achievement		Govt.	150	329.2	76.9	69.33	$p < 0.05$	(1,2) (1,3) (2,3)
		Govt.Aided	183	396.9	54.8			
		Self-financing	100	413.3	52.1			

Note. S.D = Standard Deviation; N = Number; LOS = Level of Significance; G.D = Group Differences.

From the table-3, it can be observed that the Social Skill and Academic Achievement of XI standard students with respect to their Type of School Management differed significantly. Further analysis of difference between individual groups tested through Tukey-HSD made for the Social Skill and Academic Achievement of XI standard students revealed that the students of government schools differed significantly from the students of government-aided and self-financing schools. The government aided and self-financing schools students had better Social Skill and Academic Achievement than the government schools students. Likewise, the students of government-aided schools differed significantly from the students of self-financing schools. The self-financing schools students had better Social Skill and Academic Achievement than the government-aided schools students.

Table 4: Summary of Results of Correlation of Social Skill and Academic Achievement of XI Standard Students

Variables	r-value	Correlation
Social Skill Vs Academic Achievement	0.14	Low Positive Correlation

From this table-4, it is revealed that the r-value for Social Skill with Academic Achievement is 0.14. There exists a Low Positive Correlation between Social Skill and Academic Achievement of XI Standard Students.

Major Findings of the Study

1. The Mean and Standard Deviation of Social Skill for the entire sample were 92.36 (74.57%) and 7.85 respectively. Likewise, the Mean and Standard Deviation of the Academic Achievement for the entire

- sample were 377.3 (75.45%) and 14.41 respectively.
- The Social Skill and Academic Achievement of XI standard students differed significantly with respect to their Sex and Medium of Instruction. Girl students had better Social Skill and Academic Achievement than boys. The students whose medium of instruction was English had better Social Skill and Academic Achievement than the students whose medium of instruction was Tamil.
 - The Social Skill and Academic Achievement of XI standard students differed significantly with respect to their Type of School Management. The government aided and self-financing schools students had better Social Skill and Academic Achievement than the government schools students. Likewise, the self-financing schools students had better Social Skill and Academic Achievement than the government-aided schools students.
 - There exists a Low Positive Correlation between Social Skill and Academic Achievement of XI Standard Students.

Educational Implications

The students are the future developers of the nation, so, we have to adapt them according to the changes taking place all over. For a prosperous nation, good citizens should be created for which we have to raise the qualitative aspects of education to prepare the students for life. Education includes all-round development of a person, so this paper stresses the social skill should be included in our school’s programme. Social skill influences the academic achievement of the students. So introduction of creative work, group project, group assignments, team teaching, field trips, educational

tours, camp activities, science club, exhibitions, co-operative learning should be considered on a larger scale and enforced with a spirit of competition which improve the students' social skill.

Conclusion

Higher secondary school period is a critical stage where drastic changes may occur in their behaviour which may or may not improve social skill and academic achievement. It is the responsibility of our parents and teachers to make future builders of the nation. Everyone has to prepare individually in the present for their future. The students have to be mentally, physically, morally and emotionally fit for the betterment of the society. It will be a great achievement if every person can establish himself or herself as a worthy person. So, precautions must be taken to enhance and to inculcate better social skill. Group guidance procedures can be used to improve their social skill as well as academic achievement. Through education we can build a good society and a healthy nation. Then our country will become a dream land and a dream destination.

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