



# A STUDY OF SOCIAL SKILLS IN RELATION TO SOCIAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS

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## ABSTRACT

The present study was undertaken to examine the social skill in relation to social adjustment of secondary school students. 100 secondary school students were selected as a sample in this study. Social adjustment inventory questionnaire developed by Dr. Roma Pal (1985) and Matson's Evaluation of social skill with Youngster by Sharma (1997) were used for data collection. Mean, SD, 't'- test and Pearson product Moment correlation were used as statistical techniques to analyzed the data. The results of the study showed that there was positive relationship between social skill and social adjustment of secondary school students.

**KEYWORDS:** Social Skills, Social Adjustment, Adjustment, Secondary School Students.

## INTRODUCTION

### Social skills

Social skills can be defined as competence facilitating interaction and communication with other persons. These skills are used to communicate on daily basis, contact with other through body language, verbal and non-verbal gestures. In other words, social skills are the skills which are used to communicate and interact with each other, both verbally and non-verbally through gestures, body language and our personal appearance.

Social skills are important for interaction with each other with predictability, so that a person can more readily understand each other. Social skills are the most important of teacher, students and parents. These skills make help to interaction between teacher and students, teacher and parents. According to Hoban, Shelton, 1998, Social skill as the level or degree of personality, whereby a person demonstrates personal, social knowledge and ability to manage social interaction; social skill are linked to a person's ability to initiate interactions, as well as an adequate response to other's behaviour (Gresham,2002). It is clear that a significant part of a person's social competence is determined by the quality of social skill. The quality of social skills is important in all areas of human activity.

Basic social skills:

- Making eye contact.
- Reciprocal conversation skills.
- Facial expressions and body language.
- Quality of voice.
- Greeting others.
- Gaining attention and asking for help.

### Adjustment

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depend upon one's personal characteristics and also the circumstances of the situation. In other's words both personal and environment factors work side by side in adjustment. Adjustment is a dynamics process. Adjustment is highly selective and specialized process.

Different area of adjustment:-

- Social adjustment
- Home adjustment



- Health adjustment
- Emotional adjustment

Social adjustment is a people/children's adjustment behaviour towards society for maintain social life. Human being lives in a society. Everyone wants acceptance and recognition form and within the society. Everyone tries to behave according to the norms of the society that can adjust with others.

According to Campbell, Psychiatrists Dictionary (1996), Social adjustment may take place by adapting the self to the environment or by changing the environment. Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. Social adjustment as an important indication psychology health is a topic attracting the attention of many psychologists. Social adjustment requires the development of social activities in different areas. Society takes an important role on the adjustment. Adjustment is very important in their life.

## REVIEW OF LITERATURE

**Zekavet and Celk (2017)** researched on "The Effects of Social Skills 'Training on Elementary School Students' Social Adjustment." Main Objectives of the study was to study the effect of social skills' training programme on the social adjustment of elementary school students. Experimental method with control and experimental group and pre and post- test design was used by the researcher. 38 elementary students from 4<sup>th</sup> and 5<sup>th</sup> grades were selected as a sample.

Walkar- McConnell Scale of social competence and School adjustment and personal information scale were used by the researchers for data collection. Findings of the study were that Social skills 'training programme was found effective on students 'social adjustment to school environment. Social skills' training programme was effective on teacher preferred social behaviour. Social skills' training programme was effective on peer- referred social behaviour.

**Zehra, et. al. (2019)** conducted a researched on "Effectiveness of Social Skills' Training on Social Adjustment of Elderly People. Main Objectives of the study was to study the effectiveness of social skills' training on social adjustment of elderly people. Experimental method with control and experimental group and pre and post- test design was used by the researcher. 60 elderly people served as a sample for the study. Findings of the study were that Social skills' training programme was found to be effective on total social adjustment of elderly people. Social skills' training programme was found to be effective on family adjustment of elderly people. Social skills' training programme was found to be effective on emotional adjustment of elderly people. Social skills' training programme was found to be effective occupational adjustment of elderly people.

## JUSTIFICATION

The social skills are not only important for daily communication but they influence the student's adjustment in formal setting. The academic setting i.e. classroom becomes a preparation floor for enhancing the social skills and a field in which these skills are utilized. According to Walker (1983) "Social skills are a set of competencies that allow an individual to initiate and maintain positive social relationships, contribute to peer acceptance and a satisfactory school adjustment, and allow an individual to cope effectively with the larger social environment". Knowing the importance of social skills, the teachers, counselors, and psychologists should time to time evaluate these skills and plan various activities to inculcate these skills in them. For achieving the goal of social skill development, there is requirement of interaction between teachers and students of the class. Social adjustment gives the ability and the power to bring desirable changes in the state of existing environment. Here in order to develop a better insight into the possible relationship between social skills and social adjustment measures of adolescents, this research work is planned.

## STATEMENT OF PROBLEM

*"A study of social skills in relation to social adjustment of secondary school students"*

## OBJECTIVES

1. To study the social skills of secondary school students.
2. To study social adjustment of secondary school students.
3. To find out the relationship between social skills and social adjustment of secondary school students.
4. To compare the social skills of boys and girls of secondary school students.
5. To compare the social adjustment of boys and girls of secondary school students.

## HYPOTHESIS

1. There is no significant relationship between social skill and social adjustment of secondary school students.
2. There is no significant difference in social skill of boys and girls of secondary school students.



3. There is no significant difference in social adjustment of boys and girls of secondary school students.

**METHODOLOGY:** Descriptive survey method was used in study.

**SAMPLE :** 100 secondary school students were selected for the sample of this study on basis of random sampling method.

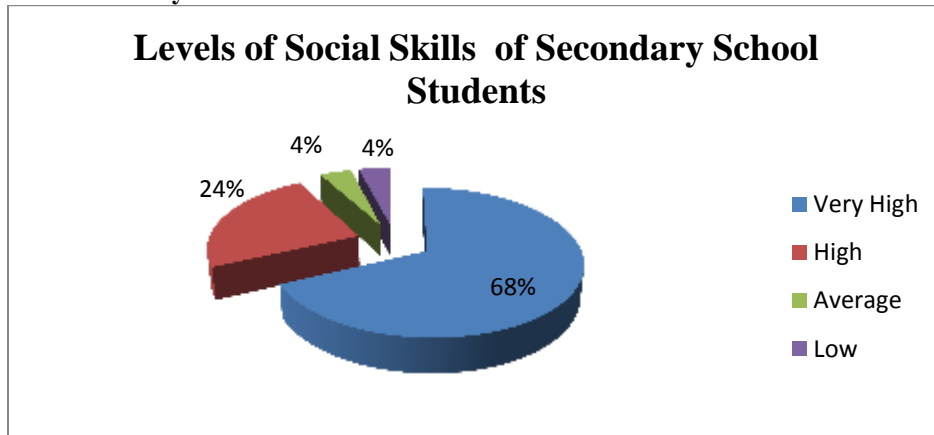
**TOOL USED**

1. Matson's Evaluation of social skill with youngsters by Sharma (1997).
2. Social adjustment inventory developed by Dr. Roma Pal (1985).

**Statistical Techniques used:** Percentage, Correlation and Mean, Standard deviation, 't'- test were used to analyse the data.

**MAJOR FINDINGS**

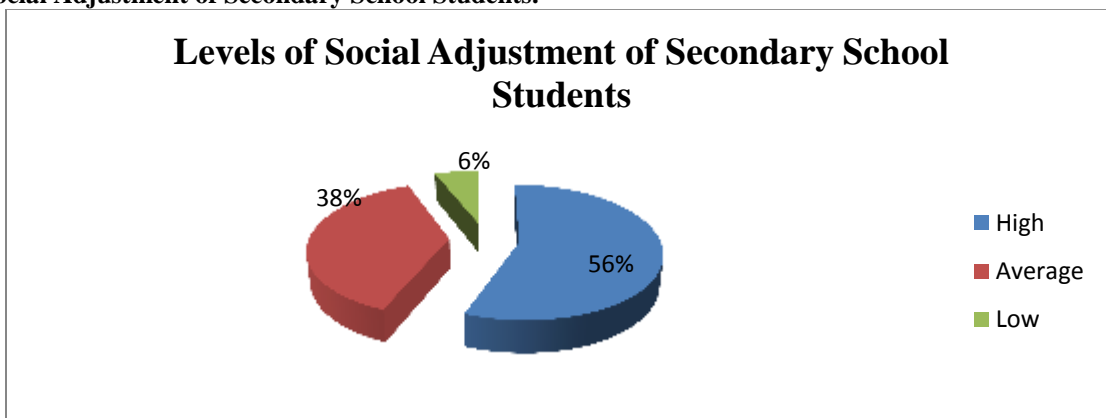
**1. Levels of Social Skills of Secondary School Students.**



**Figure: 1**

**Interpretation:** Figure: 1 indicates that there were 100 secondary school students. It is evident from the above figure that 68% students have very high level of social skills. 24% students have high level of social skills. 4% of the students have average level of social skills. 4% of students have low level of social skills. This shows that majority of secondary school students have very high level of social skills.

**2. Levels of Social Adjustment of Secondary School Students.**



**Figure: 2**

**Interpretation:** It is revealed from the figure: 2 that 56% secondary students have high level of social adjustment in education. It means that more than half of students are well adjusted in social aspect. 38% secondary students have average social adjustment. 6%



secondary students have low social adjustment. It is concluded that more than half of the students at secondary school level are having high level of social adjustment. It is found that they are well adjusted in social environment.

### 3. Relationship between social skills and social adjustment of secondary school students.

**Table: 1**

**Relationship between social skills and social adjustment of secondary school students**

Variables	No of students	Correlation of Coefficient	Significance level
Social Skills	100	0.56	Positive Moderate correlation
Social Adjustment	100		

#### Interpretation

The table 1 indicates that the number of students is 100. It shows the correlation between social skills and social adjustment among secondary school students. The Pearson's correlation between these two variables is 0.56. So the null hypothesis, "There is no significant relationship between social skills and social adjustment among secondary school students" is rejected. It shows that social skills and social adjustment of secondary school students are positively correlated with each other. It indicates correlation between social skills and social adjustment is moderate and positive. It indicates social skills increase the level of social adjustment.

### 4. Difference between Boys and Girls of Secondary School w.r.t. Social Skills.

**Table: 2**

**Difference between Boys and Girls of Secondary School w.r.t. Social Skills**

Groups	N	Mean	SD	t-value	Level of Significance
Boys	50	171.38	30.7	6.166	Significant at 0.01
Girls	50	201.98	16.99		

#### Interpretation:

Table 2 shows that mean of boys and girls on social skills is 171.38 and 201.98 and where as S.D. is 30.7 and 16.99 respectively. It can be observed that the t-value is 6.166. It is found significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their social skills. So, the null hypothesis "There will be no significant difference between boys and girls of secondary school w.r.t. social skills is rejected. Thus, we can say that social skills are affected by gender. It can be concluded that girls found higher than that of boys of secondary school w.r.t. their social skills.

### 5. Difference between Boys and Girls of Secondary School w.r.t. Social Adjustment.

**Table: 3**

**Difference between Boys and Girls of Secondary School w.r.t. Social Adjustment**

Group	N	Mean	SD	t-value	Level of Significance
Boys	50	46.94	6.84	5.081	Significant at 0.01
Girls	50	52.16	2.44		

#### Interpretation

Table: 3 shows that mean of boys and girls on social adjustment is 46.94 and 52.16 and where as S.D. is 6.84 and 2.44 respectively. It can be observed that the t-value is 5.081. It is found significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their social adjustment. So, the null hypothesis "There will be no significant difference between boys and girls of secondary school w.r.t. social adjustment is rejected. Thus, we can say that social adjustment is affected by gender. It can be concluded that girls found higher than that of boys of secondary school w.r.t. social adjustment.

## CONCLUSION

The paper examined the social skills among secondary school students in relation to their social adjustment. Social skills are universally widespread and each and every child has some degree of social skills. It is the responsibility of the teachers and parents to develop and stimulate social skill as early as possible in childhood, when students can still express them freely. The teachers should



design activities that will allow the child to express himself freely and help him to contribute something personal & valuable to the learning process. The teacher should establish an appropriate atmosphere in the classroom that will give each pupil the opportunity to enhance his/ her social skills. So, it is important to develop these skills in children, to motivate them so that they can respond favorably when faced with new situations and innovative ideas, while at the same time encouraging them to behave in a spontaneous, imaginative and original way. The main aim of education is encourage and develop all the capacities of the individual it makes no sense to leave out the stimulation and development of social skills in the child, for these capacities allow the child to be socially well adjusted. This paper concluded that social skills have influenced n social adjustment of secondary school students.

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