



A STUDY OF SOCIAL SKILLS OF SENIOR SECONDARY SCHOOLS STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

Ms. Suman¹, Ms. Sarita²

¹Assistant Professor (T), B.P.S. M.V.(I.T.T.R), Khanpur Kalan (Sonipat)

²M.A Edu.2nd Sem.B.P.S. M.V.(I.T.T.R), Khanpur Kalan (Sonipat), Roll No 21062312

Article DOI: <https://doi.org/10.36713/epra11037>

DOI No: 10.36713/epra11037

ABSTRACT

The present study was conducted with the purpose to see Influence of Social skills in relation to Emotional Intelligence among Senior Secondary School Students. The present study was conducted to a randomly selected sample of 100 Senior Secondary School Students of Sonipat District in Haryana. The tools of "Social Skills developed by Dr. Vishal Sood, Dr Arti Anand and Suresh Kumar (2012) & Emotional Intelligence developed by Dr. S.K. Mangal (1971) tools were used for the collecting of data in the present study. The data were analyzed by employing mean SD, t-test. The results of the study showed no significant difference and relation are found in the Social Skills and Emotional Intelligence of boys and girls of Senior Secondary Schools.

KEYWORDS :- Social skills, Emotional Intelligence senior secondary school students.

INTRODUCTION

Social Skills

Social Skills are learned by the brain like any other skill. Some children spontaneously pick it up; that may not be true for children with Learning Disorders. This skill involves the ability of the brain to understand social conventions. It is significantly affected in these children. They are unable to pick up environmental cues like other children of their age. They may get over-friendly with strangers, and are often unable to think of the consequences of their actions. They may not understand facial expressions. These children are deficient in assertive skills and many of them become loners as they lack the skills to mix with peers. Often, they are seen with children younger to them (they merge because of their immaturity), or elder to them (allowances are made for their inappropriate behaviour).

Emotional Intelligence

Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and link influence of others. The concept of emotional intelligence is a kind of umbrella term that captures a broad collection of individual skills and disposition, usually referred as soft skill or inter or intra personal skills that are outside the traditional areas of general intelligence, the technical or professional skills. According to Daniel Goleman, "Emotional Intelligence is the ability to motivate oneself and persist in the face of blocking of control stimulation and delay gratification to regulate one's mood and keep distress from swamping the ability to think, to be in tune and to hope."

This view fits well with the commonly held notion that it takes more than just brains to succeed in life. It is appropriate here to state that one should also be able to adjust by having healthy interpersonal relations with others. Salovey and Mayer coined the term 'emotional intelligence' in 1990. They described emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, and discriminate among them and to use this information to guide one's thinking and action.



IQ may be very good predictor of scholastic achievements but not to that extent of job performance. Hunter and Hunter estimated that at best IQ account for about 25 percent of the variances. IQ is not the only factor for the success in life. It is effective at entry level but it is the social and emotional intelligence which to a greater extent affects future success than IQ.

Self-consciousness: The ability to understand one's own frame of mind, needs, drives strength and weaknesses as well as their effect on others. It also extends to person's understanding of his/her values, goodness and goals.

Self-regularization: It is the ability to control or redirect destructive impulses and moods, i.e., to think calmly before acting. This demands high degree of tolerance to other's views before considering decision.

Motivation: It is a keen desire to work for reasons beyond only calculation of money or power to pursue goals with energy and persistence. People with high motivation remain optimistic even when the score is against them. It has been found that self-motivated achiever is a person who is more successful than the one who depends on external rewards.

Empathy: It is the ability to understand the emotional make up of other and the skill in treating them in accordance with their emotions

Emotional intelligence helps in improving self regulation and communication skills, and becoming more confident learner, on the other hand, those having lack of emotional intelligence feel less connected with their college or schools and also show poor academic performance. Some children are expected to learn emotional intelligence skills implicitly from their family, schools, college or from different activities in which they live. It also involves emotional literacy that helps in reorganization of one's own feelings and of others, management of emotions.

REVIEW OF LITERATURE

Pinar Aksoy, Baran (2010) conducted a study on Review of studies aimed at bringing social skills for children in preschool period. As a result of those studies, it is found that social skill education programs are effective over skills such as assertiveness, aggressiveness, social adaptation. In this context, it is seen essential to increase studies aimed at bringing and improving social skills and to extend effective social skill education programs.

Chen Zhang, (2006) conducted a study on Social Skills intervention for students with emotional behaviour disorders: A literature review from the American perspective. The main purpose of this paper is to review literature associated with social skills training for students with behavioral difficulties in both the general and special education settings. Research findings presented in this review were based on data collected from books, research papers, and reports published from the 1970s to 2004 in the United States of America.

Guo et. Al. (2019) conducted a study for exploring the nursing student's academic procrastination and also its relationship with the emotional intelligence and self-efficacy, It was a cross-sectional survey conducted on the 347 nursing students who are recruited for the junior college at Jinan city, Shandong province of china. Findings of the study depicted that emotional intelligence and self-efficacy were having negative correlation; further self-efficacy attributed the relationship between emotional intelligence and self-efficacy. Moreover students who had low level of emotional intelligence may report high risk of academic procrastination

Bhat (2019) conducted study to examine the emotional intelligence and academic achievement of the secondary school students such as Tribal and Non-Tribal of the Kulgam district. For the present study 120 student's academic achievement marks of the 8 class were taken for investigation. Results of the study depicted that there was significant difference existed between the Tribal and Non-Tribal students emotional intelligence. Further, there was no significant difference existed between the emotional intelligence and academic achievement of the Tribal and Non-Tribal secondary school students.

JUSTIFICATION OF THE STUDY

The Present research work is focused on social skills and emotional intelligence of senior secondary school students. This study mainly intends to measure the depth of different aspects social skills and emotional intelligence and their impact on the behaviour of students. Review of related literature show that various studies have highlighted the importance of social skills in deciding success of an individual. Good social skills gives a real peace and success in the life. However social behaviour may lead to different types of problems and can affect the personality and overall development of an individual. Further, the review of literature has revealed that very few studies have been undertaken in this direction. This study will be helpful in exploring the relationship between social skills and emotional intelligence preferences an individual. The findings of study help the policy makers, teachers in further planning and dealing with different emotions issues related to them.

STATEMENT OF THE PROBLEM

A study of Social skills in relation between Emotional intelligence in senior secondary school students.



OBJECTIVE OF THE STUDY

1. To study the Social Skills of senior secondary school students.
2. To study the Emotional intellect of senior. secondary school students.
3. To study the relationship between social skills and emotional intelligence of senior. Secondary school students.

HYPOTHESES

There is no significant difference in social skills of sec. secondary school students.
 There is no significant difference in emotional intelligence of sec. secondary school.
 There is significant correlation between Social Skills and emotional intelligence of sec. secondary school students.

VARIABLES OF THE STUDY

Social skills – Independent variables
 Emotional intelligence – Dependent

RESEARCH METHODOLOGY

Discriptive Survey method of research will be used in the present study.

SAMPLE OF THE STUDY

In the present study of 100 senior secondary school students were selected through random sampling techniques among them 100 students were selected from 50boys,50girl senior secondary school students were selected from sample.

TOOLS TO BE USED

SSRS – VAAKS social skills by Dr Vishal Sood
 EII-MM Emotional intelligence scale by Dr.S.K.Mangal

RESULTS AND DISCUSSION

Objective:- To study the social skills of senior secondary school students.

Table.1

Group	No.	Mean	SD	T Value	Level of significant
Boys	25	33.692	18.10829	0.006562	
Girls	25	318.44	27.00167		

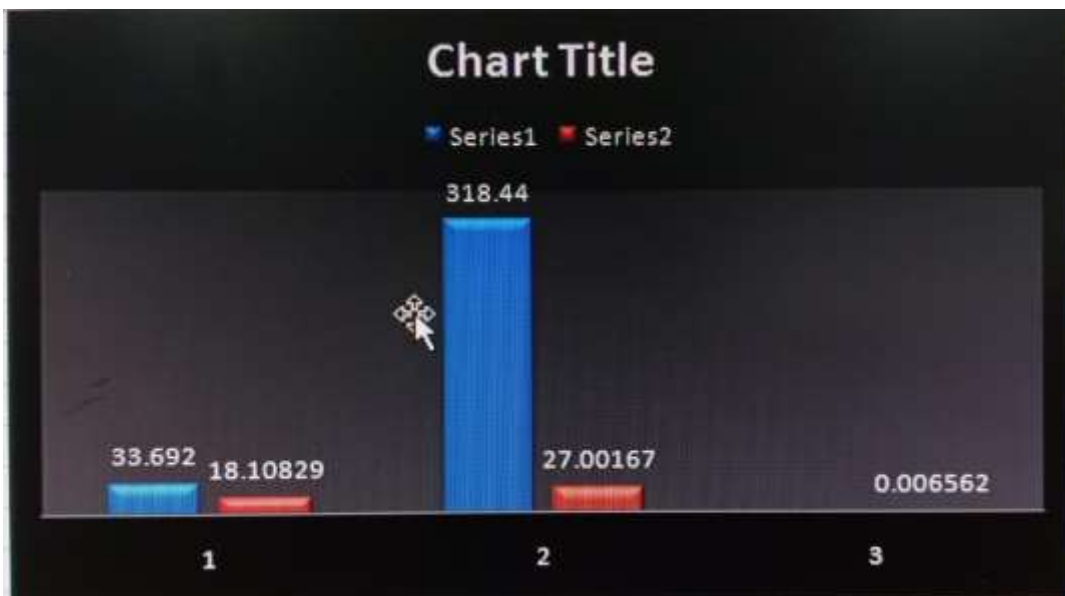




Table 1.&fig.1.showd that ,mean score of Social skills of senior secondary school students are 33.692and 318.44 respectively. The t’value comes out 0.006562 which is significant at 0 .01 levels.

Objective:- To study the emotional intelligence of the senior secondary school students

Table 2.

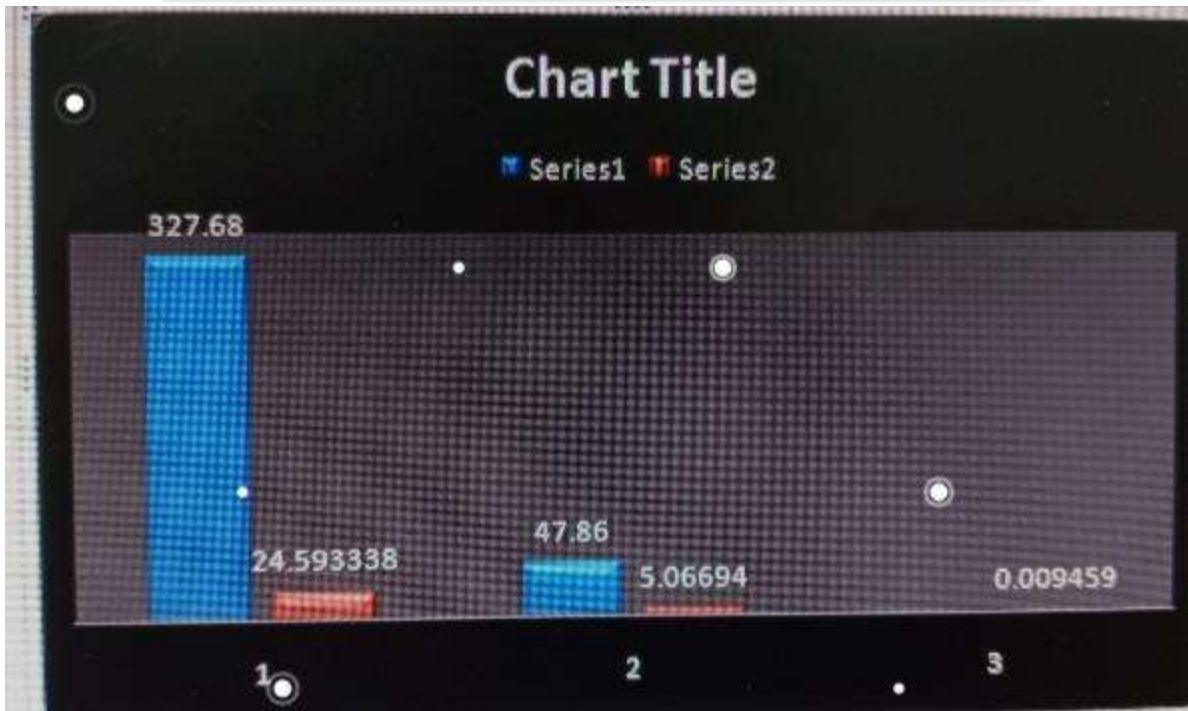
Group		No.	Mean	SD	T Value	Level of significant
Boys		25	48.24	5.166237	0.01052	
Girls	25	47.48	5.042486			



The table 2and fig.2 showed that, the mean score of emotional intelligence of senior secondary school students are 47.48 and 48.24 respectively.The t’value comes out to be 0.01052 which is the significant 0.01 level.There for the null hypothesis is accepted.

Objective:-3 To the relationship between social skills and emotional intelligence of senior secondary school students.

Group	No.	Mean	SD	T Value	Level of significant
Boys	25	327.68	24.59338	0.009459	
Girls	25	47.86	5.06694		



The table 3 and fig.3 showed that, the mean score of social skills and emotional intelligence senior secondary school students are 24.593338 and 327.68 respectively. The 't'-value comes out to be 0.009459. Therefore, the null hypothesis is rejected.

STATISTICAL TECHNIQUES TO BE USED

T-test
Correlation

DELIMITATION OF THE STUDY

The present study is of Sonapat District.
The present study delimitation to 100 students.
The present study is delimitation to senior secondary school students.
The present study is delimitation to 50 boys, 50 girls senior secondary school students.

MAIN FINDING

Significant difference was found between emotional intelligence of students having introverted and neurotic social skills. It was found that there is significant and positive correlation between social skills and emotional intelligence among senior secondary school students. No significant relationship was found between social skills and emotional intelligence among senior secondary school students.

REFERENCE

1. Gumpel TP, Sholmit D (2000). Exploring the efficacy of self-regulatory training as a possible alternative to social skills training. *Behavioral Disorders* 25(2):131-141
2. Guetzloe E, Rockwell S (1998) Fight, flight, or better choices: Teaching nonviolent responses to young children. *Preventing School Failure*, 42(4):154-159. Gresham, F. M. (1998). Social skills training: Should we raze, remodel, or rebuild? *Behavioral Disorders*, 24(1):19-25.
3. Gresham FM, Sugai G, Horner RH (2001). Interpreting outcomes of Gresham FM, Sugai G, Horner RH (2001). Interpreting outcomes of Social skills. *Training for Students with high incidence disabilities. Exceptional Children*, 67,(3):331-334, Guetzloe.
4. Boyatzis, R. E., Goleman, D. & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competency Inventory (ECI), In R.Bar-On and J.D.A.Parker (Eds)-Jossey-Bass, pp.343-362.
5. Goleman, D. (1998). What makes a leader? *Harvard Business Review*. 76, 93-102.



-
6. Goleman, D. (2001). *Emotional intelligence: Issues in paradigm building*. In C. Cherniss and D. Goleman (Eds.), *Emotionally Intelligence Workplace*. San Francisco: Jossey -Bass.
 7. Mayer, J. D., Salovey, P., & Caruso, D.R. (2008) *Emotional intelligence: New ability Or eclectic mix of traits? American psychologist*,63,503-517.
 8. Mayer, J.D. Salovey, P & Caruso, D.R. (2004). *Emotional intelligence: Theory, findings, and implications Psychological Inquiry*, 15(3), 197-215. [36].