

Social Skills in Relation to Problem Behaviours of High School Students

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Abstract: *The present study is focused on examining the relationship between social skills and problem behaviours of high school students. The investigator used normative survey method for the study. The sample consists of 400 high school students and stratified random sampling technique has been used for the selection of sample. The investigator used Social Skills Rating System developed by Gresham & Elliot (1990). The data were analysed using 't' test and correlation. The major findings of the study revealed that female students are high in social skills than male students whereas male students are having high problem behaviours than female students. The study also revealed that there exists a low negative relationship between social skills and problem behaviours of high school students.*

Keywords: Social Skills, Problem Behaviours, High School Students

I. INTRODUCTION

School age has been perceived as one of the most important transitions in child's life and a major challenge of early childhood (Burrell & Bubb, 2000). Since school is not only a place where children learn to read, write and do math but also a place where the children learn to interact with their peers, develop social skills and learn to refine their behaviour through interpersonal relationships. (Daragad & Lakshmi, 2013). Social skills and behaviour are not always learned easily. It requires repeated instruction, practice and reinforcement while learning, which can help children develop and master these skills better. However, while many social skills and behaviour may be learned implicitly, children can also benefit from being taught explicitly also (Gresham & Elliot, 1990). Since social skills and behaviour are required to enhance the social competence of children in the areas of social and interpersonal behaviour; it is therefore very important to mould and shape them from school years. Social skills and socially skilled behaviours are interrelated and goal oriented (Caldarella & Merrell, 1997). It helps the individual to judge how skilled he/she is. It can be learnt, practiced and refined during the schools years, since school years lay a foundation for good personality development. Once the children are aware of the social skills which they learn, master and refine, they need to adapt it in to their day to day life which influences their behaviour as behaviour is the building block of one's total personality development.

Need for the Study

Development of social skills in students has become an area of interest for researchers, mainly because of its undeniable constructive role in shaping adjustment abilities both in childhood and adulthood. As a multidimensional phenomenon, social skills has been defined as a construct involving variety of qualities and traits such as positive self-image, social assertion, frequency of interaction, social cognitive skills, popularity with peers, etc. (Caldarella & Merrell, 1997). Greater social skills is generally related to peers acceptance, emotional health, and capability as established in school such as school readiness, interpersonal relationships, and social adjustment (Gresham & Elliot, 1990). Students who are socially assertive, cooperative, and friendly are likely to do well in social and academic areas and demonstrate a higher psychological resilience. In contrast, there is positive association between the lack of social competence, such as empathy, cooperation, and conflict resolution skills with student's negative behaviours and

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problems in their social interaction skills. Studies do indicate that low social skills and behavioural problems co-occur, and even a causal relation can be assumed to exist between them. This means, low social skills could underlie behavioural problems (Hukkelberg et al., 2019). Therefore, the aim of this study is to investigate the “Social Skills in Relation to Problem Behaviours of High School Students”.

Definitions of the Study

- **Social Skills** – Socially acceptable learned behaviours that enable an individual to interact effectively with others and to avoid or escape negative social interaction with others. (Gresham & Elliott, 1990).
- **Problem Behaviours** – Problem behaviours are those behaviours that compete with or block either the acquisition or performance of socially skilled behaviours. (Gresham et al., 2010).
- **High School Students** - The students studying in standard VI to X are considered as high school students.

Objectives of the Study

The present study has the following objectives;

- To study the level of social skills of high school students.
- To study the level of problem behaviours of high school students.
- To study the significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their gender.
- To study the significant mean difference among (i) social skills and (ii) problem behaviours of high school students with respect to their age.
- To study the significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their locality.
- To study the significant relationship between social skills and problem behaviours of high school students.

Hypotheses of the Study

Based on the above objectives the following null hypotheses were framed;

- There is no significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their gender.
- There is no significant mean difference among (i) social skills and (ii) problem behaviours of high school students with respect to their age.
- There is no significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their locality.
- There is no significant relationship between social skills and problem behaviours of high school students.

Method Adopted for Present Study

The investigator has used normative survey method to study the Social Skills in Relation to Problem Behaviours of High School Students.

Population and Sample of the Study

The population of the present study includes high school students studying in Kancheepuram District, Tamil Nadu. Students who are studying in class IX were selected as sample. The sample of 400 high school students from 6 schools in Kancheepuram District, Tamil Nadu was selected for the present study.

Tools Used for the Study

The most important and crucial aspect of any research is data collection, which provides answers to the questions under the study. Data collection relies on instruments/tools. The following tools were used for the present study.

Social Skills Rating System developed by Gresham & Elliot (1990).



Analysis of the Study

Table - 4.1: Level of Social Skills of High School Students

Dimensions	Low		Average		High	
	N	%	N	%	N	%
Social Skills	35	8.7	130	32.5	235	58.8

The above table – 4.1 shows that, out of 400 high school students, 8.7 % of them have low level of social skills and 32.5 % of them have average level and 58.8 % of them have high level of social skills.

Table - 4.2: Level of Problem Behaviours of High School Students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Problem Behaviours	26	6.5	353	88.2	21	5.3

The above table – 4.2 shows that out of 400 high school students, 6.5 % of them have low level of problem behaviours, 88.2 % of them have moderate problem behaviours and 5.3 % have high level of problem behaviours.

Hypothesis – 1 (H1)

There is no significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their gender.

Table – 4.3: Significance of mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their gender.

Dimensions	Gender	N	Mean	SD	t-Value	Sig
Social Skills	Male	189	91.13	11.525	1.28	NS
	Female	211	92.49	9.565		
Problem Behaviours	Male	189	18.18	4.111	0.41	NS
	Female	211	18.34	3.722		

(*significance at 0.05 level)

The above table – 4.3 reveals that the calculated ‘t’ value for social skills (1.28) and problem behaviours (0.41) of high school students is lesser than the table value (1.98) and the observed mean difference is not statistically significant. Hence, the formulated null hypothesis – H1 (i) & (ii) are accepted and there is no significant difference in the mean scores of social skills and problem behaviours of high school students with respect to their gender.

Hypothesis – 2 (H2)

There is no significant mean difference among (i) social skills and (ii) problem behaviours of high school students with respect to their age.

Table – 4.4: Significance of mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their age.

Dimensions	Age	N	Mean	SD	t-Value	Sig
Social Skills	13	311	92.56	10.258	2.54	S*
	14	89	89.36	11.200		
Problem Behaviour	13	311	17.99	3.878	2.68	S*
	14	89	19.24	3.873		

(*significance at 0.05 level)

The above table – 4.4 reveals that the calculated ‘t’ value for social skills (2.54) and problem behaviours (2.68) of high school students is greater than the table value (1.98) and the observed mean difference is statistically significant.



Hence, the formulated null hypothesis – H2 (i) & (ii) are rejected and there is a significant difference in the mean scores of social skills and problem behaviours of high school students with respect to their age.

Hypothesis – 3 (H3)

There is no significant mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their locality.

Table – 4.5: Significance of mean difference between (i) social skills and (ii) problem behaviours of high school students with respect to their locality.

Dimensions	Locality	N	Mean	SD	t-Value	Sig
Social Skills	Urban	263	91.73	10.584	0.31	NS
	Rural	137	92.08	10.506		
Problem Behaviour	Urban	263	17.83	3.767	3.15	S*
	Rural	137	19.11	4.043		

(*significance at 0.05 level)

The above table – 4.5 reveals that the calculated ‘t’ value for social skills (0.31) of high school students is lesser than the table value (1.98) and the observed mean difference is not statistically significant. Hence, the formulated null hypothesis – H3 (i) is accepted and there is no significant difference in the mean scores of social skills of high school students with respect to their locality.

The above table – 4.5 also reveals that the calculated ‘t’ value for problem behaviours (3.15) of high school students is greater than the table value (1.98) and the observed mean difference is statistically significant. Hence, the formulated null hypothesis – H3 (ii) is rejected and there is a significant difference in the mean scores of problem behaviours of high school students with respect to their locality.

Hypothesis – 4 (H4)

There is no significant mean relationship between social skills and problem behaviours of high school students.

Table – 4.6: Significance of mean relationship between social skills and problem behaviours of high school students

S.No	Correlation	Problem behaviour
1.	Social Skills	-0.248**

(**significance at 0.01 level)

The above table – 4.6 shows the correlation coefficient of social and problem behaviours of high school students. The correlation coefficient between social skills and problem behaviours, (0.248) is significant at 0.01 level. It is revealed that there is a low negative relationship between social skills and problem behaviours of high school students.

Major Findings of the Study

- Out of 400 high school students, 8.7 % of them have low level of social skills and 32.5 % of them have average level and 58.8 % of them have high level of social skills.
- Out of 400 high school students, 6.5 % of them have low level of problem behaviours, 88.2 % of them have moderate problem behaviours and 5.3 % have high level of problem behaviours.
- Female students are high in social skills than male students.
- Male students are having high problem behaviours than female students.
- Students with 13 years of age possess high social skills than students with 14 years of age.
- Students with 14 years of age exhibit higher problem behaviours than students with 13 years of age.
- Social skills are high in rural students than urban students.
- Rural students exhibit high problem behaviours than urban students.



- There exists low negative relationship between social skills and problem behaviours of high school students.

Educational Implications of the Study

- Co-operative educational activities may be encouraged to enable the student to use their academic strength, while simultaneously developing social skills.
- Social skills should give priority and should be reinforced and monitored by the teacher and parent community.
- Guidance and counselling services should be arranged for the students for improving the social skills.
- Yoga and meditation should be made as an integral part of the curriculum.
- Congenial atmosphere in school, place of residence, frequent and appropriate reinforcement to the students and effective learning techniques will improve social skills.
- Helping others, national service scheme, national cadet corps, medical camp, scout programs are very much essential for the promotion of social skills.
- Imparting behavioural management skills training for parents is effective in modifying the behavioural problems of their children.

II. CONCLUSION

Even though students are having high social skills, there is moderate and high problem behaviours present in significant proportion of high school students in the present study. So, there is an immediate need for mental health care services and counseling to these students to handle the problem behaviours in more effective way and to enhance their quality of life. The findings of the study will be helpful to parents, teachers and other professionals to understand the students in a better way, by understanding their limitations and problem behaviours. It will also encourage the teachers and educationalists to protect these children from current and future discomfort and maladjustment by removing identified obstacles. As preventive strategies, students need educational awareness on problem behaviours and training in life skills education to understand the situation and to avoid further hindrance to learning.

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