

# A Study of Relationship Between Social Skills and Academic Achievement of Secondary School Students

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**Abstract**— The present is an attempt by the investigator to study the relationship between social skills and academic achievement of secondary school students. Keeping in view the nature of the study, Descriptive Research Method was used. Secondary school students studying in Sonipat district constituted the population of the study. A number of 150 (75 male and 75 female) students were taken as a sample on the basis of random sampling method for the study. Mean, Standard Deviation. 't' test and Karl Pearson's Product Moment Coefficient Correlation tests were used to analyze the data. Matson's Evaluation of social skill with youngsters by Sharma (1997) and Academic achievement scores obtained by the students in ninth class annual exam were considered as academic achievement of the students. The findings of the study are (i) it was observed that the female secondary school students are having more social skills than male secondary school students; (ii) it was also noted that the female secondary school students were found to have more academic achievement than male secondary school students; and (iii) there exists a significant and positive relationship between social skills and academic achievement of secondary school students.

**Keywords**— Social skills, academic achievement, male, female, second school students.

## I. INTRODUCTION

School is where children first begin to build the social skills necessary to succeed in later life. The importance of social skills for students must so be emphasized and praised. To argue that no two humans are same in terms of personality would be an understatement. People might vary greatly in their sociability and extroversion; some may thrive on constant social interaction, while others would rather keep to themselves.

### Academic Achievement

Academic performance is an indicator that helps to know exactly the level of learning of students after the study day and that becomes the central objective of the teaching-learning process Perez (2016). Considering in the current context one of the problems in the levels of academic development at the secondary level has become more degrading in terms of academic performance, which is why today, one in six students at the secondary level have a serious communication problem because of the development of social skills, which if not controlled could influence the student's academic performance. This is currently considered the main factor

because of the lack of social skills, students are becoming more and more distant or isolated from their peers due to the lack of communication because of the misuse of technology and other factors. This is being considered a serious problem not only at the local, regional and national level but also at the global level, as the low academic level has been identified as a frequent phenomenon among high school students

### Social Skills

But as the old adage goes, "Man is a social animal," people must interact and adhere to established social conventions. Because they rely on different groups of individuals in different ways. However, unlike academic courses, social skills are not absorbed formally but rather cultivated gradually over time. Communicating and interacting with other people requires both verbal and nonverbal means, such as gestures, body language, and one's outward appearance, all of which fall under the umbrella of "social skills." The social skills are one of several aspects that affect academic achievement, particularly among adolescent students. The purpose of this study was to investigate how social skills affect students' academic achievement.

### Influence of Social Skills on Students' Academic Achievement

Despite the fact that studies have shown a correlation between students' social skills and their academic performance, it is generally accepted that students' antisocial behavior has a more negative impact on their achievement than their prosocially behavior (Elliott, Malecki, & Demaray, 2001). Stronger empirical evidence linking improved social skills to gains in academic performance is required for schools to accommodate social emotional learning intervention programmers (Zins et al., 2006) due to limited time and resources and the imposed accountability of the No Child Left Behind (NCLB) Act of 2002. Several researchers have discovered a significant relationship between students' social skills and academic achievement. Wentzel (1991, 1993) used a multiple regression analysis on data from students aged 12 and 13 and found that, even after accounting for a wide range of potential confounding factors, including students' IQs, prosocially behaviors remained a significant predictor of students' standardized achievement test scores. A similar study by Malecki and Elliott (2002) revealed the existence of a

significant link between students' social skills and academic achievement in third and fourth graders. Students are motivated by prior achievement and interpersonal skills, as shown by DiPerna, Volpe, and Elliott (2000), and these motivated students showed improved academic achievement through enhancing study skills and engagement. Given the correlation between students' social skills and academic achievement, it stands to reason that enhancing the social skills of underachieving students will benefit their academic performance. Training and intervention programmes have been shown to be effective in improving students' social skills by a number of researchers. In order to identify critical aspects that contribute to students' academic achievement, McIntosh, Vaughn, and Zaragoza (1991) evaluated 22 papers analyzing the effects of such programmes. Previous research into the efficacy of such initiatives, they found, was insufficient. Another meta-analysis by Schneider (1992) of 79 research on the efficacy of social skills training and intervention programmes found only a moderate short-term benefit.

Therefore, robust empirical data demonstrating the beneficial influence of enhanced social skills on students' academic performance is still needed (Lopes & Salovey, 2006; Zins et al., 2007).

## II. REVIEW OF LITERATURE

The importance of social skills in academic achievement and throughout life was reviewed by Sharma, Goswami, and Gupta (2016). Kuran (2018) looked at the social skills of children ages 5 and 6 who attend kindergarten and found that it varies by the mother's attitude, the mother's gender, the mother's employment situation, the number of children in the home, and the caretaker. This suggests that children raised by more democratic and permissive mothers have better social skills than those raised by more authoritative and protective mothers. According to Bentov and Romi (2018), self-efficacy and achievement are mediated by social adjustment, which is the most important variable. Furthermore, parental involvement was significantly, directly, and positively related to social adjustment but negatively related to academic results.

The social skills of assertiveness, empathy, and emotional approach, as well as school stresses connected to role-related stress, were found to predict 18% of academic achievement in a study by Jovarine, Lema, and Zanini (2018). Future interventions with students, their families, and teachers can make use of the survey results. The research by Lara and Saracosti (2019) shows that there are disparities in academic achievement between the parental involvement profiles, with children whose parents are less involved having worse academic achievement.

Carlo and Quispe (2022) examined the relationship between students' social skills and their academic performance in elite Andean universities in the Puno region in 2020. It is clear that in terms of academic performance, 45.3% of students fall into the predicted achievement scale, whereas 32.8% fall into the process scale. The mean score is 12.92, which converts to 13 points and places the students in the middle of the performance scale; the median and mode are both equal to 14 points; the standard deviation is relatively

large, averaging 2.5 points; and the range of possible scores, from highest to lowest, is 11 points. Considering that the Pearson correlation between social skills and academic performance is 0.898%, indicating a strong and direct association, this is statistically significant at the 95% level of confidence.

According to Preeti and Rani (2023), there is a positive but weakly significant correlation between adolescent students' social skills and their parents' involvement. Similarly, the study found a favorable, low, but significant association between adolescent students' social skills and academic achievement. Keywords: Adolescent Students, Parental Skills, Social Skills, Academic Achievement.

### *Justification of the Problem*

The literature review showed how important social skills are for a student's academic performance. Having good social skills is important because it lets you connect with other people in a way that is socially acceptable. This improves the quality of life by promoting close and strong relationships, which in turn promotes good mental and physical health and makes it easier for kids to adjust to new places and schools. It is very helpful to know that you have the social skills you need to do well in life. When you have good social skills, your interactions at work can be much more pleasant and useful. Social skills are important because they help people to interact with the people around them. Not only are they necessary, but they also affect academic performance because through social interactions, people can learn many things, such as cognitive and emotional skills. The research is important because it gives teachers a reason to offer interesting activities to high school students, to see their situation as they see it, to give them the freedom to express and test changes, and to teach them how to satisfy their curiosity, explore, and try new things in a safe environment.

### *Objectives of the Study*

1. To compare social skills among boys and girls secondary school students.
2. To compare academic achievement among boys and girls secondary school students.
3. To study the relationship between social skills and academic achievement of secondary school students.

### *Hypotheses*

- There is no significant difference in social skills among boys and girls secondary school students.
- There is no significant difference in academic achievement among boys and girls secondary school students.
- There is no significant relationship between social skills and academic achievement of secondary school students.

## III. RESEARCH METHOD

Keeping in view the nature of the study, Descriptive Research Method was used.

### *Population and Sample*

Secondary school students studying in Sonipat district constituted the population of the study. A number of 150 (75

male and 75 female) students were taken as a sample on the basis of random sampling method for the study.

*Statistical Technique Used*

- Mean
- Standard Deviation
- ‘t’ test and Karl Pearson’s Product Moment Coefficient Correlation tests were used to analyze the data.

*Tools Used*

- Matson’s Evaluation of social skill with youngsters by Sharma (1997).
- Academic achievement scores obtained by the students in ninth class annual exam were considered as academic achievement of the students.

*Data Analysis*

The difference in social skills among male and female secondary school students is given in table 1 below:

TABLE 1: Mean, Standard Deviation and ‘t’ value of male and female secondary school students.

Gender	N	Mean	Standard Deviation	‘t’ test
Male students	75	182.39	32.21	3.561**
Female students	75	198.45	34.51	

\*\*Significant at 0.01 level

Table 1 illustrates the mean score of social skills of male and female secondary school students are 182.39 and 198.45 respectively. The ‘t’ value comes out to be 3.561 which is significant at 0.01 level of significance. The higher mean score of female students on social skills shows that they have more social skills than their counterpart male students. Hence, the null hypothesis, “There is no significant difference in social skills among male and female secondary school students” is rejected.

The difference in academic achievement among male and female secondary school students is given in table 2 below:

TABLE 2: Mean, Standard Deviation and ‘t’ value of male and female secondary school students.

Gender	N	Mean	Standard Deviation	‘t’ test
Male students	75	73.76	15.66	4.791**
Female students	75	82.93	17.31	

\*\*Significant at 0.01 level

Table 2 illustrates the mean score of academic achievement of male and female secondary school students are 73.76 and 82.93 respectively. ‘t’ value comes out to be 4.791 which is significant at 0.01 level of significance. The higher mean score of female students on academic achievement shows that they have more academic achievement than their counterpart male students. Hence, the null hypothesis, “There is no significant difference in academic achievement among male and female secondary school students” is rejected.

The find out the relationship between social skills and academic achievement among secondary school students is given in table 3 below:

TABLE 3: Relationship between educational adjustment and academic achievement secondary school students

Gender	Number	‘r’ value
Social Skills	150	0.592**
Academic Achievement	150	

\*\*= Significant at 0.01 level

The table 3 reveals that the ‘r’ value (0.592) between social skills and academic achievement are significant at 0.01 level of significance. It indicates that there is a significant and positive relationship between social skills and academic achievement of secondary school students concluding that increased in social skills also increase the academic achievement scores of secondary school students. Hence the null hypothesis “There is no significant relationship between social skills and academic achievement of secondary school students” is rejected.

IV. FINDINGS OF THE STUDY

1. From the result it was observed that the female secondary school students are having more social skills than male secondary school students.
2. From the result it was observed that the female secondary school students were found to have more academic achievement than male secondary school students.
3. It was also noted that there exists a significant and positive relationship between social skills and academic achievement of secondary school students.

V. CONCLUSION

Researchers looked at how school kids’ social skills affected their academic success. Students’ academic success was found to depend a lot on their social skills. Academic performance was found to be lower among students who lacked social skills than among those who did. It was also seen that students with poor social skills performed worse on their tests than students with good social skills, regardless of their background. Based on these data, we can also say that it is very important to teach social skills to all kinds of students, no matter what their backgrounds are. An intervention of social skills training can be used to improve the academic performance of school students, but more study is needed to confirm this.

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