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## A Study Of Social Skills Of Secondary School Students In Relation To Their Home Environment

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### **Abstract**

The researcher conducted a study of social skills of secondary school students in relation to their home environment. The objective of the study was to compare the different social skills of secondary school students in relation to their home environment. It was hypothesized that there is not significant difference in the different social skills of secondary school students in relation to their home environment. The researcher used survey method and conducted this study on a sample of 200 students of the government inter colleges of district Deharadun. Social Skills Rating Scale of Vishal Sood, Arti Anand and Suresh Kumar and Home Environment Inventory of Dr. K.S. Misra was used to collect the data. Data analysis was done using ANOVA. The results indicated that there was no significant difference in the skills of concern for others, relationship skills and communication skills of secondary school students in relation to their home environment. On the other hand, there was found a significant difference in the self-care skills, problem solving skills and social skills of secondary school students in relation to their home environment. Secondary school students who have good home environment were found to have highest level of the self-care skills, problem solving skills and social skills.

**Keywords:** Social Skills, Secondary School Students, Home Environment.

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### **1. Introduction**

Home is the primary unit of a society. The students discover their potentialities in the environment provided by the home. **Ogbemudia & Aiasa, (2013)** are of the view that home environment is termed as the physical and mental conditions that influence students. It is undeniably true that home environment influences the general character of the students and it might likewise impact their social abilities and skills.

Social skills empower a person to act in assorted circumstances. The scholastic exhibition, association in co-curricular exercises, social connections, conduct and family connections depend on the degree to which an individual have proper and appropriate social skills. Social skills help in exploring co-operations, holding discussion, making new companions, keeping up with the kinship, requesting help from others and giving guidelines. Social skills are significant for individuals for the duration of their life since they permit them to get others and to be perceived by

others appropriately. Social skills assist individuals with communicating their good and contrary sentiments in relational circumstances.

In the present research work, the researcher attempted to compare the social skills of the secondary school students in relation to their home environment. As the home environment of the students affects their life, it might influence their social skills. Hence, the researcher tried to explore the role of home environment for the social skills of the students.

## **2. Objectives of the Study**

The objective of the present study is to compare the social skills of secondary school students in relation to their home environment.

## **3. Hypotheses of the Study**

On the basis of the dimensions of social skills, the following hypotheses have been formulated:

- There is no significant difference in the skills of concern for others of secondary school students in relation to their home environment.
- There is no significant difference in the relationship skills of secondary school students in relation to their home environment.
- There is no significant difference in the communication skills of secondary school students in relation to their home environment.
- There is no significant difference in the self-care skills of secondary school students in relation to their home environment.
- There is no significant difference in the problem solving skills of secondary school students in relation to their home environment.
- There is no significant difference in the total social skills of secondary school students in relation to their home environment.

## **4. Research Method**

The investigator has employed survey method in the present study.

## **5. Sample**

200 students from 10 government inter colleges of district Dehradun were selected for the present study. The sample was selected using random sample method.

## **6. Dependent Variable**

Home environment was taken as the independent variable.

## **7. Independent Variable**

Social skill was taken as the dependent variable.

## **8. Data Collection Instruments**

The investigator used Social Skills Rating Scale developed by Vishal Sood, Arti Anand and Suresh Kumar and Home Environment Inventory developed by Dr. K.S. Misra.

### 9. Data Analysis Techniques

The investigator used mean, S.D. and one-way analysis of variance for the analysis of data.

### 10. Analysis and Interpretation of Data

**Table - 1(a) Mean and S.D. of the Skills of Concern for Others of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Skills of Concern for Others	Good	12	75.58	4.60
	Average	161	71.50	9.73
	Poor	27	72.81	12.92

The table no 1(a) shows mean and S.D. of the skills of concern for others of secondary school students in relation to their home environment. The mean values of the skills of concern for others of secondary school students having good, average and poor home environment are 75.58, 71.50 and 72.81 respectively. The mean values of the above table indicate that secondary school students having good, average and poor home environment have low skills of concern for others. Secondary school students having good home environment have highest level of the skills of concern for others.

**Table - 1(b) Analysis of Variance to Compare the Skills of Concern for Others of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	209.7932	2	104.8966	1.026	Insignificant
Within Group	19745.2268	197	102.2296		
Total	19955.02	199			

The table no 1(b) shows that at df 2 and 197 the F-value for the comparison of the skills of concern for others of secondary school students in relation to their home environment is 1.026, which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the skills of concern for others of secondary school students in relation to their home environment.

Thus, the hypothesis that “There is no significant difference in the skills of concern for others of secondary school students in relation to their home environment” is accepted.

**Table - 2(a) Mean and S.D. of the Relationship Skills of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Relationship Skills	Good	12	54.58	6.80
	Average	161	54.70	8.63
	Poor	27	51.07	7.17

The table no 2(a) shows mean and S.D. of the relationship skills of secondary school students in relation to their home environment. The mean values of the relationship skills of secondary school students having good, average and poor home environment are 54.58, 54.70 and 51.07 respectively. The mean values of the above table indicate that secondary school students having good, average and poor home environment have low relationship skills. Secondary school students having average home environment have highest level of the relationship skills.

**Table – 2(b) Analysis of Variance to Compare the Relationship Skills of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	306.137	2	153.0685	2.187	Insignificant
Within Group	13786.458	197	69.982		
Total	14092.595				

The table no 2(b) shows that at df 2 and 197 the F-value for the comparison of the relationship skills of secondary school students in relation to their home environment is 2.187, which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the relationship skills of secondary school students in relation to their home environment.

Thus, the hypothesis that “There is no significant difference in the relationship skills of secondary school students in relation to their home environment” is accepted.

**Table – 3(a) Mean and S.D. of the Communication Skills of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Communication Skills	Good	12	54.83	7.67
	Average	161	53.01	9.49
	Poor	27	52.92	11.27

The table no 3(a) shows mean and S.D. of the communication skills of secondary school students in relation to their home environment. The mean values of the communication skills of secondary school students having good, average and poor home environment are 54.83, 53.01 and 52.92 respectively. The mean values of the above table indicate that secondary school students having good, average and poor

home environment have low communication skills. Secondary school students having good home environment have highest level of the communication skills.

**Table – 3(b) Analysis of Variance to Compare the Communication Skills of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	38.0863	2	19.0432	0.204	Insignificant
Within Group	18379.4937	197	93.2969		
Total	18417.58	199			

The table no 3(b) shows that at df 2 and 197 the F-value for the comparison of the communication skills of secondary school students in relation to their home environment is 0.204, which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the communication skills of secondary school students in relation to their home environment.

Thus, the hypothesis that “There is no significant difference in the communication skills of secondary school students in relation to their home environment” is accepted.

**Table – 4(a) Mean and S.D. of the Self-Care Skills of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Self-Care Skills	Good	12	60.08	5.40
	Average	161	54.59	7.94
	Poor	27	44.88	4.52

The table no 4(a) shows mean and S.D. of the self-care skills of secondary school students in relation to their home environment. The mean values of the self-care skills of secondary school students having good, average and poor home environment are 60.08, 54.59 and 44.88 respectively. The mean values of the above table indicate that secondary school students having good, average and poor home environment have low self-care skills. Secondary school students having good home environment have highest level of the self-care skills.

**Table – 4(b) Analysis of Variance to Compare the Self-Care Skills of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	2711.0526	2	1355.5263	24.385**	Significant
Within Group	10950.5274	197	55.5864		
Total	13661.58	199			

\*\* = Significant at 0.01 level.

The table no 4(b) shows that at df 2 and 197 the F-value for the comparison of the self-care skills of secondary school students in relation to their home environment is 24.385, which has been found significant even at 0.01 level of significance. It means that there is a significant difference in the self-care skills of secondary school students in relation to their home environment.

Thus, the hypothesis that “There is no significant difference in the self-care skills of secondary school students in relation to their home environment” is rejected.

**Table - 5(a) Mean and S.D. of the Problem Solving Skills of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Problem Solving Skills	Good	12	64.75	2.83
	Average	161	47.04	7.53
	Poor	27	43.40	3.98

The table no 5(a) shows mean and S.D. of the problem solving skills of secondary school students in relation to their home environment. The mean values of the problem solving skills of secondary school students having good, average and poor home environment are 64.75, 47.04 and 43.40 respectively. The mean values of the above table indicate that secondary school students having good, average and poor home environment have low problem solving skills. Secondary school students having good home environment have highest level of the problem solving skills.

**Table - 5(b) Analysis of Variance to Compare the Problem Solving Skills of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	4053.8908	2	2026.945 4	41.649**	Significant
Within Group	9587.4642	197	48.6673		
Total	13641.355	199			

\*\* = Significant at 0.01 level.

The table no 5(b) shows that at df 2 and 197 the F-value for the comparison of the problem solving skills of secondary school students in relation to their home environment is 41.649, which has been found significant even at 0.01 level of significance. It means that there is a significant difference in the problem solving skills of secondary school students in relation to their home environment. Thus, the hypothesis that “There is no significant difference in the problem solving skills of secondary school students in relation to their home environment” is rejected.

**Table – 6(a) Mean and S.D. of the Social Skills of Secondary School Students in relation to their Home Environment**

Variable	Level of Home Environment	N	Mean	S.D.
Social Skills	Good	12	309.83	16.89
	Average	161	280.85	20.36
	Poor	27	265.11	23.63

The table no 6(a) shows mean and S.D. of the social skills of secondary school students in relation to their home environment. The mean values of the social skills of secondary school students having good, average and poor home environment are 309.83, 280.85 and 265.11 respectively. The mean values of the above table indicate that secondary school students having good, average and poor home environment have low social skills. Secondary school students having good home environment have highest level of the social skills.

**Table - 6(b) Analysis of Variance to Compare the Social Skills of Secondary School Students in relation to their Home Environment**

Source	SS	df	MS	F-value	Results
Between Group	16739.7724	2	8369.8862	19.620* *	Significant
Within Group	84040.0476	197	426.5992		
Total	100779.82	199			

\*\* = Significant at 0.01 level.

The table no 6(b) shows that at df 2 and 197 the F-value for the comparison of the social skills of secondary school students in relation to their home environment is 19.620, which has been found significant even at 0.01 level of significance. It means that there is a significant difference in the social skills of secondary school students in relation to their home environment.

Thus, the hypothesis that “There is no significant difference in the social skills of secondary school students in relation to their home environment” is rejected.

## 11. Results

It has been found from this micro investigation that there is no significant difference in the skills of concern for others, relationship skills and communication skills of secondary school students in relation to their home environment. On the other hand, there was found a significant difference in the self-care skills, problem solving skills and social skills of secondary school students in relation to their home environment. Secondary school students who have good home environment were found to have highest level of the self-care skills, problem solving skills and social skills.

## **12. Educational Implications**

It is very clear from the results of the current investigation that home environment is a critical indicator for the advancement of the social skills of the children. Henceforth, it is important for the improvement of the social skills to give good home environment to the youngsters. Home environment is comprised of the affection and care of the relatives. The children ought to be given due care and love with the aim that they do not confront any sort of struggles and foster great social skills. Parents should direct and spur their youngsters to set up great associations with others. Children ought to be directed to deal with themselves and to take up the obligations of their works.

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