

SOCIAL SKILLS AND PARENTAL INVOLVEMENT OF ADOLESCENT STUDENTS

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ABSTRACT

The present research aims to study social skills and parental involvement of adolescent students of Amritsar city. A total of 200 students (boys and girls) of IX class of secondary schools (CBSE) were taken as respondents. Five schools were selected through lottery method. The results of the study indicates that there is a significant difference in social skills of adolescent students with respect to gender, which indicates that females have better social skills as compared to males. Whereas, it was found that adolescent students do not differ on the scores of social skills with respect to locale, type of family and working status of mothers. The study also revealed that there is no significant difference in parental involvement of adolescent students with respect to gender, locale, type of family and working status of mothers.

Keywords: Social skills, Parental involvement, Adolescent students.

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INTRODUCTION

Adolescence is a developmental stage in which the social skills play an important role considering the need for social integration and the search for self-assertion and independence. It is therefore a stage of the life cycle where adaptations and changes in personal and social skills need to be made. However, infancy is often considered a critical period for learning social skills (Caballo, 2003) and many researchers are devoted to the study of this subject. Adolescence has been defined in a number of ways from different points of view, as a period of physical development, a chronological age span or a sociological phenomenon. The term adolescence which comes from “grow into maturity” , is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult and the psychology of the adolescent who is no longer a child, but not yet an adult, is important in the study of human behaviour. Adolescents need status, security, affection and independence. They possess strong interests and urges many of which have a sexual aspect, as well as a social aspect. The adolescent seeks an appropriate social role for himself and strives to experience satisfying relationship with peer and adult association.

Parent involvement is a multidimensional broad term that refers to parental attitudes, expectations, and behaviors related to their child’s academic achievement such as communicating with the school or helping a child with school work in the home (Grolnick&Slowiaczek, 1994, Sawyer, 2015).Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects.Feurstein (2000) defined parental involvement as activity encompassing a wide range of behaviors discussing school activities with children to attending parent-teacher conference.Holloway,Yamamoto, Suzuki and Mindnich (2008) defined parent involvement as the initiation of home based behaviors like monitoring homework as well as school based activities such as attending school events and communication with teachers.

Social skills are any skill facilitating interaction and communication with others. Social rules and relation are created, communicated, and changed in verbal and nonverbal ways. Social skills, as

the components of behaviour, allow us to interact with others and maintain healthy relationships in the society. Success at school requires competent performance in specific skills, such as social and academic tasks(Wentzel, 2015). In behaviour, an important distinction is made between the concepts of social skills and social competence, which are variously defined in the literature. Social skills are the actual behaviours that students perform in specific social situations, while social competence encompasses the cognitive understanding of social skills and how to use them in interactions with other students (Gresham, Elliott&Kettler, 2010).Social skills are defined as an important set of specific learned behaviours that promote positive interactions with others in their environment. Social skills are manifested in actions, and it is common to operationalize teacher rated social skills in three domains: cooperation, self-control and assertion (Gresham & Elliott, 1990).

Bennett and Hay (2007) aimed to identify the family characteristics that promote the development of social skills in children with physical disabilities.The relationships between parental attitudes, parental involvement, family relationships, teachers' opinions, disability severity, and children's social skills were tested using structural equation modelling. The result of this study showed the importance of family characteristics for the development of social skills in children with physical disabilities. A strong link was found between aspects of healthy family relationships, especially high levels of parental involvement with schooling, and greater social skills development in children.

Nokali and Bachman (2010) studied within and between-child associations among maternal and teacher reports of parent involvement and children's standardized achievement scores, social skills, and problem behaviours. Findings suggest that within-child improvements in parent involvement predict declines in problem behaviours and improvements in social skills but do not predict changes in achievement. Between-child analyses demonstrated that children with highly involved parents had enhanced social functioning and fewer behaviour problems. Similar patterns of findings emerged for teacher and parent reports of parent involvement.

Hosokawa, Katsura and Shizawa (2015)examined the association between fathers' involvement, economic status, and preschoolers' social skills. The results revealed that the fathers'

involvement and economic status were positively related to preschoolers' social skills, such as assertion, self-control, and cooperation.

Devi (2015) conducted a study on social skills and academic achievement among social skills deficient and non-deficient school students. Academic achievement of school student particularly at adolescent age depends on various factors including the social skills. The result revealed that academic achievement has significant dependence on social skills of school students.

Kol (2016) determined the effects of the parenting styles on social skills of children aged 5 and 6. The problem sentence of the research is; Do the parenting styles' have any effects on social skills of children aged 5 and 6? As a result of the research it is revealed that the democratic parental styles affects the social skills of the child positively and significantly, whereas the over protective parental styles affects negatively and significantly. Even though the over protective and oppressive and authoritarian parental styles affect in a negative manner, no significant difference was found.

Cabus and Aries (2016) conducted a study on parental involvement through birth order may impact academic achievement and if, Parental involvement is an important of children's educational attainment. The result indicated that the academic achievement is rooted school supportive home climate and often created by the mother.

Jaiswal and Choudhuri (2017) reviewed of empirical researches indicate that different constructs of parental involvement play an important role in various ways. Several studies however indicate a decline in parental involvement during the middle or above school levels. Furthermore, the review indicates that authoritative parenting style is positively associated academic performance across all school level, although this finding is not consistent across ethnicity, culture and socioeconomic status.

Kuran (2018) studied, 5-6 year old children who attend to kindergarten were researched if there is a difference in their level of social skills according to their mothers' attitudes, their gender, mother's employment status, the number of the children in the family, and to the caretaker. The

result, general social skills become different according to mothers' attitudes. The children whose mothers are democratic and permissive seem to have higher social skills than the children whose mothers are authoritative and protective.

HYPOTHESES OF THE STUDY

The following hypotheses are proposed :

Ho.1: There will be no significant difference in social skills of adolescent students with respect to gender, locality, type of family and working status of mothers.

Ho.2: There will be no significant difference in parental involvement of adolescent students with respect to gender, locality, type of family and working status of mothers.

SAMPLE

A sample of 200 students (100 girls and 100 boys) from IX grade from five randomly selected CBSE schools of Amritsar city was taken for the purpose of the study. Firstly, the list of CBSE schools of Amritsar city was taken from the D.E.O office. After that with the help of lottery method, five CBSE schools were selected randomly. Then from each school 40 students (20 boys and 20 girls) i.e. $5 \times 40 = 200$ were selected.

TOOLS OF THE STUDY

The following tools have been administered on the subjects in the study:

1. Social Skills Rating Scale (Sood, Anand & Kumar, 2012).
2. Parent Involvement Scale (Chopra & Sahoo, 2007).

ANALYSIS AND INTERPRETATION OF DATA

Arithmetic mean, standard deviation and 't'-test, were the statistical techniques employed in this study.

Table 1: p-VALUE OF SOCIAL SKILLS SCORES OF ADOLESCENT STUDENTS

Variable	Category	Mean	Standard deviation	p-value	Remarks at .05 level of significance
Gender	Male	330.94	34.41		

	Female	348.57	39.68	.001*	S
Locale	Urban	339.68	40.02	.562	NS
	Rural	336.50	33.84		
Type of family	Nuclear family	338.69	40.83	.758	NS
	Joint family	337.71	32.91		
Working status of mothers	Non-working	337.07	37.01	.329	NS
	Working	343.41	40.07		

Table 1 Shows that, calculated p-value .001* was found to be less than at the 0.05 level of significance. So it reveals that there is a significant difference in social skills of adolescent students with respect to gender. An examination of the means of two groups suggests that adolescent females have higher social skills scores as compared to adolescent male students. It was concluded that female students have better social skills than male students.

But, in the other cases such as locale, type of family and working status of mothers the calculated values are more than the alpha value. It shows that there is no significant difference in social skills with respect to locale, type of family and working status of mothers.

Table 2: p-VALUE OF PARENTAL INVOLVEMENT SCORES OF ADOLESCENT STUDENTS

Variable	Category	Mean	Standard deviation	p-value	Remarks at .05 level of significance
Gender	Male	79.73	9.68	.325	NS
	Female	81.23	11.88		
Locale	Urban	80.02	10.63	.568	NS
	Rural	80.91	10.76		
Type of	Nuclear	80.97	10.34		

family	family			.373	NS
	Joint family	79.61	11.06		
Working status of mothers	Non-working	80.56	9.80	.631	NS
	Working	79.67	13.47		

Table 2 shows that, all the calculated values are more than the alpha value at .05 level of significance. It shows that there is no significant difference in parental involvement of adolescent students with respect to gender, locale, type of family and working status of mothers.

DISCUSSION

The present study reveals that females have better social skills as compared to males. The result is supported by the finding of Vasil (1996) who revealed that adolescent females have better social skills as compared to adolescent males. However, the finding is contradictory to the findings of the study conducted by Goel (2015) and Shimsiya&Sincy (2016).

The present study also reveals that there is no significant difference in social skills of adolescent students with respect to locale. The finding is supported by the finding of Goel (2015) who revealed that adolescents of urban and rural area do not differ in social skills.

The present study reveals that there is no significant difference in social skills of adolescent students with respect to type of family and working status of mothers. The result is supported by the finding of Sahoo (2000) who revealed that there was no correspondence between type of family and social skills of children and also revealed that working status of mother was not associated with the social skills of children. However, the finding is contradictory to the findings of the study conducted by Goel (2015), who revealed that adolescent students belonging to joint family have better skills than adolescent students of nuclear family.

The present study reveals that there is no significant difference in parental involvement of adolescent students with respect to gender, locale. The result is supported by the finding of Lokeswari (2014) who revealed that there is no significant difference in parental involvement

with respect to gender. Male and female students exhibited equal levels of parental involvement. It was also revealed that there is no significant difference in parental involvement with respect to locale. Rural and urban students exhibited equal levels of parental involvement.

The present study reveals that there is no significant difference in parental involvement with respect to type of family. The finding is contradictory to the findings of Sahoo (2000) who revealed that the type of family was marginally associated with the parental involvement.

The present study reveals that there is no significant difference in parental involvement with respect to working status of mothers. The result is supported by the finding of Sahoo (2000) and hence it may be inferred that the working status of mother was not associated with the parental involvement. Working or non-working mothers exhibited equal levels of parental involvement.

Conclusion

The result of the study indicates that there is a significant difference in social skills of adolescent students with respect to gender, which indicates that females have better social skills as compared to males. So parents and teachers should lay more emphasis on the involvement of male students in the social activities so that the social skills of male students also improve. The study further revealed that parental involvement does not show any difference with respect to gender, locale and working status of mothers. It implies that mothers whether working or non-working, belonging to both rural and urban locale show similar parental involvement towards adolescent students.

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