

Study of Social Skill and Educational Adjustment of Secondary School Students: A Comparative Study

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ABSTRACT:

This paper investigates the relationship between social skills and educational adjustment among secondary school students. Social skills play a crucial role in adolescents' academic and social success, yet there is a need for further understanding of how these skills impact educational outcomes. This study employs both quantitative and qualitative methodologies to explore the correlation between social skill development and educational adjustment. Quantitative measures include standardized tests assessing social competence and educational adjustment, while qualitative data are gathered through interviews and observations to provide a deeper insight into the experiences of students. The findings indicate a significant positive correlation between strong social skills and successful educational adjustment, highlighting the importance of fostering social competence in secondary school settings. Implications for educational practices and recommendations for future research are discussed.

KEYWORDS: Social Skills, Educational Adjustment, Secondary School Students

INTRODUCTION:

Secondary school is a critical period in an individual's development, where students not only engage in academic learning but also navigate complex social interactions. Social skills, encompassing abilities such as communication, cooperation, and empathy, are essential for adolescents to effectively interact with peers, teachers, and the broader school community. Educational adjustment refers to the ability of students to adapt to the academic and social demands of their school environment. While numerous studies have explored the impact of various factors on educational outcomes, the relationship between social skills and educational adjustment warrants further investigation.

1. Academic Success: Social skills are closely linked to academic achievement. Students who possess strong social skills are better equipped to collaborate with peers, communicate effectively with teachers, and participate actively in classroom discussions. By understanding the relationship between social skills and educational adjustment, educators can implement strategies to support students' academic success.
2. Social Development: Secondary school is a critical period for social development, as adolescents navigate complex social interactions and peer relationships. Researching social skills in this context can shed light on the factors that contribute to positive social development and help identify areas where intervention may be needed to support students' social well-being.
3. School Climate and Culture: The social climate of a school significantly influences students' educational experiences. By studying social skills and educational adjustment, researchers can gain insights into the broader school culture, including peer dynamics, bullying behavior, and the effectiveness of school-wide interventions aimed at promoting positive social interactions.

4. Mental Health and Well-being: Social competence is closely linked to psychological well-being. Adolescents who struggle with social skills may experience feelings of loneliness, isolation, or low self-esteem, which can negatively impact their overall mental health. Understanding the role of social skills in educational adjustment can inform the development of interventions to support students' social-emotional development and mental health.

5. Long-term Outcomes: Social skills acquired during secondary school have long-term implications for students' personal and professional lives. Individuals who develop strong social skills are more likely to succeed in their careers, build healthy relationships, and contribute positively to society. By studying social skill development in secondary school, researchers can explore its impact on future outcomes and identify opportunities for early intervention. Studying social skills and educational adjustment among secondary school students is crucial for promoting academic success, supporting social development, fostering a positive school climate, enhancing mental health and well-being, and facilitating positive long-term outcomes for students.

JUSTIFICATION OF THE STUDY

The study of social skills and educational adjustment across different secondary school settings (e.g., urban vs. rural, public vs. private) can provide valuable insights into the factors that influence students' social development and academic outcomes. By identifying variations in social skill levels and educational experiences, researchers and educators can tailor interventions and support services to meet the specific needs of different student populations, ultimately promoting positive learning outcomes for all students.

OBJECTIVES OF THE STUDY

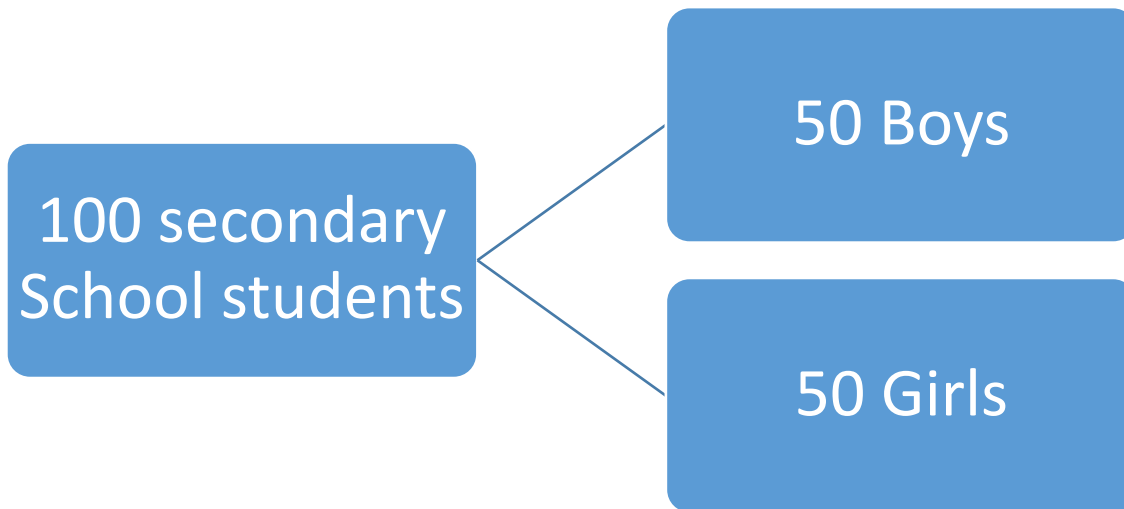
- To examine the level of social skill among secondary school students.
- To compare the educational adjustment of secondary school students on the basis of gender.
- To compare the social skill of secondary school students on the basis of gender.
- To explore the difference between social skill and educational adjustment.

HYPOTHESIS OF THE STUDY

- There will be no significant difference in educational adjustments of secondary school students on the basis of gender.
- There will be no significant difference in social skills of secondary school students on the basis of gender.
- There will be no significant difference between social skill and educational adjustment of secondary school students.

SAMPLE OF THE STUDY

In the present research paper 100 secondary school students were selected from Panipat district. Sample was selected through random sampling technique, among them 50 were boys and 50 were girls.



TOOLS TO BE USED

Educational Adjustment Inventory was developed by Seema rani and Dr. BasantBahadur Singh

Social Skill Scale was developed by Dr. Vishal Sood&dr. ArtiAnand (2012)

METHODOLOGY:

Quantitative data are collected through standardized tests measuring social skills and educational adjustment levels among a sample of secondary school students.

STATISTICAL TECHNIQUES

Mean, SD ,Pearson of r coefficient was used to analyzed the data

RESULTS AND DISCUSSION

Table-1

Level of social skill development among secondary school students.

Scores	Percentage of students	Group status
14-18	40	High Social Skills
9-13	49	Average Social Skills
4-8	11	Low Social Skills

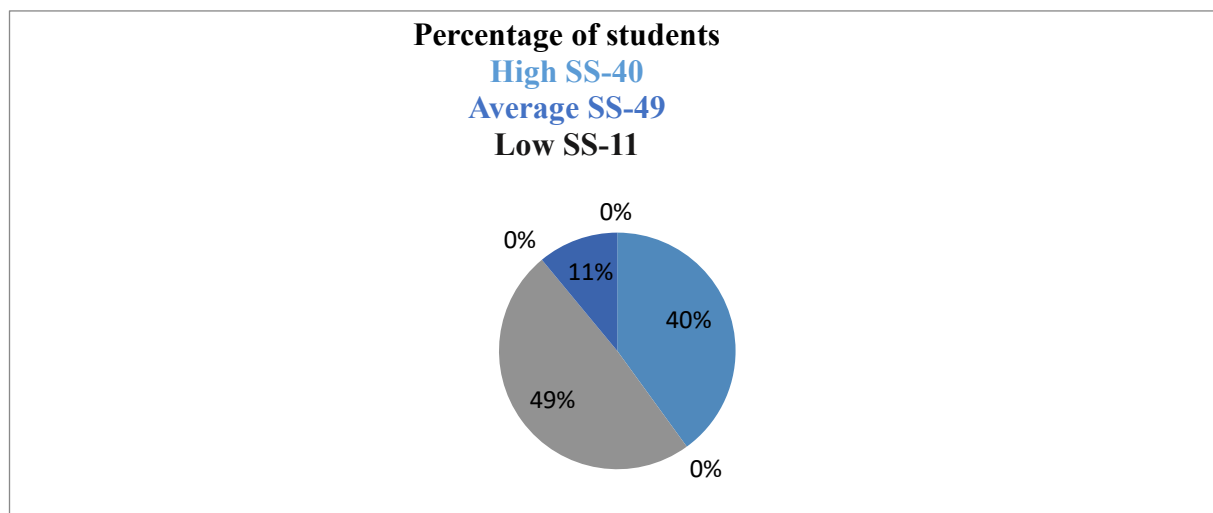


Figure-1

The above table & figure 1 shows that 40 percent students have high social skill and 49 percent students have average social skill where as 11 percent students were found low level in social skill.

Table-2

Difference in Educational adjustment of secondary school students on the basis of gender.

Educational Adjustment	Mean	SD	T-test	Level of significance	Remarks
Boys	12.45	3.18	0.096	0.05	Not Significant
Girls	11.92	3.58			

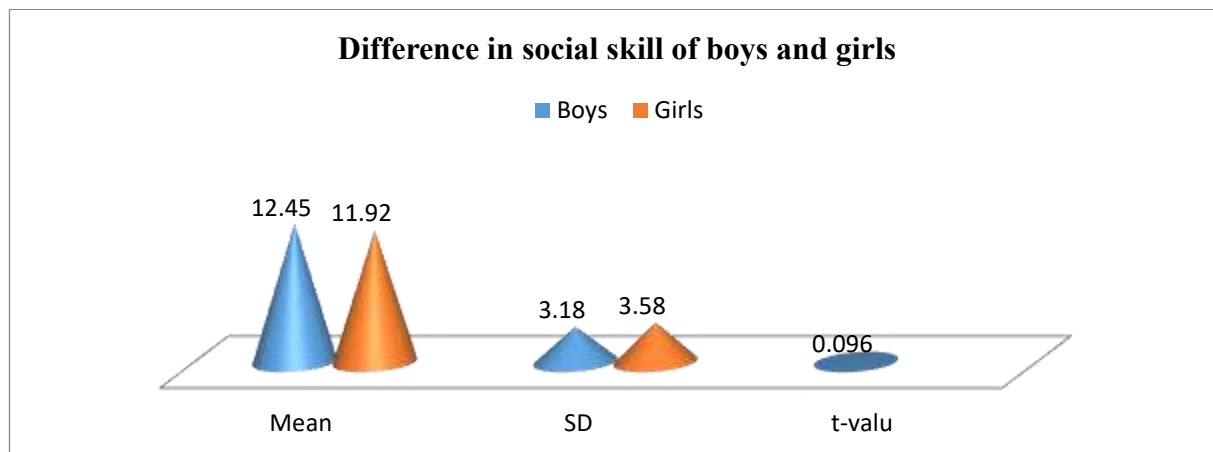


Figure-2

The above table & figure 2 suggestions that the mean score boys and girls students was found 12.45 & 11.92. SD was found 3.18 and 3.58 respectively. The t-value for the present study was 0.096 as the present t-value is less than the table value. Hence the null hypothesis that is “there is no significance difference in Educational adjustment of secondary school students on the basis of gender was accepted.

Table-3

Difference in Social Skill of secondary school student's adjustment of secondary school students on the basis of gender.

Social Skill	Mean	SD	T-test	Level of significance	Remarks
Boys	141.15	123.15	3.59	0.01	Significant
Girls	300.01	63.9			

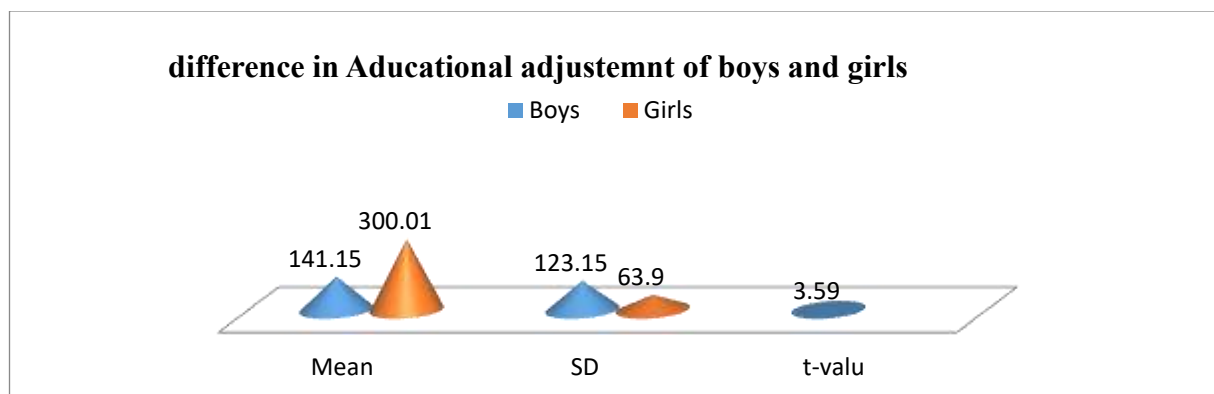


Figure-3

The above table 3 & figure 3 suggestions that the mean score boys and girls students 141.15 & 300.1 respectively. SD was found 123 and 63.9 respectively. The t-value for the present study was found 3.59 which were greater than the table value at 0.01 level of significance. Hence the null hypothesis that is "there is no significance difference in Social skill of secondary school students on the basis of gender was rejected. it showed that there is a change in social skill of boys and girls.

Table-4

Difference between social skill development and educational adjustment of secondary school students.

Variables	Mean	SD	t-value	Level of significance	Remarks
Social Skill	219.5	123.15	5.54	0.01	Significant
Educational Adjustment	12.45	3.18			

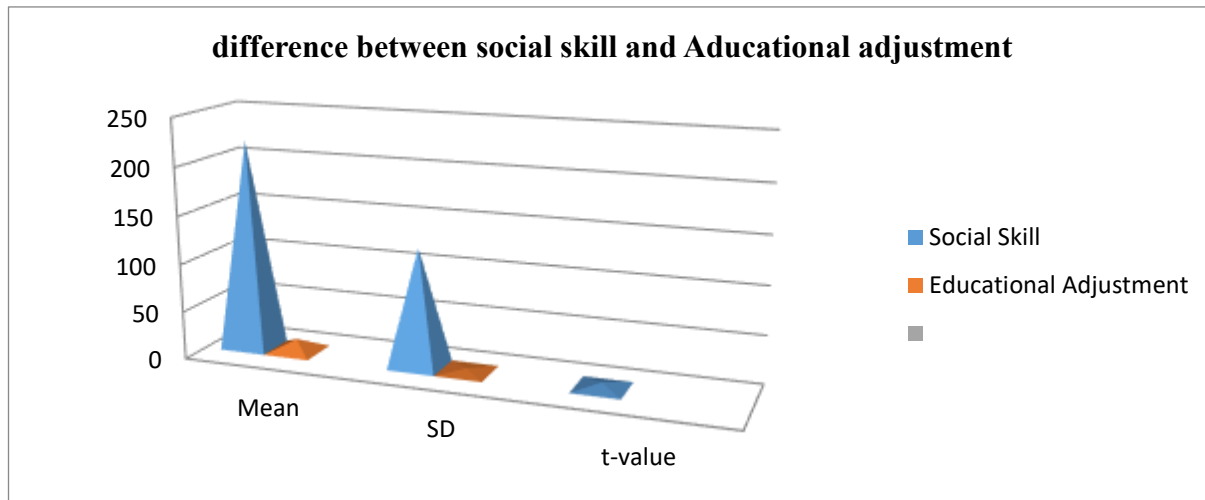


Figure-4

The above table 4 & figure 4 recommendations that the mean score of social skill and educational adjustment of secondary school students was found 219.5 & 12.45 respectively. SD was found 123 and 3.18 respectively. The t-value for the present study was 5.54 which was found greater than the table value at 0.01 level of significance. Hence the null hypothesis that is “there is no significance difference in Social skill of secondary school students on the basis of gender was rejected. It showed that there is a change in social skill of boys and girls.

CONCLUSION:

The findings of this study underscore the importance of promoting social skill development in secondary school education. Enhancing students' social competency not only contributes to their academic success. Educators and policymakers should consider implementing interventions aimed at cultivating social skills within the school curriculum. Future research should further explore the mechanisms through which social skills influence educational outcomes and examine the effectiveness of interventions designed to enhance social competence among secondary school students.

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