



IMPACT OF PARENTAL INVOLVEMENT ON THE SOCIAL SKILLS OF MIDDLE SCHOOL STUDENTS

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ABSTRACT:

The process of socialization of human being starts at very early stage and they learn the first lesson of social behavior at their home. Parents plays an important role in socialization of child. But in present scenario parents are busy in their professional life and pay less emphasis on the child's social behavior. As a result the children get educated in schools but due to social negligence of their parents social skills of children remains undeveloped. Child learns various social skills like cooperation, conversation, sharing, social relationship etc. from his family as well as from the society. As cooperation and conversation skills are the two important social skills so the researcher gets interested to study the effect of parental involvement on the cooperation and conversations skill of middle school students. in the present study impact of parental involvement on two social skills of middle school students of Ballary district had been studied. The study highlighted that low parental involvement negatively affects cooperation and conversation skills. On the other hand parents which are highly involved with their children and spend more time with their ward helps to improve the social skills of children.

Key Words: Impact, Parental Involvement, Social Skills, Middle School Students

Introduction:

Socialization is the process of presenting alternate channels for individual behavior together with positive and negative sections, which will lead to acceptance of some and rejection of others. It emphasizes the influence of social groups, formal and informal upon the personality of individual. Beginning with nursery, the process of socialization continues throughout life. When the child begins to behave in a predictable expectable manner, it is well on the road to being socialized. Socialization arises from organic and environmental factors. Social skills are most often thought of as a set of skills that allow us to communicate, relate and socialize with others. One should note that social skills from one culture to another may be defined differently. Social skills include both verbal and non-verbal forms of communication.

Verbal social skills include being able to determine the appropriate thing to say at the appropriate time, being able to communicate in ways that are engaging, have a range of vocal tone and quality, and being able to speak in an educated but reasonably understandable manner. In a sense, social skills are judged by what we say, when we say it, and how we say it. The other aspect of social skills is nonverbal. Body language, standing up straight, making eye contact, making appropriate gestures, leaning toward the person one is speaking to, smiling appropriately, and keeping the body open can all define good nonverbal social skills. A sense that both communicators are taking equal part in a conversation demonstrates advanced social skills. Social skills as defined by Rimm (1974) are "Interpersonal behaviors that implies the honest and relatively direct expression of feelings". Greeting, introducing someone, handling anger, making requests, responding to requests from others (especially how to say "no" appropriately), general social responses ("please" and "thank you"), mealtime etiquette, restaurant etiquette, personal hygiene and grooming, respecting others property, respecting social boundaries, touching, cooperation, conversation, sharing are some general social skills. The Present study has been delimited to two important social skills i.e. cooperation and conversation.

Cooperation is a team work where people work together peacefully. So it is the process of working or acting in simplest form. It involves things working in harmony, side by side, while in its more complicated forms, it can involve something as complex as the inner workings of a human being or even the social patterns of a nation. In cooperative play, challenge, discovery, and success are shared. Emphasis is on participation, acceptance, and the "joy of play". In the end, your relationship with each other counts. Children gain stronger bonds with parents, siblings, and playmates. Cooperative activities are non-threatening and non-judgmental. As a result, this creates an atmosphere for relaxation and well-being-the foundation for more genuine, healthy, and playful fun. Conversations are the ideal form of communications in some respects, since they allow people with different views of a topic to learn from each other. A speech, on the other hand, is an oral presentation by one person directed at a group. Those engaging in conversation naturally relate the other speaker's statements to themselves, and insert themselves into their replies. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. In conversation we must find a topic on which they both can relate in some sense.

The word parental involvement has been used as a general term which may encompass several activities such as tutoring, monitoring, effective use of time for study at home, reinforcing behaviour established in school, participating in school activities and events, surveillance of home work etc. Marcon, (1999) conducted a study on "Impact of Parent involvement on Children's Development and Academic Performance". The results showed that parent involvement did not differ based on child's sex, single-versus two-parent family structure, or income level. In addition, the study found that a minimal amount of involvement is needed to affect children's academic and developmental progress. Cartledge (2007), undertook a study entitled "The effects of social skills and instructions on the aggressive behaviors of African American males". The purpose of this study was to investigate the effects of social skills and instructions on identified acts of aggression. Results indicated that the social skills are functionally related to a decrease in aggressive behaviors. Kellie, S. (2007), conducted a study on "The Role of Family in the

Development of Social Skills among children with Physical Disabilities". He found that families with highly cohesive, idealised, and democratic family styles strongly influence children's social skills by providing a safe and sound foundation for children to explore their social environment. Thilaka Ravi (2010) conducted a study on Social Skills of elementary school children. The study was aimed to find how parental involvement affects children's academic, social, and emotional well-being in elementary school. According to the finding, parent's involvement- visits to the school, encouraging education progress at home remedied children's problem behaviors including both aggressive and disruptive behaviors as well as anxiety and depression. At the same time, their so-called pro-social skills such as cooperation and self control got improved.

Objectives of the study:

The objectives of the study are:

1. To study the effect of parental involvement on the cooperation skill of middle school students.
2. To study the effect of parental involvement on the conversation skill of middle school students.

Hypotheses of the study:

The hypotheses of the study are:

1. Parental involvement does not have any significant effect on cooperation skill of middle school students.
2. Parental involvement does not have any significant effect on conversation skill of middle school students.

Delimitations of the study:

The study was delimited to:

1. Students of VII and VIII class only.
2. Sample of 120 students only.
3. Three schools of Ballary district only.
4. Two social skills i.e cooperation and conversation only.

Methodology:

Sample:

The present study is a survey with descriptive and exploratory objectives. The investigator had selected a sample of 120 Middle school students of 7th and 8th class from different schools situated in Ballary district of Karnataka state using simple random sampling. An equal number of boys and girls were selected for the study.

Tools and techniques used:

1. Parent Involvement Scale by Dr. Rita Chopra and Dr. Surabala Sahoo.
2. Questionnaire on Cooperation Skill prepared by researcher herself.
3. Questionnaire on Conversation Skill prepared by researcher herself.

Data collection procedure:

After selecting the sample and the tools for the study, the investigator had personally visited the institutions and administers the tools. Initially permission from the in-charge/head of the institutions was taken and rapport was established with the children. Questionnaires were scored as per guidelines given in the test manual. Testing of the hypotheses was accomplished by comparing the result of the data collected by the tools used for the study. The collected data were analysed statistically. Mean, Standard deviation and t-values were calculated. The analysis of data and interpretation of the results are presented below.

Result and discussion:

The first objective of the study was to measure the effect of parental involvement on cooperation skill of middle school students. Table 1 shows the mean difference of cooperation skill of middle school male students having high and low parental involvement. The calculated t- value was 12.15 which is found to be significant at both .05 and .01 levels. It implies that there exists significant difference in the cooperation skills of middle school male students having high and low parental involvement. Thus, the null hypothesis which states that parental involvement does not have any significant effect on cooperation skill of Middle school students stands rejected.

Table 1
Mean difference of cooperation skill of Middle school male students having high and low parental involvement

Sl. No.	Groups	N	Mean	S.D.	t-value	Level of significance
1	High Parental Involvement	60	17.39	2.48	12.15	0.05 & 0.01
2	Low Parental Involvement	60	8.47	1.37		

Table 2 shows the mean difference of cooperation skill of middle school female students having high and low parental involvement. The calculated t- value was 8.21 which is found to be significant at both .05 and .01 levels. It implies that there exists significant difference in the cooperation skills of middle school female students having high and low parental involvement. Thus, the null hypothesis which states that parental involvement does not have any significant effect on cooperation skill of Middle school students stands rejected.

Table 2

Mean difference of cooperation skill of Middle school female students having high and low parental involvement

Sl. No.	Groups	N	Mean	S.D.	t-value	Level of significance
1	High Parental Involvement	60	16.31	2.01	8.21	0.05 & 0.01
2	Low Parental Involvement	60	10.34	2.12		

The second objective of the study was to measure the effect of parental involvement on conversation skill of middle school students. Table 3 shows the mean difference of conversation skill of middle school male students having high and low parental involvement. The calculated t- value was 5.62 which is found to be significant at both .05 and .01 levels. It implies that there exists significant difference in the conversation skills of middle school male students having high and low parental involvement. Thus, the null hypothesis which states that parental involvement does not have any significant effect on conversation skill of Middle school students stands rejected.

Table 3

Mean difference of conversation skill of Middle school male students having high and low parental involvement

Sl. No.	Groups	N	Mean	S.D.	t-value	Level of significance
1	High Parental Involvement	60	18.71	1.25	5.62	0.05 & 0.01
2	Low Parental Involvement	60	13.15	2.54		

Table 4 shows that the calculated t- value is 3.35 which is found to be significant at both .05 and .01 level. It means that there exists significant difference between the conversation skill of middle school female students having high and low parental involvement. Thus, null hypothesis which states that parental involvement does not have any significant effect on conversation skill of Middle school students stands rejected.

Table 4

Mean difference of conversation skill of Middle school female students having high and low parental involvement

Sl. No.	Groups	N	Mean	S.D.	t-value	Level of significance
1	High Parental Involvement	60	17.6	2.54	3.35	0.05 & 0.01
2	Low Parental Involvement	60	14.35	2.28		

CONCLUSION:

From the results of the study it can be concluded that parental involvement influences the cooperation and conversation skills of middle school students of Ballary district. It has been found that the male and female students having high parental involvement showed more conversation and cooperation skills as compared to the students having low parental involvement. So the family is both the earliest and the most sustained source of social contact for the child. The interaction and emotional relationship between infant and parents shape the child's expectancies and responses in subsequent social relations. Also Children will learn a lot about how to behave from observing their parents so they should live amicably at home. According to Marcon (1999) parent involvement is also required for the academic progress of students. So parents by giving their precious time to children can make them socially well behaved and academically strong.

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