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## “A Study Of Social Skills In Relation To Personality Development Of Secondary School Students”

DR. ANU BALHARA, ASSOCIATE PROFESSOR

DEPARTMENT OF EDUCATION

BHAGAT PHOOL SINGHMAHILA VISHWAVIDYALAYA,

DR. RAJKUMARI, ASSISTANT PROFESSOR

DEPARTMENT OF EDUCATION

BHAGAT PHOOL SINGHMAHILA VISHWAVIDYALAYA,

MONIKA, Med Student

Department of Education

### Abstract

The present study was carried out the social skill in relation to personality development. A sample of 200 secondary school students from assorted backgrounds in the Sonipat district was selected using a random sampling technique. The population was distributed equally. For measurement of social skill tool developed and standardized by Dr. Vishal Sood and Dr. Arti Anand and personality development tool developed and standardized M. Parthiban. After the analysis, the result showed a positive correlation between social skills and personality development of secondary school students. It was also found that there was no significant difference between personality development and social skills of boys and girls students based on gender.

**Keywords:** Social skills, Personality developments, Secondary school students.

### Introduction

#### Social skills

Social skills refer to how we acquire along with others friends and family. Navigating social communications is one of the most complex tasks that human beings do, involving many psychological systems, such as visual and auditory perception, language and problem solving. These systems develop throughout childhood and adulthood based on both nature and nurture. Social skills are the ability to respond to a given environment in a manner that produces, maintains, and enhances positive interpersonal effects.

Social skills are the skills that are used by human beings to cooperate and communicate with others to support status in the social formation and other motivations. Social system and social relations are formed, communicated, and changed in verbal and non-verbal ways creating social complication useful in identifying outsiders and intelligent reproduction partners. The method of learning these skills is called socialization.

Social skills are exact behaviors, exhibited by children in free play or scholastic situations, which instigate or maintain social communications with others. Social skills are detached, teachable behaviors that are related with direct measures of social competence, and as such serve as “building blocks” for the establishment of interpersonal associations, effective social contribution, and cooperation or association with peers and others.

Since various children with special needs do not have the social skills compulsory to interact positively with their peers, it seems essential that teachers assess their levels of social skills and initiate remediation of deficits.

### Basic social skills

- **Eye contact:** being capable to sustain eye contact with a different person to whom you are listening or speaking for at least to the point periods of time.
- **Facial expression:** smiling, showing happiness.
- **Social distance:** significant where to stand relative to others; knowing when physical contact is unsuitable.
- **Quality of voice:** volume, pitch, rate of talking, and simplicity of content.
- **Greeting others:** initiating contact or responding to a salutation, engaging another child to join you in various activities.
- **Making conversation:** age-appropriate informal skills, expressing your feeling, asking questions, listening, showing awareness, responding to questions asked.
- **Working with others and playing with others:** complying with system, distribution, compromising, helping, talking, complementing others, saying thank you, saying you're sorry.

This list represents a moderately complex combination of non-verbal and verbal skills which all appear essential for successful social interaction. Having the suitable social skills an individual also needs not to have other behavioral distinctiveness which prevent easy approval by others, e.g.; high levels of frustrating behavior (interrupting, shouting etc.) spontaneous and unpredictable reactions, temper irritability, insulting language, dishonest at games. In some cases these unattractive behaviors may need to be eliminated by behavior amendment or cognitive behavior modification actions.

### Personality Development

Personality is the term that define characteristic thoughts, feelings, behaviors and thought discriminates one person from another and that perseveres over time”. It is the entirety of biologically based and learnt which procedures the person’s unique responses environmental stimuli. When personal development takes place in the framework of institutions, it discusses to the methods, curricula, tools, procedures, and assessment systems that sustenance human development at the individual level in organizations.

Personality development consist of activities that improve awareness and individuality, develop aptitudes and potential, build human capital and simplify employability, enhance quality of life and contribute to the comprehension of dreams and ambitions.

### Review of related literature

**Sharma (2002)** compared the social skills of visually disabled and sighted children in India. The researcher was selected their study subjects from four residential schools in India. In general, sighted children were found to have significantly more apposite social skills and overconfident than visually disabled children irrespective of gender.

**Peyton (2006)** in their study he was explained the attitudes of school psychologists toward social skills training for children. The study exposed that social skills training is an intervention designed to teach children positive social skills and problem-solving strategies. It was originate that over half (55%) of school psychologists in the Central Valley conduct at least one social skills group and school psychologists with

colleague-based knowledge had more positive attitudes towards social skills than those who collected their information elsewhere.

**Sudhakar& Bhoite (2019)** An Overview on Personality Development This indicates that the current study to explore the knowledge of personality. This paper attempts an individual personality with theories and.

### **Justification of the study**

The social skills are not only essential for daily communication but they manipulate the student's adjustment in proper setting and also develop their personality. The academic setting i.e. classroom becomes a grounding floor for enhancing the social skills and a field in which these skills are utilized. According to Walker (1983) "Social skills are a set of competencies that allow an individual to instigate and maintain constructive social relationships, contribute to peers acceptance and an acceptable school adjustment, and allow a person to cope effectively with the larger social environment". Knowing the importance of social skills, the teachers, psychologists, and counselors should time to time evaluate these skills and plan different activities to inculcate these skills in them. For achieving the purpose of social skill development, there is requirement of interface between teachers and students of the class. Social adjustment gives the skill and the power to bring enviable changes in the state of accessible environment. Here in order to develop a better insight into the possible relationship between social skills and personality developments measures of adolescents, this research work is planned.

### **Statement of the problem**

"A study of social skills in relation to personality development of Secondary School Students"

### **Objectives**

- To find out relationship between social skills and personality developments of secondary school students.
- To find out the difference between social skills of secondary school students based on gender.
- To find out the difference between personality developments of secondary school students based on gender.

### **Hypotheses**

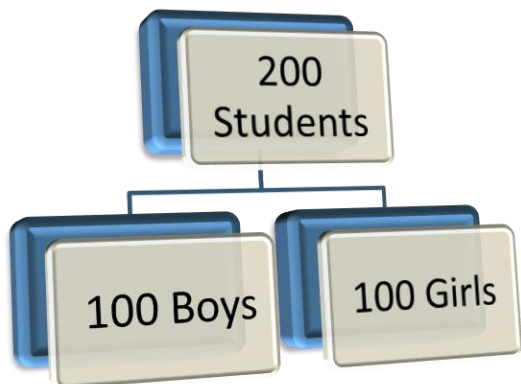
- There is no significant relationship between social skill and personality developments Secondary school students.
- There is no significant relation between life skills of secondary school student based on gender.
- There is no significant relation between personality developments of secondary school students on the based-on gender.

### **Method of the study**

The present study is observing Social Skills of Secondary School Students in relation their personality developments. Descriptive survey method was used in this study.

### **Sample of the study**

A sample 200 students were selected on the based-on gender from secondary school in Sonapat district. The sample is selected through random sample technique.



### Statistical Techniques used

The data were analyzed by means of descriptive statistics. The data were analyzed by means of the following statistical techniques:

- Mean
- Standard Deviation
- T-Test
- Coefficient of Correlation

### Tools of the study

- Social skills tool developed and standardized by Dr. Vishal Sood and Dr. Arti Anand.
- Personality Development tool developed and standardized M. Parthiban

### Variables in the study

- Dependent Variable: Social Skills
- Independent Variable: Personality Developments

### Results and Discussion

In the present study, the followings results have been found:

**Objective: To find out relationship between social skills and personality developments of secondary school students.**

Group	Mean	Std. Deviation	Correlation
Social skills	79.39	14.20	0.386
Personality Development	333.54	131.17	

**Interpretation:** The table 1 shows the correlation between social skills and personality developments among secondary school students. The Pearson’s correlation between these two variables is 0.386. So the null hypothesis, There is no significant relationship between social skills and personality developments among

secondary school students” is rejected. It indicates correlation between social skills and personality developments is moderate and positive.

**Objective: To find out the difference between social skills of secondary school students based on gender.**

Group	Mean	Std. Deviation	t-value
Boys	352.88	30.2	8.449
Girls	332.58	48.08	

**Interpretation:** Table 2 shows that mean of boys and girls on social skills is 352.88 and 332.58 and whereas S.D. is 30.2 and 48.08 respectively. It can be observed that the t-value is 8.449. It found significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their social skills. So, the null hypothesis is rejected. There will be no significant difference between boys and girls of secondary school so social skills are affected by gender.

**Objectives: To find out the difference between personality developments of secondary school students based on gender.**

Group	Mean	Std. Deviation	t-value
Boys	77.82	12.16	8.449
Girls	79.39	14.20	

**Interpretation** Table 3 shows that mean of boys and girls on personality developments is 77.82 and 79.39 and whereas S.D. is 12.16 and 14.20 respectively. It can be observed that the t-value is 8.449. it is found significant at 0.01 levels of significance which indicates that boys and girls are significantly differed in their Personality Development. So, the null hypothesis is rejected. There will be no significant difference between boys and girls of secondary school Personality Development is rejected. Thus, we can say that social adjustment is affected by gender.

## Conclusion

The study examined the social skills among secondary school students in relation to their personality developments. Social skills are commonly prevalent and each and every child has some grade of social skills. It is the responsibility of the teachers and parents to develop and inspire social skill as early as possible in childhood, when students can still communicate them freely. The teacher should establish a suitable atmosphere in the classroom that will give each learner the opportunity to improve his/ her social skills and develop their personality.

So, it is essential to develop these skills in children, to inspire them so that they can respond positively when faced with new situations and develop their personality, while at the same time encouraging them to perform in an impulsive, imaginative and creative way. The main aim of this study is giving confidence and develop all the capacities of the individual it makes no sense to leave out the inspiration and development of social

skills in the child, for these capacities allow the child to be socially well familiar. This paper concluded that social skills have influenced n personality developments of secondary school students.

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