



## A STUDY OF SOCIAL SKILLS OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL CLIMATE

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### ABSTRACT:

### KEYWORDS:

### INTRODUCTION

Healthy schools and supportive school environments provide connection, support, engagement, and physical and emotional safety, as well as access to social capital for students. They provide caring environments and positive conditions for learning. These environments include opportunities for all students to develop the social and emotional skills needed to meet the demands of school, work, and life, as well as opportunities for all students to have voice and to contribute and be recognized for positive contributions. In addition, healthy schools connect young people to essential health, mental health, and other family services that support physical and emotional wellness (Osher, Dwyer, & Jackson, 2004). In healthy schools, children and adults have relational trust, feel connected, supported, and have the opportunity to thrive (Bryk & Schneider, 2002).

The term 'skill' as to general meaning; One describes a constellation of behaviours that make a 'skill'. In the second, skill refers to something the individual possesses a capability to perform a task with a high order of proficiency. Broadly defined 'skills' or the abilities to deal effectively with the demands and challenging of everyday life. These are person's ability to maintain a state of mental wellbeing and to demonstrate the same in adaptive and positive behaviour while interacting with others understanding their world, building positive relationship with friends, family, peers listening and communicating effectively taking responsibility and coping with stress. Social skills enable the students to be accepted in society and accept social norms that provide foundation for adult's social behaviour.

Social skills have been defined as the ability to emit behaviours that are positively or negatively reinforced and not to emit behaviours that are punishment is extinguished by others. Social skills implies the selection and exhibition of behaviour at appropriate times and in specific situation. Social skills are defined as those social

inter personal and task - related behaviours that produce positive consequents in the school and class room settings social skills are the abilities to interact with other people in aspect able wise that will lead to beneficial outcomes. Social skills are the behaviours, verbal and non-verbal, that we use in order to communicate effectively with other people. Social skills are governed by culture, beliefs and attitudes. They continuously change and develop throughout our lives. Social skills are learned behaviours that students perform to successfully complete social task. Social skills facilitates the development and maintenance of positive social relationship and friendship improve school adjustment and help students to cope effectively and positively with the demand of their social environment.

Key aspects of school climate—conditions for learning (e.g., physical and emotional safety, connectedness and support, engaging and challenging opportunities to learn, and interactions with and modeling from socially and emotionally competent adults and peers)—and SEL are interconnected. SEL cannot flourish in a school independent of positive and supportive school and classroom climates, just as systematic efforts to build student and adult social and emotional competencies contribute to nurturing classroom and school climates. • School climate and social and emotional competence frameworks converge at the point at which: (1) individual competence becomes a condition for others' experiences and development; and (2) the policies, procedures, norms, and expectations provide the conditions to support and foster students' social and emotional competencies.

School climate consists of an accumulation of short-term social interactions over time that exist within microenvironments and larger systems that dictate the parameters of interaction and, along with the meaning that individuals make of these interactions, directly and indirectly influence them. At the lowest level are the dyadic microsecond interactions. These dyadic

interactions affect those directly involved, but also others around them. In this sense they have a rippling effect that influence other dyads as well as larger groups. The interactions that make up the climate shape and are shaped by the characteristics that members of the school community bring to them. The National School Climate Council (NSCC) defines school climate as “patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures” (National School Climate Council [NSCC], 2007, p. 4). School climate is a multidimensional construct with a single definition, but there is growing consensus on the essential components of a positive school climate. Thapa, Cohen, and Higgins-D’Alessandro (2013) identified four essential components of school climate based on a review of more than 200 school climate studies from the past decade: safety, relationships, teaching and learning, and institutional environment

### CONCEPT OF SOCIAL SKILL

A social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization. For socialization, interpersonal skills are essential to relate to one another. Interpersonal skills are the interpersonal acts a person uses to interact with others, which are related to dominance vs. submission, love vs. hate, affiliation vs. aggression, and control vs. autonomy categories (Leary, 1957).

Positive interpersonal skills include persuasion, active listening, delegation, and stewardship, among others. A healthy social interest that involves more than being in a group is required for well-adjusted social skills. Social psychology is the academic discipline that does research related to social skills and studies how skills are learned by an individual through changes in attitude, thinking, and behaviour.

### CONCEPT OF SCHOOL CLIMATE

School climate refers to the quality and character of school life. It has been described as “the heart and soul of the school that essence of a school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day.” A positive school climate helps people feel socially, emotionally and physically safe in schools. It includes students, parents and school personnel's norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school. According to the National School Climate Council, a sustainable, positive school climate promotes students academic and social development.

### NEED & IMPORTANCE OF THE STUDY

It is well accepted notion that students of today are the citizens of tomorrow. So, we have to train them to acquire different skills to live in the society with satisfaction. The

social change and modernization of the society demands more efficient people that are people with different social skills are needed.

The personality of a student has a positive correlation with the social skills acquired by them. Social skills are essential to handle interpersonal relations, to take appropriate decisions to communicate effectively, to manage our emotions and to acquire professional development. Social skills include different behaviours which help an individual enter and interact in interpersonal relations. On the other hand, these skills are also learnt through the very same experience. Social skills are an important factor of students' acceptance and popularity among the peers and also a factor of their academic achievement.

### OBJECTIVES OF THE STUDY

1. To find out the relationship between social skills of secondary students and their school climate.
2. To find out whether differences their school climate would account for significant differences in social skills of secondary students.

### HYPOTHESES OF THE STUDY

1. There is no significant relationship between social skills (Viz., skill of concern for others, Relationship or friendship skills, communication skills, self-care or self-control skills, Decision making / problem solving skills and Total) of secondary school students and their school climate.
2. There is no significant difference in social skills of secondary school student with high & moderate level of school climate.

### SAMPLING PROCEDURE

The population of the study comprises students studying in 9th standard. The sample selected by using simple random sampling technique. The sample consists of 300 secondary school students drawn from Government, Private aided, Private unaided secondary school of Dharwad district.

### TOOLS USED FOR RESEARCH

The present study was involved using the following tools for collecting data:

1. School Climate Scale developed and standardized by Dr. Shivendra Pratap Singh and Dr. Ali Imam (SCS-SSIA).
2. Social Skills Rating Scale developed and standardized by Dr. Vishal Sood, Dr. (Mrs.) Arti Anand and Suresh Kumar (SSRS-SVAKS).

### STATISTICAL TECHNIQUES

Statistical Techniques Used for present study was Pearson's Product Moment Co-Efficient of Correlation and t-test test.

**ANALYSIS AND INTERPRETATION**

**TABLE- 1**

**A TABLE SHOWS NUMBERS, DEGREE OF FREEDOM, 'R' VALUE AND LEVEL OF SIGNIFICANCE OF SCHOOL CLIMATE WITH SOCIAL SKILLS AND ITS COMPONENTS.**

Variable	N	df	'r' Value	significance
School climate with Skills of concern for others	300	298	0.725	S**
Friendship Skills	300	298	0.715	S**
Communication Skills	300	298	0.689	S**
Self-control Skills	300	298	0.658	S**
Problem Solving Skills	300	298	0.726	S**
Social Skills Total	300	298	0.705	S**

**\*\* -significant at the 0.01 level**

From the above table it can be seen that the obtained 'r' values 0.725, 0.715, 0.689, 0.658, 0.726, 0.705 are higher than the table value 0.148 at 0.01 level of significance, therefore the null hypothesis are rejected and the alternate hypothesis has been formulated that there is a significant relationship between social skills (Viz., skill of concern for others, Relationship or friendship skills, communication skills, self-care or self-control skills, Decision making / problem solving skills and Total) of secondary school students and relation to their school climate.

**TABLE -2**

**TABLE SHOWS THE NUMBERS, MEAN SCORES, STANDARD DEVIATION 'T' VALUE AND LEVEL OF SIGNIFICANCE OF SOCIAL SKILLS OF SECONDARY SCHOOL STUDENTS WITH HIGH & MODERATE LEVEL OF SCHOOL CLIMATE.**

Variable	Groups	N	Mean	SD	't' Value	significance
School Climate	Moderate	240	392.31	36.25	5.63	S**
	High	60	342.25	40.87		

**\*\* -significant at the 0.01 level**

From the above table it can be seen that the obtained 't' value 5.63 is greater than the table value 2.59 at 0.01 level of significance. Hence the null hypothesis is rejected and the alternative hypothesis is formulated that "There is a significant difference in social skills of secondary school student with high & moderate level of school climate".

The table further reveals that the of Secondary school students having to High level of school climate (M=392.31) have better social skills than the secondary school students having moderate level of perception towards school climate (M=342.25)

**EDUCATIONAL IMPLICATIONS**

The findings and results of the study have wide implication in the present system of education.

The study was conducted to find out the relationship between social skills of secondary school students and their perception towards school climate. The survey was conducted across the selected areas of Bengaluru south district (Rural and Urban) to find out the relationship between social skills of secondary school students and their perception towards school climate.

The following were the implications observed and assessed during the survey.

The study showed that there is a significant positive relationship between social skills (Viz., skill of concern for others, Relationship or friendship skills, communication skills, self-care or self-control skills, Decision making / problem solving skills and Total) of secondary school students and their perception towards school climate. This implies that school should encourage to make social skills an integrated ingredient of the course syllabus. Educational leaders and administrators should mandate and include social skills instructions in the curriculum for all classes. Teachers should be mandated to provide social skills instructions to students in their classes and those instructions should be integrated into the course lesson plans.

The study was further conducted to observe the level of social skills of secondary school student with high & moderate level of perception towards school climate. There is a significant difference in social skills of secondary school student with high & moderate level of perception towards school climate.

The Secondary school students having to High level of perception towards school climate have better social skills than the secondary school students having moderate level of perception towards school climate. This implies School climate is created by the school society. A positive school climate is perceived by students. A positive school climate helps in the overall improvement of the school (Cohen et al., 2009). Students feel comfortable in learning when there is a positive school climate.

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