SOCIAL SKILLS OF ADOLESCENT OF GANDHINAGAR DISTRICT

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ABSTRACT
Human beings are inherently social. Developing competencies in this domain enhance a person's ability to succeed in life as well as positively influence mental health, increase perfromance level at work place, and help one become a good citizen most suited for the democracratic society. This paper discusses the relation of social skills of adolescents in the context of gender, intelligence, area, level of education and their physiological problems. The results revealed that there was a significant difference of mean score of social skills inventory in relation to gender, IQ, level of education of parents and level of psychological problems. Whereas there was no significant difference in relation to the area. Further, the results show negative correlation between level of social skills and intensity of psychological problems. It suggests that socially competent adolescents have less psychological problems.
Keywords: Social skills, psychological problems
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INTRODUCTION

Adolescence is a period of transition when the individual changes- physically and psychologically- from a child to an adult. It is a period when rapid physiological and psychological changes demand for new social roles to take place. The adolescents, due to these changes often face a number of crises and dilemmas. It is the period when the child moves from dependency to autonomy. It demands significant adjustment to the physical and social changes. The adolescence period in the Indian social system comes under Brahmacharya (apprenticeship).This is the first ashram (stage of life) of development stages. In this stage, the child learns the basic skills in relation to his future role as a responsible adult. It is a fact that all living beings pass through specific stages or phases of development. Erikson believed that each stage of life is marked by a specific crisis or conflict between competing tendencies. Only if individuals negotiate each of these hurdles successfully they can develop in a normal and healthy manner. During this phase adolescents must integrate various roles into a consistent self- identity. If they fail to do so, they may experience confusion over who they are.

The students feel difficult to cope up with such changes. So many questions arise in their minds. Unanswered questions produce mental conflict. The behavior of students has been adversely affected by this mental conflict. To provide necessary guidance for their behavioral problems, it is essential to understand the root causes of this situation. Due to ignorance and misinterpretation of such behavioral problems, it interrupts social and family harmony. This situation became painful, for parents and students as well. To understand the causes and factors affecting this problem we have to analyze various situations which are responsible

for it. With the help of such remedies found through scientific inquiry, we can help adolescent students.

Significance of Study

Children's University is concerned with holistic development of children from womb to 18 years. The area of research coveres a very wide spectrum. It includes formal and informal education. It covere prenatal education, pre-primary, primary, secondary and higher secondary education. The various projects related to parenting and extension services will be greatly supported by this type of researches. With the help of such need based research studies the university can prepare its future roadmap for holistic development of children. This is the primary study in this direction. On the basis of this study major extensive research work will be planned in future. So the study is closely concerned with functions of Children's University.

The main objective of this study was to find out the Psychological problems and social skill of adolescent students in the context of area, gender, IQ and level of education of their parents. The psychological problems pertained to various factors which are closely related to each others. The analysis of this interrelation we can find the thrust area of problems. This diagnosis can help parents and academicians to handle behavioral problems of students of this age group. This stage of age is very crucial for every individual. This stage can decide the future direction of development. At this stage proper diagnosis and remedial guidance- counselling can help them to shape up their life in a positive direction. The pattern of problems and its interrelation help us to find out real and basic causes for society and family related issues. This study can help the parents and teachers in dealing with student of this age group. In this study the psychological problems and social skill of adolescent students are analyzed in relation to area, IQ, gender and level of education of parents so it will help to customize the guidance and counseling program according to variables.

Theoretical Background
Meaning of importance of Adolescence

Adolescence means, "To emerge" or "achieve" identity. This is a relatively new concept, especially in development thinking. Adolescence is a developmental transition between childhood and adulthood. It is generally considered to begin at about age ten and to end in; the late teens i.e.10-19 years as per the WHO guidelines.

There are two most important factors for studying adolescents. This is the period of growth spurt where maximum changes can be observed in an individual as compared to the other phases of life and as stated by Barbarian and Ganja (2000) a group of adolescents is a distinct group with their own unique needs and concerns. The increase in attention towards adolescents is due to the recognition of this group as a significant proportion of the total population and also as the future leaders and guardians of the nation's development. The first factor in understanding and studying adolescents is the rapid changes that occur during this period and the influence that have on the growth and development of adolescents. This stage of life is

called 26 critical period and also as the stage of growth spurt. Adolescence is also an emotional and social process and so it is said, adolescence begins in biology and ends in culture."(Conger and Peterson 1984) The storm and stress often associated with the teenage years have been called adolescent rebellion-rebellion that may encompass not only conflict within the family but a general alienation from adult society and hostility towards the values.

Concept and Importance of Social skills

The domain of social intelligence and development is a critical component of descriptions of human ability and behavior (Albrecht, 2006; Gardner, 1983/1993, 2006). Social skills are important for preparing young people to mature and succeed in their adult roles within the family, workplace, and community. Those involved in guiding children and youth should pay special attention to this domain: social skills allow people to succeed not only in their social lives, but also in their academic, personal, and future professional activities. For educators, it is increasingly obvious that learning is ultimately a social process (Bandura, 1986; Dewey, 1916; Vygotsky, 1978). While people may initially learn something independently, eventually that learning will be modified in interaction with others.

Bierman (2004) defined social skill as the "capacity to coordinate adaptive responses flexibly to various interpersonal demands, and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions and morals" (p. 141). Broderick and Blewitt (2010) identified four categories of foundational social competencies as below :

1. Affective processes (including empathy, valuing relationships, and sense of belonging)

2. Cognitive processes (including cognitive ability, perspective taking, and making moral judgments)

3. Social skills (including making eye contact, using appropriate language, and asking appropriate questions)

4. high social self-concept.

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003, 2007), one of the leaders in the development of social-emotional learning (SEL), identified five teachable competencies that they believe provide a foundation for effective personal development:

1. **Self-awareness:** knowing what one is feeling and thinking; having a realistic assessment of one's own abilities and a well-grounded sense of self-confidence

2. **Social awareness:** understanding what others are feeling and thinking; appreciating and interacting positively with diverse groups.

3. **Self-management:** handling one's emotions so they facilitate rather than interfere with task achievement; setting and accomplishing goals; persevering in the face of setbacks and frustration.

4. **Relationship skills:** establishing and maintaining healthy and rewarding relationships based on clear communication, cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

5. **Responsible decision making:** making choices based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one's decisions.

Further another classification of Social skills can be described as follows (2002, Child Trends: Washington, D.C.)

Interpersonal Skills

Conflict Resolution

Intimacy

Prosocial Behaviors

Individual Attributes

Self-Control and Behavior Regulation

Social Confidenc

Empathy

Based on the discussion above, a comprehensive definition of social competence would include a person's knowledge, attitudes, and skills related to at least six components:

1. Being aware of one's own and others' emotions

2. Managing impulses and behaving appropriately

3. Communicating effectively

4. Forming healthy and meaningful relationships

5. Working well with others

6. resolving conflict

Research Evidences related to Social Development

Researchers have been studying the connection between social development and academic achievement for decades and have come to a startling conclusion: the single best predictor of adult adaptation is not academic achievement or intelligence, but rather the ability of the child to get along with other children (Hartup, 1992). Additionally, Wentzel (1993) found that prosocial and antisocial behavior are significantly related to grade point average and standardized test scores, as well as teachers' preferences for the student. These studies indicate that a socially adjusted child is more likely to be the academically successful child. As an explanation for why social development is important to the academic learning process, Caprara, Barbanelli, Pastorelli, Bandura and Zimbardo (2000) noted that aggression and other maladaptive behaviors detract from academic success by 'undermining academic pursuits and creating socially alienating conditions' for the aggressive child. Studies show also that if children are delayed in social development in early childhood they are more likely to be at-risk for maladaptive behaviors such as antisocial behavior, criminality, and drug use later in life (Greer-Chase, Rhodes, & Kellam, 2002). In fact, Kazdin (1985) noted that the correlations between preschool-aged aggression and aggression at age 10 is higher than the correlation between IQ and aggression. Studies done with students at the ages of middle childhood and adolescence support the notion that those social skills acquired in early education are related to social skills and academic performance throughout school-aged years. One such longitudinal study done with third- and fourth-grade students found that social skills were predictive of both current and future academic performance (Malecki & Elliot, 2002). Mitchell and

Elias (as cited in Elias, Zins, Graczyk, & Weissberg, 2003) found similar results; they showed that academic achievement in the third grade was most strongly related to social competence, rather than academic achievement, in the second grade. Similarly, Capara, Barbanelli, Pastorelli, Bandura, and Zimbardo (2000) found that changes in achievement in the eighth grade could be predicted from gauging children's social competence in third grade. These findings support the view that a broad focus on social and emotional development promotes academic achievement throughout middle and high school. A study completed by Herbert-Myers, Guttentag, Swank, Smith, and Landry (2006) provided a glimpse into the complexity and multidimensionality of developing social competence. They found that "social connectedness, compliance, and noncompliance with peer requests were predicted by concurrent language skills, whereas concurrent impulsivity and inattentiveness were important for understanding frustration tolerance/flexibility with peers" (p. 174). They also found that language and skills used in toy play at age three were directly related to language competence and attention skills at age eight. Their conclusion was that early social and language skills influenced later social competence through both direct and indirect means.

Related to the problems that affect youths and which are presented, sometimes as causes, sometimes as consequences, or as both, are the so-called psychological disorders, many of which are clearly associated with behavioral problems that start in childhood (Patterson & Yoerger, 2002)

A good repertoire of social skills has also been included among protective factors against psychological disorders and problems (Campos, Del Prette & Del Prette, 2000; Del Prette & Del Prette, 2002, 2005; Gresham, 2009; Walker & Severson, 2002). This repertoire is important because it also favors the other protective factors, for example, participating in extracurricular activities, improving self-esteem, making friends, and even scholastic achievement. On the other hand, deficits in social skills are acknowledged to be correlated with a wide range of psychological disorders and different types of psycho-social maladjustment (Walker & Severson, 2002).

Discussion on above researches can lead our attention towards the fact that the social competences are basic requirement for not only adaptation of adult with society but also for academic achievement. In the present study the researcher has tried to find out social skill of adolescents in relation to gender, intelligence, area, gender and level of education of their parents. On the basis of its finding further research can be done on case studies of particular adolescent student having low social skills and low achievement in light of his early childhood.

Objectives

1. To study the social skill of adolescent students in relation to Gender, IQ, area, Level of Education of parents.

2. To find out the correlation between psychological problems and social skills of the adolescents.

Variables

Independent Variables

1. Gender	Male and Female
2. Intelligence	Male	High - More than 90
		Low - Less than 90
	Female	High - More than 120
		Medium-Between 90 to 120
		Low - Less than 90
3. Area	Urban and Rural
4. Level of Education of Parents	High - More than graduate
	Low - Less than graduate
5. Psychological Problem Index	High Psychological problems
	Low Psychological problems

Dependent Variables

1. Social skill

Hypothesis

1. There will be no significant difference between mean scores of Social Skill of female and male adolescents.

2. There will be no significant difference between mean scores of Social Skill of male adolescents having low IQ and high IQ.

3. There will be no significant difference between mean scores of Social Skill of female adolescents having low and medium IQ.

4. There will be no significant difference between mean scores of Social Skill of female adolescents having low and high IQ.

5. There will be no significant difference between mean scores of Social Skill of female adolescents having medium and high IQ.

6. There will be no significant difference between mean scores of Social Skill of rural and urban adolescents.

7. There will be no significant difference between mean scores of Social Skill of adolescents who have low and high level of education of parents.

8. There will be no significant difference between mean scores of Social Skill of adolescents who have low and high level of psychological problems.

9. There will be relationship between psychological problem and social skills of adolescents.

Research Method

The present study was survey. In this study the students of Gandhinagar district was covered.

Population

In present study students of the Gandhinagar district having age between 15 to 17 years was population of study.

Sample

In this study student of five school was covered as sample. The five schools were selected through randomised sampling method. All students who were studying in class XI and XII were selected for sample. The table no : shows the sample of this study

Table:1 Sample of the study

Boys	Girls	Total
19	21	40
16	18	34
26	26	52
33	17	50
13	9	22
107	**91**	**198**

Tools for the study

The following tools were used for data collection

1. Social Skill Inventory

3. Desai- Bhatt Group Intelligence test

4. General Information sheet

Delimitation of the Study

1. The present study was undertaken as a pilot study for major research project so the sample was limited. The study covered only adolescents of Gandhinagar district. On the basis of the findings of the present study further research work will be undertaken.

2. The tool used for data collection of Social skills Inventory was not standardized.

Data Collection

The students of selected five schools were given tools for data collection, personally by a researcher. The students were instructed and given proper time to give their responses.

Analysis and Interpretation of data

The students were instructed to respond Social skill inventory in five point rating scale i. e. Always, Many times, Not Sure, Sometimes and Never. The inventory contains 60 statements in which 32 statements were positive and 28 statements were negative. The scoring was done as per 4,3,2,1,0 for positive statement and 0,1,2,3,4 for negative statements.

The data collected was entered in excel sheet of a computer. The analysis was done through an excel program of a computer. To test null hypothesis T-test was calculated.

Table:2 Comparison of Social Skill in relation to Gender

Variable	No	Mean	SD	SED	T-Value	Significance
Female	92	164.73	15.76	2.82	6.53	S
Male		107	146.30	23.72		

Data Analysis

Table No-2 reveals that the average mean score of Social Skill in relation to female and male adolescents was 164.73 and 146.30 respectively. The SD of female and male adolescents was 15.76 and 23.72 respectively. T-value was 6.53 which

shows significant difference in mean scores at 0.01 level.

Thus, the null hypothesis "There will be no significant difference between mean scores of Social Skill of adolescents in relation to gender." was not accepted.

Table:3 Comparison of Social Skill of boys in relation to IQ

Variable	No	Mean	SD	SED	T-Value	Significance
Less then 90	43	140.12	20.93	4.15	3.09	S
More then 90	6l	152.93	20.75			

Table No-3 reveals that the average mean score of social skill in relation to low IQ and High IQ male Adolescents was 140.12 and 152.93 respectively. The SD of male adolescents was 20.93 and 20.75 respectively. T-value was 3.09 which

shown significant difference in mean scores at 0.01 level.

Thus, the null hypothesis, "There will be no significant difference between mean scores of Social Skill of adolescent male students in relation to IQ," was not accepted.

Table:4 Comparison of Social Skill of girls in relation to IQ

Variable	No	Mean	SD	SED	T-Value	Significance
Less then 90	19	160.79	14.94	3.93	0.82	NS
Between 90 to 120	63	164.01	15.31			

Table No-4 reveals that the average mean score of Social skill in raltion to low IQ and medium IQ female adolescents was 160.79 and 164.01 respectively. The SD of female adolescents was 14.94 and 15.31 respectively. T-value was 0.82 which shows no significant difference in mean scores. Thus, the null hypothesis "There will be no significant difference between mean scores of Social Skill of adolescent female students having low and medium IQ," was accepted.

Table:5 Comparison of Social Skill of girls in relation to IQ

Variable	No	Mean	SD	SED	T-Value	Significance
Less then 90	19	160.79	14.94	5.70	2.79	S
More then 120	10	176.70	14.42			

Table No-5 reveals that the average mean score of Social skill in relation to low IQ and high IQ female adolescents was 160.79 and 176.70 respectively. The SD of female adolescents was 14.94 and 14.42 respectively. T-value was 2.79 which shows significant difference in mean scores 0.01 level.

Thus, the null hypothesis, "There will be no significant difference between mean scores of Social Skill of adolescent female students having low and high IQ." was accepted.

Table:6 Comparison of Social Skill of girls in relation to IQ

Variable	No	Mean	SD	SED	T-Value	Significance
Between 90 to 120	63	164.02	15.31	2.73	4.65	S
More then 120	10	176.70	14.42			

Table No-6 reveals that the average mean score of Social skill in relation to medium IQ and high IQ female adolescents was 164.02 and 176.70 respectively. The SD of female adolescents was 15.31 and 14.42 respectively. T-value was 4.65 which shows significant difference in mean scores 0.01 level.

Thus, the null hypothesis, "There will be no significant difference between mean scores of Social Skill of adolescent female students having medium and high IQ," was accepted.

Table:7 Comparison of Social Skill in relation to Area

Variable	No	Mean	SD	SED	T-Value	Significance
Rural	62	152.95	16.62	2.84	0.96	NS
Urban	137	155.66	22.17			

Table No-7 reveals that the average mean score of Social Skill of rural and urban adolescents was 152.95 and 155.66 respectively. The SD of rural and urban adolescents was 16.62 and 22.17 respectively. T-value was 0.96 which shows no significant difference in mean scores.

Thus, the null hypothesis, "There will be no significant difference between mean scores of Social Skill of rural and urban adolescents," was accepted.

Table:8 Comparison of Social Skill in rlation to Level of Education of Parents

Variable	No	Mean	SD	SED	T-Value	Significance
Below Graduate	122	151.23	21.57	3.22	2.87	S
Above Graduation	77	160.49	22.51			

Table No-8 reveals that the average mean score of Social Skill of adolescents who have low level and high of education of parents was 151.23 and 160.49 respectively. The SD of adolescents was 21.57 and 22.51 respectively. T-value was 2.87 which shows significant difference in mean scores 0.01 level.

Thus, the null hypothesis, "There will be no significant difference between mean scores of Social Skill of adolescents who have low and high level of education of parents," was accepted.

Table:9 Comparison of Social Skills of Groups having Low and High Psychological Problems

Variable	No	Mean	SD	SED	T-Value	Significance
Low Psychological Problems	102	159.07	19.9	2.97	2.7	S
High Psychological Problems	94	151.96	21.5			

Table No-9 reveals that the average mean score of Psychological Problem Index of low social skill group and high social skill group was 60.57 and 49.48 respectively. The SD of group was 30.60 and 31.45 respectively. T-value was 3.58 which shows significant difference in mean scores 0.01 level.

Thus, the null hypothesis "There will be no significant difference between mean scores of Psychological Problem Index of low social skill group and high social skill group." was not accepted.

Table:10 Corelation between Psychological problems and Social skills of Adolescents

Variable	Corelation
Psychological Problems Social Skills	-0.25

p=-0.25<0.01

Table No.10 shows the correlation between Psychological problems and social skills of adolescents. The correlation was -0.25. It shows moderate negative corelation between the two variables at 0.01 level. Thus the directional hypothesis No-9 is not rejected.It means that higher psychological problems have lower level of social skill and vice versa.

Major Findings

1. There was a significant difference in mean scores of male and female adolescents of Gandhinagar district. Female adolescents have more social skill as compared to male adolescents.

2. So far as social skill is concerned IQ is a very effective factor for both male and female adolescents. The measurement was done for male students in two levels of IQ, i.e. below

90 and above 90. The male adolescents having a more than 90 IQ shown higher social skill than others. Female adolescents having IQ blow 90 and between 90 to 120 have no significant difference in social skill. It means that they have almost equal social skills. But female adolescents having an IQ above 120 shown higher social skills as compared to female adolescents having an IQ below 90 and between 90 to 120. It means that high intelligent female adolescents have more social skills than low intelligence.

3. There was no significant difference found in rural and urban adolescents so far social skills is concerned. It means that in the present study area is not found effective factor for social skills

4. The adolescents having highly educated parents found more social skill than adolescents having low educated parents. It is found that parent's education effects social skill of adolescents.

5. The social skill of adolescents found effective factor on psychological problems. The adolescents having low psychological problems were found socially more competent compared to high level of psychological problem group.

6. The correlation between psychological problems and social skills of adolescents was found negative. It means that adolescents having low level of social skills have more psychological problems compared to adolescents having high level social skills. Further it can be assumed that the education of social skills can reduce psychological problems to certain extent.

Conclusion

Social competence of adolescents is a very important factor to determine their adjustment in life and profession. The present study has tried to find out the psycho-social profile of adolescents of Gandhinagar District. Further study in this area and direction will throw more light on reality. On the basis of these findings and its analysis we can say that psychological problems and social skills are closely connected. Further, the study also revealed that there should be tailor made programs of guidance and counselling for different groups of adolescents.

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