

A Study of Social Skills of Secondary School Students in relation to Neuroticism

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ABSTRACT

The present study is an effort to compare the social skills of secondary school students in relation to neuroticism. The objective of this researcher was to compare the different dimensions of social skills i.e. skills of concern for others, relationship skills, communication skills, self-control skills, problem solving skills and overall social skills of secondary school students in relation to neuroticism. Null hypotheses have been framed to achieve this purpose. This study employed survey method of descriptive researcher. The sample of the study included 200 students of 10 government schools of Moradabad city. Simple random sampling technique has been used for the selection of the sample. Social skill was treated as dependent variable while neuroticism was taken as independent variable. Social Skills Rating Scale by Vishal Sood, Arti Anand and Suresh Kumar and Big Five Personality Inventory developed by Dr. Arun Kumar Singh and Dr. Ashok Kumar was used to collect the data. Mean, standard deviation and one-way analysis of variance has been used for data analysis. The findings showed that a significant difference existed in the skills of concern for others, relationship skills, communication skills, self-control skills, problem solving skills and overall social skills of secondary school students in relation to neuroticism. It was found that secondary school students who have high and average neuroticism possess below average social skills while the students who have low neuroticism possess above average social skills.

Introduction

A child is born in a society and also grows up in the society. Social development of the child is very important for his success. It depends on many factors out of which social skills play an important role. Social skills are the components of behavior that help to adapt across the variety of social settings and enable to get adjusted in the society. Basically social skills are behaviors that promote positive interaction with others (**Lynch & Simpson, 2010**). Good social skills are very important for an individual for successful functioning in life, by learning these skills a person comes to know how to make good decisions, good choices and how to behave in diverse situations.

Social skills help to prepare young people to be mature and succeed in their adult roles with the family, workplace and community. Social skills help people in their academic, personal and future professional activities and to adjust in their social life. According to **Zins, Weissbert, Wang, & Walberg (2004)**, "social skills help in social and emotional learning - recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically". Good social skills help us to know what to say to others, how to ask others for help, how to maintain good relationships in the society etc.

Many factors affect the development of social skills among children. **Ioannis & Efrosini (2008)** stated that intelligence and talent affect the social skills of the children. **Rashid (2010)** found that gender, locale and grade were source of social skill development. **Daraee, Salehi, & Fakhr**

(2016) are of the view that social skills depend on the type of school. School-related factors, such as the psychosocial classroom environment may have differential effects on children's social skills development. **Spivak & Farran (2016)** found that children with more positive and cooperative interactions between peers showed greater social skills. Like these variables personality may be an influencing factor of the social skills. In the present study the researcher tried to find the effect of only one factor of personality i.e. neuroticism on the social skills of the students.

Objectives of the Study

The objectives of this study are as follows:

- To compare the skills of concern for others among secondary school students in relation to neuroticism.
- To compare the relationship skills of secondary school students in relation to neuroticism.
- To compare the communication skills of secondary school students in relation to neuroticism.
- To compare the self-control skills of secondary school students in relation to neuroticism.
- To compare the problem solving skills of secondary school students in relation to neuroticism.
- To compare the social skills of secondary school students in relation to neuroticism.

Hypotheses of the Study

Null hypotheses have been framed in this study, which are as follows:

- There is no significant difference in the skills of concern for others among secondary school students in relation to neuroticism.
- There is no significant difference in the relationship skills of secondary school students in relation to neuroticism.
- There is no significant difference in the communication skills of secondary school students in relation to neuroticism.
- There is no significant difference in the self-control skills of secondary school students in relation to neuroticism.
- There is no significant difference in the problem solving skills of secondary school students in relation to neuroticism.
- There is no significant difference in the social skills of secondary school students in relation to neuroticism.

Methodology of the Study

- Survey method of descriptive research has been used in this study.
- The sample of this study included 200 students of 10 government schools of Moradabad city. Simple random sampling technique has been used for the selection of the sample.
- Social skill is the dependent variable while neuroticism is the independent variable of the present study.
- Social Skills Rating Scale by Vishal Sood, Arti Anand and Suresh Kumar was used to measure the social skills of the students. Big Five Personality Inventory developed by Dr. Arun Kumar Singh and Dr. Ashok Kumar was used to measure neuroticism of the students.
- Mean, standard deviation and one-way analysis of variance has been used for data analysis.

Analysis and Interpretation of Data

Table – 1(a)
Mean and S.D. of Skills of Concern for Others among Secondary School Students in relation to Neuroticism

Skills of Concern for Others in relation to Neuroticism	Neuroticism	N	Skills of Concern for Others	
			Mean	S.D.
	High	77	67.93	16.55
	Average	56	65.76	17.74
	Low	67	83.14	19.22

The table 1(a) shows mean and S.D. of the skills of concern for others among secondary school students in relation to neuroticism. It is clear from the table that the mean of the skills of concern for others among secondary school students having high, average and low neuroticism are 67.93,

65.76 and 83.14 respectively. This shows that the secondary school students having high and average neuroticism have below average skills of concern for others while secondary school students having low neuroticism have above average skills of concern for others.

Table – 1(b)
Analysis of Variance to Compare the Skills of Concern for Others among Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	11739.7101	5869.855	18.491**	Significant
Within Group	197	62537.1649	317.4475		

** = Significant at 0.01 Level of Significance.

The table 1(b) shows that the obtained F-value to compare the skills of concern for others among secondary school students having high, average and low neuroticism is 18.491. This F-value has been found significant at 0.01 level of significance. It indicates that there is a highly significant difference in the skills of concern for others among secondary

school students having high, average and low neuroticism. Thus, the null hypothesis that **“there is no significant difference in the skills of concern for others among secondary school students in relation to neuroticism”** is completely rejected.

Table – 2(a)
Mean and S.D. of Relationship Skills of Secondary School Students in relation to Neuroticism

Relationship Skills in relation to Neuroticism	Neuroticism	N	Relationship Skills	
			Mean	S.D.
	High	77	49.50	16.12
	Average	56	47.19	15.96
	Low	67	62.19	15.69

The table 2(a) shows mean and S.D. of the relationship skills of secondary school students in relation to neuroticism. It is clear from the table that the mean of the relationship skills of secondary school students having high, average and low neuroticism are 49.50, 47.19 and 62.19

respectively. This shows that the secondary school students having high and average neuroticism have below average relationship skills while secondary school students having low neuroticism have above average relationship skills.

Table – 2(b)
Analysis of Variance to Compare the Relationship Skills of Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	8487.0163	4243.5082	16.707**	Significant
Within Group	197	50036.5637	253.9927		

** = Significant at 0.01 Level of Significance.

The table 2(b) shows that the obtained F-value to compare the relationship skills of secondary school students having high, average and low neuroticism is 16.707. This F-value has been found significant at 0.01 level of significance. It indicates that there is a highly significant difference in the

relationship skills of secondary school students having high, average and low neuroticism. Thus, the null hypothesis that **“there is no significant difference in the relationship skills of secondary school students in relation to neuroticism”** is completely rejected.

Table – 3(a)
Mean and S.D. of Communication Skills of Secondary School Students in relation to Neuroticism

Communication Skills in relation to Neuroticism	Neuroticism	N	Communication Skills	
			Mean	S.D.
	High	77	45.96	15.76
	Average	56	43.98	14.40
	Low	67	56.53	16.88

The table 3(a) shows mean and S.D. of the communication skills of secondary school students in relation to neuroticism. It is clear from the table that the mean of the communication skills of secondary school students having high, average and low neuroticism are 45.96, 43.98 and 56.53

respectively. This shows that the secondary school students having high and average neuroticism have below average communication skills while secondary school students having low neuroticism have average communication skills.

Table – 3(b)
Analysis of Variance to Compare the Communication Skills of Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	5926.978	2963.489	11.888**	Significant
Within Group	197	49108.522	249.2818		

** = Significant at 0.01 Level of Significance.

The table 3(b) shows that the obtained F-value to compare the communication skills of secondary school students having high, average and low neuroticism is 11.888. This F-value has been found significant at 0.01 level of significance. It indicates that there is a highly significant

difference in the communication skills of secondary school students having high, average and low neuroticism. Thus, the null hypothesis that **“there is no significant difference in the communication skills of secondary school students in relation to neuroticism”** is completely rejected.

Table – 4(a)
Mean and S.D. of Self-Control Skills of Secondary School Students in relation to Neuroticism

Self-Control Skills in relation to Neuroticism	Neuroticism	N	Self-Control Skills	
			Mean	S.D.
	High	77	45.02	15.32
	Average	56	44.44	17.35
	Low	67	59.71	14.96

The table 4(a) shows mean and S.D. of the self-control skills of secondary school students in relation to neuroticism. It is clear from the table that the mean of the self-control skills of secondary school students having high, average and low neuroticism are 45.02, 44.44 and 59.71

respectively. This shows that the secondary school students having high and average neuroticism have low self-control skills while secondary school students having low neuroticism have above average self-control skills.

Table – 4(b)
Analysis of Variance to Compare the Self-Control Skills of Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	9948.3557	4974.1779	19.920**	Significant
Within Group	197	49191.3993	249.7025		

** = Significant at 0.01 Level of Significance.

The table 4(b) shows that the obtained F-value to compare the self-control skills of secondary school students

having high, average and low neuroticism is 19.920. This F-value has been found significant at 0.01 level of significance. It

indicates that there is a highly significant difference in the self-control skills of secondary school students having high, average and low neuroticism. Thus, the null hypothesis that

“there is no significant difference in the self-control skills of secondary school students in relation to neuroticism” is completely rejected.

Table – 5(a)
Mean and S.D. of Problem Solving Skills of Secondary School Students in relation to Neuroticism

Problem Solving Skills in relation to Neuroticism	Neuroticism	N	Problem Solving Skills	
			Mean	S.D.
	High	77	31.67	10.91
	Average	56	34.64	11.73
	Low	67	44.74	10.31

The table 5(a) shows mean and S.D. of the problem solving skills of secondary school students in relation to neuroticism. It is clear that the mean of the problem solving skills of secondary school students having high, average and low neuroticism are 31.67, 34.64 and 44.74 respectively. This

shows that the secondary school students having high and average neuroticism have low problem solving skills while secondary school students having low neuroticism have average problem solving skills.

Table – 5(b)
Analysis of Variance to Compare the Problem Solving Skills of Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	6511.9282	3255.9641	27.121**	Significant
Within Group	197	23650.4268	120.0529		

** = Significant at 0.01 Level of Significance.

The table 5(b) shows that the obtained F-value to compare the problem solving skills of secondary school students having high, average and low neuroticism is 27.121. This F-value has been found significant at 0.01 level of significance. It indicates that there is a highly significant

difference in the problem solving skills of secondary school students having high, average and low neuroticism. Thus, the null hypothesis that **“there is no significant difference in the problem solving skills of secondary school students in relation to neuroticism”** is completely rejected.

Table – 6(a)
Mean and S.D. of Social Skills of Secondary School Students in relation to Neuroticism

Social Skills in relation to Neuroticism	Neuroticism	N	Social Skills	
			Mean	S.D.
	High	77	240.10	32.82
	Average	56	236.03	40.84
	Low	67	306.34	61.75

The table 6(a) shows mean and S.D. of the social skills of secondary school students in relation to neuroticism. It is clear from the table that the mean of the social skills of secondary school students having high, average and low neuroticism are 240.10, 236.03 and 306.34 respectively. This

shows that the secondary school students having high and average neuroticism have below average social skills while secondary school students having low neuroticism have above average social skills.

Table – 6(b)
Analysis of Variance to Compare the Social Skills of Secondary School Students in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Between Group	2	206269.993	103134.996	47.765	Significant
Within Group	197	425364.201	2159.2091		

** = Significant at 0.01 Level of Significance.

The table 6(b) shows that the obtained F-value to compare the social skills of secondary school students having high, average and low neuroticism is 47.765. This F-value has been found significant at 0.01 level of significance. It indicates that there is a highly significant difference in the social skills of secondary school students having high, average and low neuroticism. Thus, the null hypothesis that **“there is no significant difference in the social skills of secondary school students in relation to neuroticism”** is completely rejected.

Conclusions

The present study showed some conclusions, which are as follows:

- A significant difference has been found in the skills of concern for others among secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess below average skills of concern for others while the students who have low neuroticism possess above average skills of concern for others.

- There has been found a significant difference in the relationship skills of secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess below average relationship skills while the students who have low neuroticism possess above average relationship skills.
- Significant difference has been observed in the communication skills of secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess below average communication skills while the students who have low neuroticism possess average communication skills.
- A significant difference has been found in the self-control skills of secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess low self-control skills while the students who have low neuroticism possess above average self-control skills.
- Significant difference has been found in the problem solving skills of secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess low problem solving skills while the students who have low neuroticism possess average problem solving skills.
- There has been found a highly significant difference in the social skills of secondary school students in relation to neuroticism. Secondary school students who have high and average neuroticism possess below average social skills while the students who have low neuroticism possess above average social skills.

Educational Implications

As in this study, it has been found that the students who are less neurotic are having better social skills. This finding gives emphasis on the reduction of neuroticism among children. It becomes the duty of the parents and teachers to identify the symptoms of neuroticism among their children. After that they should provide the treatment to them. Different kind of therapy sessions and emotional counseling should be organized for such children. Such children should be trained in emotional regulation, emotional competencies and self-expression. They should be taught to avoid such situations where they feel emotionally disturbed. They should be taught to express their feelings and emotions through various social activities, such as games and sports, skits, role play, art and craft etc. With the help of these activities, they would be able to reduce their neuroticism on the one hand and increase their social skills on the other.

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