Identification Of Social Skills Level Of Secondary School Students In Khyber Pakhtunkhwa

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Abstract: This study aimed to identify the social skill level of secondary school students in Khyber Pakhtunkhwa. Many factors affect students' academic achievement but one of them is students' social skills. In this study, five social skills.i.e. peer relation, self-management, academic, cooperation and assertive skills were taken. This was a cross-sectional survey type study. All the 2616 public secondary schools in Khyber Pakhtunkhwa were the population. Sixty public secondary schools were selected as sample. Twenty students of grade 9th from each school were selected randomly as sample. For data collection, two 5-point Likert scales, one for students and other for class teachers, were used. The validity of instruments was checked with the help of expert committee while reliability was checked through Cronbach alpha and was determined as 0.945. Data were analyzed on the basis of research question, using mean, standard deviation independent sample t-test and ANOVA. From the findings, it is concluded that the social skills level of secondary school students is low. It is essential for every school to provide social skills training program to students for enhancement of their social skill level.

Keywords: Social skill level, Secondary school students, Identification.

1. Introduction

To get success in life, man has to adopt certain skills which are called as social skills(Sharma, Goswami & Gupta, 2016).These are the individual personality traits. These are the intrapersonal and interpersonal abilities (Jureviciene, Kaffemaniene & Ruskus, 2012).Among different social skills, only five social skills were considered in this study .i.e, peer relation, self-management, academic, cooperation and assertive skill. The first one is peer relation. Peer group is a group of individuals who possess some common characteristics e.g. age, ethnicity etc. Peer group consists of the individuals of almost the same age and interest. Students learn within the peer group to be independent. Due to peer group, students become self-sufficient and make close relationship among themselves(Ansari,2016). Peer relation affect

academic achievement of students. It also affects a lot the personality. Peers are important agents of socialization. Behaviors of students are strongly affected by their peers. Studies show that there is bi-directional influence between peer relationship and academic achievement. For example, socially accepted students having positive behavior in school, most frequently have high academic achievement. On the other hand, students socially rejected have lower academic achievement. The second skill is the self-management skill. This skill includes those strategies that help children to gain more control on their lives and behavioral management (Gural, Sezer, Guven & Azkeskin, 2013). Self-management skills are those steps, strategies and skills that are used for the achievement of goals. These skills give high achievement in life (Gomez,2017). Self-management are those efforts of individuals which control his/her

behavior. In self-management, firstly problem is assessed, then goals are established, time and environmental issues are monitored. Sometimes, environmental issues create hurdles in the attainment of goals. For this attainment, reinforcement and punishment techniques are regulated. The third skill is the academic skill. This skill includes time management skill, study habits and task management. All those students who possess effective time management skills, get higher academic achievement (Gerhardt, 2014). Time management is the skill which enables us to fulfill our responsibilities on time. This skill saves our time and thus we get enough time to relax and be happy. Time management skill gives a lot opportunities to connect to our beloved and relatives. This life is a short period of time and all our responsibilities can only be accomplished if we manage our time efficiently. Time management makes individuals more productive and efficient ones. It also makes individuals healthier, effective and will lead to a more balanced life(Vennila, 2018).The fourth skill is the cooperation skill which shows dependency. Cooperative learning is the working of students in small groups in which they help each other (Altun, 2015). Cooperative efforts give numerous outcomes. This is helpful in achieving the common goal which results in higher academic achievement and greater productivity. Cooperation also creates new ideas and solutions, higher level of reasoning and greater level of transfer of knowledge (Johnson & Johnson,2018). The fifth important skill is the assertive skill. It is a learnt fundamental interpersonal communication skill which fulfills the social demands of society. Assertive skill level has an effect on students' efficiency. It has been investigated that those students who are assertive, achieve more in their life (Sitota, 2018).

1.1.   Statement of the research problem

The major purpose of the study is to identify the social skill level of students at secondary level in Khyber Pakhtunkhwa. As the students' personality development is the main purpose of education and every student has to become a useful member of society and for this, he/she may follow some rules and may adopt some social skills.

1.2.   Purpose of the study

This study identifies the social skill level of students at secondary level. This social skill level is one of the factors which affect students' academic achievement.

1.3.   Significance of the study

This study would contribute to the field of educational research and provides the curriculum developers with a current level of social skill of students. The results of this study may be a guideline for analysis of social skill level of students. This study assesses the present social skill level of secondary students and also identifies some challenges which students face in the improvement of their academic achievement level. This study also identifies some important dimensions of social skills. This study gives awareness about the importance of social development of students. This study is helpful for students too because with the help of this study, they can get a guidance for their social development and thus can become useful citizens.

1.4. Objective of the study

1. To find out social skill level of secondary school students in Khyber Pakhtunkhwa.

1.5. Research question

1. What is the social skill level of secondary school students in Khyber Pakhtunkhwa?

2. Literature Review

Social skills is a multidimensional construct that comprises cooperation, assertation, responsibility, empathy and social self-control

behaviors. Five social skills have been considered in this study. The first one is peer relation skill. Peer relation skills are those behaviors which describe students' positivity towards their peers, including offering help to peers, sensitive to the feelings of peers and defender of peers in trouble(Jurkowski & Hanze, 2017). As classroom is a group and classmates are peers so due to this group nature, classroom acts as peer group and develops social skills of students and put into practice these skills.

The second one is self-management skill. Self-management skills are those steps, strategies and skills that are used for the achievement of goals. These skills give high achievement in life(Gomez,2017).Self-management are those efforts of individuals which control his/her behavior. In self-management, firstly problem is assessed, then goals are established, time and environmental issues are monitored. Sometimes, environmental issues create hurdles in the attainment of goals. For this attainment, reinforcement and punishment techniques are regulated(Gerhardt, 2014). The third one is academic skill. There are some components which make students successful learners. These components bring about self-management in the life of students(Kadinyono & Hafiar, 2017). The fourth one is cooperation skill. Cooperation means working togather for the accomplishment of common goals(Johnson & Johnson, 2018).Cooperation is an important skill and is an indicator of dependency. It is one of the strategies.In this skill, common mind is used which is effective for the novelties. This skill brings acceptable change in society. Cooperation posters preparation skills, presentation skills and leadership skills which are key to success(Altun, 2015). The fifth one is assertion skill. Assertion is essential for successful life. Assertion is important for students' communication skill improvement. This skill helps the students to improve their academic achievement. This skill can impower the students' self-efficacy and

interacting ability. When there is defect in this skill, this results in many problems for young people(Sitota, 2018).

3. Methodology

3.1. Research Design

Single method design was used for understanding the phenomenon more fully. So cross-sectional survey type design was used for data collection and analysis. In this type of design, quantitative data were collected. This study was conducted in one phase. In this phase, two instruments were used. For assessment of students' social skill level, two 5-point Likert type questionnaires, one from students and other from class teachers, were used. This is a descriptive survey type study. In this study, data were collected for answering questions about students' social skills (Gay & Mills,2000).

3.2. Population

The population of the study were as under:

1. All the secondary level students in public sector schools in Khyber Pakhtunkhwa.
2. All the teachers who are teaching the core syllabi at secondary level.
3. The details were as under (ASR, 2019).

S. No.	Secondary Schools	Teachers	Students
1.	2616	37046	400458

3.3. Sample & Sampling Technique

Gay & Mills (2000) stated that if the population is beyond certain point(N=5000), then 400 sample size is enough. But for qualitative study, 60 or 70 sample size is enough (Gay & Mills,2000).For smaller population(N=100),the entire population is taken as sample. However, the more is the sample, the accurate will be the result. Out of 2616 secondary schools, only sixty schools were randomly selected. Among these

selected schools, twenty students of grade 9th, were selected from each school. Thus the entire students' sample was 1200 students. Out of 37046 class teachers, only 300 high teachers were taken as sample. The sampling technique was random for selection of schools and students and the sample size was as under.

1. 1200 secondary school students---twenty students from each school.
2. 300 secondary school teachers ---five teachers from each school were taken as sample.

3.4. Instrument

The researcher developed one 5-point Likert instruments for data collection:

i. Self-developed scale for identification of social skills level (SSRS)

Social skills level of students was rated by using social skills rating system (SSRS). This is the 50-items modified social skills scale. This scale consists of 5-point Likert Scale (1=never, 2=seldom,3=sometimes,4=Often, 5=always).This scale consists of 5 factor-based subscales i.e. peer relations skill, self-management skill, academic skill, cooperation skill and assertive skill,. This scale has two versions.i.e. student version and teacher version.

3.5. Validity & Reliability of the Instruments

Validity

For checking all the three forms of validity of the instruments, the researcher consulted with expert committee in Department of Education, Abdul Wali Khan University. This committee included three members. Two were specialists in curriculum and one was expert in survey design. They critically viewed the validity of questionnaires before administration to the participants of the study. According to the views

of these experts, the instruments were modified and final versions were prepared.

Reliability

For the assessment of the reliability of the instrument, different methods are used .e.g.test retest method, equivalent forms method, Cronbach Alpha method etc. Some of these require two testing sessions while others require only one testing session. The most commonly used method is the Cronbach Alpha method which is used for measurement of degree of relationship among the items of instruments. Its value ranges from 0 to 1. Values closer to 1 shows a strong relationship among test items (Vanderstoep & Johnston,2009).In this study, the researcher used Cronbach Alpha for the reliability of internal consistency and was calculated as 0.945.

3.6. Data Analysis

The data were collected by the researcher from class teachers and secondary school students. According to Gay & Mills(2000), Independent Sample t-test is used when the members of one sample have no relation with the members of other sample but they have the relation of same population. In this test, when the means are same i.e.. close, there will be no difference but when the means are not same, there will be significant difference. ANOVA is used for comparison in which one variable is involved with two or more variables. In this study, students' social skills were compared among four districts students, therefore, the researcher used ANOVA (Gay & Mills, 2000). For analysis the social skills level of students, mean and standard deviation were used(Gay & Mills, 2000).

3. Results & Discussion

As the researcher conducted two types of surveys and collected the data from two types of respondents.i.e. students and the class teachers and their mean was taken for decreasing the

biasness, so the researcher took mean of students' social skill score obtained from students and students' social skill score obtained from class teachers(Gay & Mills, 2000).

Table:4.1 Mean of Both Students and Teachers' Social Skill Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mean social sskill	1198	140	230	195.43	19.471
Valid N (listwise)	1198				

Table#3.1 shows that mean and standard deviation of mean social skill scores is 195.43 and 19.47 respectively.

Table:4.2 Gender-Wise Comparison of Students' Social Skill Level

Group Statistics

	Grouptchr	N	Mean	Std. Deviation	Std. Error Mean
Tchrsocialskill	Male	800	192.72	27.360	.969
	Female	400	190.28	23.712	1.186

Table# 4.2 shows that mean score for male teachers is 192.72 while for female teachers, mean score is 190.28 which is less than that of male teachers.

When the observed probability value of the Levene's test is more than .05(sig.>.05), the result is computed from the top row, there will be assumption of equal variances and no significant difference will be there. But when the observed probability value of the Levene's test is smaller than .05 (sig.<.05),the result is calculated from the bottom row, there will be no assumption of equal variences and there will be significant difference.

Table:4.3 Independent Sample t-test for Students' Social Skills

		Levene Test for Equality of Varience		T	Df	Sig.(2-tailed)	Mean difference
		F	Sig.				
Tchrsocial skills	Equal variences assumed	10.191	0.001	1.518	1196	0.129	2.437

				1.592	907.033	0.112	2.437
Equal variences not assumed							

Table #4.3 shows that the observed probability value of the Levene's test is less than .05 (Sig<.05).So equal variences were not assumed and according to class teachers' opinions,

students(boys and girls) had significant difference in their social skills.

The researcher used ANOVA for comparison of the students' social skills among four districts.

Table:4.4 District-Wise Comparison of Students' Social Skills

Districts   **ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	769.949	70	10.999	17.010	0.000
Within Groups	730.051	1129	.647		
Total	1500.00	1129			

Table# 4.4 shows that F value is large at associated probability level p=.000, so there is significant difference in students' social skills among four districts.

4.5. Summary of Findings

On the basis of research question, following findings were made.

i.   Majority of the students possess low social skill level.
ii. Boys and girls have significant difference in their social skill level.
iii. There is significant difference in students' social skill level among four districts.

4.6. Conclusions & Recommendations

1. Majority of students were found as having low social skill level.

2. There was significant difference in boys' and girls' social skill level.

3. There was significant difference in students' social skill level among four districts.

So it is recommended for educational planners to make social skills an integral component of school curriculum at secondary level so that students may become useful member of society.

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