

“A STUDY OF SOCIAL SKILL IN RELATION TO EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS”

Dr. Anu Balhara

Associate Professor, Department of Education,
BPSMV Khanpur Kalan Sonipat

Ms. Bharti

M.A. Education Student, Department of Education,
BPSMV Khanpur Kalan Sonipat

Ms. Parul

M.A. Education Student, Department of Education,
BPSMV Khanpur Kalan Sonipat

Ms. Rubi

M.A. Education Student, Department of Education
BPSMV Khanpur Kalan Sonipat

Abstract— The present is an attempt by the investigator to study the relationship between social skills and emotional intelligence of secondary school students. Keeping in view the nature of the study, Descriptive Research Method was used. Secondary school students studying in Sonipat district constituted the population of the study. A number of 100 (50 male and 50 female) students were taken as a sample on the basis of random sampling method for the study. Mean, Standard Deviation. 't' test and Karl Pearson's Product Moment Coefficient Correlation tests were used to analyze the data. Social Skills rating scale by Dr. Vishal Sood & Dr. Arti Anand and emotional intelligence scale by Dr. S.K.Mangal & Dr. Shubhra Mangal were used. The findings of the study are (i) it was observed that the female secondary school students are having more social skills than male secondary school students; (ii) it was also noted that the female secondary school students were found to have more emotional intelligence than male secondary school students; and (iii) there exists a significant and positive relationship between social skills and emotional intelligence of secondary school students.

Keywords: Social skills, Emotional Intelligence, Secondary, Students.

Introduction

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 complications useful in identifying outsiders and intelligent reproduction partners. The method of learning the 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 a direct measures of social competence and as such serve “building blocks” for the establishment of interpersonal association, affective social contribution, and cooperation or associations with peers and others.

Needs of social skills

- **Building Relationships:** Developing social skills helps students build positive relationship with peers, teachers, and other adults in their lives. This can contribute to a sense of belonging and support during the sometimes tumultuous adolescent years.
- **Conflict Resolutions:** Adolescents often encounter conflicts with peers, whether it's related to group projects, personal disagreements, or misunderstandings. Social skills training can help students learn how to manage conflicts in a respectful and non-violent manner.
- **Empathy:** Understanding and practicing empathy is critical for building strong relationships and fostering a supportive school community. Social skills development can help students recognize and respond to the emotions of others.
- **Team work and Collaboration:** Many secondary school activities, such as group projects, sports teams, and extracurricular clubs, require students to work together effectively. Social skills training can teach students how to collaborate, contribute ideas, and resolve differences in a team setting.
- **Self Confidence:** Social skills development can boost students' self-confidence and self-esteem, as they learn how to navigate social interactions successfully and build positive relationships with their peers.

Emotional Intelligence

Emotional Intelligence (EI) is defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotion and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.

Benefits of emotional intelligence

1. Helps employees to move to the next level
2. Reduces stress
3. Teacher employees how to react to constructive criticism
4. Enhances social skill
5. Creates a positive environment
6. Improves communication skills
7. Helps employees conquer their fears, doubts, and insecurities

Importance of emotional intelligence

The term '*Emotional Intelligence*', first coined by psychologists Mayer and Salovey (1990), refers to one's capacity to perceive, process and regulate emotional information accurately and effectively, both within oneself and in others and to use this information to guide one's thinking and actions and to influence those of others.

Emotional intelligence can lead us on the path to a fulfilled and happy life by providing framework through which to apply standards of intelligence to emotional responses and understand that these responses may be logically consistent or inconsistent with particular beliefs about emotion.

Categories of emotional intelligence:

1. **Self-regulation:** The ability to manage one's negative or disruptive emotions, and to adapt to changes in circumstance. Those who are skilled in self-regulation excel in managing conflict, adapt well to change and are more likely to take responsibility.
2. **Motivation:** The ability to self-motivate, with a focus on achieving internal or self-gratification as opposed to external praise or reward. Individuals who are able to motivate themselves in this way have a tendency to be more committed and goal focused.
3. **Empathy:** The ability to recognize and understand how others are feeling and consider those feelings before responding in social situations. Empathy also allows an individual to understand the dynamics that influence relationships, both personal and in the workplace.
4. **Social skills:** The ability to manage the emotions of others through emotional understanding and using this to build rapport and connect with people through skills such as active listening, verbal and nonverbal communication.
5. **Self-awareness:** The ability to recognize and understand one's own emotions and their impact on others.

Review of Related Literature:

1. **Norman, Kathy, Richardson, and Rita (2001)** conducted research on the social skill and emotional intelligence of secondary stage teachers and found a positive relationship

between these two concepts.

2. **Ms. Suman, Ms. Sarita (2002)** conducted research on the relation on social skills and emotional intelligence of secondary school students and found no relation between social skill and emotional intelligence.
3. Carlo and Quispe (2022) examined the relationship between students' social skills and their academic performance in elite Andean universities in the Puno region in 2020. It is clear that in terms of academic performance, 45.3% of students fall into the predicted achievement scale, whereas 32.8% fall into the process scale. The mean score is 12.92, which converts to 13 points and places the students in the middle of the performance scale; the median and mode are both equal to 14 points; the standard deviation is relatively large, averaging 2.5 points; and the range of possible scores, from highest to lowest, is 11 points. Considering that the Pearson correlation between social skills and academic performance is 0.898%, indicating a strong and direct association, this is statistically significant at the 95% level of confidence.
4. According to Preety and Rani (2023), there is a positive but weakly significant correlation between adolescent students' social skills and their parents' involvement. Similarly, the study found a favorable, low, but significant association between adolescent students' social skills and academic achievement. Keywords: Adolescent Students, Parental Skills, Social Skills, Academic Achievement.

Justification of the study:

It is very important to justify the study to study the various aspects of life of secondary school students. Having good social skills is important because it lets you connect with other people in a way that is socially acceptable. This improves the quality of life by promoting close and strong relationships, which in turn promotes good mental and physical health and makes it easier for kids to adjust to new places and schools. It is very helpful to know that you have the social skills you need to do well in life. When you have good social skills, your interactions at work can be much more pleasant and useful. This research work is based on emotional intelligence and social skills of secondary school students. Emotional intelligence helps in dealing with different situations of life. This research work will try to find out the relation between emotional intelligence and social skills of secondary school students.

Statement of the problem

A study of social skill in relation to emotional intelligence of secondary school students

Objectives of the study:

1. To compare social skills among boys and girls secondary school students.
2. To compare emotional intelligence among boys and girls secondary school students.
3. To find out the relationship between social skill and emotional intelligence of secondary school students.

Hypotheses of the study:

1. There is no significant difference in social skill of boys and girls of secondary school students.
2. There is no significant difference in emotional intelligence of boys and girls of secondary school students.
3. There is no significant relationship between social skill and emotional intelligence of secondary school students.

Research Methodology:

The present study is observing social skills of secondary school students in relation their emotional intelligence. Descriptive survey was used in this study.

Sample of the study:

A sample 100 students were selected on the based-on gender from secondary school in Sonipat district. The sample is selected randomly.

Variables in the study

- a. Dependent Variable: Social skills
- b. Independent Variable: Emotional intelligence

Statistical techniques used

- Mean
- Standard Deviation
- T-test and Correlation were used in present study.

Tools to be used

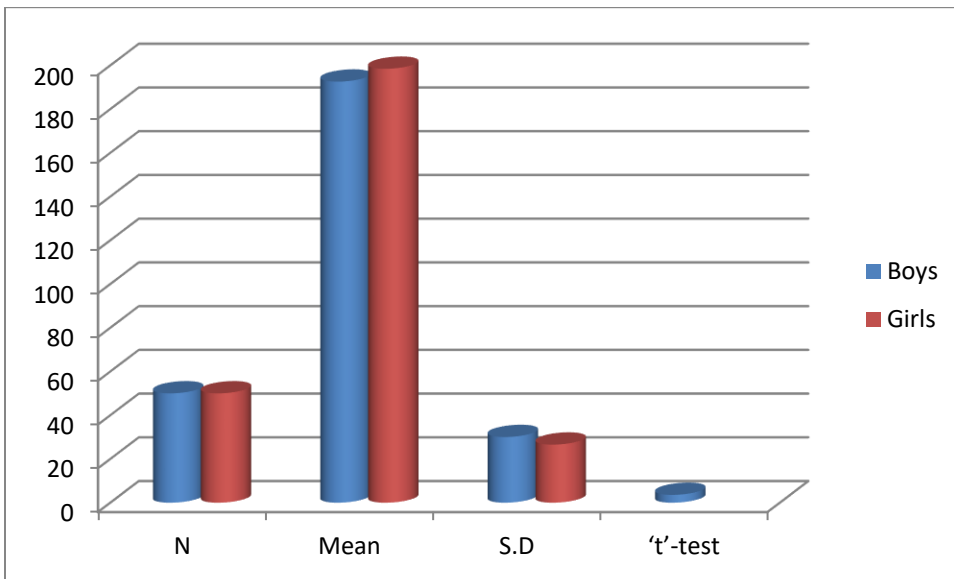
1. Emotional intelligence rating scale by Dr. S.K.Mangal and Dr. Shubhra Mangal.
2. Social skill rating scale by Dr. Vishal Sood and Dr. Arti Anand.

Data Analysis:

Table 1: To compare social skills of secondary school students on the basis of genders.

Gender	N	Mean	S.D	't'-test
Boys	50	192.58	30.03	3.57
Girls	50	198.45	26.56	

**Significant at 0.01 level

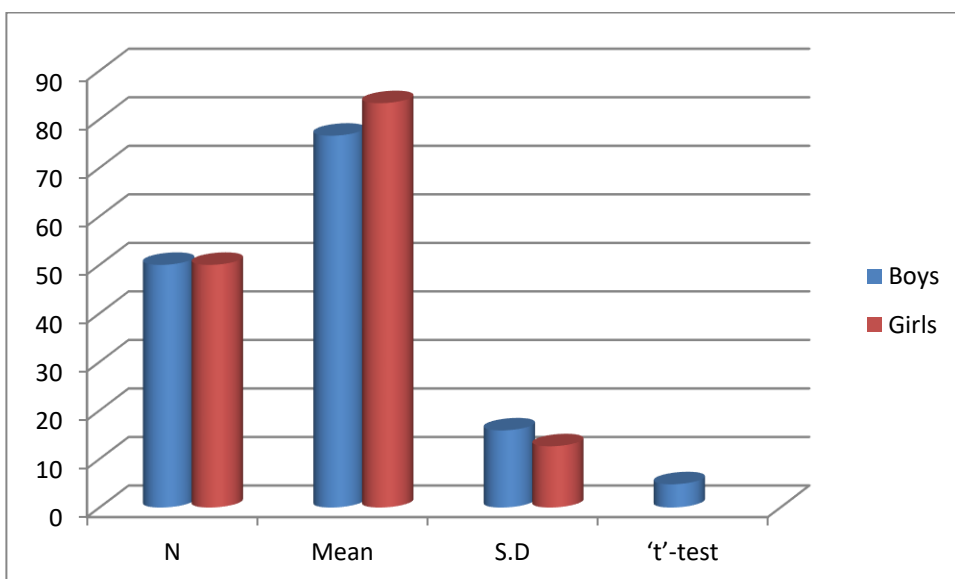


From Table 1 illustrates the mean score of social skills of boys and girls secondary school students are 192.58 and 198.45 respectively. The ‘t’ value comes out to be 3.561 which is significant at 0.01 level of significance. The higher mean score of girl’s students on social skills shows that they have more social skills than their counterpart boys students. Hence, the null hypothesis, “There is no significant difference in social skills among boys and girls secondary school students” is rejected.

Table 2: To compare Emotional Intelligence of Secondary School Students on the basis of genders.

Gender	N	Mean	S.D	‘t’-test
Boys	50	76.62	15.89	4.79
Girls	50	83.32	12.62	

**Significant at 0.01 level

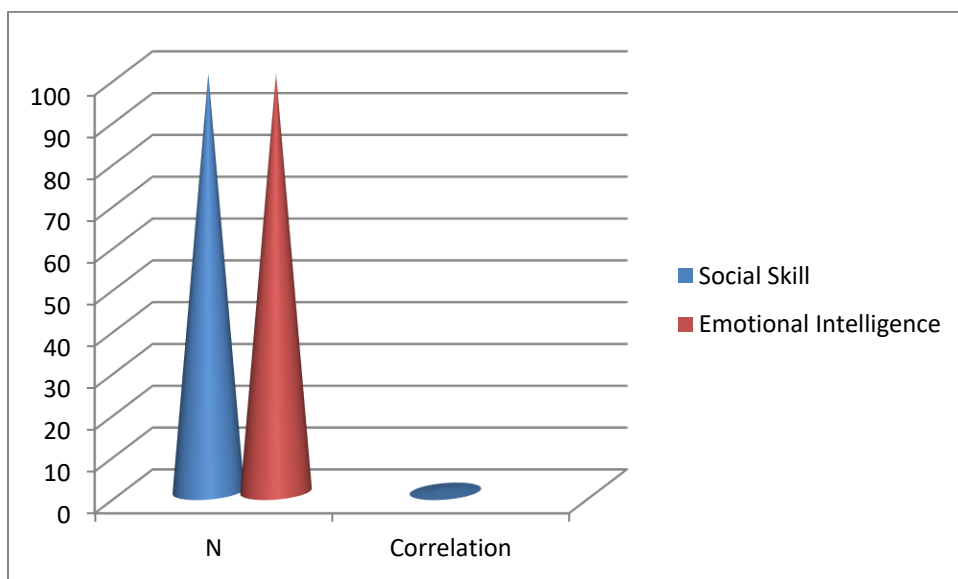


From Table 2 illustrates the mean score of emotional intelligence of boys and girls secondary school students are 76.62 and 83.32 respectively. ‘t’ value comes out to be 4.79 which is significant at 0.01 level of significance. The higher mean score of girls students on emotional intelligence shows that they have more emotional intelligence than their counterpart boys students. Hence, the null hypothesis, “There is no significant difference in emotional intelligence among boys and girls secondary school students” is rejected.

Table 3: To find out the relation between Social Skills and Emotional Intelligence of Secondary School Students.

Variable	N	Correlation
Social Skill	100	0.86
Emotional Intelligence	100	

**Significant at 0.01 level



From Table 3 revealed that the ‘r’ value (0.86) between social skills and academic achievement are significant at 0.01 level of significance. It indicates that there is a significant and positive relationship between social skills and emotional intelligence of secondary school students concluding that increased in social skills also increase the emotional intelligence scores of secondary school students. Hence the null hypothesis “There is no significant relationship between social skills and emotional intelligence of secondary school students” is rejected.

Result and Discussion

1. From the result it was observed that the girls secondary school students are having more social skills than boys secondary school students.
2. From the result it was observed that the girls secondary school students were found to have more emotional intelligence than boys secondary school students.
3. It was also noted that there exists a significant and positive relationship between social skills and emotional intelligence of secondary school students.

Conclusion

This research concluded that there is a positive relationship between emotional intelligence and social skill of the senior secondary students. It helps the parents, teachers, and school staff to guide and support students to be emotionally intelligent. This paper concluded that there is a relationship between social skill and emotional intelligence. Based on these data, we can also say that it is very important to teach social skills to all kinds of students, no matter what their backgrounds are. An intervention of social skills training can be used to improve the academic performance of school students, but more study is needed to confirm this.

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