



SOCIAL SKILLS IN RELATION TO PSYCHOLOGICAL HARDINESS AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The study examined social skills in relation to psychological hardiness among secondary school students. The 300 students were selected on the basis of convenient and volunteer sampling from 07 selected schools of Punjab. One way ANOVA was computed to compare mean difference in social skills of students belonging to humanities, science and commerce streams of study. The coefficient of correlation was calculated to find out the relationship between social skills and psychological hardiness of students. The results revealed that there is significant difference in mean scores of social skills of students belonging to humanities, science and commerce streams of study. Science stream students had high level of social skills, which is secondly followed by commerce students with average level of social skills and thirdly by humanities students with low level of social skills. There is positive and significant relationship between social skills and psychological hardiness among secondary school students. On the basis of findings, it is suggested that the principal of the school should encourage and allow secondary school students to attend seminars and workshops to enhance the social skills for better understanding of one's own personality. The teachers should organize such activities which boost one's communicating skills, analytical skills, decision-making, leadership and management skills among commerce and humanities students too, along with science students.

Keywords: *Social skills, Psychological hardiness and secondary school students*

INTRODUCTION

Social skills are the skills that every person uses in daily life. These are the basic skills a person possesses in their early childhood. Communicating with each other, treating other people with respect and more are some social skills. McClelland and Morrison (2003) reported that social skills are learned adaptive behaviors which cause the individual to be able to make interaction with other people, show positive responses and avoid showing inappropriate responses. Moving further, hardiness to anything means resistance to it. Psychological hardiness refers to hardiness against stress and burdens of daily life. Maddi (2006) reported that hardiness is a cognitive/emotional amalgam constituting a learned, growth-oriented, personality buffer.

Stravynski & Amdao (2001) reported that social skills are described from an intrapersonal perspective in all situations and that refers to the person's self-perception. Walker et al. (2002) explained that social skills of each area are composed of certain behavioral components i.e. abilities that help the individual to recognize social signals and respond to them adequately, to behave in a way that a potential to receive support from the environment would be maximal. Zins et al. (2004) reported that social skills can also be defined within the context of 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.

Hardiness to anything means resistance to it. It maybe towards peoples hate, environmental stress and burdens of life. Psychological hardiness refers to resistance against the daily life stress and burdens. There are numerous ways a student can develop these. Having a strong commitment, believing their self-control on the

life and treating challenges as motivators rather than a burden are some ways, they can build psychological hardiness. Almasi & Gambrell (1997) believe “participation in peer discussions improves students’ ability to monitor their understanding of text, to verbalize their thoughts, to consider alternative perspectives, and to assume responsibility for their own learning”.

REVIEWS OF RELATED LITERATURE

Goel (2015) conducted a study on the social skills of senior secondary school students in relation to their gender, locale and type of family. A sample of 100 senior secondary school students was selected from Sonipat district. The data was collected by Self- made Questionnaire on Social Skills and Mean, S.D and t-value was calculated for the analysis of the data. The study reveals that that there exist no significant difference in the social skills of boys and girls and urban and rural senior secondary school students. There exists significant difference in the social skills of nuclear and joint family senior secondary school students. But the means scores of joint family students are greater than nuclear family students. So, the joint family students have better social skills as compared to nuclear family students. The result shows that social skills are not significantly affected by Gender and locale but it is significantly affected by the type of family.

Akram & Khan (2017) conducted to know the influence of hardiness and achievement motivation of adolescents. The study was conducted on a sample of 400 adolescents from senior secondary schools of Aligarh Muslim University and Aligarh Public school, Aligarh. Sample was divided equally on the basis of gender (male and female) and stream (science and social science). The results reported that low hardy and high hardy adolescents differ significantly on achievement motivation. The study also showed that gender has significant impact on achievement motivation (boys scored higher than girls). Subjects of both streams did not differ significantly on their achievement motivation.

Loukatari et al. (2019) examined the effect of a structured, playful activity program on the development of social skills in kindergarten children during break time in the schoolyard. The sample consisted of Twenty eight boys and thirty two girls aged from 5 to 6 years old. The participants were randomly divided into two groups the treatment and the control group respectively. The experimental group participated in a 4 weeks playful program while control group didn’t participate in any kind of structured activity. The results demonstrated that there was statistically significant difference between the degree of development in students’ social skills during breaks and their participation in a structured programme of playful activities in the schoolyard.

Kazemi et al. (2020) investigated the effect of positive thinking training on increasing psychological hardiness and social competence in students. The sample consists of 40 first grade students who were selected by cluster sampling and were randomly divided into two groups (20 students in each group). The result showed that the positive thinking training was effective on increasing psychological hardiness and social competence among the students.

Arifin et al. (2021) conducted the study to analyze the effect of self-regulation, social skills, critical thinking, and problem-solving skills on social learning outcomes. This research used a quantitative approach, survey methods, and path analysis techniques. The participants were class V students throughout Jakarta from November 2015 to October 2016, with a total of 250 students. The results showed there was a positive direct effect of self-regulation, social skills, critical thinking skills, and problem-solving skills on social studies learning outcomes on learning outcomes. This research implied that efforts to improve social studies learning outcomes began with improving self-regulation strategies, practicing social skills, developing critical thinking skills, and problem-solving skills.

Verma & Monika (2021) explored the differences of gender on psychological hardiness among college students. The total sample consisted of 200 first year college students, out of which 100 male and 100 females were selected using random sampling technique studying in colleges of Chandigarh. The analysis of data was done using t-test. The result shows that there is a significant gender difference on psychological hardiness among college students. The psychological hardiness among male college students is more as compared to female college students.

Harode (2022) conducted the study to know the psychological hardiness of men and women of slums during the pandemic period. The subjects were selected from the slum areas of Nagpur city for the purpose of the study. A total of 300 men (150) and women (150) living in the slums for more than 5 yrs. were selected randomly. The study was performed using a descriptive research design to collect data pertaining to the psychological hardiness of the men and women residing in the slums of Nagpur city. The result shows that the

women of slum areas of Nagpur city are psychologically more tough than the men in their resolve when experience severe stress like situation presented by the pandemic period.

Liu et al. (2022) explore the direct effect of hardiness on the mental health of Chinese funded college students, the mediating role of social support, and the moderating role of only-child/non-only-child status. The sample consists of 673 Chinese funded college students. The result shows that the hardiness and the mental health were significantly and positively correlated and also hardiness and social support.

Oral & Karakurt (2022) measured the impact of psychological hardiness on the intolerance of uncertainty among university students during the coronavirus disease 2019 (COVID-19) pandemic. A sample of 1217 was collected from 1217 undergraduate students from a university in Turkey through web-based questionnaires. The results indicated that Turkish undergraduate students overall had high intolerance of uncertainty and above-average psychological hardiness. Psychological hardiness was negatively correlated with intolerance of uncertainty. Students losing a loved one because of COVID-19 had increased intolerance to uncertainty and lower psychological hardiness.

SIGNIFICANCE OF THE STUDY

Social skills are the most basic skills a person has. These may be communicating with others, helping and treating others, good decision making and a lot more. These skills have a direct impact on a person's ability to deal with stress. There is literally no one in this era who is stress free. Everyone has one or the other burden in life which they cannot skip on. This is the truth of life, if it's good today, it will be harsh tomorrow. The only person who can survive today is the one who can withstand these hurdles in life. Hardiness is the word that describes resistance to or ability to face these stresses. The more hardiness a person has, the more strength he has to cope with these problems. Social skills are one of the greatest factors that influence hardiness of an individual. Keeping in view the above facts, the investigator attempted to study psychological hardiness as correlate of social skills among secondary school students. The results would be beneficial for principals and teachers to plan constructive steps for developing positive social skills and high psychological hardiness among secondary school students in order to prepare 21st century learners.

OBJECTIVES OF THE STUDY

1. To compare mean scores of social skills among students belonging to humanities, science and commerce streams of study.
2. To study relationship between social skills and psychological hardiness among students.

HYPOTHESES OF THE STUDY

1. There is no significance difference in mean scores of social skills of students belonging to humanities, science & commerce streams of study.
2. There is significant relationship between social skills and psychological hardiness of students.

RESEARCH TOOLS

1. **Social Skills Rating Scale by Sood et al. (2012):** The scale consists of 92 items. Social Skills Scale consists of 92 items out these 70, items were of positive type and 22 items were of negative in nature. Items of Scale are in statement form requiring information for each items on the five options on a continuum as follows: Always, Often, Sometimes, Rarely and Never. The items are scored in such a manner that if the answer to a positive item is 'Always', a score of five is given, for 'Often', a score of four, for 'Sometimes' a score of three, for 'Rarely', a score of two and for 'Never', a score of one is given. On the other hand, in case of negative items, the above scoring procedure is reversed completely.

2. **Psychological Hardiness Scale by Singh (2008):** The scale consists of 30 items. Every item has five response options: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. All items except item No. 17, 21, 25, 28 would be given a score of 5, 4, 3, 2 and 1 for the above five categories of responses respectively. Since these items (17, 21, 25, 28) are negative, they would be given a score 1, 2, 3, 4 and 5 for the above five categories of responses respectively.

OPERATIONAL DEFINITIONS

- 1. Social Skills:** Social skills have been defined operationally as the abilities to interact with other people in acceptable ways that will lead to beneficial outcomes (Sood et al., 2012).
- 2. Psychological Hardiness:** It is operationally defined in terms of as the combination of three important personality traits: commitment, control and challenge as measured by Psychological Hardiness Scale by (Singh, 2008).
- 3. Secondary School Students:** The students who are studying in 10th grade of schools of Punjab are considered as secondary school students for the present study.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to schools affiliated to C.B.S.E.
2. The present study was delimited to private schools only.
3. The present study was delimited to students studying in 10th grade only.
4. The present study was delimited to 300 students only.

SAMPLE OF THE STUDY

The sampling area was selected from twenty two districts (excluded Malerkota, as included recently) of Punjab on the basis of their literacy rate. The three groups were formed- districts of high literacy rate, average literacy rate and low literacy rate according to the Statistical Abstract of Punjab (2020). The district selected from high literacy rate was Pathankot and Hoshiarpur, from average literacy rate was Gurdaspur and from low literacy rate was Faridkot. The schools were selected by random sampling technique (lottery method). The 300 students were selected on the basis of convenient and volunteer sampling from 07 selected schools of Punjab.

STATISTICAL TREATMENT OF DATA

- One way ANOVA was computed to compare mean difference in social skills of students belonging to humanities, science and commerce streams of study.
- The coefficient of correlation was calculated to find out the relationship between social skills and psychological hardiness of students.

DATA ANALYSIS AND INTERPRETATION

1. STREAM-WISE COMPARISON OF MEAN SCORES OF SOCIAL SKILLS OF STUDENTS

The first objective was to compare mean scores of social skills of students belonging to humanities, science and commerce streams of study. The data was analyzed with the help of One-way ANOVA. The mean, S.D. of social skills w.r.t. stream of study is shown in table 1

Table 1

Mean and SD of Social Skills Obtained by Respondents Classified on the Basis of Stream of Study

| Stream of Study | N | Mean | SD |
|-----------------|-----|--------|-------|
| Humanities | 73 | 113.40 | 11.15 |
| Science | 135 | 119.04 | 11.30 |
| Commerce | 92 | 118.76 | 12.26 |

The table 1 shows that the mean score of social skills of humanities students is 113.40 (SD=11.15); the mean score of social skills of science students is 119.04 (SD=11.30) and the mean score of social skills of commerce students came out to be 118.76 (SD=12.26).

In order to find out the significant difference in mean scores of social skills of students belonging to humanities, science and commerce streams of study, the data were analyzed with the help of One-way ANOVA and the results are given in table 2

Table 2
Analysis of Variance of Social Skills of Students on the Basis of Stream of Study

| Source of Variation | Sum of Squares (SS) | df | Mean Square (Variance) | F-value |
|---------------------|---------------------|-----|------------------------|---------|
| Between Groups | 1692.04 | 2 | 846.02 | 6.31** |
| Within Groups | 39773.04 | 297 | 133.91 | |
| Total | 41465.08 | 299 | | |

** $p < 0.01$

The table 2 shows that the F-value of social skills of students belonging to different streams of study is 6.31 which is significant at 0.01 level of significance. Thus the null hypothesis there is no significant difference in mean scores of social skills of students belonging to humanities, science and commerce streams of study is rejected. So, there is significant difference in mean scores of social skills of students belonging to humanities, science and commerce streams of study.

In order to know which level of stream of study were found to have significantly higher mean score of social skills, the data was further analyzed with the help of t-test and the results are given in table 3

Table 3
Comparison of Levels of Social Skills of Students Belonging to Different Streams of Study: Results of Post-hoc Analysis

| Sr. No. | Stream of Study | Mean | S.D. | t-value |
|---------|-----------------|--------|-------|---------|
| 1. | Humanities | 113.40 | 11.15 | 3.46** |
| | Science | 119.04 | 11.30 | |
| 2. | Humanities | 113.40 | 11.15 | 2.95** |
| | Commerce | 118.76 | 12.26 | |
| 3. | Science | 119.04 | 11.30 | 0.17 |
| | Commerce | 118.76 | 12.26 | |

** $p < 0.01$

The table 3 shows that the mean score of social skills of students belonging to humanities and science stream of study came out to be 113.40 (SD=11.15) and 119.04 (SD=11.30) respectively. The t-value came out to be 3.46 which is significant at 0.01 level of significance. This indicates that there is significant difference in mean scores of social skills of students belonging to humanities and science stream of study. Further, the mean score of students belonging to science stream of study came out to be 119.04 which is significantly higher than mean score of students belonging to humanities stream of study i.e. 113.40. Therefore, it can be said that students belonging to science stream of study were found to have significantly higher social skills as compared to students belonging to humanities stream of study.

Further, table 3 reveals that the mean score of social skills of students belonging to humanities stream of study came out to be 113.40 (SD=11.15) and the mean score of social skills of students belonging to commerce stream is 118.76 (SD=12.26). The t-value came out to be 2.95 which is significant at 0.01 level of significance. This indicates that there is significant difference in mean scores of social skills of students belonging to humanities and commerce stream of study. Further, the mean score of students belonging to commerce stream of study came out to be 118.76 which is significantly higher than mean score of students belonging to humanities stream of study i.e.113.40. Therefore, it can be said that students belonging to commerce stream of study were found to have significantly higher social skills as compared to students belonging to humanities stream of study.

The table 3 further highlighted that the mean score of social skills of students belonging to science stream of study came out to be 119.04 (SD= 11.30) and the mean score of social skills of students belonging to

commerce stream is 118.76 (SD=12.26). The t-value came out to be 0.17 which is not significant. This indicates that there is no significant difference in mean scores of social skills of students belonging to science and commerce streams of study.

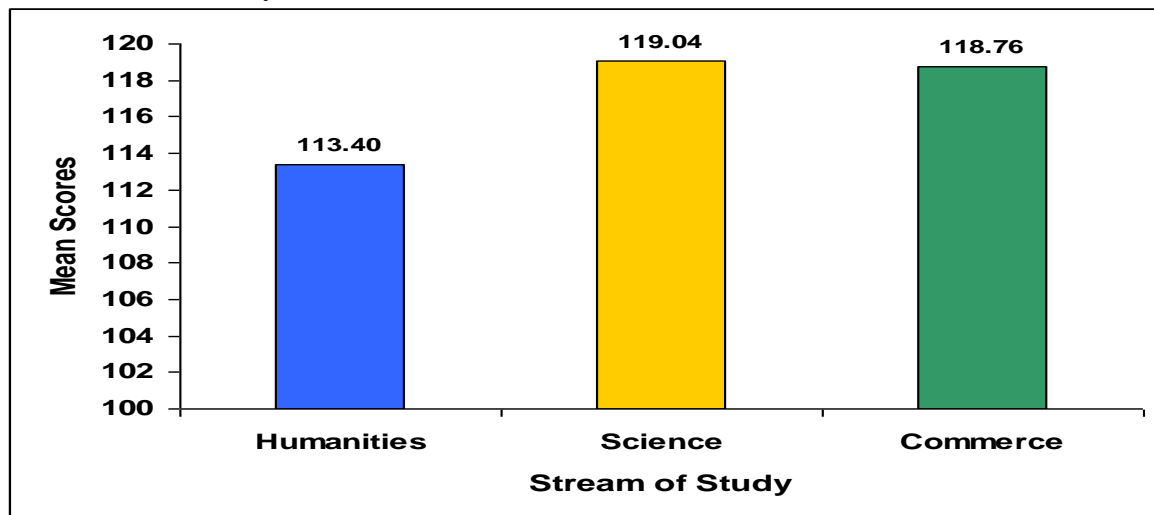


Fig. 1: Comparison of Mean Scores of Social Skills of Students Belonging to Different Streams of Study

The fig. 1 depicts that high level of social skills were found in science stream students, which is secondly followed by commerce students with average level of social skills and thirdly by humanities students who had low level of social skills.

So, it may be said that science stream students had high level of social skills, which is secondly followed by commerce students with average level of social skills and thirdly by humanities students with low level of social skills.

2. COEFFICIENT OF CORRELATION OF SOCIAL SKILLS WITH PSYCHOLOGICAL HARDINESS AMONG SECONDARY SCHOOL STUDENTS

The second objective was to study the relationship between social skills with psychological hardiness among secondary school students. The data were analyzed with the help of Karl Pearson's product moment correlation and the results are given in table 4

Table 4

Coefficient of Correlation of Social Skills with Psychological Hardiness among Secondary School Students (N=300)

| S. No. | Variable | Social Skills |
|--------|-------------------------|---------------|
| 1. | Psychological Hardiness | 0.38** |

** $p < 0.01$

It is evident from table 4 that the coefficient of correlation between social skills and psychological hardiness came out to be 0.38 which is positive and significant. It depicts that if there is increase in psychological hardiness, there will also increase in social skills among secondary school students. Hence the directional hypothesis, there is a significant relationship between social skills and psychological hardiness among secondary school students" was accepted.

So, it may be said that there is positive and significant relationship between social skills and psychological hardiness among secondary school students.

MAJOR FINDINGS OF THE STUDY

1. There is significant difference in mean scores of social skills of students belonging to humanities, science and commerce streams of study. Science stream students had high level of social skills, which is secondly followed by commerce students with average level of social skills and thirdly by humanities students with low level of social skills.

2. There is positive and significant relationship between social skills and psychological hardiness among secondary school students.

EDUCATIONAL IMPLICATIONS

- The principal of the school should encourage and allow secondary school students to attend seminars and workshops to enhance the social skills for better understanding of one's own personality.
- The teachers should organize such activities which boost one's communicating skills, analytical skills, decision-making, leadership and management skills among commerce and humanities students too, along with science students.
- The parents and teachers should encourage the participation in sports and group activities causes an increase to social skills such as accountability, problem solving skills, improved interpersonal relationships, decision-making and social development of student which in turn also increases hardiness of the students.

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