

Gender Differences in Social Skill

Dr. Kiran D. Ahirrao^{1*}

ABSTRACT

The present study aimed to study social skills of adolescents. As a participants Male (200) and female (241) junior college students of age range between 15 to 18 years were selected. Data collection was done through incidental sampling method. social competence scale (SCS) by Sharma and Punita were used as tools of the study. The comparison among male and female is done on selected research variables. to find of gender difference on social skills 't' score(s) and its significance level were calculated. Result analysis and discussion is done simultaneously. No gender difference was found on interpersonal adequacy, communication skill and social skills whereas on personal adequacy gender differences are found among adolescents.

Keywords: *Adolescents, Social Skills.*

According to Jersild, A.T. (1963) 'adolescence' denotes a period from the age of twelve to the early twenties during which the growing person makes the transition from childhood to adulthood. It is the period when individuals have a desire to assert their own individuality and also a great need to confirm. They want to be big and yet also to be protected. While they anticipate the new, they also bound by the past. As mentioned in Encyclopaedia Britannica (1970); "teenager has no defined role of his own in society but is caught in the ambiguous overlap between the reasonably clearly defined roles of childhood and adulthood. According to Good (1973) human development occurring at the period between puberty and maturity and encompassing roughly 13 or 14 years of age into the early 20's.

Adolescence is the intermediate period from childhood to adulthood manifest by the gradual unfolding of biological, cognitive, psychological, and social transformation. From a more current point of view, adolescence is described as a developmental phase that takes place from ages of 10 through the early twenties divided in three periods: early adolescence (10-14), Middle adolescence (15-17) and late adolescence (18-21). Thought many perspectives can be adopted to understand this transitional period, the literature on the transition into adolescence can be generally divided in to two main trends. One trend characterized the process as the steady accumulation of physical, emotional and behavioural transformations that collectively mark the shift from childhood to adolescence.

¹Head, Asst. Professor Department of Psychology, New Arts, Comm. and science college, Ahmednagar (Autonomous)

*Corresponding Author

Received: February 01, 2023; Revision Received: February 10, 2023; Accepted: February 14, 2023

Gender Differences in Social Skill

To achieve the goal of adult patterns of socialization, the most important and in many respects the most difficult of which are those to the increased influence of the peer group, changes in social behaviour, new social groupings, new values in selecting friendship, new morals in communal recognition and rejection, and new values in the selecting leaders.

On the other hand, many social changes take place in this stage. Adolescent develops social attitude and behaviour as well as social participation and a social insight improves. They become able to judge people while interacting with them. The greater the social participation of adolescents, the greater their social competency, as seen in their ability to dance, to carry on conversations, to play sports and games that are popular with age-mates, and to behave correctly in different social situations. As a result, they gain self-confidence which is expressed in poise and ease social situations.

Social skill is an important ability that contributes to positive development in adolescents. Social capability or social skills is relatively elusive concept that over the last decade has been defined and conceptualized in many different ways in both basic and applied research. Skills in general has been defined as the ability to effectively perform a specific task, act or function. In the case of adolescents, success must be defined developmentally. Generally, people are considered to be competent if they master the tasks that the society considers normative for someone of that age.

Social skill is one of the most extensively studies areas of human social behaviour. In recent periods, more and more importance had been placed in educational research on the study of the development of social skills. Social capability is progressively recognized as vital to school readiness (Carlton & Winsler, 1999). It is found that socially competent children are more successful than their less competent peers in developing positive attitudes towards school and in adjustment to school.

Social skill is an ever-changing system, which consists of social motifs and social abilities and has the function to organize social behaviour, and to trigger the operation of the individual elements of the system. The system of social abilities is composed of simple and complex abilities and their components that is skill, routines and the social knowledge accumulated by the individual. The effectiveness of social behaviour depends to a large extent on the quality and quantity of the individual's array of social skills.

Adolescent stage is age of learning new things, new experience and new interactions. Adequate level of social skills allows adolescents to develop relationship with others in ways that are strong, healthy and for life time. Therefore, researcher has keen interest in measuring the social skills of adolescence.

LITERATURE REVIEW

Syiem and Lapdianghun (2014) have studied on Social Capability of Secondary School Students in Shillong Town. The differences between genders, community, age and type of management in social capability and the association between social capability and academic achievement was also examined. Social capability test developed by Sharma, Shukla & Shukla was used in the study. The results revealed that no significant difference was found between sex, community and age group. However, differences were found between students of deficit and private schools and government and private schools. No significant relationship was found between social capability and academic achievement.

Gender Differences in Social Skill

Sanwal (2013) had carried out a Comparative study on social Capability in adolescents. In which adolescents from the age group of 13 to 15 years were selected as a sample. Out of which 60 girls (30 from 9th standard and 30 10th standard) and 60 boys (30 from 9th standard and 30 10th standard) were selected randomly. The sample was selected from Sadhu Vaswani Public School, Jaipur city (Rajasthan). Social Capability Scale (SCS), Sharma, Shukla and Shukla a standardized tool was used for data collection. The data collected for the present study were coded, qualitative and quantitative assessment was attempted. For quantitative analysis frequencies and percentage values and t- test were computed. The major findings of the study revealed that level of social capability of 120 adolescent's falls in low and very low category (93.33%).

Nayak (2014) studied on secondary school adolescents with relation to culture linked gender and age on social capability. For this study 240 students were randomly carefully chosen from ten higher secondary schools of Odisha of age between 15 to 18 years. The findings of the study shoes that female adolescents have score higher than male adolescents on social capability of the same age group and within the same cultural setting. Regardless of gender and age, a significant difference was found between the adolescents of urban and rural secondary schools in social capability. Adolescents from secondary school of urban and rural background found significant difference in social capability.

Shylaja (2018) did a study on social capability of secondary school students residing in juvenile homes of Kerala with sub sample based on gender, locality and types of intuition. The study reported significant differences in social capability between boys and girls.

Aim of the Study

'The aim of the study is to study the gender differences in social skills of adolescents.'

Objectives of the study: Based on the above conceptualizations and the problem statement following objectives were framed for present study.

1. To study the gender differences on personal adequacy of adolescence.
2. To study the gender differences on interpersonal adequacy of adolescence.
3. To study the gender differences on communication of adolescence.
4. To study the gender differences on skills of adolescence.

Hypothesis

1. There will be significant gender differences in Personal Adequacy of adolescents.
2. There will be significant gender differences in Interpersonal Adequacy of adolescents.
3. There will be significant gender differences in communication Skill of adolescents.
4. There will be significant gender differences in social skill of adolescents.

Sample

Following the purposive and incidental sampling methods total 441 students from different faculty i.e., arts, commerce and science were selected as a sample. A sample has been taken from both male and female categories. The respondent's age ranges between 15 to 18 years. The faculty and gender wise representation of the respondents is given below the table.

Faculty	Arts		Commerce		Science	
	Male	Female	Male	Female	Male	Female
<i>n</i>	70	80	74	90	56	71
Total	150		164		127	
Total (Gender wise)	Male =200 Female =241		Total = 441			

Gender Differences in Social Skill

Variables

- Independent variable: Gender
- Dependent Variable: Social Capability

Tools and Operational Definitions

Social Competence

The definition of social competence has been given in the manual of social competence scale (SCS) by Sharma and Punita (2013) like following. Social competence has defined as the social capacity and interpersonal skill (Elisler, 1976) of an individual in efficiently meeting a person- situation interaction or fruitfully dealing with ‘an individual environmental factors’.

- Personal Adequacy:** It involves self-control i.e., self-monitoring / coping ability and self-efficacy i.e., self-direction, physical development and personal responsibility
- Interpersonal Adequacy:** It involves social awareness i.e., precise identification and understanding of social signs or rules existing in one’s social environment, social perception, interpretation of social behaviour and respect for individual differences
- Communication Skill:** it’s involving skills of effective communication in various social contexts.

Social Competence Scale (SCS) by Sharma and Punita (2013)

The scale has 47 statements. There are three dimensions of social competence in this scale. Likert five-point scale is used to give answers of each statement.

The reliability of the test is calculated by test-retest method is .84 and with the split-half method it yielded 0.76 which is significant at 0.01 level. Strong content validity reported in the manual.

Operational Definition

On this attribute score obtained by subject with using social competence scale (SCS) by Sharma and Punita (2013) is treated as social competence.

Procedure

Method of Scoring

The Social Competence Scale contains total 47 items. This scale measures Personal Adequacy (PA), Interpersonal Adequacy (IA) and Communication Skills (CS). Separate positively worded and negatively worded items are given to each sub-doubt related to the word, sentence or procedure to respond, don’t hesitate to ask.’ As data collection is done through group administration in the class room of the students, while collecting all answer sheets it is carefully checked whether participants reported answers to all the items in each test.

Research Design

In present study, the comparison among male and female is done on selected research variables.

Data Analysis

After collecting all the answer sheets of the tests, they were scrutinizing appropriately and scoring was done for all the tests by hand with the help of scoring key and according to instructions given in the test manuals. The data were carefully analysed and accordingly interpreted as per the norms of the tests. Raw score of tests and data collected from the personal data sheet were coded appropriately and entered in the excel sheet. The final data

Gender Differences in Social Skill

sheet is prepared to further processing which is statistical analysis using SPSS -20 (trial version).

When data were scanned for outliers, those scores that fell +3 standard deviations from the mean score, certain scores did fall outside the range in univariate analysis. Those outliers were eliminated from the final data the rest of the data were kept as it is. A comparison of analyses with outliers and without outliers showed that results remained practically the same. The transformed data were subjected to comparison to find gender differences with the help of SPSS version 20, to find the gender difference 't' score(s) were used and its significance level were calculated. The obtained data has been analysed statistically and the results were obtained.

Table 1 Gender Differences in Personal Adequacy.

Variable	Gender	N	M	SD	t value	df
Personal Adequacy	Male	200	52.64	5.22	2.64 *	439
	Female	241	51.28	5.51		
Note: * t value is significant at 0.05 level						

Hypothesis No1: There will be significant gender differences in Personal Adequacy of adolescents.

The above table showing the results of gender difference on personal adequacy, the N for male 200 and female 241, Mean score of male and female is 52.64 and 51.28 respectively and the standard deviation of male and female 5.22 and 5.51 whereas 'df' value was 439 and the calculated "t- value" is 2.64 which is **Significant** at 0.05 level which means there is significant difference between male and female on personal adequacy.

Table 2 Gender Differences in Interpersonal Adequacy.

Variable	Gender	N	M	SD	t value	df
Interpersonal Adequacy	Male	200	54.86	5.80	.10 (N.S)	439
	Female	241	54.91	5.30		
Note: (N.S): Not Significant						

Hypothesis No2: There will be significant gender differences in Interpersonal Adequacy of adolescents.

The obtained results from the above table showing gender difference on interpersonal adequacy, the N for male 200 and female 241, Mean score of male and female is 54.86 and 54.91 respectively and the standard deviation of male and female 5.80 and 5.30 whereas 'df' value was 439 and the calculated "t- value" is .10 which is not significant which means there is no significant difference between male and female on interpersonal adequacy.

Table 3 Gender Differences in Communication Skill.

Variable	Gender	N	M	SD	t value	df
Communication Skill	Male	200	40.61	5.33	1.12 (N.S)	439
	Female	241	40.02	5.60		
Note: (N.S): Not Significant						

Gender Differences in Social Skill

Hypothesis No3: There will be significant gender differences in Communication skill of adolescents.

The obtained results from the above table showing gender difference on communication skill, the N for male 200 and female 241, Mean score of male and female is 40.61 and 40.02 respectively and the standard deviation of male and female 5.33 and 5.60 whereas 'df' value was 439 and the calculated "t- value" is 1.12 which is not significant which means there is no significant difference between male and female on interpersonal adequacy.

Table 4 Gender Differences in Social Skill.

Variable	Gender	N	M	SD	t value	df
Social Skill	Male	200	148.12	12.95	1.54 (N.S)	439
	Female	241	146.21	12.89		

Note: (N.S): Not Significant

Hypothesis No4: There will be significant gender differences in Social Skill of adolescents. As per the table above gender differences were studied of total social competence of adolescents. N for male 200 and for female 241, mean scores of male and female adolescents come out to be 148.12 and 146.21 respectively. The standard deviation of social competence of male and female adolescents was 12.96 and 12.89 whereas *df* value was 439 and the calculated t- value found 1.537 which in found to be non-significant.

CONCLUSIONS

1. Significant gender difference found in personal adequacy of adolescents.
2. No Significant gender difference found in interpersonal adequacy.
3. No Significant gender difference found in communication skill.
4. No Significant gender difference found in social skill.

The study reveals that there is significant gender difference in personal adequacy whereas no gender difference found in interpersonal adequacy, communication skill and social skill.

Limitations

1. The sample were selected from Ahmednagar city only.
2. The age of sample was restricted to between 15 to 18 years.

Suggestions

1. Extensive research can be done with correlational study on the presented sample.
2. This research can be done using other tests for the presented research.

REFERENCES

- Nayak, M. (2014). Influence of culture linked gender and age on social competence of higher secondary school adolescents. *International journal of humanities and social science invention*, 3(10) PP. 31-39, ISSN 2319-7714.
- Rose-Krasnor L. (1997). The nature of social competence: A theoretical review. *Social Development*, 6:111-135.
- Sanwal, S. (2013). Comparative study on social competence in adolescents. *International journal on recent and innovation trends in computing and communication*. 1, (12),905– 907.

Gender Differences in Social Skill

- Sharma, L. & Rani, P. (2013) *Manual of Social Competence Scale. (SCS-SLRP)* National Psychological Corporation, Agara.
- Shylaja, C.V. (2018). A social competence of secondary school students residing in juvenile homes of Kerala with sub sample based on gender, locality and types of intuition. *Artha- Journal of Social Science*. Vol. 17(1).
- Syiem, I. & Lapdianghun, N. (2014). Social Competence of Secondary School Students in Shillong Town. *International Journal of Interdisciplinary and Multidisciplinary Studies*. 1, (6), 268-271.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006) *Social Psychology* (12th Ed). New Delhi, Person.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Ahirrao, K. D. (2023). Gender Differences in Social Skill. *International Journal of Indian Psychology*, 11(1), 591-597. DIP:18.01.061.20231101, DOI: 10.25215/1101.061