

Comparative Study

A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

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ABSTRACT

Social skills are essential for the personal, academic, and professional success of individuals. However, social skills development can be influenced by the environment and setting in which individuals are raised or studied. The present study compares social skills of secondary students of Conventional and Boarding schools in Haryana. A Sample of 200 secondary students from schools of Haryana was selected, out of them 100 were from conventional (Non-residential) and 100 were from boarding schools. The research employed a quantitative approach using a questionnaire to collect data. Social Skills scale developed by Dr. Vishal Sood, Dr. Arti Anand and Suresh Kumar (2012) was used to collect the data. The findings of the study suggest that the social skills of students from boarding schools are better than the students from conventional schools. This could be due to the fact that boarding school students spend more time in the school environment and have more opportunities to interact with peers and teachers. The boarding school experience also shapes the personality of students in a unique way. The students learn to be independent, responsible, and resilient, which helps them in their overall development. Further Boys from boarding schools and girls from traditional schools have more social skills when compared on the basis of gender.

Keywords: *Boarding Schools, Conventional Schools, Social Skills*

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

Social skills are essential for the personal, academic, and professional success of individuals. However, social skills development can be influenced by the environment and setting in which individuals are raised or studied. Social skills are behaviors enabling individuals to interact influentially and to abstain from undesirable responses. They represent the individuals' social and behavioral health success (Rawles, 2016). These skills have their roots in cultural and social foundations and include behaviors such as pioneering in the establishment of new communications, requesting help, and making suggestions to others. One of the most important educational aims of childhood is to develop social skills, and the

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A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

level of children's and adults' enjoyment of these skills is influential in their personal and social health and their educational success (Morgan et al., 2015; Rawles, 2016).

Emotional and social change in children increases the students' capacity to concentrate on educational activities, improving psychological health and reducing behavioral problems (Doctoroff et al., 2016). The components of social skills constitute some univalent processes, such as looking, shaking the head, or some behaviors in social relations, such as saying hello and goodbye. The social processes point to the individual's ability to create skillful behavior based on related rules and aims and in response to social feedback. This differentiation assesses the individual's need to supervise the situations and change behavior in response to other individuals' reactions. Social skills have both evident and non-evident cognitive elements.

Boarding schools have a long history of providing students with an education that extends far beyond the classroom. While academic success is important, boarding schools also place a strong emphasis on developing social skills in their students. These schools provide children with an environment where they can learn how to interact with others, build meaningful relationships, and navigate complex social situations. Boarding school can be a great environment for children to learn valuable social skills that will benefit them throughout their lives.

Need of the Study

Conventional schools can provide a more conventional educational experience without the need for students to live full-time away from home. Students get to experience life with their families and local communities and are more in touch with their roots. A conventional setting can provide a more laid-back, easy-going, and less structured learning framework. But Boarding schools offer students a chance to experience independence and responsibility at an earlier age than they might in a conventional school. When living away from home, they learn to manage their time and take care of themselves. Boarding schools generally offer more structured surroundings and a more rigorous academic and extracurricular experience. So, there is a need to compare social skills among students of conventional and boarding schools.

According to the research conducted in Texas A&M University, U.S (2022) Gender plays important role in the development of social skills among children. Srivastava & Mittal (2021) stated that Girls had better skill of concern for others and communication skills but boys had better relationship skills, self-care skills and problem solving skills. Hajovsky et al. (2022) stated that girls are rated by teachers as more competent on measures of social skills than boys and concluded that girls' social skills were consistently rated higher from kindergarten to sixth grade. So, there is a need to compare social skills among students on the basis of gender.

Objectives

- To find out the level of social skills of secondary students of Conventional schools.
- To find out the level of social skills of secondary students of Boarding schools.
- To compare the social skills among secondary students of Conventional and Boarding schools.

A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

- To compare the social skills among secondary students of Conventional schools on the basis of gender.
- To compare the social skills among secondary students of Boarding schools on the basis of gender.

Hypothesis

- There is no any significant difference of social skills among secondary students of Conventional and Boarding schools.
- There is no any significant difference of social skills among secondary students of Conventional schools on the basis of gender.
- There is no any significant difference of social skills among secondary students of Boarding schools on the basis of gender.

RESEARCH METHODOLOGY AND DATA COLLECTION

The present study is descriptive in nature. Survey method is used to collect the data. Data was collected through standardized tool developed by Sood, Anand & Kumar (2012). Data analysis was done through SPSS. Two boarding (residential) and two Conventional (Non-residential) private schools were randomly selected from Haryana. A Sample of 200 secondary students was selected from randomly selected schools of Haryana, out of them 100 were from conventional and 100 were from boarding schools. Following schools were included in the sample:

Boarding Schools:

- RED Senior Secondary School, Chhuchhakwas
- GD Geonka Public School, Panipat

Conventional Schools:

- Pathania Public School, Rohtak
- Bhiwani Public School, Bhiwani

Analysis and Interpretation

- To find out the level of social skills of secondary students of Conventional schools. Data was collected from 100 secondary students of Conventional (Non-residential) schools about their social skills.

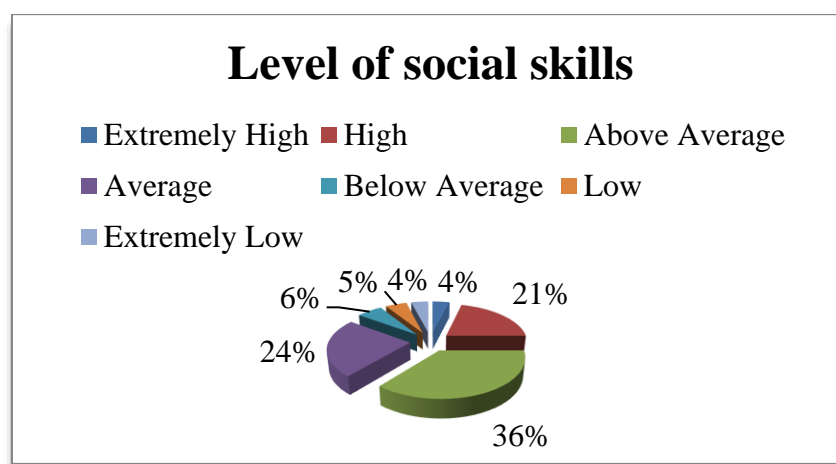


Figure 1. Level of social skills among students of conventional schools

A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

As it is clear from the figure 1 that 4% students have Extremely high level of social skills, 21% have high, 36% students have above average level, 24 % students have average, 6% students have below average, 5% have low level of social skills and 4% students have extremely low level of social skills.

- To find out the level of social skills of secondary schools students of Boarding schools.

Data was collected from 100 secondary schools students of boarding (residential) schools about their social skills.

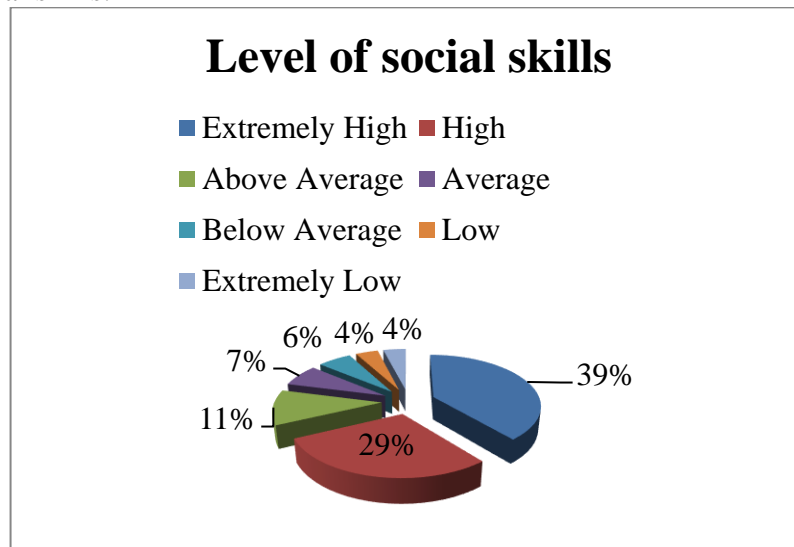


Figure 1. Level of social skills among students of boarding schools

As it is clear from the figure 1 that 39% students have Extremely high level of social skills, 29% have high, 11% students have above average level, 7 % students have average, 6% students have below average, 4% have low level of social skills and 4% students have extremely low level of social skills.

- To compare the social skills among secondary students of Conventional and Boarding schools.

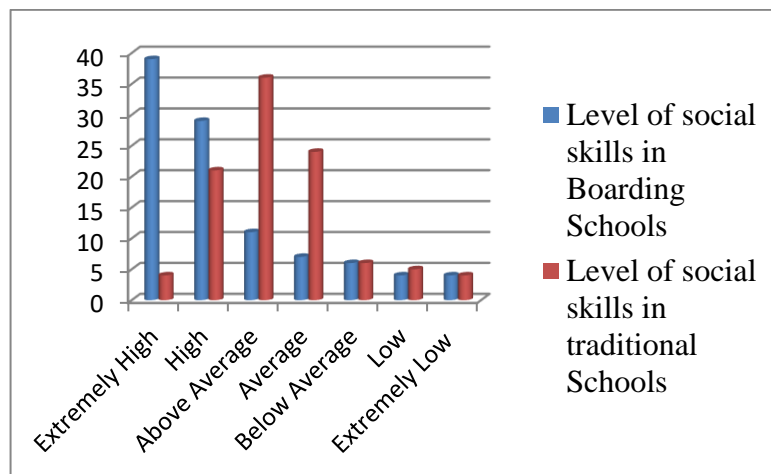


Figure 3: Comparison of level of social skills

A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

As it is shown in Figure 3 that number of students having extremely high and high social skills is more in boarding schools, but students having above average and average social skills are more in conventional schools. But number of students having below average, low and extremely low social skills is same in both the schools. But to compare the significant difference in social skills among students conventional and boarding schools following hypotheses is developed:

H1: There is no any significant difference of social skills among secondary students of Conventional and Boarding schools.

Table 1: Comparison of the Social skills among secondary students of Conventional and Boarding schools.

Type of School	N	Mean	Std. Deviation	't' statistics	p value	Significant / Not Significant
Boarding School	100	390.96	60.521	7.630	0.000**	Significant
Conventional School	100	345.42	36.632			

*Significant at 5% level of significance

**Significant at 1% level of significance

Interpretation

An independent t test is conducted to find out the significant difference of social skills among secondary students of Conventional and Boarding schools.

As it is shown in table 1 that mean score of students of boarding schools and students of conventional schools social skills is 390.96 and 345.42 and S.D is 60.521 and 36.632 respectively. P value is 0.000 which is significant at 1% level of significance. There is a significant difference between social skills among secondary students of Conventional and Boarding schools. These results suggest that social skills are higher among students of boarding schools. So, the null hypotheses H1: There is no any significant difference of social skills among secondary students of conventional and boarding schools is rejected.

- To compare the social skills among secondary students of Conventional schools on the basis of gender.

On the basis of above objective following hypotheses is developed:

H2: There is no any significant difference of social skills among secondary students of Conventional schools on the basis of gender.

Table 2: Comparison of the Social skills on the basis of gender among conventional schools students

Gender	N	Mean	Std. Deviation	't' statistics	p value	Significant / Not Significant
Boys	50	364.45	27.126	-3.018	0.001**	Significant
Girls	50	378.67	40.356			

*Significant at 5% level of significance

**Significant at 1% level of significance

A Comparative Study of Social Skills among Secondary Students of Conventional and Boarding Schools

Interpretation

An independent t test is conducted to compare the social skills of secondary students of traditional (non-residential) schools with respect to gender. As it is shown in table 2 that mean score of boys and girls in social skill is 364.45 and 378.67 and S.D is 40.126 and 27.356 respectively. P value is 0.001 which is significant at 1% level of significance. There is a significant difference between social skills of boys (M=364.45, SD=27.126) and girls (M=378.67, SD=40.356) conditions; $t(98) = -3.018$, $p=0.001$. These results suggest that girls have more social skills than boys. So the null hypothesis 'There is no any significant difference of social skills among secondary students of Conventional schools on the basis of gender.' is rejected.

- To compare the social skills among secondary students of Boarding schools on the basis of gender.

On the basis of above objective following hypotheses is developed:

H3: There is no any significant difference of social skills among secondary students of Boarding schools on the basis of gender.

Table 3: Comparison of the Social skills on the basis of gender among boarding schools students

	N	Mean	Std. Deviation	't' statistics	p value	Significant / Not Significant
Boys	64	294.56	34.561	2.367	0.019*	Significant
Girls	36	267.23	29.528			

*Significant at 5% level of significance

**Significant at 1% level of significance

Interpretation

An independent t test is conducted to compare the social skills of secondary students of boarding schools with respect to gender. As it is shown in table 3 that mean score of boys and girls in social skills is 294.56 and 267.23 and S.D is 34.561 and 29.528 respectively. P value is 0.019 which is significant at 5% level of significance. There is a significant difference between Social skills of boys (M=294.56, SD=34.561) and girls (M=267.23, SD=29.528) conditions; $t(98) = 2.367$, $p=0.019$. These results suggest that boys have more social skills than girls. So, the null hypothesis 'There is no any significant difference of social skills among secondary students of Boarding schools on the basis of gender.' is rejected.

DISCUSSION OF FINDINGS

The findings of the study suggest that the social skills of students from boarding schools are better than the students from conventional schools. This could be due to the fact that boarding school students spend more time in the school environment and have more opportunities to interact with peers and teachers. The boarding school experience also shapes the personality of students in a unique way. The students learn to be independent, responsible, and resilient, which helps them in their overall development. Boys from boarding schools have more social skills than girls. Girls from boarding schools have more social skills than boys. This finding is consistent with the findings of (Abdi, 2010; Hajovsky et al., 2022).

CONCLUSION

School is not only a place where children learn reading, writing and math. It is also a place where they learn to get along with other people and develop social skills. Being social creature social skills are very important for human beings. Boarding school provides great environment for children to learn valuable social skills that will benefit them throughout their lives. Results of the present study support this phenomenon that students studying in boarding schools have high level of social skills that students studying in conventional schools. But more research can be done to verify the results.

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Conflict of Interest

The author(s) declared no conflict of interest.

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