

# Influence of Parental Involvement on Social Skills of Students

**Seema Mallick**

Department of Teacher Education, Sam Higginbottom University of Agriculture, Technology and Sciences,  
Allahabad, Uttar Pradesh, India

**Neelam Singh**

Researcher (Education), Department of Teacher Education, Sam Higginbottom University of Agriculture,  
Technology and Sciences, Allahabad. Uttar Pradesh, India



## ABSTRACT

The studies presented are INFLUENCE OF PARENTAL INVOLVEMENT ON SOCIAL SKILLS OF STUDENTS. In this study, a comparative study of the social skills of students with high, middle and low parental involvement has been done. In the presented study, the survey method has been used under descriptive research. As a population, students studying in secondary schools located in the urban area of Prayagraj district have been considered as the population. Secondary schools have been selected through objective method, after that 100 students and 100 girls studying in it, ie 200 students in total have been selected by stratified random method. The 'Parental involvement Schedule' created by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganota Arora as a tool and the Social Skills Problem Behaviour Checklist prepared by Dr. madhu Mathur and Dr. Saroj Arora was used to measure the parental involvement of higher secondary school students. After analyzing the data in the presented study, the following conclusions were obtained – The social skills of students belonging to upper and middle parental involvement is higher than that of students belonging to lower parental involvement i.e. students' parental involvement has an influence on their social skills.

**Keywords :** Influence, Parental Involvement, Social Skills, Students

## I. INTRODUCTION

Man is a social and performs all his activities while living in society. Thereafter, he changes, modifies and modifies his behavior and experience and continuously develops in the society. This entire process is called education. All-round development of the child and the creation of unbroken personality is done through education. To get formal education, the children enter the school where they complete their education.

The present century is the era of scientific achievements, as a result of the social changes that have taken place in the entire society, as a result of the social changes, the changes in the cost of living and the cost of living, along with the changes in the

costumes, the renovation of the curriculum, the entry of computers into education , Inclusion of psychological tendency etc. He is the change took people's psyche in the modern era. During this period, due to increase in stress complications, competitors etc., the person feels insecure, as a result, the person is unable to adjust to the environment and his personality becomes unbalanced. In today's changing society, most youths are being affected by the problem of adjustment. The reason is clear that during adolescence, there are many types of changes in boys and girls at a rapid pace that bring fluctuations in their lives.

Being aware of the social conditions within a person and having social qualities in the society, it is paramount. Individuals or social groups in which

social structure develops social conditions and social qualities, and they are attuned to them, their expression is seen in their life, then they or those social groups in terms of social competence is known and understood. The role of education is very important in providing social competence. Education according to the age of the person provides social competence. In today's situation, it seems expedient to know and understand maturity among the people who are getting education.

In today's era, of course literacy is increasing, but crime and atrocities are also increasing rather than decreasing. Violence is increasing, terrorism is the spoiled form of that which has terrorized the whole world.

The individual is a unit of society and the family is the smallest social group. While it is absolutely necessary to have a high level of social structure, a sense of sociality in the individual and society, while walking on the path of sociality is equally practical. While education enhances socialism and social sentiment on the one hand, it also provides practical background.

Social maturity undoubtedly increases at the primary and secondary levels, but at the completion of the secondary level, this maturity reaches its fullness, such a concept. There is a need to do research to know at which level this social competence is at the secondary level students, it is a matter of conjecture. In this era of globalization, social relations have crossed the national periphery and reached the international periphery. In the absence of social competence, it is difficult to develop an international understanding and understanding to make relations at the international level. Educationists and sociologists have said that to develop social competence through education and to achieve that problem or to solve the problem. In order to make a person mature in the context of globalization and internationalism, the study of social competence in the students studying at

the secondary level appears to be expedient and important on the one hand and practical on the other. From this point of view, there also seems to be a need to research the subject presented.

The conclusions obtained from this type of research are very important and justification structure to develop social capacity and condense this concept, on one hand, the path of development and peace at national and international level is also in danger. It falls. Therefore, to give proper momentum to the establishment and development of peace, it is very reasonable to study social skills.

Social skills are very imperative for all students. There are two reasons. Except if children accomplish significant social competence by about the age of six years, they have a high probability of being in danger all through life. Peer relationships contribute a lot to both social and cognitive development and to the viability with which we work as grown-ups (Hartup, 1992).

Good social skills play a role in healthy psychological development, academic success and even later life connections such as marriage and parenting. Social skills allow children to interact with other children and adults, make friends and act appropriately in different situations. Many skills are vital in children's improvement of associations with adults and peers. We realize powerful social skills are key in to smooth connection and communications. Developing the appropriate social skills depends upon various influences during childhood. Success in adult life is often related to the development of skills needed to adapt to a variety of social setting. Social development refers to the set of behaviours that a child displays in situations that involve others. Possession of social skills may be a necessary condition, but the fluent performance of social skills are based not only on proficiency but also on motivation to use such skills, which in turn is an issue of social comprehension and

of esteeming the positive result which successful social exchanges bring. As social skills are important for every individual, it is essential to undertake maximum studies in these aspects.

### Objectives of the study

The following objectives have been studied in the presented study-

To study the parental involvement on the social skills of secondary level students.

### Hypotheses

The following hypotheses have been tested in the presented study-

There is significant difference in parental involvement on social skills of secondary level students.

## II. Methodology

In the presented study, the survey method has been used under descriptive research. As a population, students studying in secondary schools located in the urban area of Prayagraj district have been considered as the population. Secondary schools have been

selected through objective method, after that 100 students and 100 girls studying in it, ie 200 students in total have been selected by stratified random method. Parental Involvement Scale developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganota Arora & Social Skills Problem Behaviour Checklist prepared by Dr. madhu Mathur and Dr. Saroj Arora was used to measure the parental involvement of higher secondary school students. The variance method (ANOVA) and t-ratio statistical method have been used for data analysis.

### Analysis and interpretation of data

**To compare social skills of students having high, moderate and low family parental involvement at higher secondary level.**

It was hypothesized that students having low, moderate and high parental involvement do not differ from one another on social skills. Statistical technique ANOVA was used for comparing the social skills among students having low, moderate and high parental involvement. Result has been shown in Table No. 1.

**Table 1.** Summary of results of ANOVA showing differences in social skills of students with low, moderate and high levels of parental involvement

Sources	df	Sum of squares	mean square	F-ratio
between the groups	2	2110.95	1055.48	10.69*
within the groups	196	19455.48	98.76	
Total	<b>198</b>	<b>21566.43</b>	<b>1154.23</b>	

\* Significant at .01 level

Table 1 shows that the sum of squares and mean squares for between groups are respectively 2110.95 and 1055.48 and those are respectively 19455.48 and 98.76 for within groups. F-value (=10.69) is significant at 0.01 level of significance. Therefore the null hypothesis "*Male and female students with high,*

*moderate and low level of social skills do not differ from one another on parental involvement*" can be rejected. It means that students having low, moderate and high parental involvement are not equal on social skills. It means those three groups are differ from one another on social skills.

**Table 1.1**

Test showing differences in social skills of male and female students with high, moderate and low levels of parental involvement

S.No.		N	Mean	$\sigma_D$	D	t-value	Significant
1-	High	52	109.56	1.72	5.48	3.19	Significant
	Moderate	94	104.07				
2-	High	52	109.56	1.94	8.86	4.57	Significant
	Low	53	100.70				
3-	Moderate	94	104.07	1.71	3.38	1.98	Not Significant
	Low	53	100.70				

Table 1.1 shows that mean of social skills scores for students having low, moderate and low parental involvement are 109.56, 104.07 and 100.70 respectively. There are three pairs that are compared by t-ratio. The calculate t-ratio is 3.19 for high and moderate parental involvement groups. Whether it is 4.57 for high and low parental involvement groups and it is 1.98 for moderate and low parental involvement groups of students. Above three values of t-ratio is significant on 0.01 level. Therefore it can say that, social skills of students having high parental involvement are better than those of moderate parental involvement. On the other hand social skills of students having high parental involvement is better than those of low parental involvement and students having moderate parental involvement shown better social skills must than those of low parental involvement. On the basis of above result it can say that students having high parental involvement are better than those of moderate parental involvement and students having moderate parental involvement are better than those of low parental involvement on social skills.

### III. RESULT

After analyzing the data in the presented study, the following conclusions were obtained –

The social skills of students belonging to upper and middle parental involvement is higher than that of students belonging to lower parental involvement i.e. students' parental involvement has an influence on their social skills.

### IV. REFERENCES

- [1]. Abdel, S.V.M . (2008). Patterns of personal Alanikram according to the theory and its relationship to the values and social intelligence among the students of the University, Ph.D. thesis, Faculty of Education, Ibn al-Haytham, Baghdad.
- [2]. Aldahri, S. and Sofyan, N. (1997). Social intelligence and social values among the students of psychology at the University of Taiz and its relationship to psychological and social consensus, Master Thesis, University of Taiz, Yemen.
- [3]. Al-Qudra, M.S. (2007). Social intelligence among the students of the Islamic University And its relationship to religiosity and some of the variables. Master Thesis, Faculty of Education, University of Islamic Gaza.

- [4]. Cantor,N. and Kihlstrom,J.F. (2011). Social Intelligence. United kingdom: Cambridge University Press.3, 2000.
- [5]. Chadha, N. K. & Ganesan, U. (2009). Social Intelligence Scale. National Psychological Corporation, Agra. India.
- [6]. Darwish, Z.E. (2003). Human intelligence and life skills missing Education,1 Bahrain.
- [7]. Ford, E. Maher, A. (1998). Self-Awareness and social intelligence: web pages, search engines, in: George M. (ed). graduated school of education .37 .191-218 .
- [8]. Habib, S.T. (1994). Building a measure of social intelligence among the students of the University, unpublished Master Thesis. Faculty of Education. Rushd. Baghdad University.
- [9]. Jaber, A. (1997). Intelligence and measurements, Cairo, Dar Al-Arab renaissance.
- [10]. Jain, R.K. and Saxena,S. (2013). Social intelligence of undergraduate students in relation to their gender and subject stream. IOSR Journal of Research method in education. Jan-Feb.1-4.
- [11]. Jarwan, F. (2004). Talent, excellence, creativity, Edition 2, Dar alfeker, Amman. jordan.
- [12]. Kaukiainen, A. Bjorkqvist, K. Osterman, K. and Lagerspetz, K .M. J. (1996). Social intelligence and empathy as antecedents of different types of aggression. In C. F. Ferris & T. Grisso (Eds.), understanding aggressive behavior in children. Annals of the New York Academy of Science. 794. 364-366.
- [13]. Silvera, D. H. Martinussen, M. & Dahl, T. I. (2001). The tromso social intelligence scale. A self-report measure of social intelligence. Scandinavian Journal of Psychology. 42.313–319.
- [14]. Spence, S. H. (2003). Social skills training with children and young people: Theory, evidence and practice. Child and Adolescent Mental Health,8, 84-96.
- [15]. Stein, S. (1937). An evaluation of the attempts to measure social intelligence. Psychological Bulletin. 34. 275-285.
- [16]. Sub,H.M. and Probst,P (2008). Theory and measurement of social intelligence as a cognitive performance construct. Ph.D (Edu.). Magdeburg.