

## A STUDY ON SOCIAL SKILLS WHICH ENHANCES CREATIVITY AMONG STUDENTS

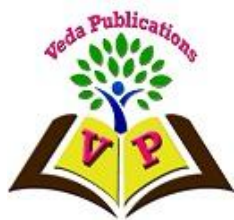
Dr. Manjula G. Kadapatti<sup>1</sup>, Miss. Keerthana R<sup>2</sup>

<sup>1</sup>(Assistant Professor in Home Science, Department of Human Development and Research Centre, Smt.V.H.D. Central Institute of Home Science (Autonomous), Bangalore -560 001.)

<sup>2</sup>(M. Sc, Department of Human Development and Research Centre, Smt.V.H.D. Central Institute of Home Science (Autonomous), Bangalore -560 001.)

doi: <https://doi.org/10.33329/IJREP.2019.5>

### ABSTRACT



Social interactions can help one to be more creative, and creativity is one of the most important qualities one can have. Social skills are ways of dealing with others that create healthy and positive interactions that enhance creativity. Students who have social skills can communicate clearly, calmly, and respectfully. The Social Skills Rating Scale (2012) developed by Dr.Vishal Sood, Dr. Arti Anand and Suresh Kumar was administered to the students. A sample of 230 secondary school students from government and private school were randomly selected for the present study. Wherein 155 students were from private school and 75 students were from government school. The tests used to analyze the data were the student 't' test and chi-square test. The findings showed that the private school students have better social skills compared to the government school students. In private school boys had better social skills compared to girls and students from joint family had better social skills. The results also indicate that girls have better social skills than boys. So girls are more creative than boys.

**Keywords:** Social skills, Students, Creativity.

## INTRODUCTION

Social skills facilitate interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and non verbal ways. The process of learning these skills is called socialization. Social skills have been defined as the ability to emit behaviours that are positively or negatively reinforced and not to emit behaviours that are punished or extinguished by others.

Social skills have been defined as the "ability to express feelings or to communicate interests and desires to others" (Lieberman et al. 1975). Some authors define it as "the ability to express both positive and negative feelings in the interpersonal context without suffering consequent loss of social reinforcement" (Bellack 1977).

Social skills are important for academic success and social well-being from early childhood to adolescence. Children without adequate social skills are at risk of peer rejection, behavior problems, and poor academic achievement that hinders their creativity

For every one-point increase in a child's social competence score in kindergarten, he/she was:

- Twice as likely to attain a college degree in early adulthood;
- 54% more likely to earn a high school diploma; and
- 46% more likely to have a full-time job at the age of 25.

For every one-point decrease in a child's social competence score in kindergarten, he/she had:

- 64% higher chance of having spent time in juvenile detention;
- 67% higher chance of having been arrested by early adulthood;
- 52% higher rate of recent binge drinking and 82% higher rate of recent marijuana usage; and
- 82% higher chance of being in or on a waiting list for public housing.

(Source: Robert Wood Johnson Foundation)

## METHODOLOGY

### OBJECTIVES

1. To study the association between social skills and personal characteristics among private secondary school students.
2. To study the association between social skills and personal characteristics among government secondary school students.

### HYPOTHESIS

1. There is no significant relationship between the social skills of boys and girls.
2. Social skills may not differ significantly among government and private secondary school students.

### OPERATIONAL DEFINITION

**Social skills:** Social skills are ways of dealing with others that create healthy and positive interactions. The social skills in the study is assessed by taking different criteria such as Skill of Concern for others, Relationship/Friendship Skills, Communication Skills, Self-care/Self-control Skills, and Decision making/Problem Solving Skills.

### PROCEDURE

A survey method was done to identify schools situated in urban areas of Bangalore district. And random sampling method was applied for data collection to study the social skills of secondary school students. The schools selected were from Bangalore urban area. A total of 230 students were constituted sample for the present study. Wherein 155 students were from private school and 75 students were from government school. Social Skills Rating Scale (2012) developed by Dr. Vishal Sood, Dr. Arti Anand and Suresh Kumar was administered to the students. The scoring of 92 statements in the scale is divided into 5 areas: - skills of concern for others, relation/friendship skills, communication skills, self-care/self-control skills and decision making/problem solving skills and this is five point's rating scale. chi-square was the statistical methods applied for the study. Obtained results were discussed and interpreted in tabular and graphical representation.

## RESULTS

TABLE 1 Association between Personal Characteristics and Social skill level among Private School

n=155

Characteristics	Sample	Social skill Level						$\chi^2$ Value	P Value
		Below Average		Average		Above Average			
		N	%	N	%	N	%		
<b>Age group (yrs)</b>									
<b>12-13</b>	79	9	11.4	47	59.5	23	29.1	1.01 <sup>NS</sup>	P<0.05
<b>14</b>	47	6	12.8	25	53.2	16	34.0		
<b>15-16</b>	29	3	10.4	15	51.7	11	37.9		
<b>Gender</b>								6.00*	P>0.05
<b>Boys</b>	85	7	8.2	44	51.8	34	40.0		
<b>Girls</b>	70	11	15.7	43	61.4	16	22.9		
<b>Type of family</b>								9.42*	P>0.05
<b>Nuclear</b>	107	17	15.9	61	57.0	29	27.1		
<b>Joint</b>	48	1	2.1	26	54.2	21	43.7		
<b>Class</b>								0.79 <sup>NS</sup>	P<0.05
<b>8th Std</b>	84	8	9.5	48	57.2	28	33.3		
<b>9th Std</b>	71	10	14.1	39	54.9	22	31.0		
<b>Combined</b>	155	18	11.6	87	56.1	50	32.3		

\* Significant at 5% Level,

NS : Non-significant

The association between personal characteristics and social skill level among private school is shown in table 1. With regard to the social skills and age, it is seen that social skills is almost similar in all age groups from 12 to 16 years. Age group and social skill

level was found to be statistically non-significant. ( $\chi^2 = 1.01^{NS}$ )

Regarding the gender the results indicate that the 40% of boys were found with above average social skills while, 22.9% of the girls had above average

social skills. The data subjected to chi square test reveals the difference in the social skills between boys and girls were found to be statistically significant ( $\chi^2 = 6.00^*$ ,  $P > 0.05$ ). Gender and social skills level was found to have significant association. (FIGURE 1)

With regard to type of family, majority of them are from nuclear family but only 27.1% of the respondents from nuclear family have above average social skills. While, 43.7% of respondents from joint family have above average social skills. It shows that students from joint family have better social skills. Further, the statistical findings indicate the significant association between type of family and social skills. ( $\chi^2 = 9.42^*$ ) (FIGURE 2)

Regarding the class, it is seen that the students of 8<sup>th</sup> standard have 33.3% of above average social skills while, 31% of the 9<sup>th</sup> standard students have above average social skills. Both the standard students have similar social skills and the statistical findings reveal that there is no significant association between the class and social skills. ( $\chi^2 = 0.79^{NS}$ ,  $P < 0.05$ )

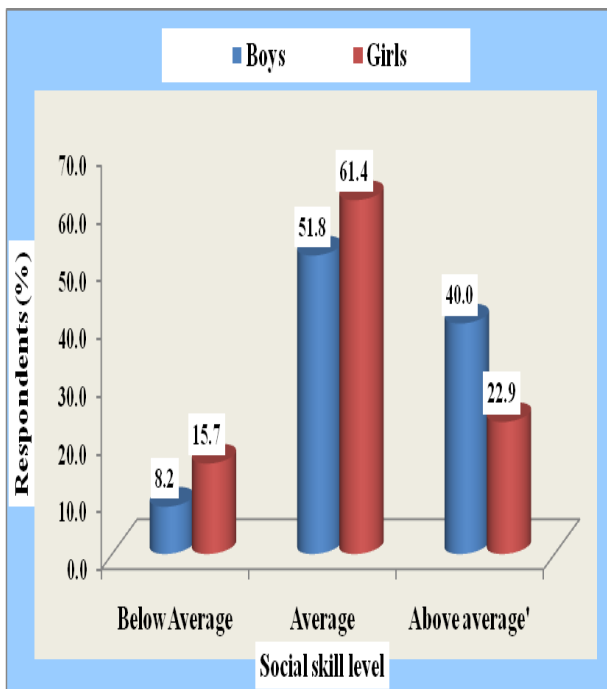


Figure 1: Association between Gender and Social skill level among Private School

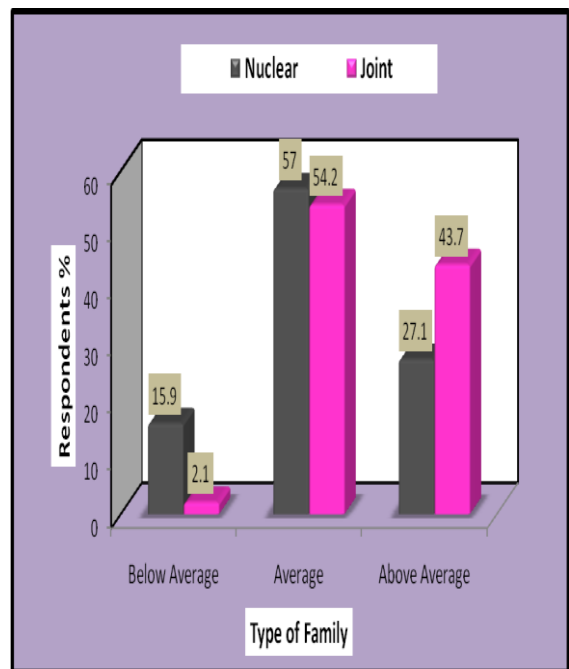


Figure 2: Association between Type of family and Social skill level among Private School

TABLE –2 Association between Personal Characteristics and Social skill level among Government School

Category	Sample	Social skill Level				$\chi^2$ Value	P Value
		Average		Below Average			
		N	%	N	%		
<b>Age group(yrs)</b>							
<b>12-13</b>	27	10	37.0	17	63.0	1.40 <sup>NS</sup>	P<0.05
<b>14</b>	43	21	48.8	22	51.2		
<b>15-16</b>	5	3	60.0	2	40.0		
<b>Gender</b>						5.55*	P>0.05
<b>Boys</b>	42	14	33.3	28	66.7		
<b>Girls</b>	33	20	60.6	13	39.4		
<b>Type of family</b>						0.43 <sup>NS</sup>	P>0.05
<b>Nuclear</b>	68	30	44.1	38	55.9		
<b>Joint</b>	7	4	57.1	3	42.9		
<b>Class</b>						11.59*	P<0.05
<b>8th Std</b>	29	6	20.7	23	79.3		
<b>9th Std</b>	46	28	60.9	18	39.1		
<b>Combined</b>	75	34	45.3	41	54.7		

n=75

\* Significant at 5% Level,

NS : Non-significant

Association between personal characteristics and social skill level among government school is shown in table 2. With regard to the social skills and age, it is seen that in 14 years of age 48.8% of the respondents have average social skills while in 15-16 years 60% of the respondents have average social skills. But, age group and social skill level was found to be statistically non-significant. ( $\chi^2=1.40^{NS}$ )

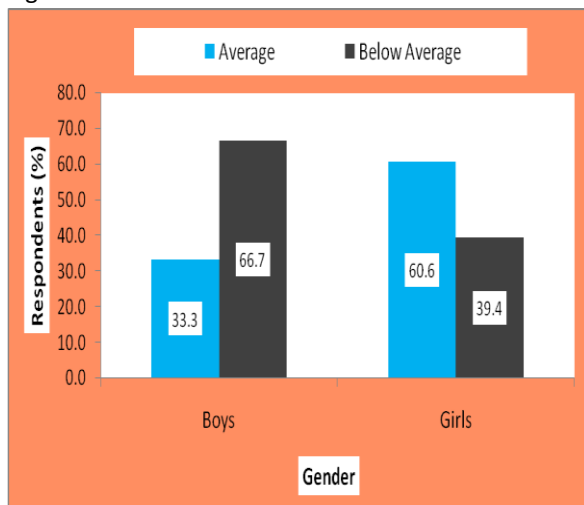
Regarding the gender the results indicate that the 33.3% of boys were found with average social skills while, 60.6% of the girls had average social skills. The data subjected to chi square test reveals the difference in the social skills between boys and girls were found to be statistically significant ( $\chi^2=5.55^*$ ,  $P>0.05$ ). In government schools the girls have better social skills than boys. Gender and social skills

level was found to have significant association. (FIGURE 3)

With regard to type of family, majority of them are from nuclear family, 44.1% of the respondents from nuclear family have average social skills. While, 57.1% of respondents from joint family have average social skills. But the statistical findings indicate that there is no significant association between type of family and social skills. ( $\chi^2=0.43^{NS}$ ) Regarding the class, it is seen that the students of 8<sup>th</sup> standard have 20.7% of average social skills while, 60.9% of the 9<sup>th</sup> standard students have average social skills. Here it is seen that the 9<sup>th</sup> standard students have a better social skills than the 8<sup>th</sup> standard students and the statistical findings reveal that there is significant association between the class and social skills. ( $\chi^2=11.59^*$ ,  $P<0.05$ ) (FIGURE

4)Hence, the hypothesis that states that the independent variable does not have any association on dependent variables is rejected. The result is also supported by a study by Mamata Nayak (2014) who got the similar results stating that the female adolescents have scored higher social competence average than male adolescents of the same age group and within the same cultural environment.

Figure 3: Association between Gender and Social skill



level among Government School

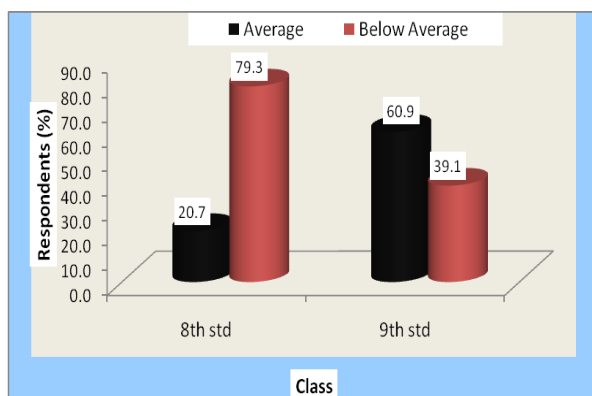


Figure 4: Association between Class and Social skill level among Government School

## CONCLUSION

A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new

things. Students can grow up as good communicators in addition to improving their emotional and social skills. Creative classrooms can really transform the way students acquire education and how they apply it in their real life. In fact, creative expression plays a key role in a student's emotional development.

Students with poor socialization skills are less likely to form healthy intimate relationships as adults, more likely to experience peer rejection, and have a higher likelihood of running into trouble either with the juvenile or adult legal system. Social skills in schools impact safety as well as interpersonal interactions, because students with poor social skills are more likely to demonstrate aggressive or violent behaviour, are less likely to be able to self-regulate their behaviour, and have trouble asking or accepting help from others, which makes violence a more likely response to conflicts. It is important for students to learn socialization skills in school and at home. It has been said many times creativity does not exist in a vacuum. Indeed, according to Dr Muthukrishna's research, creativity exists in the collective mind.

***To be an innovator, it's better to be social rather than smart.***

## REFERENCES

- [1]. Liberman RP, King LW, DeRisi WJ, et al. (1975). Personal Effectiveness. Champaign (IL): Research Press.
- [2]. Bellack AS. (1997). Social skills deficits and social skill training: New developments and trends. In: Brenner HD, Boeker W, editors. Towards a comprehensive therapy for schizophrenia. Goettingen (Germany): Hogrefe & Huber. p 137-146.
- [3]. <http://cirrie.buffalo.edu/encyclopedia/en/article/45/#s10-Social> Skills, Hector W. H. Tsang, Ph.D.