

A Study on Social Skills Among Student Teachers

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ABSTRACT

The importance of work in one's life and the choice of work have increased significantly with time. The work which was earlier understood primarily as a means to earn a living is now perceived as determining of one's social status, personal satisfaction and a way of life. There is a long list of satisfaction drawn from the work which includes: social administration, social conformity, altruism activity, independence, pleasure, power, superiority, job satisfaction, self-esteem, utilization of one's ability, interests, self expression, security, creativity, responsibility, human relationships, self-determination etc.

An understanding of the development maintenance and enhancement of social skills is useful in determining how to help product adolescents from influences and assist them in reaching the optimal potential. This study tries to investigate the career performances of B.Ed students in relation to their social

skills to provide proper guidance for students according to their potential and capabilities.

OBJECTIVES OF THE STUD

❖ To find out the level of social skills among B.Ed students.

To find out the level of significant difference between the male and female B.Ed students among their social skills.

❖ To find out the level of significant difference between rural and urban area B.Ed students among their social skills.

HYPOTHESES

- There is no significant difference between the male and female B.Ed students among their social skills.
 - There is no significant difference between the rural and urban area B.Ed students among their social skills.

DESIGN OF THE STUDY

Research design is a plan, a structure and a strategy of investigation conceived to obtain answers to various issues in research. The object of research design is to test the research hypotheses. The research design, therefore, is built in

the principle of maximization of study, control of extraneous factors and minimization of variance.

A research design however, is not a highly specific plan to be followed without direction. Rather, it is a series of guideposts to keep right direction. Thus, research design is the process of planning a research, choosing methods and procedures that can be expected to yield meaningful and most interpretable results.

TABLE 1.1

SCHEMATIC REPRESENTATION OF THE RESEARCH DESIGN

S.NO	TYPE	SOURCES
01.	Nature of the research	Normative survey research
02.	Tools developed	Social Skills Rating Scale (SSRS)
03.	Variables	B.Ed students.
04.	Demographic variables	1.Gender 2.Age 3.Parents qualification 4.Various subjects 5. Locality
05.	Sampling technique	Stratified random sampling technique.
06.	Size of the sample	B.Ed Students 187 (Male-80 And Female-100)
07.	Statistical techniques used	Mean, standard division 't' test

Present study belongs to normative survey research the demographic variables gender, age group, various subjects, locality, and parent's qualification. The tools used in the study are rating scale developed by the investigator to assess the social skills among student teachers in Kozhikkode district separately. The student teachers along with a personal data sheet to know the background of the student teachers stratified random sampling technique was followed in this study. Data was collected from 187 student teachers and only four college of education in Kozhikkode District. The statistical techniques used were mean standard deviation and 't' test were used in this study.

3.3 OBJECTIVES OF THE STUDY

- To find out the level of social skills among B.Ed students.
- To find out the level of significant difference between the male and female B.Ed students among their social skills.
- To find out the level of significant difference between the arts and science subjects B.Ed students among their social skills.
- To find out the level of significant difference between the UG with B.Ed and PG with B.Ed students among their social skills.
- To find out the level of significant difference between rural and urban area B.Ed students among their social skills.

- To find out the level of significant difference between the age groups (up to 25, above 25) of B.Ed students among their social skills.
- To find out the level of significant difference between the parents qualification of B.Ed students among their social skills.

HYPOTHESES

- There is no significant difference between the male and female B.Ed students among their social skills.
- There is no significant difference between the arts and science subjects B.Ed students among their social skills.
- There is no significant difference between the UG with B.Ed and PG with B.Ed students among their social skills.
- There is no significant difference between the rural and urban area B.Ed students among their social skills.
- There is no significant difference between the age group of B.Ed students among their social skills.
- There is no significant difference between the parents qualification of B.Ed students among their social skills.

TOOLS DEVELOPMENT

The instruments employed for collecting data are called tools. “Tools employ distinctive ways of describing and qualifying the data” (Best 1992). The tools of research are instruments that provide for the collection of data upon which hypothesis may be tested. There are large number of tools and techniques available for data collection in research, from these tools, the researcher selects the most appropriate forms of information that could be most useful. The important tools of educational research. To assess the social skills among student teacher with four point rating scale was developed tool with the options such as strongly agree, agree, disagree and strongly disagree were utilized. By the evaluation of the different data gathering devices used in educational research, the investigator was fully convinced that the development of an social skills scale will help in collecting data.

RELIABILITY AND VALIDITY

Reliability applies to a measure when similar results are obtained over time and across situations. It should be noted that reliability is a necessary condition for validity, but a reliable instrument may not be valid. A reliable but invalid instrument will yield consistently inaccurate results.

Reliability is achieved when there is uniformity of measurement but validity depends upon the correct measurement. Reliability is achieved when the

scale is free from erratic measurement. It is valid only when the measurement is real and purposeful.

PERSONAL DATA SHEET

To know the background of the student teachers the investigator used separate personal data sheets along with the developed questionnaires. The personal data sheet serves to collect personal information. B.Ed students were asked to write their male, female, locality, age, various subjects parents qualification that the studied in college of education.

SIZE OF SAMPLE

A sample is a small proportion of a population selected for observation and analysis. “ A good sample of a population is the one which will produce the characteristics of the population with great accuracy “**Corwell(1960)**”. By considering here the research which proposes to ascertain what is the normal or typical condition or practice at the present time (**sukhiaet 1969**). It is the only means though which opinions attitude and suggestions for improvement and such other data can be obtained. Survey studies help in contributing to other types of investigations and cover a large number of traits and characteristics of the groups.

TABLE 1.2

LIST OF MALE AND FEMALE SAMPLE

S.NO	DIVISION	NO.OF STUDENTS	TOTAL
1.	Gender	Male	87
		Female	100
2.	Age	Upto 25	156
		Above	31
3.	Locality	Rural	162
		Urban	25
4.	Various Subjects	Arts	86
		Science	101
5.	Educational Status	UG	164
		PG	23
6.	Parents Education	Educated	142
		Uneducated	45

The present study is done by normative survey method. The stratified random sampling technique is followed. The size of the sampling was 187 student teacher who were from 4 B.Ed colleges in Kozhikkode District. The SSRS was administer separately among the 187 student teachers.

ADMINISTERING THE TOOL

The SSRS were administered separately among the 187 student teachers. A sample of 187 B.Ed student teachers level was selected from the four B.Ed College of education in Kozhikkode district of Kerala.

SCORING KEY

The data collected were consolidated codified and used for suitable analysis scoring of the response sheets was done as per the scoring scheme described earlier. The scores were summed up separately and the total score of each individual was taken analysis purpose. The SSRS consists of 23 positive statements and 17 negative statements the negative questions were scored as 1/2/3/4/ and positive questions were scored as 4/3/2/1. They are strongly agree, agree, disagree and strongly disagree and strongly disagree. From this SSRS high score is 160 low score is 40.

STATISTICAL MEASURES USED IN THE STUDY

After scoring the filed SSRS, master table was prepared by plotting the scores. Different statistical measures such as mean, standard deviation and 't' test to analyze the significant difference were used in the present study for finding out the usage social skills.

STATISTICAL ANALYSIS OF THE DATA

Descriptive analysis of the data

One eighty seven B.Ed student teachers from Kozhikkode District constituted the sample. The variable studied in the present judgment was with references to some selected variables like gender, age, qualification, subjects, and parent's education. After the data was collected, it was classified as the above mentioned variables.

TABLE 1.3

LEVEL OF SOCIAL SKILLS AMONG STUDENT TEACHERS

Total Number of Student Teachers	Over All Level
187	84.98%

The above 4.1 show the overall samples average percentage. It clear study indicates the 84.98% is very good level of social skills among student teachers.

TABLE 1.4

**SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE B.Ed
STUDENT TEACHERS AMONG THE SOCIAL SKILLS**

GENDER	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
MALE	87	84.01	8.76	1.40*	1.97
FEMALE	100	85.70	7.61		

* **No significant**

The above table 4.2 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **MALE AND FEMALE** B.Ed student teachers. Hence the null hypotheses is accepted.

TABLE 1.5

SIGNIFICANT DIFFERENCE BETWEEN RURAL AND URBAN AREA

B.Ed STUDENT TEACHERS AMONG SOCIAL SKILLS

LOCALITY	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
RURAL	162	84.95	8.33	0.10*	1.97
URBAN	25	84.70	11.63		

* No significant

The above table 4.3 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **RURAL AND URBAN AREA** B.Ed student teachers. Hence the null hypotheses is accepted.

TABLE 1.6

**SIGNIFICANT DIFFERENCE BETWEEN UG AND PG WITH B.Ed
STUDENTS WITH AMONG SOCIAL SKILLS**

QUALIFICATION	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
UG	164	84.89	8.46	0.13*	1.97
PG	23	85.07	5.49		

*** No significant**

The above table 4.4 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **UG** with B.Ed **AND** **PG** with B.Ed student teachers. Hence the null hypotheses is accepted.

TABLE 1.7

**SIGNIFICANT DIFFERENCE BETWEEN ARTS AND SCIENCE
SUBJECTS OF B.Ed STUDENT TEACHERS AMONG SOCIAL SKILLS**

SUBJECTS	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
ARTS	86	85.5	8.2123	0.90*	1.97
SCIENCE	101	84.41	8.1854		

*** No significant**

The above table 4.5 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **ARTS AND SCIENCE GROUP** of B.Ed student teachers. Hence the null hypotheses is accepted.

TABLE 1.8

**SIGNIFICANT DIFFERENCE BETWEEN AGE GROUP OF BELOW-25
AND ABOVE-25 B.Ed STUDENT TEACHERS AMONG SOCIAL SKILLS**

AGE GROUP	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
BELOW-25	156	84.66	8.31	0.97*	1.97
ABOVE-25	31	86.14	7.59		

*** No significant**

The above table 4.6 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **AGE GROUP** of B.Ed student teachers. Hence the null hypotheses is accepted.

TABLE 1.9

**SIGNIFICANT DIFFERENCE BETWEEN EDUCATED AND
UNEDUCATED PARENTS OF B.Ed STUDENT TEACHERS**

PARENTS QUALIFICATION	NO.OF STUDENT	MEAN	STANDARD DIVISION	CALCULATED 't' VALUE	0.05 LEVEL
EDUCATED	142	85.14	7.90	0.65*	1.97
UNEDUCATED	45	84.16	9.09		

*** No significant**

The above table 4.7 shows that the calculated 't' value is less than the tabulated value of 1.97 at 0.05 level of significance. So it is concluded that there is no significant difference between the **EDUCATED AND**

UNEDUCATED PARENTS of B.Ed student teachers. Hence the null hypotheses is accepted.

MAJOR FINDINGS OF THE STUDY

From the present study the investigator came to the following findings.

1. The level of social skills among student teachers 14.84, 98%.
2. There is no significant difference on the social skills between male and female student teachers.
3. There is no significant difference on the social skills between under graduate with B.Ed. and post graduate with B.Ed. studying student teachers.
4. There is no significant difference on the social skills between science and art subjects student teachers.
5. There is no significant difference on the social skills between rural and urban area student teachers.
6. There is no significant difference on the social skills between age group of

below 25 and above 25 student teachers.

7. There is no significant difference on the social skills between the educated and uneducated parents of student teachers.

DISCUSSION AND CONCLUSION

The investigator discussed only the few findings from the review of literature.

1. On noticing the result with regards to the student teachers between male and female. There is significant different on the social skills. Because the female student teachers having more social skills.
2. The results with regards to the student teachers between UG and PG. There is no significant different on the social skills. The UG with B.Ed. and PG with B.Ed. student teachers having similar social skills. Generally those understand very well about the social skills.
3. There is significant different on the social skills between science and art subject student teachers.

4. On noticing the result with regards to the student teachers between rural and urban area. There is no significant different on the social skills.
5. On noticing the result with regards to the student teachers between age group of below 25 and above 25. There is no significant different on the social skills.
6. On noticing the result with regards to the student teachers between age group of below 25 and above 25. There is no significant different on the social skills. The uneducated parents and educated parents of student teachers having similar social skills.

EDUCATIONAL IMPLICATIONS

On the basis of results obtained from the present study some practical suggestions are offered, which will be helpful for teachers to apply in classroom teaching.

The study found that there is significant difference in the social skills of student teachers in some of the samples. Teachers must take special care to improve the social skills among student teachers.

Social skills education programs for the students through formal and informal means would be effective in creating social skills. It will help to develop skills to make informal decision in the purchase of goods and services in the light

of personal values, maximum utilization of resources, available alternatives, ecological considerations and changing economic conditions.

The administrative and curriculum authorities must lay stress on social skills education programs in the school and college curricula.

- ✓ An integrated approach to social skills education should be adopted. It is not a single discipline, but a cross curricular subject involving many areas of the school and college curriculum.
- ✓ Teachers and other interested parties should encourage formation of social skills youth clubs in colleges to provide experiential and leadership opportunities.
- ✓ Social skills education should develop critical social skills among student students through direct involvement in surveys, discussions, talks, exhibitions, research, workshop etc., on local and global issues.
- ✓ Social skills corners in the college libraries should display samples and all forms of social skills education.
- ✓ Proper utilization of mass media helps in inculcation of social skills of students both in the rural and urban areas.

SUGGESTIONS FOR FURTHER STUDY

Research is a chain activity. Their purpose of any research in education is to find solution always leaves many related research questions that can be investigated by other researchers; some of the areas for research in the future may be as follows,

- ✓ A study can be conducted to find out the demographic and motivational variables associated with social skills activities.
- ✓ A similar study can be conducted on the higher secondary school students.
- ✓ The present study could be undertaken at various stages in India.
- ✓ A study can be conducted on the primary, secondary and higher secondary school teachers.
- ✓ The gender difference in social skills can be studied.
- ✓ A comparative study on the social skills among the students of different categories like secondary and higher secondary students.
- ✓ A critical study on evolving strategies promoting the social skills among the arts and science students.

CONCLUSION

The present study made on social skills among student teachers the finding of the present study reveal that the B.Ed student teacher having more social skills

among gender, qualification, subjects, age, locality, parent's education, with respect to the rating scale.

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