



Research Paper

# A Study of The relationship Between Social Skills, Parental Involvement And Academic Achievement Of Adolescent Students

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**ABSTRACT:** The present research aimed towards studying the relationship between social skills, parental involvement and academic achievement of adolescent students. A total of 200 students (boys and girls) of IX class of five CBSE affiliated Secondary Schools of Amritsar city were selected sample. Social skills of adolescent students were assessed using Social Skills Rating Scale (Sood, Anand & Kumar, 2012), parental involvement using Parent Involvement Scale (Chopra & Sahoo, 2007) and cumulative academic scores of the previous class were used for academic achievement. The results of the study indicated that there is positive and low but significant relationship between social skills and parental involvement of adolescent students. Similarly, the study also revealed that there is positive and low but significant relationship between social skills and academic achievement of adolescent students.

**Keywords:** Adolescent students, Parental involvement, Social skills, Academic achievement.

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## I. INTRODUCTION

The foundation for the development of an adolescent's concept of self comes from their attempts to put their abilities to the test and become more independent. A time of physical growth, a range of ages, or a sociological phenomenon, adolescence has been described in a variety of ways from various perspectives. The term "adolescence," which derives from the phrase "grow into maturity," refers to a process rather than a time period in which a person develops the attitudes, beliefs, and behavior's necessary for effective participation in society as an emerging adult. The psychology of this transitional stage between childhood and adulthood when a person is no longer a child but has not yet reached adulthood is crucial to the study of human behaviour. Considering the need for social integration and the pursuit of self-assertion and individuality, adolescence is a developmental stage in which social skills play a significant role. Therefore, it is a time of life where variations and improvements to one's social and personal abilities are required. Parents who are supportive and patient must give their teenagers accurate and pertinent information. Adolescents can evolve without feeling excluded or disconnected from their family with the support of parental acceptance, understanding, and acknowledgment of individuality and connectedness (Hauser & Bowlds, 1990). Successful adolescents shared a common factor, according to Steinberg and Steinberg (1994), which was a positive relationship with parents.

Today's world is technologically oriented, and each nation must compete with the others in the global information economy in terms of economic and technological advancement. In order to align with international standards of education and work (Partnership for 21st Century Skills, 2007) and prepare the youth of a country to compete in a global economy, parents must invest in and support not only the pursuit of academic excellence but also the development of a wholesome personality. Parents and the school community must both make conscious, intentional efforts to support the development of children's intellectual and social skills. Promoting social skills as a crucial asset for kids' academic achievement and growth requires parental involvement and critical discussion of many viewpoints on the subject. Parental participation is described as actions taken by

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parents in both home and school environments with the intention of promoting the social and academic success of their kids (Nokali, Bachman & Drzal, 2010, Goleman, 1998). Parents must support their children's academic and social growth in order to have a substantial impact on their development as individuals prepared to participate in society on a global scale. The authors of this paper think that parent-supported programmes are essential for kids to achieve at the highest levels in both school and other areas of their lives.

A child who has good social skills is more likely to behave nicely, perform well in school, and establish and maintain connections with others. He can recruit others' assistance, which gives him the confidence to handle any situation. Children who have good social skills are more likely to do well in school and eventually contribute to society. By refining their social skills, one can enhance their academic achievement, personal development, comprehension, productivity, employability, and career success. Parental involvement in education has long been praised as a crucial and advantageous factor in kids' academic and socio-emotional growth. According to an ecological perspective, a child's socio-emotional and psychological treatments benefits from reciprocal beneficial interactions between such two important socialization environments, families and schools. Adolescents' behaviour and academic performance are impacted by parental participation (Fan & Chen, 2001, Jeynes, 2016). By analyzing the connection between parental participation, socioeconomic level (SES), and junior school students' performance, this brief study seeks to enhance the development of children and adolescents (e.g., academic achievement and school behavior). Typically, parental participation consists of three components: involvement at home, involvement at school, and academic socialization (Fan & Chen, 2001, Hill & Chao, 2009, Hill & Tyson, 2009). Academic socialization mainly consists of parents' expectations and faith about their children's education. Home-based involvement includes parents' involvement activities at home such as supervising homework, checking homework, and talking about school life. School-based involvement includes some activities implemented at school such as communicating with teachers, attending the class meeting, and participating in school activities (Hill & Tyson, 2009, Benner et al., 2016).

## **II. REVIEW OF RELATED LITERATURE**

Hosokawa, Katsura and Shizawa (2015) examined the association between father's involvement, economic status, and preschooler's social skills. The results revealed that the father's involvement and economic status were positively related to preschoolers' social skills, such as assertion, self-control, and cooperation. Devi (2015) conducted a study on social skills and academic achievement among social skills deficient and non-deficient school students. The result revealed that academic achievement has significant dependence on social skills of school students. Cabus and Aries (2016) conducted a study on parental involvement through birth order may impact academic achievement and if, Parental involvement is an important of children's educational attainment. The result indicated that the academic achievement is rooted school supportive home climate and often created by the mother. Kuran (2018) studied, 5-6 year old children who attend to kindergarten were researched if there is a difference in their level of social skills according to their mothers' attitudes, their gender, mother's employment status, the number of the children in the family, and to the caretaker. The result, children whose mothers are democratic and permissive seem to have higher social skills than the children whose mothers are authoritative and protective. Bentov and Romi (2018) exposed that social adjustment was the most dominant variable and served as a mediator between self-efficacy and achievements. Further, parental involvement had significant, direct and positive relations with social adjustment but negative with academic achievements. Lara and Saracostti (2019) revealed that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement.

## **RATIONALE OF THE STUDY**

Social skills are important for human beings throughout their life because they allow them to understand others and to be understood by others in a right way. Social skills play an important role in every situation whether it may be for the children in the age of their schooling or for the adults in their career (Herson & Bellack, 1977). Adolescence is the period in which transition from childhood to adulthood takes place. They need to have better social skills to develop good relationships and make their identity. Social skills help people to succeed in their personal, academic, social and future professional activities (Elias, 1997). Parents' wholesome investment of time in their children will have a greater positive impact if it entails the promotion of social skills that help to meet the child's educational needs as well as provide them with the tools to face other challenges in the world in which they live, even in the absence of their parents. The results of this study will also raise parents' understanding of the significance of engaging in positive parental influence. Parents, kids, and instructors will find the knowledge gathered from this study useful. The results of this study might potentially be helpful to academic institutions.

### **OBJECTIVES OF THE STUDY**

The present study was conducted to attain the following objectives:

1. To study the relationship between social skills and parental involvement of adolescent students.
2. To study the relationship between social skills and academic achievement of adolescent students.

### **HYPOTHESES OF THE STUDY**

The following hypotheses were formulated to achieve the objectives of the study:

Ho.1: There will be no significant relationship between social skills and parental involvement of adolescent students.

Ho.2: There will be no significant relationship between social skills and academic achievement of adolescent students.

### **SAMPLE**

For the study, a sample of 200 students (100 boys and 100 girls) in the IX grade from five randomly chosen from CBSE schools in Amritsar city was used. Then from each school 40 students (20 boys and 20 girls) i.e.  $5 \times 40 = 200$  were selected randomly

### **TOOLS OF THE STUDY**

The following tools have been administered on the sample in the present study:

1. Social Skills Rating Scale (Sood, Anand & Kumar, 2012).
2. Parent Involvement Scale (Chopra & Sahoo, 2007).
3. Cumulative academic scores of the previous class for academic achievement.

### **PROCEDURE OF CONDUCTING THE STUDY**

The data for the present study was collected through visits by the investigator to different private CBSE schools included in the sample. Prior permission from the principals of respective schools was taken for data collection. For the purpose of data collection, the Social Skills Rating Scale and Parental Involvement test were administered to the IX grade students. Cumulative academic scores of the previous class were taken from the concerned teacher. After the data collection, the scoring was done.

### **ANALYSIS AND INTERPRETATION OF DATA**

The main objectives of the study were to study the relationship between social skills, parental involvement and academic achievement of adolescent students. The Karl Pearson method of correlation was used to find the coefficient of correlation.

**TABLE 1**  
**RELATIONSHIP BETWEEN SOCIAL SKILLS AND PARENTAL INVOLVEMENT OF ADOLESCENT STUDENTS**

Variable	N	Coefficient of Correlation
SOCIAL SKILLS	200	.369*
PARENTAL INVOLVEMENT		

*\*Significant at 0.01 level*

Table 1 shows that the value of Coefficient of correlation between social skills and parental involvement of adolescent students is 0.369 which in comparison to table value was found significant at 0.01 level. Thus, the null hypothesis that there will be no significant relationship between social skills and parental involvement of adolescent students is rejected. The result indicates that there is positive and low but significant relationship between social skills and parental involvement of adolescent students. The positive relationship demonstrated that parents must be involved in teaching and reinforcing these abilities at home if adolescents are to become successful in applying social skills.

**TABLE 2**  
**RELATIONSHIP BETWEEN SOCIAL SKILLS AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS**

Variable	N	Co-efficient correlation
SOCIAL SKILLS	200	.205*
ACADEMIC ACHIEVEMENT		

*\*Significant at 0.01 level*

Table 2 shows that the value of Coefficient of correlation between social skills and academic achievement of adolescent students is 0.205 which in comparison to table value was found significant at 0.01

level. Thus, the null hypothesis that there will be no significant relationship between social skills and academic achievement of adolescent students is rejected. The result indicates that there is positive and low but significant relationship between social skills and academic achievement of adolescent students. It can be inferred from the above result that if the students develop their social skills then their academic achievement can be improved.

### III. CONCLUSION

The results of the present study are discussed in the light of the available literature. In this study, it has been found that there is a significant relationship between social skills and parental involvement of adolescent students. This finding of the present study is also supported by Melhuish et al., 2008, Levpušček and Zupančič, (2009) the supportive family is very important for developing social skills and academic achievement success among the children. This environment is primarily defined as positive parental communication and dynamics that promote social/ emotional skills (e.g., problem solving, self-regulation, empathy, etc.). Furthermore, the present study also reveals that there is a significant relationship between social skills and academic achievement of adolescent students. This finding of the present study is supported by Chen, et al. (2010) they reported that students' achievement affected their social skills, and their social skills had significant effects on their subsequent achievement. In contrast, the finding is contradictory to the findings of Simanungkalit (2017) who revealed that social skills were not found to be significantly associated with academic achievement.

The study also confirms the significance of taking parents in order to promote children's social skills and enhance academic achievement. For educators and other people who work in or with schools, the study's findings have significant implications. Educators must concentrate on improving the social adjustment skills of students who are less capable. Parents must participate in teaching and practising social skills at home and in the community if they want their children to become skilful at using them.

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