



RESEARCH PAPER

Relationship of Social Skills with Life Satisfaction of Public and Private Secondary School Students

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PAPER INFO

Received:

June 27, 2021

Accepted:

August 15, 2021

Online:

August 20, 2021

Keywords:

Gender,
Life Satisfaction,
Private,
Public,
Secondary,
Students,
Social Skills

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ABSTRACT

The main purpose of this study was to explore the level of social skills and life satisfaction. A sample of 240 secondary school students randomly selected from the division Gujranwala. Participants were 120 male students out of these 60 were from Govt Schools and 60 from private schools and 120 female students out of these were 60 from Govt Schools and 60 from private schools. The participants completed measures of social skills with the incorporation of Matson Evaluation for social Skills with Youngsters (MESSY) and Multidimensional Students Life Satisfaction Scale for Students (MSLSS). Finally, the analysis showed that female students have high social skills and life satisfaction than the male students. The total score of social skills and life satisfaction of the private secondary school students were statistically high than the public secondary school students. Results also showed that social skills have positive relationship with students life satisfaction. It was revealed from the analysis that social skills have strong correlation with students life satisfaction. There should be proper training for teachers for teaching social skills to students. Adolescence is the crucial turning point for children, teachers need to inculcate strategies in their teaching for the development of social skills.

Introduction

All human beings on the earth recognized as leading social animals. The human being's infants always show a purely natural tendency towards crucial social behaviors. The crucial social behaviors begin with extemporaneous anticipatory motor reactions to be picked up by their guardians, and when not attended, become only crying responses from the infants. The distinctive and primary social responses vary from different age groups and at different levels of the children's social development (Alvarado, 2017).

According to Huitt and Dawson (2011), social skills comprised of a specific and typical set of behaviors that students demonstrate in different academic situations, interactions with others, or in the playground while playing. These particular social behaviors start a child's interaction with others in society. Social skills are learnable, teachable, and discrete according to their nature related to the measurement of social skills competencies. Student's useful social skills competencies are integrant for active development of social interactions, better social partaking, collaboration, or association with peers and society. In short social skills are "the capabilities of the individuals who are interacting to select optimal and effective interactional behavior for the fruitful finishing of their objectives in the course of their interaction while keeping in mind the exposure and direction of the individual for whom the interactions performed (Spitzberg & Cupach, 2012).

The development and improvement of social skills establish the most crucial part of the adolescent's preliminary development. The social skills discrepancy, interruption, and disruption in a child's social behavior may results in developmental incapacities in the age of children's adolescence (Laugeson, Frankel, Gantman, Dillon, & Mogil, 2012).

Research base shreds of evidence prove that maximum practices of social skills competencies are crucial and compulsory for the accomplishment of social interactions, psychological affiliations, and professional well-being with life satisfaction (Jones et al., 2011). According to the sociological perspective, individuals whose social skills are deficient are less critical in the circle of their peers and society than the other individuals who have better social skills (Eisler & Frederiksen, 2012).

Basic Social Skills

Discrete and necessary social skills include personal facial expressions, maintaining social distancing according to need, managing eye contact with others, productive conversations with others, sustain quality of voice, capturing others attention, greeting ways to others, effectively copying others by way of conflict and playing with others in the playground (Riggio, 2014). (See figure 1)



Figure1 Basic social skills. (Riggio, 1986, 2014; Wiggins, 2011).

Social Skills Deficiencies

It is essential to identify the different signs that represented that child is undergoing through social skills shortfall or deficiency. The social behavior and children's performance are not the rigorous and perfect science that would believe. Furthermore, a well-developed and calculated social skills measurement scale or strongly deep-rooted scale of infant's social skills and social behavior of adolescents and their development is subtle at best. It should decide that a child is facing social skills deficiency, which involves the understanding that what he/she can or cannot perform (Wilmshurst, 2017). Maybe then it is understood that some signs represent social skills deficiency is present in the child. Some frequently observed signs of social skills deficiency in the child's behavior include: shyness from the strangers, defiance from every order, bragging frequently everywhere, feeling difficulties while developing a relationship with peers, create disturbance for other children, show aggression, have a bossy attitude, disturbing verbal ability and unfortunate habit of independent work (Dulcan, Ballard, Jha, & Sadhu, 2017). (See figure 2)



Figure2 Social Skills Deficiencies (Dulcan et al., 2017).

Life satisfaction defined as the cognitive judgment of all aspects of one's whole life as an individual and within-group. (Joshnloo, 2013). Additionally, life satisfaction reflected that it is more than an anticipated trait in and of the situation. On the other hand, life satisfaction is a requirement for positive health on a psychological basis (Lewis, Huebner, Malone, & Valois, 2011). Experts of psychology are trying to integrate the construct of life satisfaction as a source of researching the adults (Lewis et al., 2011). In recent times, in psychology, there is a demand to enlarge the effectiveness of reviewing Life satisfaction as a source to enhance understanding and provide benefits to children (Oberle, Schonert-Reichl, & Zumbo, 2011).

Life satisfaction often abstracted in adults as a worldwide image of an individual's satisfaction with life in general context (Pavot & Diener, 2009). With the development of MSLSS (Multi-Dimensional Students Life Satisfaction Scale), Life Satisfaction of youngsters conceptualized as the satisfaction within all domains of life, which are essential in their lives (Veronese & Pepe, 2018). The MSLSS scale encompasses five factors to whom a child has to interact; these factors are:

- Interactions with peers and classmates in the school
- Self-recognition for self-esteem
- Interaction with Family members
- Interaction with Friends
- Interaction with the Living environment. (Veronese & Pepe, 2018).

The following is the concise explanation of the particular feature measured by every domain of MSLSS: The first domain of MSLSS is the school. This domain measures the degree of satisfaction that a child enjoys going to school without any disturbance. The second domain of MSLSS is Self. This domain encompasses how children feel when they finish their things according to their abilities, the extent to which they think they are looking good, and feel fun in everything, and their expressions about themselves are useful. The third domain of MSLSS is Family. In the Family domain, the children's reaction is okay if they pretend that they are treated well by the other family members, how children like to stay with their family and the level to which their family keeps in touch.

The fourth domain of MSLSS is Friends. In friends' domain, it is a measure of how much children like their friends, how friends treated them, and the feeling of having many friends. Furthermore, friends' domain encompasses whether they feel comfortable with their friends or not. If not feeling well with friends, then friends have to change.

Finally, the last domain of MSLSS is the Living Environment. This domain covers how much children like their locality, their living houses, and their neighbors. In this way, the objectives of MSLSS are to perform a complete assessment of how adolescents and children understand and feel about these domains of Life (Veronese & Pepe, 2018).

Measurement of Life Satisfaction is also beneficial for understanding well-being and other areas of suffering in youngsters and adults (Huebner, Suldo, Smith, & McKnight, 2004). When school experts have great familiarity with the construct and assessment of Life Satisfaction, it is useful for adolescents and children. The teachers can use the results of Life Satisfaction measured with MSLSS of students to nurture the flexibility, social and emotional competencies in children and

adolescents (Radmacher-Smith, 2018). For the use of MSLSS, experts can make interventions in educational settings, and it can be better for the lives of the students, not only for those who are at deficiency but for all (Oberle et al., 2011).

This research will be an original contribution in the knowledge, because other researchers in the field of education researched only the relationship of social skills and life satisfaction in terms of students' gender and experience (Ozben, 2013). But the main aim of this study was to investigate social skills and life satisfaction of secondary school students in terms of their gender and institutional categories (public and private).

Research Hypotheses

H1: Female students will have high social skills than the male secondary school students.

H2: Female students will have high life satisfaction than the male secondary school students.

H3: Private students will have high social skills than the public secondary school students.

H4: Private students will have high life satisfaction than the public secondary school students.

H5: Social skills have positive effect and correlation with student's life satisfaction.

Material and Methods

Sample

Participants were 240 randomly selected from secondary schools working in Division Gujranwala, Punjab, who agreed to participate in this research. Contributors comprised of 120 male students out of these 60 were from Govt Schools and 60 from private schools and 120 female students out of these were 60 from Govt Schools and 60 from private schools. All participants were filled the survey questionnaires during scheduled class time. The researcher introduced the research aim and informed about the research aims before completing the survey questionnaires. The researcher acknowledged ethical consent to conduct this research.

Instrumentation

“Matson Evaluation for Social Skills with Youngsters” (MESSY)

In children's early development, social skills have an essential role, while deficiency of social skills has long-term effects on children's effectiveness. However, experts should take a deep-rooted measurement scale into account to measure social

skills to assess students' social skills competencies. Several instruments used to measure social skills, including "Matson Evaluation of Social Skills with Youngsters (MESSY)." This measurement scale is the best scale for the measurement of students' social skills competencies at adolescence age. It is translated and used in researches in more than nine different countries and nine different languages and contexts.

Matson (2010) developed a scale for the measurement of social skills named as MESSY scale. MESSY comprised of 62-item, measurement scale was Likert-type. MESSY was a self-report questionnaire comprised of four factors. Items of factors evaluated with five alternative answers "1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree". The purpose of the MESSY scale is to measure the level of individual social skills. Ranking of mean ($n=5$) represent high social skills, while mean ($n=1$) represents low social skills. The Cronbach alpha for the MESSY measure was .96 in this study as shown in table 1.

Table 1
Reliability Statistics of MESSY scale

Cronbach's Alpha	N of Items
.967	62

"Multidimensional Students' Life Satisfaction Scale" (MSLSS)

Huebner (2004) developed MSLSS scale for the measurement of life satisfaction. The MSLSS scale comprised of 40 items and five factors. The values of responses are evaluated with four possible responses "1=never, 2=sometimes, 3=often, 4= almost always". Rating of mean ($n=4$) represent high level of satisfaction, while mean ($n=1$) represents low level of satisfaction. The alpha value for the MSLSS scale was .96 in the present sample as shown in table 2.

Table 2
Reliability Statistics of MSLSS scale

Cronbach's Alpha	N of Items
.960	40

Data Analysis

The data was analyzed with the help of SPSS version 22. Data analysis comprised of Cronbach alpha reliability statistics, Mean, Standard deviation, t-value, df and p-value), and an independent-samples t test. Effect size also measured by applying the Cohen's d. Cohen's d measures was calculated with the help of effect size calculator. The categories of effect are as follows: small size effect range is ($d=.2$), medium size effect range is ($d=.5$), and large size effect range is ($d=.8$). The correlation statistics was also analyzed among social skills and life satisfaction with Pearson correlation. The significance was $p < .05$.

Results and Discussion

The outcomes of the independent sample t-test were employed to find the differences between the social skills of male and female secondary school students as shown in Table 3. The mean values of male students were (Mean=198.4167) and for female students were (Mean=212.8000), which is significant at $p=.016$. Results represent that the female secondary school students' social skills were better than the male secondary school students. The results of Cohen's d showed a medium size effect ($d=0.31$) with respect to social skills.

Table 3
Secondary School Students' Social Skills Scores with respect to their Gender

Scale	Gender	n	M	SD	t	df	p	Cohen's d
Social Skills	Male	120	198.4167	46.37762	2.432	238	.016	0.31
	Female	120	212.8000	45.24455				

The outcomes of the independent sample t-test were employed to find the differences between the life satisfaction of male and female secondary school students as shown in Table 4. The mean values of male students were (Mean=76.4250) and for female students were (Mean=85.1583), which is significant at $p=.002$. Results represent that the female secondary school students' life satisfaction were better than the male secondary school students. The results of Cohen's d showed a high size effect ($d=0.41$) with respect to life satisfaction.

Table 4
Secondary School Students' Life Satisfaction Scores with respect to their Gender

Scale	Gender	n	M	SD	t	df	p	Cohen's d
Life Satisfaction	Male	120	76.4250	21.98650	3.150	238	.002	0.41
	Female	120	85.1583	20.95493				

The outcomes of the independent sample t-test were employed to find the differences between the social skills of public and private secondary school students as shown in Table 5. The mean values of public students were (Mean=201.6417) and for private students were (Mean=209.5750), which is not significant at $p=0.184838$. Results represent that the private secondary school students' social skills were better than the public secondary school students. The results of Cohen's d showed a small size effect ($d=0.17$) with respect to social skills.

Table 5
Secondary School Students' Social Skills Scores with respect to their type of Institution

Scale	Gender	n	M	SD	t	df	p	Cohen's d
Social Skills	Public	120	201.6417	46.54659	1.329859	238	0.184838	0.17
	Private	120	209.5750	45.86877				

The outcomes of the independent sample t-test were employed to find the differences between the life satisfaction of public and private secondary school

students as shown in Table 6. The mean values of public students were (Mean=78.5500) and for private students were (Mean=83.0333), which is not significant at $p=.113$. Results represents that the private secondary school students life satisfaction were better than the public secondary school students. The results of Cohen's d showed small size effect ($d=0.21$) with respect to life satisfaction.

Table 6
Secondary School Students' Life Satisfaction Scores with respect to their type of Institution

Scale	Gender	n	M	SD	t	df	p	Cohen's d
Life Satisfaction	Public	120	78.5500	22.12298	1.593	238	.113	0.21
	Private	120	83.0333	21.48047				

The results of the correlation finding show that there is strong correlation of social skills with life satisfaction and has positive value of correlation ($.976^{**}$) as shown in table 7. Results represent that social skills of secondary school students is strongly correlated with life satisfaction of secondary school students.

Table 7
Correlation between social skills and life satisfaction

Variables	Social Skills	Life Satisfaction
Social Skills	1	.976**
Life Satisfaction	.976**	1

Conclusion

This research paper studied relationship of social skills with life satisfaction of secondary school students belonging to Gujranwala division. The correlation, effect size and significance also analyzed with respect to male and female, public and private secondary school students and their social skills and life satisfaction.

Results represents that the female secondary school students social skills were better than the male secondary school students. The results of Cohen's d showed medium size effect ($d=0.31$) with respect to social skills. These outcomes are parallel to the outcomes of Ari (2000) and Lekaviciene (2012) and correspondingly supports the outcomes of both Deniz (2005) and Ozban (2013), the value of effect size are small (Cohen's $d = .2$ and $.2$, correspondingly). Wheeler (1983) reported that male and female students are vary significantly in their level of social skills. It is concluded that female students are on a social basis reactive, sympathetic, and friendly than male students. Consequently, comparison of male and female students showed that female students are superior at increasing the interactions, showing to their friends, and in articulating their sensations (Deniz, 2005).

Results represents that the female secondary school students life satisfaction were better than the male secondary school students. The results of Cohen's d showed high size effect ($d=0.41$) with respect to life satisfaction. It is found that the

secondary school students score of the life satisfaction of the female secondary school students who participated in this research were higher than the male students with ($d = .41$). This outcome is slightly outlined with other researches of Cha (2003), Mahanta (2013), and Odaci (2012), with a small effect ($d = 0.31, 0.36, 0.24$, correspondingly). On the other hand, our outcomes in this research do not tally with the outcomes of the other investigators. It can be estimated that particular psychological parameters such as individual predispositions, relationships, and values have a more effect in the development of life satisfaction (Myers & Diener, 1995). Finally, the findings of this study that the female students who participated in this research have higher social skills level and higher life satisfaction level than the male students, described by Kime (2001), indicated that those who have deficiency of social skills ultimately have low level of life satisfaction.

Results represent that the private secondary school students social skills were better than the public secondary school students. The results of Cohen's d showed small size effect ($d = 0.21$) with respect to social skills. It was found in this study that the social skills of Gujranwala division students vary by their institution type. The social skills of private secondary school students was high than the public secondary school students. This proposes that private students value their relationships, with respect to the standards they define for themselves. Results represent that the private secondary school students life satisfaction were better than the public secondary school students. The results of Cohen's d showed small size effect ($d = 0.21$) with respect to life satisfaction. It is found in this study that the life satisfaction of Gujranwala division students varies by their institution type. The life satisfaction of private secondary school students was high than the public secondary school students. This proposes that private students value their lives confidently, with respect to the standards they outline for themselves.

The results of the correlation finding show that there is strong correlation of social skills with life satisfaction with a positive value of correlation ($r = .976$). Results represent that social skill of secondary school students is strongly correlated with life satisfaction of secondary school students. Ozben (2013) reported that the correlation of social skills of students with the life satisfaction was statistically positive, which secure low correlation ($r = .15$). These results are not tally with the results of the current research. The correlation among social skills and life satisfaction were statistically significant and the correlation value was high at ($r = .976$). Other investigators (Segrin, Taylor, and Domschke, 2007) reported positive correlation among social skills and life satisfaction. Those students who have high level of social skills appear to be having a high level of life satisfaction. High social skills mean students have less stress and anxiety (Segrin, 2007).

Recommendations

Following are the some recommendations extracted from the findings of this study; As revealed from the analysis that social skills strongly correlated with students life satisfaction. There should be proper training for teachers for teaching social skills to students. Adolescence is the crucial turning point for children,

teachers need to inculcate strategies in their teaching for the promotion of social skills.

Forthcoming investigators can enlarge this study with deployment of different other variables i.e. self-respect, well-being, emotional intelligence and anxiety. This study can be conducted on the large population.

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