



Effects of Social Skills on Students' Academic Achievement at Secondary Level in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The development of social skills is necessary for the development of personality. This study examined the effects of social skills on secondary school students' academic performance in Khyber Pakhtunkhwa. One of the factors influencing students' academic success is their social abilities. This study has only looked at five social skills: cooperation, academic performance, peer relationships, self-management, and assertiveness. This research was of the survey and correlational types. While sixty public secondary schools were chosen as a sample, all of Khyber Pakhtunkhwa's secondary schools were included in the population count. Twenty ninth-graders from each school were chosen at random to serve as the sample. There have been two 5-point Likert-type measures used: one for students and the other for class teachers. Pakistan Study Academic Achievement Test (PSAAT), a self-developed test, has been used for assessment of students' academic achievement. Expert committees examined the validity of the instruments, and Cronbach alpha was used to establish reliability, which came out to be 0.945. The mean, standard deviation, independent sample t-test, and linear regression were used to examine the data in accordance with the research topic. Based on the results, it can be said that social skills contribute to secondary school students' academic success. Students may receive social skills instruction in any school.

Keywords: Social skills, Academic achievement, Secondary level, Correlational Study

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Introduction

Social skills give success in life. These are the intrapersonal and interpersonal abilities (Jureviciene et al.,2012). There are certain skills but only five skills have been considered by researcher. The first skill is the peer relation skill. Peer group is the group of children possessing cohesion and spend time together. In peer network, classmates are considered as dominant group. This group shows their popularity and thus determines the centrality of that member (Johnson & Johnson, 2018). Studies show that social students perform better in academic achievement while socially rejected students show low academic achievement. These rejected students give higher level of drop-out.

Social skills contribute to life success. According to Jureviciene, et al. (2012), the intrapersonal and interpersonal abilities are the social skills. Although there are other skills, the researcher has only taken five skills into consideration. The ability to relate to peers is the first talent. A coherent group of young people who hang out together is called a peer group. In the core of the peer network, classmates are questioned about their pupils. Their popularity is decided by this nomination, which also affects how important that individual is. Research indicates that pupils who are accepted by their peers, tend to achieve academically more successfully than those who are rejected by their peers. The dropout rate is higher among these rejected pupils (Munoz-Hurtado, 2018). The ability to manage oneself is the second talent. The capacity to work efficiently toward important goals and to be adaptable in the face of setbacks is known as self-management. This demonstrates how self-management is a two-part process. Planning and goal-striving behavior are demonstrated in the first part, and resilience behavior is seen in the second. The process of striving for significant personal goals involves both components. Students with strong behavioral self-management will also perform well academically, be resilient, and be highly adaptable. There are four types of self-management activities (Munoz-Hurtado,2018). Self-management is the talent to work in an effective mode for achievement of meaningful goals and is in flexible mode towards setbacks. This shows that self-management is the composed of two parts. The first part is the planning and goal-striving behavior and the second part is the resilience behavior. These two parts are inter connected and also connected with the doing job towards meaningful personal outcomes. Highly self-managed students will have high well-

being, resilience, academic performance and high adaptation capacity. Self-managed people perform four types of activities.

- i) Making plans
- ii) Pursuing the objectives
- iii) Adaptability
- iv) Downfalls

The academic skill is the third ability. Students who possess these elements become successful learners. These elements help students develop self-management skills. Time is a valuable resource that is irreversible. Time management is therefore a vital life skill, and it involves making daily counts of everything and scheduling time for each activity. Effective time management involves managing your time well (Vennila, 2018). It involves allocating the right amount of work at the right times. The efficient use of time is known as time management. It involves allocating the right amount of work at the right times. Time management is defined as allocating the appropriate amount of time at the appropriate moment. When a person reaches adulthood, they might need to learn how to manage their time and make plans in order to finish their responsibilities. He or she may experience stress if they are unable to successfully manage their time at this point. One's health may suffer as a result of this stress.

The ability to manage our time well allows us to complete our tasks on schedule. Because of this ability, we have more time to unwind and enjoy ourselves. Having good time management skills opens up many doors for us to interact with our loved ones and kin. Since we only have a limited amount of time in this life, we must effectively manage our time if we are to complete all of our obligations. People who are better at managing their time are more productive and efficient. Additionally, it improves people's health, productivity, and ability to live a more balanced existence (Vennila, 2018). The fourth skill is cooperation. Some of these are listed as follows: (i) It fosters student cooperation. Each participant is motivated for success by this teamwork. and leads to team success. (ii) Students will appreciate the chance to exhibit their abilities and interests when there is cooperation, and this will help the team succeed. (iii) Cooperative learning is supported by cooperation. Cooperation fosters in pupils a sense of responsibility by giving them the chance to learn from and share what they have learned with their friends (Gomez, 2017).

The success of every team member is the success of the entire group. As a result, each participant develops the leadership, planning, and presenting skills that are essential for success (Altun, 2015). The fifth skill is assertiveness. Being assertive is being able to properly and fearlessly express one's thoughts, feelings, and beliefs. When someone

is forceful, their lawful rights are upheld in a way that prevents the rights of others from being violated. Assertiveness is the talent in which one's right is recognized and others are allowed to know the method of affecting others by their behavior and thus changing their behavior. It is the appropriate method of conversing with people (Gay & Mills, 2000). The way of possibilities for compromise and negotiation is called assertiveness. It is a capability for interpersonal communication that can be learned (Gural et al., 2013). It is a direct, honest, and open exchange of information within a suitable context. When a person freely expresses his or her feelings, stands up for his or her aims or goals in general and in particular circumstances, and forges satisfying and fruitful interpersonal connections, it manifests in the shape of conduct. It is a social talent with various elements to its design. These characteristics include the capacity for self-expression in various contexts without hostility or anxiety. Assertiveness is the act of communicating one's demands, wishes, and opinions in a straightforward, suitable manner without demeaning other people. Positive and negative emotions can be expressed and responded to by assertive persons without escalating their aggression or anxiety. It serves as a tool to establish and preserve socially supportive relationships, resulting in improved emotional wellness. Achieving maximal personal fulfillment and self-development through assertiveness. Assertiveness enhances social abilities, which enhances personality. According to Devi and Parakash (2015), it is a way of self-improvement, self-fulfillment, and substantial quality in a variety of communication domains.

Statement of the research problem

The study's main goal is to assess how social skills affect students' academic achievement at the secondary level in Khyber Pakhtunkhwa. Since the primary goal of education is to help students develop as people, each student is expected to contribute to society in some way. To achieve this, they may obey certain laws and develop certain social skills. High social skill levels among pupils will improve their academic achievement.

Purpose of the Study

This study identifies how social skills affect secondary students' academic achievement. This study evaluates the academic achievement of the pupils in Pakistan.

Significance of the Study

This study will advance the field of educational research and give curriculum designers an up-to-date assessment of students' social abilities. The findings of this study may serve as a benchmark for assessing students' social competence. This study evaluates the academic performance levels of secondary school students as they currently stand

and also highlights some obstacles that students must overcome to raise their academic achievement levels. The impact of social skills on students' academic progress at the secondary level in Khyber Pakhtunkhwa is also revealed by this study. This study raises awareness of the value of kids' social development.

Objective of the study

- To identify the effect of social skills on students' academic achievement at secondary level in Khyber Pakhtunkhwa.

Research Question

- What is the effect of social skills on students' academic achievement at secondary level in Khyber Pakhtunkhwa?

Methodology

To comprehend the phenomenon, a single study approach design had to be used. The methodology employed for identification the problem was quantitative research. This kind of design involved gathering quantitative data. There was only one phase to this study. Three instruments were used in this investigation. Two 5-point Likert-type questionnaires, one from the students and the other from the class teachers, were used to assess the social skill level of the students, and a self-developed Pakistan study test was used to determine the academic achievement of the students. This study uses a descriptive survey design with correlations. Data were gathered for this study in order to address inquiries concerning the social skills of the students. Because it establishes whether and how much of a relationship there is between social skills and academic achievement, the study is correlational (Gay & Mills, 2000). In correlational research, information is obtained to determine the type, strength, and nature of the relationship between two or more measurable variables. The correlation coefficient expresses the strength of a link. When two variables are related, scores within a particular range on one variable are associated with scores within a specific range on the other. The goal of this study is to determine the relationship or use these associations to forecast. Cause cannot be established by a strong correlation. In this study, Pearson Product-Moment Correlation is used to analyze the data. The Pearson statistical test is utilized to ascertain the correlation between the two variables. A high correlation coefficient indicates a direct relationship between the two variables, meaning that an increase in one will inevitably lead to an increase in the other. As the value of one variable rises, a negative correlation indicates that there is no relationship at all between the two variables. The value of a correlation coefficient can range from -1 to +1. Pearson is used in decision-making.

Population

The population included as under:

1. Secondary school students in public sector in Khyber Pakhtunkhwa.
2. Teachers who were teaching at secondary students.
3. The details were as under (ASR, 2019)

Secondary Schools	Teachers	Students
2616	37046	400458

Sample and sampling procedures

According to Gay & Mills (2000), 400 samples are sufficient if the population is larger over a particular threshold (N=5000). However, a sample size of 60 to 70 is sufficient for a qualitative investigation (Gay & Mills, 2000). The entire population is used as the sample when the population size is less than 100. However, the results will be more accurate the larger the sample size. Only sixty secondary schools were chosen at random from a total of 2616 secondary schools. Twenty ninth-grade pupils from each of these chosen schools were chosen at random. Consequently, 1200 students made up the sample of all students. Only 300 high school teachers were selected as a sample out of 37046 class teachers. Random sampling technique was used for selection of teachers. The sample size was as follows, and the sampling method used a random selection of the schools and pupils.

1. Twelve hundred students---20 students from each school.
2. Three hundred teachers --- 5 teachers from each school were taken as sample.

Tools for Data Collection

For data collection, the researcher created two 5-point Likert scales and one 4-point accomplishment test:

- i. The SSRS, a self-developed scale for determining social skill level
- ii. The PSAAT, a self-created 9th grade Pakistani study test

Students' social ability levels were assessed using the social skills rating system (SSRS). The modified social skills scale has 50 items. The Likert scale has five categories: 1 for never, 2 for seldom, 3 for occasionally, 4 for frequently, and 5 for always. Peer relations skill, self-management skill, academic skill, cooperative skill, and assertive skill are the five factor-based subscales that make up this scale. There are two versions of this scale. Both the student and instructor versions, etc. Using a 4-point test, academic achievement was evaluated.

Achievement test

Achievement testing is significant in the educational field. It evaluates the skills and knowledge of the students. It displays how well someone performs their knowledge or skills. It demonstrates performance proficiency in terms of knowledge or skill. It is a student's mastery. A proficiency test based on learning or instruction is an achievement test. It serves as a gauge for educational efficacy. It is a means of providing feedback to both teachers and pupils. Before creating the achievement test, the researcher first examined the several Pakistan Studies secondary level question papers from the Board of Intermediate & Secondary

Education (BISE) Peshawar. Following review, it was determined that an accomplishment test based on Bloom's Taxonomy of Educational Objectives was necessary. Pakistan was consulted by the researcher for this reason. A first draft was created. These actions were conducted by the researcher in order to create and standardize the accomplishment test. Planning the test, preparing for the test, administering the test, analyzing the test items, and standardizing the test are the first four steps. The first and most crucial stage in creating an achievement exam is planning. The researcher kept in mind a few factors for this, including the subject level, who, what, when, and how to measure. For this, the researcher made choices regarding the test's objectives, content, scoring system, item kind and quantity, length, etc. The researcher opted to create multiple choice questions (MCQs) for the grade 9 subject of Pakistan Studies in this accomplishment test. A blueprint was then created in accordance with Bloom's Taxonomy. 2017 (Sharma & Poonam, 2017).

Validity

The researcher sought the advice of a committee of experts from the Department of Education at Abdul Wali Khan University to evaluate the validity of the instruments in all three ways. There were three people on this committee. Two were experts in curriculum, and one knew how to design surveys. Before giving the questionnaires to the study participants, they carefully examined their validity. The instruments were altered and final versions were created in accordance with the opinions of these specialists.

Reliability

Various techniques are employed to evaluate the instrument's reliability. Examples include the equivalent forms method, the Cronbach Alpha method, and others. Some of them call for two testing sessions, while others simply call for one. The Cronbach Alpha method, which gauges the degree of association between instrument elements, is the most widely used technique. Its value is between 0 and 1. Values that are nearer to 1 indicate a significant correlation between test items (Vanderstoep & Johnston, 2009). For the reliability of internal consistency, Cronbach Alpha was used, which was calculated as 0.945.

Data Analysis

The researcher gathered the information from secondary school students and teachers in her classes. When members of one sample have no relationship to those of another sample but have a relationship to the same population, the Independent Sample t-test is utilized, according to Gay & Mills (2000). In this test, there won't be a difference if the means are similar, or near, but there will be a big difference if the means are different. When comparing two or more factors with one variable, an ANOVA is utilized. The researcher utilized ANOVA in this study to evaluate kids from four districts on their social abilities (Gay & Mills, 2000). Pakistani pupils underwent an academic achievement test to determine their degree of academic achievement.

Since academic accomplishment was the dependent variable in this situation and social skills was the independent variable, the researcher utilized linear regression to determine the impact of social skills on students' academic achievement.

Findings and Discussion

The data was gathered from two different sorts of respondents as the researcher carried out two different questionnaires. For the purpose of reducing bias, the researcher took the mean of the students' social skill score as determined by the students themselves as well as the students' social skill score as determined by the class professors (Gay & Mills, 2000).

Table: 3.1 Assessment of Mean of Students and Teachers' Social Skill Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mean	11	140	230	195.43	19.471
socialskill	98				
Valid	N 11				
(listwise)	98				

Table#3.1 shows that mean and standard deviation of mean social skill score is 195.43 and 19.47 respectively.

Table: 3.2 Distribution of students on the basis of social skill score

Levels	Frequency	Percent	Valid Percent	Cumulative Percent
Low achiever	581	48.4	48.4	48.4
Medium achiever	459	38.3	38.3	86.7
High achiever	160	13.3	13.3	100.0
Total	1200	100.0	100.0	

According to Table#3.2, out of a total of 1200 students, 48% are low achievers (grades 1-200), 38% are middle achievers (grades 201-220), and 13% are high achievers (grades 221-250). It is evident that the majority of students scored poorly on social skills. For gender-wise comparison, independent sample t-test was conducted.

Table: 3.3 Gender-wise comparison of students' academic achievement

S.No	Group	N	Mean	Std. Deviation	Std. Error Mean
1	Boys	800	11.19	4.235	.150
2	Girls	400	11.96	3.738	.187

According to Table#3.3, the average academic performance score for boys is 11.19, while the average academic achievement score for girls is 11.96, which is higher than the average for boys. Because there were two groups, the researcher performed an independent sample t-test to compare the academic performance of the pupils. Boys outnumbered girls, i.e., there were more boys than girls among the students. The top row of the t-test statistics shows the outcome when the observed probability value of the Levene's test is more than.05 (sig.>.05). Since equal variances are assumed, there won't be a significant difference. However, if the observed probability value of the Levene's test is less than.05 (sig.<.05), the result is indicated in the bottom row of the t-statistics, and there won't be any significant results.

Table: 3.4 Independent sample t-test for academic achievement

		Levene Test for Equality of Variance					
		F	Sig.	T	Df	Sig.(2-tailed)	Mean difference
Academic achievement	Equal variances assumed	9.845	0.002	-3.065	1198	0.002	-0.765
	Equal variances not assumed			-3.194	891.940	0.001	-0.765

Table#3.4 shows that the observed probability value of the Levene's test is 0.002 which is less than .05. So equal variances were not assumed and students (boys and girls) had significant difference in their academic achievement.

3.1. Effects of Social Skills on Students' Academic Achievement, The researcher used linear regression to assess the effects of social skills on students' academic achievement. Linear regression gives information about individual contribution of each variable in the criterion variable.

Table:3.5 Linear regression for the assessment of effects of mean social skills on students' academic achievement

Variables Entered/Removed.

Model	Variables Entered	Variables Removed	Method
1	Meansocialskill ^b	.	Enter

a. Dependent Variable: Academicachievement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.654 ^a	.427	.427	3.096

a. Predictors: (Constant), Meansocialskill

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	8548.578	1	8548.578	891.798	.000 ^b
	Residual	11464.595	1196	9.586		
	Total	20013.173	1197			

a. Dependent Variable: Academicachievement

b. Predictors: (Constant), Meansocialskill

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Beta		
(Constant)	-15.384		-17.043	.00
Mean social skill	.137	.654	29.863	.00

a. Dependent Variable: Academic achievement

According to Table #3.5, the model's t-value=29.863 at sig=.000 and beta coefficient of (0.654) reveals how social skills influence how well kids perform academically. Therefore, it is obvious that a student's academic achievement is directly related to their social skills. Consequently, social skills are a moderate predictor of secondary students' academic progress.

Summary of Findings

The conclusions that were made were as follows, based on the research topic.

- i. The majority of the students had poor social skills.
- ii. The majority of the students scored poorly on academic achievement test.
- iii. Girls outperformed guys in terms of academic achievement.

iv. Academic achievement scores were found to be predicted by students' social skill scores.

Conclusions & Recommendations

1. The majority of kids were discovered to have poor social skills.
2. There was no discernible difference between the social skill levels of boys and girls.
3. The academic achievement of boys and girls varied significantly.
4. This study found that social skills influence differences in students' academic performance at the secondary level. In order for pupils to improve their social development and attain higher academic accomplishment, it is advised that curriculum designers incorporate social skills an essential part of secondary school curricula.

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