

A COMPLEMENTARY RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND SOCIAL SKILLS AMONG RURAL CHILDREN

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ABSTRACT

“The major problems facing the world today can be solved only if we improve our understanding of human behavior”. Communication skills and social skills both are very essential skills to promote pro social behavior. Hence, objective of this paper is to find out the communication and social skills of the rural children and to see whether there is a relationship between communication skills and social skills. The study was conducted in Ladwa village of District Hisar purposively due to easy accessibility. A sample comprised of 50 children in the age group of 7-8 years. The results revealed receptive aspect of communication skills was significantly correlated with interpersonal relationship aspect of social skills and expressive aspect of communication skills was significantly correlated with coping skills. It was also resulted that composite communication skills strongly correlated with composite social skills among children. Majority of the respondents were also low in composite communication skills as well as in social skills.

KEYWORDS: Communication Skills, Interpersonal Relationship, Expressive and Social Skills

INTRODUCTION

Communication is a “fundamental process of human activity”. In order to survive in a society among other human beings, interaction and communication is essential. Every day in every culture, humans communicate to exchange information. The word communication stems from the Latin word “communis,” meaning “to share,” and, yet in the modern world, this word also refers to electronic, verbal, and non-verbal means of communication (MerriamWebster.com, 2012). Classroom teachers have long recognized the importance of social and behavior skills, viewing cooperation, self-control, and other social skills as critical to achieving academic and behavioral success (Lane, Pierson, & Giver, 2003). Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others. People aren’t born with good communication skills; like any other skill, they are learned through trial and error and repeated practice. A proficiency of communication is strongly linked to positive social behaviour which are goal directed and learned behaviours that allow the child to interact and function effectively in a variety of social contexts (Sheriden and Walker, 1999). A child has to selectively choose appropriate behaviours when interacting with others. On top of that, the child must be able to relate in a way that is acceptable to others in a range of social situations. In order to relate effectively, language plays a central part in most social interactions. Some children with language limitations (communication skills) will find

that their ability to interact effectively is hindered. Poor communication abilities may influence social competence. Children with limited language had failed to interact in this simple context, they would likely also fail when accessing more difficult situations. These children realize they have language difficulties and thus avoid social interactions where language is used, thus appearing to be withdrawn. It was also found that compared to typical age-matched peers, and children with poor communication have greater difficulty entering an ongoing, negotiating solutions to a problem (Brinton, Fujiki and McKee, 1998), participating and interacting in groups (Brinton et.al., 2000) and sustaining interactions with peers (Redmond and Rice, 1998). Studies of the child's home learning environment have also repeatedly shown that the language environment in the home and the quality of linguistic interaction and learning experiences with the parent have direct and significant associations with children's cognitive and language development (Dickinson and Tabors, 2001). Children, who are able to communicate their feelings and use language to direct their own and others' behaviours, are better able to negotiate social situations and regulate their own emotions. Hence, based on the above literature, the objective of this paper is to find out the is a relationship between communication skills and social skills among rural children.

MATERIAL AND METHOD

The present study was conducted in Ladwa village of District Hisar purposively due to easy accessibility. Fifty boys in the age group of 7 to 8 years were selected randomly from this village. Hence, the total sample was 50. Vineland adaptive behaviour scale of social maturity (Sparrow *et al.*, 1984) was used to determine communication skills and social skills. For data collection, head of the family were approached personally, after explaining the purpose of the study. Then, data were collected by observation, interview method and questionnaire method from the children. The data were collected in a friendly and informal manner.

RESULTS

Distribution of Rural Children According to Their Communication Skills

Tables 1 revealed that majority of the respondents were high in two aspects i.e. written (60%) and receptive (58%) aspects of communication skills.

Table 1: Distribution of Rural Children According to Their Communication Skills (N=50)

Sr. No.	Aspects of Communication Skills	Low Frequencies (Percentage)	High Frequencies (Percentage)
1	Receptive	21(42.0%)	29(58.0%)
2	Expressive	42(84.0%)	8(16.0%)
3	Written	20(40.0%)	30(60.0%)
4	Composite communication skills	32(64.0%)	18(36%)

Majority of respondents were low in the aspects expressive (84%) and receptive (42%) followed by written (40%) of communication skills.

Majority of the respondents were also low in composite communication skills (64%) while only 36% were in high composite communication skills.

Distribution of Rural Children According to Their Social Skills

Table 2 represented the distribution of rural children according to their social skills. It was found that majority of the respondents (72%) were low in composite social skills while only 28% children were high in composite social skills.

Table 2: Distribution of Rural Children According to Their Social Skills (N=50)

Sr. No.	Aspects of Daily Living Skills	Low Frequencies (Percentage)	High Frequencies (Percentage)
1	Inter personal relationship	29(58%)	21(42%)
2	Play and leisure time	13(26%)	37(74%)
3	Coping skills	45(90%)	5(10%)
4	Composite social skills	36(72%)	14(28%)

It was also found that respondents were almost low in the aspects inter personal relationship (58%) and coping skills 90% of social skills (Table 2). While majority of the respondents were found in high category of play and leisure (74%) aspect of social skills. Only 42% of respondents were high in inter personal relationship aspect followed by coping skills (10%) aspect of social skills.

Relationship between Communication Skills and Daily Living Skills of Rural Children

The result showed in Table 3 related to correlation between all the aspects of communication skills and social skills. It was evident that receptive aspect of communication skills was significantly correlated with inter personal relationship aspect of social skills (0.29*) and expressive aspect of communication skills was significantly correlated with coping skills (0.53**).

Further the table revealed that all the aspects of social skills i.e. inter personal relationship (0.44**), play and leisure time (0.42**) and coping skills (0.32*) were significantly correlated with written aspect of communication skills. It was also resulted that composite communication skills was significantly correlated with all the aspects of social skills i.e. personal relationship (0.41**), play and leisure time (0.33**) and coping skills (0.44*). There was also found that composite social skills were significantly positively correlated with all the aspects i.e. receptive (0.32*), expressive (0.45**) and written (0.50**) of communication skills. Composite communication skills strongly correlated with composite social skills (0.53**) among children (table 3).

Table 3: Correlation between Communication Skills and Social Skills of Rural Children (N=50)

Sr.No.	Aspects of Social Skills				
	Aspects of Communication Skills	Inter Personal Relationship	Play and Leisure Time	Coping Skills	Composite Social Skills
1	Receptive	0.29*	0.77	0.27	0.32*
2	Expressive	0.23	0.15	0.53**	0.45**
3	Written	0.44**	0.42**	0.32*	0.50**
4	Composite communication skills	0.41**	0.33*	0.44**	0.53**

*Significant at 5% level of significance

** Significant at 1% level of significance

This revealed that there was a string and positive relationship both skills i.e. communication skills and social skills.

DISCUSSIONS

The results gathered in this study showed that majority of respondents were low in the aspects expressive (84%) and receptive (42%) followed by written (40%) of communication skills and also low in composite communication skills

(64 per cent). Majority of the respondents (72%) were low in composite social skills in all the aspects of social skills, viz., inter personal relationship (58%) and coping skills (90%) except Play and leisure time (74%) in which majority of the respondents were high.

It was evident that there were positive correlations between communication skills and social skills among children suggesting that if the communication skill is good, the social skill will also be good. In another study, Fujiki, Brinton, Isaacson et al. (2001) observed the behaviours of eight children with language difficulty and found that these children participated less in peer interactions.

The findings of this study also showed that children who were weak in their communication skills would consequently have poor social skills. As mentioned by Knapczyk and Rodes (2001), poor social skills not only make for unhappy and often lonely pupils, they have a measurable impact on their academic achievement. On the other hand, social skills will improve when communication skills are improved. Findings of the studies done by Devi (2009) and Mahyuddin and Elias (2010) also supported the present study.

CONCLUSIONS

Apparently, communication skills are important in enhancing social skills. Hence, a strong foundation in language and a great exposure to activities are the keys to ensuring success in the social skills, as well as personal success. Majority of the respondents were low in both skills i.e. communication skills and social skills among rural children.

RECOMMENDATIONS

- Parents are responsible for their children's education, basic needs and school needs and they should have good communication with the teachers.
- Parents should also get to know their children's capacity and motivate them based on their interests, and let their children play games and participate in social activities.
- Similarly, teachers should know their students, use a variety of instructional strategies, be aware of individual differences, motivate students, and have good communication skills.

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