# Comparison of Social Skills between Students in elementary schools and talented schools

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## ABSTRACT

Social skills are considered one of the important factors in the success or failure of every individual in a society. Lack of research in this field along with its considerable significance motivated the present study. The present study presents a comparison of the social skills of students in elementary schools and talented schools. The required data were collected using a standard questionnaire of students' social skills assessment. The statistical sample of the present investigation comprised female high school students in the province of Alborz, in which 200 students were selected from eight elementary schools and 8 exceptional talent schools through cluster sampling. The results showed that the students of talented schools are significantly higher in appropriate social skills and are overconfident, but no significant difference was observed in other components. Teaching the appropriate social skills and providing opportunities and experiences that increase social interactions allows students to practice and apply social strategies and skills in all environments and situations in life. Keywords: Social skills; intellect; students; Elementary schools; exceptional talent schools.

## INTRODUCTION

Well-informed teachers of young children recognize the importance of children's social development. The development of social skills lays a critical foundation for later academic achievement as well as work-related skills. Social skills are a collection of learned behaviors giving the individual the ability to have an influential relationship with others and to abstain from socially unreasonable reactions. This is an Open Access article distributed under the terms of the Creative Commons Attribution-Non-commercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original. & Elliott, 2015; Gresham, 2016; Yoder, 2015). Cooperation, collaborating with the others, helping, initiating a relationship, requesting help, and praising and appreciating others are some examples of this type of behavior.

Learning the above behaviors and creating influential relationships with others is most important in childhood. Unfortunately, some children do not learn these skills, which is why most of these children encounter negative reactions from adults and other children. Social skills are behaviors enabling individuals to interact influentially and to abstain from undesirable responses. They represent the individuals' social and behavioral health success. These skills have their roots in cultural and social foundations and include behaviors such as pioneering in the

establishment of new communications, requesting help, and making suggestions to help others. One of the most important educational aims of childhood is to develop social skills, and the level of children's and adults' enjoyment of these skills is influential in their personal and social health and their educational success. Many children who have not acquired appropriate social skills develop psychological problems such as unsuccessful communication with peers, inappropriate educational performance, not participating in side activities and isolation, rejection by peers, anxiety, depression, and anger in childhood and throughout life social skills correspond to social compatibility.

In their view, social skills consist of the ability to create interactions with others in a social background that are acceptable and valuable per societal norms. Strayer (1989) suggested that social skills involve mutual compatibility between a child and the social environment and in relation to peers. In this model, compatibility refers to the child's ability and capacity to predict, absorb, and react to the signs available in a social context. These signs include emotional states or peers' behaviors. The child's emotional and social growth involves this process and specifies the children or teenager's ability to select the appropriate behavior and evaluate the social relationships and group structure as well as the level of skill and social ability. Slawmouski and Dann (1996) proposed that social knowledge and skill are the process that enables children and teenagers to perceive and predict others' behaviors, control their behaviors, and set their social interactions. One of the new theories in social knowledge that investigates social skills is the theory suggested by Crick and Dodge (1944) about processing social information. According to this theory, it is necessary to encode social motivation appropriately, compare it to other related information, and interpret it to appropriately realize social interaction. In situations in which social motivation is better processed, the child's ability and social skills will increase and his or her interaction with others will be more successful (Morgan et al., 2015). The intellect has a close relationship with social skills, and individuals having high intellect also have many social skills. When intelligent children are together, they display more enthusiasm and abundant mental activity. It is natural that studying and endeavoring in a space full of intellectual displays and exceptional talents result in increased motivation, consequently using the maximum intellectual talents. In an investigation conducted by Loannis and Efrosini (2008) about intelligent female students in talent, non-profit, and ordinary schools using a list of teenagers' social skills, they found that the social skills of talented students were weaker than those of students in non-profit and peer-review under responsibility of the Organizing Committee of the conference addition, Sugai and Lewis (2009) compared the psychological health and social compatibility of intelligent female students in three educational situations, talent, non-profit, and ordinary schools, in both secondary and high schools.

The results of this investigation indicated that the intelligent female students had no meaningful difference in the variables of psychological health and social compatibility in exceptional talent, non-profit, and ordinary schools. In contrast, some researchers have reported that there is a considerable difference between intelligent students who are being educated in schools, especially intelligent students who are educated in ordinary schools, in terms of psychological health and social compatibility. The special schools are more useful for intelligent students and have desirable consequences for them (Altintas & Özdemir, 2015; Kahveci & Atalay, 2015; Rasmussen & Rasmussen, 2015; Yılmaz, 2015). Hence, in recent years, much attention has been paid to teaching social skills because numerous investigations indicate that insufficiency in social skills has a negative influence on students'

educational performance. It exacerbates learning problems and often results in the appearance of compatibility problems (Parker & Asher, 1993; Yılmaz, 2015).

When social skills are mentioned, simple behaviors are considered in various social situations and areas, such as the following:

1) Putting garbage in special containers,

2) Cleaning the ground after breaking something,

3) Applying tableware in an appropriate way,

4) Observing appropriate eating habits,

5) Observing appropriate clothing habits in various situations,

6) Hanging clothes in a special place

7) Entering and exiting class silently,

8) Aligning and observing turns,

9) Denying others' requests in a polite way or saying thanks,

10) Handling others' criticism well (Rawles, 2016),

11) Using polite words, like saying please to others,

12) Requesting help from others,

13) Saying hello and introducing oneself to adults and peers,

14) Accepting failure in competitive games and saying congratulations to the winner,

15) Apologizing in essential situations, and

16) Cooperating with friends in performing tasks.

Therefore, recognizing and treating children with insufficient social skills is considered an important task for psychologists, advisors, and professionals in education and training found that many definitions point to verbal and non-verbal behaviors, and some work results in positive social consequences when used in interactions with peers and adults.

In another definition, social skills are often considered a complicated collection of skills that include communication, solving problems, making decisions, assertiveness, interactions with peers and groups, and self-management defined social skills as the observable and measurable behaviors that improve independence, acceptability, and a desirable quality of life. These skills are important, and regular performance and insufficiency in social skills are closely associated with psychological disorders and behavioral problems. Although social skills seem simple, they are affected by psychological structures and basic human characteristics, such as personality, intellect, language, perception, evaluation, attitude, and interaction between the behavior and the environment. Generally, the necessity of interventions because of social skills in all individuals, especially in students who are hearing-impaired, can be expressed according to the results of numerous investigations. Lack of appropriate social skills is the main factor of failure in individuals having hearing problems in social placements. Moreover, it is one reason for losing a job

## 2. METHOD

The present investigation is non-experimental. The researcher attempted to investigate the difference between the student's social skills in elementary and talented. The statistic sample of this investigation comprises female high school students who are educated in a variety of educational centers.

## 3. RESULTS

The distribution of social skills among students in the two types of schools is given in table.

**Table 1.** Mean and standard deviation of social skills components of students.

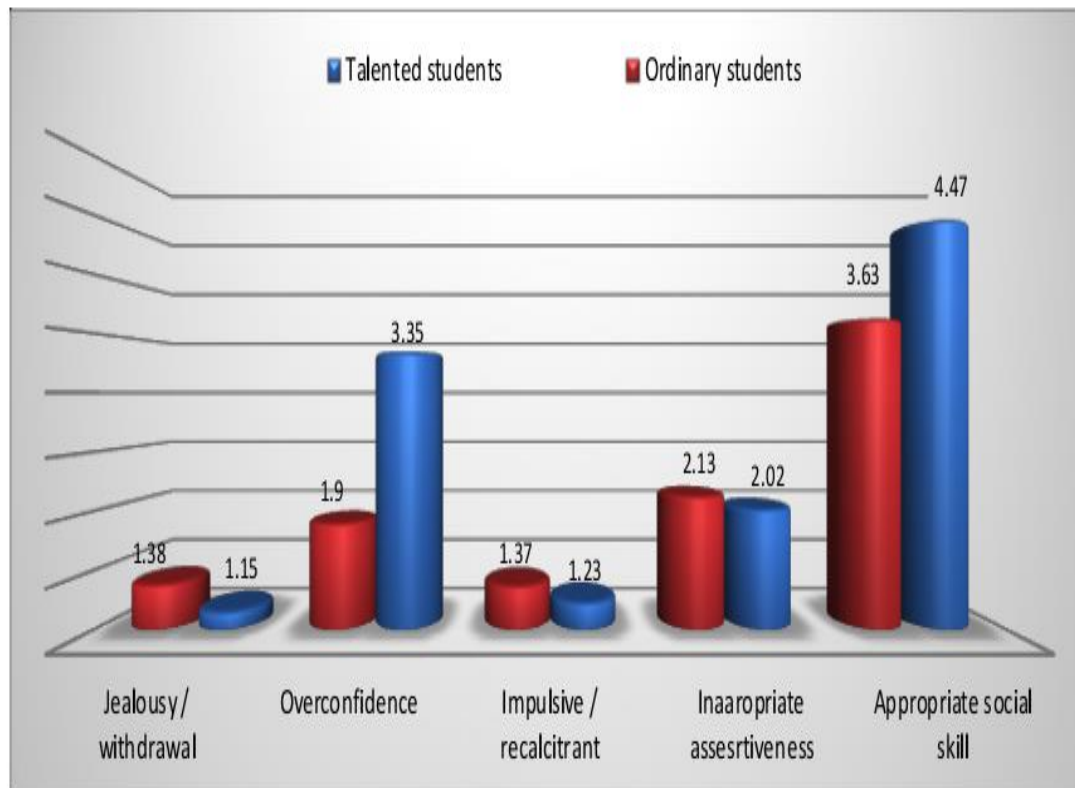| Components | Ordinary Students | | Talented Students | |
|---|---|---|---|---|
| | Mean | SD | Mean | SD |
| Appropriate social skill | 3.63 | .34 | 4.47 | .66 |
| Inappropriate Assertiveness | 2.13 | .43 | 2.02 | .33 |
| Impulsive/Recalcitrant | 1.37 | .56 | 1.23 | .65 |
| Overconfidence | 1.9 | .72 | 3.35 | .61 |
| Jealousy/Withdrawal | 1.38 | .57 | 1.15 | .60 |

**Fig. 1.** Levels of social skills of talented and ordinary students.

**Table 2.** Results of independent *t*-test examining the level of social skills of talented and ordinary students.

| Components | DF | *T*-value | *P*-Value |
|---|---|---|---|
| Appropriate Social Skill | 198 | 3.12 | 0.001 |
| Inappropriate Assertiveness | 198 | 1.12 | 0.401 |
| Impulsive/Recalcitrant | 198 | 1.58 | 0.425 |
| Overconfidence | 198 | 3.25 | 0.000 |
| Jealousy/Withdrawal | 198 | 1.36 | 0.158 |

**CONCLUSION**

All students need to learn appropriate social skills. In recent decades, in investigation of behavioral disorders and social deviations, sociologists and psychologists have found that many disorders have their roots, individuals 'inabilities to analyze themselves correctly and appropriately, the lack of control and personal adequacy counter difficult positions. The lack of awareness to solve social difficulties and problems in an appropriate way. Therefore, because of the increasing changes and complexities of societies, developing social communication and preparing individuals, especially young generations, seem essential to counter difficult positions. The development of society depends on individuals' scientific and cultural  this advance developments and advances ,especially for youth, who are the human and intellectual reserves of  factors affecting our country, is important and influencing their development. More research and disquisition on the factors affecting this advance, especially social intellect and skills and their components are required.

Teaching appropriate social skills and providing opportunities and experiences that can increase social interactions enables students to practice and apply social strategies and skills in actual environments and life situations. It is evident that providing these types of opportunities is the responsibilities of all people who are interacting with these students and requires programs of integrated and pervasive training.

To improve the current state, the influence of social skills training on reducing behavioral and emotional anomalies and improving courteous behaviors should be investigated. The influence of these types of training on improving courteous behaviors should be investigated. The influence of social skills training programs on children and students' self esteem or those having special needs, such as students who are deaf or have mentally retarded may be investigated. Social skills training may be considered in service training program for consultants and teachers and in knowledge increasing programs for parents until they can play the required role in making the student's compatible and improving their educational performance.

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