

A Study of Social Skills of Teenage Students in Relation to 16-Personality Factors

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Abstract

The present study was conducted to understand the relationship between social skills and 16 personality factors and to know the effect of personality factors on social skills among the higher secondary school students. The present study was conducted on a stratified random sampling of 188 students of higher secondary school of Bareilly district in Uttar Pradesh. In this study Social skills and Rating Scale (SSRS) by Vishal Sood and Arti Anand and Hindi Edition of '16 PF VSJ 1970' Prepared by: S.D. Kapoor, tools were used. After analyzing data a significant relationship is found between social skills and personality factors and personality factors affect the social skills. After Internal Comparison of Social skills among students having different orientation of P. Fs, the four factors B(Intelligence), F(Surgency/Desurgency), H(Threcttia/parmia), N(Artlessness/Shrewdness), Q2(Group Adherence/ Self-Adherence), Q4(ergic Tension) have mostly affect the social skills on the basis of gender, school types and family types.

Keywords: Social skills, Personality Factors, Teenage, Students, Gender, School, Family

Introduction

Education plays a vital role in shaping every aspect of our lives. A truly successful individual is one who understands how to apply their education practically. For students, simply memorizing textbooks and scoring high marks is not enough. What truly matters is understanding how education can enhance not only their own lives but also positively impact those around them.

Personality is a combination of a person's social skills, character traits, attitudes, psychological tendencies, beliefs, and motivations that collectively form their identity. It is not limited to one's appearance. Personality development involves growth in every dimension of a person's life.

It is widely accepted that today's students are tomorrow's citizens. Therefore, it is essential to equip them with a range of skills that allow them to live successfully and satisfactorily in society. With modernization and social change, there is a growing demand for more efficient individuals—those who are socially skilled.

There is a positive link between a student's personality and the social skills they possess. These skills are essential for managing interpersonal relationships, making sound decisions, communicating effectively, regulating emotions, and achieving professional growth. Without these skills, students may struggle to contribute meaningfully to society.

Research supports the importance of social skills. Corrigan et al. (1993) found that social skills and behaviours can be learned and strengthened through regular interactions with others. Social skills training allows individuals to expand their range of behaviours and succeed in different social situations. Bursell (1995) observed that individuals lacking in social skills are more prone to issues like depression, social anxiety, loneliness, and addiction. Furthermore, Segin and Geertz (2003) found that deficiencies in skill development can result in emotional problems such as anxiety, frustration, and social withdrawal. Clearly, effective use of social skills is critical for one's social, emotional, and professional well-being.

In today's context, many of the world's major challenges can be addressed through a better understanding of human behaviour. Educationists, counsellors, and psychologists have often argued that some students underperform academically due to poor social skills. Adolescents, in particular, tend to be self-centred and need extra support to develop social maturity. Social skills help them to adjust to various social environments and understand others' perspectives. Educators and researchers are increasingly focusing on assessing and building adolescents' social skills across different social contexts, including the classroom, where interaction with peers and teachers is essential for effective learning. However, the excessive use of the internet and digital media can hinder the development of these skills. Many teenagers now prefer solitary online activities over face-to-face interactions, limiting their social growth.

Studying social skills is essential because they are shaped by a complex social environment and play a crucial role in maintaining stability and coherence in one's personality. With increasing incidents of school violence and behavioural issues among Indian students, there is an urgent need for evidence-based strategies. Adolescence is a particularly sensitive stage of life. If teenagers' social skills are properly nurtured and their values guided in the right direction, they can become great assets to society.

Through education, adolescents develop essential qualities such as reasoning, creativity, emotional intelligence, problem-solving skills, and a positive attitude. These attributes—closely linked to personality—help in shaping a modern and well-adjusted individual. However, when students lack social skills, it often results in undesirable behaviour rooted in personality issues. These problems are often caused by imbalances in the OCEAN personality

model—Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. This study aims to explore the thoughts, emotions, and behaviours of teenage students through the lens of these personality factors and to examine how a lack of social skills affects their conduct.

Need and Significance of the Study

This study titled “Social skills Related to Various Personality Factors of Teenage Students” aims to explore and understand the issues faced by teenagers who struggle with social skills due to certain personality traits.

Often, these deficits go unnoticed, but they can manifest in various negative behaviours such as anxiety, stress, poor adjustment, hesitation, fear, and more. By identifying the root causes of these issues, this research can provide valuable insights into the psychological and behavioural challenges faced by adolescents.

Key Objectives and Importance of the Study:

1. This research offers a comprehensive insight into how social skills are related to personality traits of teenage students.
2. It helps to identify the various environmental, social, gender, cultural, and peer-related factors that influence social skill development.
3. The findings can contribute to the field of education and support teenagers in their academic and career growth.
4. Being a survey-based study, it can help in designing special education strategies for students with unique social or emotional needs.
5. The study plays a vital role in diagnosing the social skill deficiencies related to personality traits, allowing for timely intervention and support.

Objectives of the Study

To understand the relationship between the social skills and personality factors of higher secondary schools’ students.

To know the effect of personality factors on social skills of higher secondary schools’ students.

Hypothesis of the Study:

There is no significant relationship between the social skills and Personality Factors of higher secondary school students.

There is no significant effect of personality factor on social skills of higher secondary schools’ students.

Literature Review

Rahimi (2022) conducted a study to examine the impact of personality traits and social skills on behavioural-emotional interactions among middle school students. A sample of 354 students participated in the research. The findings indicated that only the trait of agreeableness had a positive influence on appropriate social skills. The study concluded that task-oriented factors, agreeableness, and emotional stability contribute to discipline, perseverance, Interest in learning, and concentration, ultimately enhancing students' emotional interactions.

Okeke et al. (2022) investigated the relationship between parental attachment styles, personality characteristics, and social abilities of secondary school students in Anambra State. The study involved a sample of 237 students from selected schools. Results revealed that a secure parental attachment positively correlates with the social skills of in-school adolescents, whereas anxious-resistant, anxious-avoidant, and disorganized attachment styles negatively impact social skills. Based on these findings, the study recommended that parents adopt behaviours and attitudes that promote healthy relationships.

Monika (2023) explored the relationship between social skills and personality development. The study was conducted on a sample of 200 students from Sonipat district. The results demonstrated a positive correlation between social skills and personality development among secondary school students. Furthermore, the study found no significant gender-based differences. The conclusion highlights the importance of providing a classroom environment that nurtures personality traits essential for personal growth, with teachers playing a key role in fostering such an atmosphere.

Rehman, Shah, & Malik (2023) investigated the development of social skills in secondary school students' behaviour in Punjab province. A sample of 1,723 students in the 10th grade was selected for the study. The findings revealed that students generally practice various social skills, including communication, decision-making, interpersonal relationships, empathy, critical thinking, and creative thinking, although their application varies in different life situations. The study recommends that teachers incorporate activities such as games, debates, competitions, speeches, project assignments, and field trips to encourage the development of these social skills in students.

Methodology

The choice of method primarily depends on nature of problem chosen and objective in hand. Hence, keeping the mentioned objectives in the view, the present research work is intended to be descriptive research in nature. Focus of the study is on higher secondary students located in Bareilly city, and the investigation will be carried out through descriptive survey method.

Study Population

Population of the study in hand be all students studying in class XI & XII, located in schools of Bareilly city. As to the best knowledge of the researcher, total 80 schools are delivering educational services at higher secondary level in Bareilly. These schools include 50 schools affiliated to UP. Board, 30 schools recognized by CBSE. To put together, a total of about 8000 students is estimated to be studying in class XI& XII in these schools All these students formed the population of the present study.

Sample and Sampling Technique

For the study of The Social skills Related with Students of higher secondary schools of Bareilly district, stratified random sampling method used. A sample is a small portion of a population chosen for observation. Its characteristics can be used to draw conclusion about the population it represents. The sample can make certain inferences about the characteristics of the population from which it is drawn; Contrary to common belief popular opinion, samples are not picked randomly in a careless manner rather they are selected in a systematic and random way in the first stage, the government/government aided and private higher secondary schools of UP board and are selected. Out of 80 schools, 19 % of the schools of Bareilly city randomly selected i.e., 8 government schools and 7 private schools. In the second stage male & female students of higher secondary schools selected randomly and 7 % students selected from each school out of 188 students. This way, a total sample of 188 students including both male and female students selected to form a sample of the study.

Tools to be used

Social skills and Rating Scale (SSRS) by Vishal Sood and Arti Anand

The Hindi edition of the 16 PF VSJ (1970), Prepared by: S.D. Kapoor.

Statistical techniques used:

In this study some followings statistical techniques were used- Mean, S.D, Percentage T – test.

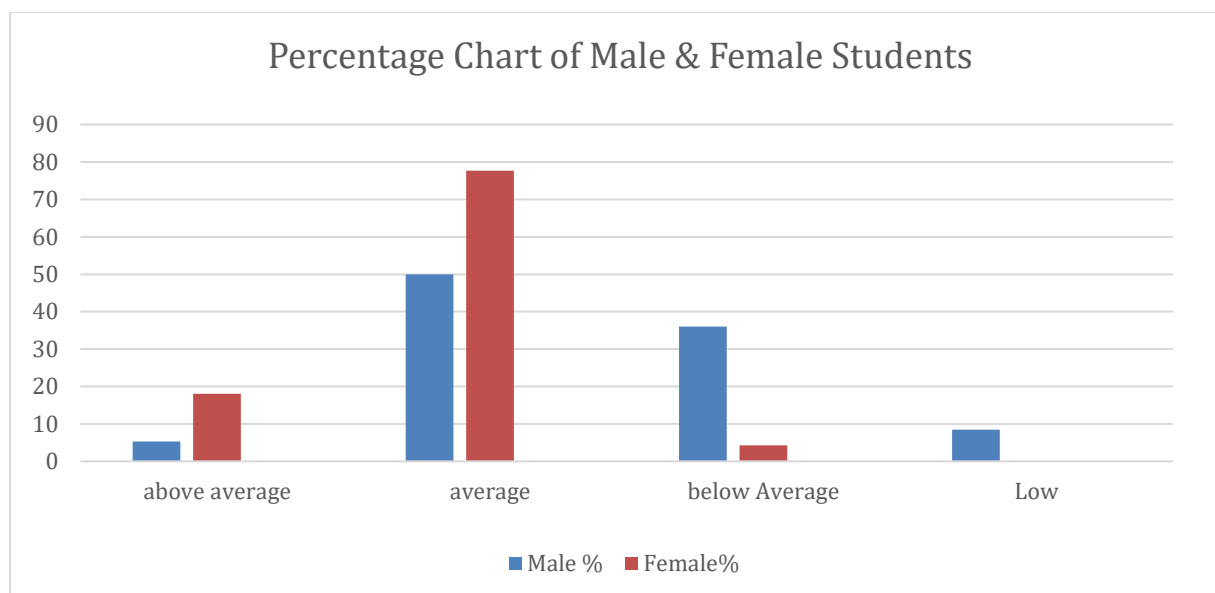
Statement of the Problems

A Study of Social skills of Teenage Students in Relation To 16-Personality Factors.

Distribution of Social skills Score of Male and Female Students

S.N.	Level	Male-94		Female- 94		Total	
		No.	%	No.	%	No.	%
1	Above Average	5	5.31	17	18.08	22	11.70
2	Average	47	50	73	77.64	120	63.82

3	Below Average	34	36.17	4	4.24	38	20.21
4	Low	8	8.51	-	-	8	4.25
5	Total	94	100	94	100	188	100



Result and Interpretation

Table shows that the gender wise distribution of higher secondary teenage students. In this distribution 94 male and 94 female students out of 188 students are taken.

The data was gathered using the help of SOCIAL SKILLS tool. The norm as shown in the categorized students' SOCIAL SKILLS into four categories: above average, average, below average. Students having z- score +0.51 to +1.25 are in above average, -0.50 to 0.50 in average, -0.51 to -1.25 in below average and -1.26 to -2.00 in low level of Social skills scale.

The researcher found that in male category only 5.31 % students have above average level of SOCIAL SKILLS, 50% has average, 36.17% have below average and 8.51% have low level of SOCIAL SKILLS

In female category only 18.08 % students have above average level of SOCIAL SKILLS, 77.64 % has average, 4.24 % have below average and 0 % have low level of SOCIAL SKILLS.

Finally, the researcher found that only 11.70 % students have above average level of SOCIAL SKILLS, 63.82 % has average, 20.21 % have below average and 4.25 % have low level of SOCIAL SKILLS.

The researcher found that girls have more Social skills in comparison to boys

Introduction table of factors

S.N.	Low Sten Score (1 – 4)	factors	High Sten Score (7 – 10)
1	Sizothymia	A	Affectothymia
2	Low Intelligence	B	High intelligence
3	Lower ego strength	C	Higher ego Strength
4	Submissiveness	E	Dominance
5	DE surgency	F	Surgency
6	Expedients	G	Conscientious
7	Threctia	H	Parmia
8	Harria	I	Premia
9	Alaxia	L	Protension
10	Praxernia	M	Autia
11	Artlessness	N	Shrewdness
12	Untroubled adequacy	O	Guilt proneness
13	Conservatism of Temperament	Q1	Radicalism
14	Group Adherence	Q2	Self Sufficiency
15	Low self-sentiment integration	Q3	High strength of self-sentiment
16	Low ergic tension	Q4	High ergic tension

Distribution of 16- Personality Factors Score of Male and Female Students

S.N.	Factors	Level	Male (N=94)		Female(N=94)		Total	
			No.	%	No.	%	No.	%
1.	A	High	10	10.63	15	15.95	25	13.29
		Average	60	63.82	33	35.10	93	49.46
		Low	24	25.53	46	48.93	70	37.23
2.	B	High	4	4.25	0	0	4	2.12
		Average	48	51.06	19	20.21	67	35.63
		Low	42	44.68	75	79.78	117	62.23
3.	C	High	0	0	0	0	0	0
		Average	57	60.63	33	35.10	90	47.87
		Low	37	39.36	61	64.89	98	52.12
4.	E	High	3	3.19	31	32.97	34	18.08
		Average	67	71.27	47	50	114	60.63
		Low	24	25.53	16	17.02	40	21.27
5.	F	High	0	0	10	10.63	10	5.31
		Average	63	67.02	32	34.04	95	50.53
		Low	31	64.89	52	23.40	83	44.14
6.	G	High	13	13.82	21	22.34	34	18.08
		Average	50	53.19	48	51.06	98	52.12
		Low	31	32.97	25	26.59	46	29.78
7.	H	High	14	14.89	35	37.23	49	26.06
		Average	65	69.14	54	57.44	119	63.29
		Low	15	15.95	5	5.31	20	10.63
8.	I	High	49	52.12	11	11.70	60	31.91
		Average	45	47.87	55	58.51	120	53.19

		Low	0	0	28	29.78	28	14.89
9.	L	High	33	35.10	59	62.76	92	48.93
		Average	45	47.87	31	32.97	76	40.42
		Low	16	17.02	4	4.25	20	10.63
10.	M	High	25	26.59	32	34.04	57	30.31
		Average	61	64.89	58	61.70	119	63.29
		Low	8	8.51	4	4.25	12	6.38
11.	N	High	73	77.65	21	22.34	94	50
		Average	21	22.34	62	65.95	83	44.14
		Low	0	0	11	11.70	11	5.85
12.	O	High	60	63.82	70	74.46	130	69.14
		Average	34	36.17	22	23.40	56	29.78
		Low	0	0	2	2.12	2	1.06
13.	Q1	High	52	55.31	30	31.91	82	43.61
		Average	41	43.61	54	57.44	95	50.53
		Low	1	1.06	10	10.63	11	5.85
14.	Q2	High	23	24.46	19	20.21	42	22.34
		Average	67	71.27	55	58.51	122	64.89
		Low	4	4.25	20	21.27	24	12.76
15.	Q3	High	27	28.72	18	19.14	45	23.93
		Average	65	69.14	64	68.04	129	68.61
		Low	2	2.12	12	12.76	14	7.44
16.	Q4	High	15	15.95	8	8.51	23	12.23
		Average	51	54.25	48	51.06	99	52.65
		Low	28	29.78	38	40.42	66	35.10

Result & Interpretation:

Table shows that the gender wise distribution of higher secondary teenage students. In this distribution 94 male and 94 female students out of 188 students are taken.

For factor A (Sizothymia/Affectothymia) only 13.29 % of students i e in Affectothymia and 37.235 i e in Sizothymia and 49.46% have average symptoms

For factor B (Intelligence) only 2.12 % of students i e in high intelligence level and 62.23% i e in low intelligence level and 35.63 % have average symptoms of intelligence.

For factor C (Ego Strength) only 52.12% of students i e in low ego strength and 47.87 % have average symptoms of ego strength and very less have high ego strength.

For factor E (Submissiveness/Dominance) only 18.08 % of students i e in dominance level and 21.27 % i e in submissiveness level and 60.63 % have average of this level.

For factor F (DE surgency/surgency) only 5.31% of students i e in surgency and 44.14 % i e in desurgency and 50.53 % have average symptoms of these. For factor G (Expedients/Conscientious) only 18.08 % of students i e in stronger superego strength and 29.78 % i e in weaker superego strength and 52.12 % have average superego strength

For factor H (Threctia/Parmia) only 26.06% of students i e in parmia and 10.63 % i e in threctia and 63.29 % have average symptoms of these.

For factor I (Harria/Premia) only 31.91 % of students i e in premia and 14.89% i e in harria and 53.19 % have average symptoms of these factors.

For factor L (Alaxia/ Pretension) only 48.93 % of students i e in pretension and 10.63 % i e in alaxia and 48.93 % have average symptoms of these.

For factor M (Praxernia/Autia) only 30.31 % of students i e in autia and 6.38 % i e in praxernia and 63.29 % have average symptoms pf autia and praxernia

For factor N only 50 % of students i e in shrewdness and 5.85 % i e in Artlessness and 44.14 % have average symptoms to these factors.

For factor O (Untroubled adequacy/Guilt Proneness) only 69.14 % of students i e in guilt proneness and 1.06 % i e in untroubled adequacy a 29.78 % have average symptoms

For factor Q1 (Conservation of Temperament/Radicalism) only 43.61 % of students i e in radicalism and 5.85 % i e in conservatism of temperament and 50.53 % have average symptoms of these.

For factor Q2 (Group Adherence/Self-sufficiency) only 22.34 % of students i e in self-sufficiency and 12.76 % i e in group adherence and 64.89 % have average symptoms of these

For factor Q3 (Self-sentiment Integration) only 23.93 % of students i e in high strength of self-sentiment and 7.44 % i e in low strength of self-sentiment and 68.61 % have average of these

For factor Q4 (Ergic tension) only 12.23 % of students i e in high ergic tension and 35.10 % i e in low ergic tension and 52.65 % have average symptoms of these.

ANOVA of Social skills score among students having different orientation of 16 – PFs

S.N.	16 - P F s	Between/ Within Group	SS	D.F.	MS	F
1	A	Between Group	861.01	2	430.50	1.71
		Within Group	46502.81	185	251.36	
2	B	Between Group	8907.28	2	4453.64	21.42 **
		Within Group	38456.54	185	207.87	
3	C	Between Group	764.66	1	746.66	3.01*
		Within Group	46599.16	186	250.53	
4	E	Between Group	1216.91	2	608.45	2.44
		Within Group	46181.48	185	249.62	
5	F	Between Group	3369.43	2	1684.71	7.08* *
		Within Group	43994.39	185	237.80	
6	G	Between Group	62.53	2	31.26	0.12
		Within Group	47335.86	185	255.86	
7	H	Between Group	2093.10	2	1046.55	4.27* *
		Within Group	45305.29	185	244.89	
8	I	Between Group	386.35	2	193.17	0.76

		Within Group	47012.05	185	254	
9	L	Between Group	1765.11	2	882.55	3.58*
		Within Group	45633.29	185	246.66	
10	M	Between Group	1426.21	2	713.10	2.87
		Within Group	45972.18	185	248.49	
11	N	Between Group	3389.36	2	1694.68	7.12*
		Within Group	44009.03	185	237.88	*
12	O	Between Group	1659.99	2	829.89	3.36*
		Within Group	45738.60	185	247.23	
13	Q1	Between Group	848.18	2	424.09	1.69
		Within Group	46550.21	185	251.62	
14	Q2	Between Group	5147.75	2	2573.87	11.27
		Within Group	42250.64	185	228.38	**
15	Q3	Between Group	239.62	2	119.81	0.47
		Within Group	47158.77	185	254.91	
16	Q4	Between Group	5302.84	2	2651.42	11.65
		Within Group	42095.55	185	227.54	**

* Significant

** Highly Significant

Internal Comparison of Social skills & Ratings Skills among students having different orientation of P. Fs.

Post – Hoc T - test after ANOVA

S.N,	Factors	High vs Average		Average vs Low		Low vs High	
		Mean Diff.	T value –	Mean Diff.	T value –	Mean Diff.	T Value –
1	B	19.39	2.45*	12.3	4.56**	31.64	4.59**
2	F	1.91	0.40	8.02	3.37**	6.11	1.15
3	H	2.16	0.83	9.76	2.42*	11.92	3.15**
4	N	8.42	3.62**	0.64	0.13	9.06	1.80
5	Q2	3.38	1.25	14.26	4.22**	17.64	4.63**
6	Q4	9.28	2.43*	7.54	3.14**	16.82	5.40**

* Significant

** Highly Significance

Result, interpretation and Discussion: Table clearly show that mean scores of high and average intelligence students are 333.5 and 352.89 and t value is 2.45. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that the high and average intelligent students 'social skills have a partially difference. For average and low intelligent students mean value

are 352.89 and 365.19 and t value is 4.56. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and 0.01 level of significance. The result clearly depict that the low and average intelligent students' social skills have a significant difference. For low and high intelligent students mean value are 365.19 and 333.5 and t value is 4.59. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and 0.01 level of significance. The result clearly depict that the low and high intelligent students' social skills have a significant difference.

For high and average DE surgency/surgency students mean value are 358.4 and 356.4 and t value is 0.40. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and 0.01 level of significance. The result clearly depicts that high and average DE surgency and surgency students' social skills have no significant difference. For average and low desurgency/surgency students mean value are 356.4 and 364.51 and t value is 3.37. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and 0.01 level of significance. The result clearly depicts that average and low desurgency and surgency students' social skills have a significant difference. For low and high desurgency/surgency students mean value are 364.51 and 358.4 and t value is 1.15. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and 0.01 level of significance. The result clearly depicts that low and high desurgency and surgency students' social skills have no significant difference.

Table clearly show that mean scores of high and average threctia / permia students are 362.77 and 360.61 and t value is 0.83. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and not significant at 1 % level of significance. The result clearly depicts that the high and average threctia and permia students 'social skills have no significant difference. For mean scores of average and low threctia / permia students are 360.61 and 350.85 and t value is 2.42 Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that average and low threctia and permia students' social skills have a partially significant difference. For mean scores of low and high threctia / permia students are 350.85 and 362.77 and t value is 3.15. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that the high and low threctia and permia students 'social skills have a significant difference.

Table – clearly show that mean scores of high and average Artlessness/shrewdness students are 355.89 and 364.26 and t value is 3.62. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and significant at 1 % level of significance. The result clearly depicts that the high and average Artlessness/shrewdness students ‘social skills have a significant difference. For mean scores of average and low Artlessness/shrewdness students are 364.26 and 364.90 and t value is 0.13. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and significant at 1 % level of significance. The result clearly depicts that the low and average Artlessness/shrewdness students ‘social skills have no significant difference. mean scores of low and high Artlessness/shrewdness students are 364.90 and 355.89 and t value is 1.80. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and significant at 1 % level of significance. The result clearly depicts that the low and high Artlessness/shrewdness students ‘social skills have no significant difference.

Table clearly show that mean scores of high and average group adherence and self-sufficiency students 355.69 and 359.07 and t value is 1.25. Hence it is clear that difference between the mean of them is not significant at 0.05 level of significance and not significant at 1 % level of significance. The result clearly depicts that the high and average group adherence and self-sufficiency students ‘social skills have no significant difference. mean scores of average and low group adherence and self-sufficiency students are 359.07 and 373.33 and t value is 4.22. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that the average and low group adherence and self-sufficiency students ‘social skills have a significant difference. mean scores of low and high group adherence and self-sufficiency students are 373.33 and 355.69 and t value is 4.63. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that the low and high group adherence and self-sufficiency students ‘social skills have a significant difference.

Table – clearly show that mean scores of high and average ergic tension students are 349.34 and 358.62 and t value is 2.43. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and not significant at 1 % level of significance. The result clearly depicts that the high and average ergic tension students ‘social skills have a partially significance difference. mean scores of average and low ergic tension students are 358.62 and 366.16 and t value is 3.44. Hence it is clear that difference between the mean of

them it is significant at 5% level of significance and 0.01 level of significance. The result clearly depicts that the average and low ergic tension students 'social skills have a significance difference. mean scores of low and high ergic tension students are 366.16 and 349.34 and t value is 5.40. Hence it is clear that difference between the mean of them it is significant at 5% level of significance and 0.01 level of significance. The result clearly depicts that the low and high ergic tension students 'social skills have a significance difference

Hypotheses Testing

Hypotheses – 1

There is no significant relationship between the social skills and Personality Factors of higher secondary school students.

After analysis of collected data, it is found that a significant relationship is found between social skills and personality factors on the basis of gender, school types and family types

Hypotheses- 2

There is no significant effect of personality factor on social skills of higher secondary schools' students.

It is found that personality factors affect the social skills on the basis of gender, school types and family types.

Conclusion

Educational Implications

The finding of this research to assist teachers in adjusting their teaching method in order to make learning more effective and students centered. The result of the research also helps to students in improve their social skills and refine their personality. It will help the students in choosing their career path according to their interests and to understand their tendencies. Guidance and counselling are very easy on the bases of their interest areas. This study will help teachers to know the strength This study will help teachers to know the strength and weakness of the students and help teachers to choose method for effective teaching and learning. This study also supports to teacher to create the holistic profile of each student, due to that teachers can easily asses the continuous and comprehensive evaluation of the students. This research will also support to implement the New Education policy – 2020, with the help of this study teacher will know how, the social skills change with personality factors?

Recommendation and Suggestions

Present study was conducted only on District level. In future we will conduct study on state as well as international level. In the present study researcher took only 188 higher secondary school students due to shortage of time and resources. in future we will conduct this research on large sample size. Only two variables were taken social skills and Personality Factors in this study, we will also take more dimensions of social skills for examples empathy, interpersonal skills, emotions of social welfare. With the help of this study, we can understand more deeply about the, thinking style, emotions cognitive mind, structure of social interactions of Children with disabled.

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