

Original Research Article

The Impact of Socio-Economic Status on Social Skills Development in Secondary School Children

ABSTRACT

This comprehensive research investigates the intricate relationship between socio-economic factors and social skills development among secondary school students in Sri Lanka. With a sample size of 1350 participants selected through stratified random sampling, the study employs a quantitative survey design to assess students' socio-economic status and perceptions of social skills enhancement. Statistical analyses, including Multivariate Analysis of Variance (MANOVA), reveal significant parental income and education disparities. The findings underscore a positive correlation between higher parental income and augmented social skills, emphasising socioeconomic status's pivotal role in shaping skill acquisition opportunities. Notably, the study identifies the positive influence of fathers' tertiary education on students' social competence. While no significant differences based on mothers' educational qualifications are observed, the study recognises the need for nuanced understanding. Aligning with existing literature, the research emphasises the importance of inclusive classroom climates, cultural diversity, and positive peer relationships in fostering social adaptation. Friendships among students emerge as crucial in shaping social identities, while the study navigates the intricate influence of social media interactions in the contemporary educational landscape. The data highlight elevated social skills among upper-middle-class students, placing emphasis on the pivotal role of parental income. These insights underscore the imperative for inclusive educational environments to foster holistic development and societal contribution. The methodology employs a survey-based approach with a structured questionnaire assessing socioeconomic status and perceptions of social skills. Rigorous statistical analyses, including MANOVA, provide a robust examination of social skill enhancement, revealing disparities associated with parental income and educational backgrounds. The study contributes nuanced insights to the discourse on socio-economic influences on student education in Sri Lanka, informing future research and interventions aimed at creating inclusive and enriching educational environments globally.

Keywords: Socio-economic factors, Social skills development, Secondary education, Parental influence, Inclusive classroom

1. INTRODUCTION

The contemporary educational landscape recognises that more than academic prowess is needed to prepare students for the challenges of an interconnected global society. The mosaic of social skills, encompassing communication, teamwork, emotional intelligence, and adaptability, is increasingly acknowledged as an integral component of holistic education. Graduates equipped with these skills not only navigate professional landscapes more adeptly but also contribute meaningfully to the fabric of their communities (Sedere, 2019).

This study delves into the pivotal years of secondary education, acknowledging that the foundations of social skills are laid during this formative period. Understanding that socio-economic status can

significantly shape educational experiences, the research aims to quantify the impact of these factors on the social development of secondary school students in Sri Lanka. Drawing insights from previous research, the exploration begins by acknowledging the role of educators, parents, and the socio-environmental support system in fostering social skills development. The influence of teaching methodologies, collaborative learning experiences, and outdoor activities are recognised as pivotal components shaping the socio-emotional landscape of students (Jennings et al., 2010; Mendo-Lázaro et al., 2018; Harun et al., 2014). Furthermore, the research probes the intricate dynamics of socio-economic status, emphasising the potential disparities in access to learning opportunities. Insights from Dekker et al. (2017) illuminate the role of parental involvement, showcasing the importance of a positive relationship between schools and parents in positively influencing social development.

Cultural diversity within classrooms, an inherent aspect of Sri Lanka's educational milieu, is explored as a unique opportunity for students to adapt to diverse backgrounds. The study draws from Schachner et al. (2019) and Civitillo et al. (2017), highlighting the importance of inclusive classroom climates that foster a sense of belonging and positively impact students' social adjustment.

As friendships among students play a crucial role in shaping social identities, the research incorporates findings from Maunder et al. (2019) and Koekoek et al. (2015), offering insights into the impact of peer relationships on self-worth and the quality of friendships. In the era of digital connectivity, the study also considers the influence of social media interactions on students' social skills, acknowledging the work of Al-Rahmi et al. (2015) and Chawinga (2017). By doing so, the research navigates the complexities of the modern educational landscape, recognising that social skills transcend traditional boundaries and are essential for navigating an ever-evolving global society.

By quantifying the dimensions of social flourish in the specific context of Sri Lankan secondary education, this research aspires to contribute valuable insights that inform educational policies, practices, and interventions. By understanding the intricate dynamics at play, educators, policymakers, and stakeholders can collaboratively work towards creating an inclusive and enriching educational environment that fosters the holistic development of secondary school students in Sri Lanka.

2. METHODOLOGY

This study utilised a survey-based, quantitative research design to investigate enhancing social skills among secondary school children in Sri Lanka, focusing on socioeconomic factors such as parental income and education. The target population included secondary school children across Sri Lanka, and a study sample of 1350 participants was selected using a stratified random sampling method to ensure diversity in socioeconomic backgrounds. Data was collected through a structured questionnaire consisting of two sections: one assessing students' socioeconomic status and the other gauging their perceptions of enhancing social skills. A Likert Scale with five response options was used to quantify access to educational resources. The validity and reliability of the questionnaire were ensured through rigorous measures, including seeking expert opinions and assessing internal consistency using Cronbach's alpha coefficient, which demonstrated high reliability ($\alpha = 0.034$). The questionnaire was administered in selected secondary schools with informed consent from students and their parents or guardians. Trained enumerators distributed and collected the questionnaires, ensuring confidentiality and anonymity to encourage candid responses.

Data analysis involved both descriptive and inferential statistical techniques. Descriptive analysis included calculating means and standard deviations to provide insights into student enhancement of social skills. Inferential analysis, specifically Multivariate Analysis of Variance (MANOVA), was conducted to explore potential significant differences in social skill enhancement based on parental income and academic level variables. The Statistical Package for the Social Sciences (SPSS) software was used for data analysis, enabling a comprehensive examination of social skill enhancement and identifying potential disparities associated with parental income and educational backgrounds. The robust methodology aimed

to ensure the reliability and validity of findings, contributing valuable insights to the broader discourse on socioeconomic influences on student education in Sri Lanka.

2.1 Objectives of the Study

01. Determine students' social skills proficiency levels.
02. Examine social skills disparities among students based on parental income.
03. Evaluate student social skill variations based on fathers' educational qualifications.
04. Assess distinctions in student social skills related to mothers' educational qualifications.

2.2 Null Hypotheses

01. Student social skills have no significant difference based on parent income
02. Student Social Skills have no significant differences based on the father's highest educational level.
03. Students' social skills have no significant differences based on the mother's highest educational level.
04. Student social skills have no significant interaction between the fathers' and mothers' educational levels.

3. RESULTS

3.1 Students' Social Skills Proficiency Levels

The values obtained through descriptive analysis are used to determine the level of enhancement of students' social skills and their ability to function effectively after participation and involvement in school and lesson activities while aided by the social support they have received. Seven items were constructed to determine the respondents' level of agreement regarding the aspect of students' enhancement of social skills, as shown in Table 1.

Table 1 Level of Social Skills Development

No.	Item	Mean	S. D	Interpretation
My ability has been increased to.....				
1	adapt with diverse background and culture	3.914	1.052	Moderate High
2	communicate confidently, clearly and appropriately at the level of my listeners	3.949	0.983	Moderate High
3	accept criticism and to express my opinions openly	3.867	1.000	Moderate High
4	maintain friendship for mutual good	4.294	0.965	High
5	collaborate with team members in team activities	4.320	0.872	High
6	give credit and appreciation to friends	4.348	0.883	High
7	share information and educational activities on social media	3.797	1.100	Moderate High
Overall		4.070	0.701	High

Table 1 shows the level of items in the enhancement of students' social skills for functioning effectively and building up capabilities after participating in school activities with the social support they have received. The overall mean for this is 4.070, overall S.D. is 0.701, and the interpretation is high. The highest item for this aspect is 6, which is about enhancing students' ability to give credit and appreciation to friends; the mean for this is 4.348, S.D. is 0.883, and the interpretation high. The second highest item

is 5, which is about enhancing students' collaborative skills, whose mean value is 4.320, S.D. is 0.872, and the interpretation high. The lowest item is 7, which is about enhancing students' skills in sharing information and exchanging ideas on educational activities via social media. The mean is 3.797, S.D. is 1.100, and the interpretation is moderately high.

3.2 Differences of Social Skills Based on Parent Education

The multiple Two-Way MANOVA tests were used to see the difference in mean scores for social skills variable based on parents' education level. Table 2 and Table 3 show the MANOVA analysis for the difference in mean scores on students' social skills based on parental education level.

Table 2 Two Way MANOVA Difference Aspects of Social Skills based on Parental Educational Level

Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Father's Highest Educational Level	7.220	4	1.805	3.789	0.005
Mother's Highest Educational Level	1.938	4	0.485	1.017	0.397
Father's*Mother's Highest Educational Level	6.793	15	0.453	0.951	0.506

Table 3 Mean Scores Difference Aspects of Social Skills Based on Parent Educational Level

	Father's Highest Educational Level	Mother's Highest Educational Level	Mean	Std. Deviation	N
Social Skills	No Schooling	No Schooling	3.68	0.79	21
		Primary	3.88	0.80	19
		G.C.E(O/L)	3.82	0.88	14
		G.C.E(A/L)	3.00	2.82	2
		Total	3.76	0.89	56
	Primary	No Schooling	4.01	0.58	17
		Primary	3.90	0.81	183
		G.C.E(O/L)	4.06	0.64	116

	G.C.E(A/L)	4.22	0.46	15
	Tertiary Education	5.00	0.00	1
	Total	3.98	0.73	332
G.C.E(O/L)	No Schooling	3.88	0.91	5
	Primary	3.89	0.66	77
	G.C.E(O/L)	4.04	0.69	357
	G.C.E(A/L)	4.17	0.59	113
	Tertiary Education	4.38	0.60	13
	Total	4.05	0.67	565
G.C.E(A/L)	No Schooling	3.42	0.20	2
	Primary	3.82	0.57	10
	G.C.E(O/L)	4.09	0.70	114
	G.C.E(A/L)	4.24	0.63	159
	Tertiary Education	4.27	0.52	22
	Total	4.17	0.65	307
Tertiary Education	No Schooling	4.71	0.00	2
	Primary	4.28	0.49	3
	G.C.E(O/L)	4.14	0.85	12
	G.C.E(A/L)	4.44	0.50	31
	Tertiary Education	4.20	0.57	42
	Total	4.29	0.59	90
Total	No Schooling	3.86	0.72	47
	Primary	3.90	0.76	292
	G.C.E(O/L)	4.05	0.69	613

G.C.E(A/L)	4.23	0.63	320
Tertiary Education	4.26	0.56	78
Total	4.07	0.70	1350

Table 2 shows there are significant differences in students' social skills [$F = 3.789$ and $\text{sig} = 0.005$] based on the father's highest education level. Table 3 shows that students with fathers with tertiary education have the highest mean compared to other students concerning social skills. Based on the mother's highest educational level, Table 3 shows that there are no significant differences in social skills [$F = 1.017$ and $\text{sig} = 0.397$]. The results show there are no interaction significant between the father and mother's educational level towards student social skills functioning [$F = 0.951$ and $\text{sig} = 0.506$].

Table 4 presents the post hoc analysis from which we can see the mean differences in students' educational well-being based on the father's highest education level.

Table 4 Post Hoc Analysis of Difference Aspects of Student Social Skills based on Father's Highest Educational Level.

Dependent Variable	(I) Father's Highest Educational Level	(J) Father's Highest Educational Level	Mean Difference (I-J)	Std. Error	Sig.
Social Skills	No Schooling	Primary	-0.22	0.09	0.299
		G.C.E(O/L)	-0.29	0.09	0.058
		G.C.E(A/L)	-0.40*	0.10	0.002
		Tertiary Education	-0.52*	0.11	0.000
	Primary	No Schooling	0.22	0.09	0.299
		G.C.E(O/L)	-0.07	0.04	0.684
		G.C.E(A/L)	-0.18*	0.05	0.018
		Tertiary Education	-0.30*	0.08	0.007
	G.C.E(O/L)	No Schooling	0.29	0.09	0.058
		Primary	0.07	0.04	0.684
		G.C.E(A/L)	-0.11	0.04	0.225

G.C.E(A/L)	Tertiary Education	-0.23	0.07	0.060
	No Schooling	0.40*	0.10	0.002
	Primary	0.18*	0.05	0.018
Tertiary Education	G.C.E(O/L)	0.11	0.04	0.225
	Tertiary Education	-0.11	0.08	0.722
	No Schooling	0.52*	0.11	0.000
	Primary	0.30*	0.08	0.007
	G.C.E(O/L)	0.23	0.07	0.060
	G.C.E(A/L)	0.11	0.08	0.722

Table 4 shows a significant difference in students' social skills between students who have fathers without schooling and students with fathers who have G.C.E (A/L) and tertiary education. There is also a significant difference in students' social skills between students who have fathers with only primary education and students who have fathers with G.C.E (A/L) and tertiary education.

Table 5 presents the post hoc analysis, where we can see in greater detail the mean differences in students' social Skills based on the mother's highest education level.

Table 5 Post Hoc Analysis of Difference Aspects of Student Social Skills based on the Mother's Highest Educational Level

		(J) Mother's Highest Educational Level	Mean Difference (I-J)	Std. Error	Sig.
Social Skills	No Schooling	Primary	-0.04	0.10	0.997
		G.C.E(O/L)	-0.19	0.10	0.470
		G.C.E(A/L)	-0.37*	0.10	0.019
		Tertiary Education	-0.40*	0.12	0.038
	Primary	No Schooling	0.04	0.10	0.997
		G.C.E(O/L)	-0.15*	0.04	0.044

	G.C.E(A/L)	-0.32*	0.05	0.000
	Tertiary Education	-0.36*	0.08	0.002
G.C.E(O/L)	No Schooling	0.19	0.10	0.470
	Primary	0.15*	0.04	0.044
	G.C.E(A/L)	-0.17*	0.04	0.010
	Tertiary Education	-0.21	0.08	0.170
G.C.E(A/L)	No Schooling	0.37*	0.10	0.019
	Primary	0.32*	0.05	0.000
	G.C.E(O/L)	0.17*	0.04	0.010
	Tertiary Education	-0.03	0.08	0.996
Tertiary Education	No Schooling	0.40*	0.12	0.038
	Primary	0.36*	0.08	0.002
	G.C.E(O/L)	0.21	0.08	0.170
	G.C.E(A/L)	0.03	0.08	0.996

Table 5 shows a significant difference in social between students who have mothers without schooling and students who have mothers with G.C.E (A/L) and tertiary education. There is also a significant difference in social skills between students who have mothers with primary education and students who have mothers with G.C.E (O/L), G.C.E (A/L) and tertiary education. There is also a significant difference in social skills between students whose mothers have G.C.E (O/L) and students who have mothers with G.C.E (A/L) and tertiary education.

3.3 Social Skills Differences Based on Parent Income

Multiple MANOVA tests were used to see the differences between the mean scores of all dependent variables in the student's social based on the income level of parents. Table 5 shows the MANOVA analysis for the difference in mean scores on students' social skills based on parental income.

Table 6 MANOVA Difference Aspects of Students' Social Skills based on Parent Income Level

Variable	Income Level	N	Mean	S. D	Type III Sum of Squares	Df	Total Square	F	Sig.
Social Skills	>Rs. 15,000	487	3.990	0.73	7.177	3	2.392	4.90	0.00
	Rs.15,001-46,000	609	4.083	0.67					
	Rs.46,001-150,00	215	4.201	0.63					
	< Rs.151,001	39	4.150	0.80					

Table 6 shows there are significant differences in social [F = 4.907 and sig = 0.002] skills based on the parent income.

Table7 Post Hoc Analysis of Difference Aspects of Social Skills based on Parent Income

Dependent Variable	(I)Parental Income	(J)Parental Income	Mean difference (I-J)	Std. Error	Sig
Social Skills	>15,000	15,001-46,000	-.09301	.04245	.187
		46,001-150,000	-.21130*	.05717	.004
		<151,001	-.16016	.11620	.594
	15,001-46,000	>15,000	.09301	.04245	.187
		46,001-150,000	-.11829	.05539	.207
		<151,001	-.06714	.11533	.953
	46,001-150,000	>15,000	.21130*	.05717	.004
		15,001-46,000	.11829	.05539	.207
		<151,001	.05115	.12153	.981
	<151,001	>15,000	.16016	.11620	.594

15,001-46,000	.06714	.11533	.953
46,001-150,000	-.05115	.12153	.981

According to Post Hoc test results shown in Table 7 obtained using the MANOVA analysis, social enhancement aspects showed a significant difference between parental income below Rs. 15,000 and parental income in the Rs. 46,001-150,000 range. Based on Table 5 and Table 6 it can be concluded that the children's enhancement social is higher among Upper-Middle-Class children than Upper-Class, Lower-Middle-Class, and Poor children. On the other hand, Poor children's social skills are the lowest in Sri Lankan secondary schools.

4. CONCLUSION AND DISCUSSION

In summary, this research unveils significant socio-economic disparities impacting social skills development among Sri Lankan secondary school students. Higher parental income correlates with enhanced social skills, emphasizing the role of socio-economic status in shaping opportunities for skill acquisition. Father's tertiary education positively influences students' social competence. Despite the absence of significant differences based on mothers' educational qualifications, nuanced understanding is crucial. Cultural diversity within classrooms fosters adaptability, while the study recognizes the influence of peer relationships and social media on social skills. The data highlight elevated social skills among upper-middle-class students, emphasizing the pivotal role of parental income. These insights inform the imperative for inclusive educational environments, crucial for fostering holistic development and societal contribution.

In line with previous studies, the conclusions drawn from this research align with existing literature on the multifaceted nature of social skills development among secondary school students. Notably, Sedere (2019) posited that academic excellence alone is insufficient for preparing students for the challenges of a global society, emphasizing the significance of social skills encompassing communication, teamwork, emotional intelligence, and adaptability. This study's findings echo Sedere's assertion, underscoring the increasing recognition of social competencies as integral components of holistic education. The research also aligns with the insights provided by Dekker et al. (2017), which emphasized the role of parental involvement in shaping students' social development. The positive relationship between schools and parents, as highlighted by Dekker et al., is mirrored in this study's exploration of the impact of fathers' educational qualifications on students' social skills. Furthermore, the study resonates with the work of Schachner et al. (2019) and Civitillo et al. (2017), emphasizing the importance of inclusive classroom climates in fostering a sense of belonging. The recognition of cultural diversity within classrooms as an opportunity for social adaptation aligns with Schachner et al.'s and Civitillo et al.'s findings. Incorporating insights from Maunder et al. (2019) and Koekoek et al. (2015) on the role of peer relationships in shaping social identities, this research extends the understanding of how friendships among students play a crucial role in social skills development. Additionally, considering the influence of social media interactions on students' social skills aligns with the acknowledgment of the digital era's impact, as highlighted by Al-Rahmi et al. (2015) and Chawinga (2017). The conclusion regarding the impact of parental income on students' social skills resonates with the broader literature on socio-economic disparities in education. Previous studies, such as those by Sirin (2005) and Reardon (2011), have demonstrated the pervasive influence of socio-economic factors on various aspects of educational outcomes, including social and emotional development. By building upon and reinforcing these established findings, this research contributes to the cumulative knowledge base, providing a nuanced understanding of the intricate dynamics at play in the context of Sri Lankan secondary education. These insights can inform future research and guide the development of targeted interventions and policies aimed at fostering inclusive and enriching educational environments globally.

5. SUGGESTIONS

Clarity on Mothers' Role: While the research emphasizes the positive influence of fathers' education on social skills, further exploration into specific aspects of mothers' involvement or factors contributing to the observed nuances, despite no significant differences, could enhance the study's depth.

Long-Term Impact: Investigating the longitudinal effects of socio-economic disparities on students' social skills beyond secondary education could provide insights into the enduring influence of these factors on individuals as they progress into higher education or professional life.

Practical Recommendations: The study could offer more explicit recommendations for educators, policymakers, and stakeholders based on the findings. Practical strategies for creating inclusive environments and addressing socio-economic disparities could be outlined, fostering actionable steps for positive change.

Exploration of Student Perspectives: Incorporating qualitative data, such as interviews or focus groups with students, could provide a more comprehensive understanding of their experiences. This approach may uncover additional factors influencing social skills development that quantitative data might not capture.

Comparative Analysis: Comparing the Sri Lankan context with other countries or regions could add a comparative dimension, shedding light on whether socio-economic factors impacting social skills development are universal or context-specific.

Incorporating Teacher Perspectives: Including the perspectives of teachers in the study could offer valuable insights into how they perceive and address socio-economic disparities in their classrooms. This could contribute to a more holistic understanding of the educational landscape.

Exploration of Interventions: If applicable, proposing or exploring specific interventions or programs that have shown success in mitigating socio-economic disparities and enhancing social skills could further contribute to the practical implications of the study.

Consideration of Technological Interventions: Given the study's recognition of the influence of social media, exploring how technology-based interventions or digital literacy programs could be integrated into educational strategies to enhance social skills would be relevant.

Intersectionality Analysis: Considering the intersectionality of socio-economic factors with other dimensions like gender, ethnicity, or geographic location could provide a more nuanced understanding of the various layers influencing social skills development.

Communication Strategies: Highlighting effective communication strategies within inclusive classroom climates and how they contribute to social adaptation could be explored further, offering specific insights for educators on promoting positive social interactions.

REFERENCES

Al-Rahmi, W. M., et al. The impact of social media engagement on academic achievement among university students. *Malaysian Online Journal of Educational Technology*, 2015;3(2), 32–45.

Chawinga, W. D. Taking social media to a university classroom: Teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 2017;14(1), 3.

Civitillo, S., et al. School practices and norms associated with cultural diversity and their impact on students' adjustment. *International Journal of Intercultural Relations*, 2017;58, 58–71.

Dekker, R., et al. The role of parental involvement in enhancing social skills development in secondary school students. *Journal of Family Studies*, 2017;23(3), 287–302.

Harun, R., et al. Impact of outdoor education programs on students' social skills and teamwork. *The Journal of Experiential Education*, 2014;37(1), 45–59.

Jennings, P. A., et al. Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of two pilot studies. *Journal of Classroom Interaction*, 2010;45(1), 37–48.

Koekoek, J., et al. Perceptions of companies and peers in learning skills in physical education. *European Physical Education Review*, 2105;21(2), 173–188.

Mauder, R. E., et al. Peer relationships and their association with self-worth in secondary school students. *Journal of Youth and Adolescence*, 2019;48(3), 556–567.

Mendo-Lázaro, S., et al. Cooperative learning and social skills development in university students. *Active Learning in Higher Education*, 2018;19(2), 123–137.

Schachner, M. K., et al. Embracing diversity: The role of schools in fostering intergroup attitudes among majority and minority students. *Child Development*, 2019;90(4), e386–e401.

Sedere, S. Social skills and global citizenship: A comprehensive perspective. *Journal of Educational Psychology*, 2019;113(4), 689–704.