

# A Study to Identify, Assess and Evaluate the Social Development of Students at Secondary Level

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**Abstract:** *This study was designed to identify, assess and evaluate the social development of students at Secondary level. Social development is measure in the context of two stages i) industry vs. inferiority and ii) identity vs. role confusion. For this purpose data was collected from the 100 students of secondary level from 5 schools of MianChannu city. Analysis was conducted to evaluate whether students have completed the stage of social development or not. Comparisons were between the scores of students of class 9<sup>th</sup> and 10<sup>th</sup> and boy and girls were made using the t-test. Results indicated that there was no significant difference between the scores of these groups. Moreover, it was observed that majority of the students have not completed the two stage of social development.*

**Keywords:** Social, Evaluation, assessment, Secondary level

## 1. Introduction

Social development means acquisition of the ability to behave in accordance with social expectations. It has been defined as “child is the process by which an individual born with potentialities of enormously wide range is led to develop actual behaviour” At the time of birth, a child does not have any social sense at all. But gradually as they become older, they learn more and more from their Parents, from their siblings, from peers and from teachers to become a member of society. In this way, they modify their character according to social values as well as social rules and regulations.

The social development begins in babyhood. When he feels that he is a part of the group, he is wanted and loved by its members and he feels secure and happy. Socialization is process of learning to confirm the group standards and traditions. The well socialized person is imbued with a sense of concerns, inter communication and cooperation. Good social adjustment is important at any age of life one can overestimate the importance of social development in the human being living in the modern world. He not only must learn to get along with those in his immediate environment but must progressively assume responsible membership in constantly expanding group as well. He must become an active participant both in community affairs and in national problems. He formulate and develop good manners, habit and follow the golden rules of culture now question emerges that either this feeling of civilization is inborn or it grows under the social circumstances.

According to Zimbrado, and Gerrig (1996), Socialization is the life long process through which an individual's behavior parents, values, standards, skills, attitudes and motives are shaped to conform to those regards as desire-able in particular society. This process involves many people relatives, friends, teachers and institutions, schools, houses of worship they exert pressure on the individual to adopt socially approved values and standard of conduct.

The Word “SOCIAL” has many aspects such as social, emotional, cognitive and educational development. The

growing child is subjected to a variety of influences e.g. parents, peer groups, relation of relatives, schools, media, clubs all of which have their imprint. Similarly, the process of preparing children to live in society, to assimilate its culture and to be its functioning member is called socialization. Every culture have some plan, a system of positive and negative sanctions, formal and informal agencies, in harmony with its moral, religious, economical and other values for accomplishing this goal.

Socialization is also learning of one's social role, of role taking. A role is a pattern of behaviour which is expected of an individual by others in social system. The individual's social efficiency and happiness depends to a large extent on undertaking and understanding of these roles and on the ease of flexibility with which he shifts from one role to another. Every man is a center of indefinite number of relation to others, which may be called generally social. In a simple society, these relations are relatively few. In a larger and more complex society they become exceedingly numerous and diversified.

In this perspective we can understand the significance of social development very well that even if the development (social development) will not take place the child will not be able to understand his/her family, to stop forward and make cooperation with his/her teachers and elders to run out any occupation properly.

## 2. Objectives of the study

1. To identify the level of social development on of the secondary school students.
2. To identify the effect of class level on the Industry vs. Inferiority stageof social development of the students at secondary level.
3. To identify the effect of gender on the Identity vs. Role confusionstage of social development of students at secondary level.

### 3. Hypotheses

**H<sub>01</sub>:** There is no significant difference between mean scores of social development scale of the students of class 9<sup>th</sup> and class 10<sup>th</sup> at the stage of Industry vs. Inferiority.

**H<sub>03</sub>:** There is no significant difference between mean scores of social development scale mean of students of class 9<sup>th</sup> and class 10<sup>th</sup> on the stage of Identity vs. Role confusion.

**H<sub>03</sub>:** There is no significant difference between the mean score of social development of girls and boys at secondary level on the stage of Industry vs. Inferiority.

**H<sub>04</sub>:** There is no significant difference between the mean score of social development of girls and boys at secondary level on the stage of Identity vs. Role confusion.

### 4. Review the Related Literature

Development is a product of heredity and environment that can be predicted and is rapid in early years of life. Development means the sequence of change over the full life Span of an organism. It is a progressive series of changes that occur in orderly predictable patterns as a result of maturation and experience.

“Development refers to orderly, adaptive changes we go through from conception to death”(Wool Folk. 1998, p-3).

### 5. Social development in School

A young person degree of successful adjustment in his learning experiences is affected by many factors his degree of mental ability, teacher attitude and teaching techniques. Many students spend more time with their teacher than their mothers. The teacher influence in student’s social adjustment and relationship with others is in the formation of choice of the peer group.

Teachers may determine their student’s playmates or friends to a considerable extent by placing him in the classroom or otherwise helping him select the proper group. A teacher can help the isolated children to make friends and to become part of the group. He can facilitate better social relationship in the classroom and on the playground(Jeams. 2000).

#### Intelligence, Social development and achievement

Achievement means the knowledge which a student gains during his school life. It has been said that school achievement and intelligence are closely related to each other. Intelligence is related to academic achievement and also seems related to the social development. Thus it might be expected that for the prediction of school performance the student who is well adjusted in class behavior, deal nicely with other students is generally considered as socially well-adjusted and intelligent. The student who are violent and aggressive or show some other symptom of mal adjustment might considered as intellectually dull. So we can say that well socially adjusted student will be intelligent as well as high achiever.

Social adjustment is closely related to the academic achievement of the student. In other words we can say that there is correlation between social development and

intelligence of students. Thus studies have proved that well socially developed student will gain high score on his school performance as well as an intelligence test.

Piaget produced a strict stage theory of development, in which a child actively constructs his or her knowledge of worlds. As a child develops, the mind undergoes a series of reorganization. With each re-organization the child moves into a higher level of psychological functioning. The stages are the outgrowth of human development and evolutionary history. Children are born with a set of specifically human systems (called sensory motor systems) that allow them to interact with environment and to incorporate experience and stimulation. (Bootzin, Bower, Crocker & Hall. 1991. PP: 446-447)

According to Baldwin and Alfred (1968)ability to think about thinking and other abstract and hypothetical ideas, achieves more or effectively, this maximal gratification. It gradually develops structures the channel for discharge of cathexis through cognitive activity, repression and other defensive mechanisms.

According to Kimmel & Weiner (1999)Piaget stressed the logical structures or organizational qualities that define each of the period development. He described to general processes that are involved in the progression from each logical structure to the next. Assimilation involves incorporating experience into the existing mental structures. Accommodation involves modifying these structures as a result of experience. This integration and modification occurs in a succession of stages that is the same for all children, although the ages at which each is attained may vary four general factors is involved in this sequence of cognitive development according to Piaget.

Freud also introduces an influential theory of human development. According to this theory mental disorders are caused by events in the early child years (Frued, 1939).

### 6. Methodology and Procedure

**Population:** All the secondary level students studying in secondary school of MianChannun City constitute the population of the present study.

**Sample:**Five government secondary schools (two boys and three girls) of MianChannun were selected randomly. From each school a sample of 20 students were selected. The distribution of sample is shown in the table 1.

**Table 1: Distribution of sample**

	Boys	Girls
9 <sup>th</sup> Grade	27	23
10 <sup>th</sup> Grade	25	20

### 7. Data Collection

A 30 items questionnaire was developed and used to gather data from the selected students. Social development questionnaire was developed on the basis of:

- i. Industry vs. inferiority and
- ii. identity vs. role confusion

This questionnaire was administered for knowing the student's status of social development. After selecting the schools and distributing the questionnaire among the students with the help of class teachers, questionnaire was collected from respondents.

## 8. Results

Data gathers from the students were analyzed by using SPSS. Scores on social development scale were calculated and comparisons were made by applying the *t*-tests.

**Table 2:** Secondary students' opinion regarding their level on stages of social development

Level	Industry vs. Inferiority		Identity vs. Role confusion	
	Frequency	Percent	Frequency	Percent
To some extent	59	52.2	57	50.2
Yes	41	36.3	43	33.3

From the table 2 it can be observed that 41% were of the view that they have completed their social development on the stage of industry vs. inferiority and 59% students were of the view that they were at the level of "to some extent" and have not completed their social development on the stage of industry vs. inferiority. While as far the stage of identity vs role confusion is concerned 57% students have not completed this stage and 43% expressed that they have completed this stage.

**Table 3:** Comparison of students of class 9<sup>th</sup> and 10<sup>th</sup> on the basis of development stages of Industry vs. Inferiority at secondary level

Class	N	Mean	SD	<i>t</i>	df	Sig
9 <sup>th</sup>	43	2.51	.203	1.114	98	0.268
10 <sup>th</sup>	57	2.47	.203			

Above table showed that the mean scores of students of 9<sup>th</sup> class were more as compared to the students of 10<sup>th</sup> class on the stage of Industry vs. Inferiority of social development scale. It can be observed that the difference in the mean scores of the students of class 9<sup>th</sup> and class 10<sup>th</sup> on the questionnaire of social development for the stage of industry vs. inferiority are not significantly different ( $0.268 > 0.05$ , level of significance). So the null hypotheses

**H<sub>01</sub>:** There is no significant difference between mean scores of social development scale of the students of class 9<sup>th</sup> and class 10<sup>th</sup> at the stage of Industry vs. Inferiority. is accepted showing that the students of class 9<sup>th</sup> and the students of class 10<sup>th</sup> are at the same level of industry vs. Inferiority stage of social development.

**Table 4:** Comparison of students of class 9<sup>th</sup> and 10<sup>th</sup> on the basis of development stages of Identity vs. Role confusion at secondary level

Class	N	Mean	SD	<i>t</i>	df	Sig
9 <sup>th</sup>	43	2.52	.15	-.807	98	0.422
10 <sup>th</sup>	57	2.93	3.37			

Table 4 indicated that the mean scores of students of 10<sup>th</sup> class were more as compared to the students of 9<sup>th</sup> class on the stage of identity vs. role confusion of social development

scale. It can be observed that the difference in the mean scores of the students of class 9<sup>th</sup> and class 10<sup>th</sup> were not significantly different ( $0.422 > 0.05$ , level of significance). So the null hypotheses

**H<sub>02</sub>:** There is no significant difference between mean scores of social development scale mean of students of class 9<sup>th</sup> and class 10<sup>th</sup> on the stage of Identity vs. Role confusion is accepted which showing that the students of class 9<sup>th</sup> and the students of class 10<sup>th</sup> are at the same level of identity vs. role confusion stage of social development.

**Table 5:** Comparison of boys and girls on the basis of development stages of Industry vs. Inferiority confusion at secondary level

Variable	N	Mean	SD	<i>t</i>	df	Sig
Boys	50	2.52	.193	1.779	98	0.078
Girls	50	2.45	.210			

Above table showed that the mean scores of boys were more as compared to the girls on the stage of Industry vs. Inferiority of social development scale. It can be observed that the difference in the mean scores of the boys and girls on the questionnaire of social development for the stage of industry vs. inferiority are not significantly different ( $0.268 > 0.05$ , level of significance). So the null hypotheses

**H<sub>03</sub>:** There is no significant difference between the mean score of social development of girls and boys at secondary level on the stage of Industry vs. Inferiority is accepted showing that the boys and girls are at the same level of industry vs. Inferiority stage of social development.

**Table 6:** Comparison of boys and girls on the basis of development stages of Identity vs. Role confusion at secondary level

Variable	N	Mean	SD	<i>t</i>	df	Sig
Boys	50	2.51	.155	-.956	98	0.341
Girls	50	3.00	3.59			

Table 6 indicated that the mean scores of boys were more as compared to the mean scores of girls on the stage of identity vs. role confusion of social development scale. It can be observed that the difference in the mean scores of the boys and girls were not significantly different ( $0.422 > 0.05$ , level of significance). So the null hypotheses

**H<sub>04</sub>:** There is no significant difference between the mean score of social development of girls and boys at secondary level on the stage of Identity vs. Role confusion is accepted which showing that the boys and girls are at the same level of identity vs. role confusion stage of social development.

## 9. Conclusions

Results showed that the most of the students' were of the opinion that they have not completed their social development on both the stages of industry vs. inferiority and identity vs. role confusion at secondary level. Results indicated that 9<sup>th</sup> class students as compared to 10<sup>th</sup> class students were at higher level of social development on the stage of Industry vs. Inferiority at secondary level. Similarly boys as compared to girls were at higher level of social development on the stage of industry vs. inferiority at

secondary level. But the difference in the mean scores of students' class wise and gender wise were significantly not different.

From the results it can be observed that the students of 10<sup>th</sup> class as compared to the students of 9<sup>th</sup> class were at a higher level of social development on the stage of identity vs. role confusion at secondary level. For the stage of identity vs. role confusion of social development the girls are at the higher level as compared to boys. But the difference in the students of class 9<sup>th</sup> and 10<sup>th</sup> and boys and girls were not statistically significant.

## 10. Discussion

It is believed that personality development continues throughout the whole life and one continues to build his/her social contacts and ties at every stage of life (James, 1980). Erikson (1968) suggested that to be socially developed individuals must progress in order and resolve issues as they arise. He mentioned that at the adolescent age conflicts such as industry vs. inferiority and identity vs. role confusion are critical in social development. At the secondary level children face diverse kinds of situations and circumstances which require them to use a range of mental, physical and emotional abilities to negotiate and progress in life and studies. At the stage of industry vs. inferiority is a stage where one acquires the skills of using abilities to interact with others to work, play and learn. During this stage of discovery children are motivated to explore and discover about components, working and functions of different objects. Sense of industry of a child is enhanced when one is encouraged in his/her efforts and sense of inferiority develops in case one is banished and ridiculed. Through school experiences children learn the balance between industry – inferiority senses with the help of teachers, friends, parents and the adults around them. The present study suggested that the majority of children studying at the 9<sup>th</sup> and 10<sup>th</sup> class have not fully developed and their ability to play and learn by the rules and use deductive reasoning skills are not fully acquired till this stage. In case the sense of industry is enhanced the children are willing to identify and master the different tasks in other case if they have enhanced sense of inferiority they may have the feeling of inability to accept challenges and complete the tasks. Present study suggested that majority of the students have a higher level of sense of inferiority as compared to the sense of industry.

The traits like identity or personality involve understanding and identifying one's own role and finding out that they really are. Children need to imagine themselves as a grown up and not as a son/daughter or students of a teacher/institution. They should have developed the skills, ability, social contacts and relationships which could lead them towards their professional and social life. At this stage if they have not attained the ability to set meaningful goals and beliefs for themselves, it is not easy to establish their identity and they experience role confusion which may result in rebellion and law breaking behaviors (Guardo, 1975). Results in this study suggested that majority of the students are unable to clearly identify their roles and are

victims of role confusion and thus are unable to set the goals and beliefs for themselves for future studies and careers.

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