

Gender Differences in Social Development: A Study on School Going Children

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Abstract

As children grow, they gain in physical competence, which leads to an independence in mobility that produce a pronounced change in their sociality and width of experience. Children in school going age (late childhood) begin to take small steps towards creating social groups, without their parents or family. Child social development plays an important role in shaping his/her personality.

The present paper attempts to find out whether social development varies with gender thus, a comparative study of girls and boys of school going age in terms of social development was done in schools affiliated to Aligarh Muslim University (AMU) board and Central Board of Secondary Education (CBSE) board. Both of these boards follow CBSE pattern.

Keywords: gender difference, social development.

I. INTRODUCTION

Late childhood is the period that starts from the age of six years to the time the individual becomes sexually mature. At both its beginning and end, late childhood is marked by conditions that deeply affect a child's personal and social adjustments [3]. Erickson has referred to middle childhood as the period of industry. The word captures the spirit of this period, for it is derived from a Latin term meaning "to build." [8].

Late childhood is often referred to as "gang age" because it is characterized by interest in peer activity, an increasingly strong desire to be an accepted member of the gang and discontent when children are not with their friends. In a gang, all members are of same sex. At first gangs consists of three or four members, but this number increases as children grow older and become interested in sports. Boys tend to have more extensive peer relationships than girls. They prefer to play with groups rather than with one or two other boys. Social skills and social competence contribute to socio metric status of older children. As Gottman et al have explained, "popular children are more knowledgeable about how to make friends". [3]

During late childhood children spend more time with friends than with family. It may be the first time that children form true friendships. As the child's social network begin to enlarge, adults other than parents and teachers become important in child's life. As the

child comes in contact with more people, situations of conflict may also increase. It is important that adults around the children encourage independent actions and responsibility. Over-protection may lead to low self confidence in the child; withdrawal of parental support during failure can be detrimental. Extreme criticism can distance children from parents. Parents need to continuously negotiate the boundaries between being a parent and being a friend.

The importance of peer group during this stage cannot be overemphasized, the influence of peer group assumes primary importance during late childhood, peers are more important than family. Gender is another factor defining social interaction. Same sex sibling are more likely to share interests, however the most harmonious relationship is supposed to be between different sex siblings, as they have different goals and interests [6]. Since social development is an important aspect of child life, the investigator become interested in finding whether boys are more social or vice versa. Beside this several other questions arouse in the mind of researcher as:

- a) Is there any difference in girls and boys in terms of social development?
- b) Does girls socialise more than boys?
- c) Are boys unsocial?

Therefore, the researcher becomes ultimately interested in finding the answers to such queries by conducting the present study. Because these questions are not answerable unless a real cause of problem is found out, so, the present study comes into existence. The present study takes into account school going children's because at this stage children develop firm view about likes and dislikes particularly for a person or group.

A. Objectives of the problem

The present study has achieved following specific objectives. They are as follows:

- 1) To assess the social development of school going boys and girls,
- 2) To find out the difference in social development of boys and girls,
- 3) To compare the social development of Central Board of Secondary Education (C.B.S.E) and Aligarh Muslim University (A.M.U) school going children.

II. HYPOTHESES

H.1) The social development of boys is expected to be high.

HO.2) There is no significant difference in social development

girls and boys at school going level.

Ho.3.1) There is no significant difference in social development among girls enrolled in AMU and CBSE board.

Ho.3.2) There is no significant difference in social development among boys enrolled in AMU and CBSE board.

Ho.3.3) There is no significant difference in social development of AMU girls and boys.

Ho.3.4) There is no significant difference in social development of CBSE girls and boys.

III. METHODOLOGY

The basic purpose of the study is to compare the social development of girls and boys at school going level i.e. 6 to 12 yrs. Hence, the study was conducted in eight schools, out of eight schools, 3 were AMU (govt) schools and remaining 5 were CBSE (pvt) schools.

IV. POPULATION AND SAMPLE OF THE STUDY

The well-specified and identifiable group is known as population. The population selected for the present research work comprises of school going children who are in the age group of 6 -12 yrs of AMU schools and CBSE boards of Aligarh district enrolled during the session 2016-17.

The schools were selected by stratified random sampling techniques. The school wise distributions of sample were as follows:

Table (a) Name of school with no. of students

S. No.	Name of school	No. of students
1	Abdullah Girls High School	50
2	Kazipada City Girls High School	50
3	STS High School	44
4	Zakir Hussain Senior Secondary School	50
5	Woodbine Floret Public School	45
6	Ayesha Tarin Modern Public School	38
7	Al Barakat Public School	68
8	Dharam Samaj Bal Mandir	55
Total no. of students		400

Table 1: showing mean social development of boys and girls of AMU and CBSE board

MEAN SCORES	BOYS		GIRLS	
	AMU	CBSE	AMU	CBSE
	37.00	35.63	34.49	35.62

The population selected for the present research work comprises of school going students of AMU and CBSE board. The students were selected by random sampling techniques.

A. Tools

For measuring the social development of school going students, self prepared questionnaire was employed. This questionnaire consists of questions of yes, sometimes or no type and the time required for its completion was half hour.

B. Scoring of the data

For each yes answer 3 marks, 2 marks for sometimes was given and 1 mark for each no answer. At the end all the marks was summated that gives the social score of a particular child. The obtained data was organized and analyzed statistically with the help of SPSS (Statistical Packages of Social Science) software.

C. Response rate

The investigator herself gave the questionnaire to the students after counting and collected them at the same time. The students were supposed to make the entry on the paper so that all questionnaires should be collected. After completion, paper was collected by announcing the names of the students. In this way 100% response rate was achieved. Since the instructions given to students for filling up the questionnaire were clear and precise the students responded correctly. So, almost all the questionnaire was found usable for calculating the social development of the children.

D. Analysis of the data

In order to bring clarity in expression, objective wise analysis was done and presented below:

Objective 1) To assess the social development boys and girls.

The first objective of the study was concern with the assessment of social development of school going boys and girls of AMU and CBSE schools during the academic session 2016-17.

To test the objective, directional hypothesis H.1 was formulated and subjected to empirical verification. The hypothesis stated that-

H.1) The social development of girls is expected to be high. To verify the hypothesis H.1, the mean scores of social development were compared in table no.1

It is revealed from the above table that mean scores of AMU and CBSE boy's was higher than girls in AMU and CBSE schools. It can be accessed from the above table that the mean score of boys was higher than girls. Therefore, the hypothesis H.1 i.e the social development of girls is expected to be high is rejected.

Objective 2) To find out the difference in social development of boys and girls

The objective of the study was concern with finding out the statistical difference in social

development of all girls and boys of AMU and CBSE board. To test the objective, null hypothesis HO.2 was formulated and subjected to empirical verification. The hypothesis stated as:

HO.2) There is no significant difference in social development of girls and boys at school going level.

To verify the hypothesis HO.2, the mean scores of social development of all boys and girls were compared by t-test. The result of this analysis was presented in table no.2.

Table 2: t-test comparison of total boys and girls of AMU and CBSE board

Sample	No. of students	Mean Score	SD	SEM	df	t' value calculated	Sig.(2 tailed)	Level of Significance	Null Hypothesis R/A
Girls	197	35.05	4.788	.341	398	-1.825	.069	0.05	A
Boys	203	35.93	4.858	.341					

It is revealed from the above table that significant value is greater than .05, this shows that there is no significant difference between two mean groups. Therefore, the null hypothesis was accepted.

Objective 3) To compare the social development of A.M.U and C.B.S.E school going children.

The objective of the study was concern with comparing the social development of girls and boys ~of AMU and CBSE board. To test this objective, several null hypotheses were formulated and

subjected to empirical verification. The hypothesis HO.3.1 stated as:

Ho.3.1) There is no significant difference in social development among girls enrolled in AMU and CBSE board.

To verify the hypothesis HO.3.1, the mean scores of social development of girls enrolled in AMU and CBSE boards were compared by t-test. The result of this analysis was presented in table no.1.3.

Table 3 : t-test comparison of social development of girls of AMU and CBSE board

Sample	No. of students	Mean score	SD	SEM	df	t' value calculated	Sig.(2 tailed)	Level of Significance	Null Hypothesis R/A
AMU Girls	100	34.49	4.804	.480	195	-1.661	.098	0.05	A
CBSE Girls	97	35.62	4.727	.480					

It is revealed from the above table that significant value is greater than .05, this shows that there is no significant difference between two mean groups. Therefore, the null hypothesis 3.1 was accepted.

Ho.3.2) There is no significant difference in social development among boys enrolled in AMU and CBSE board.

To verify the hypothesis HO.3.2, the mean scores of boys enrolled in AMU and CBSE boards were compared by t-test. The result of this analysis was presented in table no.4

Table 4: t-test comparison of boys of AMU and CBSE board

Sample	No. of students	Mean Score	SD	SEM	df	t' value calculated	Sig.(2 tailed)	Level of Significance	Null Hypothesis R/A
AMU boys	44	37.00	5.207	.785	201	1.664	.098	0.05	A
CBSE boys	159	35.63	4.731	.375					

It is revealed from the above table that significant value is greater than .05, this shows that there is no significant difference between two mean groups. Therefore, the null hypothesis 3.2 was accepted.

Ho.3.3) There is no significant difference in social development of AMU girls and boys

To verify the hypothesis HO.3.3, the mean scores of girls and boys enrolled in AMU board were compared by t-test. The result of this analysis was presented in table no.

Table 5: t-test comparison of social development of girls and boys of AMU board

Sample	No. of students	Mean score	SD	SEM	Df	t' value calculated	Sig.(2 tailed)	Level of Significance	Null Hypothesis R/A
AMU girls	100	34.49	4.804	.480	142	-2.814	.006	0.05	R
AMU boys	44	37.00	5.207	.785					

It is revealed from the above table that significant value is less than .05, this shows that there is significant difference between two mean groups. Therefore, the null hypothesis 3.3 was rejected.

Ho.3.4) There is no significant difference in social development of CBSE girls and boys at senior secondary level

To verify the hypothesis HO.3.4, the mean scores of social development of girls and boys enrolled in CBSE board were compared by t-test. The result of this analysis was presented in table no.6.

Table 6: t-test comparison of social development of girls and boys of CBSE board

Sample	No. of students	Mean score	SD	SEM	Df	t' value calculated	Sig.(2 tailed)	Level of Significance	Null Hypothesis R/A
CBSE girls	97	35.62	4.727	.480	254	-.017	.986	0.05	A
CBSE boys	159	35.63	4.731	.375					

It is revealed from the above table that significant value is greater than .05, this shows that there is no significant difference in social development of CBSE

boys and girls. Therefore, the null hypothesis 3.4 was accepted.

V. MAJOR FINDINGS

Major findings of the present study are following:

- 1) The social development scores of AMU and CBSE boys were higher than girls in AMU and CBSE schools. It can be accessed from the above finding that boys were more social than girls. As the total mean score of boys is higher than girls, it can be safely interpreted that school going boy's social development is better than girls.
- 2) CBSE girls were better than AMU girls on social development scale.
- 3) AMU boys were better than CBSE boys.
- 4) AMU boys were better than AMU girls.
- 5) AMU boys were better than CBSE girls.
- 6) Boys in CBSE schools have higher scores than CBSE girls.

VI. CONCLUSION

During late childhood, child forms new groups outside the family. Girls and boys both have their close groups with which they associate each others. The present study throws light on social development of both genders. The main aim was to find out whether girls are more social or boys. From the analysis it has been found that overall boys have

higher scores than girls on social development questionnaire. The main reason for this was the extra time boys spend out with friends helps in socialization. It has been found that AMU boys perform better than AMU girls and CBSE boys and girls. The reason for this trend might be the extra efforts put in by teachers of govt. schools in enhancing the social skills of the students through personality development programmes that build confidence level among children.

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