

Croatian Journal of Education
Vol: 15; Sp.Ed.No.4/2013, pages: 51-68
Original research paper
Paper submitted: 27th April 2012
Paper accepted: 16th May 2012

Specificity of Schoolchildren's Social Skills during Physical Education Classes

Romualdas Malinauskas and Arunas Emeljanovas
Lithuanian Sports University

Abstract

The objective of the study was to analyse the level of schoolchildren's social skills during physical education classes, and to examine specificity of social skills among schoolchildren during physical education classes. The analysis included 364 schoolchildren (178 male and 186 female students). The data were collected according to social skills inventory prepared by Bakutyte and adapted by Sniras and Malinauskas. An original conception of the exploration of schoolchildren's social skills during physical education classes is presented and efficiently applied; it is a unique study dealing with gender differences in schoolchildren's social skills during physical education classes. It has been revealed that female students show higher levels of the following social skills: willingness to console ($p < 0.01$), and to help ($p < 0.01$), not pretending ($p < 0.05$), not cheating ($p < 0.05$), and not humiliating others ($p < 0.05$).

Key words: *level of social skills; physical education classes; social skills.*

Introduction

Studies (McKenney & Dattilo, 2001; Thompson & Iwata, 2001; Sniras & Malinauskas, 2005) have shown that the most frequent source of all social problems is insufficient psychological maturity of a personality, i.e. insufficient psychological resistance. Williams and Currie (2000), McLaughlin and Hatzenbuehler (2009), Peixoto and Almeida (2010) claim that the fundamental factors that children and adolescents lack are: higher self-esteem, dignity, self-control and stress coping skills, skills for constructive dealing with conflicts or arising problems. The idea that physical education (PE) positively affects young people's social development and prosocial behaviour goes back several many years (Bailey, 2006; Emeljanovas, & Trinkunienė, 2011). The research literature on the relationship between PE and social development

is equivocal. Numerous studies (Ewing, Gano-Overway, Branta, & Seefeldt, 2002; Tsorbatzoudis & Emmanouilidou, 2005; Bailey, 2006; Hills, 2007; Lee & Solomon, 2007; Eldar, 2008; Findak, 2011; Unlu, Karahan, Aydos, & Oner, 2011) have demonstrated that appropriately structured and presented activities can contribute to the development of prosocial behaviour, and can reduce antisocial behaviour among the youth.

In our opinion, there is an ongoing lack of explorations aimed at revealing how one could deal with the development of social responsibility in schoolchildren during physical education classes and how their social skills could be trained. Meanwhile, factors affecting the development of social skills of the disabled people have been explored much more frequently; this thematic area has been allotted major interest in recent studies (Katsiyannis & Smith, 2003). At the same time, the level of schoolchildren's social skills during physical education classes has not been considered. We may only mention that with an increase in the level of social skills of children and adolescents, their self-esteem increases (Crone, Reijneveld, 2007), they smoke less, and are more able to resist the negative influence of the environment (i.e. they apply the resistance skill more successfully).

On the whole, complex analyses of the above mentioned aspects pertaining to the social skills in the context of physical education have not been performed in Lithuania. As social skills have a major impact on the personal life of an individual, it is essential to explore what kind of ability and readiness to resist social oppression schoolchildren develop during physical education classes. It is also important to analyze their ability and readiness to overcome their psychological problems which may in the future incite various deviations of social behaviour. In other countries issues relating to the exploration of social skills are being discussed in international scientific conferences more and more extensively, and it has been remarked that the continuation of analysis is essential in order to define the classification of social skills, the reliability and applicability of social skill exploration methods as well as the applicability and efficiency of education programmes in the context of PE (Parsons & Mitchell, 2002; Hagger, Chatzisarantis, Barkoukis, Wang, & Baranowski, 2005; Kirk, 2005; Toriola, 2010).

Some authors (Bloom, Karagiannakis, Toste, Heath, & Konstantinopoulos, 2007) claim that systematic and well-timed exploration and development of schoolchildren's and adolescents' social skills may facilitate their interaction with peers, cooperation and interchange of roles. This is why it is likely that social skills which are acquired through systematic development may be transferred to various areas of life and may incite the development of a harmonious personality. A major group of research studies (Robertson, David, & Rao, 2003; Susan, Jeffrey, & Weena, 2003) frequently emphasize the negative consequences of the absence of social skills stemming from insufficient development of these skills. Research studies (Craig-Unkefer & Kaiser, 2002; Garrick-Duhaney, 2003) have also shown that the development of social skills helps a person maintain eye contact, apologize, ask for assistance and express one's feelings. When

the level of social skills is adequate, children are less obstinate, they are less irksome, their vocabulary is richer, they look the interlocutor in the eyes, and they select more appropriate means of communication (Craig-Unkefer & Kaiser, 2002; Parsons & Mitchell, 2002).

When generalizing other research studies (Garrick-Duhaney, 2003; Miller & Wilbourne, 2002; Mostow, Izard, Fine, & Trentacosta, 2002), we may claim that the issues of social adjustment in childhood are the most frequent cause of the issues with psychological health later in life. Individuals with psychological disorders typically lack social skills or, if they do possess these skills, they are imperfect (Cartwright-Hatton, Hodgers, & Porter, 2003). Undoubtedly, the closest relation has been established between the lack of social skills and behavioural disorders, such as aggression, asocial behaviour or hyperactivity (Epstein, Botvin, & Spoth, 2003; Farmer, Estell, O'Neal, & Cairns, 2003). Researchers have proved that schoolchildren's ability to maintain good relationships with others incites favourable development of personality (Mendez, Fantuzzo, & Cicchetti, 2002), i.e. those children who possess a superior level of social skills do better at their studies, and they also gain higher respect from their peers (Bloom, Karagiannakis, Toste, Heath, & Konstantinopoulos, 2007; Merrell, 2001).

A group of researchers who performed research of the schoolchildren's social skills during physical education classes has already established the level of social skills of children engaged in sports as well as social abilities of adolescents attending general education secondary schools (Hills, 2007; Telama, Heikkala, & Laakso, 1996). Spread of psychological violence among students has also been explored (Hurley, 2009; Tharp-Taylor, Haviland, & D'Amico, 2009; Luk, Wang, & Simons-Morton, 2010), and some of the above mentioned works were published in scientific journals. Nevertheless, as it has been mentioned above, there are still many unanswered questions in defining the level of social skills in schoolchildren in the context of physical education, and it prompted research into the level of social skills of schoolchildren during physical education classes.

The entirety of the social skills that we have revealed is based on a constructive theory of learning which defines the social competence of a personality as a complex issue (Sniras & Malinauskas, 2005) by emphasizing such social skills as *sensitivity (willingness to console, to help)*, *openness (not pretending, not cheating)*, *forgiveness (not humiliating others, not taking revenge)*, and *responsibility (keeping the given word, bearing responsibility for own actions)*.

The scientific problem is formulated within the following questions: 1) What is the current level of schoolchildren's social skills during physical education classes? 2) Which social skills would schoolchildren like to develop during physical education classes?

The aim of the study is the assessment of schoolchildren's social skills during physical education classes.

In order to reach the aim, the following **research tasks** were set:

- 1) to find out gender differences of the level of social skills of schoolchildren during physical education classes;
- 2) to reveal the willingness of schoolchildren to train social skills during physical education classes.

Hypotheses. It was assumed that the level of social skills of girls is higher than that of boys and that girls are more willing to train and attempt to apply social skills during physical education classes.

Methods

Sample

After receiving the approval from the Ethical Committee of our University, schoolchildren of secondary schools were randomly selected from big cities in our country and included in the sampling frame. The participants were randomly selected through the application of a two-stage sampling strategy: first, the school was selected from the list of schools in big cities, and then 13–14 year old schoolchildren (7th and 8th graders) in those schools were invited to participate. The schoolchildren were selected for the investigation from the rosters of 7th and 8th grades of the selected secondary schools, and then they were all tested. The analysis included 364 schoolchildren (178 males and 186 females).

Instruments

For the evaluation of social skills, a social skills inventory prepared by Bakutyte (1999) and adapted by Sniras and Malinauskas (2005) was applied. It was based on the data from factor analysis of the manifestations of students' humane behaviour (Sniras & Malinauskas, 2005). The following social skills were explored during physical education classes: *sensitivity (willingness to console, to help)*, *openness (not pretending, not cheating (deceiving))*, *forgiveness (not humiliating others, not taking revenge)*, and *responsibility (keeping the given word, bearing responsibility for own actions)*. The internal consistency of the questionnaire was assessed by Cronbach's alpha coefficient. Cronbach's alpha for this questionnaire was 0.86 for the present sample.

Statistical Analysis

Data analysis was performed using the Statistical Package for Social Sciences (SPSS) version 13. Kolmogorov-Smirnov test was applied for normality verification. It was established that the data did not follow normal distribution. The nonparametric *chi-square test* was used for the statistical analysis of this data. A significance level of 0.05 was chosen.

Procedure

The investigation was carried out in big cities in secondary schools between March and May 2011 during physical education classes. Schoolchildren filled in questionnaires

in the presence of a teacher and researcher (who monitored the course of the work and instructed the respondents). The study followed the principles of prior informed consent and voluntary participation, i.e. the schoolchildren were explained the aim of the research, and those who refused to participate in the research could leave the study. The schoolchildren were also informed about the anonymity of the research.

Results

The distribution of the level of social skills among schoolchildren during physical education classes is presented in Table 1.

Table 1. Level of social skills of schoolchildren during physical education classes (N and percentage)

Social skills	Gender	Level of social skills						$\chi^2(2)$
		Low		Average		High		
		N	%	N	%	N	%	
Willingness to console**	Male	24	13.5	86	48.3	68	38.2	9.72
	Female	09	4.8	87	46.8	90	48.4	
Willingness to help**	Male	28	15.7	78	43.8	72	40.5	9.40
	Female	12	6.5	79	42.5	95	51.0	
Not pretending*	Male	29	16.3	67	37.6	82	46.1	6.85
	Female	14	7.5	81	43.5	91	49.0	
Not cheating*	Male	23	12.9	102	57.3	53	29.8	6.37
	Female	16	8.6	92	49.5	78	41.9	
Not humiliating others*	Male	23	12.9	89	50.0	66	37.1	6.67
	Female	10	5.4	95	51.1	81	43.5	
Not taking revenge	Male	9	5.1	106	59.5	63	35.4	0.12
	Female	8	4.3	111	59.7	67	36.0	
Keeping the given word	Male	34	19.1	76	42.7	68	38.2	0.63
	Female	32	17.2	87	46.8	67	36.0	
Bearing responsibility for own actions	Male	16	9.0	85	47.7	77	43.3	0.29
	Female	19	10.2	91	48.9	76	40.9	

* - $p < 0.05$; ** - $p < 0.01$

The research results proved that girls were more sensitive towards others during physical education classes: girls' *readiness to console* was statistically significantly higher ($\chi^2(2)=9.72, p<0.01$). Statistically significant differences ($\chi^2(2)=9.40, p<0.01$) were also found with reference to schoolchildren's efforts to help others during physical education classes. Therefore, we may assume that girls were more sensitive and this demonstrates their higher moral maturity.

As further analysis of Table 1 data indicates, the level of social skills *not pretending*, *not cheating*, *not humiliating* differed statistically significantly. It appears that the distribution of results for the use of these social skills during physical education classes was not similar for boys and girls.

It was also revealed that a higher percentage of boys (statistically not significantly) were more responsible because they reported that they attempted not to revenge, and

to keep given word more than girls. For example, 38.2 % of boys confirmed that they try very hard to keep their word during physical education classes whereas the same response was obtained from 36 % of the tested girls.

The willingness of schoolchildren to train social skills during physical education classes is given in Table 2.

Table 2. Willingness of schoolchildren to train social skills during physical education classes (N and percentage)

Social skills	Gender	Willingness						$\chi^2(2)$
		No willingness		Doubt		Much willing-ness		
		N	%	N	%	N	%	
Willingness to console**	Male	32	18.0	71	39.9	75	42.1	6.13
	Female	18	9.7	73	39.2	95	51.1	
Willingness to help**	Male	28	15.7	89	50.0	61	34.3	6.46
	Female	22	11.8	76	40.9	88	47.3	
Not pretending*	Male	37	20.8	93	52.2	48	27.0	0.79
	Female	32	17.2	103	55.4	51	27.4	
Not cheating*	Male	24	13.5	103	57.8	51	28.7	0.43
	Female	21	11.3	109	58.6	56	30.1	
Not humiliating others*	Male	28	15.7	97	54.5	53	29.8	5.99
	Female	15	8.1	102	54.8	69	37.1	
Not taking revenge	Male	17	9.5	92	51.7	69	38.8	6.40
	Female	6	3.2	98	52.7	82	44.11	
Keeping the given word	Male	29	16.3	103	57.9	46	25.8	2.57
	Female	21	11.3	107	57.5	58	31.2	
Bearing responsibility for own actions	Male	22	12.4	94	52.8	62	34.8	1.08
	Female	17	9.2	99	53.2	70	37.6	

* - $p < 0.05$

Applying the χ^2 test, statistically significant differences were found for the willingness of schoolchildren to train social skills during physical education classes, i.e. girls expressed more willingness to train social skills during physical education classes.

Therefore, it is evident that girls and boys were not equal in their willingness to console, to help, not to humiliate, and not to take revenge during physical education classes. Nevertheless, the data obtained also proved that a small percentage of girls expressed no willingness at all to train their social skills during physical education classes. For instance, 9.5 % of boys and 3.2 % girls claimed that they do not want at all to train the skill *not taking revenge*.

Discussion

Research data may be explained by the theory of constructive teaching, which emphasises the training of social skills in the context of peer interaction during PE classes (Fihley, 1984; Carroll & Loumidis, 2001). The said theory defines the social skills improvement as a compound problem the solution of which needs a theoretically grounded and organised programme that assists in training such skills as *sensitivity*

(willingness to console, to help), openness (not pretending, not cheating), forgiveness (not humiliating, not taking revenge), and responsibility (keeping the given word, bearing responsibility for own actions).

Our research data complies with the conclusion drawn in Koca and Hiilya (2006) study that the environment might be an important sociocultural factor for the socialisation of schoolchildren during PE classes. The positive motivational climate can improve the formation of meaningful social skills. It may be assumed that social skills development is stimulated by schoolchildren during physical education classes on the bases of noble behaviour, and the most influential factor is teacher's social competence. The physical education teachers may encourage children's willingness to train social skills by solving moral conflicts or assisting children in acquiring social roles by the use of social-learning teaching strategies (Eldar, Morris, Da Costa, & Wolf, 2006). The same notion is supported by other studies (McHugh, 1995; Telama, Heikkala, & Laakso, 1996): a teacher teaches social skills. Accordingly, we can make a presumption that schools, which provide conditions for successful children's physical activity, may expect a more frequent application of social skills. The belief that the very act of participating in physical education process may result in the youth developing positive future expectations, and as a result diminishing the incidents of health-compromising behaviours, is based on the tenets of the Olympic ideal – the integration of mind and body (Goudas, Dermitzaki, Leondari, & Danish, 2006). The participation in physical activities may have the potential to enhance personal development (e.g., Anderson, 1997; Smoll & Smith, 2002). The data of the present research correspond to the results of other research studies, namely, that 10-15% of schoolchildren commonly do not have sufficient social skills during physical education classes. Due to a lack of basic social skills, during physical education classes schoolchildren have problems with their self-control and control of their behaviour (Collingwood, 1997). The results of this study partially support the hypothesis that the level of social skills of girls is higher than that of boys because the level of social skills – not taking revenge, keeping the given word, bearing responsibility for own actions – of female and male schoolchildren during PE classes did not differ significantly.

Schoolchildren with insufficient social skills during PE classes have poorer understanding of others, they mistakenly believe that others are hostile, especially when schoolchildren are exalted or under stress during physical education classes (Kirk, 2003). Insufficient levels of social skills in boys during physical education classes may be explained by the fact that boys, on average, develop self-control later than girls and they cannot control their impulses, they rapidly get annoyed, are intolerant and show poor understanding both of others and themselves (Kirk, 2003; Eldar, 2008). Boys may fail to learn self-control, listening skills, and respect for others (Loeber, Hay, 1997). For boys, serious self-control deficit appears to peak during the late teen years or in early adulthood, and then decreases with age (Hann, Borek, 2002).

The results of this study also partially support the hypothesis than girls are more willing to train social skills during PE classes than boys because the willingness to

train social skills – *not pretending, not cheating (deceiving), keeping the given word, bearing responsibility for own actions* – of female and male schoolchildren did not differ significantly. The present study showed that girls were more likely to train social skills because they want to develop positive attributes in the affective sphere by attending to the behaviour and feedback of significant adults (teachers) in physical education setting (McHugh, 1995). This finding suggests that social skills development and willingness to train social skills during physical education classes may be integrated into physical education setting (McHugh, 1995). Consequently, the results indicate that further and more exhaustive studies are still needed. Therefore, in order to ground the hypothesis proposed in the present study, it would be necessary to carry out further studies which would analyse the way schoolchildren apply the acquired social skills in relations with peers and adults in their daily lives because this issue was not included in the present study. A limitation of this study is that our research results do not reflect the actual social behaviour of the tested participants. The applied research methods and the obtained statistical data on the social skills of schoolchildren during PE classes help to define only some effects at the moment of the investigation. However, life changes and thus contradictions between the obtained results and the factual behaviour of schoolchildren during physical education classes may emerge in different circumstances. It would also be useful to investigate how effective a theoretically grounded programme could be for the social skills training during PE classes.

Conclusions

Research results proved that female schoolchildren showed higher levels of the following social skills during physical education classes: *willingness to console* ($p < 0.01$), and *to help* ($p < 0.01$), *not pretending* ($p < 0.05$), *not cheating* ($p < 0.05$), *not humiliating* ($p < 0.05$). It was also revealed that the level of social skills – *not taking revenge, keeping the given word, bearing responsibility for own actions* – of female and male schoolchildren during physical education classes did not differ significantly.

The comparison of the willingness to train social skills during physical education classes displays statistically significant differences between male and female schoolchildren. It was established that the *willingness to train sensitivity (to console, to help) and forgiveness (not humiliating others, not taking revenge)* statistically differed in the two groups: i.e. girls were more willing to train social skills than boys.

References

- Anderson, A. (1997). Learning strategies in physical education: Self-talk, imagery, and goal setting. *Journal of Physical Education Recreation and Dance*, 68, 30–35.
- Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*, 76(8), 397–401.
- Bakutyte, R. (1999). Children's positive attitude towards activity is the foundation of humanity education. *Acta Paedagogica Vilnensia*, 6, 45–52.
- Bloom, E. L., Karagiannakis, A., Toste, J. R., Heath, N. L., & Konstantinopoulos, E. (2007). Severity of academic achievement and social skills deficits. *Canadian Journal of Education*, 30(3), 911–930.
- Carroll, B., & Loumidis, J. (2001). Children's perceived competence and enjoyment in physical education and physical activity outside of school. *European Physical Education Review*, 7, 24–43.
- Cartwright-Hatton, S., Hodgers, L., & Porter, J. (2003). Social anxiety in childhood: The relationship with self and observer rated social skills. *Journal of child psychology and psychiatry*, 44(5), 737–742.
- Collingwood, T. (1997). Providing physical fitness programs to at-risk youth. *Quest*, 49, 67–84.
- Craig-Unkefer, L. A., & Kaiser, A. P. (2002). Improving the Social Communication Skills of At-Risk Preschool Children in a Play Context. *Topics in Early Childhood Special Education*, 22(1), 3–14.
- Crone, M. R., & Reijneveld, S. A. (2007). The association of behavioural and emotional problems with tobacco use in adolescence. *Addictive Behaviors*, 32, 1692–1698.
- Eldar, E., Morris, D., Da Costa, R., & Wolf, T. (2006). Are you square? A game for developing self-control and social skills. *Strategies*, 19, 17–21.
- Eldar, E. (2008). Educating through the physical-behavioral interpretation. *Physical Education and Sport Pedagogy*, 13(3), 215–229.
- Emeljanovas, A., & Trinkunienė, L. (2011). Progress and achievements in physical education lessons from students' viewpoint. *Philosophy. Sociology*, 22 (4), 466–475.
- Epstein, J. A., Botvin, G. J., & Spoth, R. (2003). Predicting smoking among rural adolescents: social and cognitive processes. *Nicotine & Tobacco Research*, 5(4), 485–491.
- Ewing, M., Gano-Overway, L., Branta, C., & Seefeldt, V. (2002). The role of sports in youth development. In M. Gatz, M. Messner, & S. J. Ball-Rokeach (Eds.), *Paradoxes of Youth and Sport* (pp. 31–47). New York, NY: State University of New York.
- Farmer, T. W., Estell, D. B., O'Neal, K. K., & Cairns, B. D. (2003). Rejected bullies or popular leaders? The social relations of aggressive subtypes of rural African American early adolescents. *Developmental Psychology*, 39(6), 992–1004.
- Fihley, G. E. (1984). Moral education through physical education. *Quest*, 36, 89 – 101.
- Garrick-Duhaney, L. M. (2003). A practical approach to managing the behaviors of students with ADD. *Intervention in School & Clinic*, 38 (5), 267–280.
- Findak, V. (2011). Kinesiological prevention in the field of education. *Croatian Journal of Education*, 13(4), 71–86.
- Goudas, M., Dermitzaki, E., Leondari, A., & Danish, S. (2006). The effectiveness of teaching a life-skills program in a physical education context. *European Journal of Psychology of Education*, 21(4), 429–438.

- Hagger, M. S., Chatzisarantis, N. L. D., Barkoukis, V., Wang, C. K. J., & Baranowski, J. (2005). Perceived autonomy support in physical education and leisure-time physical activity: A cross-cultural evaluation of the trans-contextual model. *Journal of Educational Psychology, 97*, 376–390.
- Hann, D.A., & Borek, N. (2002). *Taking stock of risk factors for child/youth externalizing behavior problems*. Bethesda, Maryland: National Institute of Mental Health.
- Hills, L. (2007). Friendship, physicality, and physical education, an exploration of the social and embodied dynamics of girls' physical education experiences. *Sport, Education and Society, 12*(3), 317–336.
- Hurley, V. (2009). *Bullying in Physical Education: Its prevalence & impact on the intention to continue secondary school physical education*. St. Catharines, Ontario: Brock University.
- Katsiyannis, A., & Smith, C. (2003). Disciplining students with disabilities: Legal trends and the issue of interim alternative education settings. *Behavioral Disorders, 28*, 410–418.
- Kirk, D. (2003). Student learning and the social construction of gender in sport and physical education. In S. J. Silverman & C. D. Ennis (Eds.), *Student learning in physical education: Applying research to enhance instruction*. Champaign, IL: Human Kinetics.
- Kirk, D. (2005). Physical Education, Youth Sport and Lifelong Participation: the importance of early learning experiences. *European Physical Education Review, 11*(2), 239–255.
- Koca, K., & Hiilya, F. (2006). An examination of self-presentational concern of Turkish adolescents: an example of physical education setting. *Adolescence, 41*(161), 185–197.
- Lee, A., & Solomon, M. (2007). School programs to increase physical activity. *Journal of Physical Education, Recreation and Dance, 78*(5), 22–28.
- Loeber, R., & Hay, D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual Review of Psychology, 48*, 381–382.
- Luk, J. W., Wang, J., & Simons-Morton, B. G. (2010). Bullying victimization and substance use among U.S. adolescents: mediation by depression. *Prevention Science, 11*, 355–359.
- McHugh, E. (1995). Going beyond the physical: Social skills and physical education. *Journal of Physical Education, Recreation, and Dance, 66*(4), 18–21.
- McKenney, A., & Dattilo, J. (2001). Effects of an intervention within a sport context on the pro-social and antisocial behavior of adolescents with disruptive behavior disorders. *Therapeutic Recreation Journal, 35*, 123–140.
- McLaughlin, K. A., & Hatzenbuehler, M. L. (2009). Stressful life events, anxiety sensitivity, and internalizing symptoms in adolescents. *Journal of Abnormal Psychology, 118*, 659–669.
- Mendez, J. L., Fantuzzo, J., & Cicchetti, D. (2002). Profiles of social competence among low-income African American preschool children. *Child Development, 73*(4), 1085–1101.
- Merrell, K. W. (2001). Assessment of Children's Social Skills: Recent Developments, Best Practices, and New Directions. *Exceptionality, 9*(1), 3–18.
- Miller, W. R., & Wilbourne, P. L. (2002). Mesa Grande: A methodological analysis of clinical trials of treatments for alcohol use disorders. *Addiction, 97*, 265–277.
- Mostow, A. J., Izard, C. E., Fine, S., & Trentacosta, C. J. (2002). Modelling emotional, cognitive, and behavioral predictors of peer acceptance. *Child Development, 73*(6), 1775–1788.
- Parsons, S., & Mitchell, P. (2002). The potential of virtual reality in social skills training for people with autistic spectrum disorders. *Journal of Intellectual Disability Research, 46*(5), 430–444.

- Peixoto, F., & Almeida, L. S. (2010). Self-concept, self-esteem and academic achievement: Strategies for maintaining self-esteem in students experiencing academic failure. *European Journal of Psychology of Education*, 25, 157–175.
- Robertson, E. B., David, S. L., & Rao, S. A. (2003). *Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders*. Bethesda, Maryland: National Institute on Drug Abuse.
- Smoll, F. L., & Smith, R. E. (Eds.). (2002). *Children and youth in sport: A biopsychosocial perspective*. Dubuque: Kental/Hunt Publishing.
- Sniras, S., Malinauskas, R. (2005). Moral skills of schoolchildren. *Social Behavior and Personality*, 33(4), 383–389.
- Susan, K., Jeffrey, H., & Weena, Ch. (2003). Effects of communications skills training on parents and young adolescents from extreme family types. *Journal of Child and Adolescent Psychiatric Nursing*, 16 (4), 162–175.
- Telama, R., Heikkala, J., & Laakso, L. (1996). Game reasoning and strategies thinking in sport: Attitudes among young people toward rules. In G. Doll-Tepper & W. D. Brettschneider (Eds.), *Physical education and sport, changes and challenges. Sport, Leisure and Physical education trends and development* (pp. 252–266). Vol. 2. Aachen: Meyer and Meyer Verlag.
- Tharp-Taylor, S., Haviland, A., & D'Amico, E. J. (2009). Victimization from mental and physical bullying and substance use in early adolescence. *Addictive Behaviors*, 34, 561–567.
- Thompson, R. H., & Iwata, B. A. (2001). A descriptive analysis of social consequences following problem behavior. *Journal of Applied Behavior Analysis*, 34, 169–178.
- Toriola, A. L., Amusa, L. O., Patrdsson, G., & Kougioumtzis K. (2010). Physical Education as a tool for developing health and social skills: Results of a pilot study in South Africa and Sweden. *African Journal for Physical, Health Education, Recreation and Dance (AJPHERD)*, 16(3), 327–346.
- Tsorbatzoudis, H., & Emmanouilidou, M. (2005). Predicting moral behavior in physical education classes: an application of the theory of planned behavior. *Perceptual and Motor Skills*, 100, 1055–1065.
- Unlu, H., Karahan, M., Aydos, L., & Oner, M. (2011). A comparative study: the attitudes of Turkish and foreign male students to the physical education lesson. *Croatian Journal of Education*, 13(1), 169–187.
- Williams, J. M., & Currie, C. (2000). Self-esteem and physical development in early adolescence: Pubertal timing and body image. *Journal of Early Adolescence*, 20, 129–149.

Romualdas Malinauskas

Lithuanian Sports University
Sporto 6, LT-44221 Kaunas, Lithuania
romas.malinauskas@lsu.lt

Arunas Emeljanovas

Lithuanian Sports University
Sporto 6, LT-44221 Kaunas, Lithuania
arunas.emeljanovas@lsu.lt

Specifičnost socijalnih vještina školske djece za vrijeme nastave tjelesnog odgoja

Sažetak

Cilj je istraživanja bio analizirati razinu socijalnih vještina školske djece za vrijeme nastave tjelesnog odgoja i ispitati specifičnosti socijalnih vještina među školskom djecom za vrijeme tjelesnog odgoja. Analiza je obuhvatila 364 školske djece (178 dječaka i 186 djevojčica). Podatci su prikupljeni s pomoću upitnika o socijalnim vještinama koji je pripremio Bakutyte, a prilagodili su ga Sniras i Malinauskas. Originalna koncepcija istraživanja socijalnih vještina učenika tijekom tjelesnog odgoja predstavljena je i učinkovito primijenjena; u pitanju je jedinstveno istraživanje koje se bavi razlikama u socijalnim vještinama prema spolu školske djece za vrijeme nastave tjelesnog odgoja. Rezultati su pokazali da su djevojčice postigle višu razinu u sljedećim socijalnim vještinama: utješiti ($p < 0,01$), pomoći ($p < 0,01$), ne pretvarati se ($p < 0,05$), ne varati ($p < 0,05$), ne ponižavati druge ($p < 0,05$).

Ključne riječi: razina socijalnih vještina; socijalne vještine; tjelesni odgoj.

Uvod

Istraživanja (McKenney i Dattilo, 2001; Thompson i Iwata, 2001; Sniras i Malinauskas, 2005) su pokazala da je najčešći izvor svih socijalnih problema nedovoljna psihička zrelost, odnosno nedovoljna psihička otpornost. Williams i Currie (2000), McLaughlin i Hatzenbuehler (2009), Peixoto i Almeida (2010) tvrde da su temeljni čimbenici koji djeci i adolescentima nedostaju: više samopoštovanja, dostojanstvo, vještine samokontrole i suočavanja sa stresom, vještine potrebne za konstruktivno rješavanje sukoba ili problema s kojima se suočavaju. Ideja da tjelesni odgoj pozitivno utječe na socijalni razvoj mladih i njihovo prosocijalno ponašanje seže nekoliko godina unatrag (Bailey, 2006; Emeljanovas i Trinkunienė, 2011). Istraživanja o odnosu između tjelesnog i socijalnog razvoja dvosmislena su. Brojna su istraživanja (Ewing, Gano-Overway, Branta i Seefeldt, 2002; Bailey, 2006; Tsozbatzoudis i Emmanouilidou, 2005; Hills, 2007; Lee i Salomon, 2007; Eldar, 2008; Findak, 2011; Ünlü, Karahan, Aydos i Oner, 2011) pokazala da aktivnosti koje su na

odgovarajući način određene i predstavljene mogu pridonijeti razvoju prosocijalnog ponašanja i mogu smanjiti antisocijalno ponašanje među mladima.

Naše je mišljenje da postoji stalan nedostatak istraživanja čiji je cilj otkriti na koji je način moguće nositi se s razvojem osjećaja društvene odgovornosti kod školske djece za vrijeme tjelesnog odgoja i kako se njihove socijalne vještine mogu razvijati. Međutim, česta su istraživanja koja proučavaju čimbenike koji utječu na razvoj socijalnih vještina ljudi s invaliditetom; tom je tematskom području posvećen značajan interes u novijim istraživanjima (Katsiyannis i Smith, 2003). Istovremeno, razina socijalnih vještina školske djece tijekom tjelesnog odgoja nije razmatrana. Možemo samo spomenuti da povećanjem razine socijalnih vještina djece i adolescenata rate i njihovo samopouzdanje (Crone, Reijneveld, 2007), manje su skloni pušenju i lakše odolijevaju negativnom utjecaju okoline (odnosno uspješnije primjenjuju vještinu otpora).

Općenito gledano, složene analize navedenih aspekata koji se odnose na socijalne vještine u kontekstu tjelesnog odgoja u Litvi nisu provedene. S obzirom na to da socijalne vještine imaju velik utjecaj na osobni život pojedinca, važno je istražiti kakvu sposobnost i spremnost da se odupru školska djeca razviju za vrijeme tjelesnog odgoja. Također je važno analizirati njihove sposobnosti i spremnost prevladavanja vlastitih psihičkih problema koji u budućnosti mogu uzrokovati razne oblike devijantnog ponašanja. U drugim se zemljama pitanja koja se odnose na istraživanje socijalnih vještina raspravljaju sve intenzivnije na međunarodnim znanstvenim konferencijama, a primijećeno je i da je nastavak analiza važan kako bi se definirala klasifikacija socijalnih vještina, pouzdanost i primjenjivost istraživačkih metoda koje se koriste u istraživanju socijalnih vještina, kao i primjenljivost i učinkovitost odgojno-obrazovnih programa u kontekstu tjelesnog odgoja (Parsons i Mitchell, 2002; Hagger, Chatzisarantis, Barkoukis, Wang i Baranowski, 2005; Kirk, 2005; Toriola, 2010).

Neki autori (Bloom, Karagiannakis, Toste, Heath i Konstantinopoulos, 2007) tvrde da sustavno i pravodobno istraživanje i razvoj socijalnih vještina školske djece i adolescenata mogu olakšati njihovu interakciju s vršnjacima, suradnju i izmjenu uloga. Zbog toga je moguće socijalne vještine koje su stečene kroz sustavni razvoj prenijeti u razna područja života i mogu potaknuti razvoj skladne ličnosti. Ugledni istraživači (Robertson, David i Rao, 2003; Susan, Jeffrey i Weena, 2003) često ističu negativne posljedice nedostatka socijalnih vještina koje nastaju jer su navedene vještine nedovoljno razvijene. Istraživanja (Craig-Unkefer i Kaiser, 2002; Garrick-Duhaney, 2003) su također pokazala da razvoj socijalnih vještina pomaže osobi uspostaviti kontakt očima, ispričati se, zamoliti za pomoć i izraziti svoje osjećaje. Kada je razina socijalnih vještina primjerena, djeca su manje tvrdoglava, manje su zamorna, njihov je rječnik bogatiji, gledaju sugovornika u oči i odabiru prikladnija sredstva komunikacije (Craig-Unkefer i Kaiser, 2002; Parsons i Mitchell, 2002).

Ako generaliziramo rezultate nekih istraživanja (Garrick-Duhaney, 2003; Miller i Wilbourne, 2002; Mostow, Izard, Fine i Trentacosta, 2002), možemo tvrditi da

su pitanja socijalne prilagodbe u djetinjstvu najčešći uzrok problema s kasnijim psihičkim zdravljem. Osobama s psihičkim poremećajima obično nedostaju socijalne vještine ili su, ako ih posjeduju, nesavršene (Cartwright-Hatton, Hodgers i Porter, 2003). Bez sumnje, najbliža je veza uspostavljena između nedostatka socijalnih vještina i poremećaja u ponašanju, kao što su agresija, asocijalno ponašanje ili hiperaktivnost (Epstein, Botvin i Spoth, 2003; Farmer, Estell, O'Neal i Cairns, 2003). Znanstvenici su pokazali da sposobnost školske djece da održavaju dobre odnose s drugima potiče primjeren razvoj osobnosti (Mendez, Fantuzzo i Cicchetti, 2002), odnosno da su djeca koja posjeduju visoku razinu socijalnih vještina uspješnija u školovanju i vršnjaci im iskazuju više poštovanja (Bloom, Karagiannakis, Toste, Heath i Konstantinopoulos, 2007; Merrell, 2001).

Skupina istraživača koji su istraživali socijalne vještine školske djece tijekom tjelesnog odgoja već je utvrdila razinu socijalnih vještina djece koja se bave sportovima, kao i socijalne sposobnosti adolescenata koji pohađaju općeobrazovne srednje škole (Hills, 2007; Telama, Heikkala i Laakso, 1996). Širenje psihološkog nasilja među učenicima također je istraženo (Hurley, 2009; Tharp-Taylor, Haviland i D'Amico, 2009; Luk, Wang i Simons-Morton, 2010) i neka od navedenih istraživanja objavljena su u znanstvenim časopisima. Ipak, kao što je već spomenuto, još uvijek postoji mnogo neodgovorenih pitanja vezanih uz definiranje razine socijalnih vještina školske djece u kontekstu tjelesnog odgoja, što je potaknulo istraživanja razine socijalnih vještina školske djece za vrijeme nastave tjelesnog odgoja.

Cjelokupnost socijalnih vještina koje smo otkrili temelji se na konstruktivnoj teoriji učenja koja definira socijalnu kompetenciju osobnosti kao složeno pitanje (Sniras i Malinauskas, 2005) isticanjem socijalnih vještina kao što su *osjetljivost (spremnost utješiti nekoga, pomoći nekome)*, *otvorenost (ne pretvarati se, ne varati)*, *oprost (ne ponižavati druge, ne osvećivati se)* i *odgovornost (održati riječ, snositi odgovornost za vlastite postupke)*.

Znanstveni je problem formuliran u sljedećim pitanjima: 1) Koja je trenutna razina socijalnih vještina školske djece za vrijeme tjelesnog odgoja?, 2) Koje bi socijalne vještine učenici željeli razviti tijekom tjelesnog odgoja?

Cilj je istraživanja procjena socijalnih vještina školske djece tijekom tjelesnog odgoja.

Kako bismo ostvarili cilj istraživanja, postavljeni su sljedeći **zadaci istraživanja**:

- 1) pronaći spolne razlike u razini socijalnih vještina osnovnoškolaca za vrijeme nastave tjelesnog odgoja;
- 2) otkriti spremnost školske djece na uvježbavanje socijalnih vještina za vrijeme tjelesnog odgoja.

Hipoteze. Pretpostavili smo da je razina socijalnih vještina djevojčica viša nego dječaka i da su djevojčice spremnije uvježbavati i pokušati primijeniti socijalne vještine za vrijeme tjelesnog odgoja.

Metode

Uzorak

Nakon dobivanja odobrenja od Etičkog povjerenstva Sveučilišta, učenici srednjih škola nasumično su odabrani iz velikih gradova u Litvi i uključeni u postupak uzorkovanja. Sudionici su nasumično odabrani primjenom dvofazne strategije uzorkovanja: prvo je na popisu škola odabrana jedna škola u velikim gradovima, a onda su školska djeca u dobi od 13-14 godina (7. i 8. razred srednje škole) koja pohađaju te škole pozvana na sudjelovanje u istraživanju. Učenici su odabrani za ispitivanje s popisa sedmih i osmih razreda srednjih škola koje su uključene u istraživanje, nakon čega su u odabranim razredima testirana sva djeca. Analizom je obuhvaćeno 364 školske djece (178 dječaka i 186 djevojčica).

Instrumenti

Za procjenu socijalnih vještina primijenjen je upitnik socijalnih vještina koji je pripremio Bakutyte (1999) i koji su prilagodili Sniras i Malinauskas (2005). Upitnik je utemeljen na podacima dobivenim faktorskom analizom manifestacija humanog ponašanja učenika (Sniras i Malinauskas, 2005). Za vrijeme nastave tjelesnog odgoja istražene su ove socijalne vještine: *osjetljivost (utješiti, pomoći), otvorenost (ne pretvarati se, ne varati /obmanjivati/), oprost (ne ponižavati druge, ne osvećivati se) i odgovornost (održati riječ, biti odgovaran za vlastite postupke)*. Unutarnja konzistencija upitnika procijenjena je Cronbach alfa koeficijentom koji je za ovaj upitnik i za opisani uzorak iznosio 0,86.

Statistička analiza

Podatci su analizirani s pomoću statističkog paketa za društvene znanosti (SPSS) verzija 13. Kolmogorov-Smirnov test primijenjen je kako bi se provjerila normalnost distribucije. Utvrđeno je da podatci nisu slijedili normalnu distribuciju. Za statističku analizu podataka korišten je neparametrijski hi-kvadrat test. Izabrana je razina značajnosti od 0,05.

Postupak

Istraživanje je provedeno u velikim gradovima u srednjim školama između ožujka i svibnja 2011. za vrijeme nastave tjelesnog odgoja. Učenici su popunjavali upitnike u nazočnosti nastavnika i istraživača (koji je pratio tijekom rada i davao upute ispitanicima). U postupku su primijenjena načela informiranog pristanka sudionika i sudionici su upućeni u to da je sudjelovanje dobrovoljno, odnosno učenicima je pojašnjen cilj istraživanja. Svi koji su odbili sudjelovati u istraživanju, mogli su napustiti istraživanje. Učenici su također obaviješteni da je istraživanje anonimno.

Rezultati

Distribucija razine socijalnih vještina među školskom djecom za vrijeme tjelesnog odgoja prikazana je u tablici 1.

Tablica 1.

Rezultati istraživanja pokazali su da su djevojčice osjetljivije prema drugima za vrijeme tjelesnog odgoja: spremnost djevojčica da utješe druge bila je statistički značajno viša u odnosu na dječake ($\chi^2(2) = 9,72$, $p < 0,01$). Statistički značajne razlike ($\chi^2(2) = 9,40$, $p < 0,01$) također su ustanovljene pri analizi nastojanja učenika da pomognu drugima za vrijeme tjelesnog odgoja. Dakle, možemo pretpostaviti da su djevojčice bile osjetljivije i to pokazuje njihovu veću moralnu zrelost.

Daljnja analiza podataka prikazanih u tablici 1 pokazuje da je, s obzirom na razinu socijalnih vještina, utvrđena statistički značajna razlika za sljedeće vještine: *ne pretvarati se, ne varati, ne ponižavati druge*. Čini se da distribucija rezultata s obzirom na korištenje tih socijalnih vještina za vrijeme tjelesnog odgoja nije bila slična za dječake i djevojčice.

Također je utvrđeno da je veći postotak dječaka (nije utvrđena statistički značajna razlika) odgovorniji jer su češće izjavili da su pokušali *ne osvećivati se i održati danu riječ* nego djevojčice. Na primjer, 38,2% dječaka potvrdilo je da se iznimno trude *održati danu riječ* za vrijeme tjelesnog odgoja, dok je taj isti odgovor dalo 36% ispitanih djevojčica.

Prikaz spremnosti školske djece na usavršavanje socijalnih vještina za vrijeme tjelesnog odgoja dan je u tablici 2.

Tablica 2.

Primjenom χ^2 testa statistički značajne razlike utvrđene su za spremnost učenika da vježbaju socijalne vještine za vrijeme tjelesnog odgoja jer su djevojčice izrazile veću spremnost na vježbanje socijalnih vještina za vrijeme tjelesnog odgoja.

Stoga je očito da djevojčice i dječaci nisu pokazali jednaku spremnost da *utješe, pomognu, ne ponižavaju druge i ne osvećuju se* za vrijeme tjelesnog odgoja. Ipak, dobiveni podatci također su pokazali da je vrlo malen postotak djevojčica izrazio nespornost za uvježbavanje svojih socijalnih vještina za vrijeme nastave tjelesnog odgoja. Na primjer 9,5% dječaka i 3,2% djevojčica tvrdilo je da uopće ne žele usavršavati vještinu *ne osvećivati se*.

Rasprava

Podatci dobiveni istraživanjem mogu se objasniti teorijom konstruktivnog poučavanja, koja naglašava uvježbavanje socijalnih vještina u kontekstu vršnjačke interakcije tijekom tjelesnog odgoja (Fihley, 1984; Carroll i Loumidis, 2001). Spomenuta teorija definira poboljšanje socijalnih vještina kao kompleksan problem čije rješenje zahtijeva teorijski utemeljen i organiziran program koji pomaže pri uvježbavanju vještina kao što su *osjetljivost (spremnost da utješe, pomognu), otvorenost (ne pretvaraju se, ne varaju), oprost (ne ponižavaju druge, ne osvećuju se) i odgovornost (drže danu riječ, odgovorni su za vlastite postupke)*.

Dobiveni podatci u skladu su sa zaključkom do kojega su u svom istraživanju došli Koca i Hiilya (2006), a prema kojemu okoliš može biti važan sociokulturni čimbenik

za socijalizaciju djece školske dobi za vrijeme tjelesnog odgoja. Pozitivna motivacijska klima može poboljšati formiranje smislenih socijalnih vještina. Može se pretpostaviti da razvoj socijalnih vještina školska djeca za vrijeme tjelesnog odgoja potiču svojim plemenitim ponašanjem, pri čemu je najutjecajniji čimbenik socijalna kompetencija učitelja. Učitelji tjelesnog odgoja mogu poticati dječju spremnost za uvježbavanje socijalnih vještina rješavajući moralne sukobe ili pomažući djeci u stjecanju socijalnih uloga uporabom strategija poučavanja utemeljenih na socijalnom učenju (Eldar, Morris, Da Costa i Wolf, 2006). Isto stajalište podržavaju i druga istraživanja (McHugh, 1995; Telama, Heikkala i Laakso, 1996): učitelj podučava socijalne vještine. Prema tome, možemo pretpostaviti da škole, koje pružaju uvjete za uspješnu fizičku aktivnost djece, mogu očekivati češću primjenu socijalnih vještina. Uvjerenje da sam čin sudjelovanja u procesu tjelesnog odgoja može dovesti do razvoja pozitivnih budućih očekivanja u mladima, a posljedično i do smanjenja slučajeva ponašanja koje može ugroziti zdravlje, temelji se na načelima olimpijskog ideala – povezanosti uma i tijela (Goudas, Dermitzaki, Leondari i Danish, 2006). Sudjelovanje u tjelesnim aktivnostima potencijalno može poboljšati osobni razvoj (npr. Anderson, 1997; Smoll i Smith, 2002). Podatci dobiveni ovim istraživanjem odgovaraju rezultatima drugih istraživanja, naime, pokazuju da 10-15% školske djece najčešće nema dovoljno razvijene socijalne vještine za vrijeme tjelesnog odgoja. Zbog nedostatka osnovnih socijalnih vještina, za vrijeme tjelesnog odgoja, učenici imaju poteškoća s kontrolom vlastitog ponašanja (Collingwood, 1997). Rezultati ovog istraživanja djelomično podržavaju hipotezu da je razina socijalnih vještina kod djevojčica viša nego kod dječaka, jer se razine socijalnih vještina – *ne osvećivati se, držati danu riječ, biti odgovoran za vlastite postupke* – djevojčica i dječaka za vrijeme nastave tjelesnog odgoja nisu značajno razlikovale.

Učenici s nedovoljno razvijenim socijalnim vještinama za vrijeme nastave tjelesnog odgoja pokazuju slabije razumijevanje drugih, pogrešno vjeruju da su drugi neprijateljski raspoloženi, pogotovo kada su učenici oduševljeni ili pod stresom za vrijeme tjelesnog odgoja (Kirk, 2003). Nedovoljne razine socijalnih vještina kod dječaka tijekom nastave tjelesnog odgoja mogu se objasniti činjenicom da dječaci, u prosjeku, razvijaju samokontrolu kasnije od djevojčica i da ne mogu kontrolirati svoje nagone, brzo se naljute, netolerantni su i pokazuju slabo razumijevanje i drugih i sebe (Kirk, 2003; Eldar, 2008). Dječaci mogu propustiti naučiti vještinu samokontrole, vještinu slušanja i poštivanje drugih (Loeber, Hay, 1997). Čini se da kod dječaka ozbiljan nedostatak samokontrole kulminira tijekom kasnih tinejdžerskih godina ili u ranoj adolescenciji, a zatim se s godinama smanjuje (Hann, Borek, 2002).

Rezultati ovog istraživanja također djelomično podupiru hipotezu da su djevojčice spremnije uvježbavati socijalne vještine tijekom nastave tjelesnog odgoja od dječaka jer se spremnost na uvježbavanje socijalnih vještina – *ne pretvarati se, ne varati (obmanjivati), držati danu riječ, biti odgovoran za vlastite postupke* – nije značajno razlikovala kod dječaka i djevojčica. Ovo istraživanje pokazalo je da su djevojčice spremnije usavršavati socijalne vještine, jer žele razvijati pozitivna svojstva u afektivnoj domeni, ponašajući

se u skladu s očekivanjima i povratnim informacijama koje dobivaju od značajne odrasle osobe (nastavnika) na nastavi tjelesnog odgoja (McHugh, 1995). Ti rezultati sugeriraju da se razvoj socijalnih vještina i spremnost za usavršavanje socijalnih vještina za vrijeme tjelesnog odgoja može integrirati u samu nastavu tjelesnog odgoja (McHugh, 1995). Prema tome, rezultati pokazuju da postoji potreba za daljnjim i iscrpnijim istraživanjima. Stoga će, kako bi se potvrdila hipoteza predložena u ovom istraživanju, biti potrebno provesti daljnja istraživanja koja će analizirati način na koji učenici primjenjuju stečene socijalne vještine u odnosima s vršnjacima i odraslima u svakodnevnom životu, jer taj problem nije bio dio ovog istraživanja. Ograničenje ovog istraživanja jest u činjenici da naši rezultati ne odražavaju stvarno socijalno ponašanje ispitanika. Primijenjene metode istraživanja i dobiveni statistički podatci o socijalnim vještinama školske djece za vrijeme nastave tjelesnog odgoja pomažu u definiranju samo nekih učinaka koji se manifestiraju za vrijeme istraživanja. Međutim, život se mijenja, a time se i proturječnosti između dobivenih rezultata i stvarnog ponašanja školske djece za vrijeme nastave tjelesnog odgoja mogu pojaviti u različitim okolnostima. Također bi bilo korisno istražiti učinkovitost teorijski utemeljenog programa na uvježbavanje socijalnih vještina za vrijeme nastave tjelesnog odgoja.

Zaključci

Rezultati istraživanja pokazali su da djevojčice pokazuju višu razinu sljedećih socijalnih vještina za vrijeme nastave tjelesnog odgoja: *utješiti druge* ($p < 0,01$), *pomoći* ($p < 0,01$), *ne pretvarati se* ($p < 0,05$), *ne varati* ($p < 0,05$), *ne ponižavati druge* ($p < 0,05$). Također je utvrđeno da nije bilo značajne razlike u razini socijalnih vještina – *ne osvećivati se*, *držati danu riječ*, *biti odgovoran za vlastite postupke* – između djevojčica i dječaka.

Usporedba spremnosti za uvježbavanje socijalnih vještina za vrijeme nastave tjelesnog odgoja pokazuje statistički značajne razlike između dječaka i djevojčica školske dobi. Utvrđeno je da se spremnost na uvježbavanje *osjetljivosti* (*utješiti*, *pomoći*) i *oprosta* (*ne ponižavati*, *ne osvećivati se*) statistički razlikuje u dvije skupine, odnosno da su djevojčice spremnije uvježbavati socijalne vještine od dječaka.