

# EFFECTIVENESS OF COMPREHENSIVE SOCIAL SKILL STRATEGY IN OVERCOMING SOCIAL SKILL DEFICIENCY OF THE PROBLEM STUDENTS IN SCHOOL ENVIRONMENT

## ABSTRACT

*The present experimental study was undertaken with two objectives in view: (1) to develop a comprehensive social skill strategy for developing social skills in the problem students in the VIII standard and (ii) to measure the effectiveness of developed comprehensive social skill strategy with special reference to the problem students in the VIII standard. Two matched groups of problem students were constituted for the experiment. The control group problem students were given routine treatment during the school hours. The experimental group problem students were subjected to the experimental treatment. The ten action programme incorporated in the comprehensive social skill strategy was applied to them for a period of three months. The obtained results have shown that the comprehensive social skill strategy was effective in developing the required social skills in the problem students.*

## INTRODUCTION

Our educational system does not have any concrete strategy to develop social skills in problem students. In the mark oriented educational setting, importance is seldom given to co-curricular and extracurricular activities which contribute a lot to the development of social skills in the students.

Without adequate development of social skills the problem students cannot become useful members of the society. With their problem behavior they will be socially deviant. So to ensure optimum human resource development and to safeguard future social harmony, adequate academic and social skills should be developed in the problem students. 'Catch them young; make them fit' is a golden rule in this regard. Though it is a Herculean task it is not insurmountable. Programmes are to be devised to develop social skills in students, which can make them worthy members of the society. Also we cannot afford to ignore the problem students who constitute a sizable portion of the student population. Also, there is a great need to develop their social competence so that they will be useful members of the society in the later years. An intervention strategy like this can go a long way in achieving this ultimate goal. We cannot aim at optimum human resource development if we circumvent the specific deficiencies of the problem students who are found in each and every classroom.

Systematic research is therefore necessary to develop a comprehensive social skill strategy and to assess the effectiveness of such developed strategy in overcoming social deficiency of the problem students. The present study is an attempt to develop a comprehensive Social Skill Strategy incorporating ten-action programme to overcome social deficiency in problem students. The study also aims at assessing the effectiveness of the developed comprehensive Social Skill Strategy in removing social deficiency.

## OBJECTIVES

1. To develop a comprehensive social skill strategy to develop the social skills of the problem students studying VIII standard.
2. To find out whether there is any significant difference in the pre-test performance between the control group problem students and the experimental group problem students.
3. To find out whether there is any significant difference

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between pre-test and post-test mean scores of problem students with social skill deficiency in the control group without adopting any comprehensive social skill strategy.

4. To find out whether there is any significant difference between pre-test and post-test mean scores of the problem students with social skill deficiency in the experimental group.
5. To find out whether there is any significant difference in the post-test mean scores of the problem students with social skill deficiency between the control group and experimental group after adopting the comprehensive social skill strategy.

### HYPOTHESES

1. There exists no significant difference in the pre-test performance between control group problem students and experimental group problem students.
2. There exists no significant difference between pre-test and post-test mean scores of problem students with social skill deficiency in the control group without adopting any comprehensive social skill strategy.
3. There exists significant difference between pre-test and post-test mean scores of the problem students with social skill deficiency in the experimental group.
4. There exists significant difference in the post-test performance of the problem students with social skill deficiency between the control group and experimental group after adopting the comprehensive social skill strategy.

### METHODOLOGY

The experimental method was followed in the study.

### DEVELOPMENT OF A COMPREHENSIVE SOCIAL SKILL STRATEGY TO OVERCOME SOCIAL SKILL DEFICIENCY OF THE PROBLEM STUDENTS

To assess the social deficiency of the problem students and to overcome the same, the investigator developed a comprehensive social skill strategy incorporating ten action programme to develop desirable

prosocial skills in problem students.

The ten action programme includes activities like brain storming, role playing, mock debate, dramatisation, group discussion, simulation, joint work, group responsibility, peer group interaction, and participation in curricular, co-curricular, and club activities. Application of these comprehensive social skill strategies will bring about desirable change in the social behavior of problem students. Though each of the above activities has its own merit, their cumulative effect on problem students can bring about some tangible results, which can modify their behavior leading to social skill development.

The remedial programme will provide training to develop the following social skills in the problem students

1. Social cognition, perception, social learning, interpersonal relationship social interaction and transaction.
2. It enables the problem students to come out of their shell.
3. It provides training ground for co-operation and co-ordination.
4. It ensures compulsory participation in the beginning and voluntary active participation at the end of the training.
5. It is a tool that tackles adjustment of problem students in school environment effectively.

### SAMPLE OF THE STUDY

The problem students were selected from the school where the investigator is working as Headmaster.

From the total population of 250 students, 63 problem students were identified on the basis of observation, curriculum based assessment, and problem check list. All the identified problem students could not be included for the study. Some students were from far off villages and so they could not be kept in the school for a long time in the evening hours. Some of them were quite irregular. Such students were excluded for the purpose of experimentation. Finally the identified problem students were 50 in number. These 50 problem students were placed in the order of merit. All the odd number students

formed the control group and all the even number students constituted the experimental group. These two matching groups were formed for the purpose of experimentation.

**PROVIDING REMEDIAL PROGRAMME (COMPREHENSIVE SOCIAL SKILL STRATEGY) TO OVERCOME SOCIAL DEFICIENCY OF THE PROBLEM STUDENTS**

Developing social skills is more difficult, more complex and more time consuming. Therefore, this part of the treatment was extended for a period of six months. Man by nature is resistive to change. So it is not possible to bring about modification of behaviour in a short while. The undesirable behaviours that were seen in the students from their childhood cannot be easily modified in a few weeks. That is why the devised ten action programme was implemented for a period of six months since that much of time was certainly needed for modification of undesirable behavior and for development of the right type of behaviour.

Out of ten items, every day the problem students had a variety of two or three items. All the ten programmes demand participation on the part of the problem students. They provide the students with opportunities to come out of their shell, to talk to others, to share their views with others, to accommodate others' views to cooperate with others, to coordinate their effort with others, to share the responsibilities and so on. Then after the experimental period, the scale was administered once again to assess how far they had developed their interpersonal relationship, social perception, social interaction and social transaction, which cumulatively enhance the development of social skills in problem students.

**DATA COLLECTION**

At the end of the experimental period, a post-test was conducted. The responses given by the problem students in the pre-test and post-test formed the vital data required for the analysis.

**STATISTICAL TECHNIQUES USED IN THE STUDY**

The data thus obtained were analysed by using appropriate statistical techniques such as mean, standard deviation and t-test.

**FINDINGS AND DISCUSSION**

- From table-1, it is clear that the obtained t-value 1.04 is not significant at 0.05 level. It implies that there is no variation in the social skill deficiency of the control group problem students and experimental group problem students. There is no significant difference in the pre-test performance between the control group problem students and experimental group problem students in school environment. They were matched ones before the experiment.

**Table 1**

**SIGNIFICANT DIFFERENCE IN THE PRE-TEST PERFORMANCE BETWEEN THE CONTROL GROUP PROBLEM STUDENTS AND EXPERIMENTAL GROUP PROBLEM STUDENTS**

Name of the group	N	Mean	S.D.	Calculated t- value
Control group	25	114	9.43	1.04@
Experimental group	25	118	10.8	

Note: @ Not Significant at 0.05 level.

- In table-2, it is noted that there is no significant difference between pre-test and post-test mean scores of the problem students with social skill deficiency in the control group before applying the remedial strategy.

**Table 2**

**SIGNIFICANT DIFFERENCE BETWEEN PRE-TEST AND POST-TEST MEAN SCORES OF THE PROBLEM STUDENTS WITH SOCIAL SKILL DEFICIENCY IN THE CONTROL GROUP**

Name of the test	N	Mean	S.D.	Calculated t- value
Pre-test	25	114	9.43	0.37@
Post-test	25	115	7.74	

Note: @ Not Significant at 0.05 level.

- In table -3, there is significant difference between pre-test and post-test mean scores of the problem

students in social skill achievement by experimental group after adopting the comprehensive social skill strategy. It shows that the comprehensive social skill strategy is very effective. Further, their achievement in social skills in the post-test was better than their performance in the pre-test. The rate of progress shown by the experimental problem students after adopting the comprehensive social skill strategy is 17.29% while the rate of progress made by the control group is 0.88%. The rate of progress made by the experimental group is small (17.29) because acquiring social skills and modifying problem behaviour within a short period is very difficult; but compared to the control group it is very high. It conforms to the findings of Cheema (1991), Rahman, Tania, Khaleque and Abdul, (1991), and Davis, Carol Ann and others (1994) for social Deficiency.

**Table 3**

**SIGNIFICANT DIFFERENCE BETWEEN PRE-TEST AND POST-TEST MEAN SCORES OF THE PROBLEM STUDENTS IN SOCIAL SKILL ACHIEVEMENT BY EXPERIMENTAL GROUP**

Name of the test	N	Mean	S.D.	Calculated t-value
Pre-test	25	118	10.82	8.45**
Post-test	25	138.4	13.21	

Note: \*\* Significant at 0.01 level

4. In table-4, there exists significant difference in the post-test mean scores of the problem students with social deficiency between the control group and the experimental group after adopting the comprehensive social skill strategy. It indicates the advantage and effectiveness of the comprehensive social skill strategy.

**Table 4**

**SIGNIFICANT DIFFERENCE IN THE POST-TEST MEAN SCORES OF THE PROBLEM STUDENTS WITH SOCIAL DEFICIENCY BETWEEN THE CONTROL GROUP AND THE EXPERIMENTAL GROUP**

Name of the group	N	Mean	S.D.	Calculated t-value
Control group	25	115	7.74	6.84**
Experimental group	25	138.4	13.21	

Note: \*\* Significant at 0.01 level.

**IMPLICATIONS**

- i) Identifying problem students in school environment at primary level itself will enable the teacher to devise required remedial instruction to facilitate their learning. The teachers trained in this regard will be able to identify and tackle problem students at early stage itself.
- ii) The comprehensive social skill strategy is so simple that the primary school teachers as well as the secondary school teachers can be easily trained in such a way that they will be able to develop appropriate social skills in problem students in their school at the early stage. As a result the problem students will bloom into better citizens. This training can be provided to the teachers by SCERT or by DIET by means of in-service training programmes or refresher courses. This will mark a milestone in human resource development.

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