

Vol 2 Issue 12 Sept 2013

ISSN No : 2249-894X

---

*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

---

Chief Editors

---

**Ashok Yakkaldevi**  
A R Burla College, India

**Flávio de São Pedro Filho**  
Federal University of Rondonia, Brazil

**Ecaterina Patrascu**  
Spiru Haret University, Bucharest

**Kamani Perera**  
Regional Centre For Strategic Studies,  
Sri Lanka

## Welcome to Review Of Research

**RNI MAHMUL/2011/38595**

**ISSN No.2249-894X**

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Horia Patrascu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Ruth Wolf University Walla, Israel
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Jie Hao University of Sydney, Australia
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Catalina Neculai University of Coventry, UK	May Hongmei Gao Kennesaw State University, USA	Osmar Siena Brazil
Anna Maria Constantinovici AL. I. Cuza University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
Romona Mihaila Spiru Haret University, Romania	Liu Chen Beijing Foreign Studies University, China	Ilie Pintea Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [ M.S. ]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net



## PROVIDING SOCIAL SKILLS FOR LEARNERS WITH INTELLECTUAL EXCEPTIONALITIES IN NIGERIA

ESKAY, M. (Ph.D.), NGWOKE, D.U. (Ph.D.), ADANI, A. (M.Ed), DARAMOLA, M. (M.Ed)

Educational Foundations Faculty of Education University of Nigeria, Nsukka  
&  
MBAEGBU, A.N. (Ph.D.)

Department of Primary Educ. Studies Nwafor Orizu College of Education, Nsugbe

### Abstract:

*Many Nigerians have misguided negative perceptions about learners with intellectual disabilities. Such behaviors have led to denial of appropriate services due to these learners and thereby restricting their inclusion in participating in the educational and societal mainstream. This paper therefore presents some of the key factors militating against their exclusion from enjoying the benefits and responsibilities of participating in the educational and societal mainstream and at the same time offers some contemporary educational practices that have improved educational outcomes for learners with intellectual disabilities. The study was carried out in six education zones in Enugu State of Nigeria. It was a descriptive survey study. The instrument for data collection was a questionnaire. Two research questions and two hypotheses guided the study. The result of the study showed that teachers and parents agreed that learners with intellectual exceptionalities should be provided with social skills to enable them relate effectively with others. For this, appropriate strategies such as practice and repetition should be applied for such children.*

### KEY WORDS:

misguided negative , societal mainstream , educational , hypotheses.

### INTRODUCTION

Learners with intellectual exceptionalities really need support and assistance to be able to relate effectively, thrive appropriately and realize themselves maximally. According to Weiss (2010), intellectual exceptionalities are abnormal intellectual abilities which prevent the student from learning like the average student and require differentiated experiences/instruction. They include learning disabilities like dyslexia and mild intellectual disability (MID) and giftedness. The Ontario institute for studies in Education (2011) maintains that there are three categories of intellectual exceptionality: They include: Giftedness, moderate intellectual developmental delays (MID) and severe intellectual development delays (DD). Consequently, learners with intellectual exceptionalities refer to individuals whose mental or cognitive abilities is so different from the norm – either higher or lower that additional services are needed to meet the individuals learning needs. These individuals with intellectual exceptionalities appear to generally have problems with concentration, recollection, language, fitting in socially, developing socially, inspiration or self-regulation. They may also usually find it difficult to plan and strategize and may not know how to function well in social settings because their actions may be offensive towards their peers. For this study, emphasis shall be on children with intellectual disabilities.

Intellectual disability according to Chez (2008) is a mysterious brain abnormality that inhibits

normal social and cognitive development in infants and children. It is seen as mysterious because up until now, no one can pinpoint exactly what causes this abnormality. According to the United States Center for Disease control and Prevention (2007), 1 in 150 has the disorder. Children with intellectual disabilities typically display a range of identifiable symptoms. By being aware of these signs, parents can help spot the disorder at an earlier age, which greatly improves a child's overall prognosis (Wright and Williams, 2007). These symptoms are classified under communication and social interaction. Many students with intellectual disabilities have delays in or total lack of development of spoken language, difficulty initiating conversation, echolalia (repeating words or phrases instead of using normal language), unresponsiveness to name, and a lack of use or response to gestures and other nonverbal cues (Anderson, 2007; Silver, 2005). Some of them find it difficult to point to objects or show them to others and fail to make eye contact at appropriate times or look at other people's faces as much. In addition, they fail to respond to facial expressions or body language and fail to smile back at others or engage in peer relationships appropriate to age level (Wahlberg, Obiakor, Burkhardt and Rotatori, 2001). According to Simpson and Myles (2007), they engage in highly repetitive play; obsessively preoccupy themselves with a specific interest or object; depend on routines, rituals, and familiarity; and exhibit repetitive body movements (hand or finger flapping, eye rolling, twisting, spinning, and rocking).

As it appears, knowing these disabilities signs and symptoms will help parents and service providers intervene by providing appropriate education strategies to buttress social success (MacKenzie, 2008). It is important to note that children with intellectual disabilities may appear normal for the first few months of life and may become more and more unresponsive. Many parents may first notice a problem when their child does not develop language and social skills as other children of the same age. However, the implementation of social skills training for students with intellectual disabilities in both educational and non educational settings can help develop and maintain acceptable social skills (Smith, 2007).

#### **SOCIAL SKILLS: DEFINITIONS AND CONCEPTUALIZATIONS**

A social skill is similar to a skill found in a workplace that involves social interaction. The hallmark of a social skill is the smooth progression toward a goal. As with other workplace skills, social skills have both cognitive behavioral components (Attwood, 2003). According to Webster's World Dictionary (1986), a social skill is a "developmental tool used to interact and communicate with others to assist status in the social structure and other motivations" (p. 23). This means that social rules and relations are created, communicated, and changed in verbal and nonverbal ways creating social complexity useful in identifying outsiders. The process of learning these skills is called socialization (Barry and Burlew, 2007). Specific examples of social skills may include initiating, responding, keeping interactions going; greeting others and conversing on a variety of topics; giving and accepting compliments; taking turns and sharing; ask for help and helping others; and including others in activities (Wahlb, Rotatori, Deisinger and Burkhardt, 2003). Simply put, social skills are behaviors we use to work and socialize with other people. As Walker, Todis, Holmes, and Horton (1988) pointed out, social skills are defined as responses and skills that (a) allow one to initiate and maintain positive relationships with others, (b) contribute to peer acceptance and to successful classroom adjustment, and (c) allow one to cope effectively and adaptively with the social environment.

As such, these learners with intellectual disabilities are likely to need social skills to be able to fit in socially, develop and function effectively in social settings, thrive and learn appropriately and realize themselves maximally. Social skills in the opinion of Kennedy-Moore (2011) are abilities necessary to get along with others and to create and maintain satisfying relationships. They are indeed about attitudes and experiences that help us to flexibly adjust our behavior to fit in properly into a social situation.

According to Kennedy-Moore (2011), there are three main processes that people use to navigate the social world: seeing, thinking and doing. Seeing involves picking up on social clues, taking note of one's environment, the happenings and developments around the individual. Those who have problem with seeing often have social problems; they may do things that are inappropriate for the context, they may persist in doing annoying, upsetting or silly things because they are not able to pick the signs or the reservations, or the expressions on the faces of those with them or around them who would want them to stop.

Thinking in social setting involves reasoning to interpret other people's behavior, attitude, interest, inclination, motifs, emotions and reactions in the environment. Thinking also helps the individual to know how to respond appropriately, and when to respond and what to respond that will be suitable, and not upset people or create tension in the environment.

Doing in a social context means interacting with peers in positive ways. It involves acting in an

acceptable way in order not to brew up problem, offend others or intimidate them.

According to Webster (2012) social skills, sometimes referred to as emotional intelligence, are combination of the ability to understand and manage one's emotional state and the ability to respond to other people. It includes the ability to understand the ways in which peers communicate, interact, reciprocate and build interpersonal relationship. So, social skills can be regarded as attitudes and experiences that help people to fit into the society properly, adjust accordingly and share rich, satisfying and fruitful relationship with peers and others. These social skills include:

**Managing oneself** - This includes managing one's emotions, especially, tantrum, ming or aggression in response to frustration.

**Emotional literacy** – This means being able to identify emotions by looking at faces, and the ability to identify cause and effect for emotions and scenarios and learning appropriate ways to deal with personal emotional states.

**Behavioral contacts**, which are useful tools for students to teach and self-monitor difficulty with regulation as well as teach and reward appropriate or “replacement behavior”.

**Interpersonal Social Skills:** This has to do with the ability to understand others' emotional states, wants and needs. This helps to build relationship and to share life fruitfully with others.

**Appropriate Interactions:** These skills include the ability to make requests, initiate interactions, sharing, exercising reciprocity (give and take) and turn taking. Participating in role-playing, scripting and social narratives.

**Understanding and Building Relationships:** This involves the skill to initiate and sustain mutual relationships by understanding components of friendship or relationships.

**Building and Generalizing Skills:** These are skills that help an individual to be able to transfer knowledge, experience, requirement or conditions effectively from one relationship to another.

It is then obvious that learners with intellectual exceptionalities really need to be provided these skills to enable them to relate effectively and to achieve maximally.

To provide, according to Farlex (2012) means to furnish, supply or make available. Providing these skills then means to teach or equip them with the skills. It means making these skills available to them using appropriate strategies, in such a way that they learn and employ them effectively in their social relationships and general everyday living. Usually, it is the responsibility of the teachers, parents and others closely associated with these learners with intellectual exceptionalities, who should employ appropriate strategies to provide them with the social skills. Strategies refer to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions and expectations that provide general guidance for specific actions in pursuit of particular ends (Nickols, 2012). Therefore strategies can be defined as ways, approaches and methods of doing things to guarantee efficiency and effectiveness.

This study was then designed to determine the social skills required by the learners with exceptionalities and the strategies required by teachers and parents to be able to provide these social skills to them to help them relate effectively, thrive appropriately and develop maximally.

**RESEARCH QUESTIONS:**

The following research questions guided the study:

- What are the social skills required by learners with intellectual disability to be able to relate effectively
- What are the strategies required to provide social skills to learners with intellectual disability to enable them relate fruitfully.

**HYPOTHESES:**

The hypotheses were tested at P<.05 level of significance.

1. There is no significant difference in the mean ratings of responses of teachers and parents on the social skills required by learners with intellectual exceptionalities to relate effectively with others.
2. There is no significant difference in the mean ratings of responses of teachers and parents on the strategies required to provide social skills to learners with intellectual exceptionalities to enable to relate fruitfully.

**METHOD:**

The design of the study was descriptive survey research design. The area of study was in Enugu State of Nigeria. The population of the study consists of all the parents and teachers in the education zones in Enugu State of Nigeria. Simple random sampling technique was used to get 180 subjects of 120 teachers, and 60 parents (males and females) from six education zones in Enugu State for the study. Instrument for data collection was a structured questionnaire which consisted of 27 items in two sections.

Each item in the two sections has a four point rating scale of strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1). The instrument was face validated by three experts, all from the Department of Educational Foundations, University of Nigeria, Nsukka. The reliability of the instrument was determined using test-retest method and the scores from the two administrations were correlated using Pearson's Product Moment Correlation Coefficient and it yielded 0.70, showing the instrument was reliable. The data collected were analyzed using mean and standard deviation to answer the research questions. The hypotheses were tested using Z-test. Any item in the instrument with a mean of 2.50 and above was regarded as agreed to the item while any item with a mean value of less than 2.50 was regarded as disagreeing to the item.

**RESEARCH QUESTION 1**

What are the social skills required by learners with intellectual disability for them to relate effectively with others.

**Table 1**  
**Mean ratings of the responses of teachers and parents on the social skills requires by learners with intellectual disability for them to relate effectively with others:**

S/N	ITEM	TEACHERS SD Decision	PARENTS SD Decision
1.	Showing confidence in their abilities.	3.35 0.49 SA	3.88 0.31 SA
2.	Appreciate that the need for others is positive.	3.66 0.48 SA	3.83 0.37 SA
3.	Motivated to share their gifts with others.	3.50 0.50 SA	3.78 0.53 SA
4.	Respect others in their strengths.	3.69 0.46 SA	3.88 0.31 SA
5.	Love others in their weakness.	3.70 0.46 SA	3.78 0.53 SA
6.	Discern others emotional states.	3.50 0.50 SA	3.92 0.22 SA
7.	Make requests politely.	3.27 0.53 SA	3.75 0.58 SA
8.	Be able to initiate interactions.	3.70 0.46 SA	3.75 0.58 SA
9.	Be able to sustain discussions.	3.27 0.53 SA	3.75 0.56 SA
10.	Make sacrifices for others.	3.29 0.49 SA	3.88 0.31 SA
11.	Sustain game- playing with others.	3.50 0.50 SA	3.90 0.22 SA
12.	Carry out responsibilities without complaining.	3.60 0.47 SA	3.80 0.35 SA
13.	Employ language to communicate.	3.80 0.32 SA	3.75 0.58 SA

Data in table 1 indicated that all the 13 items have mean rating of 3.27 – 3.80 for teachers and 3.75 – 3.92 for parents.

**RESEARCH QUESTION TWO:**

What are the strategies required to provide social skills for learners with intellectual disabilities to enable them relate effectively with others.

**Table 2: Mean ratings of the responses of teachers and parents on the strategies required to provide social skills for learners with intellectual disabilities to enable relate effectively with others.**

S/N	ITEM	TEACHERS SD Decision	PARENTS SD Decision
14.	Maintaining positive attitude towards them.	3.58 0.59 SA	3.77 0.53 SA
15.	Teachers collaborating with their parents.	3.60 0.58 SA	3.83 0.50 SA
16.	Using motivational language.	3.60 0.58 SA	3.61 0.82 SA
17.	Repeating the exercise as many times as possible.	3.56 0.57 SA	3.80 0.30 SA
18.	Prompting them as they practice the skills.	3.28 0.49 SA	3.10 0.22 SA
19.	Reinforcing their positive performance.	3.80 0.32 SA	3.80 0.92 SA
20.	Setting goals for them as they practice on.	3.40 0.42 SA	3.70 0.52 SA
21.	Work as a team with other important people in the individual's life.	3.60 0.53 SA	3.50 0.48 SA
22.	Modeling the skills for the learners.	3.80 0.96 SA	3.70 0.52 SA
23.	Using role playing in the drilling exercises.	3.70 0.51 SA	3.60 0.51 SA
24.	Scripting down the expectations in the exercise.	3.20 0.38 SA	3.15 0.25 SA
25.	Using films or video tape to show the desired attitude.	3.80 0.32 SA	3.90 0.95 SA
26.	Employing story narratives to make the teaching practical.	3.80 0.32 SA	3.70 0.52 SA
27.	Using slightly difficult tasks to motivate the gifted.	3.40 0.62 SA	3.42 0.61 SA

**HYPOTHESIS ONE:**

There is no significant difference in the mean ratings of the responses of teachers and parents on the social skills required by learners with intellectual exceptionalities to relate effectively with others. The z – test statistics of the responses of teachers and parents on the social skills required by learners with intellectual exceptionalities.

**Table 3:**  
 SUBJECT N SD DF LS Z.cal Z.tab Decision  
 Teachers 120 3.57 0.52  
 178 0.05 -3.46 1.96 Accepted  
 Parents 60 3.57 0.48

**Table 3:** Showed that calculated value – 3.46 was less than the table value of 1.96 at 0.05 level of significance. This indicated that the hypothesis is accepted, that there is no significant difference in the mean ratings of the responses of teachers and parents on the social skills required.

**Hypothesis Two:**

There is no significant difference in the mean ratings of the responses of teachers and parents on the strategies required to provide social skills to learners with intellectual disability to enable them relate effectively with others.

**Table 4:** The z – test statistics of the responses of teachers and parents on the strategies required to provide social skills to learners with intellectual exceptionalities to enable them relate effectively with others.

SUBJECT N S D D F L S Z.cal Z.tab Decision

Teachers 120 3.21 0.48

178 0.05 - 0.69 1.96 Accepted

Parents 60 3.26 0.45

**Table 4:** Showed that calculated value – 0.69 was less than table value of 1.96 at 0.05 level of significance. This indicated that the hypothesis is accepted that there was no significant difference in the mean ratings of the responses of teachers and parents on the strategies required to provide social skills to learners with intellectual exceptionalities.

**DISCUSSION:**

The result of the study showed that the teachers and the parents agreed that learners with intellectual disabilities should be provided with social skills to enable them relate effectively with others. These social skills which they were to be provided include: showing confidence in their abilities, appreciating that the need for others is positive, motivated to share their gifts with others; respecting others in their strength and loving them in their weakness, discerning others emotional states, training them to use language well and to make requests positively, equipping them to initiate interaction, sustain discussions and game playing with others and making sacrifices for others; carrying out responsibilities without complaining. These skills are necessary because, in the opinion of Nwafor (2007), learning is a process that usually takes place in a social setting and therefore, requires collaborative activities that enable the learner compare his construction with that of others. So, for the candidates to learn better, they have to be equipped with these skills that help them to relate effectively with others. This is corroborated by the social Development Theory of Vygotsky (1896 – 1934) in Nwafor (2007), which maintained that the process of intellectual development takes place within a social context. Consequently, providing learners with intellectual exceptionalities, with social skills also aids in their proper intellectual development. For those who are gifted and talented, they also need the social skills and context, where what they know will find expression and help them to become stable and relaxed.

Also, as regards the strategies required to provide the learners with intellectual disabilities with social skills that enables them to relate effectively with others, the result of the study showed that the teachers and the parents agreed that the following strategies, would be effective; maintaining positive attitude towards the learners, teachers collaborating as a team with the parents and other important people in their lives, using motivational language in drilling the learners, prompting and reinforcing their positive performances during the practices, modeling the skills and using role playing, video tapes and story narratives to make the teaching more real and practical, scripting down the expectations for them, setting goals and using slightly difficult tasks to motivate the gifted and the talented among them. The responses of the teachers and the parents corroborate the observation of Nwafor (2007) that learning is facilitated by authentic activity relevant to the situation in which it will be applied. It also agreed with the finding of Watson in Nwafor (2007) that practice and repetition are important strategies in drilling of learners and in aiding teachers to transfer knowledge. When appropriate strategies are employed, learners with intellectual exceptionalities will be equipped with social skills that will help them to relate more effectively with others and to learn better.

**CONCLUSION:**

Many strategies have been demonstrated to be effective in the development of social skills for learners with intellectual disabilities. However, it is appropriate to reiterate that a diagnostic label of intellectual disabilities does not point to some simple or unitary set of behaviors. Therefore, the selection of



educational and behavioral strategies needs to take into consideration as far as possible, the needs of the individual child. The child's age and level of development are important factors to consider before selecting an intervention. In addition, careful observation of the child and a clear understanding of his/her needs should guide the selection of an appropriate intervention. Therefore, to maximize gains of instruction, the following should be considered:

Giving every human being an opportunity to learn is a right that is fundamental. It also affirms the individual and helps him to develop maximally. The truth of this assertion does not exclude people with exceptionalities.

Consequently, the need to provide learners with intellectual exceptionalities, with suitable and appropriate social skills that will enable them to relate effectively and develop maximally cannot be over emphasized .

**It is therefore hoped that the implementation of the findings of this study will:**

Equip learners with intellectual exceptionalities with the social skills they need to relate effectively with others.

Help them to learn better.

Make their integration faster and less mechanical.

Make them to be more useful to themselves and to the society.

Help them to develop more self-worth and to appreciate others.

Live more meaningful, relevant, purposeful and fulfilling lives.

**REFERENCES**

- Kennedy-More, E. (2011). Growing Friendship in Psychology Today.  
Farlex (2012). Princeton University Press, Farlex Inc.  
Mifflin, H. (2009). American Heritage Dictionary, Houghton Mifflin Company  
Nickolas, F. (2012). Tools for Improving the Performance of People, Processes and Organizations in Distance Consulting LLC.  
Nwafor, O. (2007), Educational Innovation: Process and Products Enugu: Magnet Business Ent.  
Weber K., & Bennett, S. (2008) Intellectual and Developmental Delay in Special Education in Ontario Schools, 6th Edition, (PP. 149-164). ON: Highland Press.  
Webster, J. (2012), Teaching Social Skills in Special Education.  
About.com/Education/Special Education  
Weiss, T. (2011). Disabled World: Towards Tomorrow.

**Publish Research Article**  
**International Level Multidisciplinary Research Journal**  
**For All Subjects**

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

**Associated and Indexed,India**

- \* International Scientific Journal Consortium Scientific
- \* OPEN J-GATE

**Associated and Indexed,USA**

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal  
258/34 Raviwar Peth Solapur-413005,Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net