



EFFECT OF SOCIAL SKILLS INTERVENTION PROGRAMME ON SELF CONCEPT OF ELEMENTARY SCHOOL STUDENTS

Dr. Rekha¹ and Ms. Manjeet Kumari²

¹ Assistant Professor, Institute of Educational Technology & Vocational Education, P.U., Chandigarh.

² Research Scholar, Department of Education, Panjab University, Chandigarh.

ABSTRACT :

Education is the most significant means to socialization. It has been observed that socialization is the ability of a child to relate positively to people in society. The teacher helps students construct knowledge by guiding their social interaction and providing content representation. The main concern of this paper is to examine the effect of social skills intervention programme on self concept of elementary school students. For this study, a sample of 80 students from three school of Panipat city was selected by using random sampling technique. Self Concept rating Scale developed by Deo (1998) was used to collect data before and after the implementation of social skills intervention programme. The results of the study revealed that there exists a significant difference between the post-test scores of self concept of the control group and experimental group of 8th grade students.

KEYWORDS : Social skills, Self concept, elementary school students.

INTRODUCTION:

Socialization means being a member of the society and learning the rules, attitudes and beliefs of the society. Social rules and regulations are created, communicated to others and changed in verbal and non verbal ways. The skill of the following these rules properly is known as social skill. A child develops such qualities of behaviour by observing the people and environment around him/her. It is very easy for the individual who has adequate social skills to establish and maintain relationships in his/her life (Kabasakal and Celik, 2010). Basically, social skills are the components of behaviour that help us to adapt across the variety of social settings and enable us to get adjusted in the society. Social skills are proved in a wide variety of interpersonal contexts, which involve the coordinated delivery of appropriate verbal and nonverbal responses. Social skills are those behaviours that help people communicate emotions and needs accurately and achieve interpersonal goals (Liberman et al. 1989). Spence (1985) categorized social skills into three skill elements: non-verbal, verbal and conversational skills. Non-verbal skills include body posture, gestures, or physical proximity. Verbal skills include tone, pitch, and volume. Conversational skills refer to skills of initiating, maintaining and ending a conversation.



Although consensus on the definition of social skill is not obvious (Trower, 1982), it is commonly agreed that social skills is the ability to dealing with other people in such a way that is both appropriate and effective (Segrin, 1992; Segrin, 2000; Spitzberg, 1985; Spitzberg, 1989). Socially, some evidence suggests that people having poor social skills are less popular among their peers than those having better social skills (Hartup et.al., 1967) and those having poor

social skills are also less satisfied and less successful with their romantic relationships or marriages than those who have better social skills (Burleson 1995; Flora and Sergin 1999). Self-concept is the grand total of all that the individual can call "I" or "Me". It includes the person's abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self image, self-confidence, self-respect and self adequacy. Deb, et al. (2015) examined the relationship among home environment, parents' personality and mental health of adolescents with a focus on adjustment, anxiety, self-concept and self-confidence. Results indicated that parental care was associated with high self-confidence while parental pressure associated with high anxiety. Khara & Khosla (2012) investigated the relationship between self concept and core life skills and found a positive co-relation between core affective life skill and self concept of adolescents. Sevgi, et. al. (2015) compared the self-concepts, social skills, problem behaviors, and loneliness levels of students with special needs in Inclusive classrooms and found that self-concept and social skills were significant predictors of the loneliness levels of SEN students. The major elements that provide a base for learning and adjust in difficult situations are positive self-esteem and self-concept (Roberts, 2002). Therefore the present study is planned in this direction and aiming towards the development of self concept of school going students.

OBJECTIVES OF THE STUDY

The present study was designed to attain following objective:

- To study the effect of social skills training programme on self concept of elementary school students who have social skills deficits.

HYPOTHESIS OF THE STUDY

- There exists a significant effect of social skills training programme on self concept of elementary school students who have social skills deficits.

DELIMITATIONS OF THE STUDY

- The study was delimited to 80 students studying in class VIII of private schools of Panipat City.
- The study was delimited to five social skills i.e. cooperation, empathy, assertion, self-control and responsibility.
- The experiment was delimited to 40 working days of the academic session.

Tool Used

The following tools were used in the study:

- ❖ **Self-concept Rating Scale by Deo (1998)** to measure the self concept of the students.
- ❖ **Self developed Social Skills Scale** was used to identify the students with social skills deficits. This tool consist 41 items related to five social skills i.e. cooperation, self control, empathy, assertion and responsibility.

METHODOLOGY

Present study was carried out in the following phases:-

Phase I- Identification of elementary school students having social skills deficits

In the present study, 3 schools of Panipat city were selected randomly and the students studying in Class VIII were surveyed. Self developed 'Social Skills Scale' was administered to identify the students having social skills deficits. Out of 325 students, 80 students of class VIII were found to have social skills deficits.

Phase II- Assessing the level of Self concept of elementary school students having social skills deficits before the implementation of Social Skills Intervention Programme i.e. Pre- Testing stage

In this stage, the selected sample of 80 students of class VIII was divided randomly into two groups i.e. experimental group (40 students) and Control group (40 students). Further, the Self Concept Rating Scale by Deo (1998) was applied to measure the level of self concept of the students of both experimental and control group.

Table -1
Self Concept of Class VIII Students having Social Skills Deficits (Pre- Test)

Group	N	Mean	S.D.	t-value
Experimental	40	42.65	21.862	0.53479*
Control	40	43.425	18.813	

*Not Significant

Table -1 shows the self concept scores of class VIII students having social skills deficits before the implementation of Social Skills Intervention Programme. The mean score of experimental group was 42.65 and mean scores of control group was 43.42. The calculated 't'- value is recorded as 0.534 that is much below the 't'-value at .01 level and .05 level of confidence. Hence, there exists no significant difference between the mean performances of both the groups on self concept before the implementation of the social skills intervention programme.

Phase III- Implementation of Social Skills Intervention Programme

In this phase, after assessing the self concept of students having social skills deficits, social skills intervention programme was implemented for 40 days. In this programme, five social skills i.e. cooperation, self control, assertion, empathy and responsibility were taught to the experimental group by using various methods and strategies. Forty lesson plans related to above five skills were delivered during the programme. One lesson plan was taught for 40-50 minutes in a day. The control group was given no treatment.

Phase IV- Assessing the level of Self concept of elementary school students having social skills deficits after the implementation of Social Skills Intervention Programme i.e. Post- Testing stage

In this final phase of the research, the Self Concept Rating Scale by Deo (1998) was readministered to measure the level of self concept of the students of both experimental and control group after the exposure of experimental group to the Social Skills Intervention Programme. The self concept mean scores of both the group were compared to check the effectiveness of the programme.

Table -2
Self Concept of Class VIII Students having Social Skills Deficits (Post- Test)

Group	N	Mean	S.D.	t-value
Experimental	40	118.37	14.964	2.707**
Control	40	47.35	15.963	

**Significant at 0.01 level

Table -2 shows the self concept scores of students having social skills deficits. The mean score of experimental group was 118.37 and control group was 47.35. The calculated 't'- value is recorded as 2.707 that is higher than the 't'-value at .01 level of confidence. Hence, there exists a significant difference

between the mean performances of both the groups on self concept after the implementation of the social skills intervention programme.

DISCUSSION OF RESULTS

Development of social skills at elementary stage is important because these skills play an important role in shaping the behaviour of the child. The present research shows that the social skills intervention programme has a positive effect on self concept of the students. This result is in favoured with the finding of the studies conducted by Dosković, et. al. 2014 and Khera & Khosla, 2012. Students having social skills deficits are found to have low self concept because when a student is unable to fully connect with others, his/her self-concept suffers. The present study will help educationists and teachers to identify Children with social skills deficits at an early stage and their self concept may be developed with the help of social skills intervention programme.

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