

STUDY OF EFFECTIVENESS OF SOCIAL SKILL INTERVENTION ON ADJUSTMENT OF ADOLESCENTS

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ABSTRACT

The present study was designed to investigate effectiveness of social skill intervention on adjustment of adolescents. It was an experimental study, thus total sample comprised of 80 adolescents was divided into two groups 40 in Control group and 40 in experimental group. An intervention programme was developed and validated by the researcher for this study for enhancing social skills of adolescents. For collecting the data researcher used Adjustment Inventory for school students by(Sinha and Singh, 1993), Social Skill Rating Scale by Visal Sood, Arti Anand and Suresh Kumar. Social Skill Intervention Programme (developed by investigator) was the independent variable. Collected data was analysed by using different Statistical Techniques like Mean, Standard Deviation and t-test. A significant difference in post-test mean scores of control group and experimental group on adjustment was found which indicated that development of social skills with the help of intervention programme improved the adjustment of adolescents.

INTRODUCTION

Education is an important factor that helps in bringing about various changes in human beings and also to the society. Education is meant to make one's life civilized, cultured and progressive in real sense. It helps a person to draw the best out of one's mind and spirit. It makes a person rational, innovative,

constructive, right thinker, intelligent, independent and creator of new values. Social Skills are those skills which people use to interact and communicate with one another. These skills make us aware about the social norms of our society and help us to know which attitudes and behaviour are considered as acceptable and expected in a particular social phenomenon. Social Skills allow us to interact well with others in order to understand each other and to be understood. There are five basic dimensions of social skills: Skill of concern for others, Relationship/Friendship Skill, Communication Skill, Self Care/ Self Control Skill, Decision making/problem solving Skill

In our day to day life we need the adjustment for living a stress free life, this adjustment may be anywhere, for example: in the family, in the school, in the peer groups, in the society, in the job, etc. This is necessary for the survival of an individual to adjust. "Life presents a continuous chain of struggle for existence and survivals," says Darwin. The observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfaction of our needs. By restoring to such means, one protects one's self from the possible injury to one's ego, failure or frustration. It is a sort of shifting to a more defensive position in order to face the challenge of circumstances after failing in earlier attempt or attempts. This special feature of the living beings is termed as adjustment.

In the present scenario, children are found to be egocentric, thinking of themselves as the centre of their world. That's why they are struggling more to be well socialized. Social skills are those components of behavior that help an individual understand and adapt across a variety of social settings. With this understanding, researchers and educators seek to evaluate and build students' social skills within a variety of social contexts. Successful learning in classroom requires students to interact closely with teachers and peers. This interaction gives the base to the adjustment of student/child with the society. In order to develop a better insight into the possible effect of social skills on adjustment of adolescents a study was needed. This present research work was planned to find the effect of social skills on adjustment. So that it may help the teachers to understand the importance of developing social skills among students.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following

- ▶ To assess the social skill of adolescents.
- ▶ To assess the adjustment of adolescents.
- ▶ To study the effect of social skill intervention programme on adjustment of adolescents.

HYPOTHESIS OF THE STUDY

- ▶ Ho 1: There will be no significant difference in Pre-test and Post-test mean scores of control group on Adjustment.
- ▶ Ho 2: There will be no significant difference in Pre-test and Post-test mean scores of experimental group on Adjustment.
- ▶ Ho 3: There will be no significant difference in pre test mean scores of control and experiment group on Adjustment.
- ▶ Ho 4: There will be no significant difference in post-test mean scores of control group and experimental group on Adjustment.

METHODOLOGY

Research Methodology in this study was based on the experimental method. The experimental work was carried out in the following four operational stages:- Diagnostic stage, Pre- testing stage, Treatment stage, Post- testing stage.

Population and sample

Population for the present study consisted of the entire student studying in grade 8th school of Haryana State. Sonipat was selected as locale of the present study. Random sampling technique was employed for the selection of school. Holy Family Convent Sr. Sec. School was selected. The sample of

present study was comprised of eighty students of one school (40 for experimental group and 40 for control group).

Design of the study

The study was completed in four stages i.e. Identification Stage: i.e. Identifying the subjects on the basis of social skills. Pre-Testing Stage, to know the status of selected/identified students before giving treatment. Third stage, Treatment Stage lasted 30 days. In this stage, the experimental group (40 children) were given treatment with the help of social skill intervention programme (power point presentation, activities and videos). At last Post-Testing Stage again the social skill and adjustment were administered to the respondents to know the effectiveness of the experiment.

Development of Intervention Programme

An intervention programme was developed and validated by the researcher with the help of research advisor for enhancing social skills of adolescents. The different phases that led to the development of intervention programme were:- Analysis, Design, Development, Implementation, Evaluation. The intervention programme was sent to 9 experts for their suggestions, in order to establish the content validity and face validity.

TOOLS USED

- ▶ Social Skill Rating Scale by Visal Sood, Arti Anand and Suresh Kumar
- ▶ Social Skill Intervention Programme (developed by investigator)
- ▶ Adjustment Inventory for school students by(Sinha and Singh, 1993)

STATISTICAL TECHNIQUES USED

- **Descriptive Statistics**–Mean & Standard Deviation
- **Inferential Statistics**- t-test

RESULTS AND DISCUSSION

On the basis of statistical analysis done for the present study following results were found. Table 1 shows Significance of difference between the mean scores of pre-test and post-test of control group on adjustment. The mean gain adjustment score of control group in pre-test and post- test are 28 and 25 with corresponding value of standard deviation 10.21 and 8.49. The ‘t’ value comes out to be 1.27. So, it is found that the ‘t’ value is not significant. Thus hypothesis, “There will be no significant difference in Pre-test and Post-test mean scores of control group on Adjustment” was accepted. Therefore, concluded that there has been no improvement in adjustment on the part of the control group during pre and post test period.

Table: 1

Significance of difference between the mean scores of pre-test and post-test of control group on adjustment.

Group	Mean	S.D.	‘t’ Value	Significance
Control Pre-Test	28	10.21	1.27	0.01
Control Post-Test	25	8.49		

Table 2 shows significance of difference between the mean scores of pre-test and post-test of experimental group on adjustment. It is clear from the table that the mean gain in adjustment scores of experimental group in pre and post tests are 26 and 36 with standard deviation 7.73 and 11.52 respectively. The calculated ‘t’ ratio stands as 4.87 which is higher than table value. Thus hypothesis “There will be no significant difference in Pre-test and Post-test mean scores of experimental group on Adjustment” was rejected. Hence concluded that the social skill intervention programme has positive impact on improving social skills.

Table: 2

Significance of difference between the mean scores of pre-test and post-test of experimental group on adjustment.

Group	Mean	S.D.	't' Value	Significance
Experimental Pre-Test	26	7.73	4.87	0.01
Experimental Post-Test	36	11.52		

Table 3 describes Significance of difference between the mean scores on adjustment of control group and experimental group in pre-test. It is apparent from table 4.3 that the mean gain adjustment scores of control group in pre-test are 28 with S.D. 10.21. The mean gain adjustment scores of experimental group in pre-test are 26 and S.D. 7.73. The calculated 't' ratio comes out to be 0.98 which is less than the table value at 0.01 level. Thus hypothesis "There will be no significant difference in pre test means scores of Control and Experiment Group on Adjustment" was accepted.

Table: 3

Significance of difference between the mean scores on adjustment of control group and experimental group in pre-test.

Group	Mean	S.D.	't' Value	Significance
Control Group	28	10.21	0.98	N.S.
Experimental Group	26	7.73		

Table: 4

Significance of difference between the mean scores on adjustment of control group and experimental group in post-test.

Group	Mean	S.D.	't' Value	Significance
Control Group	25	8.49	4.85	0.01
Experimental Group	36	11.52		

Table 4 depicts Significance of difference between the mean scores on adjustment of control group and experimental group in post-test. It is evident from table 4.4 that the mean gain adjustment scores of control and experimental group in post-test are 25 and 36 with S.D. 8.49 and 11.52 respectively. The calculated 't' value comes out to be 4.85. Therefore, it is significant at 0.01 level of significance. Thus hypothesis "There will be no significant difference in post-test mean scores of control group and experimental group on adjustment" was rejected. Hence, concluded that the treatment of intervention programme had positive impact on adjustment of students.

Based on the results of the study it can be inferred that development of social skills with the help of intervention programme can play an important role in developing better adjustment among adolescents.

CONCLUSION

Man is a social animal; no one can live alone in this world. One can be social when he/she adjusts oneself with the environment, community and society. Social skills are those basic skills which help someone to interact with people in a better way while keeping his/her self respect. Better social skills can ensure better adjustment of an individual especially among adolescents. Use of some intervention programme is a good mean to develop social skill among adolescents. The results of this study indicated the above fact that

intervention programme developed in this study is significantly helpful in developing social skills which further improve the adjustment of the individual in its society.

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