CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

Education is a complex concept. It refers to a process as well as a product. Education as a product, is viewed as the sum total of what is received through learning, that is acquisition of knowledge, skills, attitudes and values, transmission of culture, development of personality and liberation or self actualization. As a process, education involves the act of developing these products in someone else or in oneself. In the modern world knowledge increases at a terrific pace and social change is very rapid. Education can no longer be taken as the preparation of a finished product. The tremendous advance in science and technology during this century had its impact on all human activities. The explosion of knowledge and the rapid increase in the rate of acceleration of knowledge as well as the innovations in the mass media of communication have their greatest impact on education.

One of the important activities of the educational process is teaching which include training, interaction and development of cognitive process and abilities. Teaching may operate at different levels and in different form. Schools will have to struggle hard to find out new techniques of instruction to cope with the changes in situation. This leads to a searching inquiry on instructional procedures, the effectiveness of currently used instructional materials and basic evaluation techniques. The goals of teaching should be clear to the teacher and the taught and teaching method should be life centred.

The teacher should adopt dynamic method and cater to the needs and interests of children. The teacher should create the needed environment for the full development of learners potentials. They should adopt different teaching strategies to teach large groups, small groups or individuals. There strategies are based on certain philosophical, psychological and sociological considerations. We also know that knowledge is not
static. It may charge its meaning and importance with time. This is an age when the modern society is completely drawn into the commercial environment and commerce has become an integral part of our life and living. But the quality of commerce education is largely dependent on the quality of instruction we provide in our classroom. We should pay proper attention to change the strategy of instruction and efforts should be made to introduce new methods and evolve new techniques of instruction, meeting our national needs. At present, different instructional strategies are being developed for effective commerce teaching. One such work was done by Joyce and Weil (1978) who developed more than twenty models of teaching for achieving specific instructional goals. The development of models of teaching is one of the recent innovation in teaching.

1.1 CONCEPTUAL FRAMEWORK OF THE STUDY

For a long time the focus of educational psychology has been only on learning; but now there is a shift of emphasis from learning to teaching leading to effective learning. The focus of educational psychology has been given a basis to teaching also because learning theories alone can not solve the limitations of present day teaching. Therefore efforts are being made to develop new theories at teaching, but so far no perfect theory of teaching could be formulated. The educationists and psychologists are making efforts to evolve theories of teaching, as a result of which some teaching models have been developed. A model for teaching is a pattern or plan which can be taken up with a view to shape a curriculum or course, select appropriate instructional material and to guide the teachers’ action.

1.2 BACKGROUND OF THE STUDY

The process of education is changing day by day due to the changes taking place in the global scenario of education. The constructivist theories, child centered and activity based curriculum of today empower the various faculties of child. To help the children towards the development, teachers scaffolding is very necessary. The year old traditional teacher centered classrooms are out dated and no longer valid. Teacher should empower his abilities according to the need of the hour. The method adopted in the
classroom is very important in the development of students. From the experience of the investigator as a teacher educator for many years understood the need of the introduction of models of teaching in the classroom. If a teacher is able to utilize teaching models, it helps not only for the academic development of the student but also help for the development of various competencies. Especially if we use social family models of teaching for teaching commerce to the students, we can improve their social competence also. The reduced level of social competence and low level of performance of commerce students can be overcome by utilizing social family models in the higher secondary classrooms. The abilities can be developed through a proper utilization of social family models in higher secondary classrooms. The higher secondary students of today are the socially responsible people of tomorrow. The destiny of the nation is in their hands. A socially useful citizen is prepared through an effective system of higher secondary education programme, which help him/her to develop necessary social competencies and to realize the way to become a socially competent individual for his society. The utilization of social family models of teaching will help the teacher in the higher secondary classroom to promote social competence of higher secondary commerce students. Effective utilization of the social family models of teaching in the classroom help the students develop social competence. Otherwise they fail in the implementation of proper social activities, fail to contribute for the nation’s development, which affect not only the learning of the student but also the social development of a nation. The utilization of social family models in the higher secondary classroom is very important for the development of social competence among higher secondary commerce students. Hence, the investigator decided to conduct a study on “Social Family Models of Teaching In Relation To Social Competence Among Higher Secondary Students of Commerce Group.”

1.3 MODELS OF TEACHING

A Model of Teaching is an instructional plan or instructional pattern based on a specific learning theory. For a long time the focus of educational psychology has been only on learning but now there is a shift of emphasis from learning to teaching leading to effective learning. A teaching Model is a theory of instruction.
A model of teaching is a description of a learning environment. The descriptions have many uses, ranging from planning curriculum, courses, units and lessons to design instructional materials. Joyce & Weil (2003) defined teaching models as "a pattern or plan that we can use to design face to face teaching in classrooms or tutorial settings and shape instructional materials". Eggen (1979) defines that "Models are prescriptive teaching strategies which help to realize specific instructional goals".

Classroom teaching is selection, sequencing and structuring of curricular materials and the transaction of the same to the students. Learning is considered as the expected end result of teaching. The phenomena of the process of learning in a classroom context or in open life situation is characterised by its individualistic nature. Learning is purely individualistic. No teacher can teach his/her students. But, the students can learn. What the teacher does in the classroom to direct and stimulate student learning and show the student how the materials are organised. What the students learn mainly depend on what they themselves do. Student learning is the performance of individualised tactics, techniques and strategies in learning. A model of teaching impart those tactics, techniques and strategies to the students unlike the method of teaching. A model helps them to learn how to learn and there by paving the way for develop themselves. A model of teaching is a plan or pattern of teaching that teachers use to design face to face teaching in the class or tutorial settings and to shape instructional materials like books, films, tapes, programmes and the like.

Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the students to interact in such a way that specific change occurs in his behaviour. A single model of teaching normally includes a number of teaching strategies based up on different theoretical aspects of the psychology of learning. A model tells the teacher how to teach a curricular material using different strategies of instruction. The end result of a model of teaching is not only the direct, academic effect in the form of student achievement but also it will produce some kind of nurturant effects - indirect effects up on the students mainly taken place in the affective domain.

A teaching model has a number of characteristics. These includes the basic assumptions upon which the model is built up such as creation of a learning environment,
strong interaction between the teacher and the students and the planned use of appropriate strategies. It presents appropriate experience to the teacher and the taught. A model gives answers to the fundamental questions like how the teacher does behaves? How the strategy is organised? What is the nature of the teacher pupil interaction? And what are the support materials? Etc. A model of teaching is designed on the basis of individual difference in the process of learning.

1.4 ELEMENTS OF A TEACHING MODEL

A modern teaching model consists of following elements.

1) Syntax

It describes the model in action. They are the phases of models or sequences of activities. It included the sequence of steps involved in the organization of the complete, programme of teaching.

2) Social System

It explains structure of learning environment in the classroom. It is the nature of environment of the classroom. It describes the students and teachers’ roles and relationships, and kinds of norms that are emerged. The leadership roles of the teacher vary greatly from model to model. In some models, the teacher is the centre of activity, the sources of information and the organizer and pacer of situations (highly structured). Some models distribution of activity equally between teacher and students (Moderately structured) where as others placed students as the centre (Low structured).

3) Principles of Reaction

These are the rules to be followed by the teacher in responding to the learner. It tells the teacher how to regard the learner and how to respond to what the learner does. Principles of reaction provide the teacher with rules of thumb by which to tune into the student and select appropriate response to what the student does.

4) Support System

It is the additional requirements for teaching or any support for teaching that may beyond usual human skills, capacities and technical facilities. E.g.: support in terms of books, films, aids, travel, experts etc.

5) Instructional and Nurturant Effects
Instructional effects are those directly achieved by leading the learner in certain direction (Explicit effects) - cognitive effects. Nurturant effects means indirect effects of the model or hidden effects (implicit effect) in the learning environment which are affective changes in the learner.

Bruce Joyce and Marsha Weil tried to define the term model in their book models of teaching. “Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behaviour”.

A teaching model provides a specific outline of teaching activities. These can be broadly classified under six categories.

Learning outcomes are written in behavioural term.
The appropriate stimulus situations are selected for emitting desired responses of the learner.
The learning situations are specified for observing the student responses
The criterion behaviour is defined for student performances.
The teaching tactics are specified for creating the interaction between students and environment.
The learning situations and teaching tactics are improved and modified for bringing about the desirable change in students behaviour.

Assumption regarding Teaching Models

Teaching models are based upon the following assumptions: Teaching is a means for generating an environment of learning. It involves a number of independent variables influencing student learning. The content of study and skills of teaching functions as instructional inputs through which student and teacher interact each other. Thus it provides an opportunity to develop physical and social efficiency. Different types of teaching objectives are achieved by organizing teaching elements in different ways. Teaching models provide learning experiences by creating appropriate environment conducive to real behavioural outcomes.

Role of teaching models

Models of teaching serve the following functions:
It may help a teacher to develop his capacity to teach larger number of children and create conducive environment for their learning.

It may help curriculum makers to plan learning centered curriculum which provides a variety of educational experiences to children.

It may help to create more interesting and effective instructional materials and learning sources.

It may stimulate the development of new and better forms and opportunities for education, that will replace the schools of today.

It may help to formulate a comprehensive theory of teaching.

### 1.5 Families of Teaching Models

Teaching models can be divided into various families based on the theories on which the model is developed. The different families of models of teaching are listed under various subheadings like the information processing family, personal family, social family and the behavior system family. They are presented with the proponent of the model.

**Family I - The Information Processives Family**
- Concept Attainment Model – Jerome S. Bruner
- Inductive Thinking Model – Hilda Taba
- Inquiry Training Model – J. Richard Suchman
- Advance Organizer Model – David Ausubel
- Memory Model – Jerry Lucas
- Biological Science Inquiry Model – Joseph Schwab

**Family II – The Personal Family**
- Non directive Teaching Model – Carl Rogers
- Synetics Model – William J.J. Gorden
- Awareness Training Model – William Schutz and George Brown
- Classroom Meeting Model – William Glasser

Models belonging to this family deal with the personal development of the individual. The primary goals are given below.
to create in the students a sense of self-worth

to help students understand themselves more fully

to help students refine their emotions and

to foster the students creativity.

**Family III – The Social Family**

- Group Investigation Model – Herbert Thelen
- Roleplaying Model – Fannie and George Shaftel
- Jurisprudential Inquiry Model – Donald Oliver
- Laboratory Training Model – National Training Laboratory
- Social Simulation Model – Cybernetics Psychologists
- Social Inquiry Model – Thelen, Oliver, Shaver

The models in this family emphasise the relationship of the individual to society. The primary goals are the following.

to train students work together

to develop skills for maintaining human relations

to inculcate personal and social values

**Family IV – The Behaviour Systems Family**

- Contingency Management Model – B.F. Skinner
- Self control Through Operant Methods – B.F. Skinner
- Stress Reduction Model – Joseph Wolpe
- Desensitisation Model – Rimm and Masters
- Assertive Training Model – Wolpe, Lazarns

The common thrust of these models is the emphasis on changing the desirable behaviour of the learner. The specific goals are the following:

- to develop the competencies to adopt behaviour styles appropriate to given situations
- to learn strategies for self control through operant methods
- to master techniques for stress reduction
- to foster leadership qualities.
1.6 SOME TYPICAL MODELS OF TEACHING

Concept Attainment Model

Concept attainment is the search for and listing of attributes that can be used to distinguish exemplars from non-exemplars of various categories. (Bruner, 1977). According to Bruner "a concept is a mental imagery of a category of objects, which share common characteristics which distinguish these objects from other objects".

This model comes under the information processing family to enhance the thinking skills of learners. This model is developed by Bruner (1966). By this model, students are not expected to form new concepts, but after an analysis of the positive and negative examples by these students they attained relevant concepts which were already formed by somebody. The elements of a concept are given below.

- **Name.** It is the term given to a particular category of objects.
- **Exemplars.** Exemplars are the instances or examples of the concepts.
- **Attributes.** Attributes refers to the characteristics of a particular concept that helps distinguish instances of concepts from non-exemplars.
- **Attribute Value.** Attribute value refers to the acceptable range for any given relevant attributes. This refers to the degree to which an attribute is present in any particular example. For some type of concepts attribute values are not a consideration.
- **The Rule.** It is the definition or statement specifying a concept.

The Model of Teaching

The significant elements of the model are following.

1. **Syntax.** This model has three phases to progress.

   **Phase I.** Presentation of data and identification of concept.

   In the first phase the teacher presents the data relevant for the identification of the concepts through exemplars and non-exemplars.

   Teacher presents labelled examples.
Students compare attributes in positive and negative examples.
Students generate and test hypotheses.
Students state a definition according to the essential attributes.

Phase II. Testing attainment of the concept.
In this phase teacher tests the concepts attained by the students using the following strategies.
Students identify additional unlabelled examples as yes or no.
Teachers confirm hypotheses, names concept, and restate definitions according to essential attributes.
Students generate examples.

Phase III. Analysis of thinking strategies
Students describe thoughts
Students discuss role of hypotheses and attributes.
Students discuss type and number of hypotheses.

2. Social System
Prior to teaching with the concept attainment model the teacher chooses the concept, selects and organize the materials into positive and negative examples and sequences the examples. The three major functions of the teacher during concept attainment activity are to record, prompt, and present additional data. The structure of social system is moderate or highly structured.

3. Principles of Reaction
During the teaching learning process, teacher supports the hypothesis formulated by the students.
Teacher supports, students designing the hypothesis formulation.
Teacher helps students to test their hypotheses.
Students discuss and evaluate their thinking strategies with proper assistance of the teacher.

Support System
Creative Environment for attaining concepts.
Flash cards, reference materials and black board may be used.
Selection, observation and formulation of hypothesis of examples.
Instructional and Nurturant Effects

Following are the instructional and nurturant effects of concept attainment model.

Instructional Effects

Understanding nature of specific concepts.
Improved concept building strategies.
Practice in inductive reasoning.

Nurturant Effects

Sensitivity to logical reasoning in communication.
Tolerance of Ambiguity.
Awareness of Alternative perspectives.

Applications of the Model

This model is applicable to all ages and grade levels. The use of the models shapes the particular learning activity. The model can be used as a tool of evaluation of important ideas introduced earlier. This model is also used for opening a new conceptual area by initiating a sequence of individual or group inquiries.

Concept attainment lessons providing important concepts in Social Studies units - concepts such as democracy, socialism, capitalism and due process - can be interjected periodically into units that otherwise depend on student reading and reporting. If a concept is controversial, the teacher can present several interpretations of it, which the students can then debate. Debates are usually great motivators for further inquiry into any subject matter in question.

**Jurisprudential Inquiry Model**

Donald Oliver and James Shaver developed the jurisprudential inquiry model to help students learn to think systematically about contemporary issues. It is a high-level model for Citizenship education. As our society undergoes cultural and social changes, the jurisprudential inquiry model is especially useful in helping pupil rethink their positions on important legal, ethical and social questions.

Basic concepts

This model involves some basic theoretical formulations.
Socratic Dialogue. In Socratic style, the teacher asks the students to take a position on an issue or to make a value judgement, and then he or she challenges the assumptions underlying the stand by exposing its implications.

Public Policy Issue. A public policy issue is a way of synthesizing a controversy or case in terms of a decision for action or choice. It is a question involving a choice or a decision for action by citizen or officials in affairs that concern a Government or community. Eg: should U.S stay in Iraq?

A frame Work of Values. Frame work of values are the basis for judging public issues and for making legal decisions. One must be aware of and understand the legal-ethical frame work of values that form the core of our society's ethical system.

Definitional, Value and Factual Problems. A basic problem in discussions of social issues is the ambiguous or confusing use of words (Definitional problems). The second kind of problem is which values or legal principles are in conflict, choosing among them (value problem). The third kind is factual problem which involves clarifying the facts around which the conflicts has developed.

Balancing Values: The Best Policy Stance. Oliver & Shaver feel that the best stance on an issue is to maintain a balance of values in which each value is only minimally compromised. To achieve such a balance, each party in a controversy should try to understand the reasons and assumptions behind the other's position. Only by rational consent can useful compromises be reached.

The Model of Teaching

Elements of jurisprudential inquiry model are given in the following.

1. Syntax

   Through the six phases the model progresses.

Phase I. Orientation to the Case

   Teacher tries to orient the students to the social cases by presenting the social matters and factual details.

   Introduce materials

   Review facts.

Phase II. Identifying the Issues
The factual information from the social order is synthesized in the form of social issues having public interest.

Synthesize facts into a public policy issue
Select one policy issue for discussion
Identify values and value conflicts
Recognize underlying factual and definitional questions.

Phase III. Taking Positions
Students have to take positions regarding the value conflict of the issue.
Articulate a position
State the basis of the position

Phase IV. Exploring the Stance
Students' positions are examined further with regard to the violation of values or value conflicts.
Establish the point at which value is violated
Prove desirable or undesirable consequences of a position
Clarify the value conflict with analogies
Set priorities.

Phase V. Refining and Qualifying Positions
Everybody's position are to be ascertained on the basis of values. This leads to desired whether the positions are justifiable or not.
State position and reasons for position, and examine a number of similar situation Qualify position.

Phase VI. Testing Factual Assumptions behind Qualified Positions
In this phase each positions is clarified further on the basis of facts which support or not support the position.
Identify factual assumption and determine if they are relevant
Determine the predicted consequences and examine their factual validity.

2. Social System
The model has moderate to high structure with the teacher initiating and controlling the discussion, however, an atmosphere of openness and intellectual equality prevails.
3. Principles of Reaction

Maintain a vigorous intellectual climate where all views are respected and avoid direct evaluation of students opinion.

See that issues are thoroughly explored

Probe the substance of student's thinking through questioning and dialectical style.

Avoid taking a stand.

4. Support System

Source document that focus on a problem situation are needed.

Instructional Effects

Frame work for analysing social issues

Ability to assume Role of the "other"

Competence in social dialogue.

Nurturant Effects

Empathy/pluralism

Facts about social problems

Capacity for social involvement and desire for social action.

Advance Organiser Model

David. P. Ausubel advocates the improvement of presentational methods of teaching (lectures and reading) at a time when the other educational theorist and social critics are challenging the validity of these methods and finding fault with the "passiveness" of expository learning.

His theory of meaningful verbal learning deals with three concerns (1) how knowledge is organised (2) how the mind works to process new informations and (3) how teachers can apply these ideas about curriculum and learning when they present new material to students.

Basic Assumptions

Ausubel's primary concern is to help teachers organize and convey large amounts of information as meaningfully and efficiently as possible. In his approach, teacher plays the role of organizer of subject, lectures, readings and providing tasks to the learner to
integrate what has been learned. Ausubel believes that students have to be active constructors of knowledge, but his route is to teach them the meta-level of the discipline and the meta-cognitions relative to how to respond to instruction productively, rather than beginning with their perceptual world and leading them to induce the structures. The advance organizer model is designed to strengthen the cognitive structure of students. According to him if the learner begins with right set and material is solidly organized, then meaningful learning can occur. The most general ideas of the discipline should be presented first, followed by a gradual increase in detail and specificity. Ausubel called this as progressive differentiation. The new ideas should be consciously related to previously learned content. This is integrative reconciliation. The new information should be based on the basic concepts already presented. Ausubel called this process as scaffolding.

The Model of Teaching

The elements are the following

1. Syntax

   This model progress through three phases.

Phase I. Presentation and Advance Organizer
Clarify the aims of the lesson
Present organizer.
Identify defining attributes
Give examples or illustrations where appropriate.
Provide context
Repeat
Prompt awareness of learner's relevant knowledge and experience.

Phase II. Presentation of Learning task or Material

   Present material.
   Make logical order of learning material explicit.
   Link material to organizer.

Phase III. Strengthening Cognitive Organization

   Use principles of integrative reconciliation.
   Elicit critical approach to subject matter.
Clarify ideas.
Apply ideas of activity (such as by testing them).

2. Social System
Highly structured.
However, requires active collaboration between teacher and learner.

3. Principles of Reaction
   Negotiation of meaning
   Responsively connecting organizer and material

4. Support System
   Data-rich, well-organized material

Instructional Effect
   Conceptual structures
   Meaningful assimilation of information and ideas

Nurturent Effects
   Interest in inquiry
   Habits of precise thinking

**Cognitive Growth Model**
This is actually not a pure model of teaching. But instructional design comes under information processing family. Studies of intellectual development and Piaget's work in particular, find their application to education in various forms, not all of which reflect a model of teaching. Piaget believes that human beings develop increasingly more complex levels of thinking in definite stages. Every stage is characterized by the possession of certain concepts or intellectual structures, which he refers to as *schema*. The organism incorporates new experience by *assimilation* and changing one's cognitive structure to fit the new experiences by *accommodation*.

Piaget classifies intellectual development in terms of stages that are characterized by the way the *schemas* permit the organisms to relate to the world. At any given stage one is able to perform certain kinds of thinking and not others.

Researches on Piaget’s theory explain the teaching as the creation of environment where the students' cognitive structure can emerge and change. Piaget believes that
cognitive structures will grow only when students initiate their own learning experiences. The students role in the learning experience must be an active, self discovery one, and the experiences, themselves must be inductive. The teacher's function is to arrange learning experiences that facilitate stage relevant thinking, and to organize instruction so that students can initiate the activity and discover for themselves.

The Model of Teaching

  The salient features are as follows:

1. Syntax
   The model has three phases
   Phase I. Confrontation with Stage Relevant Task
     Present puzzling situation well matched to learner's developmental stage.
   Phase II. Inquiry
     Elicit students responses and ask for justification
     Offer counter suggestions
     Probe students responses.
   Phase III. Transfer
     Present related task and probe students reasoning
     Offer counter suggestions

2. Principles of Reaction
   Create setting, rich physically and free socially
   Selects learning activities according to students’ developmental level
   Create facilitating environment
   Inquires into students reasoning
   Offer counter suggestions

3. Social System
   Minimal structure is needed.
   Teacher initiates and guides inquiry
   The intellectual and social climate is free and open.

4. Support System
   A rich setting of inviting tasks

Instructional Effects
Selected aspects of cognitive development.

Nurturant Effects

Other aspects of cognitive and socio emotional development.

**Group Investigation Model**

Dewey's ideas have given rise to the broad and powerful model of teaching known as group investigation. Michaelis (1976) has extracted from Dewey's work a formulation specifically for teaching Social Studies. However, Thelen (1981) was the man behind the development of group investigation model. Later, Johnson & Johnson (1990), Slavin and Sharon renewed research on co-operative learning models.

In this model, students are organized into democratic problem solving groups that attack academic problems and are taught democratic procedures and scientific methods of inquiry as they proceed. The classroom is analogous to the larger society. It has a social order and classroom culture. Life in classrooms takes the form of a series of "inquiries". Each inquiry starts with a stimulus situation to which students react and discover knowledge.

Inquiry and Knowledge

Inquiry and knowledge are the two central concepts in Thelen's strategy. Inquiry is stimulated by confrontation with a problem and knowledge results from the inquiry. The social process enhances inquiry and is itself studied and improved. The heart of group investigation is the formulation of inquiry. According to Thelen, the concern of inquiry is to initiate and supervise the processes of giving attention to something. Providing a puzzling problem situation is central to the inquiry process. Engaged in inquiry with a group, individual become aware of different point of view that help them find out who they are by seeing themselves projected against the views of others. It also stimulates them to know way of differences exists and they affect them. It will results in the creation of new knowledge.

The Model of Teaching

The elements of the model are given in the following

1. Syntax

This model develops through six phases.
Phase I. Student Encounter Puzzling Situation: As the first phase teacher must present a problem situation to puzzle the students. This will motivate the students to learn. This is the introductory activity in this model.

Phase II. Students Explore Reactions to the Situation. To the problem situation students will response variedly. Teacher must encourage students to respond freely. This phase is loosely structured.

Phase III. Students Formulate Study Tasks and Organize for Study. Students themselves defines the problem and they structure study task and organize the study material and the group.

Phase IV. Independent and Group Study. In this stage the students will learn first independently. Then they recognize the need to gather help from others. Here teacher must help to divide students into groups.

Phase V. Students Analyse Progress and Process. In this stage student evaluates their performance and analyses the result they achieved.

Phase VI. Recycle Activity. The procedure will continue by presenting new problem in the end of the lesson.

2. Social System

   Democratic process and group discussion
   Loosely structures
   Atmosphere of reason and negotiation

3. Principle of Reactions

   Facilitate the group process
   Intervene in the groups to channel their energy into potentially educative activities.
   Supervise activities.

4. Support System

   The environment must be able to respond to a variety of learner demands. Teacher and student must be able to assemble what they need when they need it.

Instructional Effects

   Constructionist view of knowledge.
   Disciplined inquiry
   Effective group process and governance.
Nurturant Effects

- Respect for dignity of all and commitment to pluralism.
- Independence as a learner.
- Commitment to social inquiry.
- Interpersonal warmth and affiliation.

1.7 SOCIAL SKILLS AND SOCIAL FAMILY MODELS OF TEACHING

School is primarily a social environment, and much of what students learn to do to be successful takes place in the form of social interactions. These social interactions occur not just on the playground and in school hallways and the cafeteria; they are the foundation of classroom instruction and are manifest in methods and activities teachers use to instruct essential academic skills. Teaching social competence is critically important to educational programming, because it fosters student achievement, increases involvement, builds status and peer group acceptance, encourages self-esteem, and enhances other qualities vital to school success.

Despite their importance, social skills are rarely taught systematically, so students must acquire them by trial and error or through incidental learning. But many students find it difficult to learn social skills through such indirect means. Every teacher realizes social skills are important in school. When the topic of social skills comes up, teachers think of students like Alfred, who tattles on his friends, Maria, who acts shy and doesn’t talk with classmates, or Granville, who teases and bullies other students. Teachers see the problem behavior of students like these preventing them from forming close bonds with their peers and often affecting their entire school performance.

But while teachers are readily aware of social problems among their students, less often do they consider the real value of social skills—the proficient, capable behaviors most students use to be successful in their school interactions. Every day, students hold conversations, plan activities, ask questions, listen to instruction, collaborate on assignments, and engage in a host of other social behaviors that allow them to connect to classmates and teachers and make the most of learning opportunities. But because most of these skills are acquired more or less incidentally, rather than through deliberate
curricular instruction, we often fail to recognize how remarkable and complex they are. This chapter gives an overview of some important features of social skills, and offers a format for observing and thinking about the social behavior that takes place in school settings.

Social skills go beyond the things students do on the playground, in the school cafeteria and hallways and before and after class. They are central to everything students do in school, from playing tag during recess to learning algebra in math class. Consider, for example, the ways students learn to read. They recite words to their teacher, take turns reading passages in small groups or practice going over sentences with their neighbor. They ask their teacher how to pronounce a certain word or what it means. They whisper to their neighbor to find out where the place is, or exchange smiles about something that happened in the story. All of these acts involve social interactions of one kind or another, and all are important for learning how to read proficiently. While learning math, students practice exercises or assignments in small groups, discuss word problems or do boardwork as a large group. All of these lessons require them to interact with one another and their teacher in order to learn the material being presented. Thus students use social skills not just to socialize with friends and play games, but to participate in instructional lessons, do assignments, and perform all the activities required for learning academic subjects.

Social Demands Are Usually Implicit

Although social skills are a crucial element of school performance, it’s important to recognize that they are rarely defined or explained to students like other skill-based demands. When students complete an assignment or project for class, they are given explicit instructions about the amount of work to be done, the format for submitting it, the time limits involved and the standard for judging the final product. But the same is seldom true for social demands. Teachers may post explicit classroom rules that cover a few key elements of social behavior, but most social demands are implicit, regulated more by conventional practices than by stated rules. Consider, for example, the ways students greet one another when they enter the classroom, the topics they talk about before class begins, the body language and tone of voice they use when they ask for help, the ways they look to neighbors to confirm their progress or how they plan what to do
when class is finished. These actions mark a student as skilled or unskilled in social behavior, but the rules that define how to accomplish them are unstated and are simply understood by most students. Students who have difficulty recognizing these unwritten rules are likely to struggle with social skills.

**Social Skills Are Learned Incidentally**

Because of their subtle and implicit nature, social skills are usually learned informally through everyday experiences. Students don’t have opportunities to acquire these skills in the same methodical way they learn reading or math. Instead, they imitate what they see friends or older students doing, or repeat behaviors that have elicited a favorable response in the past. To regulate this learning process, students must rely on subtle cues such as facial expressions or tone of voice to judge the appropriateness of their behavior. They must be able to follow the link between responses of others (such as anger, laughter or withdrawal) and the behavior patterns that caused them. Students who are not proficient at this demanding learning process find themselves falling behind their peers.

**Social Skills Are Complex**

Teachers think of social demands in simple or clear-cut terms: showing respect for others, using positive language, getting along with peers. But in reality social skills are enormously complex. Consider, for example, the demands that must be met by Maria in order to join in an ordinary conversation with classmates. She must be aware of the group she is joining, and the relative status of its members. She must be able to greet her friends with the appropriate phrasing and attitude. She must be able to identify suitable and popular topics for discussion and formulate relevant comments. She must know how to spot an opening before speaking and the proper body language and words to use to make sure her comments are well received. Finally, she must be able to read the reactions of peers and modify her behavior based on even very subtle responses. Thus, what seems to be a simple social behavior—talking with friends—is a complex pattern of learned skills. Students who have little history of success in social behavior, or who have difficulty learning independently and informally, are often at risk of falling behind peers in the social arena and find themselves isolated and out of step.

**Social Demands Are Set By Peers As Well As Adults**
Teachers think of social behavior in terms of their own demands: students should sit quietly, pay attention in class, raise their hand before asking questions, etc. But, in reality, competent behavior is more involved than this, because it responds to an important range of peer-set demands. When students exchange glances or whispers with neighbors, talk about current subjects before class, or jostle and tease while lining up, they are meeting crucial demands that help to strengthen their relationships with peers and give them greater involvement and ownership in school. By the same token, students who speak too loudly or too often in class, who isolate themselves while others are conversing, or who push and shove aggressively while lining up are likely to be shunned or teased by classmates, and they carry these problems over into the academic realm.

**Observing Social Behavior In School Settings**

Because social skills are more involved than the rules and guidelines teachers set for social behavior, a good place to begin is by observing the behavior of average students. Teachers are trained to watch student behavior with an evaluative eye, and they naturally focus on whether students are meeting school expectations. But, by acting as a neutral observer, and watching objectively the ways students interact in school settings, you will learn a lot about their behavior that you didn’t notice before. An exercise we recommend is to spend about fifteen minutes observing students in a general education setting. These could be students you teach or others at a similar grade level. Pick a routine activity, and record what you see them doing. Focus on behaviors that seem common or average, rather than looking for misbehaviors. Notice the ways students interact with adults in the settings, as well as the ways they interact with peers. Is there a lot of non-verbal interaction going on? Who do the students look at during the activity? Can you see any behaviors that help the students bond to one another or their instructors? Can you see any behaviors that help them feel like part of the group and engaged in its activities? The idea is to gain a perspective about the range of social behavior and social demands that characterize any school setting. Teachers who use this form typically report that they didn’t realize how much social behavior was occurring in their classrooms until they took an objective look in this way. At the end of the chapter we provide an example of what a completed worksheet looks like, and suggestions for using it in your settings.
The Social Skills Curriculum

Close observation of student behavior reveals a whole realm of social skills and demands that students respond to every day in school. In fact, we find it useful to think of social skills as comprising a broad, unwritten curriculum that students learn in school, comparable to the written curricula you use in reading, math and other subject areas. Like a formal curriculum, the social skills curriculum describes abilities and skills that students must have to be successful in their interactions with teachers and peers—and by extension, to be successful in school. Although unwritten, the social skills curriculum can be surprisingly exacting. Seventh-grade students must speak, play, and act in ways that are markedly different from fifth-graders. Students who are unable or unwilling to meet these requirements find themselves falling behind in class and getting in trouble with teachers. And they often have difficulty making friends, conversing with peer groups and building status among classmates. By observing student social behavior more closely you become familiar with the components of this curriculum, and put yourself in a position to recognize and respond when a student is struggling. And you will learn to develop lessons to help whole groups of students increase their proficiency in key curricular areas.

Curriculum And Average Behavior

One of the key functions of any curriculum is to define a level of learning or performance that marks the difference between passing and failing. In math or social studies, the curriculum helps you identify average or “C-level” work as a standard for measuring whether students are performing competently or not. But in the area of social skills, we rarely have the advantage of this perspective. Teachers think not in terms of average performance, but of the rules or expectations they would like students to meet—being respectful of others, giving positive encouragement, waiting until called upon before speaking, etc. In reality, such expectations denote C-level not A-level behavior. Most students accomplish these things some of the time, but their average level of performance is usually far below what their teachers might wish. Furthermore, students can meet normal classroom rules and still lack competence in key areas of peer interaction. This is why it’s helpful to think of the social skills curriculum not in terms of
what teachers might like, but rather in terms of the average behavior of students in general education settings. Such behavior does not represent an ideal, but a level of minimal competence, indicating passing or C-level behavior. This is why we recommend looking at the behavior of average students in your school settings: such behavior provides a realistic basis for understanding the real social skills curriculum as it applies to your students. Developing a familiarity with C-level behavior gives you a yardstick for spotting deficits before they become problems, and suggests areas in which to focus your instruction, the same yardstick any other curriculum provides.

**Teaching The Social Skills Curriculum**

It is not a formalized process for exploring or defining the social skills curriculum. Instead, we offer an informal approach to understanding the average social behavior displayed by students in general education settings. The observation worksheet gives you a head start in such an effort. Knowledge of what we call the “social skills curriculum” is useful in two ways: First, it gives you a perspective for spotting problems in social behavior before they become deep-set. Once you have trained yourself to recognize C-level behavior, it’s easier to spot behavior that falls below average. This is not because such behavior fails to meet your expectations, but because it makes students stand out from their peers. After practicing the kinds of observations we recommend a few times, teachers look at their classrooms in a whole new way. One elementary teacher said, “Now, at the beginning of the school year it only takes me a day or two to notice even subtle problems, and I can start planning interventions right away before problem behavior becomes established.” Second, a general knowledge of the social skills curriculum forms a basis for planning group lessons, much as you use a math or reading curriculum. As you identify the social demands that apply in your settings, work to make them more explicit for students and teach them how to respond more effectively. Examples of approaches teachers use for the social skills curriculum include:

- Giving students practice in how to ask questions when they need help
- Having a class discussion about age-appropriate topics of conversation
- Posting a set of guidelines for working with a neighbor or participating in a class discussion
- Having the class produce skits showing good and bad ways to interact in the cafeteria
• Teaching a four-step technique for resolving disagreements

**Special Education And The Social Skills Curriculum**

Special education teachers should note that in this chapter we recommend observing student behavior *in general education settings*. Although an increasing number of special education professionals are already working in inclusive settings, many are still limited to contact with students in self-contained classrooms or resource rooms. But even in such cases, it’s important to become familiar with the average behavior that prevails in general education settings for the grade levels you work with, rather than the behavior you see in the special education setting. In this way, the behavior you observe stands as a referent or measuring point for minimum, age-appropriate social skills in your school. You can then use this to set adjusted goals for students in your own classes, the way you would use the general math or science curriculum to guide goals you set for students in these areas. The advantage of this approach is that it counteracts the artificial isolating effect created in special education. In such settings it’s often hard for the teacher, much less the students, to keep a clear idea of what constitutes average social behavior in the general population of students. Under these circumstances students behave very differently than they do among their peers at large, and without clear referents, special education teachers often fail to recognize this key shift in social demands. By observing social behavior of students in general education settings, you counteract this effect by planning instruction and setting goals that move special education students toward behavior more in line with that displayed by their peers.

**1.8 SOCIAL FAMILY MODELS OF TEACHING**

The social theories have developed a large number of models that have great potential for our teaching repertoires and for the design of entire school environments as well, for they envision the school as a productive little society, rather than a collection of individuals acquiring education independently. In a cooperative school culture, students can be taught to use the other families of models of teaching to acquire the knowledge and skill toward which those models are developed. Many of the social theories have not only built
rationales for their models, but have raised serious questions about the adequacy of the current dominant patterns of schooling. In many schools the majority of learning tasks are structured by teachers for individuals. Most interaction between teachers and students is in the pattern of recitation- teacher directs questions about what has been studied, calls on an individuals who responds, and then affirms the response or corrects it. Patterns of evaluation pit student against student. Many developers of the social models believe that individualistic patterns of schooling, combined with the teacher- dominated recitation pattern of schooling,' are actually counterproductive for individuals and for society by deeper leaning rates, creating an unnatural and even antisocial climate and failing to provide opportunities for young people to maximize their potential and that others by exercising their capacity for cooperation.

1.8.1 Group Investigation Model Of Teaching

The model begins by confronting the students with a stimulating problem. The confrontation may be presented verbally, or it may be an actual experience; it mayarise naturally or it may be provided by a teacher. If the students react, the teacher draws their attention to the difference in their reactions- what stances they take, what they perceive, how they organizing things, and what they feel. As the students become interested in their difference in reaction, the teacher draws them toward formulating and structuring the problem for themselves. Next, students analyse the required roles, organize themselves, act, and report their results. Finally the group evaluates its solution in terms of its original purposes. The cycle repeats itself, either with another confrontation or with a new problem growing out of the investigation itself.

Syntax of Group Investigation Model

Phase One
Students encounter puzzling situation (planned or unplanned)

Phase Two
Students explore reactions to the situation Phase Three
Students formulate study task and organize for study  
Phase Four  
Independent and group study Phase Five  
Students analyse progress and process  
Phase Six  
Recycle activity

**Instructional And Nurturant Effects**

This model is highly versatile and comprehensive, it blends the goals of academic inquiry, social interaction, and social process learning. It can be used in all subject areas, with all age levels, when the teacher desires to emphasize the formulation and problem-solving aspects of knowledge rather than the intake of reorganized, predetermined information. Provided that one accepts Thelen's view of knowledge and its reconstruction, the group investigation model can be considered a very direct and probably efficient way of teaching academic knowledge as well as social process. It also appears likely to nurture interpersonal warmth and trust, respect for negotiated rules and policies, independence in learning and respect for the dignity of others.

In deciding whether to use the model, considering the potential nurturant effects may be as important as analyzing the likely direct instructional effects. Another model might be as a suitable for teaching academic inquiry, but a teacher may prefer group investigation for what it might nurture.

**1.8.2 Role Playing Model Of Teaching**

In role playing, students explore human relations problem by entacing problem situations and then discussing the enactments. Together, students can explore feelings, attitudes, values and problem-solving strategies. Several teams of researchers have experimented with role playing, and their treatments of the strategy are remarkably similar. The version we explore here was formulated by Faannie and George Shaftel. We
have also incorporated ideas from the work of Mark Chesler and RobertHMe. playing as a model of teaching has roots in both the personal and social dimensions of education. It attempts to help individuals find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. In the social dimension, it allows individuals to work together in analyzing social situation, especially interpersonal problems, and in developing decent and democratic ways coping with these situations. We have placed role playing in the social family of models because the social group plays such an indispensable part in human development and because of the unique opportunity that role playing offers for resolving interpersonal and social dilemmas.

The benefits of role playing depend on the quality of the enactment and especially on the analysis that follows. They depend also on the students perceptions of the role as similar to real-life situations. Children do not necessarily engage effectively in role playing or role playing in a sincere way so that the content generated can be analysed seriously. Chesler and Fos suggest pantomimic exercise as a way of freeing inexperienced students. Role playing is not likely to be successful if the teacher simply tosses out a problem situation, persuades a few children to act it out and then conducts a discussion about the enactment.

**Syntax of role playing**

Phase One
- Warm Up the Group
- Identify or introduce problem.
- Make problem explicit.
- Interpret problem story, explore issues.
- Explain role playing.

Phase Two
- Select Participants
- Analyse roles

Phase Three
- Select role players
Set the stage
Set line of action
Restate roles.
Get inside problem situation

Phase Four

Prepare the Observers
Decide what to look for
Assign observation tasks. Phase Five

Enact
Begin role play
Maintain role play
Break role play

Phase Six
Discuss and Evaluate
Review action of role play
Discuss major focus
Develop next enactment

Phase Seven
Reenact
• Play revised roles, suggest next steps or behavioral alternatives

Phase Eight
Discuss and Evaluate
• * As in phase six

Phase Nine
Share Experiences and Generalize
Relates problem situation to real experience and current problems.
Explore general principles of behavior.

Social System

The social system in this model is moderately structured. The teachers are responsible, at least initially, for starting the phase and guiding students through the activities within each phase, however, the particular content of the discussion and enactment is determined largely by the students.

The teachers’ questions and comments should encourage free and honest expression of ideas and feelings. Teachers must establish equality and trust between themselves and their students. They can do this accepting all suggestions as legitimate and making no values judgments. In this way, they simply reflect the children’s feelings or attitudes.

Principles Of Reaction

We have identified five principles of reaction that are important to this model.

First, teachers should accept student responses and suggestions, especially their opinions and feelings, in a non-evaluative manner. Second, teachers should respond in such a way that they help the students explore various sides of the problem situation, recognizing and contrasting alternative points of view. Third, by reflecting, paraphrasing, and summarizing responses the teachers should emphasize that there are different ways to play the same role and that different consequences result when they are explored. Fifth, there are alternative ways to resolve a problem, no one way is correct. The teacher helps the students look at the consequences to evaluate a solution and compare it with alternative.

Support System

The materials for the role playing are minimal but important. The major curricular tool is the problem situation. However, it is sometimes helpful to construct briefing sheets for each role. These sheets describe the role or the characters feelings. Occasionally we also develop forms for the observers that tell them what to look for and give them a place to write it down. Films, novels, and short stories make excellent sources for problem
situations. Problem stories or outline of problem situations are also useful. Problem stories as their name implies are short narratives that describe the setting, circumstances, actions and dialogue of a situation. One or more of the characters faces a dilemma in which a choice must be made or an action taken. The story ends unresolved.

**Application**

The role-playing model is extremely versatile and applicable to several important educational objectives. Through role playing students can increase their abilities to recognize their own and other people's feelings; they can acquire new behaviors for handling previously difficult situations, and they can improve their problem-solving skills. Its many uses, the role-playing model carries with it an accompanying set of activities. Because students enjoy both the action and the acting, it is easy to forget that the role play itself is a vehicle for development the content of the instruction. The stages of the model are not ends in themselves, but they help expose students' values, feelings, attitudes and solutions to problem, which the teacher must then explore.

**Instructional And Nurturant Effects**

Role playing is designed specially to foster -

The analysis of personal values and behavior.
The development of strategies for solving interpersonal problems.
The development of empathy towards others. Its nurturants are the acquisition of information about the social problems and values, and comfort in expressing ones opinions.

**1.8.3 Jurisprudential Inquiry Model**

This model is based on a connection of society in which people differ in their views and priorities and in which social values legitimately conflict with one another. Resolving complex, controversial issues within the context of a productive social order requires citizens who can talk to one another and successfully negotiate their differences. Such citizens can intelligently analyse and take a stance on public issues.
The stance should reflect the concept of justice and human dignity, two values use fundamental to a democratic society. Oliver and Shavers image of a skillful citizen is very much that of a competent judge. Imagine for a moment that you are a Supreme Court justice hearing an important case. Your job is to listen to the evidence presented, analyse the legal positions taken by both sides, weigh these positions and the evidence assess the meaning and provisions of the law and finally make the best possible decision. This is the role students are asked to take as they consider public issues.

**Major Concepts**

**Socratic Dialogue**: In the Socratic style, the teacher asks the students to take a position on an issue or to make a value judgement and then he or she challenges the assumptions underlying the stand by exposing its implications. For example, if a student argues for freedom in some situation, the teacher will test whether the argument is meant to apply to all situations. The function of the teacher is to probe the students positions by questioning the relevance consistency specificity and clarity of the students ideas until they become clearer and more complex.

Most characteristics of the Socratic style is the use of analogies as a means of contradicting students general statements. For example, if a student argues that parents should be fair with children, the teacher may wonder if the parents function is being compared to that of a court. Analogous situations that test define the logic and limits of positions are chosen.

**Public Policy Issues**: Public controversies tend to fill many pages of our newspapers and many hours of television voverage. A public issues is a way of synthesizing a controversy or case in terms of a decision for a action or choice..

**Syntax Of Jurisprudential Inquiry Model**

Phase One- Orientation to the case
Teacher introduce materials
Teacher review facts

Phase- Two Identifying the issues
Students synthesize facts into Teacher reviews facts as a public policy & select one policy issue for discussion
Students identify values and value conflicts
  • Students recognize underlying factual and definitional questions

Phase Three- Talking Positions
Students articulate a position
Students state basis of position in terms of the social value Phase Four
Exploring the stances, Patterns of Argumentation
Establishment the point at which value is violated
Prove the desirable or undesirable consequences of a position
Clarify the value conflict with analogies
Set priorities

Phase Five
Refining and Qualifying the positions
• Students state positions and reasons for position and examine a number of similar situations.
Students qualify position Phase Six

Testing Factual Assumptions Behind Qualified Positions

Identify factual assumptions and determine if they are relevant.
Determine the predicted consequences and examine their factual validity.

Social System

The structure in this model ranges from high to low. At first, the teacher initiates the phases, moving from phase to phase, however is dependent on the students abilities to
complete the task. After experience with the model the students should be able to carry out the process unassisted, thereby gaining maximum control of the process. The social climate is vigorous and confrontational.

**Principles Of Reaction**

The teachers reactions especially in phase four and five are not evaluate in the sense of being approving, or disapproving. They probe substance: the teacher reacts to students comments by questioning relevance, consistency specificity or generality and definitional clarity. The teacher also enforces continuity of though, so that one thought or line of reasoning is pursued to its logical conclusion before other argumentation begins.

**Support System**

The major material supports for this model are source documents that focus on a problem situation. There are some published case materials but it is relatively easy to develop ones own case materials. The distinguishing feature of this approach is that the cases are accounts of real situations. It is essential that all pertinent facts of the situation be included in the case material so the case will not be be vague and frustrating.

**Instructional And Nurturant Effects**

Mastery of the frame work for analyzing issues is the major direct learning outcome. This includes skill in identifying policy question, application of social values to policy stances, the use of analogies to explore issues and the ability to identify and resolve definitional factual and value problems. The ability to carry on forceful dialogue with otherwise another important outcome. It nurtures the capacity for social involvement and arouses the desire for social action. Finally, the model nourishes the value of pluralism and respect for the point of view of others. It also advocates the triumph of reason over emotion in matters of social policy, although the strategy itself strongly brings into play the students emotional responses.
1.9 IMPORTANCE OF SOCIAL FAMILY MODELS

A social information-processing model is a widely used means for understanding or developing social competence. The social information-processing model focuses more directly on the cognitive processes underlying response selection, enactment, and evaluation. Using a computer metaphor, the reformulated social information-processing model outlines a six-step nonlinear process with various feedback loops linking children's social cognition and behavior. Difficulties that arise at any of the steps generally translates into social competence deficits.

The six steps are:
Observation and encoding of relevant stimuli – attending to and encoding non-verbal and verbal social cues, both external and internal.
Interpretation and mental representation of cues – understanding what has happened during the social encounter, as well as the cause and intent underlying the interaction.
Clarification of goals – determining what one's objective is for the interaction and how to put forth an understanding of those goals.
Representation of situation is developed by accessing long-term memory or construction – the interaction is compared to previous situations stored in long-term memory and the previous outcomes of those interactions.
Response decision/selection
Behavioral enactment and evaluation.

1.10 SOCIAL COMPETENCE

Social competence is a complex, multidimensional concept consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, prosocial behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Often, the
concept of social competence frequently encompasses additional constructs such as social skills, social communication, and interpersonal communication.

1.10.1 History of Research in Social Competence

Past and current research intends to further the understanding of how and why social competence is important in healthy social development. The study of social competence began in the early 20th century. A noteworthy discovery was that social competence was related to future mental health, thus fueling research on how children interact with their peers and function in social situations. As research developed, different definitions and measurement techniques developed to suit these new findings.

In the 1930s, researchers began investigating peer groups and how children's characteristics affected their positions within these peer groups. In the 1950s and 1960s, research established that children's social competence was related to future mental health (such as maladaptive outcomes in adulthood), as well as problems in school settings. Research on social competence expanded greatly from this point on, as increasing amounts of evidence demonstrated the importance of social interactions. Mid-century, researchers began to view social competence in terms of problem-solving skills and strategies in social situations. Social competence was now conceptualized in terms of effective social functioning and information processing. In the 1970s and 1980s, research began focusing on the impact of children's behavior on relationships, which influenced the study of the effectiveness of teaching children social skills that are age, gender, and context specific.

In an effort to determine why some children were not exhibiting social skills in some interactions, many researchers devised social information processing models to explain what happens in a social interaction. These models concentrated on factors in interactions such as behavior, how people process and judge each other, and how they process social cues. They also focus on how people select social goals, decide on the best response to a situation and enacting the chosen response. Studies such as this often looked at the relationship between social cognition and social competence.

A prominent researcher of social competence in the mid-1980s was Frank Gresham. He identified three sub-domains of social competence: adaptive behavior,
social skills, and peer acceptance (peer acceptance is often used to assess social competence). Research during this time often focused on children who were not displaying social skills in efforts to identify and help these children who were potentially at risk of long-term negative outcomes due to poor social interactions. Gresham proposed that these children could have one of four deficits: skill deficits, in which children did not have the knowledge or cognitive abilities to carry out a certain behavior, performance deficits, self-control skill deficits, and self-control performance deficits, in which children had excessive anxiety or impulsivity that prohibited proper execution of the behaviors or skills they knew and understood. Despite all the developments and changes in the conceptualization of social competence throughout the 20th century, there was still a general lack of agreement about the definition and measurement of social competence during the 1980s. The definitions of the 1980s were less ambiguous than previous definitions, but they often did not acknowledge the age, situation, and skill specificity implicit in the complex construct of social competence.

1.10.2 How to improve Social Competence?

Schools are under pressure to create safe, orderly and effective learning environments where students acquire social as well as academic skills that will allow them to succeed in school and beyond. This pressure has emerged from real disciplinary challenges combined with wariness of school violence sensationalized in the media (Lewis & Sugai, 1999; Sugai et al., 2000; Walker, Nishioka, Zeller, Bullis, & Sprague, 2001; Walker & Shinn, 2002). At the same time, teachers, parents, and administrators report more and more time consumed by disciplinary measures intended to correct students' antisocial behaviors (Skiba & Peterson, 2000). Traditional punishment and exclusion may provide a short-lived reprieve from disciplinary problems, but research has shown that in the long term, punishment and exclusion are ineffective and can lead to renewed incidents of disruption and escalating behaviors (Mayer, 1999). Over the last two decades, school populations have become increasingly diverse. Children sharing the same classroom come from a broad range of cultures, languages, and socioeconomic backgrounds. Schools face the challenge of creating environments that are sensitive to a myriad of individual backgrounds and support all students' social
and academic success. They can no longer afford to focus exclusively on delivering academic curricula; they are also responsible for establishing and maintaining socio-cultural microcosms that teach children to negotiate the diverse values and social norms of a pluralistic society. This digest describes the challenges of social skills instruction and provides three strategies to improve all students' social competence. Social skills are crucial for mutually productive interactions and durable interpersonal relationships. Children benefit not only socially, but also academically, when appropriate behaviors increase their access to instructional time. We emphasize the importance of teaching individual social skills within the context of establishing a school-wide culture of social competence.

The success of teachers and administrators in helping students develop social competence depends on their ability to (a) develop a school-wide culture of social competence, (b) infuse the curriculum with situation-specific social skills lessons that target key behaviors, and (c) match the level and intensity of instruction to students' social skills deficits (Gresham, 1998; Sugai & Lewis, in press).

Developing A School-Wide Culture Of Social Competence

Schools are complex environments comprising heterogeneous populations and activities. Students, teachers, staff, administrators, and parents often have differing expectations of how a school should function. To establish a school climate acceptable to all, a team representing all members of the school community should be formed and asked to define school-wide behavioral expectations (Lewis & Sugai, 1999). School-wide behavioral expectations typically (a) address the most frequently observed problem behaviors across all school settings, (b) are condensed into three to five short and easy to remember statements, (c) are age appropriate, and (d) are positively stated (e.g., "be respectful" instead of "don't tease") (Sugai & Lewis, in press). Visibly posted throughout the building, school-wide behavioral expectations are intended to publicize the social values shared by all members of the school community and the behaviors representing those values. For instance, a middle school in Oregon developed the following school-wide behavioral expectations: (1) Be Respectful, (2) Be Responsible, (3) Follow Directions, (4) Hands and Feet to Self, and (5) Be There-Be Ready (Taylor-Greene et al., 1997). Formulating and posting school-wide behavioral expectations alone does
not automatically result in improved student behavior. All students need to be taught directly and actively how to perform the behaviors representing the school's social values (Horner, Sugai, Lewis-Palmer & Todd, 2001, Lewis & Sugai, 1999; Sugai & Lewis, in press). A one-day training could be conducted at the beginning of the academic year or at intervals throughout the year to illustrate the school's behavioral expectations through concrete examples in various school settings (Taylor-Greene et al., 1997). For instance, being respectful can mean waiting one's turn in line in the cafeteria or raising one's hand to get the teacher's attention in the classroom.

To encourage students to practice the taught behaviors, students' performance of appropriate behaviors should be reinforced through routine acknowledgments and monitored through ongoing data collection (Taylor-Greene et al., 1997). In comparison to students who receive teacher attention only in the form of reprimands for rule violations, students who know that their socially appropriate behaviors are appreciated by teachers and staff are more likely to repeat those behaviors and encourage their peers to behave appropriately (Sugai & Lewis, in press). Once a behavioral skill becomes functional for a student (i.e., is positively recognized by teachers and peers) the skill is likely to become part of the student's general behavioral repertoire.

**Social Skills Lessons Targeting Key Behaviors In Specific Situations**

To support the development of a school-wide culture of competence, social skills instruction must be an integral part of the school's curriculum and daily operations (Sugai & Lewis, in press). During any given school day, students encounter a variety of settings, for example, the school bus, hallway, classroom, cafeteria, playground, and gym. Each setting requires specific skills for successful interactions with others sharing the same space. With mounting pressure to improve students' academic achievements, classrooms have become the focal point for improving student behavior through social skills instruction, thereby ensuring students' access to academic content (Sugai & Lewis, in press). To create a classroom environment where all students can learn, teachers must teach appropriate social skills giving students access to the academic curriculum. Appropriate behaviors, such as raising one's hand to signal for help or sitting still during seat-work help to ensure access to the academic content being delivered. Once students
acquire the skills necessary for successful classroom interactions, they will be more likely to generalize their acquired skills to other settings and contribute to the school-wide culture of social competence (Horner et al., 2001; Sugai & Lewis, in press).

Teachers need to respond to a student's inability to perform a social skill exactly as they would to a student's inability to complete an academic task. If students do not know how to solicit teacher attention appropriately, they need to be actively and systematically instructed to signal for help, for example, by raising their hands. Situation-specific social skills instruction should focus on teaching behaviors perceived as functional by students and others with whom they interact. For instance, getting teacher attention must result from raising one's hand, and talking out or leaving one's seat must not result in getting teacher attention. If an inappropriate behavior is made functional for a student by evoking the desired response, teachers inadvertently might encourage the performance of inappropriate behavior. Socially appropriate behaviors in the classroom are likely to decrease the amount of time spent on disciplinary actions and increase students' access to academic content. Situation specific instruction should incorporate a model or description of the appropriate skill, provide students the opportunity to observe and practice the skill, assess the students' ability to perform the skill, provide reinforcement contingent on performing the taught skill, and avoid reinforcing inappropriate behavior (Gresham, 1998; Sugai & Lewis, in press).

**Matching The Level And Intensity Of Instruction To Students' Needs**

Children enter school with varying degrees of social competence. While some students are fluent in social skills and therefore able to interact appropriately with peers and teachers, others might not have learned to perform socially appropriate behaviors and, therefore, are at risk of low academic achievement and developing antisocial lifestyles (Walker et al., 1996). Although variation exists, general research has shown that approximately 80% of a school's student population responds to instruction in school-wide behavioral expectations, and approximately 15% of students need additional instruction in the form of targeted situation-specific lessons. Students who are unresponsive to school-wide and targeted instructions comprise about 5% of a school's population and present the toughest challenge to the daily operations of a school (Horner
and Sugai, 2002; Sugai et al., 2000; Walker et al., 1996). Addressing individual students' persistent antisocial behaviors requires a systematic process of determining why a student repeatedly performs the specific behaviors (Sugai et al., 2000).

Functional behavioral assessment offers strategies to identify events and conditions triggering a specific behavior and the functions maintaining the behavior (i.e., get/access or escape/avoid). Direct observations, review of archival data, or interviews with students, their teachers, and/or their parents help to define the circumstances under which the problem behavior occurs. Based on this information, individual behavior support plans focusing on teaching and reinforcing socially appropriate replacement behaviors can be designed and implemented to match individual students' skill deficits (Sugai et al., 2000). To use the technology of functional behavioral assessment effectively and efficiently, schools need to focus on training personnel to conduct functional behavioral assessments and implement the resulting individual behavior support plans.

1.11 RELATIONSHIP OF SOCIAL FAMILY MODELS AND SOCIAL COMPETENCE

Social competence develops over time, and the mastery of social skills and interpersonal social interactions emerge at various time points on the developmental continuum (infancy to adolescence) and build on previously learned skills and knowledge. Key facets and markers of social competence that are remarkably consistent across the developmental periods (early childhood, middle/late childhood, adolescence) include prosocial skills (i.e., friendly, cooperative, helpful behaviors) and self-control or regulatory skills (i.e., anger management, negotiation skills, problem-solving skills). However, as developmental changes occur in the structure and quality of interactions, as well as in cognitive and language abilities, these changes affect the complexity of skills and behaviors contributing to socially competent responding. Hence, it is believed that teaching through social family models of teaching help the higher secondary commerce students to develop their social competence.
1.12 NEED AND SIGNIFICANCE OF THE STUDY

The teaching of commerce should be based on creativity, sensibility and questioning spirit of students. So a mere teaching method and handling out facts may not prove effective. The success of a teacher will be revealed by his ability to arouse and maintain interest of the pupils in learning process. Teaching should be organized in a problem solving and decision making environment. Unfortunately even today a number of teachers follow the traditional methods of teaching and pass dead information to the pupils.

At present instructional strategies are being developed for effective commerce teaching. Among the different family of models, the social family models emphasize the relationship of the individuals to society. They also helps to train students work together, to develop skills for maintaining human relations and to inculcate personal and social values. These models can create appropriate environment and stimuli for the students to solve problems and to deal effectively in the society. They are designed to affect the social relation of the individual. The Social Family models of teaching is designed to help pupils to think systematically about contemporary issues and to help pupils become more efficient at learning and creating them.

As our society undergoes cultural and social changes the Social Family Model is especially useful in helping people rethink their positions on important legal, ethical and social questions and also in helping students to develop social values and social competencies.

The teachers of higher secondary schools would need to change their teaching strategies to help children learn social competence. Unless the teaching profession keeps pace with the changing scenario, the gap between what education is expected to perform and what actually delivers will make the education counterproductive. There is wide criticism that the higher secondary education has gone down in the development of social competence among children. The condition of higher secondary schools do not create a favorable social interaction, many teachers says that they need to change and require proper strategies to work in the profession, many of the higher secondary school teachers
disagree with the various activities of the institution etc. are some of the other criticisms which require immediate attention of the authorities. Hence, the investigator has taken up this study to study the social family model of teaching in relation to social competence among higher secondary students of commerce group.

1.13 STATEMENT OF THE PROBLEM

Higher secondary commerce students’ Social Competence is related to the social situations related to them, especially the learning conditions. If the higher secondary students of today get proper learning strategies, if they are trained to develop social relations and ways for social competencies, they can improve their social competence. It also empowers the scholastic achievement and academic growth of students. Hence, the problem of the present study has been stated as under,

“SOCIAL FAMILY MODELS OF TEACHING IN RELATION TO SOCIAL COMPETENCE AMONG HIGHER SECONDARY STUDENTS OF COMMERCE GROUP”

1.14 OPERATIONAL DEFINITIONS OF KEY TERMS

For the sake of clarity the important terms used in the study have been defined below:

a. Social Family Models of Teaching

Social family models stress the relationship of the individual to other persons and to society. These models emphasize the relationship of the individual to society. The primary goals of the models are to train student work together, to develop skills for maintaining human relations and to inculcate personal and social values.

b. Social Competence

Social competence determines how we handle social relationships. Social competencies include empathy, leadership, communication, co-operation and collaboration etc.
1.15 VARIABLES OF THE STUDY

Variables of the present study are

- **Independent variable**: Social family Models of Teaching
- **Dependent variable**: Social Competence.

1.16 OBJECTIVES OF THE STUDY

The objectives of the present study are the following.

a. To compare the mean pre-test scores of social competencies of experimental and control groups.

b. To compare the mean post-test scores of social competencies of experimental and control groups.

c. To compare the mean gain scores of social competencies of experimental and control groups.

d. To study the effectiveness of social family models of teaching for the development of social competencies among higher secondary Commerce students.

1.17 HYPOTHESES OF THE STUDY

The following hypotheses are formulated for the present study.

a. There is no significant differences in the mean pre-test scores of social competencies of experimental and control group.

b. There is no significant differences in the mean post-test scores of social competencies of experimental and control group.

c. There is no significant difference in the mean gains scores of social competencies of experimental and control groups.

d. There is no significant difference in the development of social competencies between the students taught through social family models of teaching and through conventional method.
1.18 SCOPE AND LIMITATIONS OF THE STUDY

The investigator conducted the study to find out the social family models of teaching in relation to social competence among higher secondary students of commerce group.

It is hoped that this study would contribute some highlights towards new techniques of memorization and meaningful learning of commerce students with the help of social family models of teaching. The findings of the study are expected to be useful in educational planning and in framing the Higher Secondary Commerce curriculum construction.

It is expected that the finding of the study will help planners and those who are connected with the educational field, to understand the effectiveness of necessity of the application of the new techniques in commerce. It provides a broad developmental perspective is the educative process for buildings a curriculum for the higher secondary school commerce students. It is expected that the findings of the study will help the curriculum planner to make necessary changes in the content of the course book. The description of social competence and qualitative aspect of social family models of teaching is very useful in providing suitable educational objectives. It will help teachers to understand the effectiveness and necessity of the applications of learning tool in higher secondary commerce. It is hoped that the findings of the present study will help to find new frontiers to educational practice in higher secondary commerce.

It is hoped that the procedure adopted for the present study is adequate enough to throw sufficient light on the problem under investigation. Despite of all possible precaution taken to get valid and reliable result, certain limitations have crept into the study, which are inevitable in the care of the present type of study conducted on social family models of teaching in relation to social competence of higher secondary commerce students.

The limitations of the study are described as following.

1. Due to the non availability of time, the investigator could take only one school.
2. The present study is limited to Thrissur District alone.

3. The study was conducted only for higher secondary commerce students.

4. The study considered only on social family models of teaching and social competence.

5. Though there are different models of teaching, the present study considered only three social family models of teaching.

1.19 ORGANISATION OF THE REPORT

The report has been presented in five chapters.

Chapter I - of the present report contains introduction and theoretical overview of the problem, need and significance of the study, present study, statement of the problem, objectives of the study, definition of terms used in the investigation, hypotheses, specific questions to be answered and scope and limitations of the study.

Chapter II – Review of the related literature looks into those studies that have a bearing upon the present study.

Chapter III – Methodology of the study is discussed in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data, and the statistical techniques used for analysis.

Chapter IV – Preliminary analysis, data is of the major statistical analysis of data, investigation of group difference and conclusion and interpretation are described.

Chapter V – Contains a brief account of the study, major findings, tenability of hypotheses, educational implications of the study and suggestions for further research.

The researcher after a thorough study of the set conceptual framework, has extensively surveyed the literature on the variables namely social family models of teaching and social competence. A systematic treatment of review of related research is reported in Chapter II.