CHAPTER-6
RESEARCH SUMMARY, FINDING, CONCLUSION AND SUGGESTIONS

6.1 Introduction
6.2 Summary of Study
6.3 Findings of the study
6.4 Educational Implications
6.5 Suggestions for Further Researches
CHAPTER-6
RESEARCH SUMMARY, FINDING, CONCLUSION AND SUGGESTIONS

6.1 Introduction

Educational research is very important to bring sufficient changes in other fields on the basis of its results. Educational Research helps in finding new concepts, which were neglected earlier or were not considered important. Educational research is also helpful in solution of many educational problems. In the present study, the researcher had constructed social skill development programme, academic achievement and social skill interaction ability scale. The present chapter deals with the summary of the research work, findings and suggestions for the future research. Educational implications of the programme learning were also discussed in the present chapter.

6.2 Summary of Study

The summary of the present research study is as follows:

❖ Statement of the Problem

An Effectiveness of Social Skill Development Programme on Social Interaction Ability and Achievement

❖ Objectives of the study

The objectives of the present study were as follows:

1. To develop social skill development programme.
2. To Prepared Social Interaction Ability Scale.
3. To Know Achievement of the Students.
4. To Study Social Skill Development Programme on Social Interaction Ability.
5. To Study Social Skill Development Programme on Academic Achievement.

Hypothesis and its testing

Hypothesis of experiment and experiment were in table-6.1

Table-6.1 Hypothesis and Significance Level

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>Experiment Level of Significance</th>
<th>Replication Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho₁</td>
<td>There will be no significant difference of mean scores between pre test and post test of academic achievement of control group students.</td>
<td>1.64</td>
<td>NS</td>
</tr>
<tr>
<td>Ho₂</td>
<td>There will be no significant difference of mean scores between pre test and post test of academic achievement of experimental group students.</td>
<td>2.31</td>
<td>0.05</td>
</tr>
<tr>
<td>Ho₃</td>
<td>There will be no significant difference of mean scores between controlled group and experimental group students of academic achievement pre test.</td>
<td>2.02</td>
<td>0.05</td>
</tr>
<tr>
<td>Ho₄</td>
<td>There will be no significant difference of mean scores between controlled group and experimental group students of academic achievement post test.</td>
<td>4.06</td>
<td>0.01</td>
</tr>
<tr>
<td>No.</td>
<td>Hypothesis</td>
<td>Experiment Level of Significance</td>
<td>Replication Level of Significance</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Ho5</td>
<td>There will be no significant difference of mean scores between pre test and post test of social interaction scale of control group students.</td>
<td>1.83</td>
<td>NS</td>
</tr>
<tr>
<td>Ho6</td>
<td>There will be no significant difference of mean scores between pre test and post test of social interaction scale of experimental group students.</td>
<td>3.22</td>
<td>0.01</td>
</tr>
<tr>
<td>Ho7</td>
<td>There will be no significant difference of mean scores between controlled group and experimental group students of social interaction scale pre test.</td>
<td>2.62</td>
<td>0.01</td>
</tr>
<tr>
<td>Ho8</td>
<td>There will be no significant difference of mean scores between controlled group and experimental group students of social interaction scale post test.</td>
<td>4.73</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**Variables of the Study**

The demographic variables in the study were as follows. In any research study, the clarification regarding the variables is very much necessary. It is due to clarification of the variables of the research study, the research design and hypotheses of the study become evident.
Table-6.2
Classification of Variables According to Categories

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Variable</th>
<th>Type of Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Skill Development Programme</td>
<td>Independent</td>
</tr>
<tr>
<td>2</td>
<td>Social Interaction Ability</td>
<td>Dependent</td>
</tr>
<tr>
<td>3</td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Standard-9\textsuperscript{th}</td>
<td>Controlled</td>
</tr>
</tbody>
</table>

**Delimitations of the Study:**

1. This study delimited for Gujarati Medium Schools of Saurastra Region.
2. Social Skill Development Programme were included selected Activities.
3. The Pre test and the Post test of Academic Achievement was constructed only in English Subject of standard-9\textsuperscript{th}.
4. This study aimed to examining the effect of Social Development Programme on only Social Skill Interaction Ability and Academic Achievement.

**Limitations of the Study:**

The limitations of the study were as under:

1. This study was limited to Standard-9\textsuperscript{th} of Secondary Schools of Rajkot City of Saurastra Region.
2. Social Skill Development Programme was tried out for 1 period in school for one month.

**Population of the study**

The researcher had decided to perform the experiment with students to study effectiveness of standard-9\textsuperscript{th} students of Gujarati medium of Rajkot City of Saurastra Region of Gujarat State. Therefore, all the students studying in
standard-9th of secondary schools of educational year 2014-15 considered as population of the present study.

**Sample of the study**

The present study was experimental, the researcher had decided to select one schools from the population. The researcher selected purposive sampling technique in the selection of school. One schools of Rajkot city were purposefully selected for the present study: Sihar School for the experiment. In the experiment 40+40 students were selected in experimental and control group.

**Research Tool**

In the present research study the researcher had prepared Social Skill development Programme, used for experiment and to check effect of Academic Achievement Test based on Blue Print and social interaction ability scale.

**Research Method**

In the present research the researcher used Experimental Research Method.

**Method of Data Analysis:**

1. Frequency distribution, Mean Standard Deviation
2. Significance of difference of means between groups (t-Value)
3. Presentation of graphs as required per group

**6.3.0 Findings of Experiment**

1) There was no significant difference between the mean scores of pre test and post test of control group student’s academic achievement.
2) The significant difference found between the mean scores of pre test and post test of experimental group student’s academic achievement.
3) The significant difference found on mean scores between controlled group and experimental group students of academic achievement pre test
Thus, achievement is affecting variable on social skill development programme.

4) The significant difference found on mean scores between controlled group and experimental group students of academic achievement post Thus, achievement is affecting variable on social skill development programme.

5) There was no significant difference between the mean scores of pre test and post test of control group student’s social interaction ability.

6) The significant difference found between the mean scores of pre test and post test of experimental group student’s social interaction ability.

7) The significant difference found on mean scores between controlled group and experimental group students of social interaction ability pre test Thus, social interaction ability is affecting variable on social skill development programme.

8) The significant difference found on mean scores between controlled group and experimental group students of social interaction ability post Thus, social interaction ability is affecting variable on social skill development programme.

6.4.0 Suggestions

- Teachers should make maximum use of social skill development programme while teaching.
- Give group activity to the students.
- Monitor each group activities so social skill developed in students.
- Motivate students for their works towards society.
- Arrange co curricular activities related to the social skills.
- Arrange parents meeting and guide their parents for developing social skill development of their child.
6.5 Suggestions for Further Researches

On the basis of the present research study other researcher studies can be conducted and therefore suggestions regarding further research are mentioned as under:

- A study of the effectiveness of social skill development Programme on academic achievement of other subject of secondary school students.
- A study of the effectiveness of social skill development Programme on academic achievement and social interaction of higher secondary school students.
- A study of the effectiveness of social skill development Programme on academic achievement and social interaction of secondary school students other cities of Gujarat state.
- A study of the effectiveness of social skill development Programme on academic achievement and social interaction of English medium secondary school students.
- A study of the effectiveness of social skill development Programme on personality of secondary school students.
- A study of the effectiveness of social skill development Programme on emotional intelligence of secondary school students.
- A study of the effectiveness of social skill development Programme on spiritual intelligence of secondary school students.
- A study of the effectiveness of social skill development Programme on personality of secondary school students.
BIBLIOGRAPHY

English Books:


Gujarati Books:

शुक्ला, सतिश प्रकाश (2010). *शिक्षण पद्धतियों अने प्रविधियों, अम्बाखां: युनिभर्सिटी बुक निर्माण बोर्ड, गुजरात राज्य.*

○ પારિખ, ભિ.યુ. અને નિર્વેદી મનુભાઈ લી. (૧૮૮૮). શિક્ષણાંતર વિશ્વવિડિયો, (અવઃથી આવૃતતિ), અમદાવાદ: ગુજરાત વિશ્વવિદ્યાલય, વિદ્યાના પ્રતિષ્ઠાન બોલી.  

○ મહારાજ, ભગવતિસિંહ (૨૦૦૪). ભાગવદગ્રંથ, (નવસંસ્કાર), રાજકોટ : પ્રવિષ્ટા પ્રકાશન, પ્ર.લિ.  

Websites: 

○ www.bing.com  
○ http://eduresearch.dauniv.ac.in  
○ www.google.com  
○ http://www.gujaratilexicon.com  
○ http://www.inflibnet.ac.in  
○ http://www.merriam-webster.com/dictionary/construction  
○ http://media.radiosai.org/journals/vol04/01FEB06/quiz.htm  
○ http://www.nova.edu/ssss/QR/QR20/5/kumar7.pdf
APPENDIX-A

SOCIAL SKILL DEVELOPMENT PROGRAMME

: Activity -1 : The Jigsaw

A topic is divided into sections. In ‘home’ groups of four or five, pupils take a section each and then regroup into ‘expert’ groups. The experts work together on their chosen areas, then return to their home groups to report on their area of expertise. The home group is then set a task that requires the pupils to use the different areas of expertise for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all pupils.

Example: A Year 9 history class was working on maps of the local town. Five maps were used, each from a different period of history. Home groups of five divided the maps up and then expert groups formed, with a checklist of questions to help them to interrogate their map. When home groups reformed, each pupil was required to introduce his or her map and talk through the information gleaned from it. Each group was then asked to summarise what it had learned about how the town had developed over a 200-year period, and to start speculating about the reasons for this.

❖ This activity done by following steps:

- Make a group of Students.
- Every member of group allotted different activities with material.
- Every member student finished activity and then explain it within group.
- Then make other students to learn that activities from expert members.
Activity -2 : Three Step Interview

Can be used as assessment of prior or new knowledge or opinion. Students work in pairs and then fours. Students interview a Student and then share what they have learned.

This activity done by following steps:

- The investigator provides the interview topic and states the duration of the interview.
- The investigator calls for ‘think’ time.
- In pairs, student- A interviews student-B.
- student-A thanks and praises student-B.
- The pairs switch roles: student- B interviews student- A and again thanks and praises.
- The pairs then pair up to form groups of four.
- Each student in turn shares with the team what he/she learned in the interview.

Activity -3 : INSIDE/OUTSIDE CIRCLE

Used to introduce new information. Students work in large groups.

- This is a good structure for having students share information in an exciting way.
- Students stand in two concentric circles around the classroom. Students in the inside circle face out, facing a student standing on the outside circle.
- Students from the inside circle share something with their partners.
- Students switch roles; the outside circle students now share while their partners listen.
- Students rotate to work with new partners – rotate four people ahead to a new partner – vary by changing the number of positions advanced or switch the direction of the rotation; class counts aloud the number of positions they
are moving so everyone knows when to stop. “One, two, THREE!” (Movement energises students.)

- Student’s problem-solve or share with many partners and hear multiple perspectives.

**Variations**

- Students rotate in pairs and discuss in groups of four; e.g. investigator asks question; inside circle pair discusses question while outside circle discusses questions; pairs compare answers.
- Students generate questions they want to ask other students in the classroom. Put the question in a hat and draw out one question each time the circles rotate.
- Flashcards – each student makes up one question on a flashcard. Students ask each other their questions and switch cards before each rotation. With each rotation, students get a new partner and a new question.
- Investigator can supply the flashcards, or act as quality control by collecting and correcting cards before they are used.

**: Activity - 4 : PAIRED HEADS TOGETHER**

Can be used to share knowledge. Students work in two pairs.

- **This activity done by following steps:**
  - The investigator distinguishes ‘shoulder’ students from ‘face’ students.
  - The investigator presents a problem and provides students with ‘think’ time.
  - Students write their answers individually, without help.
  - Students share and discuss their answers with their ‘shoulder’ students, coaching if necessary, to come to their best answer.
  - Students signal when they are ready.
The investigator says, “Turn to your ‘face’ students. Everyone share your best answer. Students just listen.” Students share as individuals, not pair to pair.

The investigator announces the correct answer, saying, “If your partner said XXXXXXX, then give them a high five (P1, handshake etc)”.

Investigator does an additional round, mixing up each time which face student answers.

: Activity - 5 : TEAM INTERVIEW

Can be used to assess new knowledge. Students work in teams of 3 or 4. Students are interviewed in turn by their team-mates.

❖ This activity done by following steps :

- The investigator assigns a topic and sets the time limit.
- 1 student from each team stands ready to be interviewed by their team-mates.
- Team-mates then interview the standing student asking open ended questions.
- When the time is up, the standing student sits down and is thanked by their team-mates.
- In turn, remaining students stand and are interviewed by their team-mates.

: Activity - 6 : 4’s BRAINSTORMING

Brainstorming can be used as an end in itself for creative thinking or as a beginning for generating ideas for problem solving, discussing, and writing. The team becomes a think tank as each student – each with a special role – contributes to the team’s storm of ideas. Students work in groups of 4.

- Each student is given a role.
- The investigator announces the topic on which students are to brainstorm as many creative ideas as possible.
• Team-mates put their heads together and generate as many ideas as possible.
• The secretary records each idea on a different small piece of paper.

**For 4s Brainstorming, each student gets one of the following roles.**

- Speed Sergeant ensures that team-mates work fast, under time pressure, to come up with as many ideas as possible. The team member assigned this role says things like: ‘We only have one minute left.’ ‘Let’s hurry!’ ‘Let’s get quicker with our responses.’
- Chief Support makes sure all ideas are encouraged with no evaluation of ideas. Chief Support says things like: ‘All ideas are great!’ ‘That’s an excellent idea!’ ‘I really like that!’
- Sultan of Silly encourages silly ideas. Having a good percent of silly ideas is very helpful in the flow of ideas. The silly idea may not be part of the final solution, but may well lead to an idea that is. The Sultan of Silly says things like: ‘Let’s have a crazy idea!’ ‘Can anyone think of something funny?’ It is not the Sultan’s job to provide all of the silly ideas; rather he or she is to encourage team-mates to come up with silly ideas.
- Synergy Guru encourages team-mates to build on each other’s ideas, saying things like: ‘Let’s build on that.’ ‘Let’s combine these ideas.’ The Synergy Guru is also the team Secretary, recording each idea on a separate slip of paper. In teams of five the Secretary is a fifth role; in teams of three the roles of Chief Support, Synergy Guru and Secretary are combined.
- 4s Brainstorming is a strong team builder designed to release synergy and generate an inhibited flow of ideas. Students build on each other’s ideas, coming up with a storehouse of creative ideas or solutions to problems.
APPENDIX-B
Question Paper and Answer Key

Question paper

Standard-9th

Marks 50

Q-1 Put the round in front of the correct from the following. [5]

1] Mr. Saurabh Bakshi is a _________________.
   A. Principal C. Counselor
   B. Teacher D. Guide

2] The video conference is arranged by _________________.
   A. The Youth Wing C. The Youth Group
   B. The Youth Club D. The Youth Party

3] Mr. Bakshi advises Jignesh to be _________________.
   A. Practical C. Impractical
   B. Ambition D. Timid

4] Dr. Shah advises Dilshad to consult a _________________.
   A. beautician C. skin Specialist
   B. doctor D. teacher

5] ___________ keep our mind engaged.
   A. Films C. T.V. Serials
   B. Studies D. Hobbies

Q-2 Match the words given in ‘A’ column with the word given in ‘B’ column and write the correct answer in the Box. [5]

‘A’    ‘B’

U 1] Blow    A. Get used to
U 2] Acquire   B. Occupied
U 3] Get habituated   C. To become
U 4] Engaged   D. Death
U 5] Dilshad   E. To accept
   F. Pimple
Q-3 Answer the following questions in two to three sentences.

K 1] What does Mr. Bakshi advise to Harish?
K 2] What is video-conference? How is it conduct?
U 3] What are the risks and thrills in a life?
K 4] What does Mr. Bakshi tell to Antim?

Q-4 Read the following sentence and answer the question given below it.

Give to me the life I love,
Let the lave go by me,
Give the jolly heaven above
And the byway nigh me.
Bed in the bush with stars to see,
Bread I dip in the river
There's the life for a man like me;
There's the life forever.

U 1] What does the poet ask for?
U 2] Give the ________ above and the _________ nigh me.
U 3] Where does the poet sleep? What will he see there?

Q-5 Write weather the following statements are True or False in the box.

K 1] The people do not care about what happen with them.
K 2] Harish wants to know is that HIV is found in blood donor.
K 3] The poet wants wealth, hope of love or friend.
K 4] video-conference has arranged by the youth group.

Q-6 Change into indirect speech.

A 2] Punam said, “Mr. Shah is teaching English.”
A 3] Lata said, “Ramila sings a song.”
A 4] Rohan said, “The Earth is round.”

S Q-7 Write in 80 words about your role model.

S Q-8 Write a letter to your cousin for invitation on birthday party.
Answer Key

Question-1
1] Counselor - 1 Mark
2] The Youth Club - 1 Mark
3] Practical - 1 Mark
4] skin Specialist - 1 Mark
5] Hobbies - 1 Mark

Question-2
1] Death - 1 Mark
2] To accept - 1 Mark
3] Get used to - 1 Mark
4] Occupied - 1 Mark
5] Pimple - 1 Mark

Question-3
1] Nat to plan.................. Goal to achieve - 3 Marks
2] Meeting of.................. Help of a satellite - 3 Marks
3] The poet like..............man like me. - 3 Marks
4] It is quite......................are sterilized - 3 Marks

Question-4
1] Give to me the life I love, Let the lave go by me - 1 Mark
2] Jolly heaven, byway - 1 Mark
3] Bed in the bush with stars to see. - 1 Mark

Question-5
1] True - 1 Mark
2] False - 1 Mark
3] False - 1 Mark
4] False - 1 Mark
Question-6
1] He said that Darshan played cricket. - 1 Mark
2] Punam said that Mr. Shah was teaching English. - 1 Mark
3] Lata said that Ramila sang a song. - 1 Mark
4] Rohan said that the earth is round. - 1 Mark

Question-7
Favorite role model - born - birthplace - his life principles - his success
- his books -freedom fighter - Death - motto. - 8 Marks

Question-8
Name, Address - 3 Marks
Respected word - 1 Mark
Subject - 1 Mark
Detail in Paragraph - 3 Marks
End faithfully - 1 Mark
SOCIAL INTERACTION ABILITY SCALE

• Investigator •
Bharti K. Rathod
M.A., M.Ed.

• Guide •
Dr. Nidatt Barot
T. N. Rao College of
Teacher Education
Nr. University Campus
Rajkot

General Information

Name : .................................................................................................

School Name: ......................................................................................

Area of Residence : Village City

: Instructions :

1. Read each statements carefully then give your responses.
2. You are requested to give responses for each statements of this scale.
3. Your answer will be used only for research work.
4. Your responses will be kept confidential.
5. Given statements in this scale, you have to give responses strongly agree,
   agree, neutral, disagree, strongly disagree what you fell about the
   statements by putting (✓) a tick mark against. You will be given enough.

Example :

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Above statement, responder agree with the statements so in the column
of agree put (✓) tick mark. By this way give your responses.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respond when called by name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Follow verbal instruction in small group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to take turns in conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to start conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Capacity to solve basic problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Follow social cues in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Answer or respond appropriately to criticism/correction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ability to request a break when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ability to work as a part of team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ability to ask for assistance or help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ability to accept supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ability to consistently communicate needs/wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>13</td>
<td>Ability to express lack of understanding or ask questions when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Respond appropriately to praise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ability to learn a task through modelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ability to mix-up with other students of class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Ability to make other understand my thoughts or point of discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Able to communicates effectively with peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Able to get attention from other friends of class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Able to follow directions of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Statements</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>21</td>
<td>Able to comfortable dialogue with peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I am able to make eye contact with other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I make friends of my own age.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I tensed up if I meet any acquaintance in street.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I become tense if I have to talk about myself and my feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>