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INTRODUCTION OF THE PROBLEM

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CHAPTER-1
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1.1 Introduction

A Skills is learned ability to carry out a task with pre-determined results often within a given amount of time, energy and both. In other words the abilities that one possess. Skills can be often divided in to two “domain general” and “domain-specific” skills. Skills usually requires certain environmental stimuli and situations, to access the level of the skill being shown and used.

According to Bandura, psychologist and researcher place assertiveness under the umbrella of social skill training. Social skill is typically used in training of social interactive skills, to children and adolescents. The theoretical framing from social learning theory.

According to Argyle, social skill results in the effectual application of persuasion and other influence mechanisms that controls others.

Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated and changed in verbal an nonverbal ways. This process of learning such skills is called socialization.

Human beings are inherently social. Developing competencies in this domain enhance a person’s ability to succeed in school as well as positively influence mental health, success in work, and the ability to be a citizen in a democracy

Social skills are not the same thing as behavior. Rather, they are components of behavior that help an individual understand and adapt across a variety of social settings. Walker (1983) defines social skills as “a set of competencies that a) allow an individual to initiate and maintain positive social
relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment” (p. 27). Social skills can also be defined within the context of social and emotional learning — recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (Zins, Weissbert, Wang, & Walberg, 2004). With this understanding, researchers and educators seek to evaluate and build students’ social skills within a variety of social contexts.

The classroom is one such environment children must learn to navigate. Successful learning requires students to interact closely with teachers and peers. In addition to their general importance for daily interaction, social skills can have a big impact on a child’s ability to succeed in an academic setting. The classroom becomes both a training ground for development of social skills and an arena in which those skills are put to use. Present study taken to know effectiveness of social skill development programme on social skill interaction ability and achievement.

1.2 Statement of the Problem

Present study was taken to know the effectiveness of social skill development programme on social interaction ability and achievement of the students. Statement of the present Study as Under:

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

In the present study, the researcher has developed the Social Skill Development program for Standard-9th Students of secondary schools. The researcher has implemented the Social Skill program on students of 9th standard in Gujarati Medium Schools of Rajkot city. to examine its effect on
Social Interaction ability and academic achievement of English, using an experimental design.

1.3 Operational definition of terms

Each word has its unique meaning. In research study it is necessary to mention meaning of every word so that the meaning of each term becomes clear and understanding of each term becomes easier. It is very necessary to define key words involved in the title to clarify it in any study. This study has some specific terms which need to be defined. The definitions of such words are given below:

⇒ Effectiveness

• Theoretical Definition
  According to Gala’s Advanced Dictionary (25th Edition), (2008),
  “A change, which is a result of an action or other cause.”

• Operational Definition
  A change of one’s activity, ability and a level of achievement through an experiment.

⇒ Social Skill Development

• Theoretical Definition
  “Social skills are behaviors that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities, generosity, helpfulness, communicating with others, negotiating, and problem solving”

• Operational Definition
  In the present study researcher has prepared programme to develop social skills which is called social skill development programme for present study.
Social Interaction Ability

- **Theoretical Definition**
  “A social interaction is an exchange between two or more individuals and is a building block of society. Social interaction can be studied between groups of two (dyads), three (triads) or larger social groups. By interacting with one another, people design rules, institutions and systems within which they seek to live.”
  

- **Operational Definition**
  In the present study, means the scores achieved in Social Interaction Ability Scale prepared by investigator.

Achievement

- **Theoretical Definition**
  According to Gala’s Advanced Dictionary (25th Edition), (2008),
  
  (1) A thing that is achieved.
  
  (2) The action of achieving something.
  
  "achievement can be defined as excellence in all academic disciplines in class as well as in extra curricular activities. It include excellence in sporting behavior, confidence, communication skills, punctuality, assetiiness arts clatyre and the like."

- **Operational Definition**
  The success of the students in context to certain objectives in subject teaching means achievement. Achievement means marks obtained in class test or annual exam board exam or standardized test by students. *In the present study, achievement means the scores achieved in Achievement Test prepared by investigator.*
1.4 Objectives of the Study

A specific objective lies behind every work. Without aim / objective research work is useless. To show the importance of objectives, A.M. Patel writes,

“Objectives are such points that work is done in its directions or objectives is such a perfect change which can be achieved through work”

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.

1.5 Variables involved in the Study

The variables involved in this study are as follow:

<table>
<thead>
<tr>
<th>Table:1.1</th>
<th>Variables of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. No</td>
<td>Variable</td>
</tr>
<tr>
<td>1</td>
<td>Social Skill Development Programme</td>
</tr>
<tr>
<td>2</td>
<td>Social Interaction Ability</td>
</tr>
<tr>
<td>3</td>
<td>Achievement</td>
</tr>
<tr>
<td>4</td>
<td>Standard-9th</td>
</tr>
</tbody>
</table>

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1.6 Hypothesis of the Study

After stipulating the objectives as well as the title of the research study, the investigator proposes the solutions of the problem of his research on an ad-hoc basis in terms of statements which are called hypotheses. These hypotheses are to be tested or verified from the evidences available in the form of collected data.

According to Best & Kahn (1989),

"The hypothesis focuses the investigation on a definite target and determines what observation or measures are to be used"

According to F.M. Kerlinger

“A hypothesis is a conjectural statement of the relation between two or more variables”

The hypotheses of the present study and replication were as of the study follows:

H₀₁ : There will be no significant difference of mean scores between pre test and post test of academic achievement of control group students.

H₀₂ : There will be no significant difference of mean scores between pre test and post test of academic achievement of experimental group students.

H₀₃ : There will be no significant difference of mean scores between controlled group and experimental group students of academic achievement pre test.

H₀₄ : There will be no significant difference of mean scores between controlled group and experimental group students of academic achievement post test.

H₀₅ : There will be no significant difference of mean scores between pre test and post test of social interaction scale of control group students.
Ho₆ : There will be no significant difference of mean scores between pre test and post test of social interaction scale of experimental group students.

Ho₇ : There will be no significant difference of mean scores between controlled group and experimental group students of social interaction scale pre test.

Ho₈ : There will be no significant difference of mean scores between controlled group and experimental group students of social interaction scale post test.

1.7 Area of the Research

For most of the researcher, selection of a problem is the most difficult step in the research process. Therefore, the first step for the researcher in selecting a problem is to identify a general problem area or research area that is related to his or her area of expertise and of particular interest to him or her. The next step is to narrow down the general problem to a specific, researchable problem because too general problem tends to result in a study which is too general, includes too many variables, and produces results that are too difficult to interpret. Conversely, a well defined, manageable problem results in a well defined, manageable study. Thus, selection and definition of a research problem is refinement process that begins with the identification of a problem area. The present research problem falls under the category of Comparative Education, Teaching Strategy, Education Technology, Education Psychology, Sociology and Secondary Schools since it was intended to know The Effectiveness of Social Skill Development Programme on Social Interaction Ability and Achievement.
1.8 Type of Research

There are many ways to classify Educational Research studies. Classification systems of various degree of complexity have been developed. There are four systems described in this context.


1. Fundamental Researches are performed in laboratories, which follow the physical science system and for the establishment of new principal and especially in science.

2. In applied researches, the new knowledge, principle or theory finds an application to result in a new budget, an instrument a new explanation for an ‘old’ phenomenon in the light of application of a new knowledge.

3. Action Researches are carried out by teacher, which are useful for routine school problems.

In the present study, the experiments were conducted using theoretical knowledge to find its usability in educational practices. So the study was considered as an applied research.

Secondly the researches are classified as: (1) Qualitative Research and (2) Quantitative Research. In the present study, the data in terms of the scores on research tools were collected and numerically analyzed. The result of the study
was found out with the help of the proper statistical techniques. Hence, the present study was also classified under the quantitative research.

1.9 Importance of Study

It's difficult to decide and assume value of present study. After reviewing related material researcher come to know in India there is less work done in this field of Social Skill development programme learning.

In order to build gratifying human relationships, it is vital that children learn and have the opportunity to practice the social skills considered appropriate by society. It is important to teach children to conduct themselves in ways that allow them to develop relationships with other people. Some find this more difficult than others, because of learning or other cognitive challenges, visual or hearing impairments, or a physical disability that limits their chances to socialize. So, we can say significance of the present study given below:

- Teaching learning material will be available for teachers who want to prepared programme.
- Effectiveness of Social Skill Programme will be checked.
- Comparison between Social Skill Interaction and achievement will be done and we will able to know which is more effective.
- Teacher will be able to know about Social Skill Development Programme and try for their Schools.
- Principals and teachers will decide for implemented Social Skill Development programme approaches in classroom.
- Teachers will be inspire for preparing programme.
- Social Changes through teaching-learning might be possible.
- Future investigator i.e. M.Ed. & M.Phil. and Ph.D. will get guidance from present study.
1.10 Delimitation of the Study

The delimitations of the study were as under.

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-9th.
4. This study aimed to examining the effect of Social Development Programme on only Social Skill Interaction Ability and Academic Achievement.

1.11 Limitation of the Study

A research of any subject is on a very wide canvass which demands a great amount of time and effort and so it becomes very important to delimit the scope of any research. According to Best & Kahn (1989),

"Limitations are those conditions beyond the control of the researcher that may place restriction on the conclusion of the study and their applications to other situations."

Sukhia & Mehrotra (1966) states that,

"A reorganization of the limitations of the study helps to focus attention of valid objectives and helps minimize the danger of over generalization."

The limitations of the study were as under:

1. This study was limited to Standard-9th 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.
1.12 Planning of the Next Chapter

In any kind of a research, it very essential to give a brief summary of the details which are presented into chapter so that anybody studying the research report gets a fair idea about the research work.

In the report the chapters should be distributed in such a way that the details included becomes consistent. The report of the present study has been distributed into six chapters. The organization of the upcoming chapters is as given below.

CHAPTER - 2 THEORETICAL PERSPECTIVES OF THE STUDY AND REVIEWS RELATED TO THE PREVIOUS STUDIES

In this chapter there is a discussion about the Theory and information about social skill, social skill interaction and achievement, the detail information regarding the researches done at Ph.D., M.Phil. M.Ed. and research paper’s. Detail like Research objectives, population, Sample, method, research tool, method of study and findings were discussed as well as how this research is differ from past researchers related to this research, will be given in detail.

CHAPTER - 3 RESEARCH DESIGN

In this, chapter a detailed discussion about different steps of the research like the population, selection of the sample, methodology of the research, research tool, methods of data-collection and analysis of the data collected are made.

CHAPTER - 4 CONSTRUCTION OF SOCIAL SKILL DEVELOPMENT PROGRAMME AND RESEARCH TOOLS

In this, chapter construction of the social skill programme, Social skill interaction scale and Achievement test discussed.
CHAPTER-5  DATA ANALYSIS AND INTERPRETATION

In this chapter, the details regarding the analysis and interpretation of the data collected for experiment are covered. The information will be analysed keeping into consideration the objectives and hypothesis of this research. Data analysis will be done by using Microsoft excel programme.

CHAPTER - 6 RESEARCH SUMMARY, FINDING, CONCLUSION AND SUGGESTIONS

In this chapter, research the conclusions drawn at the end of the research are described. Findings, Necessary recommendations and suggestions for any further research in this field are also provided.