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

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THEORETICAL PERSPECTIVES OF THE STUDY AND REVIEWS RELATED TO THE PREVIOUS STUDIES

2.1 Introduction

Main objective of the study is to effectiveness of study social skills development in reference to social interaction ability skill and achievement. So this chapter is very important to understand the base of social skill development, social skill interaction ability and achievement given by psychologist described in this chapter. For this investigator refer related literature of intelligence and websites. According to Mouley George J. (1978),

“The review of the reference literature is essential to the development of the problem and to the deviation of effective approach to its solution”

It is not based on assumption, beliefs and untested generalizations. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human Endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study planned and proposed by a researcher. To seek knowledge of the previous work; a researcher must develop scholarship and willingness to spend long hours to collect and review all form of past knowledge related to the study. A careful survey and review of Internet references, research journals, books, dissertations, theses and other sources of information pertaining to the problem to be investigated as one of the important steps in the planning of any research study. For this investigator reviewed related literature, websites and previous researches taken on present study.
2.2 Importance of Reviews of Related Literature

A review of literature is an integral part of the thesis or dissertation. It may also required part of proposal. The main purpose of the review of related literature is to analyse scientific work in other researches that is used for investigation critically. Every piece of ongoing research need to be connected with work already done to get an overall relevance and purpose of current research. So, it is very important. Its importance can be expressed by the help of following facts:

1. Reviewing related literature serve abridge between the research proposed and studies already done.
2. It acquaints the researcher about aspects that have been already been established
3. It also gives an opportunity to appreciate the evidences that has already been collected by the previous research.
4. Reviewing related literature sharpens the vision of the researcher and helps to differentiate the present research form the past.
5. It helps to see the problem with new dimensions and find something that is fruitful for present society and this is only possible if the researcher is well-acquainted with past related literature.

To summarize, there is hardly any research project which cannot be related with research that has already taken place usually all research projects add to the plethora of evidence on a particular issue. Thus, review of related literature is very important aspect of any research both for planning work as well as to show its relevance and significance. It further enables the researcher and the reader to acknowledge completely with the variable or the factor or the terms in the study.
2.2 Theoretical Information

2.3.1 Social Skill Development

- "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."

- "The ability to respond to a given environment in a manner that produces, maintains, and enhances positive interpersonal (between people) effects. Social competence: one's overall social functioning; a composite or multitude of generalized social skills. Social competence can be improved by teaching social behaviors/social skills."

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

Interpersonal skills are sometimes also referred to as people skills or communication skills.\[1\] Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion, active listening, delegation, and leadership.

The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another.

Social psychology is an academic discipline that does research related to social skills or interpersonal skills. The discipline studies how skills are learned by an individual through changes in attitude, thinking, and behavior.
Well-informed teachers of young children recognize the importance of children’s social development. The development of social skills lays a critical foundation for later academic achievement as well as work-related skills (McClelland & Morrison, 2003).

Social development is such a key issue with young children that a number of methods to address social skills have been advocated. Some of these methods include

- setting up classrooms to enhance social development,
- providing play opportunities to promote social functioning, and
- teaching social skills directly.

Teaching social skills can incorporate a number of techniques, including direct instruction, learning from peers, prevention of problem behaviors, and children’s books. Many social behaviors are better learned among peers (Ladd, 2005), so teachers of young children are in a unique position to promote social learning in their classrooms. The purpose of this article is to provide teachers with several research-based strategies to promote young children’s social skills development.

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

According to Bandura (1971) psychologist and research 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 in the united states borrowed heavily from social learning theory, whereas in England the theoretical formulation where drawn from information processing models, social and organizational psychology.

According to Argyle (1969), coined the term “social skill”, though throndike in 1920, undertaking on the construct of social intelligence, also reported on social skill and other constructs, reflecting social effectiveness, argyle (1969), noted that social skills results in
the effectual application of persuasion and other influence mechanisms that control others.

Social skill is any skill facilitating interaction and communication with others. Social rules and relation are created, communicated and changed in verbal and nonverbal ways.

○ Important of Social Skill Development

All children need to learn appropriate social skills. 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.

○ Steps to follow in teaching social skills

Essentially, we teach social skills like we teach academics. Assess the level of the students, prepare the materials, introduce the material, model it, have them practice it, and provide feedback. If you purchase a social skills curriculum, it will probably include an assessment device, lessons, and activities. Teaching is a matter of following the directions in the kit. If you're on your own in developing a curriculum and devising lessons, here are the specifics:

Pre-teaching

- Select the students who need training in certain skills, via assessment.
- Identify powerful re-enforcers that will motivate the students to attend to lessons and attempt new behaviors. (examples: group and/or individual
points, raffle tickets, progressively moving a paper dog along the wall toward a food bowl which earns a reward.)

- Identify and specifically define the target behaviors to be taught. Decide which behaviors are needed. Define them precisely so that everyone agrees on what is to be accomplished, or what the student will be able to do/show after instruction.
- Task analyze the target behavior(s), if this listing of sequenced actions is not done for you by a packaged program.

**Teaching social skills**

- Create groups of 2-5 youngsters with similar skill deficits. Small groups give students a chance to observe others, practice with peers, and receive feedback.
- Remove obstacles to learning (examples: close class door, remove corrections officers.)
- Meet early in the day so that kids are attentive and have the whole day to practice what they learn in your lesson.
- Introduce the program, it's content, and why and how it will benefit them (examples: it will help them to return to general education classes, help them obtain and keep a job, result in less trouble with teachers/parents, impress their boyfriend's/girlfriend's parents when they meet them, be able to convince the police to let them go if stopped).
- Set up the rules and regulations. Identify the behaviors you'll reward during lessons-one person speaks at a time, pay attention, be positive-all of which may need to be taught in the initial lessons.
- Teach the easy-to-learn skills first to ensure student (and teacher) success and reinforcement. Use the traditional teaching model of telling and showing them.
• With the steps provided on a handout, have them:
  o learn what to do when you make mistakes
  o role play at least two different scenarios, displaying right and wrong behaviors
• Provide feedback with lots of encouragement and specific praise:
  o from oneself
  o from peers
  o from the teachers
• Practice, practice, practice through homework assignments, review sessions, assignments to real life settings, and surprise "tests." For example, your student has been learning to handle interactions with authority figures. Send the student on an errand and have an unknown teacher confront him/her, accusing the pupil of "forging" a hall pass. See if the student performs poorly, runs, is rude, etc. The teacher can then say, "This is a test. How did you do?"
• Teach to the high status kids in your group first. Have them demonstrate the new behaviors and be rewarded. Have your lower status kids demonstrate the behaviors after the leaders do so. Make sure the lessons are interesting and fun so that kids look forward to the lessons. Start the teaching of "following directions" by having them cook, make candy or do magic tricks. Then move to more school-based examples.
• Promote generalization to different settings/circumstances by:
  o practicing in different settings and under various conditions
  o prompting and coaching the student in naturally occurring situations
  o having the student submit self-report forms for each class period
• meeting with the student to discuss performance throughout school or life

• Monitor the behavior outside of the lessons. Keep track of the display of the behavior for IEP documentation, motivation of the student, etc. Have the student self-monitor/self-assess in order to build internal motivation/control.

• Recognize and reward its display in everyday school situations. When you see a good situation for a student to display a "new" behavior, prompt its use with cues and hints as subtle as possible, but as strong as necessary.

**Activities**

• Look at this list of commonly needed social skills. Think of students you know who would most benefit from instruction in each one. (You could use this list as your assessment device and assign students to groups by skills):
  
  o saying please and thank you
  o dealing better with anger and frustration
  o asking questions appropriately
  o accepting the consequences administered by the teacher
  o accepting responsibility for one's own behavior
  o dealing with losing/frustration/making a mistake/insults in an appropriate manner (without yelling or physical aggression)
  o initiating a conversation with others
  o accepting "No" for an answer
  o joining a group activity already in progress
  o following directions
  o making friends
  o complimenting others
- understanding the feelings of others (and accepting them as valid or OK)
- compromising on issues
- cooperating with peers
- coping with taunts and verbal/physical threats/aggression from others
- seeking attention in an appropriate manner
- waiting one's turn

- Behaviorally/specifically define the following behaviors that you might decide to teach:
  - asking permission
  - avoiding fighting with others
  - interrupting others appropriately
  - showing sportsmanship

- Task analyze the following behaviors (Delineate the sub-behaviors in order-if there is an order-that must be displayed in order to accurately show the desired behavior that you have identified and defined):
  - listening
  - following directions
  - respecting the opinions of others
  - accepting praise from others
  - apologizing for wrong doing
  - greeting others
    - familiar/family/friends
    - unfamiliar
    - adult
    - peers
      - same gender
      - different gender
      - younger
2.3.2 Academic Achievement

Academic achievement performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. (retrieved from http://en.wikipedia.org/wiki/Academic_achievement 02/09/2010)

Academic Achievement should be what you want for yourself, instead of what others want for you. Your goals can be anything you want, such as passing a class that is challenging for you. Another good goal is to push you to make it onto the honor roll.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts. In California, the achievement of schools is measured by the Academic Performance Index. (API).

• Definition of Academic Achievement

Academic achievement (retrieved from http://www.ask.com/questions-about/meaning-of-academic-achievement 02/09/2010) is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies.

• Needs of Educational Achievement

○ Educational Achievement is needed to measure the knowledge and merit obtained in different school subjects by students.

○ The measurement of qualification to send the students in the next standard or to enter another school is possible only by academic achievement.

• Uses of Academic Achievement

○ To give admission to students in schools

○ To classify the students, curriculum and choice of vocation
To decide the standard of students.

To know the interest of students, to select the subjects and choice of students for proper professional designation.

2.3.3 Social Interaction Ability

- Social interaction is the way people talk and act with each other and various structures in society. It may include the interaction a family has together (eating, sleeping, living together) or bureaucracies that are formed out of the need to create order within the interaction itself.

- Any conversation, be it a lengthy conversation between intimate friends or casual chatter around the office water cooler, is a social interaction. Social interactions can also be nonverbal, like eye contact made between two people.

- Dawson and Gettyes define Social Interaction as "it is a process by which men interpenetrate the minds of each other".

- According to Merrill, "Social-interaction is the general process whereby two or more persons are in a meaningful contact, as a result of which their behavior is modified however slightly."

- According to Corkiness. "Social interaction is such a process which influences the overt behavior or state of mind of the individuals."

- Social interaction is an event which changes the behavior and attitude of the interacting persons. It is a social relationship among at least two persons. It changes the societal conditions of life of the people. Interaction is the soul of social life and relationship. It produces group which is the foundation stone of society.
**Elements of Social Interaction**

The following are the elements of social interaction:

1. Two or more than two persons
2. Reciprocal relationship among them
3. Influence on the event, behaviour, brain of the persons.

These three conditions interrelate the people among themselves and convert them into social groups.

**Types of Social Interaction**

According to Young and Mack there are two types of social interaction between people and societies

**Direct or Physical Interaction:** it involves physical action among the individuals. Beating, biting, thrashing, pulling, pushing, killing, scratching, boxing, wrestling, kissing etc. are the examples of direct interaction. Two teams playing match and a war between the forces of two countries are also examples of this interaction. This Type influences other by physical action in different ways.

**Symbolic Interaction:** There are different types of relationships between people. It involves the use of language and symbols. It means communication through a common language is symbolic process. This is the most common method of human societies. Human beings convey their ideas through language and it is completed by reciprocal response. The methods of communication devised by man are sharp and effective than these of animals. All cultures develop, expand and change only through language symbolic interaction. Without language no culture can live. There is no culture in animals due to the fact that there is no common language among them. Through language man stores its previous experiences and transmits them to the following generation with a change. Man uses instruments to facilitate this. Telephone, wireless, telegraph, postal system, rail, road, sea and air services all are various means of
communication and transportation. Gestures are also symbolic ones. Deaf and dumb convey their ideas through voice, and gestures of hands and eyes.

**Forms of Social Interaction in a Society**

Two persons. The doctor and the patient, the mother and the child, the customer and the shopkeeper are the various examples in this case. Between individual and group: It operates between one person and more. A teacher teaching his class a speaker addressing the audience, an Imam leading prayers are its common examples.

**Between group and group:**

This is found between two groups of people like two teams playing match, two forces fighting against each other, two delegates discussing an issue.

**Between individuals and culture:**

This form is found when the people listen to radio, see television, read newspaper enjoy pictures and observe exhibitions. Radio, T.V. cinema, newspapers, books, exhibitions, theatre, drama, circus, fairs and other socio-cultural activities are included in the

**Culture of a society:**

People have social interaction and social relationship with these media of mass communication and get social change in their life. The people change these media as they require on the other hand. In this way reciprocal process between the people and the culture goes on.

In sociology, social interaction is a dynamic sequence of social actions between individuals (or groups) who modify their actions and reactions due to actions by their interaction partner(s). Social interactions can be differentiated into accidental, repeated, regular and regulated.

A social interaction is a social exchange between two or more individuals. These interactions form the basis for social structure and therefore are a key
object of basic social inquiry and analysis. Social interaction can be studied between groups of two (dyads), three (triads) or larger social groups.

Social structures and cultures are founded upon social interactions. By interacting with one another, people design rules, institutions and systems within which they seek to live. Symbols are used to communicate the expectations of a given society to those new to it, either children or outsiders. Through this broad schema of social development, one sees how social interaction lies at its core.

The empirical study of social interaction is one of the subjects of microsociology, which concerns the nature of everyday human social interactions and agency on a small scale. Methods include symbolic interactionism and ethnomethodology, as well as later academic sub-divisions and studies like psychosocial studies, conversational analysis and human-computer interaction.

With symbolic interactionism, reality is seen as social, developed interaction with others. It argues that both individuals and society cannot be separated far from each other for two reasons. One being that they are both created through social interaction. The second reason is they cannot be understood in terms without the other. Ethnomethodology, an offshoot of symbolic interactionism, which questions how people's interactions can create the illusion of a shared social order despite not understanding each other fully and having differing perspectives.

2.4 Review of Related Previous Study

- Study : 1


The objectives of the study were, 1. To construct computerized linear programme and computerized branching programme for the selected unit of social science of grade - 9. 2. To study the effectiveness of computerized linear programme,
computerized branching programme and traditional method on educational achievement in SS. 3. To compare the achievement in SS subject of boys and girls of grade - 9. 4. To compare the achievement of the students of grade - 9 of Self Finance and government School in SS subject. 5. To Study interaction between teaching method and gender on achievement of the students of grade - 9 in SS subject. 6. To Study the effect of interaction of gender and types of schools on achievement in SS subject of the students of grade - 9. 7. To Study the effect of interaction of teaching method and types of schools on achievement in SS subject of the students of grade - 9. 8. To study the effect of interaction among independent variables on achievement of the students of grade - 9 in SS subject. 9. To replication and compare the achievement in SS subject of grade - 9 Students.

Population of the study, Computerized programmed for the Standard-9th students of Gujarati medium of Palanpur City. Therefore, all the students of Standard-9th of Palanpur City (Gujarati Medium) of educational year 2012-13 became the population for experiment and re-experiment (replication) of the present study.

Sample of the study was, The population for the present study was the students of standard-9th of Gujarati Medium of the Palanpur City, so one government and two Self Finance schools of Palanpur City were selected by random sampling method. Students of selected schools were selected using cluster sampling technique, Total 112 (76 boys and 36 girls) from government schools and 128 (78 boys and 50 girls) from Self Finance schools were selected.

For re-experiment (replication); one government and one Self Finance schools of Palanpur City were selected by random sampling method. Students of selected schools were selected using cluster sampling technique, Total 60 (30 boys and 30 girls) from government schools and 60 (32 boys and 28 girls) from Self Finance schools were selected.

Tools of the study was, the researcher has self-constructed Social Science Achievement Test used for experiment and re-experiment (replication) based on Blue Print so that the effectiveness of computerized linear and branch Programmed Learning and traditional method.
**Methods of analysis were**, Frequency distribution, Mean Standard Deviation, Significance of difference of means between groups (t-Value).

**Major finding of the study were**, 1- There was no significant difference between the mean scores of linear programme group students and branching programme group students achievement of social science of Grade - 9. 2- Students of branching programme group were more superior than students of traditional method group as far as achievement of social science concern. 3- Students of linear programme group were more superior than students of traditional method group as far as achievement of social science concern. 4- Grant-in aided schools students were more superior than Self Finance schools students of Grade - 9 as far as achievement of social science concern. 5- There was no significant difference between the mean scores of boys and girls achievement of social science of students of Grade - 9. 6- Grant-in aided schools students were more superior than Self Finance schools students of linear programme group of Grade - 9 as far as achievement of social science concern. 7- Boys were more superior than girls of linear programme group of Grade - 9 as far as achievement of social science concern. 8- Grant-in aided schools students were more superior than Self Finance schools students of branching programme group of Grade - 9 as far as achievement of social science concern. 9- Boys and girls of branching programme group were found equal as far as achievement of social science concern. 10- Grant-in aided schools students were more superior than Self Finance schools students of traditional method group of Grade - 9 as far as achievement of social science concern. 11- Boys and girls of traditional method group were found equal as far as achievement of social science concern. 12- Linear programme group students of grant-in aided schools students were more superior than branching programme group of students of grant-in aided schools students of Grade - 9 as far as achievement of social science concern. 13- Branching programme group students of grant-in aided
schools students were more superior than traditional method group of students of grant-in aided schools students of Grade - 9 as far as achievement of social science concern. 14-Linear programme group students of grant-in aided schools students were more superior than traditional method group of students of grant-in aided schools students of Grade - 9 as far as achievement of social science concern. 15-Boys and girls of grant-in aided schools were found equal as far as achievement of social science concern.16- Liner programme and branching programme group students of Self Finance schools of grade - 9 were found equal as far as achievement of social science concern. 17-Branching programme group students of grant-in aided schools students were more superior than traditional method group of students of Self Finance schools students of Grade - 9 as far as achievement of social science concern. 18-Linear programme group students of grant-in aided schools students were more superior than traditional method group of students of Self Finance schools students of Grade - 9 as far as achievement of social science concern. 19-Boys and girls of Self Finance schools were found equal as far as achievement of social science concern.20-Boys of linear programme and branching programme groups were found equal as far as achievement of social science concern.21- Boys of Branching programme group were more superior than boys of traditional method group of Grade - 9 as far as achievement of social science concern. 22-Boys of linear programme group were more superior than boys of traditional method group of Grade - 9 as far as achievement of social science concern. 23-Boys of grant-in aided schools were more superior than boys of Self Finance schools of Grade - 9 as far as achievement of social science concern. 24-Girls of linear programme and branching programme groups were found equal as far as achievement of social science concern.25-Girls of Branching programme group were more superior than girls of traditional method group of Grade - 9 as far as achievement of social science concern. 26-Girls of linear programme group
were more superior than girls of traditional method group of Grade - 9 as far as achievement of social science concern. 27-Girls of grant-in aided schools were more superior than girls of Self Finance schools of Grade - 9 as far as achievement of social science concern.

Findings of Replication of the study :1- These was no significant difference between the mean scores of linear programme group students and branching programme group students achievement of social science of Grade - 9. 2- students of branching programme group were more superior than students of traditional method group as far as achievement of social science concern. Students of linear programme group were more superior than students of traditional method group as far as achievement of social science concern. 3- Grant-in aided schools students were more superior than Self Finance schools students of Grade - 9 as far as achievement of social science concern. 4- There was no significant difference between the mean scores of boys and girls achievement of social science of students of Grade - 9. 5-Grant-in aided schools students were more superior than Self Finance schools students of linear programme group of Grade - 9 as far as achievement of social science concern. 6-Boys were more superior than girls of linear programme group of Grade - 9 as far as achievement of social science concern. 7-Grant-in aided schools students were more superior than Self Finance schools students of branching programme group of Grade - 9 as far as achievement of social science concern. 8- Boys and girls of branching programme group were found equal as far as achievement of social science concern. 9- Grant-in aided schools students were more superior than Self Finance schools students of traditional method group of Grade - 9 as far as achievement of social science concern. 10-Boys and girls of traditional method group were found equal as far as achievement of social science concern. 11- Linear programme group students of grant-in aided schools students were more superior than branching programme
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science concern. 24- Girls of Branching programme group were more superior than girls of traditional method group of Grade - 9 as far as achievement of social science concern. 25- Girls of linear programme group were more superior than girls of traditional method group of Grade - 9 as far as achievement of social science concern. 26- Girls of grant-in aided schools were more superior than girls of Self Finance schools of Grade - 9 as far as achievement of social science concern.

Study: 2

Michaela E. Mirsky, (2014). “The Importance of Effectively Teaching Social Skills to Students with High-Functioning Autism”

The objectives of the study were. The purpose of this study is to determine the importance of efficient social skills interventions for children with high-functioning autism. Research conducted in this study will attempt to understand what impact social skills deficits can have on a child’s overall development. The research will also attempt to see if these interventions can be successful in improving these deficits for these children. Lastly, the research will seek to determine what factors, if any, make the interventions effective.

Population and sample of the study. Participants were all active service providers at a non-public school in the greater San Francisco Bay Area. The participants included three Speech and Language Social Skills & ASD Pathologists, three Special Education teachers and two Social Cognition Specialists. Participants were 18 or over in age and were non-patient volunteers. Personal interviews were conducted at the school site in private and secluded rooms. All participants had one or more years of experience working with children with high-functioning autism. The identities of participants were kept confidential with the exception of the thesis advisor and author of the present study.
Tools of the study was, interview and questionnaire used for data collection.

Methods of analysis were, When sifting through the data, the author of the present study looked for general themes that were consistent throughout the interviewees’ responses. Once these themes were collected and analyzed, the author placed them into various categories depending on the theme.

Major finding of the study were, of the educational professionals interviewed emphasized how important effective social skills interventions are for children with high-functioning autism. Participants indicated various social skills deficits that can affect children on the spectrum levels of functioning. Deficits include but are not limited to: inability to interact with peers, lack of perspective taking, incapacity to read social cues, and incapability to take turns. In addition to identifying various social skills deficits and describing their effects on children’s levels of functioning, 100% of educational professionals indicated a need for more effective social skills interventions targeted for children with high functioning autism.

Study : 3

Indira Ramani Janapati, (2013). “Social Skills, Achievement Motivation and Self-Concept as the Predictors of Academic Achievement Among Secondary School Tribal Students of Low Literate Tribal District”

The objectives of the study were, 1. To study the level of social skills, achievement motivation, self-concept and academic achievement of secondary school tribal students. 2. To find out the relationship between social skills, achievement motivation, self-concept and academic achievement of secondary school tribal students. 3. To study the difference in the social skills, achievement motivation, self concept and academic achievement based on gender, locale, residential status and type of school of secondary school tribal students. 4. To identify the predictors of academic achievement among social
skills, achievement motivation and self-concept of secondary school tribal students. 5. To identify the predictors of academic achievement in different school subjects viz., Telugu, English, Hindi, Mathematics, Science and Social Studies among the various dimensions of social skills and self-concept.

**Population of the study,** The locale of the study consists of one district of Telangana region of Andhra Pradesh. The state has three distinct regions, i.e. Rayalaseema, Costal Andhra and Telangana. Andhra Pradesh is one of the largest state of the South India with an area of 2,75,000 sq km. The total population of the State according to 2001 census is 7,62,10,007. Of them 3,85,27,413 are males and 76,82,594 are females.

**Sample of the study was,** The sample consisted of IX standard 900 secondary level tribal students; among them, 440 are tribal boys and 460 are tribal girls from the residential and non-residential schools. Three hundred fourteen tribal students from Zilla Parishath High Schools (129 are tribal boys and 185 are girls); 58 Government High School tribal students (7 are tribal boys and 51 are girls); 226 tribal students from Andhra Pradesh Tribal Welfare Residential Educational Institutional Society (81 tribal boys and 145 girls); tribal students from Andhra Pradesh Social Welfare Residential Education Institutional Society (4 are tribal boys and 4 are girls); 256 tribal students of Integrated Tribal Development Authority-Ashram High Schools (ITDA-AHS) (216 are tribal boys and 40 are girls); 30 tribal girl students from Kasturi Gandhi Balika Vidyalayam; and 8 tribal students from Andhra Pradesh Residential Education Institution Society (3 are tribal boys and 5 girls) are taken as the sample of students for the present investigation.

**Tools of the study were,** (1) Social Skills Inventory developed by Ronald E. Riggio in 1989 was adopted by the researcher.(2) Achievement Motivation Scale (n-Ach) developed by Prof. Pratibha Deo and Dr. Asha Mohan in 2002 was adopted by the researcher.(3) Self-Concept Questionnaire
developed by Dr. Rajkumar Saraswat in 2008 was adopted by the researcher. Academic achievement in Telugu, Hindi, English, Mathematics, Science and Social Studies (half yearly marks) of 2011-12 academic year taken by the researcher from the school records. Personal Information Schedule was prepared by the researcher.

**Methods of analysis were,** Descriptive statistics, Pearson product moment, correlation, Multiple regression analysis, t-test and One-way ANOVA

**Major finding of the study were,** 1. There is a significant positive relationship between social skills and academic achievement among the secondary school tribal students. 2. There is a significant positive relationship between achievement motivation and academic achievement among the secondary school tribal students. 3. There is a significant positive relationship between self-concept and academic achievement of secondary school tribal students. 4. The relationship between social skills and secondary school tribal students’ achievement in Telugu, Hindi and Social Studies are positively significant with each other. 5. Secondary school tribal students do not differ significantly in their social skills and achievement in English, Mathematics and Science. 6. There is significant positive relationship exist between achievement motivation and achievement in Telugu, Hindi, English and Social Studies among the secondary school tribal students. 7. Secondary school tribal students do not differ significantly in their achievement motivation and achievement in Mathematics and Science. 8. The self-concept and secondary school tribal students’ achievement in Hindi, English and Social Studies are positively significant with each other. 9. Secondary school tribal students do not differ significantly in their self-concept and achievement in Telugu, Mathematics and Science. 10. There is significant positive relationship between social skills and achievement motivation of tribal students. 11. The relation between social skills
and self-concept is positively significant among the secondary school tribal students. 12. There is significant positive relationship exist between self-concept and achievement motivation of secondary school tribal students. 13. Achievement motivation is a significant predictor of academic achievement. The Social skills and self-concept are not predictors of academic achievement among the secondary school tribal students. 14. Social skills and achievement motivation are significant predictors of secondary school tribal students’ achievement in Telugu and Hindi. The self concept is not a significant predictor of secondary school tribal students’ achievement in Telugu and Hindi. 15. Achievement motivation is a significant predictor of secondary school tribal students’ achievement in English and Social Studies. Social Skills and Self concept are not the predictors of secondary school tribal students’ achievement in English and Social Studies. 16. Social skills, achievement motivation and self-concept are not significant predictors of secondary school tribal students’ achievement in Mathematics and Science. 17. Emotional expressivity and social expressivity dimensions of social skills are significant predictors of achievement in Telugu. The other dimensions of social skills are not predictors of achievement in Telugu. 18. Emotional expressivity, social expressivity and social control dimensions of social skills are significant predictors of achievement in Hindi, Mathematics and overall academic achievement. The emotional sensitivity, emotional control and social sensitivity are not predictors of the achievement in Hindi, Mathematics and overall academic achievement. 19. Emotional expressivity dimension of social skills are the significant predictors of achievement in Science. The other dimensions are not predictors of the achievement in Science. 20. The achievement in English and Social Studies were not predicted by any one of the dimensions of social skills. 21. The achievement in Telugu and Social Studies were not predicted by any one of the dimensions of self-concept. 22. Social, educational and intellectual
dimensions of self-concept are the significant predictors of achievement in Hindi. The Physical, temperamental and moral dimensions of self-concept do not predictors of the achievement in Hindi. 23. Educational dimension of self-concept is a significant predictor of achievement in English. The other dimensions of self-concept are not predictors of the achievement in English. 24. Physical and educational dimensions of self-concept are significant predictors of achievement in Mathematics. The other dimensions are not predictors of the achievement in Mathematics. 25. Educational and intellectual dimensions of self-concept are significant predictors of achievement in science and overall academic achievement. The physical, social, temperamental and intellectual dimensions of self-concept are not predictors of the achievement in science and overall academic achievement. 26. There is no significant difference between tribal boys and girls in dimension wise and overall social skills. 27. There is no significant difference between rural and urban tribal students in dimension wise and overall social skills. 28. There exists significant difference between residential and non-residential school tribal students emotional control, social expressivity and social sensitivity components of social skills and overall social skills. Residential school tribal students possess better emotional control, social expressivity, social sensitivity dimensions of social skills and overall social skills than the non-residential school tribal students. There is no significant difference between residential and non-residential school tribal students in their emotional expressivity, emotional sensitivity and social control components of social skills. 29. There exists significant difference in the overall social skills and its dimensions, viz. emotional expressivity, emotional sensitivity, emotional control, social expressivity and social sensitivity with respect to type of school. There is no significant difference in social control dimension of social skills with respect to type of school. 30. There is no significant difference between tribal boys and girls in their achievement motivation. 31.
There is no significant difference between rural and urban tribal students achievement motivation.

**Study : 4**


The objectives of the study were, (1) To develop constructivist instructional program for teaching of “Animal Classification” in Science and Technology of standard ninth, (2) To implement constructivist instructional program for the teaching “Animal Classification” in Science and Technology of standard ninth,(3) To compare the effectiveness of constructivist instructional program and traditional instructional program for teaching of “Animal Classification” in Science and Technology subject of standard ninth on the basis of post achievement score,(4) To get feedback from students on constructivist instructional program for teaching “Animal Classification” in Science and Technology of ninth standard.

Population of the study, Students of standard nine of all secondary schools follow the text books of CBSE under NCER, New Delhi constituted the population for the present study. Other specifications are: (1) Area: Rajkot City, (2) Medium of instruction: English, (3) Standard: 9, (4) Time period: Academic Year 2009-2010 and (5) Gender: Boys and Girls.

Sample of the study was, As the present study was experimental one, the researcher had decided to select two schools from the population. The researcher selected purposive sampling technique in the selection of school. Two schools of Rajkot city were purposefully selected for the present study: (1) Central School and (2) The Rajkumar College (RKC) School for the experiment and its replications respectively. number of students in the sample is presented. In the experiment 40+40 students were selected in experimental and control group. While in replication 30+30 students were selected in experimental and control group.

Tools of the study was, The investigator developed (1) CIP as a material/model of teaching, (2) Achievement test based on the topic animal classification,
(3) an opinionnaire for the learners learned through CIP and finally (4) an interview schedule for the supportive of opinionnaire with same objective as mentioned for opinionnaire.

**Methods of analysis were**, The level of significance of every hypotheses were tested by finding t-values of the mean differences of the test scores of two groups, and by this, the status of both groups and effectiveness of the program was checked.

**Major finding of the study were**, The main objective of this study was to check the Effectiveness of Constructivist Approach to the Teaching of Animal Classification. For this study the ‘Achievement’ was selected as the dependent variable, and the ‘CIP’ was selected as the independent variable, according to the objectives of the study. The researcher had also selected the moderator variable ‘Sex’ to check their effectiveness on the dependent variable ‘Achievement’.

After the manipulation of the program, the acquired data was analyzed and interpreted by the different statistical methods. The Results obtained from the summary of the study and the other aspects of statistical calculations are as under.

**Experiment.** For the main experiment the results were as follows:

1. The effectiveness of the CIP was found considerable on entire sample as compared to traditional approach.
2. As compared to traditional approach the effectiveness of the CIP was found considerable on boys as compared to traditional approach.
3. The effectiveness of the CIP was found considerable on girls as compared to traditional approach.

**Replication.** For the replication the results were as follows:

4. The effectiveness of the CIP was found considerable on entire sample as compared to traditional approach.
5. As compared to traditional approach the effectiveness of the CIP was found considerable on boys as compared to traditional approach.
6. The effectiveness of the CIP was found considerable on girls as compared to traditional approach.
Study : 5

The objectives of the study were, (1) To construct and try out the Yoga exercises programme for the students of standard 11th Commerce and subject of Commerce. (2) To examine the effect of Yoga Achievement of Commerce subject of the students of standard 11th Commerce. (3) To examine the Ability of the students of standard 11th Commerce. (4) To construct and try out Short-term Memory pre test and post test for measurement of short term memory of the students of 11th course.(5) To examine the effect of Yoga exercises on Short-term Memory of the students of standard 11th Commerce. (6) To construct and post test on the subject of Commerce for measurement of Academic Achievement in Commerce subject 11th Commerce. (7) To try out of Verbal Reasoning Ability pre test and post test for measurement of Verbal Reasoning Ability of the students of 11th Commerce.

Population of the study, The researcher had decided to perform the experiment with students of standard 11th. The population consisted 11th Commerce standard students of Gujarati medium Schools of Mehsana Taluka of Gujarat state. All the students of Commerce subject studying in Standard 11th during the year of 2011-12 of Mehsana District were considered as population in this study.

Sample of the study was, The researcher had to continue the experimental work for 21 days. So, focusing on the convenience and enough aids needed for experiment, Ambee High School, Mehsana and Sheth Shree R. K. Shah Higher Secondary School, Vadasma were selected by 108 purposive sampling method. From those two schools, 46 students and 44
students of Commerce subject were selected respectively. Experimental work had been done for total 21 days. Some irregular students were cancelled. Finally, 40 students from each school were selected. In this way, Total 80 students from both the schools were selected as sample for experiment.

**Tools of the study was,** Verbal Reasoning Ability Test, Yoga exercise programme and short term memory test were used as a tool of the study.

**Methods of analysis were,** the collected data in the form of score was classified and ‘t-test’ was used for statistical analysis.

**Major finding of the study were,** (1) No significant difference was seen between the Mean scores of the pre test and the post test of the students of controlled group at 0.05 and 0.01 levels. (2) Significant difference was seen between the Mean scores of the pre test and the post test of the students of experimental group at 0.05 and 0.01 levels. (3) No significant difference was seen between the Mean scores of the pre test of controlled group and experimental group 0.05 and 0.01 levels. (4) Significant difference was seen between the Mean scores of the post test of controlled group and experimental group at 0.05 and 0.01 levels. (5) No significant difference was seen between the Mean scores of the pre test and the post test of the students of controlled group at 0.05 and 0.01 levels. So it was concluded that the students of controlled group were equal in the Verbal Reasoning Ability in the pre test and the post test. (6) Significant difference was seen between the Mean scores of the pre test and the post test of the students of experimental group at 0.05 and 0.01 levels. So it was concluded that the positive effect of Yoga exercises was seen on the students of experimental group. (7) No significant difference was seen between the Mean scores of the pre test and the post test of the students of controlled group at 0.05 and 0.01 levels. So it was
concluded that the students of controlled group were equal in the Short-term Memory in the pre test and the post test. (8) Significant difference was seen between the Mean scores of the pre test and the post test of the students of experimental group at 0.05 and 0.01 levels. So it was concluded that positive effect of Yoga exercises was seen on the students of experimental group. (9) No significant difference was seen between the Mean scores of the pre test and the post test of the students of controlled group at 0.05 and 0.01 levels. So it was concluded that the students of controlled group were equal in the pre test and the post test of Academic Achievement. (10) Significant difference was seen between the Mean scores of the pre test and the post test of the students of experimental group at 0.05 and 0.01 levels. So it was concluded that positive effect of Yoga exercises was seen on the students of experimental group. (11) No significant difference was seen between the Mean scores of the pre test and the post test of the students of controlled group at 0.05 and 0.01 levels. So it was concluded that the students of controlled group were equal in the pre test and the post test of Verbal Reasoning Ability. (12) Significant difference was seen between the Mean scores of the pre test and the post test of the students of experimental group at 0.05 and 0.01 levels. So it was concluded that positive effect of Yoga exercises was seen on the students of experimental group.

Study : 6


The objectives of the study were, The objective of the current research was to study the effects of life skills training on social and emotional competence among a special group of children, i.e. children with learning
disability because this kind of research is rare and it is impor-
tant to deeply study the different aspects of mental health among these children.

Population and sample of the study, The samples were trained about life skills in eight sessions during one month. For teaching life skills to the fifth-grade students, Vernon curriculum was used which includes four fields of self growth, social growth, emotional growth and cognitive growth. In this quasi-experimental research, 40 students were selected from Learning Disability School and were randomly divided into two groups, 20 as control and 20 as test. The following tools were used in data gathering:

Tools of the study was, Key math test: the test was normalized by A. J. Konolly in 1988, Raven IQ test: it was constructed by Raven for the age group of 9 - 18 years and includes 90 items and Felner social competence scale (1990): it was built on the basis of Felner theory.

Methods of analysis were, to analyze the data, statistical and descriptive methods (mean and standard deviation) and MANOVA (multi-variant variance analysis) were used. Statistical Package for Social Science (SPSS Ver. 14) was used in statistical analysis.

Major finding of the study were, According to demographic findings, the average age of subjects was 11.83 with standard deviation of .39 (it was 11.85 with standard deviation of .36 in experimental group and 11.8 with standard deviation of .41 in control). The subjects in experimental group included 6 boys and 14 girls and in control group, 15 boys and 5 girls. Among parents, 8% of fathers and 16% of mothers were illiterate, 18% of fathers and 10% of mothers were educated at elementary schools, and 6% of fathers and 11% of mothers were educated at intermediate schools or high schools (in both experimental and control group). Average age of fathers was 44 and 42 in experimental group and that of mothers was 36 and 35 in control group. Mean emotional competence score of test group was greater than that of control after
training. Mean cognitive skill, motivation and expectation scores of test group were greater than those of control after training.

- **Study:** 7

Santosh, (2012). “A Comparative Study of the Effectiveness of Student-Teams Achievement Divisions (STAD) and Jigsaw Methods of cooperating Learning”

The objectives of the study were, 1. To compare the mean academic achievement scores of three groups of students taught mathematics with and without use of cooperative learning methods (Student–Teams Achievement Divisions (STAD) and Jigsaw) before the experimental treatment. 2. To compare the mean academic achievement scores of three groups of students taught mathematics with and without use of Co-operative learning methods (Student–Teams Achievement Divisions (STAD) and Jigsaw) after the experimental treatment. 3. To compare the mean gain academic achievement scores of three groups of students taught mathematics with and without use of cooperative learning methods (Student–Teams Achievement Divisions (STAD) and Jigsaw) after the experimental treatment. 4. To compare the mean self-concept scores of three groups of students taught mathematics with and without use of cooperative learning methods (Students–Teams Achievement Divisions (STAD) and Jigsaw) before the experimental treatment. 5. To compare the mean self-concept scores of three groups of students taught mathematics with and without use of cooperative learning methods (Students–Teams Achievement Divisions (STAD) and Jigsaw) after the experimental treatment. 6. To compare the mean gain self-concept scores of three groups of students taught mathematics with and without use of cooperative learning methods (Students–Teams Achievement Divisions (STAD) and Jigsaw) after the experimental treatment. 7. To compare the effectiveness of STAD and Jigsaw...
methods on achievement of students. 8. To compare the effectiveness of STAD and Jigsaw method in developing self concept of students.

**Population of the study,** In the present study, all the students studying at VII grade in Karnal is the population.

**Sample of the study was,** In the present study, the sample comprised 90 students studying in three sections of the VII class of S.B.S. Senior Secondary School, Karnal. Each of the three sections/groups contained 30 students. One section formed the control group and the other two sections formed the experimental groups.

**Tools of the study was,** achievement test and programme

**Methods of analysis were,** 1. Descriptive statistics such as means and SD’s were worked out on the score of achievement, and self-concept. 2. Bartlett’s test and analysis of variance (ANOVA) were used in order to adjust pupils’ intelligence and socio-economic status. The Bartlett test statistic is designed to test for equality of variances across groups against the alternative that variances are unequal for at least two groups.

**Major finding of the study were,** 1. At the end of experimental treatment, the group of students taught mathematics through Student-Teams Achievement Divisions and Jigsaw methods under cooperative learning scored significantly higher mean on the academic achievement test than the group of students taught through traditional methods. It suggested that Students-Teams Achievement Divisions (STAD) and Jigsaw methods under cooperative learning contribute towards raising the academic achievement of students in Mathematics in comparison to traditional methods.2. The group of students taught Mathematics through STAD and Jigsaw methods under the cooperative learning shows a significantly higher mean gain score on the academic achievement test than the group of students taught through traditional method at the end of experimental treatment.3. At the end of experimental treatment,
there existed a significant difference between STAD and Jigsaw methods on the Academic Achievement of students. Jigsaw showed a significant higher on achievement than the Students-Teams Achievement Divisions (STAD) method under cooperative learning.

4. At the end of experimental treatment the group of students taught Mathematics through STAD and Jigsaw under cooperative learning method attained a significantly higher mean score on the test of self-concept than the group of students taught through traditional methods. It suggests that STAD and Jigsaw methods under cooperative learning contribute towards raising the self-concept of students in Mathematics.

5. The mean gain scores of both the experimental groups, the group of students taught mathematics through STAD and Jigsaw under cooperative learning method were also found to have attained significantly higher on the test of self-concept than the group of students taught through traditional method called as control group.

6. At the post-experimental stage, there existed no significant difference between Students-Teams Achievement Divisions (STAD) and Jigsaw methods under cooperative learning in developing self-concept of students. It suggested that STAD and Jigsaw are equally effective in developing self-concept among students, even though Jigsaw appeared to be much too higher in mean scores than the mean score of STAD which may be due to an error of minor consequence.

- Study : 8


The objectives of the study were, i) Identify the underachievers. ii) Help underachievers raise their need-achievement through counselling. iii) Help underachievers improve their study habits through counselling. iv) Help underachievers raise their academic achievement through counselling.
**Population of the study,** In district Srinagar there are 8 educational zones. Out of these 8 zones, Rainawari and Gulab Bagh were selected randomly for the sample purpose. The investigator selected two government high schools and one higher secondary school for girls from the educational zone Rainawari and three government high schools for girls from the educational zone

**Sample of the study was,** total number of 129 subjects were screened out as underachievers. Nine students were dropped because of their often absence.

**Tools of the study were,** 1. Ravens Advanced Progressive Matrices (1962), for the measurement of intelligence. 2. Urdu Adaptation of B.N. Mukherjee’s Incomplete Sentences Blank, Khan (1992), for the measurement of need-achievement. 3. Study Habit Inventory Khan (1999), for the measurement of study habits.

**Methods of analysis** Descriptive statistics. Mean, Standard Deviations and t-value were used for data analysis.

**Major finding of the study were,** 1. Underachievers have poor study habits and low need-achievement. This also means that study habits and need-achievement are contributing factors for expected academic achievement. 2. the mean difference between (pre and post-test) study habit scores (factor wise) of experimental group. There is significant improvement in all the areas of need-achievement which is the effect of Counselling. The difference between pre and post-test scores is significant at 0.01 level in the all areas of study habits. Underachievers were poor in different areas of study habits.3. academic achievement of underachievers, the pre-test scores reflected that there were 42 subjects showing poor achievements in English, 40 in Mathematics, 55 in General Science, 45 in Social Science and 28 in Urdu. There were 14 subjects whose academic achievement scores were low in all the subjects mentioned.
Study : 9


The objectives of the study were, The purpose of this study was to survey a national sample of school psychologists in order to obtain knowledge regarding the use of social skills interventions organized and implemented for students with ASD in school settings. The study was also used to investigate the number of school psychologists providing services for students with ASD, training on ASD that takes place for school psychologists, and whether more training on effective social skills interventions for students with ASD is needed.

Population and sample of the study, The population of the study consisted of a representative sample of the membership of the National Association of School Psychologists (NASP). The sampling frame consisted of 500 associated members randomly selected from the active membership list generated by NASP. Trainers, retired members, and students were asked to be excluded when labels were requested from NASP. The minimum number of expected participants was 150 full-time or part-time school psychologists.

Tools of the study, survey questionnaire, autism information and Social Skills Interventions For Students With Autism or Autism Spectrum Disorders were used.

Methods of analysis were, Descriptive statistics were used as the primary method of analysis for the survey data. Means, standard deviations, frequencies, and percentages were calculated and used to answer the research questions.

Major finding of the study were, Participants were asked to rate their effectiveness in assessment/evaluation, direct intervention and indirect intervention roles for students with ASD. Each role was split into a separate section. Participants rated if they viewed their effectiveness for each role as 1
(not at all confident) to 5 (very confident) with all other numbers in between as degrees between 1 and 5, respondents indicated that they have not organized or implemented social skills interventions for students with ASD, then they were asked to discontinue the survey. Less than half of the participants (n = 136; 39.7%) answered “yes” they have implemented or organized a social skills intervention for a student(s) with ASD and participants organized social skills interventions than implemented interventions. The most frequently implemented social skills intervention was pivotal response training or direct instruction followed closely by social stories. About a quarter of respondents indicated implementation of groups with typically developing peers, Classwide, peer/social skills training, groups with no typically developing peers, integrated play groups as frequently used. Social scripts and P-peer tutoring social skills interventions were implemented moderately compared to the other social skills trainings. A minimal number of participants implemented video modeling social skills interventions.

**Study : 10**


The objectives of the study were, The purpose of this study was to investigate how social skills contribute to successful cooperative learning within the classroom. How incorporating and teaching social skills in classroom lessons affects student's interaction and behaviors while working in cooperative groups. I looked at student perceptions of social interaction within cooperative group work, if students apply the learned social skills within cooperative groups and if the teaching of the social skills helped increase social interaction within cooperative learning groups.

Population and sample of the study, The outcomes indicated growth of students' social skills resulting from instruction of the Connecting with Others;
program. The results also indicated, even with the small sample size of twenty-five, the students did grow in the targeted areas and were able to interact positively with peers.

**Tools of the study was**, school-wide faculty survey, parent survey, teacher survey, teacher observation checklist, and student survey and assessment questionnaire.

Percentage were calculated for Methods of analysis.

**Major finding of the study were**, the results from my research, I was able to come up with the following conclusions. Teaching social skills in the classroom on a regular basis benefits students while working in cooperative groups. Although some of the results from the student questionnaires were not as I had hoped, this short study did show an increase in some of the targeted skill areas. Also the student reflections showed an increase in awareness and my observations also noticed many positive interactions and comments made while students worked in groups. This study was a short three weeks in length; however it showed an increase in some of the targeted social skills in this limited amount of time. This supports that having a yearlong curriculum that integrates teaching social skills in the classroom should increase student interaction in a positive way.

**Study : 11**


The objectives of the study were, The purpose of this study is to investigate the longitudinal relationship between social skills and the academic achievement for students from kindergarten to fifth grade, focusing on language minority students who are mostly immigrant students. Despite the great deal of effort made to link the causal relation of students’ social behaviors
to their academic achievement, the longitudinal effects of students’ social skills on their academic performance, let alone its relation to immigrant students, has seldom been studied. The strength of longitudinal analysis is that, in non-experimental design, it provides firmer grounds for causation than does cross-sectional research (Pedhazur & Schmelkin, 1991). By investigating and estimating the significant longitudinal effect of students’ social skills on their academic performance, this study provides the basis for empirical evidence in the relationship.

**Population and sample of the study,** The descriptive statistics of the fifth-grade students’ performance in three subjects, reading, math, and science, those of the overall student population and the three achievement groups. After deleting missing data on performance, 10038 students’ data were used for the assignment of students to different achievement levels.

**Tools of the study was,** social skill achievement programme and test used for data collection.

**Methods of analysis were,** descriptive statistics, inter-correlation and discriminate analysis were used as statistical techniques.

**Major finding of the study were,** The result identified approaches to learning as the most important aspect of social skills related to academic achievement. Language minority immigrant students from families living in poverty displayed extremely unstable development in all aspects of social skills, including their approaches to learning. In addition, the longitudinal effect of the social skills on reading and math performance was significant for all students but larger for the students in poverty regardless of the language minority status. The positive effect of improved social skills was the largest for the group of students who displayed the most unstable social development, which were the language minority immigrant students who did not show LEP at kindergarten and who were living in poverty. This result suggests the needs of
students living in poverty, especially language minority students, for relevant supports and intervention.

**Study: 12**


The objectives of the study were, (1) to study the impact of social and emotional problems on academic performance. (2) to examine the impact of emotional intelligence on academic performance. (3) to assess the effect of study skills on academic performance.

Population and sample of the study, population of the study were students of turpati, andra Pradesh high schools. the sample of the study consisted of 650 students of standard-10th (problematic 300 and non-problematic 350) the sample also include boys and girls. The data were collected from 50 high schools from government and private schools (urban and rural) from 14 to 16 years. The 60 students were administered two questionnaire in group of 20 students.

For the present study emotional intelligence and skills inventory were used for data collection.

ANOVA (2X2X2) were used as Methods of analysis.

Major finding of the study were, (1) the students with social and emotional problems found to have significant impact on the performance in various subjects telgu, english, hindi, mathematics, science and social studies and also overall academic performance on the all the subjects the students pre-from social and emotional problems Non Problems have performed better on all the subjects then the students with social and emotional problems (problematic and non-problematic) (2) the emotional intelligence found to have significant impact on academic performance in Telgu, Hindi, English, Mathematics, Science and social studies. The students with high emotional
intelligence have obtained higher percentage of marks than the students with low emotional intelligence. (3) study also found significant impact of study skills on academic performance in various subjects, Telgu, Hindi, English, Mathematics, Science and social studies. The students with good study skills i.e., (a) reading and taking skills (b) concertation problems (c) use of time (d) examinations (e) other areas found to have obtained better marks in Telgu, Hindi, English, Mathematics, Science and social studies than the students with poor study skills. (4) the study did not find any significant difference between boys and girls with regard to their academic performance. Urban students performed better than the rural students. (5) the results indicate that the government and private school students differ significantly. The private school students found to be better in their academic performance than the students of government schools.

Study: 13


The objectives of the study were, This study explored and examined to what extent there existed a relationship between social and academic study skills and its significance. The study sought to answer, specifically, (1) if there exist a relationship between social and academic skills, (2) the extent of the relationship, and (3) what can educational leaders and teachers do to assist the student making improvement in social and academic skills. This researcher contends that without social skills; The Impact of the student’s academic skills will not mature to the necessary level to create a successful high school experience.

Population and sample of the study, The research design chosen for this case study was random non-experimental design, spanning across five (5) states that included eighteen (18) teachers and eighteen (18) students. The
teachers were selected either by the principal or the guidance counselor. The teachers selected the students.

The participants in the study came from the following schools district: Joliet Township High School – West Campus, Principal Cheryl McCarthy (Joliet, Illinois); Hyde Park Academy High School, Principal Trotter (Chicago, Illinois); Madison West High School, Principal Ed Holmes (Madison, Wisconsin); Patrick Henry High School, Principal Dr. Gary Kociemba, (Minneapolis, Minnesota); Coronado High School, Principal Lee Koelliker (Henderson, Nevada).

**Tools of the study was**, QUESTIONAIRE/SURVEY used for data collection

**Methods of analysis were**, The data analysis was conducted by a thorough examination of the responses provided by the teachers-participants. The analysis explored the answers to ten questions to see what the teachers-participants believed are important for students to enjoy a successful educational high school experience. The responses shed insights as to the expectations of teachers when they began teaching their content materials to students. The researcher believed the teachers responses were devoid of biases and provided a sense of what teachers observed and sought in their students to ensure that teaching and learning is accomplished. T-test and chi-square were calculated.

**Major finding of the study were**, The result of this research, the researcher believes, can have the ability to (a) promote successful transition across grade span by providing educators and students with the information both needed for successful adjustment to academic and social expectations (Alspaugh, 1988; Lane et al. In review; Morrison, Robertson, Laurie & Kelly, 2002), and (b) improve interventions exacted by the pre-referral intervention model by improving goal alignment and teacher expectation, (Sulzer-Azaroff & Mayer, 1991). It was researcher’s goal and aim in this study to determine the
degree of relationship between academic and social skills through the responses of teacher-participants and illustrate its significance. Further, the researcher sought to add to that body of knowledge already in existence and continue the discussions on this most pressing education matter.

Targeting the improvement of high self-concept is important because it promotes academic and future life successes of the student, however, it is also important to engineer programs that understand why past programs have failed and what educational settings can do to effectively foster educational settings geared toward high self-concept (Manning, 2007).

Taken as a whole, past arguments surrounding social and behaviour interventions would boost the impact of social skills of the student, increase their ability to stay focus in the classroom and improve peer and teach bonding, which are likely to increase academic performance (Fleming, Haggerty, Catalano, Harachi, Mazza & Gruman, 2005). Teachers, school psychologists and administrators seeking to implement prevention and intervention programs to promote academic, self-concept, and social behavior adjustment, should consider social skills as a potential target to address (Ray & Elliott, 2006).

Lastly, a few noted concerns and observations were made by a few teachers. A Madison teacher reported, with regard to the negative social skills and whether they decreased “generally yes, but they can flare up if something provokes them (home life, trouble with their peer group, etc.)”. A previously mentioned Joliet teacher remarked that when a student “got switched to another teacher (the next semester) and fell back to her old ways again. Finally, the counsellor switched her back to my class, but it was too late. Her negative behavior was so far entrenched that she refuse to communicate positively again. She ended up with a D- the second semester”.

A Minnesota teacher makes the following observation, “after talking to the student, calling home to discuss the concerns that I had about this student…”
It seemed to me that even if I suggested to do things in a certain way, there was no follow up from the student and his family.” These remarks illustrate both concern and frustration by teachers who have first hand knowledge relating to how high school students perform academically and behave. These teachers are the most visible participants inside the walls of our public schools.

The public education system of the United States has served its citizens for over two hundred years. Parents have come to think of the education system much as they think of the family patriarch: omnipresent, guiding and nurturing, dependable, and strong. Parents cannot confidently launch children into today's world unless they are of strong character and well-

The Impact of educated in the use of language, science, and mathematics. Parents must possess a deep respect for intelligence, achievement, and learning, and the skills needed to use them; for setting goals; and for disciplined work. That respect must be accompanied by intolerance for the shoddy and second-rate masquerading as "good enough." Students have the right to demand the best our high schools can provide. They must be vigilant and refuse to be satisfied with less than the best.

Our children must have good study habits coupled with hard work and commitment, and be an active participant in the work of the schools.

Study : 14


The objectives of the study were, To develop a Computer Aided English Language Learning (CAiLL) Package, Computer Assisted English Language Learning(CAsLL) Package, To try-out the Computer Aided English Language Learning Package as compared to the Computer Assisted English Language
Learning Package, To compare the relative effectiveness of the Computer Aided English Language Learning Package and the Computer Assisted English Language Learning Package in terms of scores obtained by students on the teacher’s made achievement test, To compare the level of attainment of a group of students that has not received any instruction with the students of Computer Aided English Language Learning (CAiLL) Package group and Computer Assisted (CAsLL) English Language Learning Package group, To study students’ reactions towards learning through the Computer Aided English Language Learning Package and the Computer Assisted English Language Learning Package.

**Population of the study was,** The population of the present study comprised of computer acquainted students studying in standard VIII of Gujarati medium schools of Gujarat State Education Board.

**Sample of the study was,** The selected groups were similar to a large extent because the students in all the groups were studying in afternoon school wherein the medium of instruction was Gujarati and the syllabus of English (Second Language) was taught to the students of class VIII was same. All the students in the entire sample belonged to the age group of 12 to 13 and half years. They represented the middle and the upper middle socio-economic classes. Total 87 students were selected.

**Tools of the study was,** CAiLL Package, Unit Test and opinion were used for data collection.

**Methods of analysis were,** The scores on the unit achievement test were obtained at interval scale. They were calculated and analyzed through one way analysis of variance (ANOVA). ANOVA was selected as statistical technique.

After ANOVA groups were compared employing Tuckey Test as a post-hoc test. Tuckey Test works out multiple comparisons of group means with indicating level of significant difference.
Opinions towards learning through the CALL Packages were collected as frequencies on nominal scale non-parametric Chi-square technique was used.

**Major finding of the study were,** CAiLL Package and the CAsLL Package each was found effective in raising students’ achievement in unit ‘Action Verbs’ of English grammar, Compared both the Packages with each other the CAsLL Package proved to be more effective than the CAiLL Package in terms of the achievement scores of the students of grade VIII for learning ‘Action Verbs’ of English grammar, The CAiLL Package and the CAsLL Package were also effective in evoking positive reactions towards the use of them in learning English grammar especially ‘Action Verbs’.

○ **Study : 15**


The objectives of the study were, to find out the higher secondary school students level of social competence, to find out the higher secondary school students level of social intelligence, to find out the higher secondary school students level of social adjustment, the higher secondary school students are having high level of social skills.

Population of the study, this study has been conducted in the villupram district of Tamil Nadu.

Sample of the study was, research had selected total 1000 higher secondary school students from 12 higher secondary schools by using random sampling method.

Tools of the study was, social competence scale constructed and validated by Sharma, V. P., Social Intelligence Scale constructed and validated by Chadha N. P and Usha Ganesan (2009), Social adjustment inventory
constructed and validated by Roma Pal. Social skill problem behaviour checklist constructed and validated by Madhu Mathur and Saroj Aurora.

Methods of analysis were, Descriptive analysis (Mean and SD), Differential analysis (t-test and F-test) and correlation analysis (‘r’ value).

Major finding of the study were, social competence of higher secondary school students in found to be significant based on sex, school locality, birth order, medium of instruction group study, whereas it is not found to be significant based on type of school, family type, parental education, play an important role in social competence.

Social intelligence of higher secondary school students in found to be significant based on sex, school locality, type of school, family type, medium of instruction whereas it is not found to be significant based on birth order, group of study, parental education, play an important role in social intelligence.

Social adjustment of higher secondary school students in found to be significant based on sex, types of school, family type, medium of instruction and parental education, whereas it is not found to be significant based on school locality, birth order and group of the study, play a important role in social adjustment.

Social skills of higher secondary school students in found to be significant based on sex, school locality, types of school, medium of instruction and parental education, whereas it is found to be significant based on birth order, family type, group of study, play an important role in social skills.

Study: 16

The objectives of the study were, 1. To compare Mathematics Achievement of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model (AOM) and the other using Conventional Method (CM), when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low. b. Average c. High, across groups and within groups. 2. To compare Mathematics Achievement with special reference to the Instructional objectives, a. Knowledge b. Understanding c. Application d. Analysis e. Synthesis d. Evaluation e. Skill of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model (AOM) and the other using Conventional Method (CM), when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low b. Average c. High, across groups and within groups. 3. To compare achievement with special reference to Instructional /Nurturant effects a. Conceptual Structure b. Meaningful Assimilation of Information c. Habit of Precise Thinking d. Interest in Inquiry of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model and the other using Conventional Method, when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low. b. Average c. High across groups and within groups. 4. To compare achievement with special reference to a. Factor 1 b. Factor 2 c. Factor 3 d. Factor 4 e. Factor 5 of Instructional and Nurturant effects, of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model (AOM) and the other using Conventional Method (CM), when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low. b. Average c. High across groups and within groups. 5. To compare “Retention Scores” on achievement of two equated groups of Secondary School pupils taught Mathematics one using
Advance Organizer Model (AOM) and the other using Conventional Method (CM), when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low b. Average c. High across groups and within groups 6. To compare ‘Retention Scores’ on achievement, with special reference to the Instructional objectives, a. Knowledge b. Understanding c. Application d. Analysis e. Synthesis d. Evaluation e. Skill of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model (AOM) and the other using Conventional Method (CM), when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low b. Average c. High across groups and within groups 7. To compare Retention Scores of achievement of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model and the other using Conventional Method, with special reference to Instructional /Nurturant effects a. Conceptual Structure b. Meaningful Assimilation of Information c. Habit of Precise Thinking d. Interest in Inquiry when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low b. Average c. High across groups and within groups 8. To compare Retention Scores of Instructional and Nurturant effects, with special reference to a. Factor 1 b. Factor 2 c. Factor 3 d. Factor 4 e. Factor 5 of two equated groups of Secondary School pupils taught Mathematics one using Advance Organizer Model (AOM) and the other using Conventional Method (CM) when group is taken as a whole and when groups are taken at differing levels of intelligence, namely, a. Low b. Average c. High across groups and within groups

**Population of the study**, secondary schools pupils of kerala, kottayam were population of the present study.

**Sample of the study was**, total 64 students were selected for the sample by using purposive sampling method.
**Tools of the study was,** mathematics achievement test and experimental programme

**Methods of analysis were,** t-value and correlation

**Major finding of the study were,** 1. Comparison of the performance of pupils in the experimental and control groups on Mathematics Achievement test conducted immediately after experiment, when taken as a whole and with respect to the six chapters concerned, indicates that the difference in the Mean scores of achievement scores is significant at .01 level. Also the Mean scores obtained for the students in the experimental groups is more than that of the control group in each case. 2. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post test scores of Pupils in the Experimental and Control Groups is significant at .01 level at different levels of intelligence. Also, the Mean scores for the students in the experimental groups is more than that of the control group in each case. 3. Comparison of the performance of Low Intelligent Group and Average Intelligent Group of pupils in the experimental/Control group on Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post test scores of Low Intelligent and Average Intelligent Pupils in the Experimental/ control Group is significant at .01 level. Also, the Mean scores of the average intelligent students in the experimental group is more than that of the low intelligent students. 4. Comparison of the performance of Low Intelligent Group and High Intelligent Group of pupils in the experimental/control group on Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post test scores of Low Intelligent and High Intelligent Pupils in the Experimental/Control Group is significant at .01
level. Also, the Mean scores of the High intelligent students in the experimental group is more than that of the low intelligent students. 5. Comparison of the performance of Average Intelligent Group and High Intelligent Group of pupils in the experimental/control group on Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post test scores of Average Intelligent and High Intelligent Pupils in the Experimental/control Group is not significant at .01 level. Also, the Mean scores of the average intelligent students do not differ significantly than the High intelligent students in the experimental group. 6. Comparison of the performance of pupils in the experimental and control groups, with special reference to Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation, Skill level of items on Mathematics Achievement test taken as a whole conducted immediately after the experiment indicates that the difference in the Means Scores of Pupils in the Experimental and Control Groups is significant at .01 level. Also, the Mean scores of the Experimental group is more than that of the Control group in each case. 7. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation and Skill level of items in the Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post test scores of Pupils in the Experimental and Control Groups is significant at .01 level. Also, the Mean scores for the students in the experimental groups is more than that of the control group. 8. Comparison of the performance of Low Intelligent Group and Average Intelligent pupils in the experimental/control group on Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation and Skill level of items in the Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in
the Mean Scores of Low Intelligent and Average Intelligent Pupils in the Experimental/Control Group is significant at .01 level. Also, the Mean scores for the students in the Average intelligent group is more than that of the Low intelligent group in each case. 9. Comparison of the performance of Low Intelligent Group and High Intelligent pupils in the experimental/Control group on Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation and Skill level of items in the Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Scores of Low Intelligent and High Intelligent Pupils in the Experimental/Control Group is significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than that of the low intelligent pupils. 10. Comparison of the performance of Average Intelligent Group and High Intelligent pupils in the experimental/Control group on Knowledge Understanding, Application, Analysis, Synthesis, Evaluation and Skill level of items in the Mathematics Achievement test taken as a whole conducted immediately after experiment indicates that the difference in the Mean Scores of Low Intelligent and High Intelligent Pupils in the Experimental/Control Group is significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than that of the Average intelligent group. 11. Comparison of the performance of pupils in the experimental and control groups on the Scores obtained for Test on Conceptual Structures taken as a whole and with respect to the six chapters, conducted immediately after experiment indicates that the difference in the Means of Post test Scores of Pupil on Conceptual Structures in the Experimental and Control groups is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 12. Comparison of the performance of pupils in the experimental and control groups on the Scores obtained for Test on Meaningful
Assimilation of Information taken as a whole and with respect to the six chapters, conducted immediately after experiment indicates that the difference in the Means of Post test Scores of Pupil on Meaningful Assimilation of Information in the Experimental and Control Groups is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 13. Comparison of the performance of pupils in the experimental and control groups on the Scores obtained for Test on Habit of Precise Thinking taken as a whole and with respect to the six chapters, conducted immediately after experiment indicates that the difference in the Means of Post test Scores of Pupil Habit of Precise Thinking in the Experimental and Control Groups is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 14. Comparison of the performance of pupils in the experimental and control groups on the Scores obtained for Interest in Inquiry, taken as a whole conducted immediately after experiment indicates that the difference in the Mean score obtained for the test on Interest in Inquiry in the experimental group and control group is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 15. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on the Scores obtained for Conceptual Structures taken as a whole conducted immediately after experiment indicates that the difference of pupils in the experimental and control groups on the Scores obtained for Conceptual Structures taken as a whole conducted immediately after experiment is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 16. Comparison of the performance of Low Intelligent Group and Average Intelligent Group of pupils in the experimental/control group on the Scores obtained for Conceptual
Structures taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Low Intelligent and Average Intelligent Pupil in the Experimental/Control Group on Conceptual Structures taken as a whole conducted immediately after experiment is significant at .01 level. Also, the Mean scores for the students in the Average intelligent group is more than that of the Low intelligent group. 17. Comparison of the performance of Low Intelligent Group and High Intelligent Group of pupils in the experimental/control group on the Scores obtained for Conceptual Structures taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Low Intelligent and High Intelligent Pupil in the Experimental/Control Group on Conceptual Structures taken as a whole conducted immediately after experiment is significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than that of the Low intelligent group. 18. Comparison of the performance of Average Intelligent Group and High Intelligent Group of pupils in the experimental/control group on the Scores obtained for Conceptual Structures taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Average Intelligent and High Intelligent Pupil in the Experimental/Control Group on Conceptual Structures taken as a whole conducted immediately after experiment is not significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than that of the Average group. 19. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on the Scores obtained for Meaningful Assimilation of Information taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Pupils in the Experimental and Control Group on Meaningful Assimilation of Information taken as a whole conducted immediately after experiment is
significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than that of the Control group. 20. Comparison of the performance of Low Intelligent Group and Average Intelligent Group of pupils in the experimental/Control group on the Scores obtained for Meaningful Assimilation of Information taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Low Intelligent and Average Intelligent Pupil in the Experimental/Control Group on Meaningful Assimilation of Information taken as a whole conducted immediately after experiment is significant at .01 level. Also, the Mean scores for the students in the Average intelligent group is more than that of the Low intelligent group. 21. Comparison of the performance of Low Intelligent Group and High Intelligent Group of pupils in the experimental/control group on the Scores obtained for Meaningful Assimilation of Information taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Low Intelligent and High Intelligent Pupil in the Experimental/Control Group on Meaningful Assimilation of Information taken as a whole conducted immediately after experiment is significant at .01 level. Also the Mean scores for the students in the High intelligent group is more than that of the Low intelligent group. 22. Comparison of the performance of Average Intelligent Group and High Intelligent Group of pupils in the experimental/control group on the Scores obtained for Meaningful Assimilation of Information taken as a whole conducted immediately after experiment indicates that the difference in the Mean Post Test Scores of Average Intelligent and High Intelligent Pupil in the Experimental/Control Group on Meaningful Assimilation of Information taken as a whole conducted immediately after experiment is not significant at .01 level. Also the Mean scores for the students in the High intelligent group is more than that of the Average intelligent group. 23. Comparison of the performance of Low,
Average and High Intelligent Group of pupils in the experimental and control
groups on the Scores obtained for Habit of Precise Thinking taken as a whole
conducted immediately after experiment indicates that the difference in the
Mean Post Test Scores of Pupils in the Experimental and Control Group on
Habit of Precise Thinking taken as a whole conducted immediately after
experiment is significant at .01 level. Also, the Mean scores for the
students in the Experimental group is more than the Control group.
24. Comparison of the performance of Low Intelligent Group and Average
Intelligent group of pupils in the experimental/control group on the Scores
obtained for Habit of Precise Thinking taken as a whole conducted
immediately after experiment indicates that the difference in the Mean
Post Test Scores of Low Intelligent and Average Intelligent Pupil in the
Experimental/Control Group on Habit of Precise Thinking taken as a
whole conducted immediately after experiment is significant at .01 level.
Also, the Mean scores for the students in the Average Intelligent group is
more than the Low Intelligent group. 25. Comparison of the performance of
Low Intelligent Group and High Intelligent Group of pupils in the
experimental/control group on the Scores obtained for Habit of Precise
Thinking taken as a whole conducted immediately after experiment indicates
that the difference in the Mean Post Test Scores of Low Intelligent and High
Intelligent Pupil in the Experimental Group on Habit of Precise Thinking taken
as a whole conducted immediately after Experiment is significant at .01 level.
Also, the Mean scores for the students in the High Intelligent group is
more than the Low Intelligent group. 26. Comparison of the performance of
Average Intelligent Group and High Intelligent Group of pupils in the
experimental/Control group on the Scores obtained for Habit of Precise
Thinking taken as a whole conducted immediately after experiment indicates
that the difference in the Mean Post Test Scores of Low Intelligent and High
Intelligent Pupil in the Experimental Group on Habit of Precise Thinking taken as a whole conducted immediately after experiment is not significant at .01 level. Also, the Mean scores for the students in the High Intelligent group is more than the Average Intelligent group. 27. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on the Scores obtained for Interest in Inquiry taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores Pupils in the Experimental and Control Group on Interest in Inquiry is significant at .01 level. Also the Mean scores for the students in the Experimental group is more than the Control group. 28. Comparison of the performance of Low Intelligent Group and Average Intelligent Group of pupils in the experimental/control group on the Scores obtained for Interest in Inquiry taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores of Low Intelligent and Average Intelligent Pupil in the Experimental/Control Group on Interest in Inquiry is significant at .01 level. Also, the Mean scores for the students in the Average intelligent group is more than the low Intelligent group. 29. Comparison of the performance of Low Intelligent Group and High Intelligent Group of pupils in the experimental/control group on the Scores obtained for Interest in Inquiry taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores of Low Intelligent and High Intelligent Pupil in the Experimental/Control Group on Interest in Inquiry is significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than the low Intelligent group. 30. Comparison of the performance of Average Intelligent Group and High Intelligent Group of pupils in the experimental group on the Scores obtained for Interest in Inquiry taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores of Average Intelligent and High Intelligent Pupil in the
Experimental Group on Interest in Inquiry is not significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than the Average Intelligent group. 31. Comparison of the performance of Average Intelligent Group and High Intelligent Group of pupils in the control group on the Scores obtained for Interest in Inquiry taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores of Average Intelligent and High Intelligent Pupil in the Control Group on Interest in Inquiry is significant at .01 level. Also, the Mean scores for the students in the High intelligent group is more than the Average Intelligent group. 32. Comparison of the performance of pupils in the experimental and control groups, with special reference to items of the five factors of Conceptual Structures taken as a whole conducted immediately after the experiment indicates that the difference in Mean Post Test Scores of Experimental and Control Group Pupil with special reference to these five Factors of Conceptual Structures is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than the Control group. 33. Comparison of the performance of pupils in the experimental and control groups, with special reference to items of four factors of Meaningful Assimilation of Information taken as a whole conducted immediately after the experiment indicates that the difference in Mean Post Test Scores of Experimental and Control Group Pupil with special reference to items of these four Factors of Meaningful Assimilation of Information is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than the Control group. 34. Comparison of the performance of pupils in the experimental and control groups, with special reference to items of five factors of Habit of Precise Thinking taken as a whole conducted immediately after the experiment indicates that the difference in Mean Post Test Scores of Experimental and Control Group Pupil with special reference to
items of these five Factors of Habit of Precise Thinking is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than the Control group. 35. Comparison of the performance of Low, Average and High Intelligent Group of pupils in the experimental and control groups on items of Factor I, II, III, IV and V in the test of Conceptual Structures taken as a whole conducted immediately after experiment indicates that the difference in Mean Post Test Scores of Low Intelligent Group of pupils in the experimental and control groups on items of Factor I II III IV and V in the test of Conceptual Structures is significant at .01 level. Also, the Mean scores for the students in the Experimental group is more than the Control group.

Study: 17


The objectives of the study were, (1) To construct the Drama Programme to teach the units of Social Science of Standard-5 and to prepare the test by the teacher. (2) To know the opinions of the students who are taught by Drama Method. (3) To compare the effectiveness of Drama Method and Traditional Method with reference to academic achievement of the students for the units of Social Science of Standard-5. (4) To measure the effectiveness of Gender with reference to academic achievement of the students for the units of Social Science of Standard-5.

Sample of the study was, Total 84 students were selected i.e. 42 Male Students and 42 Female Students were selected. In each group, the number of sample was 21-21.

Methods of analysis were, researcher used average, standard deviation, and t-value for testing the null hypothesis.
Major finding of the study were, (1) Significant effect of Drama Method was found as compared to those who were taught by Traditional Method different units of Social Science subject (2) No effect was found on the correlation between teaching method and Social Science subject which indicates that there was no significant difference between the achievement scores of Male Students and Female Students. (3) Students like to learn other subjects by Drama Method. The students understand the subject easily with the help of this method. It is easier to remember with the help of this method. It is easier to concentrate with the help of this method. This method is more interesting than other methods. The sincerity in teaching can be managed with the help of this method. This method promotes entertainment as compared to teaching and therefore this method can be applied to teach independently. The students like to learn with this method occasionally.


The objectives of the study were, The purpose of this study was to assess the impact of a social skill training programme (Skill streaming) on children with special need in elementary school. The primary research question was whether or not the application of the a social skills training programme could increase the ability of children to demonstrate prosocial skills in the school environment.

Population and sample of the study, teacher identified three children with special needs in their classroom and researcher matched those children with the same gender, approximately same aged peer. Therefore the complete sample
consisted of six fourth grade children divided between two classroom, three ISN children and NISN children per class.

ANOVA statistical Methods of analysis were used.

**Major finding of the study were**, the first hypothesis was confirmed by the data, while the second two hypothesis require further research to clarify. Whereas clear programme effect were observed for social skills over time, no significant difference were found for friendship and peer nominations. The mean difference between ISN and NISN were not apparent.

***Study : 19***

Dave P. N. (1997). “A Study Of Effectiveness of Educational Games, Self Learning Material And Tape-Slide Programme as the Main & Supplementary Learning Method in Context of Educational Achievement of Mathematics of Std. IX”

**The objectives of the study were**, (1) To develop educational games, to construct self learning material and tape-slide programme on the units “Theory of Trigonometry” and “Plane Quadrilateral of Mathematics” of std IX (2) To study the effectiveness of educational games self learning material and tape-slide in context of educational achievement on related units as main and supplementary learning method.

**Sample of the study was**, As population, total 260 students of Kamani Foreword High School of Amreli city were taken. Out of them, students of two classes i.e. 9-H and 9-G were taken as the sample of the experiment. In experiment-1 total number of subject was130 and in experiment 2 also the number of total students was 130.
Methods of analysis were, the researcher used average, standard deviation, and t-value for testing the null hypothesis.

Major finding of the study were, (1) In context of effectiveness on educational achievement as a main learning method teaching through Self Learning Material was more effective than Educational Games and Tape-Slide Programme whereas the effectiveness of teaching through Educational Games and Tape-Slide Programme was equally effective. (2) Educational achievement of Mathematics of students taught by Educational Games was higher than those taught by Self Learning Material and Tape-Slide Programme as Supplementary Learning Method.

2.5 Comparative summary of the past studies

Comparative summary of the past studies given in table-2.1
### Table-2.1
**Summary of Past Studies**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title</th>
<th>Year</th>
<th>Sample</th>
<th>Research Tools</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Study of the Effectiveness of Computerized Programme Learning on the Achievement of the Students of Grade - 9 in Social Science</td>
<td>2014</td>
<td>Total 112 (76 boys and 36 girls) from government schools and 128 (78 boys and 50 girls) from Self Finance schools were selected.</td>
<td>self-constructed Social Science Achievement Test used for experiment and re-experiment (replication) based on Blue Print so that the effectiveness of computerized linear and branch Programmed Learning and traditional method.</td>
<td>Frequency distribution, Mean Standard Deviation, Significance of difference of means between groups (t-Value).</td>
</tr>
<tr>
<td>2</td>
<td>The Importance of Effectively Teaching Social Skills to Students with High-Functioning Autism</td>
<td>2014</td>
<td>Participants were 18 or over in age and were non-patient volunteers. Personal interviews were conducted at the school site in private and secluded rooms. All participants had one or more years of experience working with children with high-functioning autism. The identities of participants were kept confidential with the exception of the thesis advisor and author of the present study</td>
<td>interview and questionnaire</td>
<td>t-test</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Title</td>
<td>Year</td>
<td>Sample</td>
<td>Research Tools</td>
<td>Method of Data Analysis</td>
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<tr>
<td>3</td>
<td>Social Skills, Achievement Motivation and Self-Concept as the Predictors of Academic Achievement Among Secondary School Tribal Students of Low Literate Tribal District”</td>
<td>2013</td>
<td>IX standard 900 secondary level tribal students; among them, 440 are tribal boys and 460 are tribal girls from the residential and non-residential schools.</td>
<td>(1) Social Skills Inventory developed by Ronald E. Riggio in 1989 was adopted by the researcher. (2) Achievement Motivation Scale (n-Ach) developed by Prof. Pratibha Deo and Dr. Asha Mohan in 2002 was adopted by the researcher. (3) Self-Concept Questionnaire developed by Dr. Rajkumar Saraswat in 2008 was adopted by the researcher. (4) Academic achievement in Telugu, Hindi, English, Mathematics, Science and Social Studies (half yearly marks) of 2011-12 academic year taken by the researcher from the school records. (5) Personal Information Schedule was prepared by the researcher.</td>
<td>Descriptive statistics, Pearson product moment, correlation, Multiple regression analysis, t-test and One-way ANOVA</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Title</td>
<td>Year</td>
<td>Sample</td>
<td>Research Tools</td>
<td>Method of Data Analysis</td>
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<td>4</td>
<td>Effectiveness of Constructivist Approach to the Teaching of Animal Classification in Science and Technology of Standard Ninth</td>
<td>2012</td>
<td>(1) Central School and (2) The Rajkumar College (RKC) School for the experiment and its replications respectively. number of students in the sample is presented. In the experiment 40+40 students were selected in experimental and control group. While in replication 30+30 students were selected in experimental and control group</td>
<td>(1) CIP as a material/model of teaching, (2) Achievement test based on the topic animal classification, (3) an opinionnaire for the learners learned through CIP and finally (4) an interview schedule for the supportive of opinionnaire with same objective as mentioned for opinionnaire.</td>
<td>t-values</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Title</td>
<td>Year</td>
<td>Sample</td>
<td>Research Tools</td>
<td>Method of Data Analysis</td>
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<tr>
<td>5</td>
<td>Effect of Yoga Exercise on achievement, Memory and reasoning ability</td>
<td>2012</td>
<td>Ambee High School, Mehsana and Sheth Shree R. K. Shah Higher Secondary School, Vadasma were selected by 108 purposive sampling method. From those two schools, 46 students and 44 students of Commerce subject were selected respectively. Experimental work had been done for total 21 days. Some irregular students were cancelled. Finally, 40 students from each school were selected. In this way, Total 80 students from both the schools were selected as sample for experiment.</td>
<td>Verbal Reasoning Ability Test, Yoga exercise programme and short term memory test</td>
<td>‘t-test’</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Title</td>
<td>Year</td>
<td>Sample</td>
<td>Research Tools</td>
<td>Method of Data Analysis</td>
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<td>6</td>
<td>Study of the Effectiveness of Social Skills Training on Social and Emotional Competence among Students with Mathematics Learning Disorder</td>
<td>2012</td>
<td>40 students were selected from Learning Disability School and were randomly divided into two groups, 20 as control and 20 as test. The following tools were used in data gathering: Key math test, Raven IQ test, Felner social competence scale</td>
<td>statistical and descriptive methods (mean and standard deviation) and MANOVA</td>
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<td>7</td>
<td>A Comparative Study of the Effectiveness of Student-Teams Achievement Divisions (STAD) and Jigsaw Methods of cooperating Learning”</td>
<td>2012</td>
<td>90 students studying in three sections of the VII class of S.B.S. Senior Secondary School, Karnal. Each of the three sections/groups contained 30 students. One section formed the control group and the other two sections formed the experimental groups. achievement test and programme</td>
<td>1. Descriptive statistics such as means and SD’s 2. Bartlett’s test and analysis of variance (ANOVA) The Bartlett test statistic</td>
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<td>Sr. No.</td>
<td>Title</td>
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<td>Research Tools</td>
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<td>8</td>
<td>Effect of Counselling on the Need-Achievement, Study Habits and Academic Achievement of Underachievers</td>
<td>2011</td>
<td>total number of 129 subjects were screened out as underachievers. Nine students were dropped because of their often absence.</td>
<td>1. Ravens Advanced Progressive Matrices (1962), for the measurement of intelligence. 2. Urdu Adaptation of B.N. Mukherjee’s Incomplete Sentences Blank, Khan (1992), for the measurement of need-achievement. 3. Study Habit Inventory Khan (1999), for the measurement of study habits.</td>
<td>Descriptive statistics. Mean, Standard Deviations and t-value</td>
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<td>9</td>
<td>Social Skills Intervention for Students with Autism Spectrum Disorders: A Survey of School Psychologists</td>
<td>2011</td>
<td>500 associated members randomly selected from the active membership list generated by NASP.</td>
<td>survey questionnaire, autism information and Social Skills Interventions</td>
<td>Descriptive statistics Means, standard deviations, frequencies, and percentages</td>
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<td>10</td>
<td>Connecting Social Skills and Cooperative Learning</td>
<td>2010</td>
<td>the small sample size of twenty-five, the students did grow in the targeted areas and were able to interact positively with peers.</td>
<td>school-wide faculty survey, parent survey, teacher survey, teacher observation checklist, and student survey and assessment questionnaire.</td>
<td>Percentage</td>
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<td>11</td>
<td>The Effect of Social Skills on Academic Achievement of Linguistically Diverse Elementary Students: Concurrent and Longitudinal Analysis</td>
<td>2009</td>
<td>performance, 10038 students’ data were used for the assignment of students to different achievement levels.</td>
<td>social skill achievement programme and test</td>
<td>descriptive statistics, inter-correlation and discriminate analysis</td>
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<td>12</td>
<td>Effect of Emotional Intelligence and Study Skills on Academic Performance of Pupils With Social and Emotional Problems</td>
<td>2009</td>
<td>650 students of standard-10th (problematic 300 and non problematic 350) the sample also include boys and girls. The data were collected from 50 high schools from government and private schools (urban and rural) from 14 to 16 years. The 60 students were administered two questionnaire in group of 20 students.</td>
<td>emotional intelligence and skills inventory</td>
<td>ANOVA (2X2X2)</td>
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<td>13</td>
<td>The Impact of a Student's Lack of Social Skills on their Academic Skills in High School.</td>
<td>2009</td>
<td>five (5) states that included eighteen (18) teachers and eighteen (18) students.</td>
<td>QUESTIONAIRE/SURVEY</td>
<td>t-test and chi square</td>
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<td>14</td>
<td>Development and Comparison of the Effectiveness of Computer Assisted English Language Learning Package and Computer Aided English Language Learning Package</td>
<td>2008</td>
<td>Total 87 students were selected.</td>
<td>CAiLL Package, Unit Test and opinion</td>
<td>ANOVA</td>
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<td>Tuckey Test</td>
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<td>Chi-square</td>
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<td>15</td>
<td>A Study of Social Competence of Higher Secondary School Students of Villupuram District in Relation to Social Intelligence, Social Adjustment and Social Skills</td>
<td>2008</td>
<td>1000 higher secondary school students from 12 higher secondary schools by using random sampling method.</td>
<td>social competence scale constructed and validated by Sharma, V. P., Social Intelligence Scale constructed and validated by Chadha N. P and Usha Ganesan (2009), Social adjustment inventory constructed and validated by Roma Pal, Social skill problem behaviour checklist constructed and validated by madhu Mathur and saroj Aurora.</td>
<td>Descriptive analysis (Mean and SD), Differential analysis (t-test and F-test) and correlation analysis (‘r’ value).</td>
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<td>16</td>
<td>A Study on the Effectiveness of Advance Organizer Model in the Teaching of Mathematics Among Secondary School Pupil at Differing Levels of Intelligence</td>
<td>200</td>
<td>Total 64 students by using purposive sampling method</td>
<td>mathematics achievement test and experimental programme</td>
<td>t-value and correlation</td>
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<td>17</td>
<td>A Study of Effectiveness of Drama Method on Teaching of Social Science Subject of Standard-5</td>
<td>2005</td>
<td>Total 84 students were selected i.e. 42 Male Students and 42 Female Students were selected. In each group, the number of sample was 21-21.</td>
<td>Not found</td>
<td>researcher used average, standard deviation, and t-value for testing the null hypothesis</td>
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<td>18</td>
<td>“The Impact of Social Skills Training on the Friendships of Children with Special Needs : A Model to Better Inclusion”</td>
<td>2004</td>
<td>the complete sample consisted of six fourth grade children divided between two classroom, three ISN children and NISN children per class.</td>
<td>Not Found</td>
<td>ANOVA statistical Methods of analysis were used.</td>
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<td>19</td>
<td>A Study Of Effectiveness of Educational Games, Self Learning Material And Tape-Slide Programme as the Main &amp; Supplementary Learning Method in Context of Educational Achievement of Mathematics of Std. IX</td>
<td></td>
<td>total 260 students of Kamani Foreword High School of Amreli city were taken. Out of them, students of two classes i.e. 9-H and 9-G were taken as the sample of the experiment. In experiment-1 total number of subject was130 and in experiment 2 also the number of total students was 130.</td>
<td>Not Found</td>
<td>average, standard deviation, and t-value</td>
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</table>
2.6 Significance of the Present Study

In India, social skill development, social interaction ability in its infant stage. In Gujarat State, only few researchers have started doing research in this field. There is very less researches conducted in education field and schools. So that in this context this study is very significant. Furthermore, following are some points, which make this study more significant in comparison with past researches done in the field:

- Very less this kind of study conducted in the Gujarat state while this study conducted in the Gujarat state.
- Sample was selected through stratified random and cluster sampling technique present study sample selected by purposive sampling method.
- Self prepared and Social Skill Development programme, Academic Achievement test and social interaction ability scale was used for data collection
- No researches were conducted in Gujarat for social skill development programme.

Thus, present study was different and significant from previous studies in context to population, tools and sample.