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

4.1 Introduction

4.2 Construction and Development of Social Skill Development Programme

4.3 Research Tools

4.3.1 Academic Achievement Test

4.3.2 Social Interaction Ability Scale
CHAPTER-4
CONSTRUCTION OF SOCIAL SKILL DEVELOPMENT PROGRAMME AND RESEARCH TOOLS

4.1 Introduction

The researcher constructed the Social Skill Development programme and gave the treatment of Social Skill Development Programme on the students of standard-9th. The process of the construction of the programme and the treatment process of the programme is mentioned in this chapter.

The researcher had constructed Educational Achievement test and Social Interaction Ability Scale as pre test and post test to collection of data. All the procedure discussed here.

4.2 Construction and Development of Social Skill Development Programme

The objectives stated in chapter-1, Social Skill Development Programme was prepared to examine its effect on Academic Achievement and Social Interaction Ability of the students. Before preparing the programme, the researcher had reviewed related literature, Theories of social skills, past researches on social skill and social skill development. After getting of idea about social skill and its development programme researcher had constructed social skill development programme. Investigator had prepared 10 social skill development activities at primary stage. Which is discuss below :

: Activity -1 : The Jigsaw

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

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

This activity done by following steps:

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

: Activity - 2 : SOLDIER’S LINES

The group divides into two rows and both stand facing each other. Teacher informs each row whether they are for or against the proposal. Each facing pair takes it in turns to argue their viewpoint for one minute each without interruptions. Teacher will ask one row to move up by one person, with end ‘free’ person from one line moving to the back of their row. Teacher again asks one row to move up, but this time roles are reversed.

: Activity -3 : Three Step Interview

Can be used as assessment of prior or new knowledge or opinion. Students work in pairs and then fours. Students interview a Student and then share what they have learned.
This activity done by following steps:

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

: Activity -4 : INSIDE/OUTSIDE CIRCLE

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

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

- Students rotate in pairs and discuss in groups of four; e.g. investigator asks question; inside circle pair discusses question while outside circle discusses questions; pairs compare answers.

- Students generate questions they want to ask other students in the classroom. Put the question in a hat and draw out one question each time the circles rotate.

- Flashcards – each student makes up one question on a flashcard. Students ask each other their questions and switch cards before each rotation. With each rotation, students get a new partner and a new question.

- Investigator can supply the flashcards, or act as quality control by collecting and correcting cards before they are used.

**: Activity - 5 : TRAVELLING HEADS TOGHTER**

Students work in groups of 4 and travel to new teams to share their team answer. Can be used to assess prior knowledge or after research on a topic.

- The investigator presents a problem and gives think time.

- Students privately write their answer.

- Students stand, show answers and discuss, then teach each other.

- Students sit down when everyone knows the answer or has something to share.

- The investigator calls a number, and one student from each team with that assigned number, stands up.

  - The standing students join another team and sit down with them to share their best answer.
Activity - 6 : PAIRED HEADS TOGETHER

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

This activity done by following steps:

- The investigator distinguishes ‘shoulder’ students from ‘face’ students.
- The investigator presents a problem and provides students with ‘think’ time.
- Students write their answers individually, without help.
- Students share and discuss their answers with their ‘shoulder’ students, coaching if necessary, to come to their best answer.
- Students signal when they are ready.
- The investigator says, “Turn to your ‘face’ students. Everyone share your best answer. Students just listen.” Students share as individuals, not pair to pair.
- The investigator announces the correct answer, saying, “If your partner said XXXXXXX, then give them a high five (P1, handshake etc)”.
- Investigator does an additional round, mixing up each time which face student answers.

Activity - 7 : TEAM INTERVIEW

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

This activity done by following steps:

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

• In turn, remaining students stand and are interviewed by their team-mates.

: Activity - 8 : MIX-N-MATCH

Can be used to acquire new knowledge or recap a topic. Students work individually and then pair up.

• Give each student a card (e.g., question and answer; similarities/differences).

• With cards in hand, students get up and move around the room trading cards with other students as they pass by.

• When the investigator calls ‘freeze’, they all stop in their tracks and no more trading of cards is allowed.

• When the investigator calls ‘match’, students actively seek out the partner who has their matching card.

• After all students have found their perfect match, call ‘mix’ and they start again.

• Encourage students to mix independently, not with friends. Model how to find a matching student, if necessary.

• When students have a Student, they move to the outside of the room to allow more room for those still looking for a partner.

: Activity - 9 : 4’s BRAINSTORMING

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

• Each student is given a role.

• The investigator announces the topic on which students are to brainstorm as many creative ideas as possible.
• Team-mates put their heads together and generate as many ideas as possible.

• The secretary records each idea on a different small piece of paper.

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

• Speed Sergeant ensures that team-mates work fast, under time pressure, to come up with as many ideas as possible. The team member assigned this role says things like: ‘We only have one minute left.’ ‘Let’s hurry!’ ‘Let’s get quicker with our responses.’

• Chief Support makes sure all ideas are encouraged with no evaluation of ideas. Chief Support says things like: ‘All ideas are great!’ ‘That’s an excellent idea!’ ‘I really like that!’

• Sultan of Silly encourages silly ideas. Having a good percent of silly ideas is very helpful in the flow of ideas. The silly idea may not be part of the final solution, but may well lead to an idea that is. The Sultan of Silly says things like: ‘Let’s have a crazy idea!’ ‘Can anyone think of something funny?’ It is not the Sultan’s job to provide all of the silly ideas; rather he or she is to encourage team-mates to come up with silly ideas.

• Synergy Guru encourages team-mates to build on each other’s ideas, saying things like: ‘Let’s build on that.’ ‘Let’s combine these ideas.’ The Synergy Guru is also the team Secretary, recording each idea on a separate slip of paper. In teams of five the Secretary is a fifth role; in teams of three the roles of Chief Support, Synergy Guru and Secretary are combined.

• 4s Brainstorming is a strong team builder designed to release synergy and generate an inhibited flow of ideas. Students build on each other’s ideas, coming up with a storehouse of creative ideas or solutions to problems.


: Activity - 10 : GIVE ONE, GET ONE

Can be used to encourage students to share ideas and examples. For example: places to go on holiday; ways in which a story ends; similes for description; how would you describe ……… to a blind person. Students work in teams of four then in pairs.

❖ This activity done by following steps :

- In teams, students brainstorm Give One items without writing them down.

- When they agree they have come up with a good Give One item, they each, in their own words write it in the Give One column. (Provide students with a worksheet with 2 columns – one column titled Give One, the other Get One.)

- When their Give One column is full, the team stands.

- When all teams are standing, each student puts up a hand and moves to find a new Student.

- In pairs, students each give one idea and get one idea. Students write the idea they received in their own words in the Get One column.

- Pairs part. Students put a hand up until they find a new partner and then again Give One & Get One.

- When their form is full, students stand at the side of the room offering to Give One to anyone whose form is not yet full.

- When all students have finished their forms, they return to their teams and share the ideas they have received.

Investigator had prepared total 10 activity for social development programme development. This activities sent to experts for their opinion and suggestion. List of Experts were given in table-4.1.
Tabel-4.1
List of Experts for Social Skill Development Programme

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kusumben Boricha</td>
</tr>
<tr>
<td></td>
<td>Jivan Jyot School, Rajkot</td>
</tr>
<tr>
<td>2</td>
<td>Madhaviben Rathod</td>
</tr>
<tr>
<td></td>
<td>Parishram School, Rajkot</td>
</tr>
<tr>
<td>3</td>
<td>Hemubhai Shekhava</td>
</tr>
<tr>
<td></td>
<td>Meghani High School, Bagasara</td>
</tr>
<tr>
<td>4</td>
<td>Naranbhai Virda</td>
</tr>
<tr>
<td></td>
<td>Mirambica School</td>
</tr>
<tr>
<td>5</td>
<td>Urvashi Mau</td>
</tr>
<tr>
<td></td>
<td>Kadavibhai Vidhyalay, Rajkot</td>
</tr>
<tr>
<td>6</td>
<td>Dilipbhai Sinhar,</td>
</tr>
<tr>
<td></td>
<td>Sinhar School, Rajkot</td>
</tr>
<tr>
<td>7</td>
<td>Karan Dulera</td>
</tr>
<tr>
<td></td>
<td>I/C Principal, Panchshil B.Ed. College, Rajkot</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Bhavna Maheta</td>
</tr>
<tr>
<td></td>
<td>Principal, R. D. Gardi College of Education, Rajkot</td>
</tr>
<tr>
<td>9</td>
<td>Dinesh Dobariya</td>
</tr>
<tr>
<td></td>
<td>Bharad B.Ed. College, Rajkot</td>
</tr>
<tr>
<td>10</td>
<td>Manish Vaghashiya</td>
</tr>
<tr>
<td></td>
<td>Saraswati B.Ed. College, Rajkot</td>
</tr>
</tbody>
</table>

As per opinion given by the experts, four activities (Activity No-2,5,8,an 10) were removed from the social skill development programme and six activity (Activity No-1,3,4,6,7 and 9) were finalised for the experiment of social skill development programme. Social Skill development programme were given in appendix-A.
4.3 Research Tools

The researcher has used two tools to know the effect of social skill development programme on Academic Achievement and Social Interaction. Thus, these procedure followed for preparation of these tools were discussed in detailed

4.3.1 Academic Achievement Test

Questionnaires are widely used in the survey type of researches. A questionnaire does not mean a series of questions but it means a question paper prepared to measure those general and specific objectives which are determined before. Constructed test must be objective.

Investigator had constructed items according to objectives and content points included in English subjects. While constructing items, points of contents, objectives of teaching of subject and nature of the test were taken into consideration. The test prepared without considering nature of question paper can never measure achievement of students correctly and accurately. Various forms of questions are found in the field of evaluation such as essay type questions, short-answered questions, objective type questions and multiple choice test items. There are some 12 sub-types of questions also. They are as below.

1. The Best Answer Variety
2. One Right Answer Variety
3. The Least Satisfactory Answer Variety
4. One Wrong Answer Variety or Reverse multiple choice
5. The Mixed or Two Answer Variety
6. The Mixed Variety
7. The Multiple Response Variety
8. The Substitution Variety
9. The Incomplete Alternative Variety
10. The Combined Variety
11. None of the Above, All of the Above type
12. The Exercise Type
A Mixed Variety test was constructed in the present study which was consisted of ‘Mixed Variety test’. In this type of test, one statement or question is given and four options: A, B, C and D, related to that question or statement, Essay type questions and short type questions are given. Present test was a type of paper-pencil test. To construct such type of test, following care is expected from paper-setters.

1. Construction of an Achievement Test is not an easy task. Creator of such test should have thorough knowledge of content.
2. Creator of such test should have modern thinking of the subject and knowledge of skill of questioning.
3. Creator of such test should have ability of well-knit arrangement of content, original thinking power and skill of predicting any matter or incident.
4. Creator of such test should have enough control on the language in which the test is to be constructed.
5. To construct better items, creator of such test should have ability, skill and screening power.
6. One, who knows objectives and syllabus very well, can construct the test very well.

Investigator was familiar with above stated points so test could be constructed easily and successfully.

4.3.1 Arrangement of items

After constructing items, they should be arranged in proper groups. Four types of arrangements of items can be made.

1. Based on content
2. Based on objectives
3. Based on form
4. Based on difficulty
No any type of item arrangement is superior to another but it is importance that items are arranged properly. Following points were considered before structuring items in any test.

1. Items having same type of forms were arranged in a single group so that instructions about form of question had not to given frequently.
2. Items were arranged in such a way that their validity and reliability was maintained.
3. Instructions were mentioned in easy language.
4. A simple system of evaluation of answer sheets was adopted and answer key was prepared with the question paper.
5. Necessary instructions were prepared before starting administration of the test. Instructions were put in such a way the testes can understand by reading them clearly. Too long instructions were not constructed.
6. Instructions were put in such a way that they provide whole explanation of the test.
7. Repetition of instructions was fully avoided.
8. All instructions were put on very first page of the test.

4.3.2 Techniques Content selection

For good research work enough attention should be given to techniques of selection of subject for any research. For the present study, following techniques were used for acquisition of content.

⊙ Study of reference literature

Mainly following related literature was studied for this purpose.

- Booklets of syllabus of English Subject in Standard-9 decided by Secondary Education Board.
- Textbooks of subject English of standard-9th of secondary schools published by Gujarat State School Textbook Committee.
- Question papers of above stated subjects of different schools.
- Reference materials prepared by subject experts including content of different subjects.
4.3.3 Face validity and Pre Piloting of the Test

The questions like ‘what the test measures’, ‘whether the questions included in the test are apparently useful or not’ whether it measures for what is it prepared to measure’ etc. can be answered by face validity of the test. According to Brown face validity means,

“Content validity is frequently confused with face validity. A test has face validity when the items seem to measure what the test is supposed to measure”

According to Gilbert Sex, face validity means,

“The face validity of a test is the extent to which it appears relevant, important and interesting to examine”

By face validity, it can be tested that content in the test is according to age level of students, all the points of content are included in the test, language used in items is suitable for tests of that age group, items are proper to achieve objectives, external form of items is proper etc.

While the construction of the present test, guidance of experts was sought. Then it was administrated on 20 students selected from population of the present study. This pre piloting of items was made considering the following objectives.

- Response of students for each item was examined.
- Proper instructions were prepared for the test.
- It was tested whether the language of questions is suitable for age level of investigators.
- Propriety of content was examined.
- Ineffective distracters were found out.
- Technique of responding by investigators was known.
- Applicability of the test was examined.
- Form of test was decided.
- Validity of instructions was examined.
- Weak items were found out.
Pre piloting is an important step in test construction. For primary try out of the test, fifty students were randomly selected and the test papers were given them individually. Investigator had tried to make them response the test in the presence of himself. Personal inquiry was arranges for items having confused items for students. The time limit for completing test was also decided by observing the taken time to finish the test by each student. Students were asked to suggest about defective distracters.

After administration of primary try out of the test, the investigator had made discussion with the guide about every item and suggestions of students recorded while implementing test. Such discussions were made with subject experts and demanded their opinions about items when it was necessary. Following changes were made based on such opinions and guidance.

- New instructions were added where it was necessary.
- Language of questions was corrected.
- Changes were made in options of questions.
- Questions having difficult language were removed.
- Estimated time limit was decided.

After necessary corrections, The test was reconstructed based on blue print

### 4.3.4 Blue Print of Academic Achievement Test

**Table-4.2**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Content</th>
<th>No. of Que.</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marks</td>
</tr>
<tr>
<td>1</td>
<td>Adolescents Speak</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>The Vagabond</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
### Table-4.3
**Table of objectives**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Objectives</th>
<th>No. of Que.</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marks</td>
</tr>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Understanding</td>
<td>09</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Application</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>4</td>
<td>Skills</td>
<td>02</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

### Table-4.4
**Table according to types of questions**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Types of Questions</th>
<th>No. of Que.</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marks</td>
</tr>
<tr>
<td>1</td>
<td>Essay Types Question</td>
<td>02</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Short Answered Questions</td>
<td>04</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Objective Questions</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
<td><strong>50</strong></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of Unit</td>
<td>Objective</td>
<td>Knowledge</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Types of Question</td>
<td>Essay</td>
</tr>
<tr>
<td>1</td>
<td>The Adolescents Speak</td>
<td>Essay</td>
<td>9(3)</td>
</tr>
<tr>
<td>2</td>
<td>The Vagabond</td>
<td>Essay</td>
<td>---------</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Essay</td>
<td>9(3)</td>
</tr>
</tbody>
</table>

Note:

- Number given in ( ) is indicate number of questions.
- Number given outside ( ) is indicate marks of questions.
4.3.2 Social Interaction Ability Scale

To know the effect of the social interaction ability on social development programme investigator had prepared social interaction ability scale. Total 40 statement were prepared for the pre-primary tool then scale were sent to the expert for their review and suggestion about the statement of the scale. List of expert given in table-4.6.

Table-4.6
List of expert for Social Interaction Ability Scale

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. P. B. Parihar</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor,</td>
</tr>
<tr>
<td></td>
<td>SVSB Edu. College, HNGU, Patan</td>
</tr>
<tr>
<td>2</td>
<td>Nilesh Patel</td>
</tr>
<tr>
<td></td>
<td>J. P. Makad B.Ed. College, Rajkot</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Pathik D. Barot</td>
</tr>
<tr>
<td></td>
<td>Swami Vivekanand Sarvodaya Bank Education College, Mehsana</td>
</tr>
<tr>
<td>4</td>
<td>Kamlesh Parmar</td>
</tr>
<tr>
<td></td>
<td>Subhash B.Ed. College, Junagadh</td>
</tr>
<tr>
<td>5</td>
<td>Nidhi Agravat</td>
</tr>
<tr>
<td></td>
<td>S. D. Maheta B.Ed. College, Dhrol</td>
</tr>
<tr>
<td>6</td>
<td>Ravi Bhatt</td>
</tr>
<tr>
<td></td>
<td>Joyanand B.Ed. College, Jamnagar</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of Expert</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Dr. Rakeshkumar R. Patel</td>
</tr>
<tr>
<td></td>
<td>Prakash College of Education</td>
</tr>
<tr>
<td>8</td>
<td>Mayank Oza</td>
</tr>
<tr>
<td></td>
<td>Sanskardham B.Ed. College, Rajkot</td>
</tr>
<tr>
<td>9</td>
<td>Dr. Bharat Parmar</td>
</tr>
<tr>
<td></td>
<td>Gajera B.Ed. College, Rajkot</td>
</tr>
<tr>
<td>10</td>
<td>Dr. Chirag Madhak</td>
</tr>
<tr>
<td></td>
<td>J. J. K. B.Ed. College, Rajkot</td>
</tr>
</tbody>
</table>

As per opinion given by the experts, social interaction ability scale total 25 statement were finalised for the final form of the scale. **Social interaction ability scale were given in appendix-C.**