

A STUDY TO EXAMINE THE EFFECT OF SOCIAL SKILLS INTERVENTION PROGRAMME ON THE EMOTIONAL INTELLIGENCE OF CHILDREN WITH LIMITED SOCIAL SKILLS

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Abstract- This study investigated the effect of social skills intervention program on the EI of school children with limited social skills. The study was conducted over eight-week period with 50 students of 10th standard. The experimental group (n=25) was given intervention program related to social skills. Control group (n=25) was kept in wait list & received no intervention program. Initially to identify the students with limited social skills all the students were examined on Social Skills scale by Chopra & Sahu. Further these students were pre-tested & post-tested on the scale MMEI by Drolia & Drolia. Results of the present investigation are meaningful in terms of the objectives. The social skill intervention program proved to be effective in influencing the EI of the students with limited social skills of experimental group.

Keywords: Emotional Intelligence, Social Skills

1.0 Introduction

Education is an instrument which paves way for enhancing the quality of life. It not only illuminates the brain but also plays an extremely significant role in the lives of individuals by empowering them with various abilities, skills and competencies. Amongst numerous components which frame the skeleton of education system, student achievement, school environment and effectiveness of teachers are interdependent and critical components. Although teachers' and school environment are often evaluated by student achievement, the relationship among the above said components is far more complex - as the children with limited social skills and those lacking in normal physical or cognitive faculties need specific care & attention.

Children with limited social skills are an important and inseparable part of the society, hence cannot be isolated. To bring such children at par with the main stream of learners, the former must be identified early and guided appropriately – designing special programs can be one of the many plausible solutions.

Since it is observed that frequency of some behavioral & emotional problems such as aggression, social withdrawal, weakening of social retentions, carelessness towards studies & towards the instructions of teachers & parents, lack of social attributes is increasing among the children studying in secondary classes. The researchers working in the field of psychology & social sciences have been trying & attempting to find out the reasons for the current situation regarding behavior of the children. The emotional intelligence of children with social skills deficits is a subject which needs much research in recent time. Researchers have studied several factors that contribute to low EI. The current study aims to examine the impact of intervention on EI of secondary school students with limited social skills.

1.2 Emotional Intelligence: Emotional intelligence can be thought of as a set of social skills that helps learners to be successful in school, at work & in relationships. As consequences, children are more likely to have robust self-esteem & be better placed to cope with disappointments & setbacks. Working on emotional intelligence through social skill enhancement could be the most important aspect of personal development.

Goleman, (1995) gave an answer when it was asserted that success depends upon several intelligences and on control of emotion. Specifically he stressed that the intelligence alone is no more the measure of success. According to him intelligence accounts for only 20% of the total success and the rest goes for emotional and social intelligences. Abisarma, (2000) then quarried that if this is found to be so, why the teachers don't begin to teach its component to the students at schools since beginning? He then concluded if emotional intelligence affects student

achievement then it is imperative for schools to integrate it in the school curriculum and thereby the raising the level of students.

1.3 Emotional Intelligence & Social skills

Researchers Goleman et.al. (2001), Betlow, (2005), Brar, (1992), Purohit and Ajwani, (2008), Bierman, (1986) etc. have come out with the findings that show a relationship between social skills and emotional intelligence. Researchers have shown that people with higher level of emotional intelligence enjoy more satisfying relationships and successful careers than those with low level of emotional intelligence. In fact the concept of EI is incomplete without knowing its relationship with social behavior. John Gottman, (1997) stated that the decrease in Emotional Quotient (EQ) is due to inadequate social life of a child. Parents don't have sufficient time for their children, nucleus families and restricted visit of relatives at home leads to engagement of children with T.V or video games. Due to more involvement with electronic gadgets they spend less time or no time for outdoor games. It is evident that social life of children & adults is gradually decreasing due to media technology which has got its impact on EQ. This serious issue has been studied & proved by the researchers the EQ predicts higher performance three times better than IQ.

It has been suggested that students who have difficulty in establishing meaningful social relationships with their peers & teachers in school environment must be given social skills training/ intervention. The meta-analyses of the relevant literature indicate weak to moderate effects of intervention. The social skills intervention program of 10-12 weeks with 2 to 3 hours per week approximately 30 hours (in total) is structured, which is considered as insufficient.

2.0 Review of literature

According to Bornstein, Hahn & Haynes, (2010) children & adolescence with limited social & emotional skills tend to exhibit higher levels of disruptive behavior where as emotional differentiation, emotional understanding & self-regulation minimize the possibility of exhibiting aggressive reactivity by the children (Pavarini, Loureiro & Souza, 2011). Brown, (2004) stated that emotions mediate the relationship between individual functioning & psychopathology & as a dynamic process emotions & psychopathology are considered as reciprocal components of human functioning. Masten & his colleague, (2005) mentioned that:-

- (i) Psychological disorders lead to deficits in emotional development.
- (ii) Deficits in emotional development lead to psychological disorders.
- (iii) Deficits in development of emotional skills & the development of psychopathology are influenced by common factors.

Zhou et al., (2002), studied that disruptive behavior is negatively correlated with emotional regulation as emotional differentiation & emotional self-regulation skills diminish aggressive reactivity where as deficit on emotional self-regulation results in behavioral problems (Eisenberg, Smith, Spinard & Sadovsky, 2004). Moreira, Dias, Vaz & Vaz, (2013) stated that the engagement of the students with school is a crucial factor for healthy development of youth. As a multi-dimensional construct it indicates the learning difficulties, behavioral & emotional problems in academic performance moreover it is one of the stronger predictor of dropout cases (Johson, McGue & Iacono, (2006). Though the relationship between social & emotional skills & students engagement with school is bidirectional; (i) Higher level of involvement in school activities has a positive effect on socio-emotional functioning where as lower level of involvement affects negatively. (ii) Coping skills are positively related to school involvement. (iii) Positive affect is associated with adaptive coping strategies

Brown and Odom, (1995) used naturalistic peer interventions which involved teachers encouraging and reminding the students to initiate and interact with others who are showing difficulties in social interaction within the classroom environment. One of these interventions is called incidental teaching which involves identifying the students struggling socially specifically who hardly initiate playing or respond to their peers. On the other side highly evolved social peers are also identified and instructed to initiate play and respond to less socially inclined peers positively by using structured and unstructured time throughout the day. Both direct and indirect instructions to remind the students to interact with their struggling peers were used (Brown & Odom, 1995). Teachers ensure that both the categories of the students remain in positive interaction.

While studying the social skills that crucially affect the social behavior of children in school by Aniko Zsolnai and Laszlo Kasik, it was found that social skills are slightly better and more developed among girls than boys. Hence girls show better social competence than boys. Argyle, (1983) defined social competence as ability and the mastery of social skills which makes it possible to generate the desired effect of social relationship where as Brown, Odom and McConnel, (2008) defined social competence as the complex system the social abilities, habits, skills and knowledge.

3.0 Justification Of The Study

After reviewing the literature the researcher concluded that only few studies have been conducted so far to study the effect of social skills intervention on emotional intelligence of school children with social skill deficit. The students who will be given social skill training, definitely they will prepare themselves for the future challenges of life and the correlation will give the idea for further improvement. .

4.0 Objectives of the study: The main objectives of the study are as follows:-

- 1 To study the level of social skills of school students.
2. To identify school students with social skills deficits.
3. To develop intervention program on social skills for school children with limited social skills.
4. To arrange social skills training/ intervention program for the experimental group of students with social skills deficits.
5. To study the effect of social skills intervention program on the dimension of managing emotions of EI of students of 10th standard with limited social skills.
6. To study the effect of social skills intervention program on the dimension of motivating oneself of EI of students of 10th standard with limited social skills.
7. To study the effect of social skill intervention program on the dimension of empathy of EI of students of 10th standard with limited social skills.
8. To study the effect of social skills intervention program on the parameter of self-awareness of EI of students of 10th standard with limited social skills.
9. To study the effect of social skills intervention program on the dimension of handling relationship of EI of students of 10th standard with limited social skills.
10. To compare the emotional intelligence of students of experimental group with the students of control group.

5.0 Hypotheses of the study:-

1. It is hypothesized that there will be a significant difference in emotional intelligence of male & female students with limited social skills.
2. It is hypothesized that there will be a significant positive effect on the children who will participate in intervention program as compared to the students of control group, Pre to post intervention on the measure of MMEI by Drolia & Drolia.
3. It is hypothesized that post intervention participants will exhibit higher score on the dimension of managing emotions of EI.
4. It is hypothesized that post intervention participants will exhibit higher score on the dimension of motivating oneself of EI in comparison to control group.
5. It is hypothesized that there will be a significant difference between participants & non participants of intervention program on the dimension of empathy of EI.
6. It is hypothesized that experimental group will exhibit higher score on the dimension of self-awareness of EI in comparison to the control group.
7. It is hypothesized that post intervention participants will exhibit higher score on the dimension of handling relationship of MMEI in comparison to the participants who didn't receive social skill training.

5.0 Methodology:- keeping in view the objectives & nature of the study, experimental method has been used.

5.1 Sample:- The sample consisted of 50 students from two different CBSE schools. The students were identified on the basis of report of their teachers & the score obtained on the social skills scale by Sahu & Chopra.

5.2 Design of the study:- To study the effect of social skill program (independent variable) on the emotional intelligence (dependent variable) of secondary school children with limited social skills, the pre-test & post-test control group design was structured. After administration of the test of EI by using the measure of MMEI, students were divided into two equal group i.e. experimental group & control group (25 students in each group). Intervention program for eight weeks was structured for experimental group. Further the same test on EI was administered & the raw scores were analyzed statistically.

To verify the first hypothesis-**there will be significant difference in emotional intelligence of male & female students with limited social skills**, the following table is referred:-

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self Awareness	BOYS	25	56.0000	4.52769	1.866	48	.068	2.32000	1.24328
	GIRLS	25	53.6800	4.25950					

Managing emotions	BOYS	25	55.1600	6.23618	-.255	48	.800	-.44000	1.72596
	GIRLS	25	55.6000	5.96518					
Motivating oneself	BOYS	25	57.5600	6.29206	-.361	48	.720	-.56000	1.55070
	GIRLS	25	58.1200	4.53064					
Empathy	BOYS	25	53.6400	4.97393	3.051	48	.004	-4.12000	1.35051
	GIRLS	25	57.7600	4.56691					
Handling Relationship	BOYS	25	57.7600	4.39014	-.683	48	.498	-.84000	1.23056
	GIRLS	25	58.6000	4.31084					

The statistical analysis of the data indicates that mean score of male students is slightly higher than girls on the dimension of self-awareness. The mean difference 2.320, t value 1.866 & significance .068 indicates that boys of this study are having slightly more self awareness than girls. On the dimension of managing emotions mean difference of the scores of girls & boys is 0.440, t value 0.255 & significance level .800, which is not significant, however the mean score of girls is higher by 0.440 points, which is negligible & indicates that boys & girls are equally intelligent on the dimension of managing emotions. On the parameter of motivating oneself mean difference between the scores of girls & boys is 0.560, t value 0.361 & the significance level .720 which is also not significant at .05 level, however the mean score of girls is again higher by 0.560 points which is also negligible & indicates that boys & girls are almost equally intelligent on the dimension of motivating oneself. On the dimension of empathy mean difference 4.120, t value 3.051 & the significance level .004 which indicates that result is significant & girls are more emotionally intelligent on the parameter of empathy than boys. The girls have also scored slightly higher than boys on the dimension of handling relationship as the mean score of girls is higher by 0.840 points that is also negligible, t value 0.683 & significance level .498 indicates that result is not significant & male & female students are almost equally intelligent on the dimension of handling relationship. Out of these five parameters the result is significant only at one dimension, which clarifies that girls have better empathy than boys.

Hence the first hypothesis there will be significant difference in emotional intelligence of male & female students with limited social skills **is accepted partially**.

To verify the second hypothesis **there will be a significant positive effect on the children who will participate in intervention program as compared to the students of control group, Pre to post intervention on the measure of MMEI by Drolia & Drolia**, the following table is referred.

	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self Awareness	Experimental group	25	56.0000	4.52769	7.682	48	.000	9.76000	1.27054
	Control Group	25	46.2400	4.45608					
Managing emotions	Experimental group	25	55.1600	6.23618	2.515	48	.015	4.32000	1.71791
	Control Group	25	50.8400	5.90678					
Motivating oneself	Experimental group	25	57.5600	6.29206	2.852	48	.006	5.52000	1.93525
	Control Group	25	52.0400	7.35119					
Empathy	Experimental group	25	53.6400	4.97393	2.471	48	.017	3.40000	1.37618
	Control Group	25	50.2400	4.75465					
Handling Relationship	Experimental group	25	57.7600	4.39014	1.982	48	.053	3.52000	1.77629
	Control Group-Test)	25	54.2400	7.72054					

The statistical analysis indicates that the students of experimental group have shown the significant impact of intervention on their self-awareness with mean difference 9.760, t value 7.682 & significance .000, on managing emotions mean difference 4.230, t value 2.515 & significance level .015, on the parameter of motivating oneself mean difference 5.520, t value 2.852 & the significance level .005 & on the dimension of empathy mean difference 3.40, t value 2.471 & the significance level .017. On all these four parameters the significance level is less than .05, which indicates that experimental group has shown the significant impact of intervention on their EI with reference to above said four parameters. Whereas the experimental group has not shown significant impact of intervention on handling relationship in comparison to the control group as the mean difference of experimental group & control group is 3.520 with t value 1.982 & significance level .053 which is higher than .05 level.

Hence the second **hypothesis** there will be a significant positive effect on the children who will participate in intervention program as compared to the students of control group; Pre to post intervention on the measure of MMEI by Drolia & Drolia **is accepted upto 80%**, as out of five parameters result is significant at four parameters.

6.0 Findings of the study: The study revealed that the independent variable social skills play significant role to determine the dependent variable emotional intelligence of secondary school children. The findings of the study are also supported by Daniel Goleman, (1995) who states that relationship management of social skills, the fourth component of EI present a more complex picture. In the basic sense, the effectiveness of our relationship skills depends on our ability to be in tune to ourselves & it influences the emotions of other individuals. This ability also builds on other dimensions of EI, specifically social-awareness & self-management. If one is unable to control one's emotional outbursts or impulses & lack empathy there is least possibility that one will be effective in one's relationship. Goleman, (1995) gave the reference of a survey revealing that children were more depressed, lonely, angry, nervous, emotionally troubled, aggressive, impulsive & worrisome in current generation than the last generations due to present social set up.

7.0 Educational Implications:- The present study has its implication for teachers, curriculum framers, policy makers, planners & parents. The study is of greater importance for policy planners as there may be appointment of efficient teachers & administrators who may perform the task efficiently related to improvement of social skills. Study may be very important for curriculum modulators who may incorporate the content related to social skills as the mandatory component of syllabus. Efforts have to be made by the teachers to become a socially well adjusted individual who can understand the behavior of each & every child by using their experience in the field of education & provide right direction to them. Teachers may motivate the children for their active participation in co-curricular activities. The study has also its implication for parents who can influence their wards by providing appropriate guidance & the best possible care. The study would be very helpful for the society as the members of various societies & social clubs may promote sports & other activities related to creativity of the children such as music, dance, plays, drawing, debate & many more programs. These activities would be helpful to enhance leadership, team management, sportsmanship & many other significant social skills among the children.

Hence the present study will help the future generations to interpret and understand that how working on emotional intelligence of students by enhancing their social skills through intervention program could be the most important aspect of overall development of the students with limited social skills.

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