

## A STUDY OF CONSTRUCTION AND DEVELOPMENT OF SOCIAL SKILLS MEASURE SCALE (SSMS)

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### Abstract

Knowledge constructivism has been changed the learning scenario and way of learning. The approach emphasized on self-learning as well as community learning. Most of the time group learning and way of interactions are very useful for understanding various aspects of any concepts. Interactions and Communication is the units of Social skills. Group discussion and group work (Johnson & Johnson Holuboe, 1994) are a integral part of cooperative learning and for successful implication of group work or community work and learning needs social skills to complete the planned activity effectively.

For assessing the existence of social skills among the young aspire, participant, community learner social skills measure scale (Chavan,2011) was needed, according to the requirements researcher had been construct internal and external outline and body of social skills measure scale with help of process of Standardization and process of construction of test. Through this research work researcher had been fixed scale indicators, units and content validity of social skills measure scale which was needed for assessing content validity and Standardization of Social Skills Measure Scale.

**Key Words:** Community Learning, Group work, Social Skills, Standardization.



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### 1. Introduction :

Group work and group discussion is integral part of co-operative learning. In co-operative learning social skills are playing vital role to complete group work successfully. For assessing and identifying as well as determination of existence of social skills in young Aspire mind social skills measure scale are very useful. But Social Skill measure scale outline and concrete scale is not in existing. (Johnson and Johnson, Holuboe, 1994) emphasized on social skills Essential elements of cooperative learning. Even long back put an importance on interactions with peers (Vygotsky,1978) impacting on learning. it means is that exchange of thoughts an ideas or through sharing, clearing will maximally . For all kinds of understanding and analysis as well as in-details and in-depth about any learn things, social skills playing vital role. Due to importance of social skills, research has been determined, to

study and to construct the social skills measure scale with internal and external outline for assessing existence of social skills among the learner.

**2.1 Statement of Problem:** Under this study researcher had been made try out – I, which is pilot study and first step of Standardization to standardize any test or scale ( Mehrens &Lehmann ,1969). As per process of construction of test and scale researcher had find out the indicators and units as well as content validity ratio of Social Skills Measure Scale.

### **3. Need and Importance:**

**Need:** For fixation of internal and external aspects of social skills measure scale. For determining internal indicators and units of SSMS. For constructing the scale try out-1 was needed. For the standardization of social skills measure scale, research had been prepared plan of study.

**Importance:** After the study with instrumental point of view and strictly followed the tryout-1. Social skills measure scale will available in concrete form for checking validity, reliability, objectivity.

After the process of Tryout-1 tentative tool will available for assessing the quality and structure of scale.

### **4. Review of related literature:**

**1. Johnson, D.W., Johnson, R. T. Holuboe E. J. (1994). Cooperative Learning in Classroom. ASCD. Alexandria, Virginia, USA, Page No. 57, 58.**

“If we distribute to students in the group and allotted work they will complete easily.”

“Through the group we can give learning experience very effectively.”

In this Book Researcher got more clue of co-operative learning and group discussion.

Through the books researcher got clues and correct directions on concept of social skills and its usages.

**2. Chavan A.S. (2011). A Study of Effectiveness of CAI Program on Social skills essential for group discussion. M.Phil. Dissertation, Submitted to Pune University.**

Under this researcher has been studied to set the social skills for co-operative learning as well as researcher has been underlined is that needs of social skills scale.

Through the dissertation researcher found the need of social skills tool and idea of tool as well as outline and various ways to construct the tool.

### **5. Objective of Study:**

1. To study of instrumental devices as well as standardized test.
2. To find out the indicators with references.
3. To determine and fix the units of scale.
4. To conclude the study and put Suggestions.

### **6. Operational definitions:**

1. **Construction:** A creation of internal structure of Scale or test as per the standard.
2. **Development:** A per the established norms and standard develop the product.
3. **Social Skills:** A Set of skills which is useful for group work and activity.
7. **Research Methodology:** Under this study researcher had been applied product development method. (Best & Khan, 2010)

### **8. Research Question / Hypothesis:**

1. How many units and indicators is required for scale ?
2. Which units and indicators will suit for Social skills measure scale?
3. Is Content Validity ratio of each statement will measurable ?

### **9. Assumption:**

1. Student always shared about the received experience.(Salunkhe,2011).
2. **Social Skills** are Measureable.(Chavan,2011).

### **10. Scope and Limitations, Delimitation:**

Under this study scope and limitation had been considered

#### **Scope:**

1. SSM Scale is useful for various teaching -learning process and transition mode as well as various levels of education.
2. SSM Scale useful for stakeholders and teacher for self - assessment of Social skill.

#### **Limitation:**

1. SSM Scale is limited 10 units and 50 indicators only.
2. SSM Scale is limited for age group 18 to 24.
3. SSM scale is limited for self-assessment and self-rating only.

#### **Delimitation:**

1. Researcher had been focused on social skills only.
2. Researcher had been collected indicators and units which is related to group work and work discussion context.

3. Meanwhile the process of construction and calculations of content validity of scale researcher will not control on studying of social skills and co-operative learning context.

### 11. Population and Sampling, sample:

#### Population:

Under this study total 180 indicators and 20 units as well as 25 Experts was the population of social skills measure scale.

**Sampling:** Research had been applied Non-Stratified sampling type with coincident sample.

**Sample:** For finalizing the draft of scale and calculations, considerations to final the units and statements of SSM scale, 5 Experts was sample of study.

**12. Collection of Data:** Social skills measure scale try out -1 Format (Rating Scale) used as a data collection tool.

**13. Analysis of Data:** Under this study researcher had been used qualitative approach to assessing and fixing the units and indicators with priority number as well as calculations of prioritized numbers by experts and analyze with content validity ratio.

**Table No: 1**

#### Fixation and Finalization of Indicators Number

Sr. No	Total Indicators (251)	Priority No.	Percentage.
01	50	01	19.92%
02	100	02	39.84%
03	51	03	20.31%

#### Interpretation:

Above Table No: 1 included details of fixation of finalization of indicators of social skills with priorities to indicators and percentage also. Researcher had been selected only number 01 (50 Indicators) out of 251 Indicators and 100% Indicator in the social skills measure scale.

**Conclusion:** Due to top 1 number to 50 Indicators those only included in scale other numbers indicators are not suit for scale.

**Table No: 2**

#### Fixation and Finalization of Units Number

Sr. No	Total Units (30)	Priority No.	Percentage.
01	10	01	33.33 %
02	5	02	16.67 %
03	15	03	50 %

**Interpretation:**

Above Table No: 2 included details of fixation of finalization of units of social skills with priorities to indicators and percentage also. Researcher had been selected only number 01 (10 Units) out of 30 Units and 100% unit in the social skills measure scale.

**Conclusion:** Due to top 1 number to 10 Units those only included in scale other numbers Units are not suit for scale.

**13.1 Analysis of Research Questions:**

**1. How many units and indicators is required for scale?**

As per experts view and directions by test constructor there should not recommend fix numbers of units and indicators for any test and scale, it is depends on objectives and age group of focused or target group.

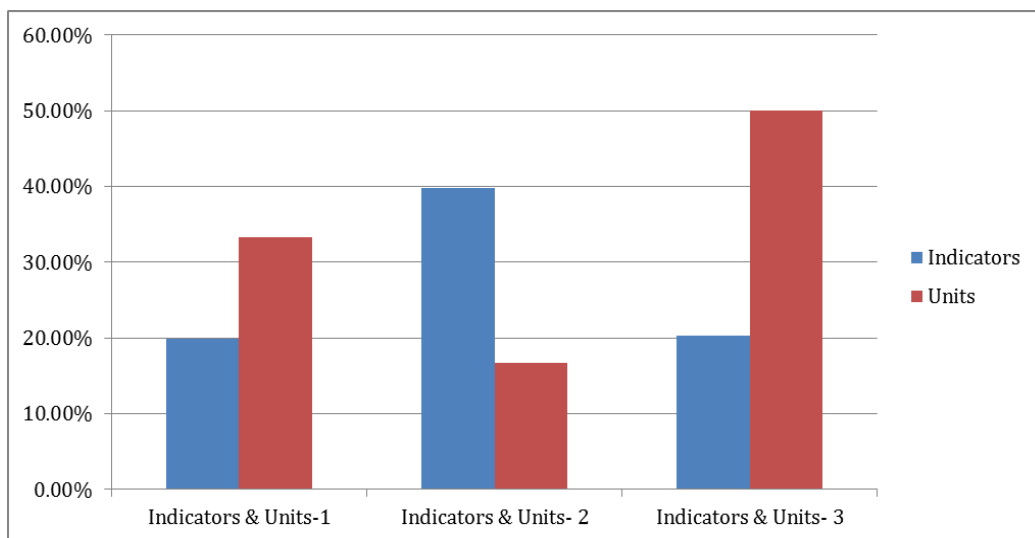
**2. Which units and indicators will suit for Social skills measure scale?**

Selected units and indicators content quality and structure was good, that is why researcher had been selected only that for social skills measure scale.

**14. Graphical Analysis:**

**Graph No: 01**

**Fixation and Finalization of Indicators and Units Number**



**Observations:** Graph No: 1 Titled: Fixation and Finalization of Indicators and Units Number in this graph are two bar with two color bar, sky blue color reflecting Indicator’s percentage and gray color reflecting Unit’s percentage.

**Interpretation:** Under the graph no: 1 following figures are includes..

Indicators & Units No: 1 For 50 indicators got Top 1 priority to indicators percentages are 19.92 & for 10 units got top 1 priority, percentages are 33.33.

Indicators & Units No: 2 For 100 indicators got priority Number 2 and that indicators percentages are 39.84 & for 5 units got priority number 2 and percentages are 16.67.

Indicators & Units No: 3 For 101 indicators got priority Number 3 and that indicators percentages are 20.31 & for 15 units got priority number 3 and percentages are 16.67.

**Conclusion:** Out of 3 categories; category Number : 1 is recommended by expert for final draft of Scale. Same think with Unit's category Number: 1 is recommended by expert for final draft of Scale.

### **15. Finding:**

1. In the try-out 1, total 251 indicators found similar with scale title.
2. In the try-out 1, total 30 units found similar with scale internal content and context.
3. For scrutiny of indicators expert had been put 1,2,3. Numbers according to structure and quality of content of indicators.
4. For scrutiny of units expert had been put 1,2,3. Numbers according to structure and quality of content of units.
5. Due to expert preference number Top Number 1; 50 indicators and 10 units are been selected for the final draft of social skills measure scale.
6. Other 201 indicators and 20 units are eliminated by experts views and recommendation.

### **16. Conclusion:**

1. Only 50 indicators are suitable and adequate for the scale.
2. Only 10 units are suitable and adequate for the scale.
3. Social skill measure scale final draft is ready for further work.

### **17. Suggestions:**

1. As per the title and context of any test and scale collect and find out the suitable indicators and units.
2. Structure and content of indicators and units should be adequate.
3. Each and every indicators and units should have theoretical background.

**18. Reference:**

- Johnson, D.W., Johnson, R. T. Holuboe E. J. (1994). Co-operative Learning in Classroom. ASCD. Alexandria, Virginia, USA, Page No. 57, 58.*
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