

## DEVELOPMENT OF SOCIAL SKILL ASSESSMENT SCALE FOR ADOLESCENTS

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### Abstract

The purpose of this study was to develop a scale to measure social skills in adolescent. The first phase involved the conceptualization and operationalization of life skills based on the review and identifies the research gaps. Similar questionnaires, scales were reviewed, based on that the items were framed for the tool. In the second phase, data collection (N= 120) was carried out extensively, To establish validity for the social Skills Assessment Scale researcher had used Pearson's Product Moment Method and validity of scale was 0.79. The researcher has used three point Likert Rating Scale. The test questionnaire was developed based on WHO's definition of Life skills. The three levels in each of the life skill dimension were used as a foundation for developing the statements for measuring the social skills. The final summated scale of 36 indicators.

**Key words:** Social Skills, Assessment Scale, Adolescent

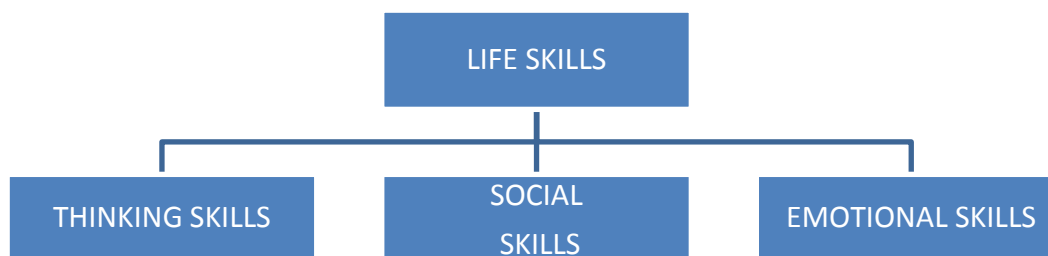


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### I. Introduction

Adolescence all over the world faces many changes and challenges during this phase of life. At this stage it is important to equip them with such skills that will enable them to cop up with the different changes and challenges and thereby succeed in life. Such skills are called as life skills and are considered to be very important in the life of individuals.

These ten life skills can be further segregated into three core groups as depicted below:



Out of these Life skills the researcher has selected to research on **Social** skills which include Self-awareness, Interpersonal-Relationships, Effective-Communication and Empathy.

### Social-Skills

These include verbal and non-verbal communication, active listening and the ability to

express feelings and give feedback. Also, in this category, are negotiation/refusal-skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal-skill. Team work and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

### **Theoretical frame work of social skills**

#### **Social Cognitive Theory:**

First, is the Social Cognitive Theory by Bandura,(1986). The Social Learning Theory of Miller and Dollard (1941) provides a platform for the later work by Bandura in 1977. The key concepts in the earlier theory were imitation and modeling. In 1977, Bandura published his seminal work, “Social Learning Theory”, which incorporated cognitive elements into the theory. Later in 1986, Bandura contributed with a comprehensive framework and renamed it as Social Cognitive Theory. (SCT -Baranowski, Perry, & Parcel, 1997). Among the crucial personal factors are: a person’s ability to symbolize behavior, to learn by observing others, to have confidence in performing a behavior, to self-regulate behavior, and to reflect on and analyze experience (Nair, Subashree and ranjan, 2010).

#### **Social influence theory**

Social influence theory recognizes the importance that social processes have on persons in making their choices as well as living particular kinds of life styles. Therefore, the key task for a life skill intervention within this theoretical framework is to prevent the maladaptive social influences. The key contribution of this approach is in anticipating such influences and teaching children and adolescents ways and means to resist social influences that engender risk behaviors, hence the term “psychological inoculation”. (Nair, Subasree and ranjan,2010).

The focus of this study is development of a scale to measure Social skills in adolescents.

As per the definition of **WHO**, Life Skills are “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of the everyday life”. This research has enabled the researcher to analyze that not all adolescents have the same levels of Social Skills viz. Self-Awareness, Empathy, Interpersonal Skills and Effective Communication

## **II. Need for a social skills assessment Scale**

The present day adolescents who live in a diverse and cosmopolitan society, where the world is becoming too demanding and competition is increasing, it is essential that adolescents have balanced Social Skills. This will enable them to become confident individuals not only at home but also at school, social and community level. The implementation of inculcating training in Social Skills will highly enhance the ability of adolescents to become successful individuals.

Although there is adequate theoretical frame-work on life skills education, very few scientific tools for life skills assessment have been devised by various behavioral scientists. To identify the problems while providing social skills interventional services, it is highly imperative for baseline assessment of social skills the participants possess and also to evaluate the effective of post intervention provided services

## **III. STATEMENT OF PROBLEM**

To develop a social skills assessment scale in adolescents of class IX of S.S.C. board schools in Pune city.

## **IV. OBJECTIVES OF THE RESEARCH**

1. To develop a social skills assessment scale for adolescents.

## **V. ASSUMPTION**

1. Social skills are a measurable aspect.

(Nair, Subashree and ranjan, 2010).

2. Students studying in Class IX have basic and varying social and interpersonal skills.

(Teachers Manual of Life skills, CBSC, IX-X, 2010)

## **VI. DELIMITATION**

1. This research is restricted only to students from S.S.C. board schools studying in Class IX of Pune City
2. The research is restricted to selected specific age group between age 13 to 15
3. The research is restricted to four skills of social skills i.e. Self-Awareness, Empathy, Interpersonal-Relationships and Communication skills.

## **VII. SAMPLE**

The sample used was of 120 students studying in Class IX of four S.S.C. Board schools from the Pune City. The researcher used Non-probability based incidental sampling for the study.

## VIII. RESEARCH METHODOLOGY

The researcher has selected **Product development method** according to the objectives of the research.

## IX. DESCRIPTION OF THE SOCIAL SKILLS ASSESSMENT SCALE

Social Skills Assessment Scale was constructed to assess the levels of Social skills among Indian adolescents. The multi-dimensional Social Skills Assessment Scale consists of 36 items (Thirty six only) in the form of statements in-built with a 3-point **Likert Scale** for the respondent to check the appropriate response which is most descriptive of him/her viz., Always true of me, sometimes true of me and Not at all true of me. It has both positive and negative items.

### X. Dimensions of social skills

The test questions were developed based on WHO's definition of skills for a spectrum of adolescent development concerns on the basis of the four skills which are as follows:

Social Dimensions	Skills	Basis for the statements on affective Social skills	Item no.
<b>Self-Awareness</b>		1. Learning about "me as a special person".	1
		2. Self-Control	2
		3. My rights and responsibilities	3
<b>Empathy</b>		1. Understanding how people are alike and how they differ	4
		2. Avoiding prejudice and discrimination against people who differ	5
		3. Caring for others	6
<b>Interpersonal skills</b>		1. Learning to value relationships with friends and families	7
		2. Forming new relationships and surviving loss of friendships	8
		3. Seeking support and advice from others in a time of need	9
<b>Communication</b>		1. Basic verbal and nonverbal communication skills.	10
		2. Assertive communication in the face of peer pressure	11
		3. Using assertiveness to resist pressure	12

## XI. STEPS IN DEVELOPMENT OF SOCIAL SKILLS ASSESSMENT SCALE

1. Tool was selected that will be able to yield results needed for the research. A questionnaire was made using the **3 point Likert Scale**.

2. The scale were developed based on **WHO's definition of social skills**. The 3 levels in each of the life skill dimension were used as a foundation for developing the statements for testing the social skills.
3. **Pilot study**: Pilot study was conducted .Scale was given to the the experts. The framing of words of some of the item was changed based on the comments and suggestions.
4. **First Administration**: The scale was then conducted on a group of 60 students belonging to 2 schools.
5. **Second Administration**: After finalizing the tool, it was then given to 120 students of 4 S.S.C.board schools. The adolescents were asked to mark the statements as Always, Sometimes or Never as per their level of agreement or disagreement with the statements. The scores ranged from 1 to 3 according to the Likert's scale, each positive statement getting a score of 3 for Always, and each negative statement getting a score of 3 for Never and so on.

**Table 2 .Organization of Positive and Negative Statements**

TYPE OF STATEMENTS	RESPONSES	MARKS
<b>POSITIVE</b> 1,4,7,9,10,12,13,17,18,20,2 4,26,29,31,33,34,35,36	<b>ALWAYS</b>	<b>3</b>
	<b>SOMETIMES</b>	<b>2</b>
	<b>NEVER</b>	<b>1</b>
<b>NEGATIVE</b> 5,6,8,9,11,14,15,16,19,21,2 2,23,2325,27,28,30,32,	<b>ALWAYS</b>	<b>1</b>
	<b>SOMETIMES</b>	<b>2</b>
	<b>NEVER</b>	<b>3</b>

**Table 3. Marking Scheme for Scoring**

**A. Positive Statements**

RESPONSE	ALWAYS	/	SOMETIMES	/	NEVER
	↓		↓		↓
<b>RATING</b>	3		2		1

**B. Negative Statements**

RESPONSE	ALWAYS	/	SOMETIMES	/	NEVER
	↓		↓		↓
<b>RATING</b>	1		2		3

**Table 4. Marking Scheme For Scoring**

NO	SKILL	TOTAL STATEMENTS	POSITIVE	NEGATIVE
1	Self-Awareness	9	4	5
2	Empathy	9	5	4
3	Interpersonal Skills	9	3	6
4	Effective Communication	9	4	5

### Time Period

Every student was asked to note the time when he begun the test and they were instructed that though there is no fixed time slot as they are expected to give thoughtful and genuine answers, yet that they must try to finish in 30 minutes. It was on the basis of the choice of the students that they rated.

### Instructions

All the instructions with reference to solving the questionnaire were clearly and precisely stated on the header of the questionnaire.

- Kindly read all the instructions before you solve this paper.
- The following questionnaire tests 4 dimensions of social skills.
- Each dimension has been subdivided into 3 levels.
- There are 36 statements in all.
- Each having options as Always, Sometimes and Never against it.
- Read all the statements carefully and put a tick mark ( $\surd$ ) in the column that best suits your opinion.
- The test has to be completed in **30 minutes**.
- Scores were calculated by drawing the mean of each level.

### VALIDITY

The validity of the scale was found using the Pearson's **Product Moment Method**.

Pearson's Product Moment Method	Validity
r=	0.79

### Interpretation:

The relationship is a **significantly positive correlation**.

Validity: The correlation coefficient of 36 statements was calculated to give an estimate of the validity of measurement of the particular social- skill dimension by the given statement.

### **Conclusion**

1. Social skills are important for the student's social and academic success in school. Prerequisite social skills, like those observed in this study, are essential to the student's success in the classroom and enable the adolescents to function appropriately in a school and social environment.
2. Social skills are a measurable aspect and they have levels.
3. On the basis of the data analysis it can be stated that adolescents differ from one another in the degrees of social skills.
4. The low scores obtained in certain skills indicate that personal grooming and self-confidence are essential traits that need to be developed at home as well as community level.

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