

# Development of Scale to Measure Social Skills in Senior Secondary Students

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## Abstract

This paper describe the development and validation process of the scale to measure social skills in senior secondary students. The social skills scale measure the social skills in senior secondary students on three different domains: 1)Effective communication; 2) Empathy; 3) Interpersonal relationship. The scale was administered on 100 senior secondary students of class 12th. Item analysis was done by employing t-test statistical technique. Cronbach's alpha method was employed to assess the reliability The 21 items have been developed on the above mentioned domains.

## Keywords

Social Skills, Social Skills Scale, Senior Secondary Students, Effective communication, Interpersonal relationship, Empathy

## I. Introduction

Social skills are very vital instruments for developing healthy and strong relationships with others. These skills can affect all the aspects of a person's success in life. A skilled person is one who formulates his objectives adequately and achieve them effectively. He reaches his goals by proper vision, giving his attention optimally, spending his effort in a calculative manner. There are a lot of definitions of social skills. Elliot and Gresham (1993) defined social skills as behaviour that are socially Retainable and which enhance person's capacity to interact effectively with others. Coleman and Lindsey (1992) described social skills as the cognitive functions and definite verbal and nonverbal actions that an individual employ when interacting with others. Social skills are also defined as a manifold set of skills that include effective communication, problem solving, decision making, empathy, interpersonal relationship, assertion, peer and group communication and self- management. These skills are so significant for students to begin and to sustain positive social relationships with companion, teachers, family and other members of community.

World Health Organization (WHO, 1999) described following three components of social skills.

- Interpersonal Relationship skills: This skill helps the individual to make and keep friendly relationship with others.
- Effective Communication skills: It enables the individual to express himself effectively both verbally and non verbally.
- Empathy skill: It enables the individual to understand what life is look like for another person, even in a situation that one may not be familiar with.

## II. Method

Following steps were followed in the development of the scale to measure social skills in senior secondary students.

### Step I: Developing preliminary draft of the scale

The first step was to select the items for the preliminary draft of the scale therefore items were selected after reviewing the available literature on social skills. Experts from various discipline viz. education, psychology were consulted. After consulting the experts, items were modified and edited. The preliminary draft of the scale comprised 35 items on a based on five point Likert type rating scale.. The items for the scale were distributed into three dimensions i.e. Effective Communication, Empathy and

Interpersonal relationship. The preliminary draft for the scale consisted both favorable and unfavorable statements. For the favorable statements, the strongly agree response will be given a weight of 5, the agree response will be given a weight of 4, the neither agree nor disagree response will be given a weight of 3, the disagree response will be given a weight of 2 and the strongly disagree response will be given a weight of 1. For unfavorable items, the reverse scoring system was adopted, with the strongly disagree response being given the weight 5 and the strongly agree response will be given a weight of 1. (Edwards, 1957).

Distribution of Negative and positive statements have been presented in table below:

Table-1 :Distribution of positive and negative statements in preliminary draft of the scale.

Statement Type	Statement No.
Positive	2,3,7,13,15,16,17,18,19,20,21,22,24,26,27,32,35
Negative	1,4,5,6,8,9,10,11,12,14,23,25,28,29,30,31,33, 34
Total	35

### Step II: Try out of the Scale

The scale comprised of 35 items and it was employed on a sample of 100 senior secondary students. The scoring of the scale was done according to the specifications as given in step I.

### Step III: Item Analysis

The analysis of items was done by employing t-test statistical technique. The score of the 100 senior secondary students were arranged in a descending order. 27% of the high scores and 27% of the low scores were identified and then t-ratio was computed for the higher and lower group to find out the discriminating power of each item. On the basis of the value of t-ratio, items were rejected as they did not discriminate even at 0.05 level of confidence. The t-ratio and level of significance of the items have been presented in the table below:

Table 2: t-ratios and polarity for the items of first draft of the scale of attitude towards geography

S.No	Statements	t-ratio	Remarks
1	When I communicate with others I do most of the talking.	0.85	Reject
2	I try to balance my participation in the conversation	3.84*	Retain
3	I introduce myself with a smile	1.97	Reject
4	While conversing I let the other person talk most of the time.	10.6*	Retain
5	I wait for the other person to give his/her introduction first.	1.13	Reject
6	I usually avoid starting conversation with new people.	1.74	Reject
7	I usually smile all the time while conversing.	1.13	Reject
8	I tend to be serious most of the time while conversing.	4.42*	Retain
9	I never make an eye contact when conversing.	2.18**	Retain
10	During conversation I do not nod my head constantly.	2.20**	Retain
11	While listening I watch the person speak but I do not understand what he speaks.	2.21**	Retain
12	When I have a negative opinion I never comment.	9.30*	Retain
13	When I get negative feedback, I note where I need to improve.	3.28*	Retain
14	When I am in a group I say nothing.	9.87*	Retain
15	I usually help the poor people.	0.61	Reject
16	I do volunteer work for charity.	1.61	Reject
17	I usually give my things to needy person.	2.95*	Retain
18	Whenever I get chance I donate blood.	6.25*	Retain
19	I frequently visit old age home.	0.80	Reject
20	I always help my classmates with homework assignment even if I do not know them well.	1.45	Reject
21	I always offer help to handicapped or elderly stranger across a street.	3.59*	Retain

22	I always give way to older and handicapped person.	4.96*	Retain
23	When someone falls I am not the first who help him to get up.	4.26*	Retain
24	I usually offer my seat to an older person or a woman carrying a child in bus.	4.03*	Retain
25	I always help stranger to carry belongings.	0.26	Reject
26	Relations can change one's life.	5.23*	Retain
27	When I see someone get hurt, I tend to remain calm.	2.12**	Retain
28	Being in a tense emotional situation scares me	5.68*	Retain
29	I usually lose control during tense situation.	1.47	Reject
30	I do not share my happiness and sorrows with others.	6.14*	Retain
31	I never trust anybody.	3.49*	Retain
32	We have to work hard to keep our relationship happy.	0.18	Reject
33	If I do not like something about the other person, I stop communicating with them.	1.14	Reject
34	If I do something wrong, I need to hide it from my family and friends or else my image may get affected.	1.91	Reject
35	Important relations have value more than anything in my life.	5.09*	Retain

\* Significant at 0.01 level

\*\* Significant at 0.05 level

**Step IV: Final draft of the scale**

The final draft of the scale consisting 21 items in the following three dimensions in the table below:

Table III: The dimensions of the scale

No.	Dimension	Item No
1	Effective Communication	1 to 9
2	Empathy	10 to 15
3	Interpersonal Relationship	16 to 21

Distribution of positive and negative statements has been given in the table below:

Table-IV :Distribution of positive and negative statements in final draft of the scale.

Statement Type	Statement No.
Positive	1,8,10,11,12,13,15,16,17,21
Negative	2,3,4,5,6,7,9,14,18,19,20
Total	21

Scoring Procedure : The scale of social skills comprised 10 items, out of which 10 items were favorably worded and 11 items were unfavorably worded. The score of the individual is the sum of all the favorable and unfavorable items. The score ranges from 21-105. The higher score indicates the greater value of social skills.

#### **Step V: Validity and Reliability of The Test**

Face and content validity of the scale was ensured through consulting the experts from various discipline from the first draft up to the last draft.

The reliability of the attitude towards geography scale by Cronbach's alpha method and is found to be 0.79.

#### **III. Conclusion**

The purpose of this research to develop an instrument that would facilitate the teachers to understand the social skills of senior secondary students. The social skills scale is a valid and reliable tool to assess the social skills in students. The assessment of the social skills can be used by the schools teachers to identify and study the teaching learning and social problems in students.

#### **References**

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