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Determining the Effectiveness of Training Social and Communicational Skills on Increasing Social Adaptation and Social Skills of Babol City's Male shy High School Students

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ABSTRACT

The present paper aims to determine the effectiveness of training social and communicational skills on increasing social adaptation and social skills of male, shy high school students. To investigate the research hypothesis, the effectiveness of training social and communicational skills on increasing social adaptation and social skills of male, shy high school students, 45 students (male and shy) were selected through simple random method and randomly grouped into 2 test and one control group. Data gathered through "Vineland adaptive behavior scale" and "Gresham and Eliot social skills" and then analyzed by SPSS software. Results showed that both methods of comparing witness group are effective on increasing social and communicational skills. But in comparison with each other, social skill training is more effective on social adaptation than communicational skills training. In terms of affecting social skills was significant difference between the methods was observed.

KEYWORDS: social skills, communicational skills, social adaptation, social skill, male shy student

INTRODUCTION

Social relationships and communications are among the most important needs of human being and are considered to be the most prominent factor in social growth. This is a dynamic and continuous process in which a man tries to communicate others to meet his needs. If his needs are not met properly in these relationships and communications various problems occur which put him in conflict and imbalance. Thus, it can be said that social adaptation, which in general means being consistent with social life, is one of the most important factors in investigating human's social life. In this way human adopts social principles and norms and thus becomes similar to others (Mohseni, 1993). Social skills are gained through casual learning such as watching people, imitating others' behaviors, practicing and close encounter with other people. Individuals usually gain more skills in their social interactions through observing, imitating and communicating others (Behboodi, 2008).

Scientifically, shame is a natural reaction, associated with fear and curiosity, to new people and environments. Although most individuals are a little shy in various conditions but shy boys always feel shame. In fact, shy boys can hardly communicate others in the modern multiple culture. Shame prevents individuals from learning social skills and, also, the shy individual can have a solitary pattern which keeps communication out of his reach. Based on several studies shy students are not capable of simply learning social skills in normal environments and through interaction with their classmates (Vaughen, et al, 2003; Hyatt and Filler, 2007). They need to learn social skills in an organized way. Skills should be taught in normal situations in order to allow for generalization to various circumstances (Gresham, 1998). Although interpersonal relationship is the greatest human achievement, but not all individuals are capable of establishing a relationship or communication. Shy students need to learn social skills in an organized manner. Certainly, trainings and methods to overcome these shifts have advantages and positive consequences for both individuals and the society. Nowadays, harmful behaviors in home, school and university, such as aggression, anxiety and stress, inconsistency, suicide and so on, have significantly increased. Among factors resulting in such behaviors are severe diffidence and shame, lack of self-confidence and lack of self-esteem (Gharche Daghi, 2005). Diffidence is a pervasive social inability with which the individual escapes from facing unfamiliar people (Afrooz, 2002). Diffidence and social fear not only are associated with having unhappy feelings in community and developing various self-images, but also results in abnormal views about oneself and others (Lizjik, Ecuse, Dougan and Kogo, 2004).

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Hypotheses

1. Communicational and social skill training is effective on increasing the social adaptation of boy, shy students.
2. Communicational and social skill training is effective on increasing social skills of boy, shy students.
3. Communicational and social skill training is effective on increasing communicational skills of boy, shy students.

RESEARCH METHODOLOGY

The present paper is a test study. The research plan is composed of pre-test and post-test with the control group. The control group, also, consists of three testing subgroups which are tested and measured twice. The population is composed of all shy, boy students of Babol city's high schools in the educational year of 2010 – 2011 (84 individuals). The research sample consisted of 45 shy, boy students who were selected by simple random selection method. The selection was accomplished in the following manner. First, a pre-test was done on the population and 45 individuals were selected (as the sample group) from those who had a score lower than 165 in social adaptation test and lower than 30 in social skills test. These 45 individuals were then grouped into three classes: the first test group (15 individuals), the second test group (15 individuals), and the third test group (15 individuals). The first test group and the second test group took part in 45-minute classes of social skills for 20 sessions and in 45-minute classes of communicational skills for 20 sessions, respectively. The control group was not trained at all. The post-test was done after the end of training course.

Research Tool

A) "Vineland Adaptive behavior scale": This scale was reviewed in 1980 and will be accomplished by parents. In Iran, "Batooli" (1996-1997) tried to determine norms of the base version of this measure. Besides, reliability coefficient of norms in the age group of 6 -11 years was 0.83 for daily life skills and 0.85 for socialization.

B) "Gresham's and Eliot's questionnaire of social skills: This measure was developed by Gresham and Eliot in 1990. the present paper uses a level-specific teacher form which includes criteria such as cooperation, certainty and continence. The questionnaire is composed of 30 questions with Likert.

3-degree measure. The higher the score, the child will have better social skills and the lower the score the child will have worse social skills. Gresham and Eliot reported the reliability of this measure by retesting method and Cronbach Alpha of 0.94. Its validity in Iran was also tested by "Shahim" (1999) and its reliability is reported by the Cronbach Alpha of 0.90.

Data Analysis Method

Descriptive and deductive statistics, including chart, mean, standard deviation, were used to investigate hypotheses. In order to test the first hypothesis and second and third hypotheses multi variable covariance analysis test and covariance analysis test were used, respectively. Moreover, data were analyzed by SPSS software.

Research Findings

The First Hypothesis: Communicational and social skill training is effective on increasing the social adaptation of boy, shy students.

Table 1. Covariance analysis for the variable of social adaptation

Shift Sources	Sum of Squares	Degree of Freedom	Mean of Squares	F	Significance	Effect Size
Social Adaptation	949.21	2	474.6	16.76	0.0001	**0.456**
Error	**72.1132**	**40**	**28/32**			

With $p<0.0001$ and $f=16.76$ it is evident that social and communicational skill training have a significant effect on increasing adaptation. Thus the null hypothesis is rejected and the research hypothesis (the significant effect of social and communicational skill training on increasing social adaptation) is confirmed.

The Second Hypothesis: Communicational and social skill training is effective on increasing social skills of boy, shy students.

Table 2.Covariance analysis for the variable of social skill

Shift Sources	Sum of Squares	Degree of Freedom	Mean of Squares	F	Significance	Effect Size
Social Skill	346.95	2	173.48	15.06	0.0001	**0.430**
Error	**460.85**	**40**	**11/52**			

The above analysis shows that social and communicational skill training, having p<0.0001 and f=15.06 have a significant effect on increasing social skills. Thus the null hypothesis is rejected and the research hypothesis is confirmed.

The Third Hypothesis: Communicational and social skill training is effective on increasing communicational skills of boy, shy students.

Table 3.Variance analysis for the variable of communicational skill

Shift Sources	Sum of Squares	Degree of Freedom	Mean of Squares	F	Significance
Grouping	430/57	2	215/28	27/59	0.0001
Error	319/89	41	7/80		

Based on the above table, f=27.59 and p<0.0001 are statistically significant. This means that social and communicational skill training are effective on increasing communicational skills. Therefore, the null hypothesis is rejected and the above hypothesis will be confirmed.

RESULT AND DISCUSSION

Base on results it can be concluded that social and communicational skill training is effective on increasing social adaptation (according to the first hypothesis). To train and teach those social skills such as how to control rage, solve conflicts, respects others' rights, and so on result in a reduction in oral and physical struggles between students. These all reduce disordered behaviors and lead to positive behaviors and adaptation. Findings of the present research are in consistency with results of Karimi (2008), Makvandi (2008), Chahar Dooli (2007), Attari (2003), Bachman (2007), Jones, Chrolli and Gotzloo (2005). According to the second hypothesis social and communicational skill training is effective on social skills of shy, boy students. This training reduces guilty behaviors (Got Fredson, 1987; Matson, 2008). The training also results in a reduction in the number of improper behaviors in the classroom such as aggression (Compose, Tanker Sally, Wallis, et al 2000) and improves students' personal relationships with their classmates and other adults. These findings are consistent with that of Karimi (2008), Makvandi (2008), Randi and Michelle (2008) and Attari (2003). Based on the third hypothesis social and communicational skill training is effective on increasing communicational skills of shy, boy students. This hypothesis was also confirmed the results of which are consistent with findings of Soleimani (2009), Arjmandi (2002), Bahram Giri (2001). Mousen et al (2001) believe that social and communicational skill training and its effect on increasing communicational skills results in developing positive social behaviors in schools, improves positive interactions between classmates, social acceptance, and learning responsibility, asking help, participation and cooperation and finally leads to an increase in communicational skills.

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