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A STUDY ON SOCIAL SKILLS AMONG STUDENTS WITH INTELLECTUAL DISABILITY

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Abstract

Every human being should need to develop the basic social skills for living as an acceptable member of society. In case of students with intellectual disability intensive training should be offer to develop an appropriate social skill. But the training should be started at early stage of their life. The social skills are reflected in the two main areas such as the development and stability of peer relationships and friendships, and a child's ability to process social information. Normal children learn social skills as they grow but in the case of students with intellectual disability they need more training to learn the better ways of basic social skills. If they don't get proper training, attention and caring from parents, community and society, they will be left out from the society and social functions. On the other side they get good social behavior, they able to behave appropriately in a group situation, they will accepted by the group. The objective of this study is to find out the social skills among students with intellectual disability and to find out the attainment level of social skills among students with intellectual disability. The present study is a qualitative and descriptive study. Collecting data from two special schools from Kasaragod district. Considering the time limit of the study only two schools selected for

this study. The study sample was composed of 8 students with intellectual disability from vocational class consists of the age group above 16 years old. Purposive sampling was used by the researchers because this method consists of group or individual who are not readily available. In this study the researchers selected 30 social skills and by observation method, observed the social skills among students with intellectual disability. The major conclusion of this study is that mild students respond very well in social skills. If they get good proper training and assistance from their parents and teachers they will become well social being. But the training should be started very early in their life. The students with intellectual disability should need a proper training for social behavior and social skills. They also need an appropriate support from family, neighbors, friends, teachers and society.

Key words: social skills, intellectual disability

Introduction

Social skills are the competency facilitating interaction and communication with others, where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. Every human being should need to develop the basic social skills for living as an

acceptable member of society. Social skills are viewed as specific behaviors that allow a person to respond to social demands and to maximize social reinforcement at home, at school, and in a variety of leisure contexts. Appropriate social behavior is necessary for any person in a society. Social skills are necessary to form and sustain relationships with others. These skills may be acquired through gradual learning and are largely influenced by a variety of social agents present in the culture. This process of learning and acquiring in the society is called socialization and when these skills are performed adequately they are referred to as social competency. Social competence includes both social skills and adaptive behavior. (Dr. Aruna Karra 2013). Intellectual disability is a developmental problem manifested during a child's years of development (i.e. 0-18 years old). It is a condition whereby a child's intelligence and adaptability are significantly below the average level of his peers. In case of students with intellectually disabled people intensive training should be needed to develop an appropriate social skill. But the training should be started at early stage of their life. If they get good proper training and assistance from their parents and teachers they will become well social beings. But the training should be started very early in their life. The students with intellectual disability should need a proper training for social behavior and social skills. They also need an appropriate support from family, neighbors, friends, teachers and society.

Need and Significance of the Study

Normal children learn social skills as they grow. But in the case of students with intellectual disability they need more training to learn the better ways of basic social skills. If they don't get proper training, attention and caring from parents, community and society otherwise

they will be left out from the society and social functions. On the other side, if they will get good social skills, they able to behave appropriately in a group situation and they will accepted by the group.

Objectives of the Study

- To find out the social skills offered to the students with intellectual disability in the special schools.
- To find out the attainment level of social skills among students with intellectual disability.

Methodology of the Study

The present study is a qualitative and descriptive study. Data were Collected from two special schools in Kasaragod district. Considering the time limit of the study only two schools were selected for this study.

Sample of the Study

The sample was composed of 8 students with intellectual disability from vocational class consisting of the age group above 16 years old. Purposive sampling was used by the researcher because this method consists of group or individual who are not readily available.

Tool for the Study

In order to achieve the objectives of the study, the investigators used Interview Schedule and Social Skill Attainment Scale.

Result and Discussion

From the study it was found that there are 30 social skills offered to the students with intellectual disability in the special schools of Kasaragod. The following Table No. 1 shows the social skills offered to the students with intellectual disability in the special schools of Kasaragod.

Table No. 1 Social Skills Offered to the Students with Intellectual Disability in the Special Schools of Kasaragod

SI No	Social Skills
1	Saying hello
2	Waves good bye
3	Response to smile
4	Making eye contact
5	Praising others
6	Greeting others
7	Respond to ownName
8	Sharing things
9	Say thankyou, please andsorry
10	Intimacy to peers
11	Affection towards others
12	Stability ofFriendship
13	SharingIntimate information
14	Contact withfriends after schoolactivities
15	Co-operative play skills
16	AppropriateTouching when playing
17	Using name ofOthers
18	Ask permission
19	Help others
20	Dress own
21	Engage usefuleactivities for freetime
22	Participate inschool function
23	Return in borrow material
24	Visit relatives home
25	Listen to someone till the last
26	Wait for someone
27	Emotional attachment
28	Positive thinking
29	Leadership skill
30	Participate in social function

These are the social skills offered to the students with intellectual disability.

Percentage of Attainment Level of Social Skill Among Students with Intellectual Disability

The following Table No-2 shows that percentage of attainment level of social skill among students with intellectual disability.

Table No-2 Social Skill Attainment Scale of students with intellectual disability.

SI No	Social Skills	Percentage Of Attainment Level Of Social Skills Students With Intellectual Disability		
		Very Good	Average	Poor
1	Saying hello	62.5	12.5	25
2	Waves good bye	62.5	12.5	25
3	Response to smile	62.5	37.5	0
4	Making eye contact	50	25	25
5	Praising others	12.5	37.5	50
6	Greeting others	25	25	50
7	Respond to own Name	100	0	0
8	Sharing things	50	25	25
9	Say thank you, please and sorry	25	12.5	62.5
10	Intimacy to peers	25	0	75
11	Affection towards others	25	0	75
12	Stability of Friendship	12.5	12.5	75
13	Sharing Intimate information	25	0	75
14	Contact with friends after school activities	0	0	100
15	Co-operative play skills	75	25	0
16	Appropriate Touching when playing	62.5	0	37.5

17	Using name of Others	25	0	75
18	Ask permission	75	0	25
19	Help others	37.5	0	62.5
20	Dress own	87.5	12.5	0
21	Engage useful activities for freetime	25	25	50
22	Participate in school function	37.5	50	12.5
23	Return in borrow material	50	12.5	37.5
24	Visit relatives home	25	12.5	62.5
25	Listen to someone till the last	50	0	50
26	Wait for someone	62.5	0	37.5
27	Emotional attachment	12.5	12.5	75
28	Positive thinking	0	12.5	87.5
29	Leadership skill	0	12.5	87.5
30	Participate in social function	37.5	25	37.5

From the above study found that the skills such as praising others, stability of friendship and emotional attachment to others are below 25% among students with intellectual disability in the very good category. The skills like greeting others, say thank you, please, sorry, intimacy to peers, affection towards others, sharing intimate information, engage useful activities for free time, visit relatives home, help others, participate in school function and participate in school function ,making eye contact, sharing things, Return in borrow material and listen to someone till the last etc. are include between 25-50% among students with intellectual disability in the very good category. The skills such as co-operative play skills and ask permission from teachers before doing anything saying hello, waves good bye, responds to smile, Appropriate touch when playing and wait for someone are include between 50-75% among students with intellectual disability. The skills such as dress their own is greater than 75% among students

with intellectual disability. The 100% of students are very good to responds to their names. So it is necessary to give proper training of skills such as Contact with friends after school activities, Positive thinking and Leadership skill (totally absent ie.0%) and praising others, stability of friendship and emotional attachment (below 25%) among students with intellectual disability.

The social skills such as saying hello waves good bye, say thank you, please and sorry, stability of Friendship visit relatives home, return in borrow material, dress own, emotional attachment ,leadership skill and positive thinking below 25% among students with intellectual disability in the average level. The social skills such as Response to smile making eye contact, praising others, greeting others, sharing things, co-operative play skills, participate in school function, engage useful activities for free time and Participate in social function laying between 25-50% among students with intellectual disability in the average level.

The skills like participate in school function is the only skill below 25% among students with intellectual disability in the poor level. The skills like Saying hello, waves goodbye, making eye contact, sharing things, greeting others, praising others, Greeting others, sharing things, appropriate touching when playing, ask permission, engage useful activities for free time, return in borrow material ,listen to someone till the last, wait for someone, participate in social function are between 25-50% among students with intellectual disability in poor level. The skills like Praising others, greeting others, say thank you, please and sorry, intimacy to peers, affection towards others, stability of Friendship, sharing Intimate information Using name of Others, help others, engage useful activities for free time, visit relatives home, listen to someone

till the last, between 50-75% % among students with intellectual disability in poor level. Because of that students need more appropriate training for develop these social skills as early as possible in special schools. The social skills like positive thinking ,leadership skill are above 75% among students with intellectual disability in poor level. The skill like contact with friends after school activities is 100% it is mean that this skill is totally absent among the students with intellectual disability. From the above data analysis we found that the students need more appropriate training in the improvement of social skills.

Summary and Conclusions

The social skills of the students with intellectual disability has been found to be limited compared to those of normally developing children. Compared to the group of normally developing children, children with ID were found to have fewer friends and less interaction towards a peer group . Intimacy to peers, affection towards others, stability of friendship, sharing intimate information is very less in students with intellectual disability. They do not have a habit

of contact with students after school activities. There is no positive thinking and leadership skill among students with intellectual disability. But all intellectual disability students are have a good responds to their own names. The social skills like making eye contacts, sharing things, co-operative play skills Saying hello, Waves good bye, Response to smile, ask permission ,dress own return in borrow material, listen to someone till the last and Wait for someone are usually presenting among mild students. If they get good proper training and assistance from their parents and teachers they are become well social being. The skill like contact with friends after school activities is 100% it is mean that this skill is totally absent among the students with intellectual disability. From the above data analysis we found that the students need more appropriate training in the improvement of social skills. But the training should be started very early in their life .The students with intellectual disability should need a proper training for social behavior and social skills instead of they will keeping away from the society. They also need an appropriate support from family, neighbors, friends, teachers and society.

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