

EFFECT OF MINOR GAMES ON ENHANCING SOCIAL SKILLS AMONG PRIMARY SCHOOL CHILDREN

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ABSTRACT

This study aims to find out the effectiveness of minor games on enhancing social skills among primary school children. The investigator adopted experimental and control group design. Each group has 30 students. Social skill rating scale was used to measure the social skills of the children. The major findings of the study were (i) there is significant difference between the experimental and control group in post test. (ii) Minor game was more effective on enhancing social skills among primary children than the traditional method.

KEYWORDS: Social Skill and Minor Game

INTRODUCTION

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. One of the universally accepted objectives of education is the comprehensive development of human personality. Among different levels of education, Primary Education does have an important role in educating the children. It must be at the very heart of any successful education for all strategy. This objective is the basis for the success of primary education programme. Primary education is the first stage traditionally found in formal education, beginning at about age 5+ and ending about age 11 to 14. Primary education occupies a significant place in the educational reconstruction of any developing country. The makers of constitution of India also have recognized the importance of primary education. In article 45 which dictates that “The stage shall endeavor to provide, within a period of ten years from the recommendation of this constitution, for free and compulsory education for all children until they complete the age of 14 years”. Primary education consists of first years of formal education that occurs during childhood. It is the stage when a child stands receiving formal instruction in an institution.

The Government of India had made many attempts to improve the qualities of primary education in our country. Sarva Shiksha Abhiyan (SSA) is one of the programmes to promote, Education for All. The primary education curricula were changed according to the modern psychological theories. Child centered and activity based curriculum and learning approach were introduced in our schools, especially in Tamil Nadu. In her view, social interaction is considered to be the source from which all higher functions, such as thinking, logical reasoning, attention and language arise. This type of social engagement of children, teachers and adults in shared activities contribute to the rapid growth of children whereby they become skilled participants in the intellectual and social lives of their society. Hence without any doubt one can say that social interaction and social engagements are essential aspects of child development, without which it would be impossible to conceive of child development. In this context, it is necessary to improve the social skill development of the

children studying in primary schools.

NEED FOR THE STUDY

Many primary school pupils, lack the requisite skills to cope up with social life. Their lack of confidence in themselves stems from their difficulties in handling a variety of social encounters. For such children, it is essential to develop social skills. It is very common for children to report that they have great difficulty in holding conversation with others. Observation of such children indicates that they often speak in monosyllables, rarely initiate interactions, give away very little of themselves and rarely show any interest in the person they are talking to. Sometimes specific deficits in nonverbal skills can be seen. These include avoidance of eye contact, the lack of expressive gestures, and signs of tension in their posture. Speech can also be hesitating and inarticulate; deficits in conversational skills appear to be a significant factor in the children's social problem. Some children lack confidence in themselves and they are unable to stand up for themselves, handle criticism or deal with people in authority. Lack of good social skills can lead to a lonely life, contributing to anxiety and depression. In this context, the investigator studies the effect of minor game on enhancing social skills among primary school children.

OBJECTIVES

- To study the effectiveness of minor games on enhances the social skill among primary school children.

Hypotheses

- There is significant difference between the pre-test scores of the experimental and control groups.
- There is significant difference between the pre-test and post-test score of the social skill for control group.
- There is significant difference between the pre-test and post-test score of the social skill for experimental group.
- There is significant difference between the post-test scores of the experimental and control groups.

Sample

The investigator has been chosen two different Panchayat union schools in Athoor block of Dindigul district. The study needs two groups of students, one for experimental group (PU Primary School Ambathurai of 30 students) and the other for (PU Primary School A. Ramanathapuram of 30 students) control group.

DESIGN OF THE STUDY

The present study is an experiment. It is based on the pre test, post-test equivalent group design.

$$RO_1 \times XO_2 \times \text{gain} = O_2O_1$$

$$RO_3 \times CO_4 \text{ C gain} = O_4O_3$$

Where

R -Refers to random assignment of pupils to group

X -Refers to exposure of group to an experimental treatment

C - Refers to exposure of group to the control condition

O₁O₃ -Refers to pre test

O₂O₄ -Refers to post test

Treatment

The minor game was conducted to the experimental group and traditional (school subjects taught only) method to the control group. Thus the treatments to the control and experimental groups were different.

Tool Used

The investigator constructed Social Skill Rating Scale (SSRS). The scale validated with the help of educational experts. In order to establish the inter-rater reliability of the Social Skill Rating Scale (SSRS), a pilot study was conducted on a representative sample of 80 teachers in order to find out the social skill rating of 40 students. Two teachers rated one student separately. Forty pairs of observations were collected. The inter-rater reliability coefficient was calculated and was found to be 0.89. The final tool of the Social Skills Rating Scale was contains 62 items. The scale has five point rating scale Always, Often, Sometimes, Rarely and Never. The score is (4) for always, (3) for often, (2) for sometimes, (1) for rarely, and (0) for never in positive items and reverse for negative items. The maximum possible score was 248 and minimum zero.

Statistical Techniques Used

Statistical Techniques used for analyzing data were

- 't' test – to find the significance of difference between the means of achievement of the pre – test and post – test between control and experimental group.

DATA ANALYSIS AND FINDINGS

Table 1: Pre Test - Control Vs Experimental Group

Group	N	Mean	SD	t value	Level of Significance
Control	30	124.19	8.89	1.00	NS
Experiment	30	123.21	7.23		

Table 2: Control Group - Pre Test Vs Post Test

Test	N	Mean	SD	t value	Level of Significance
Pre test	30	124.19	8.89	8.12	0.01
Post test	30	131.91	7.58		

Table 3: Experimental Group - Pre Test Vs Post Test

Test	N	Mean	SD	t value	Level of Significance
Pre test	30	123.21	7.23	40.47	0.01
Post test	30	174.63	5.37		

Table 4: Post Test - Control Vs Experimental Group

Group	N	Mean	SD	t value	Level of Significance
Control	30	131.91	7.58	34.17	0.01
Experiment	30	174.63	5.37		

FINDINGS

- There is no significant difference between the pre-test scores of the control and experimental groups. This is strong evidence in favour of balancing of the two groups.
- There is significant difference between the pre-test and post-test score of the social skill for control group.
- There is significant difference between the pre-test and post-test score of the social skill for experimental group.
- There is significant difference between the post-test scores of the experimental and control groups. This is strong evidence in favour of minor games. The minor games are more effective than the traditional method on enhancing social skills among primary school children.

CONCLUSIONS

In the traditional method, teachers often use only chalk and board and very less numbers of learning materials or games and the students are forced to acquire social skills through oral information or preach learning (Mechanical approach). But the teaching through “Minor games attracts the students and enhance children’s’ social skills. This study proves that enhancing social skills among primary school children through “Minor games and it has been more effective that of traditional method.

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