

Enhancing Social-Skills through Social Learning Intervention among Rural Underprivileged Adolescents

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ABSTRACT

Rural underprivileged youth from India are mostly failing to get decent job due to lack of life-skills. The chances are very less for rural underprivileged adolescents to acquire necessary skills from their cultural context. Hence Indian Adolescents from rural area presently requiring basic life skills for complete their education effectively and get a suitable job in India or abroad. As attaining this task present study examined the effectiveness of social learning intervention on enhancing self-leadership skills and communication skills among rural adolescents. Purposive sampling method was used to select the sample (N=50), it included 25 female and 25 male adolescents from underprivileged category. The sample was selected from the Government higher secondary school located in rural area of Coimbatore district in Tamil Nadu. This study consists following four phases which are Pre-test, Intervention, Post-test, and follow up phases. The social learning intervention was designed based on Bandura's social learning theory therefore modeling, role play, and constructive feedback methods were used. Weekly one training session was taken totally 12 training sessions, 2 hour for each session. Revised self-leadership questionnaire and communication locus of control scale were used to collect the data in pre-test, post-test, and follow up phases. Mean, SD, repeated measure of ANOVO and Post-Hoc test was used to analysis the data and the results shows that self-leadership skills and communication skills was significantly improved after social learning intervention.

Keywords: *Social-Skills, Social Learning Intervention, Rural Underprivileged Adolescents*

India is becoming the youngest country in the world so that government and policymakers keenly working on using young minds to national development in terms of industrial, entrepreneurship, research and development, and social transformation. Huge population of youngsters is not a solution for all the national problems unless they are equipped with

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appropriate competency to face challenges and being productive in their chosen field. Bierman and Welsh (2000) conceptualized that social competence as an organizational construct that reflects the child's capacity to integrate behavioral, cognitive and affective skills to adapt flexibly to diverse social contexts and demands. In this purpose getting all the youngsters into mainstream are huge challenges particularly those are from rural and underprivileged category. Individuals immediate social context are the major predicting factor of life skill learning and performance (Spence, 2003). They have very less chance from their social context to acquire desirable life skills such as self-leadership and communication. According to Velayudhan and Palanisamy (2015) rural undergraduate students believing that leadership and communication skills are not necessary to get into the job market. Mostly youngsters from rural area are restricting their career with small job. Therefore this study aims to improve the following life skills a) self-leadership skills and b) communication skills of rural adolescents through the social learning intervention.

Life- Skills and Underprivileged Adolescents

Self-leadership skills help rural adolescents' students to shape their own behavior which will be socially acceptable and competitive to face the future challenges in education and work life. Self-leadership includes behavior focused strategies, natural reward strategies and constrictive thought pattern strategies. According to Manz and Neck (1999) self-leadership help individuals to achieve desirable behaviour and performance. Rural adolescents' communication skills development helps them to improve their personal effectiveness, academics performance, self-confidence, and employability. Level of communication skills and performance in school and colleges has relationship (Hancock, 2008). Communication skills training in schools and colleges help students to make better life after the graduation (Hancock, 2008). From the Employers perspective Communication skills is one of the major factors which has huge role in making graduates employable (Andrews, 2008). Communication skills can be improved through instruction about speeches, exposure to models, practice, and receiving feedback (Hancock, 2008). Hence rural adolescent life skills development such as self-leadership and communication skills not only helps to improve individual effectiveness alone, also leads to social transformation and empowerment of the rural society. On the other hand finding the appropriate intervention to achieving this challenge becomes the cardinal stone of this process. Guided instruction from others, verbal reinforcement and observing others behavior effectively influence cognitive development of the children (Bandura, 1986). Vygotsky (1978) believes that development is a lifelong process and social interaction is the major factor which predicts the individual's cognitive development.

Objective

- To enhance rural adolescents life skills includes self-leadership skills and communication skills by using social learning intervention.

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Hypotheses

1. Rural adolescents' self-leadership skill improved after the social learning intervention.
 - 1.1. Rural adolescents' Behavior focused strategies improved after the social learning intervention.
 - 1.2. Rural adolescents' natural reward strategies got improved after the social learning intervention.
 - 1.3. Rural adolescents' constructive thought pattern strategies got improved after the social learning intervention.
2. Rural adolescents' communication locus of control skill improved after the social learning intervention.

Sample

11th grade rural students were selected from the Government Higher Secondary School located in rural area of Coimbatore district in Tamil Nadu, 50 students participated, it included 25 female and 25 male adolescents from underprivileged category. The purposive sampling method was used to select the sample. Inclusion criteria are first generation school students and Students from Scheduled Caste (SC) Scheduled Tribe (ST) and Other Backward Class (OBC). Exclusion criteria was Students those are having educated parents and Students already had exposure with similar Training program.

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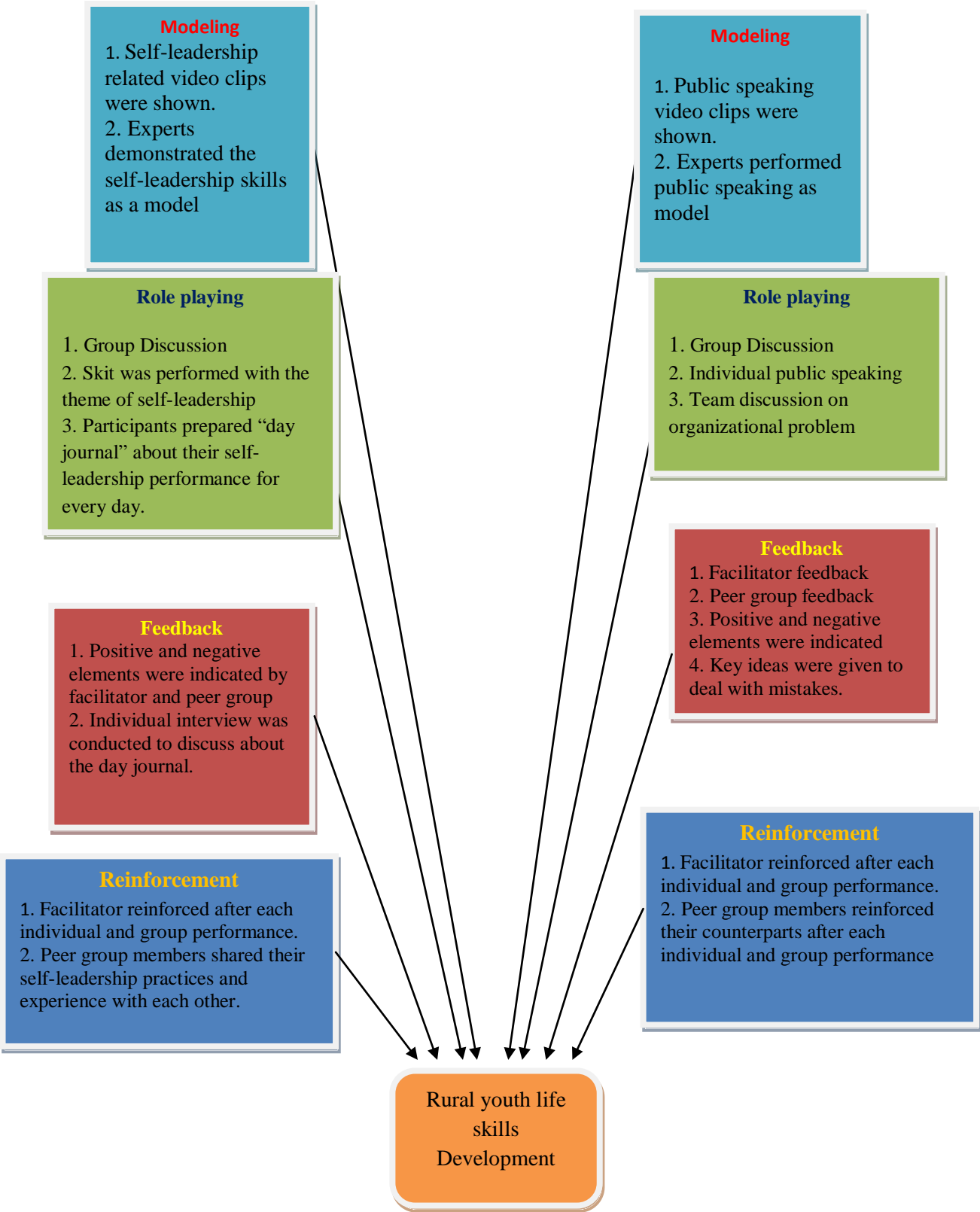


Figure 1 shows the impact of intervention on rural youth life skills development.

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Self-leadership skills

Self-leadership is analyzing, evaluating, correcting, constructing and directing one's own behavior.

Communication skills

Communication locus of control is individual's general feelings about public speaking in particular and communication in general.

Tools

1. Revised Self-Leadership Questionnaire (RSLQ), (Houghton & Neck, 2002)
2. Communication Locus of Control Scale (CLCS), (Hamilton 1991).

Statistics

Mean, SD, ANOVA, Post hoc tests were used to analyze the data. SPSS 16 software was used to process the data.

Research Design

Single group Pre-test, Post-test, and follow up experimental method was used to identify the effectiveness of the social cognitive intervention.

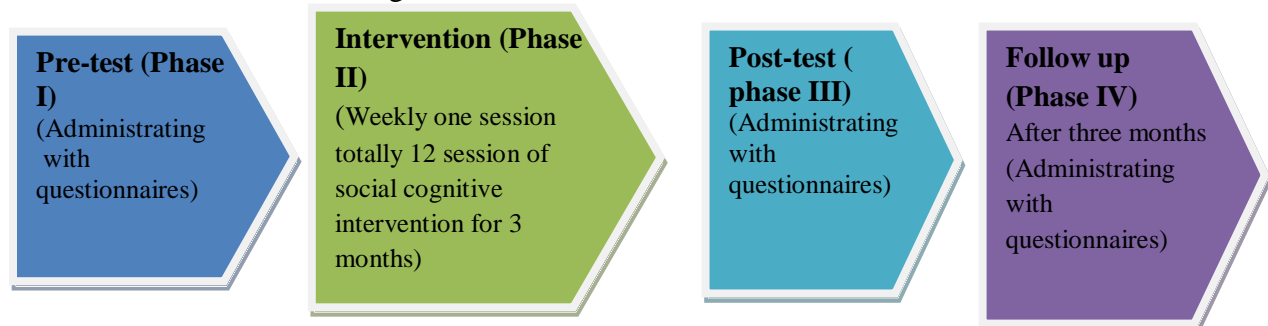


Figure 2 shows the four phases of the study.

RESULTS AND DISCUSSION

Table 1: Mean and SD of Pre-test, Post-test, and Follow-Up in Self-Leadership Skills among the Rural Adolescents.

Dimensions	Self-Leadership	Pre-test		Post-test		Follow Up		
		N	Mean	SD	Mean	SD	Mean	SD
Behavior focused strategies	Self- Goal Setting	50	3.66	.66	4.23	.55	4.51	.41
	Self-Reward	50	3.37	1.04	4.00	.79	4.29	.61
	Self-Punishment	50	3.71	.71	4.17	.56	4.45	.45
	Self-Observation	50	3.83	.71	4.42	.51	4.61	.38
	Self-Cueing	50	3.24	1.07	3.87	.74	4.24	.57
Natural reward strategies	Natural Rewards	50	3.78	.63	4.37	.44	4.74	.29

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Dimensions	Self-Leadership	Pre-test			Post-test		Follow Up	
		N	Mean	SD	Mean	SD	Mean	SD
Constructive thoughts pattern strategies	Visualizing successful performance	50	3.90	.61	4.53	.46	4.70	.40
	Self-Talk	50	3.73	.97	4.60	.49	4.78	.41
	Evaluating beliefs and assumptions	50	3.51	.68	4.19	.55	4.55	.45

Table 2: F value for Pre-test, Post-test and Follow-up in Self-leadership among the Rural Adolescents.

Source of variation	Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
	Self-goal setting	18.55	1.75	10.57	159.20	.000
	Self Reward	22.09	1.32	16.67	68.12	.000
	Self Punishment	13.96	1.37	10.16	154.93	.000
	Self-observation	16.31	1.44	11.33	90.32	.000
	Self Cueing	25.56	1.29	19.71	80.27	.000
	Focusing thoughts on Natural Rewards	23.28	1.43	16.25	140.29	.000
	Visualizing successful Performance	17.79	1.63	10.88	70.35	.000
	Self-Talk	31.31	1.42	22.01	33.34	.000
	Evaluating Beliefs and assumption	27.94	1.46	19.13	129.26	.000

Table 3: Post- Hoc test for Pre-test, Post-test and follow- Up in self leadership among the Rural Adolescents.

Self-Leadership	Phase(I)	Phase(J)	MD	Sig
Self-goal setting	Pre-test	Post-test	-.56	**
		Follow-up	-.84	**
	Post-test	Follow-up	-.28	**
Self-Reward	Pre-test	Post-test	-.63	**
		Follow-up	-.91	**
	Post-test	Follow-up	-.27	**
Self-Punishment	Pre-test	Post-test	-.46	**

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Self-Leadership	Phase(I)	Phase(J)	MD	Sig
		Follow-up	-.74	**
	Post-test	Follow-up	-.28	**
Self-observation	Pre-test	Post-test	-.58	**
		Follow-up	-.77	**
	Post-test	Follow-up	-.19	**
Self-Cueing	Pre-test	Post-test	-.63	**
		Follow-up	-1.0	**
	Post-test	Follow-up	-.370	**
Focusing Thoughts on Natural Rewards	Pre-test	Post-test	-.59	**
		Follow-up	-.95	**
	Post-test	Follow-up	-.36	**
Visualizing Successful Performance	Pre-test	Post-test	-.63	**
		Follow-up	-.80	**
	Post-test	Follow-up	-.16	**
Self-Talk	Pre-test	Post-test	-.86	**
		Follow-up	-1.04	**
	Post-test	Follow-up	-.18	NS
Evaluating Beliefs and Assumptions	Pre-test	Post-test	-.68	**
		Follow-up	-1.00	**
	Post-test	Follow-up	-.35	**

**Significant at 0.01level

Table 1 shows the mean and SD of the rural adolescent's self-leadership skills in pre-test, post-test and follow up test which indicated that mean value improved in post test and follow-up test in behavior focused strategies, natural reward strategies, and thought pattern strategies when compared with pre-test. Table 2 shows the results of repeated measures ANOVA and it reveals that there are significant differences in self-leadership skills among the rural adolescent students.

In table 3 Post-Hoc analyses revealed that difference between pre-test, post-test, and follow up in self-leadership dimensions. In behaviour focused strategy the self-goal setting skill's mean values between pre-test and post test found to be significant ($MD=.56, p=.000$) and difference between pre-test and follow up test also found to be significant ($MD=.84, p=.000$). Difference between Post-test and follow up results was found to be significant ($MD=.84, p=.000$). In self-reward skills difference between pre-test and post-test found to be significant ($MD=.63, p=.000$). Likewise pre-test and follow up results was found to be significant ($MD=.91, p=.000$) on the other hand post-test and follow up results also found to be significant ($MD=.27, p=.000$). Table 3 shows significant difference between the pre-test and post-test in self-punishment skill as $MD=.46, p=.000$. The difference between pre-test and follow up test also found to be significant ($MD=.74, p=.000$). Likewise post-test and follow up test found to be significant too ($MD=.28, p=.000$). Table 3 shows that in self-observation dimension difference between pre-test and post-test was found to be significant ($MD=.58, p=.000$). Similarly difference between pre-test and

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follow up test found to be significant ($MD=.77, p=.000$). Likewise difference between post-test and follow up test also found to be significant ($MD=.19, p=.000$). In Table 3 also shows significant difference in self-cueing dimension between pre-test and post-test ($MD=.63, p=.000$), difference between pre-test and follow up test was found to be significant ($MD=.1.00, p=.000$). Likewise difference between post-test and follow up test was also found to be significant ($MD=.37, p=.000$). Table 3 shows that on Focusing Thoughts on Natural Rewards dimension difference between the pre-test and post-test was found to be significant ($MD=.92, p=.000$). Difference between pre-test and follow up test also was found to be significant ($MD=.95, p=.000$). Similarly difference between the post-test and follow up test was found to be significant ($MD=.36, p=.000$). In visualizing successful performance dimension difference between the pre-test and post-test was found to be significant ($MD=.63, p=.000$) after social learning intervention. Likewise the difference between the pre-test and follow up test also was found to be significant ($MD=.80, p=.000$). Similarly difference between post-test and follow up test was found to be significant ($MD=.16, p=.000$). In self-talk dimension difference between the pre-test and post test was found to be significant ($MD=.86, p=.000$). Similarly difference between the pre-test and follow up test also found to be significant ($MD=1.04, p=.000$). On the other hand difference between the post-test and follow up test was not found to be significant ($MD=.18, p=NS$). Table 3 shows the difference between the pre-test and post-test was found to be significant ($MD=.68, p=.000$) in Evaluating Beliefs and Assumptions. Similarly difference between the pre-test and follow up test also found to be significant ($MD=1.04, p=.000$). Difference between post-test and follow up test also found to be significant ($MD=.35, p=.000$). Overall results revealed that self-leadership skill was significantly improved after the social learning intervention. Velayudhan and Benedict (2012) found that self-management skill significantly improved among college students after the leadership training program which includes role play and feedback techniques. Self-leadership is highly helpful to individuals to achieve the desired outcomes, and continues improvement on their behavior (Manz, 1992). Bandura (1997&1986) argues that individuals behavior, cognition, thinking influence their self-leadership. Self-leadership involves the influence people exert over themselves to achieve the self-motivation and self-direction needed to behave in desirable ways (Manz, 1992). Self-leadership influences the individual's personality (Yun, Cox, and Sims, 2006). Through a process of self analysis, individuals may replace their irrational beliefs and assumption with more rational ones (Burns, 1980; Ellis, 1977).

Table 4 Mean and SD of pre-test, post-test and follow-up in Communication locus of control of rural adolescents.

Communication locus of control	N	Pre-test		Post-test		Follow Up	
		Mean	SD	Mean	SD	Mean	SD
Luck control	50	2.50	.52	3.51	.47	3.76	.37
Social control	50	2.52	.46	3.25	.46	3.69	.27
Self-control	50	2.52	.50	3.36	.44	3.34	.39

Table 5 F Value for Pre-Test, Post-Test and Follow-Up in Communication Locus of Control among the rural Adolescents.

Source of variation	Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Within group variance	Luck Control	44.75	1.97	22.70	133.79	.000
	Social control	34.88	1.71	20.29	128.43	.000
	self-control	23.01	1.76	13.02	106.21	.000
Error	Luck Control	16.39	96.57	0.17		
	Social control	13.31	84.24	.15		
	self-control	10.61	86.56	.12		

Table 6 Post-Hoc test for Pre-test, Post-test and Follow up in Communication Locus of Control among the Rural Adolescents.

Communication Locus of control	Phase(I)	Phase(J)	MD	Sig
Luck Control	Pre-test	Post-test	1.01	**
		Follow-up	1.26	**
	Post-test	Follow-up	0.25	**
Social control	Pre-test	Post-test	0.72	**
		Follow-up	1.17	**
	Post-test	Follow-up	0.44	**
self-control	Pre-test	Post-test	0.84	**
		Follow-up	0.82	**
	Post-test	Follow-up	0.02	NS

**Significant at 0.01level NS= Not significant.

Table 4 shows the mean and SD of communication locus of control in pre-test, post-test, and follow up tests. Table 5 shows the F value of the communication locus of control skills in pre-test, post-test, and follow up tests.

Table 6 shows the Post-Hoc analysis results of communication skills. The difference between pre-test and post-test was found to be significant ($MD=1.01, p=.000$) in luck control dimension. Similarly pre-test and follow up test was found to be significant ($MD=1.26, p=.000$). Likewise difference between post-test and follow up test was also found to be significant ($MD=.25, p=.000$). In social control dimension of table 6 Shows significant difference between pre-test and post-test ($MD=.72, p=.000$). Similarly difference between pre-test and follow up test results were found to be significant ($MD=1.17, p=.000$). Significant difference was found between the post-test and follow up as $MD=.44, p=.000$ in social control dimension. Table 6 indicated that difference between the pre-test and post-test in self-control skills was found to be significant

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($MD=.84$, $p=.000$) and difference between the pre-test and follow up test also found to be significant ($MD=.82$, $p=.000$). Difference between the post test and follow up test was not significant ($MD=.02$, $p=NS$). The results show that social cognitive intervention has helped rural students to improve the communication skills during the public speaking. According to the Hancock et al (2008) giving direct instruction and feedback improved the public speaking skills and peer group discussion, public speaking practice in class room setting also significantly improved the students' communication skills. Lau and Wang (2013) revealed that students centered approaches such as focus group discussion; peer feedback significantly improved the student's communication skills. Saidalvi and Mansor (2012) found that watching public speaking videos as a model, practicing public speaking and receiving feedback about their speaking skills from their peer group have effectively enhanced the public speaking ability of the college students.

CONCLUSIONS

Rural adolescent's Immediate Cultural context inhibiting their life skill development. Hence large number of rural adolescents excluded from the main stream of socio-economic development because of inadequate life skills. In the process of including those young individuals into mainstream is a collective process where Psychological factors playing huge role. So that present study examined the effectiveness of social learning intervention on life skill development of rural adolescents. Result shows that rural adolescent's life skills were significantly improved after the social learning intervention.

Implications

1. Government and policy makers can institute the social cognitive intervention in all the Government schools where large number of rural students are studying.
2. School teachers can include the social cognitive techniques during the class to enhance the student's behavior and effective class room participation.
3. NGO's working in rural youth skill development can include social cognitive techniques to improve the students' life skills.

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