

A COMPARATIVE STUDY ON THE SOCIAL SKILLS OF STUDENTS WITH INTELLECTUAL DISABILITY STUDYING IN SPECIAL SCHOOL SYSTEM AND INCLUSIVE SCHOOL SYSTEM

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Abstract

Social skills are the skills which are needed to have effective social communication and appropriate responses to social situations. Present study is a descriptive one, which make use of survey method to gather data for comparing the social skills of two groups, one group studying under special school system and the other group of students studying under Inclusive school system. Sample size of the study was 100 students with moderate level of Intellectual disability where 50 students were selected from special school system and the rest from Inclusive school system. Social Skill Assessment Instrument for Children with Intellectual disability developed by Hameed & Aiswarya (2016) was used as the tool for data collection. For the analysis of the collected data, descriptive statistics like Mean, median, mode, standard deviation and Mean Difference Analysis were utilized. The study reveals that there exists significant difference between Social Skills of students studying in Special school system and Inclusive School system. As per the results of the study, Students in Inclusive educational system found to have more social skills than that of students studying in Special school system.

Keywords: *Social skills, Moderate Intellectual disability, Special school system, Inclusive school system.*

INTRODUCTION

Education is a refining process, which equips students to achieve different skills in order to be a productive Individual in future. Education aims at the overall development of a student in different domains such as personal, intellectual, linguistic, emotional, social etc. Social skill development is one of the major aims of education which enable a person be a socially active as well as productive person (Benitez et al., 2020). Social communication, social sensitivity, social responsibility, and appropriate social actions are some of the skills to be achieved by students in order to be socially productive individuals.

Children with Intellectual disability are a group who have low level of Intellectual Quotient, which results in defected adaptive behaviour. They need specialized training to achieve different skills in different domains (Karra, 2013). Social domain of students with Intellectual disability needs intense

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social skill training to get social skills in an enhanced level. Educational Institution must provide specific focus on social skill enhancement of students with Intellectual disability.

The present study is an effort to compare the level of social skills of students with Intellectual disability studying in special school system and inclusive school system. Special school system stands for the schools, which are set up exclusively for children with special needs. Inclusive school system stands for general schools, which offer an educational platform for children with and without special needs under one umbrella. Special school system make use of different specialized strategies to inculcate social skills among children with Intellectual disability whereas inclusive school system provides opportunities to mingle with non-disabled peers (Tones, et al., 2017). According to the objectives of the present study, assessment and comparison of social skills of students with Intellectual disability studying Special School System and Inclusive school system is considered.

Social modelling can be considered as one of the effective means for social skill development of children with Intellectual disability. Social modelling is a process where an individual observes a model's behaviour and its consequences, leading to a modification of the observer's old behaviours or the acquisition of new behaviours (Murphy, et al., 2012). Assessment of current level of functioning with regard to social area can be considered as the key step in the process of social skill development. The present study will help to decide what all steps to be taken by different institutions to enhance social skills of students with Intellectual disability.

OBJECTIVES OF THE STUDY

Objectives of the present study are the following.

1. To find out the level of social skills among students with Intellectual disability studying in Special school system.
2. To find out the level of Social skills among students with Intellectual disability studying in Inclusive school system.
3. To study whether there exists any significant difference between the Social skills among students with Intellectual disability studying in special school System and Inclusive school system.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between the social skills among students with Intellectual disability studying in special school system and Inclusive school system.

METHODOLOGY

Descriptive survey method was used as the main method for data collection. Door to door survey was done in different special as well as inclusive schools where children with intellectual disability were enrolled.

Sample:

For the present study a sample of 100 students were drawn, where 50 students were from special school system and rest 50 were from Inclusive school system. Students with moderate intellectual disability within the age range of 11-14 were considered as the participants of the study.

Tool Used for Data Collection:

Social Skill Assessment Instrument for Children with Intellectual Disability developed by Hameed and Aiswarya (2016) was used as tool for data collection.

Statistical Techniques Used for Analysis:

For the analysis of the collected data, the investigators used Descriptive statistics like Mean, Median, Mode, Standard Deviation etc. Tabulation of Frequencies and Percentages and Mean Difference analysis were the major statistical techniques used.

RESULTS AND DISCUSSION

Results of Percentage Analysis

The Percentage Analysis calculation was used to find the level of social skills among students with Intellectual disability studying in Special school system and the results are given in Table 1.

Table 1. Frequencies and Percentages with regard to the Social Skills of Students with Intellectual Disability Studying in Special School System

Sl. No.	Levels	Frequencies	Percentages
1.	High (17-24)	6	12
2.	Average (9-16)	30	60
3.	Low (0-8)	14	28

From Table 1, it is understood that 12% of the total sample studying under special school system have high level of social skills. 60% were in the category of average level and the rest 28 % were in low level of social skills. For classification, the conventional procedure of 'σ' distance from the mean was used. By this procedure subjects having score above $\mu+1\sigma$ was treated as the group having high level of social skills. The group falls below $\mu-1\sigma$ were treated as the group

having low level of social skills. And the score between $\mu+1\sigma$ and $\mu-1\sigma$ were treated as the group of students having average level of social skills.

From the result, it is very clear that majority of the total sample studying under special school system have average level of social skills.

Results of the percentage analysis done to find the level of social skills among students with Intellectual disability studying in Inclusive school system are given in Table 2.

Table 2. Frequencies and Percentages with regard to the Social Skills of Students with Intellectual Disability Studying in Inclusive School System

Sl. No.	Levels	Frequencies	Percentages
1	High (17- 24)	24	48
2	Average (9-16)	22	44
3	Low (0-8)	4	8

Table 2 depicts that 48% of the total sample studying under special school system have high level of social skills. 44% were in the category of average level and the rest 8 % were in low level of social skills. From the result, it is very clear that 48 percentage of total sample studying under Inclusive school system have high level of social skills.

Results of Mean Difference Analysis

Mean Difference Analysis was carried out to test whether there exists any significant difference between the Social skills among students with Intellectual disability studying in special school System and Inclusive school system the results and the data and results are given in Table 3.

Table 3. Data and Results of the Comparison of Scores Pertaining to Social Skills of Students with Intellectual Disability in Special School System and Inclusive School System

Sl. No.	Variables	N	Mean	SD	t- value	Level of Significance
1.	Special School	50	11.62	4.58	-3.82	
2.	Inclusive school	50	13.54	4.49		0.01

From Table 3, the obtained t value -3.82 is greater than the table value for significance at 0.01 level, which means there exists significant difference between the social skills of students with Intellectual disability studying in Special school system and Inclusive school system. From the mean value analysis, it can be understood that the social skills of students with intellectual disability

studying in inclusive school system is better than that of students in special schools. This may be because students in inclusive school system have opportunities to mingle with non-disabled peers which in turn give them an insight about how to behave effectively in a social situation (Arini et al., 2019).

MAJOR FINDINGS

Major findings of the present study are;

- Students with Intellectual disability studying under Inclusive School system found to have better social skills than that of students in special school system.
- Intellectually disabled children need more and more opportunities to mingle with others.
- Nondisabled peers will acts as good social models from whom intellectually disabled children can be benefitted in terms of social skills.
- Inclusive school offers diverse social experiences for children with Intellectual disability, which in turn adds up the social sensitivity, responsibility and social concern of children with Intellectual disability.

CONCLUSION

Social skills play a vital role in the lives of individuals to perform effectively as social individual with upright social sensitivity, clear-cut social responsibility and intense social action. Educational institutions play a major role in building up the social construct of any individual. Social skills can be enhanced through purposeful implementation of different strategies. Present study compared the social skills of students with intellectual disability studying in special school system and inclusive school system. As per the results of the study, students under inclusive school system found to be better in terms of social skills. Social modelling from non-disabled peers and opportunities to observe different social occasions might be the reason for the result.

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