

Improving Primary School Pupils Social Skills Acquisition through the Use of Think – Peer- Share In Asa Local Government Area of Kwara State

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Abstract: *To engage in positive interaction with others, understand, identify, and express what is taught in the classroom. Therefore, the researcher investigated improving primary school pupils social skills acquisition through the use of think – peer- share in Asa Local Government Area, Kwara State. Pretest-posttest true-experimental control group research design was used for this investigation. Social Skill Rating Scale (PSSRS) was used. It was validated by some lectures in the department of early childhood and primary education, Kwara state University, Malete. Reliability of the instrument was done using test-retest method within 2 weeks interval and the reliability index was established at a .78 using the Pearson Product Moment Correlation (PPMC). All the hypotheses were tested using Analysis of Covariance to analyze the data (ANCOVA) at a significance level of 0.05. It was found among others that, there was a significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 17.744, P < 0.05$). It was concluded that think-peer-share could develop, enhances, and ease social skill acquisition of primary school pupils if use appropriate by considering developmentally appropriate practices of the pupils. It recommended that Seminars and workshops should be organized for teachers on how to make use of think-peer-share for content delivery at the primary school level*

Keywords: Social skill, Think-peer-share, and School type

Introduction

Social skill is characterized as the person's personality characteristic pattern of thought and behaviour. It might also be perceived as personality as the habits, attitudes in addition physical traits developed by a person which are not the same but vary from person to person, group to group, and from society to society resulting from a person's unique and enduring pattern of thinking, feeling and behaving at a particular period

Social skills refer to a person's unique and enduring pattern of thinking, feeling, and behaving. In addition, Zupanick, Psy, and Dombeck (2013) averred that since human being is social creatures, their personalities, thought and behaviour is likely to affect or determine overall success and satisfaction with life. Merita (2013) opined that social skills consist of the relationships an individual has with others, the level of self-control, and the motivation and perseverance a person has during an activity. Despite that, most primary school pupils in their early years find it very difficult to form close, engage in positive interaction with others, understand, identify, and express together what is taught the classroom because of inappropriate use of method of teaching. Lack of social competency has been found to lead to multiple difficulties including academic, occupational, mental health, and forming healthy relationships (Gresham, Van, & Cook, 2006). For developmentally suitable methods for pupils to develop and improve their social skills think-peer-share method should be given preference

Think-peer-share is among the cooperative learning approaches that is used for promoting children's critical thinking skills through socialization, allowing sharing of thoughts and interaction with peers, teachers, and other members of society (Baghcheghi, Koohestani & Rezaei, 2011). According to Beckman and Klinghammer (2006), think-peer-share is described as a more general heuristic for the (interpretative) social and cultural sciences in a bid for enhancing the level of students' proficiency in any educational field. The view is a learning activity where pupils work together to accomplish aspiration of learning.

Reid (2007) found that if the children feel important and influential within a classroom through the teaching method adopted by the teacher, they would automatically love the activity that takes place in the classroom setting and show the willingness to engage enthusiastically within a classroom activity. Similarly, the children would develop a sense of ownership, friendship, belonging, and being a member of the community in the classroom. It was further showed that effective classroom management skills via think-peer-method spread good vibes into the mood or atmosphere within the classroom and invite the involvement of children to pay attention to what is being taught within the classroom and interact with other members in classroom

Farmery (2002) revealed that children from different bits of intelligence can draw on important social skills such as cooperating, friendship, communicating, drawing conclusions and communicating results when taught with different think-peer-share methods. This was buttressed by Shih et. al. (2010) that corrects teaching strategies like the think-peer-method when utilized will be able to build up children's friendship aspect of social skills. Ahmed (2014) investigated the influence of school type, sex, and location on children's social skills in secondary schools in Niger State. The research's conclusions showed that the level of children's social skills was moderate. It revealed that school type, sex, and location had no significance on children's social development. Against this background, researcher investigated improving primary school pupils social skills acquisition through the use of think – peer- share.

Statement of the Problem

Social skills encompass a large range of skills and constructs, including communication, friendship and identity development. Mastery of these skills continues and facilitates the academic and social success of young children as they progress throughout school and lifetime. That means a child who has struggle with social and emotional developmental skill can face the risk of academic failure and overall developmental deficit. As observed by the researcher, most primary school pupils in their early years find it very difficult to form close, engage in positive interaction with others, understand, identify, express what is taught in the classroom. These problems could be credited to the poor quality of pre-school education they received at the early stage. Therefore, researcher worked on the improving primary school pupils social skills acquisition through the use of think – peer- share in Asa Local Government Area, Kwara State

Research Hypotheses

The following research suppositions were stated to guide the study

H₀₁: There is no significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State.

H₀₂: There is no significant main effect of school type on primary school pupils' social skills in Asa Local Government Area of Kwara State.

H₀₃: There is no significant interaction effect of think-peer-share and school type on primary school pupils' social skills in Asa Local Government Area of Kwara State

Methodology

The pretest - posttest true-experimental control group research design was used for this investigation. Four schools, two public and two privates, were chosen using a simple random sample procedure. Scores from the pretest and posttest were obtained using the Pupils' Social Skill Rating Scale (PSSRS). This test was utilized as a pretest prior to the treatment and a posttest following the treatment. Based on the subjects that were taught, it was distributed to the control and experimental groups. The instrument was verified by the few lecturers from the Early Childhood and Primary Education Department and Test Measurement and Evaluation. The test-retest approach used to establish the items therein. As a result, the dependability Instruments' coefficient was determined to be .78 while using the Pearson Product Moment Correlation (PPMC). The researcher and the research assistants administered the treatment for a total of 6 weeks. The method used was to administer the pretest created using the themes selected by the Pupils before the start of treatment. The experimental group was then instructed on the chosen subjects using the think-peer-share method, whereas the control group was instructed in the conventional manner. The tests were given again to both groups after the teaching and learning activities. Data analysis was done using Analysis of Covariance (ANCOVA). Every hypothesis was tested at a significance level of 0.05.

Results

H₀₁: There is no significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State.

Table 1: Showing the summary of Analysis of Co-variance (ANCOVA) on significant effect of treatment on pre-school children's social skills in Ilorin-west Local Government Area, Kwara state

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13482.518 ^a	8	1685.315	4.500	.000

Intercept	9752.603	1	9752.603	26.038	.000
Pre-observation	64.573	1	64.573	.172	.679
Think-peer-share	6645.968	1	6645.968	17.744	.000
School-type	858.110	1	858.110	2.291	.133
Think-peer-share * School-type	831.311	1	831.311	2.220	.139
Error	38578.197	107	374.546		
Total	379950.000	112			
Corrected Total	52060.714	111			

Table 1 shows the significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State. There was significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 17.744$, $P < 0.05$). The hypothesis is therefore rejected Considering the result since the significant value (.000) is less than 0.05. This indicates that think-peer-share had significant effect on primary school pupils' social skills in Asa Local Government Area of Kwara State

Table 2: Summary of Bonferroni's Post Hoc pairwise Comparison of the scores within the three Groups

Treatment	Mean Score	Experimental	Control Group
Think-peer-share Method	62.761	*	
Conventional Method	45.466		*

Table 2 reveals that the significant main effect exposed by table 1 is as a result of the significant difference among: Think-peer-share Method and Conventional Method. Think-peer-share Method refer to experimental group and conventional method known as control group. This implies that those taught with Think-peer-share Method performed higher to those taught using conventional Method significantly.

H₀₂: There is no significant main effect of school type on primary school pupils' social skills in Asa Local Government Area of Kwara State.

Table 1 shows the significant main effect of school type on primary school pupils' social skills in Asa Local Government Area of Kwara State. There was no significant main effect of school type on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 2.291$, $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.133) is greater than 0.05. This implies that school type had no significant effect on primary school pupils' social skills in Asa Local Government Area of Kwara State

H₀₃: There is no significant interaction effect of think-peer-share and school type on primary school pupils' social skills in Asa Local Government Area of Kwara State

Table 1 shows the significant interaction effect of think-peer-share and school type on primary school pupils' social skills in Asa Local Government Area of Kwara State. There was no significant interaction effect of think-peer-share and school type on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 2.220$, $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.139) is greater than 0.05. This implies that think-peer-share and school type had no significant effect on primary school pupils' social skills in Asa Local Government Area of Kwara State

Discussion of Results

One of the Results of this investigation showed that there was significant main effect of think-peer-share on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 17.744$, $P < 0.05$). This implies that if appropriately used think-peer-share often develop and improve good social skills which has to with good Communication skills that influence how well pupils relate to their peers. This was alongside the submission of Reid (2007) who showed that effective classroom management skills via think-peer-method spread good vibes into the mood or atmosphere within the classroom and invite the involvement of children to pay attention to whatever is being taught in the classroom and interact with other members in the classroom

Additional findings from this study stated that there was no significant main effect of school type on primary school pupils' social skills in Asa Local Government Area of Kwara State ($F_{(1; 107)} = 2.291, P > 0.05$). This signifies that social skill acquisition of the primary school pupils cannot be determined by the type of school pupil is attending but by the method embraced by the teacher to convey instruction. This was also in agreement with Ahmed (2014) who investigated the influence of school type, sex and location on children's social skills in secondary schools in Niger State. It was revealed that the degree of children social skill was moderate. It also showed that school type, sex and location had no significance on children social development.

Conclusion

On the basis of the findings of this investigation, it was concluded that think-peer-share could develop, enhance and ease social skill acquisition of primary school pupils if used appropriately by considering developmentally appropriate practices of the pupils.

Recommendations

It was recommended based on the discussion of this study that:

- ✓ Teachers should be enlightened and encouraged to make use of the think-peer-share method while interacting with the pupils on any given subject matter
- ✓ organization of seminars and workshops for primary school teachers to enhance their understanding and utilization of the think-peer-share strategy for effective content delivery
- ✓ School type should not be used as a yardstick to determine the level of pupil's social skill acquisition

Reference

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