

Effect of Social Skills Training on Social Withdrawal Behaviour among Secondary School Students in Patigi Local Government Area of Kwara State

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ABSTRACT

This study will examine the effect of social skills training on social withdrawal behaviour among secondary school students in Patigi local government area of Kwara State. Two (2) objectives and two (2) corresponding research questions and hypothesis were set guide the study. The study will adopt quasi-experimental design involving pre-test - post-test design. Forty- one (41) students were identified with social withdrawal behaviour from Patigi Secondary School and Islamiya Community School Patigi. However, twenty-eight (28) students out of the identified will be used as sample of the study. Two instruments were used in the study, the first instrument entitled social withdrawal check list adapted from cheek and Buss (2014) used by the class teachers to identify students with social withdrawal behaviour. The second instrument entitled social withdrawal scale (SWS) adapted from Akinade (2012) will be used to obtain pre-test – post-test scores from the participants. The data called from the participants will be analyse using descriptive and inferential statistics, mean and standard deviation will be used to answer the research questions and paired sample t-test will be used to test the null hypotheses. The hypotheses will be tested at 0.05 level of significance.

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INTRODUCTION

Social withdrawal behavior has been an issue of great interest in Counselling Psychology for many years and researchers have contributed to the understanding of this phenomenon. In recent years, prevention of problem behavior has become a major focus as a matter of importance to all those concerned with the education of students in Nigerian Secondary Schools. Many Teachers, Counsellors, Educational Psychologists and Schools constantly seek out evidence – based intervention among students. Social withdrawal is among the problem behaviors that require intervention. It is a behavior that affects how a student feels and behaves around others.

Social withdrawal behavior is a tendency for students to keep to themselves for

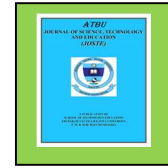
one thing or the other. It is a broad term that tends to accommodate other behaviors, in distinguishing the various forms, types or even degree of withdrawal, other terms have come to be used under this broad behavioural tendency. Social withdrawal behaviour is a psychological term that describes the feeling of apprehension, lack of comfort or awkwardness exhibited when a person is in proximity to an approaching or being approached by other people especially in new situations or with unfamiliar people. Christopher (2018) viewed social withdrawal as discomfort and or inhibition in interpersonal situations that interfere with pursuing ones interpersonal or professional goals. It is a form of excessive self-focus, a preoccupation with ones thought, feelings and physical reactions. For some students, the problem of social withdrawal behaviour is having

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trouble thinking of things to say in social situations, while for others it involves crippling physical manifestations of uneasiness. For most students' withdrawal involves a combination of both symptoms to a greater or lesser degree.

Students with social withdrawal behaviour tend to be poor in social interactions, feel insecure to talk freely either in the classroom or in the midst of their peer group. These attitudes prevent them from normal participation in and contributing to classroom activities which adversely affect their academic performance. When students feel socially withdrawn, they might hesitate to say or do something because they are not ready to be noticed. It is one of the behaviours that are brought up from unsatisfactory homes, under unsatisfactory situations or families, broken homes, or those that have been rejected by family or raised up under insecurity, unloved ones, and discomfort with the regard to family. Evidence have shown that their students with social withdrawal behaviour in classrooms and despite the several efforts of parents, teachers and siblings to assist such students in reducing the social withdrawal behaviour by the use of advice and several other ways, still the problem persist, implying that the method is less effective. The condition of the students has subsequent serious bad effects of academic backwardness, poor performance and poor social interaction with classmates, teachers, parents and siblings.

The problem needs Counselling Intervention towards reducing it. This study will use social skill training (SST) which the researcher considered appropriate intervention in reducing social withdrawal behaviour among Secondary School Students. Social skills training has been proven to be effective for reducing problem behaviours and may be used to minimize social withdrawal behaviour. This intervention to the best knowledge of the researcher have not been used in reducing social withdrawal behaviour in Kwara State. This is why the researcher decided to use the intervention for reducing social withdrawal behaviour in the study area.

Social skills training is a behavioural technique from the work of Bandura (1977) who combined both cognitive and behavioural

philosophies in developing social learning theory. In this theory, Bandura emphasizes the efficiency of every individual in surmounting problems that affect academic and personal development of individuals. Although this technique supports the role model in exhibiting and teaching socially desirable behaviours, it lays more emphasis on the self-capability of the observer to observe, imitate and maintain the socially desirable behaviour manifested by the role model as their second nature. Social skills training is an essential treatment for social withdrawal and other behavioural problems. It is a type of technique that is often aimed at helping people with personality disorders better relate to other people and handle social situation effectively.

Social skills training can be used to directly attempt to treat issues such as social phobia, shyness and other disorders such as alcohol, dependency, paranoid, schizophrenia and depression can also be treated. Social skills training typically consists of modeling or video demonstrations of typical social behaviour followed by role – playing and eventual follow-up sessions to ensure the behaviour is properly acquired and practiced outside the counselling session. Going by the fact that greater amount of learning takes place through social interaction shows that, the socially with drawn students are missing a lot because they are unable to associate with people in order to learn more from them. This social withdrawal behaviour among students disturbs academic progress and lots more.

STATEMENT OF THE PROBLEM

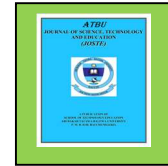
Social interaction plays important role in learning interaction with other students has proven to be quite effective in assisting the learners to organize their thoughts, reflecting on their understanding and find gaps in their reasoning, social interaction enables students to enhance their communication skills for effective learning to take place. Going by the fact that the greater among of learning take place through social interaction, the socially withdrawn students are missing a lot in the most of other classmate and peers. By personal experience of the researcher as teacher and a counsellor over the year's

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attempts have been made by parents, teachers, school counsellors and school managements to reduce social withdrawal behaviour among students, yet the problem still persist. For some students, it also prevents them from interacting with classmates, participating in the classroom activities. At times it makes students uncomfortable and seems impossible for them to interact with their classmate or teacher. This disturbs students' learning, academic progress and lots more. Unless this behaviour is identified and treated earlier it may lead to other behaviour complications later in life. Findings from previous studies have shown that social skills training and token economy are very effective in reducing students' behavioural problems among which is social behavioural problems among which social withdrawal behaviour. As such, this study intends to examine the effect of social skills training on social withdrawal behaviour among secondary schools in Patigi LGA of Kwara State.

Objectives of the Study

The following objectives were set up for the study

1. To determine the effect of social skills training on physical component of social withdrawal behaviour among secondary school students in Patigi LGA of Kwara State.
2. To examine the effect of social skills training on psychological component of social withdrawal behaviour among secondary school students in Patigi LGA of Kwara State.

Research Questions

The following are the research questions were answered in the study:

1. What is the effect of social skills training on physical component of social withdrawal behaviour among secondary school students in Patigi LGA of Kwara State?
2. What is the effect of social skills training on psychological component of social withdrawal behaviour among secondary

school students in Patigi LGA of Kwara State?

Hypotheses

The following hypotheses were formulated and tested in the study:

1. There is no significant effect of social skills training on physical component of social withdrawal behaviour among secondary school students in Patigi, Kwara State.
2. There is no significant effect of social skills training on psychological component of social withdrawal behaviour among secondary school students in Patigi, Kwara State.

LITERATURE REVIEW

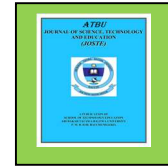
The related literature regarding social withdrawal, social and skills training. It thus presented under the following sub-headings: Concept of social withdrawal, types of social withdrawal.

Social Skills Training

Social skills training in a psychological realm connotes all forms of supportive skills that geared towards helping individual to function effectively in a given social condition in clearer term, social skills training intervention is aimed at teaching individuals who may or involves the ability to communicate with other people in a fashion that is both appropriate and effective social skills training involve the planned and systematic teaching of specific behaviours needed for students to function in an effective and satisfying manner.

Social withdrawal behaviour

Social withdrawal behaviour is defined as defensive strategies characterize by a demolition of social responsiveness and a narrowing of interest and activities. It can also be described as excessive passivity and isolation from characterized by behavioural out comes such as crying and low frequency of interaction with other children or peers. Kolo (2003) cited in Ibrahim (2022) sees withdrawal behaviour as a



problem when the individual uses it as a deliberate and continual rejection of the social contacts with significant others either in physical social or psychological terms.

Social withdrawn

Social withdrawn is an individual who is unwilling or is finding it difficult to interact or associated with others, such as peers or classmates. Being socially withdrawn is a manifestation of exertive or high level of social seduction and the individuals withdrawn, lack the necessary social skills that enhance social interaction and this could be responsible for withdrawing or keeping away from social interaction, scenes or contacts with others Ijale (2016). She further strengthened that socially withdrawn students are unable to solicit for assistance from people around them, they find it difficult to ask for clarifications or questions on confusing or unclear issues, initiate, participate in and terminate conversations or discussions.

They find it difficult to express feelings easily, join groups or engage in group work. They are shy and experience fear and anxiety when asked to execute a social task. Socially withdrawal behaviour is a behaviour tendency that causes the individual to want to keep to himself or herself, this could be exhibited by both adults and children; it is seen largely as a defense mechanism employed to escape from reality either for a while or for prolonged periods. If it is employed to escape from reality either for a means of escape from reality, it then becomes a problem which if not curbed could result to serious psychotic disorder (Ibrahim 2022). Literatures on peer relations has shown that social withdrawn students are at risk for rejected by the peers, disliked students are apt to be excluded from peer activities. The peers may develop negatively biased attitudes about and expectations of rejected students which lead them to treat these students differently. According to Brain and Hyde (2016), there are two types of social withdrawal behaviour:

Physical Withdrawal

This is the most common form of social withdrawal behaviour among people of all

categories, however, the physical type is expressed by the individuals in terms of loneliness, social isolate behaviour, social avoidance, absenteeism, lateness or tardiness and turnover among others.

Psychological Withdrawal

Psychological type of social Withdrawal behaviour on the other hand is expressed in terms of shyness, anxiety, fear, phobia, feeling exhausted and emotional overreaction, depression and sensitivity to stress. This type of withdrawal also occurs when emotional or other stressors become unbearable in an individual and it is usually expressed in such an instance when both mental and physical resources have been exhausted altogether.

Some of the causes of social withdrawal are as follows:

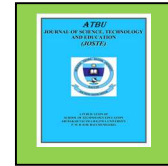
1. **Anxiety Attacks:** Anxiety attacks are a big reason why anxiety sufferers may go to schedule themselves or keep out of sight of people. No matter what, it is no fun to lose control in public. Reasons to avoid public panic attacks can range anywhere from pride to fear and to self-preservation among others. Someone who feels the need to protect his pride may want to keep anxiety as a private matter, especially when it comes to the symptoms of anxiety attack which one may feel pain to his own weakness. A racing heart, sweating, paleness, shaking and nausea are unpleasant symptoms on their own, but having people one cares about seeing him in an uncontrolled and relatively weak state may cause more disturbances to the extent that one may feel the need to remove him/her from their presence.
2. On the other hand, an individual may be primary afraid of how other people will react to him when he is losing control. Fear of social embarrassment and or rejection can play a big role in an anxious persons' decision to keep away from others. It is also possible for as primary reason for social withdrawal behaviour to be related to physical condition rather than

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psychological concerns, such as worrying about what might happen if one developed a panic attack while driving, on a crowd bus, or in the middle of a cross walk. The reasons are physical conditions that may propel the tendencies to become socially withdrawn.

3. **Social Phobia:** Social Phobia is an irrationally fear of social interaction. It involves making obsessive, negative assumptions about what people think of about one's apparent disposition, the judgments they may be making or form about it and the consequences that can come from that distance involving a lot of people from new acquaintances that can come from the distance involving a lot of people from new acquaintances, co-workers and even from the friends. Those that have social phobia often avoid meeting people because of how bad their anxiety makes them feel about themselves and other people which eventually make them to withdraw and isolate for a considerable period of time that the perceived threat will be over or when the anxiety provoking period will end.
4. **Speaking Problems:** Some people also find that they have speaking problem when they have anxiety. For those people having to talk to others or even just trying to follow a conversation while worrying about what to say, may cause them to tense up to the extent that they cannot say anything at all. In other cases, they may develop a stutter or obsess about aspects of speech such as sounding too loud or too quiet, or talking too fast or too slow, which can result in disjointed or odd-sounding speech. Speaking this way and seeing others reactions to it can easily dissuade an individual from wanting to involve in a social situation where one has no choice but to involve in a social situation where one has no choice but to speak.
5. **Agoraphobia:** Agoraphobia is a condition in which crowded or unfamiliar spaces causes anxiety. Symptoms can range from

mild discomfort with society and going new places to the inability to leave one's home. Agoraphobia commonly occurs as a result of anxiety attacks. Where the person becomes afraid to leave their home because they tend to get attacks when they are out of their comfort zone and it may also develop after a trauma. Agoraphobia is almost literally a disorder of social withdrawal. The affected persons spend time with anyone else because they are afraid to be in a place that is unfamiliar and uncomfortable to them, so they stay inside of their home almost every day.

6. **Negative Thoughts:** Social withdrawal can often be triggered by negative thought patterns. This is because self-esteem plays a tremendous role in the development of anxiety. A person with many negative thoughts usually feels socially withdrawn from others. If one experiences negative thoughts and find him/her making any of the excuses below, it may be diagnosed for social withdrawal symptoms among other psychological conditions Brain and Hyde (2016).

According to Ike (2017) there are many signs of social withdrawal behaviour, below are some of the signs;

1. **Low Self-Esteem:** Sometimes the world makes us feel terrible about ourselves so many people are being discriminated against or shamed for looking or behaving a certain way. This reflects back on your self-esteem and soon you do not feel like being the world that shows of you are nothing but anger, fear, or scrutiny. In turn, you withdraw into the shadows of your room to hide away from your own reflection.
2. **Discomfort in Social Setting:** Discomfort in more lively, intensely populated place can cause people to become seriously socially withdrawn. Even if you never considered yourself the life of the party and would rather stay at home with panic from being amongst others could

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- be a sign of agoraphobia. Dreading attending parties, meeting up for dates, or even going to school or work where you might have to say hello.
3. Refusing Social Contact: If your fear of interpersonal relationships to such a point that you refuse to answer calls or attempt to answer the door, you pretty much have reached the point of voluntary social isolation.
 4. Depression or Anxiety: Both is often a driver in making people socially withdrawn. Depression plays into low self-esteem, feelings of personal resentment, and apathy for all things social and exciting. Depression often leaves many confined to their beds, not because they do not want deal with the world, but because they are so emotionally and mentally spent that they cannot. Anxiety, however, taps into fear one too many anxiety attacks in public places can condition you to want to stay indoors, away from people, where it is safe. If lonely spaces and closed windows are more comforting to you than an afternoon park, you may on the brink of social withdrawal.
 5. Abandonment: Fears for those you have someone special that did everything social with such as going to the grocery store, meeting up for drinks, exercising on the beach, or celebrating events to suddenly disappear is a huge blow. This generally happens to people who were

close or lovers who lived together for most of their lives. When the person who made the world incredible vanishes the days grow dim. If this happened to you, you may be feeling a lack of desire to form new relationships out of the fear of abandonment or loss.

METHODOLOGY

The research design adopted of pre-test post-test type. Here the students with social withdrawal behaviour were not randomly assigned but purposely placed into two experimental groups (Physical and Psychological withdrawals using that is social skill training). Most education researches use quasi experimental design, because they must be conducted on real students in real schools without disputing the education process.

The population of this study is the entire JSS II students of Public Secondary Schools identify withdrawal behave in Patigi local government area of Kwara State. Forty-one students were identified with social withdrawal behaviour by the use of social withdrawal behaviour checklist through their class teachers. The following is the breakdown of the students across the two schools. PSS Patigi has a total of 24 students identified with physical social withdrawal behaviour, 11 males and 13 females while Islamiya Community Secondary School has a total of 17 students identified psychological type of social withdrawal behaviour, 7 males and 10 females.

Table 1: Distribution of the Population by Schools

S/N	School	Male	Female	Total
1	Patigi Secondary School	11	13	24
2	Islamiya Community Secondary School	7	10	17
Total		18	23	41

Source: Field work (2023)

The sample of the study is made up of 28 JSS II students out of those identified with social withdrawal behaviour. A total number of 14 physically withdrawn JSS II student from PSS will

be assigned to social skills training treatment and another 14 psychologically social withdrawn JSS II students will also be assigned to social skills training treatment.

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Purposive sampling technique was used in selecting the sample of the study.

Table 2: Distribution of Sample by Schools

S/N	School	Sample
1	Patigi Secondary School	14
2	Islamiya Community Secondary School	14
Total		28

The instrument used for data collection of this study are social withdrawal behaviour checklist by check and Buss (2014) and social withdrawal scale (SWS) adapted from Akinade (2012). The checklist was adapted from cheek and Buss (2014) used by teachers to identify the withdrawn students in their respective classes. The instrument contained fifteen (15) specific attitude and actions that are expected from a socially withdrawn students while in the school.

The second instrument used was social withdrawal scale (SWS) adapted from Akinade (2012). It is divided into three sections. Section A contains personal data of the participants, section B fifteen items on physical component of social withdrawal behaviour, section C also contain fifteen items on psychological component of social withdrawal behaviour. The scale has a 4-points Likert scale of Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The two instruments were presented to two experts from Ahmadu Bello University, Zaria to ascertain their face and content validities.

Pilot Testing

The instrument tagged social withdrawal scale (SWS) was pilot tested at

Government Technical School Patigi with (20) socially withdrawn JSS II students. This was done in order to establish the suitability of the instrument.

The reliability of the instrument using Cronbach alpha reliability after the validation was 0.754. this confirmed the 30 items questionnaire is reliable according to Olaitiola (as cited by Onyewuotu 2020) that an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to 1, the more reliable is the instrument, hence, the instrument will be used for the present study.

The data collected for this study were analyzed using inferential statistics of paired t-test. The null hypotheses were tested at 0.05 alpha levels.

RESULTS

Hypothesis 1: There is no significant effect of social skills training counselling technique on physical component of social withdrawal behaviour among students in Patigi Local Government Area of Kwara State.

Table 1: Paired Sample t-test showing the effect of SST on physical component of social withdrawal behaviour among the participants.

SST	N	\bar{x}	SD	DF	Cal. t	Crit. T	P-value.
Pre-test	14	31.64	5.34	13	10.28	2.16	0.000
Post-test	14	15.43	4.70				

Sig. at P < 0.05

Table 1: shows that there is a significant effect of social skills training on physical component of social withdrawal behaviour among secondary school students in Patigi Local

Government Area of Kwara State. Ct (13) = 10.28, p = 0.000), hence the hypothesis is rejected. This means that social skills training counselling technique reduced the physical component of

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social withdrawal behaviour among the participants.

psychological component of social withdrawal behaviour among students in Patigi Local Government Area of Kwara State.

Hypothesis 2: There is no significant effect of social skills training counselling technique on

Table 2: Paired Sample t-test showing the effect of SST on psychological component of social withdrawal behaviour among the participants.

SST	N	\bar{x}	SD	DF	Cal. t	Crit. T	P-value.
Pre-test	14	31.64	5.34				0.000
Post-test	14	13.86	5.	13	10.28	2.16	

Sig. at $P < 0.05$

Table 2: shows that there is a significant effect of social skills training on psychological component of social withdrawal behaviour among secondary school students in Patigi Local Government Area of Kwara State. $t(13) = 7.08$, $p = 0.000$), hence the hypothesis is rejected. This means that social skills training counselling technique reduced of psychological component of social withdrawal behaviour among the participants.

DISCUSSION OF FINDINGS

The main finding of this study reveals that there was a significant effect of social skills training on physical component of social withdrawal behaviour among secondary school students in Patigi Local Government Area of Kwara State. This find suggests that social skills training is adequate in reducing or minimizing physical withdrawal behaviour among students. This is because social skills helps in teaching individuals understanding verbal and non-verbal cues of people they communicate with. Understanding positive patterns of human relation will go a long way in bringing peace and harmony to a group and facilitate social relation in line with the slated norms of the society. The finding of this study suggests that human relationship and communication among students can be enhanced with proper and effective implementation of social skills training.

Proper treatment process is thus required in making an individual socialized effectively with others in their immediate environment, be able to understand non-verbal

cues of oneself and others, help them to read meaning and interpretations to the observed cues. The second hypothesis showed that there was a significant effect of social skills training on psychological component of social withdrawal behaviour among secondary school students in Patigi Local Government Area of Kwara State. This finding means that social skills training are effective in reducing psychological component of social withdrawal behaviour. An appropriate session by counsellor, therapist or psychologist can help reduce symptoms such as inferiority complex, shyness, depression and anxiety among students.

This will go a long way in building confidence in the students and encourage them to express themselves in any social gathering, thereby facilitate positive emotional, educational and personal-social interaction among the students; the implication of this finding is that a well-planned and implemented social skills training session with adequate treatment package and competent therapist will alleviate social withdrawal behaviour among the students and enhanced their overall interaction for positive and meaningful human relations.

CONCLUSION

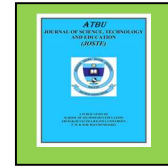
Based on the findings of this study, it is concluded that social skills training is useful in reducing social withdrawal behaviour among students if proper appropriately handled by competent counsellor in well-planned and conducive environment; thereby enhancing their social interactions and communications for their overall achievement in life.

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RECOMMENDATIONS

Based on the findings of this study, it is recommended that;

1. Professional counsellors, should employ social skills training to address social withdrawal behaviour among secondary school students in order to help them adjust effectively to their educational and social environments thereby, positively shaping their interpersonal relationships.
2. Counsellor and psychologist should equip teachers with the knowledge of social skills so that they can be able to help students in socializing effectively with the teachers among themselves and to other people in the society, thus enhancing their initial and interpersonal skills for positive development.
3. Counsellor educators should equip students with practical application of social skills training so that they can help to provide them with adequate support, thereby helping the students to adjust effectively to their environment.

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