



## Effects of Social Skills Training (A Sociological Therapy) on Student Relationship Problems in Secondary Schools in Imo State

<sup>1</sup>Okoro Francisca Ngozi, PhD, <sup>2\*</sup>Okehi Felix Kelechi\*, PhD

<sup>1</sup>Guidance and Counseling, Imo State University, Owerri.

<sup>2</sup>Department of Educational Foundation and Counseling (Sociology Of Education), Imo State University, Owerri.

### ABSTRACT

*This study investigated the effect of social skills training (a sociological therapy) on student relationship problems in secondary schools in Imo State. Three research questions were posed and three hypotheses formulated. The design of this study was quasi-experimental that adopts a pre-test, treatment, post-test, follow up method. The population of the study was 2,709 SS2 students. The sample for the study was made up of 48 SS2 students. Two instruments were used for the collection of data for this study which included: Students Relationship Problem Identification Checklist for Teachers (SRPICT) and Students Relationship Problem Reduction Rating Scale for students (SRPRSS). The instruments were validated and a reliability test carried out which yielded a coefficient of 0.74, indicating that the instrument was reliable. Data collected in this study was analyzed with the use of mean and standard deviation for research questions. The hypotheses were tested using f-ratio (ANCOVA) at 5% level of significance. Findings showed among others that the social skills training was effective in reducing student relationship problems. The researcher recommended among others that secondary schools should adopt the use of social skills training for the treatment of students' relationship problems.*

**Keywords:** Social Skills Training, Social Relationship Problems, Sociological, Secondary Schools, Students

### Introduction

Student relationship problem entails a sociological issue whereby students encounter or experience difficulties and constraints in their bid to interact or relate with each other. This constraint and difficulty in interaction could pose a very big challenge among the students, schools and the society at large. Anyanwu (2020) maintains that the failure of many students to cope with others have caused their dropping out of school. This has consequently led to a decline in the numerical strength of students' enrolment in many schools. There is no gainsaying the fact that relationship problem poses a great threat to our educational system. The relationship problem equally exist between the two genders. This is manifested most times in behaviours such as fighting, being withdrawn, keeping malice, involving in cult activities, being hyperactive in behaviour, stealing etc.

Authors such as Maduakolam (2021) and Iwu (2018) maintain that relationship problems are classified under minor and major. Emotional disorders, psycho physiological disorder and personality related problems are regarded by these authors as minor relationship problems which can be handled by the teachers, parents and counselors while the major relationship problems such as psychosis and psychoneurosis can only be handled by psychiatric specialists. Therefore, student relationship problems are those that can be handled by teachers, parents and counselors.

In any case, some factors can predispose male and female students to relationship problems. Such factors can include: parental neglect/family problem, bullying, teacher's behavioural pattern, lack of protection, peer influence, intimidation, among others. Undoubtedly, students that involve in student relationship problems have the tendency of not benefiting from effective classroom teaching and learning. This is based on the fact that most times, these relationship problems result in frustration and restlessness as a result of their inability to successfully relate with self and others both in same gender and opposite gender relationships (Amadi, 2014).

As a matter of fact, gender seems to have a great influence in the behaviour of individuals and as such its impact in relationships might be great. Gender according to Bostern (2018) entails series of socially constructed roles and relationship, values, relative power and influence that society ascribes to the two sexes. Okehi (2019) on the other hand posits that gender refers to the parallel and socially unequal division into femininity and masculinity. Moreover, Okoro (2020) states that gender is a social construct which deals with societal expectations of the masculine and feminine characteristics of the males and females. Relationship problems cut across sex boundaries. It is found in both male and female students, hence the need to find out if gender factor contributes in modifying the relationship between people.

Considering the above assertions and prevalence of the behavioural and relationship problems among male and female students, there is urgent need for intervention and immediate dynamic modification of such undesirable behaviours. In line with this idea, the researcher was prompted

to seek an urgent and immediate intervention study to help these students as well as bridge the gap that exists between them and the undesired behavioural problems, in order to create a desirable behaviour through the application of training techniques such as social skills training.

In this vein, social skills training implies a sociological therapy which deals with the collection of behaviours in learner's repertoire of skills that enables him or her to interact successfully in the environment. It also refers to any skill facilitating interaction and communication with others. Omenuko (2021) points out that a social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated and changed in verbal and nonverbal ways. The process of learning these skills is called socialization or social skill training which has sociological attributes. Lack of social skills can cause social awkwardness. The Social Skill Theorists aim towards helping anyone with "difficulty relating to others". The social skill training had been shown to improve levels of assertiveness (positive and negative) in both men and women (Helgee 2018). Cario, (2019) conducted a study on using social skill to help individuals with avoidant personality disorder. The result showed that the individuals who received the training developed an inner world of fantasy and imagination to entertain themselves when feeling rejected by peers.

Moreover, the students who experience social problems such as shyness and peer rejection, who may tend to have little academic success or be in constant trouble, or be at a heightened risk of dropping out of school might be rescued through the help of social skill training (Masta 2019). Eber in Dodge (2017) stresses that students with relationship problems are compared to other students with disabilities. Dropping out of school is dangerous as it might also lead to various other serious problems for the students. Students with social relationship problems are often at risk of having unhappy adult lives, steady marital problem and unstable unemployment (Nlemadim, 2020). Kavale, Mathur and Mostert (2015) maintain that students with relationship problems exhibit some difficulties in social skills that negatively influence their adjustment to school both academically and socially. These students avoid many instructions and as a result they do not experience enough positive social reinforcement to trigger the use of appropriate skills in these situations

Be that as it may, there is need to explore the efficacy of training skills that would alleviate the social relationship problem among students. For this reason, the Social Skills Training needs to be tried. The Social Skills Training was attested by Sara (2015) as an effective training for social competence. It was the zeal to ascertain this fact that motivated the researcher to embark on this study in order to investigate the effects of social skills training on relationship problems among senior secondary school students in Imo State, Nigeria.

The theory adopted in this study is Self-concept theory which was propounded by Rosenber in 1979. The theory stresses on the overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are. We form and regulate our self-concept as we grow, based on the knowledge we have about ourselves. It is multidimensional, and can be broken down into these individual aspects. This theory portrays an idea concerning "the individual's belief about himself or herself, including the person's attributes and who and what the self is." The theory states that it is what one believes he is that determines how he socializes, behaves and presumes others to take him. This belief affects the person in his social relationships with people and the way he holds himself. Self-concept is related to several other "self" constructs, such as self-esteem, self-image, self-efficacy, and self-awareness.

This theory relates to this study in the sense that it is the way some one sees himself that he will base his socialization with people, even though he may be wrong. This might be misunderstood by his friends and may consequently cause relationship problems.

Empirically, Iwuala (2020) conducted a study on management of social skills training for good relationship formations in secondary schools in Imo State. The findings of the study revealed non-availability and functionality of qualified school counselors in secondary schools, lack of motivation for the existing ones and lack of motivation for the students to participate in the training. Moreover, another study was carried by Alozie (2018) on The Role of school authorities in achieving healthy relationships among the students in Owerri. The Study reveals that school authorities efforts so far, has not been able to achieve more in developing healthy relationships among the students. Again, Okoro (2019), carried out a research on the influence of gender on the students' process of developing good social relationships. Results indicate that gender has a great impact on the process of developing good social relationships by the students. Another study that was conducted by Rubeun (2016) indicated a high percentage of improvement in Iraqi students' social skills acquired in social skill training through the help of counselors. Another one was carried by Davidson (2013) which showed that social skills training was a good training that improved students' interest in social relationships. Okorie (2019) also conducted a study which revealed among others that social skill training improved the speed of entering into good relationships by the students. Onwuvuche (2017) equally conducted a study which indicated that grouping according to personality trait in the social skill training of students improved the students' interest in social relationship significantly in students.

### ***Statement of the Problem***

Students often drop out of school or absent themselves from school due to relationship problems and this has negative impact on their studies because they miss classroom teaching and learning by so doing. For instance, when the researchers visited schools such as Government Secondary School Owerri, Comprehensive Development Secondary School, Owerri and Umunwaku Secondary School Ohaji, they were shown evidence of some students who dropped out of school as a result of their relationship problems. This does not promote the educational objectives. The type of relationship that a student has (whether healthy or unhealthy) affects his/her personal, social and academic attainments. Unhealthy relationship of the students can result to several behaviour problems such as: low self-esteem, social withdrawal, fighting, truancy, cultism, prostitution, drug addiction, etc. These problems that have been created by students' poor relationship affect the educational system to a very great extent. Sometimes, the problems are so unpronounced that the teachers and school authorities may not notice them until they extend from normality to abnormality. Some

poor students' relationships become traumatic that they affect their general social lives even after school. The problems therefore, have deep impacts that affect the students' social, physical and emotional life. The questions posed by this study therefore, are: could the use of social skills training be effective in reducing students' relationship problems? Could there be gender by treatment effect? This study therefore sought to investigate the effects of social skills training on relationship problems reduction among secondary school students in Imo State.

### ***Purpose of the Study***

The main purpose of the study was to investigate the effects of social skills training on relationship problems reduction among senior secondary school students in Imo State as measured by their mean scores. Specifically, the study sought to:

1. ascertain the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment.
2. ascertain the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment based on gender.
3. find out the mean scores of students exposed to social skills training and those not exposed to social skills training in the follow-up assessment.

### ***Research Questions***

The following research questions guided the study:

1. what are the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment?
2. What are the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment based on gender?
3. What are the mean scores of students exposed to social skills training and those not exposed to social skills training in the follow-up assessment?

### ***Hypotheses***

The following hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significant difference between the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment.
2. There is no significant difference between the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment based on gender.
3. There is no significant difference between the mean scores of students exposed to social skills training and those not exposed to social skills training in the follow-up assessment.

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## **Method**

The design of this study was a quasi-experimental that adopts a pre-test treatment post-test follow up method. Mbah and Udegbe (2014) maintained that a quasi-experimental research design is a study where the researcher had no absolute control over the independent variable(s) being studied. It was a field experiment in which the researcher went into the field to conduct the experiment as well as manipulate variables such as social skills training skill under carefully and controlled conditions as the case was. To determine students with relationship problems, the researcher equally conducted post-test at the end of the therapy in order to ascertain the extent of change in behaviour as well as the efficacy of the treatment technique used. Follow up came four (4) weeks after the treatment programmes. The population of the study was 2,709 SS2 students of two selected schools each from Owerri Zone 2 and Orlu Zone 1 respectively. The SS2 students were therefore used since the SS 3 students were engaged in the preparation for their external examination. Therefore, the access population was 2709 students (Source: Secondary Education Management Board (SEMB) Imo 2021).

The number identified as having relationship problems using students relationship problem identification checklist for teachers (SRPICT) was 90. The target population for the study therefore consists of 90 identified subjects with relationship problems. The sample for the study was made up of 48 SS2 students. Through purposive sampling technique, 2 coeducational schools were selected for the study. The students were further clustered into two groups of one treatment group and one control group. Proportionate sampling technique was employed in choosing participants for the study based on the fact that the researcher had to investigate the effectiveness of the treatment on the subjects.

To determine the sample size, the researcher used the suggestion of Nwana (2007:73) that if the population is a few hundreds, a 40% or more sample will do. If a few thousand, 10% will do, if many thousands, 5% or less will do. The researcher using Students Relationship Problem Rating Scale (SRPRS) confirmed those who had the relationship problems from the 90 identified students. The criteria for the selection was based on the fact that any student with score below 50 had the relationship problem while above 50 was seen as not having relationship problem.

Hence, out of the Ninety (90) students confirmed, the researcher selected 48 students (subjects) for the study through proportionate sampling technique, assigned 24 students to each of the experimental groups (Social Skill Training and Control) made up of 12 males and 12 females respectively. Two instruments were used for the collection of data for this study which included:

- Students Relationship Problem Identification Checklist for Teachers (SRPICT)

-Students Relationship Problem Reduction Rating Scale for students (SRPRS)

The Student relationship problem identification checklist for Teachers was a 20 item rating scale. The items was designed by the researcher from the characteristics or attributes of student that have student relationship problem. The instrument was divided into two parts. A was on personal data of the student, while part B was on items on students' relationship. The responses were structured on 4 points likert type scale of always, often, sometimes and rarely, quantified as 4,3,2,1. Any respondent that scored below 50 was said to have student relationship problems. This implied that those who scored from 49 below were selected. The Student's Relationship Problem Reduction Rating Scale for students (SRPRS) on the other hand, was also a 20 item instrument. It reflected the attributes of students with student relationship problems. The researcher showed an example by ticking the response pattern on the instrument that says always, often, sometimes and rarely on the behaviour. This instrument was also used to confirm the students rating of themselves. Like the Students relationship problem identification rating scale, the responses here was structured on 4 points likert type scale of always, often, sometimes and rarely, quantified as 4,3,2,1. Any respondent that scored below 50 was said to have student relationship problems. This implied that those who scored from 49 downwards were selected. These were all in a bid to investigate the effects of Social Skill Training on relationship problem among senior secondary school students in Imo State. The draft of the instruments was given to 3 specialists in the Educational Foundations and Counseling Department as well as 2 specialists in the Measurement and Evaluation Department of Imo State University. The face and content validity were established by these validators which produced the final copy of the instruments. They made some necessary corrections that boosted the items in the instrument. The corrections and recommendations were therefore used to construct the final draft of the instruments. In an effort to ascertain the reliability of the instrument used in the study, a pilot test was conducted and instrument administered on 20 SS 2 students from some secondary schools outside the study area. The schools used have certain similarities such as same students' characteristics, and teacher characteristics with the study area. A re-test was conducted after two weeks or 14 days interval of the administration to the same students and Pearson (r) Correlation Coefficient was used to compute the result. The coefficient index obtained was 0.74 (temporal reliability).

In the collection of data for this study, a systematic three phase's procedure was adopted. The three phases included the pre-treatment phase, the treatment phase and follow up phase. The first phase which was the pre-treatment phase involved preliminary introductions and the treatment assessment. The second phase which was the treatment phase dealt with the actual manipulation of the experimental conditions, while the follow up determined the extent of permanency of treatment effect.

The different instruments for data collection were used at different stages in the study. In the administration of each instrument, the researcher ensured good testing atmosphere and conditions. The instruments were administered on face to face bases to ensure that they were collected immediately the participants finished responding to the items. The data collected in this study was analyzed with the use of mean and standard deviation for research questions. The hypotheses were tested using f-ratio (ANCOVA) at 5% level of significance. The hypotheses decision rule was based on the calculated f-cal against the tabulated f-tab. In this case, if the calculated was greater than the tabulated, the hypothesis was rejected but if otherwise, it was accepted. But in the case of using SPSS, the rejection of the hypothesis was based on the comparison of the SPSS significance against 0.05.

## Results

**Research Question One:** What are the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment?

**Table 1:** Mean and standard deviation scores of students exposed to social skills training and those not exposed to social skills training in the post-test assessment.

Experimental Group	N	Pre-test	SD	Post-test	SD	Mean Gain
Social Skills Training:	16	30.69	1.58	53.75	3.07	23.06
Control:	16	30.75	1.29	31.56	1.26	0.81

Table 1 shows the mean and standard deviation scores of students exposed to social skills training and those not exposed to social skills training (Control group) in the post-test assessment. The students exposed to social skills training at pre-test and post-test had mean scores of 30.69 and 53.75

respectively. The students not exposed to social skills training had mean scores of 30.75 and 31.56 at pre-test and post-test respectively. The mean gain scores for the students exposed to social skills training and those not exposed to social skills training were 23.06 and 0.81 respectively. This reveals a high main effect of social skills training in improving students' relationships. The variability of their responses was not much as shown by the low standard deviation scores at pre-test and at post-test in the two groups.

**Hypothesis One:** There is no significant difference between the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment.

**Table 2:** ANCOVA F-test result of the significance of the difference between the mean scores of students exposed to social skills training and those not exposed to social skills training in the posttest assessment.

#### Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3978.321 <sup>a</sup>	2	1989.161	461.864	.000
Intercept	21.529	1	21.529	4.999	.033
Pretest	40.040	1	40.040	9.297	.005
Treatment	3954.090	1	3954.090	918.102	.000
Error	124.897	29	4.307		
Total	62329.000	32			
Corrected Total	4103.219	31			

a. R Squared = .970 (Adjusted R Squared = .967)

Result in Table 2 reveals a significant difference between the main effect on students exposed to social skills training and those not exposed to social skills training in the posttest assessment. The P-value of 0.000 obtained is lesser than 0.05 level of significance. Based on this result, the null hypothesis was rejected.

**Research Question Two:** What are the mean scores of students exposed to the social skill treatments (SST) in the posttest assessment, based on gender?

**Table 3:** Mean and standard deviation scores of male and female students exposed to the social skill treatments (SST) in the post-test assessment

Experimental Group	Gender	Pre-test	SD	Post-test	SD	Mean Gain
Mean	Mean					
Social Skills Training:	Male	31.25	1.67	53.13	2.10	21.88
	Female	30.13	1.36	54.38	3.85	24.25

Result in Table 3 above shows the mean and standard deviation scores of male and female students exposed to the Social Skill treatment (SST) in the post-test assessment. The result shows that at pre-test, the male and female students exposed to social skills training had mean scores of 31.25 and 30.13 respectively. At post- test, the male and female students exposed to social skills training had mean scores of 53.13 and 54.38. The result also shows higher mean gain score of 24.25 for the female students exposed to the SST while their male counterparts had mean gain scores of 21.88. This indicates that the treatments of Social Skill Training (SST) had higher main effect on the female students than their male counterparts.

**Hypothesis Two:** The mean scores of participants exposed to the treatment of SST in the posttest assessment based on gender, is not significantly different

**Table 4:** ANCOVA F-test result of the significance of the difference in the mean scores of participants exposed to the SST in the post-test assessment based on gender

#### Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	789.324 <sup>a</sup>	4	197.331	27.159	.000

Intercept	127.222	1	127.222	17.510	.000
Pretest	18.574	1	18.574	2.556	.121
Treatment	726.693	1	726.693	100.016	.000
Gender	17.860	1	17.860	2.458	.129
Treatment * Gender	.661	1	.661	.091	.765
Error	196.176	27	7.266		
Total	110966.000	32			
Corrected Total	985.500	31			

a. R Squared = .801 (Adjusted R Squared = .771)

Result in Table 4 shows no significant difference in the mean scores of the male and female participants exposed to the SST in the post-test assessment. The Treatment\*Gender P-value of 0.765 obtained is greater than 0.05 level of significance. Based on this, the null hypothesis was accepted. Therefore, the mean scores of participants exposed to the SST in the post-test assessment based on gender are not significantly different.

**Research Question Three:** What are the mean scores of students exposed to SST and those not exposed to SST in the follow-up assessment?

**Table 5:** Mean and standard deviation scores of students exposed to SST and those not exposed to SST in the follow-up assessment.

Experimental Group	N	Post-test	SD	Follow-up	SD	Mean Gain
Mean	Mean					
Social Skills Training:	16	53.75	3.07	54.63	3.40	0.88
Control:	16	31.56	1.26	31.88	1.36	0.32

Table 5 presents the mean and standard deviation scores of students exposed to social skills training and those not exposed to social skills training (Control group) in the follow-up assessment. The students exposed to social skills training in the follow-up assessment had mean score of 54.63 while those not exposed to social skills training had mean score of 31.88. The mean gain scores for the students exposed to social skills training and those not exposed to social skills training were 0.88 and 0.32 respectively. This indicates a lasting main effect of social skills training in improving students' relationships.

**Hypothesis Three:** There is no significant difference between the mean scores of students exposed to SST and those not exposed to SST in the follow-up assessment

**Table 6:** ANCOVA F-test result of the significance of the difference between the mean scores of students exposed to SST and those not exposed to SST in the follow-up assessment.

#### Tests of Between-Subjects Effects

Dependent Variable: Follow-up

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4337.517 <sup>a</sup>	2	2168.758	4507.916	.000
Intercept	3.272	1	3.272	6.800	.014
Posttest	219.736	1	219.736	456.736	.000
Treatment	2.745	1	2.745	5.707	.024
Error	13.952	29	.481		
Total	64123.000	32			
Corrected Total	4351.469	31			

a. R Squared = .997 (Adjusted R Squared = .997)

Result in Table 6 reveals a significant difference between the main effect on students exposed to SST and those not exposed to SST in the follow-up assessment. The P-value of 0.024 obtained is lesser than 0.05 level of significance. This led to the rejection of the null hypothesis. Thus, there is a significant difference between the main effect on students exposed to SST and those not exposed to SST in the follow-up assessment.

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## **Discussion of Findings**

### **Mean Scores of Students Exposed to Social Skills Training and Those not Exposed to Social Skills Training in the Posttest Assessment.**

The result of the study indicates that the mean scores of students exposed to social skills training on relationship problem is significantly higher than those not exposed to social skills training in the post-test assessment. The finding equally revealed that the mean rating scores on relationship problem of the participants exposed to Social Skills Training and those not exposed to Social Skills Training in the post treatment assessment differ significantly. The students who were exposed to Social Skills Training (SST) significantly improved from their relationship problems at posttest when compared to the mean response to relationship problem of their counterparts in the control group. The result of this study therefore found that SST is significantly effective in the management of relationship problems of students. The mean rating score of the students in the control group did not improve from its initial value in pre-treatment administration. This means that the significant difference observed in test of hypothesis one was as a result of the treatment effect. This is in line with the finding of Rubeun (2016) which indicated a high percentage of improvement in Iraqi students' social skills acquired in social skill training through the help of counselors. It also corroborates the findings of Davidson (2013) which showed that social skill training was a good training that improved students' interest in social relationships. In the same vein, this finding of the study agrees with that of Okorie (2019) that revealed among others that social skill training improved the speed of entering into good relationships by the students. Based on these various findings of different researchers and the finding of this study, it can be concluded that Social Skill Training is very effective in the treatment of relationship problems.

### **Mean Score of Students Exposed to the Treatment of SST in the Posttest Assessment, Based on Gender**

The study equally explored the influence of gender on the effects of SST in the posttest assessment. The result showed that the treatments of SST had higher main effect on the female students than their male counterparts. However, this difference is not significant. The mean score of the females on the Social Skill Training treatment were higher than that of their male counterparts'. This means that the Social Skills Training treatment was more effective on the females than the males. It equally shows that females are more adherent to issues pertaining to relationships. Women have been known as being more emotional. This emotional nature of females might equally be a sensitive factor that made it easier for them to adhere easily on treatments that have to do with relationships. However, based on the finding of this study, it can be concluded that the SST treatment technique is very effective on the treatment of relationship problems particularly on the females than the males. This finding is in agreement with the finding of Okoro (2019) which showed that gender has great impact on the process of developing good relationship by the students. Based on the finding of this study and the result of the other reviewed empirical study, it can be concluded that Social Skills Training treatment is more effective on the females than the males.

### **Mean Scores of Students Exposed to SST and those not Exposed to SST in the Follow-Up Assessment**

The result of this study revealed that the mean scores of social skills training is significantly higher on students exposed to social skills training than those not exposed to it in the follow-up assessment. It was therefore shown that the effect of Social Skill Training was more on those exposed to Social Skill Training than those not exposed to it even at a longer span of time. This finding has proven that even though, the effect of SST was higher on those exposed to the treatment than those not exposed to it, it was still effective at a follow-up assessment and the difference was equally significant. This therefore shows that the SST apart from being effective, by having a higher effect on the participants who were exposed to the treatment, the effect lasted for a longer period, and the effect was still significant. Social Skill Training has therefore been found to be effective on the management of students' relationship problems, and its effects last longer on them. Other factors might have played their roles in this case. These factors might include behavioural conditions attained through family up-bringing pattern that had moulded the behavioural characteristics of the students, influence of peer relationships, acquired emotional problems, self-control problems, etc. In any case, it has been established here that the effect of this treatment apart from being higher on the SST group, is still significant at a long run. This finding agrees with that of Onwuvuche (2017) which indicated that grouping according to personality trait in the social skills training of students improved the students' interest in social relationship significantly in students.

In the same vein, the finding of Rueben (2016) proved a high percentage of improvement in Iraqi students' social skills, acquired in social skill training through the help of counselors. Based on these findings and the finding of this current study, it is possible to conclude that SST is effective in the treatment of relationship problems, and the effect significantly lasts on the victims.

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## **Conclusion**

It is hereby concluded, based on the finding of the study, that the social skill training technique is an effective training technique for the reduction of student relationship problems.

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## Recommendations

The following recommendations have been proffered based on the findings of the study.

1. Secondary schools should adopt the use of social skill training for the treatment of students' relationship problems.
2. More attention should be paid to the male students on the administration of any of the treatment techniques since the treatment was proven to have more effect on the female students.
3. Since social skills training technique was found to still have a higher effect even at the follow-up stage, schools should adopt it as their special technique for the management of students' relationship problems.

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