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## **Impact of the Social Skills Training Programme on Adolescents Attending Physical Education Classes**

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### **Abstract**

Adolescents can successfully apply social skills obtained during physical education classes in other spheres of life. In this respect, social skills training problems of adolescents attending physical education classes are widely investigated. However, there is not enough scientific research on this subject. It is purposive to continue studies in order to evaluate applicability and effectiveness of social skills training programmes.

The goal to reveal the impact of the social skills training programme on adolescents attending physical education classes is formed in this work. The duration of the situational social skills training programme is 18 weeks. 48 14-15-year-old adolescents that attended physical education classes participated in the training experiment. To evaluate social skills before and after the educational experiment, questionnaires of situational social skills and basic social skills were used. The social skills development programme was applied for the experimental group and no impact was applied for the control group. The results of the training experiment revealed the social skills training programme applied during the physical education classes had a statistically reliable impact on the situational and basic social skills in the adolescents from the experimental group.

**Keywords:** adolescents, social skills training programme, situational social skills, basic social skills, physical education classes.

### **1. Introduction**

The development of social skills in adolescents is relevant because the modern school does not pay enough attention to the spread of a young personality, so the development of social skills in the period of adolescence is one of the most important challenges of modern education. Adolescence is the period of the personal and social development, in which changes, searches become commonness, emotions are experienced more strongly, the pursuit of independence is

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getting stronger and stronger, the thinking also changes and there are constant questions what is right and what is wrong. According to Weissberg et al. (2015), the adolescents that have sufficient social skills apply their knowledge more effectively, tend to control their emotions better, reach set goals more quickly, retain positive attitudes for a longer period and are not afraid to make decisions in responsible situations. For example, the adolescents that have proper communicational skills and tend to get involved in the communication with contemporaries, adapt themselves better and obtain better results compared with the adolescents that avoid any social interaction (Buljbašić Kuzmanović, Botić, 2012). The earlier attention is paid to social skills in the period of adolescence, the more affective is the formation of proper social behaviour (Miller et al., 2017; Veziroglu-Celik, Acar, 2018). It is supposed the social skills obtained in the school environment can also be transposed successfully to other life situations. It is especially important to create favourable conditions for adolescents to train their social skills, develop efficient and effective programmes and choose effective methods for the development of social skills. It is known the earlier adolescents obtain social skills, the more easily they are accepted by contemporaries, they experience academic success more often and adapt to the social environment more quickly (Zelyurt, Ince, 2018). It is indicated in other scientific studies these adolescents tend to study better (Rivers et al., 2012), get better relations (Lopes et al., 2004), solve conflicts more constructively (Brackett et al., 2006) cope with social problems more effectively (Reis et al., 2007) and get involved in improper behaviour more seldom (Brackett et al., 2004). Moreover, some studies reveal qualitative physical education classes can also have a positive impact on the social and moral development of adolescents (Hellison, Martinek, 2006), fair play behaviour (Vidoni et al., 2009), team formation and development of communicational and social skills (Hunter, 2006). For example, (Van Boekel et al., 2016; Muñoz-Bullón et al., 2017) emphasize physical activity increases self-confidence of adolescents and enables them to become more active and successful in the social environment. Moreover, scientific studies (Siskos, 2012; Šniras, 2014; Akelaitis, 2016; Zekioglu et al., 2018; Camiré, Santos, 2019) suggest the physical activity that pays enough attention to the development of social skills helps adolescents to improve their social skills. The adolescents that attend classes improve their self-understanding, strengthen their relation with contemporaries, improve their social behaviour and the reduction of problematic behaviour can be noticed (Matos et al., 2016; Common et al., 2019). Studies show the training programmes based on the model of the personal social emotional training can improve social skills in older adolescents (Akelaitis, 2016). Physical education classes give a lot of various emotions and help adolescents to reveal themselves better. Thus, physical education classes can be a proper kind of activity for the development of social and emotional skills in adolescents (Siskos et al., 2012). Performed studies also show it is possible to train both social and moral skills (Hellison, Martinek, 2006), fair behaviour (Vidoni, Ward, 2009), create team work (Hunter, 2006) and cooperation in physical education classes with success (Dupri et al., 2020). On analysing scientific publications, it can be noticed the peculiarities of social skills in adolescents are often emphasized in the context of the social environment, but there is a lack of studies paying attention to the formation of social skills in physical education classes. Moreover, there is a lack of scientific data, which results would reflect an impact of the social skills training programme on the social skills of adolescents attending physical education classes.

The goal of this study is to reveal the impact of the training programme on the social skills of adolescents attending physical education classes.

During the study, we raised a hypothesis that the social skills training programme will have a positive impact on the situational and basic social skills of adolescents attending physical education classes.

## **2. Materials and methods**

### **2.1. Participants**

By using the principle of the random serial selection (i.e., all the schools had equal possibilities to get into the sample), an experimental group was formed from 25 adolescents and a control group was formed from 23 ones. 48 14-15-year-old boys-adolescents from two schools that attended physical education classes participated in the training experiment. The mean age of the researched from the experimental group was  $14.72 \pm .46$  and that of the researched from the

control group –  $14.81 \pm .28$ . The groups of the researched did not differ according to sex because just boys-adolescents participated in physical education classes.

### 2.2. Measures

The following research methods were applied: questionnaire of situational social skills (Gambrill, 1995; cited from Hinsch, Pflingsten, 1998) and questionnaire of basic social skills (Riggio, Friedman, 1982). The social skills of adolescents before and after the training experiment were evaluated with these questionnaire surveys.

The questionnaire of situational social skills enabled evaluating the following social skills: to be able to refuse, to react to remarks, to be able to contradict, to apologise, to recognise of being wrong, to be able to enjoy praise, to start a conversation, to be able to talk, to be able to end a conversation, to ask for help, to say good words, to tell what one feels. On evaluating these skills, three index levels are classified: 1 – low level, 2 – average level, 3 – high average level.

The questionnaire of basic social skills consists of 24 statements that are evaluated in a five-point scale: 1 – never, 2 – seldom, 3 – sometimes, 4 – often, 5 – always. 4 statements are attributed to each of six social skills. The following social skills are evaluated: emotional expressiveness, emotional sensitivity, emotional control, social expressiveness, social sensitivity and social control.

Emotional expressiveness is the social skill that belongs to the non-verbal region and reflects an individual's ability to express experienced emotional states spontaneously and exactly. Emotional sensitivity is the ability to be observant and interest in the signs sent by other people (it is non-verbal sensitivity). Emotional control is the ability to control and regulate emotional states and their non-verbal expression.

Social expressiveness is the ability to express oneself in the verbal form and involve other individuals in the social interaction. Social sensitivity is the ability to decode and understand verbal information as well as understanding of norms that regulate proper social behaviour. Social control is the ability that means a person's ability to introduce oneself, play social roles and defend the own opinion.

### 2.3. Social skills training programme

During the training experiment, educational conditions were created to form the essential and social skills in adolescents during physical education classes. Two groups of the researched were formed: experimental and control ones (the participants were selected to these groups randomly from two comprehensive schools). The social skills training programme was applied for the experimental group at the beginning of physical education classes and there was no impact on the control group, i.e., classes were organized to the adolescents from this group according to the usual school programme. The duration of the situational and basic social skills training programme was 18 weeks and up to 20 minutes were spent at the beginning of every physical education class on the development of these skills. Social skills were trained twice per week by using different training methods (Table 1).

**Table 1.** Social skills training programme for the adolescents attending physical education classes

Social skills	Number of sessions	Content	Training method	The purpose of the training method
Situational social skills	2	To be able to refuse	Role play	It helps to express the internal state, ideas, feelings, dreams, restore phenomena of real life actively and design them, experience them
	2	To react to remarks		
	2	To be able to contradict		
	2	To apologise		
	2	To recognise of being wrong		
	2	To be able to enjoy praise		
	2	To start a conversation		
	2	To be able to talk		
	2	To be able to end a conversation		
	2	To ask for help		
	2	To say good words		

Basic social skills	2	To tell what one feels		
	2	Emotional expressiveness	Sensitive training	It helps to feel the internal world of another person with the expression of feelings and emotions and evaluate the own behaviour and behaviour of other people properly
	2	Emotional sensitivity		
	2	Emotional control	Imagination training	It helps to plan new goals, imitate behaviour, create by using the visual activity, play, remember information better
	2	Social expressiveness	Method of small groups	It helps to strive for academic and social goals on communicating by consolidating the available knowledge or skills
	2	Social control		
2	Social sensitivity	Designing of positive behaviour	It helps to reveal the understanding and attitudes to certain questions and is especially good for the discussion of emotions, beliefs and feelings	

2.4. Statistical Analyses

The SPSS 26.0 (Statistical Package for social Science) programme package was used for the study data analysis. The  $\chi^2$  (chi square) criterion was used for the statistical data analysis in order to check the statistical difference between evaluations. The Student's *t* test was also applied in order to determine the equality between the means of the experimental and control groups. The obtained data was considered statistically significant in case it coincided with the significance level  $p < .05$ .

The following was also calculated in the statistical data analysis: percentage expressions, arithmetic means ( $\bar{x}$ ), standard deviations (SD).

3. Results

In this section, we analysed the results of the study and tried to reveal the changes of situational and basic social skills related with the impact of the training programme in the adolescents from the experimental and control groups that attended physical education classes. The repeated study after the training programme revealed the measures with the pedagogical impact applied during the experiment had an influence on the situational social skills of adolescents. The evaluations of situational social skills in the experimental group changed statistically significantly because there were much more answers, which level of skills was evaluated as high, but the data of the control group show the changes of these skills are insignificant (Table 2).

**Table 2.** Indexes of situational social skills in the adolescents attending physical education classes before and after the training programme (in numbers and per cent)

Situacion social skills	Group	Study time	Level						$\chi^2(2); p$
			low		average		high		
			n	percent	n	percent	n	percent	
To be able to refuse	Experimental group ** (n=25)	Before social skills training programme	11	44	8	32	6	24	3.47 $p < .01$
		After social skills training programme	5	20	10	40	10	40	

	Control group (n=23)	Before social skills training programme	9	39	6	26	8	35	1.75 p > .05
		After social skills training programme	8	35	10	43	5	22	
To react to remarks	Experimental group ** (n=25)	Before social skills training programme	4	16	14	56	7	28	3.13 p < .01
		After social skills training programme	2	8	10	40	13	52	
	Control group (n=23)	Before social skills training programme	15	65	5	22	3	13	1.45 p > .05
		After social skills training programme	11	48	8	35	4	17	
To be able to contradict	Experimental group ** (n=25)	Before social skills training programme	6	24	12	48	7	28	3.98 p < .01
		After social skills training programme	2	8	10	40	13	52	
	Control group (n=23)	Before social skills training programme	4	17	6	26	13	57	1.07 p > .05
		After social skills training programme	6	26	5	22	12	52	
To apologise	Experimental group ** (n=25)	Before social skills training programme	4	16	13	52	8	32	6.38 p < .01
		After social skills training programme	0	0	11	44	14	56	
	Control group (n=23)	Before social skills training programme	10	44	7	30	6	26	.37 p > .05
		After social skills training programme	8	35	8	35	7	30	
To recognise of being wrong	Experimental group ** (n=25)	Before social skills training programme	3	12	11	44	11	44	6.16 p < .01
		After social skills training programme	1	4	5	20	19	76	
	Control group (n=23)	Before social skills training programme	10	43	8	35	5	22	1.53 p > .05
		After social skills training programme	12	52	9	39	2	9	
To be able to enjoy praise	Experimental group * (n=25)	Before social skills training programme	4	16	8	32	13	52	2.25 p < .05
		After social skills training programme	2	8	13	52	10	40	
	Control group (n=23)	Before social skills training programme	11	48	6	26	6	26	1.07 p > .05
		After social skills training programme	8	35	9	39	6	26	
To start a conversation	Experimental group ** (n=25)	Before social skills training programme	6	24	12	48	7	28	4.13 p < .01
		After social skills training programme	3	12	8	32	14	56	
	Control group (n=23)	Before social skills training programme	6	26	13	57	4	17	1.83 p > .05
		After social skills training programme	10	43	11	48	2	9	
To be able to talk	Experimental group ** (n=25)	Before social skills training programme	10	40	8	32	7	28	7.02 p < .01
		After social skills training programme	2	8	12	48	11	44	
	Control group (n=23)	Before social skills training programme	9	39	9	39	5	22	1.71 p > .05
		After social skills training programme	12	52	9	39	2	9	
To be able to end a conversation	Experimental group (n=25)	Before social skills training programme	6	24	8	32	11	44	1.40 p > .05
		After social skills training programme	4	16	12	48	9	36	
	Control group	Before social skills training programme	8	35	7	30	8	35	.84 p > .05

	(n=23)	After social skills training programme	11	48	6	26	6	26	
To ask for help	Experimental group ** (n=25)	Before social skills training programme	2	8	12	48	11	44	3.13 p < .01
		After social skills training programme	3	12	6	24	16	64	
	Control group (n=23)	Before social skills training programme	7	30	11	48	5	22	1.69 p > .05
		After social skills training programme	6	26	8	35	9	39	
To say good words	Experimental group ** (n=25)	Before social skills training programme	7	28	9	36	9	36	6.52 p < .01
		After social skills training programme	3	12	4	16	18	72	
	Control group (n=23)	Before social skills training programme	3	13	11	48	9	39	1.80 p > .05
		After social skills training programme	4	17	8	35	11	48	
To tell what one feels	Experimental group ** (n=25)	Before social skills training programme	9	36	9	36	7	28	4.37 p < .01
		After social skills training programme	3	12	10	40	12	48	
	Control group (n=23)	Before social skills training programme	8	35	9	39	6	26	.37 p > .05
		After social skills training programme	10	43	8	35	5	22	

Note. \* p < .05; \*\* p < .01

On analysing the data, it can be noticed the skill there were no statistically significant changes in the experimental group just in the case of the skill *to be able to end a conversation* ( $p > .05$ ). On analysing the changes of the skill *to be able to refuse* after the training programme, it emerged 40 per cent of the researched from the experimental group evaluated the level of that skill as high, although 44 percent of the researched had evaluated the level of that skill as low during the initial study ( $p < .01$ ). The level of the skill *to react to remarks* grew significantly in the researched from the experimental group after the training programme because 52 percent of adolescents indicated a high level of that skill ( $p < .01$ ). After comparing the percentage data distribution of the skill *to be able to contradict* in the experimental group with the initial data, we can see the number of high-level cases increased from 28 to 52 percent ( $p < .01$ ). It was revealed after the second study the evaluations of the skill *to apology* increased statistically significantly in the experimental group compared with the initial results ( $p < .01$ ): the number of high-level cases increased from 32 to 56 percent. On analysing the percentage distribution of the results *to recognise of being wrong* in the experimental group, it was determined the evaluations of average-level skills decreased after the experiment (44 percent before the development programme and 20 percent after the training programme), but the number of high-level evaluations increased (44 percent before the training programme and 76 per cent after the training programme,  $p < .01$ ). The obtained results of the study also showed the indexes of the skill *to be able to enjoy praise* raised at the average level of that skill especially – from 32 to 52 percent. Compared the percentage data distribution of the skill *to start a conversation* in the experimental group with the initial data, we can see the number of high-level cases increased from 28 to 56 percent ( $p < .01$ ). After the training programme in the experimental group ( $p < .01$ ), the number of students evaluating their level of the skill *to be able to talk* as high increased (28 percent before the training programme and 48 percent after the training programme,  $p < .01$ ), but the number of adolescents evaluating this skill as low decreased to the maximum (40 percent before the training programme and 8 percent after the training programme). On presenting the data of the skill *to be able to ask for help*, we noticed the adolescents from the experimental group also indicated their level of that skill was high (44 percent before the training programme and 64 percent after the training programme,  $p < .05$ ) after the training programme. The analysis of the results of the skill *to be able to say good words* revealed the relation between the evaluations of the average level and especially of the high level of that skill changed under the influence of the social skills training programme in the experimental group: 48 percent of adolescents evaluated the level of that skill as low before the training programme and

35 percent – after the training programme, but 36 percent indicated a high level of their skill before the training programme and even 72 percent – after the training programme ( $p < .01$ ). The results of the study show the level of the skill *to tell what one feels* grew significantly ( $p < .01$ ) in the experimental group. The analysis of the results allows emphasizing there were statistically significant changes in the experimental group on evaluating the level of situational social skills (*to be able to refuse, to react to remarks, to be able to contradict, to apologise, to recognise of being wrong, to be able to enjoy praise, to start a conversation, to be able to talk, to be able to end a conversation, to ask for help, to say good words, to tell what one feels*). Meanwhile, compared the results of the control group before and after the training programme, it can be noticed the changes of situational social skills in this group are insignificant. It enables supposing the obtained results of the experimental group reveal the possibilities of the social skills training programme applied at physical education classes and its impact on the situational social skills.

Below, we will present the results of change of basic social skills in the adolescents from the experimental and control groups attending physical education classes in relation with the impact of the social skills training programme.

**Table 3.** Indexes of basic social skills in the adolescents attending physical education classes before and after the training programme (M  $\pm$  SD)

Basic social skills	Experimental group (n = 25)				Control group (n = 23)			
	Before social skills training programme	After social skills training programme	Student's t test	Statistical significance level	Before social skills training programme	After social skills training programme	Student's t test	Statistical significance level
Emotional expressiveness	2.86 $\pm$ .41	4.28 $\pm$ .66*	-9.14	$p < .01$	2.79 $\pm$ .34	2.66 $\pm$ .57	.94	$p > .05$
Emotional sensitivity	2.54 $\pm$ .57	3.83 $\pm$ .82**	-6.46	$p < .01$	2.59 $\pm$ .55	2.84 $\pm$ .49	-1.63	$p > .05$
Emotional control	3.43 $\pm$ .49	4.29 $\pm$ .58**	-5.66	$p < .01$	3.02 $\pm$ .39	2.99 $\pm$ .65	.18	$p > .05$
Social expressiveness	2.86 $\pm$ .51	3.37 $\pm$ .83*	-2.57	$p < .05$	3.11 $\pm$ .42	2.87 $\pm$ .57	1.62	$p > .05$
Social sensitivity	2.79 $\pm$ .33	4.12 $\pm$ .74**	-8.21	$p < .01$	2.86 $\pm$ .59	3.15 $\pm$ .72	-1.49	$p > .05$
Social control	3.09 $\pm$ .61	4.34 $\pm$ .59**	-7.36	$p < .01$	2.91 $\pm$ .43	3.09 $\pm$ .69	-1.06	$p > .05$

Note. \*  $p < .05$ ; \*\*  $p < .01$ . M = mean; SD = standard deviation.

The study performed after the social skills training programme showed the evaluation of *emotional expressiveness* in the adolescents from the experimental group changed: the level of *emotional expressiveness* (4.28  $\pm$  .66) was higher statistically reliably after the experiment ( $p < .01$ ) than before the experiment (2.86  $\pm$  .41). That change of results in the experimental group was affected by a higher number of answers given by the adolescents that were evaluated with higher and not average points. The data of the control group changed little after the experiment compared with the initial results ( $p > .05$ ). On analysing the results of the skill *emotional sensitivity*, it should be noticed the data of the control group did not change after the experiment compared with the initial results ( $p > .05$ ). However, the analysis of results showed the indexes of adolescents from the experimental group improved from 2.54  $\pm$  .57 to 3.83  $\pm$  .82 ( $p < .01$ ) after the training programme. On evaluating the changes of the skill *emotional control*, it emerged the *emotional control* of adolescents from the experimental group increased statistically significantly after the training programme (3.43  $\pm$  .49 to 4.29  $\pm$  .58,  $p < .01$ ), although it cannot be said the same about the

changes of this social skill in the control group ( $3.02 \pm .39$  before and  $2.99 \pm .65$  after the training programme;  $p > .01$ ). These results enable stating the level of the skill *emotional control* in the adolescents from the control group was average before and after the experiment and the level of *emotional control* in the experimental group after the experiment can be interpreted as high.

On analysing the data of the skill *social expressiveness*, it should be noticed the tendency of growth of the indexes in the experimental group was obvious in the experimental group. The analysis of results revealed the indexes of the experimental group improved from  $2.86 \pm .51$  to  $3.37 \pm .42$  after the training programme. Thus, it can be stated the social skills training programme had a sufficient influence because the level of the skill *social expressiveness* raised statistically significantly ( $p < .05$ ) in the researched from the experimental group. Meanwhile, the data of the control group did not change after the experiment compared with the initial results ( $3.11 \pm .42$  before the training programme,  $2.87 \pm .57$  after the training programme,  $p > .05$ ). The repeated study after the social skills training programme showed just the evaluation of the skill *social sensitivity* changed statistically significantly ( $p < .01$ ) in the experimental group: ( $2.79 \pm .33$ ) before the experiment and ( $4.12 \pm .74$ ) after the experiment. That change of results in the experimental group was affected by a higher number of answers given by the adolescents that were evaluated with higher and not average points. The data of the control group changed little after the experiment compared with the initial results ( $p > .05$ ). A statistically significant difference was also determined on evaluating the skill *social control* before and after the use of the social skills programme. The indexes of the skill *social control* in the researched from the experimental group changed from ( $3.09 \pm .61$  before the training programme to  $4.34 \pm .59$  after the training programme,  $p < .01$ ). On evaluating the change of statistical indexes of the skill *social control* in the adolescents from the control group attending physical education classes before and after the social skills training programme, there were no statistically significant differences ( $p > .05$ ).

#### **4. Discussion**

The performed training experiment allowed evaluating the impact of the social skills training programme on the situational and basic social skills of adolescents attending physical education classes. We tried to ensure the validity of the study by performing the research of two homogenous groups (in respect of sex, age, level of social skills) with the help of the initial and final measurements. The validity of the study was also obtained because there was no statistically reliable difference between the evaluations of the level of situational and basic social skills in the experimental and control groups before the implementation of the social skills programme ( $p > .05$ ). The obtained results enable supposing the social skills training programme applied during physical education classes had a positive impact on the social skills of adolescents that are especially necessary in various situations of daily life. Taking it into account, it can be stated reasonably the scientific hypothesis raised at the beginning of our work was confirmed. To sum up the statistical indexes of situational skills, it was determined the level of the following skills increased especially significantly in the experimental group after the training impact: *to be able to refuse, to react to remarks, to be able to contradict, to apologise, to recognise of being wrong, to be able to enjoy praise, to start a conversation, to be able to talk, to be able to end a conversation, to ask for help, to say good words, to tell what one feels*. On analysing the data more comprehensively, it emerged there were no statistically significant changes just during the evaluation of the level of the skill *to be able to end a conversation*. In order to obtain a bigger change of the evaluation of this skill, more attention may be paid to the content, goal, time of conversations among adolescents or even their emotional state in the future.

We will also review the results of change in the results of the level of basic social skills. The research performed at the beginning of the experiment showed there were no statistically significant changes between the groups before the experiment. However, the repeated study after the social skills training programme showed just the evaluation of basic social skills of adolescents from the experimental group (emotional expressiveness, emotional sensitivity, emotional control, social expressiveness, social sensitivity, social control) changed significantly after the social skills training programme: it was reliably higher after the experiment than before the experiment. That change of results in the experimental group was affected by a higher number of answers given by the adolescents that were evaluated with higher points. All these changes can be explained by the training impact applied during the experiment.



However, by comparing the effectiveness between the social skills training programmes applied during our study and other scientific studies, we notice that some authors (Akelaity, 2017; Brusokas, 2014) have performed similar experimental studies. For example, A. Akelaity (2017) tried to reveal the peculiarities of the development of social emotional abilities in high-school students during physical education classes in his work. One of the main tasks of this work was to evaluate the effectiveness of the social emotional abilities training programme on high-school students. There were similar tendencies in this study that just the *abilities of communication, cooperation, perseverance, social self-control and social adaptation* improved in the students of the experimental group statistically significantly after the complex emotional abilities training programme ( $p < .05$ ). Meanwhile, Malinauskas et al. (2018) analysed the self-activity of young sportspeople and peculiarities of its development and the impact of the applied training programme on the self-activity and its components was also determined. Taking into account these studies, we can agree with the conclusions drawn by (Akelaity, 2017; Malinauskas et al., 2018) purposeful development of social skills based on the social skills model can have a positive influence on the social skills of students. On the other hand, some authors (Goudas, Magotsiou, 2009; Gresham, 2016) recognise the effectiveness of social skills programmes, but express their opinion that their impact can be short-term. We suppose additional scientific studies should be performed in order to answer the question about the duration of the training impact. The study performed by Nalbant (2018) showed similar research and it was tried to reveal the impact of the training programme applied during the physical activity of people with autism (their age ranged from 6 to 26) on their social skills, motor and physical abilities. It makes the possibility of comparison of our results a little more difficult because the researched of that study were autistic students and the contents of the training programme, its duration, frequency and time spent on practice were different. Although our data does not contradict to the results of the study performed by Madrona et al. (2014), it is tried to evaluate the impact of the training programme on the social skills of lower students (boys and girls) playing games during physical education classes in the work of these authors. The results of the study showed that after the social skills training programme was implemented during physical education classes with the help of games, positive changes in the social skills of fourth-formers-girls and boys were even reached after a month.

To sum up the changes of situational and basic social skills in our experimental group after the social skills programme, we can explain we tried to create as many possibilities as possible for adolescents during our experiment to apply a trained skill for real situations during physical education classes.

For example, our research showed it would be purposeful to perform wider and more comprehensive studies and pay more attention to the analysis of the contents of training programmes because it is presented quite superficially in many studies. We can also suppose deeper studies are necessary in order to reveal how long adolescents-girls and boys are able to apply trained skills effectively and it could be a trend of further educational research.

## **5. Conclusion**

The impact of the social skills training programme on the situational and basic social skills of 14-15-year-old adolescents attending physical education classes was determined during the training experiment that lasted for eighteen weeks. During the training experiment, the social skills training programme was applied in physical education classes and the level of the following situational social skills improved statistically significantly in the experimental group: to be able to refuse, to react to remarks, to be able to contradict, to apologise, to recognise of being wrong, to be able to enjoy praise, to start a conversation, to be able to talk, to be able to end a conversation, to ask for help, to say good words, to tell what one feels. The following basic social skills of adolescents also improved statistically significantly under the influence of the social skills training programme: emotional expressiveness, emotional sensitivity, emotional control as well as social expressiveness, social sensitivity and social control during physical education classes.

A few limitations of the study that are related with the sample of the study and applied research methods should be accentuated. Although the sample of the experimental and control groups was sufficient, but the researched from a few schools participated in the study and their physical education classes were organized according to the usual programme before the experiment. This study is also limited because the results of the experiment are only based on the

data of questionnaires of the researched themselves. It is supposed further studies are possible in order to evaluate the influence of the experimental impact on the social skills of adolescents by using more different methods, for example, monitoring or group evaluation methods.

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