

ABSTRACT

Is There a Need for a Social Skills Training Programme as an Intervention Strategy for Early Adolescent Girls?

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This qualitative study sought to determine whether there was a need for a social skills programme as an intervention strategy for early adolescent girls who are displaying antisocial and disruptive behaviours. The participants were the principal and four teachers of the upper-level classes of an all-girls' school. The study also sought to gain an insight into teachers' perceptions about their students' behaviours, and their knowledge of social skills pedagogy. Data were obtained through a questionnaire, a checklist, interviews, and participant observation. Findings revealed that: 1) 7% of the girls exhibited antisocial and disruptive behaviours; 2) the teachers lacked knowledge of social skills training; 3) a training skills programme had never been established in the school; and 4) the teachers depended on traditional, exclusionary behaviour management strategies, which are less than effective as a means of curbing the behavioural problems.

Keywords: Female adolescents; Adolescent girls; Social adjustment; Skill development; Intervention programmes; Educational strategies; Case studies; Trinidad and Tobago