

# Effects of Self-Efficacy and Transactional Analysis Techniques in Enhancing Social Competence among Socially-Isolated Pupils in Private Primary Schools in Ibadan Metropolis, Nigeria

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## ABSTRACT

*The negative impact of social isolation on the developmental life span of children can result to social maladjustment. Affected children could find it difficult to initiate, maintain and sustain social interpersonal relationship and this has implications on their well-being. Therefore, this study determines the effects of self-efficacy and transactional analysis techniques in enhancing social competence among socially isolated pupils in private primary schools in Ibadan, Nigeria. It also examines the moderating effects of friendship ability making skills and gender on social competence. The study adopted pre-test-post-test, control group experimental design with a 3x2x2 factorial matrix. Multi-stage sampling technique was used to select three local governments and 60 participants from three private primary schools in Ibadan. The participants were randomly assigned to treatment and control groups. Participants in the two treatment groups were exposed to eight weeks of self-efficacy and transactional analysis techniques training. Three instruments used were: Loneliness questionnaire, Scale of Social Competence and School Adjustment and Peer Attachment Inventory (PAI). Data were analysed using Analysis of Covariance and Sheffe post hoc. It is revealed among others that there was a significant main effect of treatment on social competence score of socially isolated pupils. Also, there was significant main effect of friendship ability making skills on social competence of participants. However, there was no significant main effect of gender on the social competence of male and female participants. Hence, teachers should endeavour to create interactive environment that would enable pupils relate with each other during and after classroom teaching learning situation. This would motivate pupils to overcome their social incompetence and be socially competent.*

**Keywords:** *Self-efficacy, Transactional analysis, Social-isolation, Social-competence, Friendship, Gender, School, Pupils, Ibadan*

## INTRODUCTION

The start of primary schooling is one of the most important tasks in a child's life and a major challenge of early childhood considering the fact that while school can be a positive social experience for many children, for others it can be a nightmare. However, initial success at school both socially and intellectually, could lead to a virtuous cycle of achievement and can be a critical factor in determining children's adjustment to the demands

of the school environment and future life attainment. These suggest the fact that activities in school significantly, have direct effects on children's well-being, educational achievement, their acquisition of literacy, numeracy and scientific knowledge. This is based on the context that learning of specific knowledge and skills is a direct effect of intra and interpersonal social interaction in and out of classroom teaching and learning situation.

Giving credence to this assertion is Lawson (2012) findings that reveal the fact that school is not only a place where children learn reading, writing and math. It is also a place where they learn to get along with other people and develop their academic and social competence. This also implies that children's social cognitions and feelings could be influenced by school and these may be just as powerful in predicting later outcome as intelligence or emotional stability. However, such direct or indirect effects of school are more elusive because they are mediated by children's motivation to learn or avoid learning, their conception of themselves as pupils, relationship with others and the attributions they create for explaining success and failure in their ability or inability to adjust positively to their environment. However, the experience of social isolation among pupils in schools is a phenomenon that is presently taking a devastating dimension and the private school environment in Nigeria is not immune from this experience.

Therefore, it is worthy to note that private school environment has its own peculiarity and accompanying challenges that could impact negatively on the well-being of students as most of them are faced with not only the struggle to adjust academically but also to associate with their peers as most of them often experience isolation and dejection. This implies that isolated pupils in private schools need the opportunity that would enable them develop their social competence so as to be able to participate fully in their development in all ramifications if they are to excel and realize their potentials in life. This suggest the fact that pupils in private primary schools need a connection with their environment and peers as it is expected that the trend of development of the child in private primary school could help them to build social connections that would foster the confidence, independence and develop the physical capacity they need to live an active and healthy life.

This makes the understanding of the consequence of the developmental trend in childhood imperative as it is of note that at private primary school environment, one of the fundamental focus is to develop in children the healthy capacity and willingness to move with expression, poise, efficiency, and confidence in a wide variety of physically and life challenging situations as this allows them to participate fully in, enjoy, and contribute to their life and the lives of others (Dollman, Norton K. and Norton R., 2005). However, despite the fact that this pattern of developmental trend among private primary school pupils is quite germane to the development of social competency required for easy adjustment to life and environmental challenges, certain groups of pupils in private schools are systematically excluded from opportunities that could enable them develop the required social competency needed to adjust favourably to their socio-developmental challenges.

For these set of pupils on the social fringe, school brings frequent reminders of their rejected status - difficulty in finding a partner for a collaborative activity, being chosen last for a team activity, finding few classmates to play with at recess and sitting alone at

lunch. Beyond the effect such isolation has on a child's self-esteem and confidence, it also could have a marked impact on a child's school adjustment and not only is the isolated child denied the opportunity to learn the skills necessary to develop and maintain friendships, his school work could also be affected as his attention drifts to social concerns. Thus, children who feel isolated from their peers could have increasing social and academic problems as they get older (Lawson, 2012).

This indicates that competencies are moving beyond traditional academic abilities, to include a variety of skills within the social and behavioural domains such as assertiveness, leadership, independence, peer relations, interactions with teachers, and overall classroom behaviour. Consequently, researchers, practitioners, and policy makers agree that each child's success in school is a critical goal for the 21st century (Justice, Cottone, Mashburn and Rimm-Kaufman, 2008). Consistent with this perception is Denham (2006) reports of how children's "readiness to learn", measured by the capacity to regulate feelings and behaviour, expressiveness, and social engagement, is predictive of social competence and cognitive gains. Also, it is of note that research into children's friendships shows that those children who are able to form friendships at school are far happier as well as learn better. More significantly, a positive beginning to friendships has long term implications for social and academic success. Thus, children can be taught friendship making skills. The strategies are simple and revolve around teaching children a range of friendly behaviours, such as: talking with others while playing, showing an interest in others, smiling, offering help and encouragement when needed, a willingness to share, and learning how to enter a game or social situation. It is also useful to teach children alternatives to fighting and arguing when there is disagreement and conflict within groups (Michael, 2011).

These suggest the fact that early childhood is a critical period for development of the social behaviours and language that make social competence possible. So it may be argued that early childhood is the period during which the foundation is laid for successful interaction with others across the life-span. It is during these years that young children begin to increase the sophistication and frequency of their interactions with peers. Building a solid foundation at this point in development enables individuals to become adaptable social beings who demonstrate appropriate social behaviour within and across contexts, while at the same time meeting individual needs and goals (Odom, McConnell and Brown, 2008). Consequently, social competence has been examined across common variables such as gender and age, but its relationship to these variables has proven to be complicated. For example, while some researchers have found that gender is related to competence, results have varied. Teachers have rated girls as more socially competent than boys in some studies, while in others these differences fail to appear (Brophy-Herb, Lee, Nievar and Stollak, 2007). However, a number of behavioural and socio-cognitive programmes for socially isolated children have been developed based on evidence that rejected and isolated children exhibit behavioural problems and lack the social competence necessary for positive peer interchanges. Thus, among behavioural programmes targeted at improving social competence deficits of children are the transactional analysis and self-efficacy techniques which according to Sivarajan (2005) is a theory of personality and social action

and a method of psychotherapy based on the analysis of all possible transactions between two or more people on the basis of specially defined ego states. Transactional analysis is useful to any person who wants to be a real person. A real person is one who acts spontaneously in a rational and trust worthy way with decent consideration for others. This gives credence to Steiner (1971) that recognition is a basic, biological need with profound motivational implications. Thus, Steiner (1971) called the unit of interpersonal recognition a "stroke." Contact and recognition with and from others is an essential part of human relationships. A stroke has been defined as a unit of contact or recognition. Contact or strokes are essential to a person's life. This classic Bernean aphorism refers to research that demonstrates that a very young child needs actual physical strokes to survive and that early development of the human brain is greatly affected by the kinds of contact that the child receives (Siegel, 1999). Therefore, people of all ages require adequate levels of contact. The exchange of strokes is one of the most important activities in which people engage in their daily lives.

In congruence, Kvarme (2010) posits that previous studies have shown that socially isolated and withdrawn children are at risk of developing problems at school. They report lower self-efficacy for assertive and non-assertive goals compared with peers. Thus, socially isolated and withdrawn children need help to improve their social skills (Marchant, Solano, Fisher, Caldarella, Young and Renshaw, 2007). Therefore, participating in small discussion groups to enhance self-efficacy through the process of learning by listening to shared experiences is also characterized as vicarious experience through modeling (Bandura, 1997). Also, Kreitler, Peleg and Ehrenfeld (2007) found that self-efficacy is an important determinant in improving quality of life of socially isolated children considering the fact that social competence may be improved by increasing self-efficacy.

Hence, increasing self-efficacy may improve children's belief in their ability to assert themselves and reach their goals in school. Likewise, life satisfaction and quality of life of school children are likely to be influenced by social and individual resources such as social support and self-efficacy. These assumptions suggest that the early development of self-efficacy is influenced primarily by the development of the capacity for symbolic thought, particularly the capacity for understanding cause-effect relationships and the capacity for self-observation and self-reflection. The development of a sense of personal agency begins in infancy and moves from the perception of the causal relationship between events, to an understanding that actions produce results, to the recognition that one can produce actions that cause results (Bandura, 1997).

Children must learn that one event can cause another event; that they are separate from other things and people; and that, therefore, they can be the origin of actions that affect their environments. As children's understanding of language increases, so do their capacity for symbolic thought and, therefore, their capacity for self-awareness and a sense of personal agency (Bandura, 1997). This implies that there is an urgent need for counselling psychologist to identify and eliminate the factors contributing to the development of isolation among school children. In this way counselling psychologist will create conducive environment to help children build healthy relationships between peers and teachers. This

would eventually help children in their self-actualization process, and more especially in meeting the challenges of working in groups as required in outcomes-based education. In a school setting, the stress and trauma of being socially isolated and separated from the mainstream of school activities by peers and significant others can be devastating and detrimental to the psychological well-being of children. Children who are unable to function adequately with peers are at risk for several forms of concurrent and subsequent maladjustment as poor social relationship at childhood, predict serious adjustment difficulties in adolescence and early adulthood. Thus, experienced social isolation at childhood has numerous negative effects on the individual. It is highly handicapping and creates maladjustment in most aspects of the Child's life such as in the social, intellectual, personality, language development and academic achievement. Its negative effect on the Child's mental development and lowering of academic performance cannot be over-emphasized.

This work is anchored on the Self-Determination Theory of Deci and Ryan (2000). The contextual projection of the theory explicitly addresses the underlying biological needs that drive social behaviour. For example, SDT informs existing conceptualizations of social competence by addressing motivations underlying social behaviour and has been expressly applied to models of social competence considering the fact that SDT has implications for clinicians, clinical researchers, and educators. Specifically, practitioners in child development fields could be aware through the application of this theory that children's environment (e.g., school) can foster or thwart need fulfillment that could affect a child's ability to develop social competence. Well-being and optimal effective functioning are also predicated on the fulfillment of these needs. Therefore, based on this context, this study investigates the effects of self-efficacy and transactional analysis techniques in enhancing social competence among socially-isolated pupils in private primary schools in Ibadan Metropolis, Nigeria while considering the moderating effect of friendship ability making skills and gender. In this study the following hypotheses were tested at 0.05 level of significance.

- H<sub>0</sub>1: There is no significant main effect of treatment on social competence of socially isolated pupils.
- H<sub>0</sub>2: There is no significant main effect of friendship ability making skills on social competence of socially isolated pupils.
- H<sub>0</sub>3: There is no significant main effect of gender on social competence of socially isolated pupils.
- H<sub>0</sub>4: There is no significant interaction effect of treatment, friendship ability making skills and gender on social competence of socially isolated pupils.

## METHOD

This study adopted a pre-test, post-test control group quasi experimental design with 3x2x2 factorial matrix. The design is made of three rows representing the two treatment techniques, self-efficacy and transactional analysis techniques and the Control Group (non-treatment group). There is also a column denoting social isolation between high and low friendship ability making skill and male and female participants as shown on table 1. The

population for this study consist of all pupils in upper basic classes in private primary schools (primary 5-6) who are experiencing the challenges of social isolation among peers and significant others in schools in Ibadan, Nigeria. The sample for the study comprised of sixty pupils (male and female) selected from three private primary schools in Ibadan Metropolis. The multi-stage sampling technique was used to select sixty pupils from three private primary schools from among two hundred and nine registered private primary schools in Ibadan North, Ibadan North West and Ibadan South East Local Government Areas of Oyo State.

Ten items were adapted from the twenty-four items. Loneliness and Social Dissatisfaction questionnaire designed by Asher et al. (1984) and revised by both Asher and Wheeler (1985) and Cassidy and Asher (1992) was used. This was used in this study to identify, screen and select pupils that are lonely because they are socially isolated by their peers in the school environment and not because they are introvert in nature (not wanting to relate with others for personal reasons). The ten principal items addressed children's feelings of loneliness (e.g. "Are you lonely at school?"), feelings of social adequacy versus inadequacy (e.g. "Are you good at working with other children?"), subjective estimations of peer status (e.g. "Do you have lots of friends at school?") and judgments of whether important relationship provisions are being met (e.g. "Are there children you can go to when you need help at school?"). Scoring replies to loneliness principal items was "Yes" = 3, "Sometimes" = 2 and "No" = 1, the minimum possible loneliness total score that a child could report is 10 and the maximum is 30. Children were required to respond to each item by answering "yes", "sometimes" or "no", the response format employed by Cassidy and Asher (1992). The original scale has an internal consistency of (Cronbach's alpha = 0.90). However, with a revalidation using Guttman split-half the scale had a reliability coefficient of = 0.83.

Walker and McConnell (1988) Scale of Social Competence and School Adjustment (SSCSA), developed by Walker and McConnell (1988), is a 53-item instrument that describes social behavioural competencies related school adjustment and social competence. Ten items were modified from the original 53-items with a yes or no response format for easy comprehension by the children and revalidated using a pilot study via test re-test method. This was used to measure the social competence skills of socially isolated pupils in schools. However, the original scale consists of four subscales: self-control (13 items), peer relations (16 items), school adjustment (15 items), and empathy (6 items) are combined for a total score. The SSCSA requires not more than 10 minutes to complete. In the SSCSA, a 5-point Likert-type scale format is used. The modified items have an internal consistency reliability of .76. However, the original scale has a reliability coefficient of .88.

Peer Attachment Inventory (PAI) was used to measure friendship ability making skills of the pupils used for the study. This instrument has already being successfully used by Ikporukpo (2011) on rejected adolescents. However, considering the tender nature of primary school children used for this study, ten items were adopted, modified and revalidated through a test-re-test method to suit the developmental state of the children. The questionnaire is divided into sections A and B. Section A is designed to obtain personal

information of the respondent: school, class, gender and age. The Peer Attachment Inventory (PAI) is a 25-item instrument originally developed by Armsden and Greenberg (1987). The (PAI) was developed to assess adolescents' interpersonal relationships with their classmates. The instrument is a self-report questionnaire, which incorporates a four point Likert-scale response format, 1 (always never true), 2 (never true), 3 (sometimes true), 4 (always true). The PAI involves scoring on the positively worded items and summing the response values in the inventory. The test-retest reliability is .86 for the inventory. Internal reliability (Cronbach's alpha) for the revised version is .92. However, the response format for the children was made to be a Yes or No pattern for easy understanding and the revalidated items had a reliability coefficient of .72.

Permission to carry out this research was obtained from the school authorities used for the study. Preliminary visits were equally made to the three primary schools. The purpose of the visits was to enable the researchers to be acquainted with the schools, get the class teachers informed of the purpose of the research work after which the questionnaires were administered with the assistance of the class teachers. However, it was explained to the pupils that the questionnaires were not tests, and as such, there are no right or wrong answers. Therefore, they were asked to respond to the items as honestly as possible. The instructions to be followed when responding to the items were explained to the pupils.

Also, the study was designed to be completed within a school term so as to avoid time lag effects on the study. Thus, the researchers conducted therapeutic sessions with the two experimental groups for a period of 8 weeks at 30 minutes each considering the attention span of children. The participants and the researcher agreed on suitable days of the week when the therapeutic sessions would be held. The Control group was kept busy with their daily routine school work. They were also subjected to pre-treatment and post treatment sessions. After 8 weeks of treatment same research instruments were administered to all the groups to determine their post-test scores as to ascertain the effect of the treatment package. Thereafter, the session was terminated.

In controlling extraneous variables that possibly could affect the results of the study, the study involved several stages of randomization of treatment to the experimental group. Also, the Rosenthal effect was controlled by keeping the control group busy with their usual daily school routine during the experimental sessions. Via this measure it is hoped that the contaminations which are beyond the reach of the design and other procedures of the research was taken care of by using ANCOVA statistical tool for analysis. ANCOVA (Analysis of Covariance) was used as the statistical tool for the study. Analysis of Covariance (ANCOVA) was used to compare the differential effectiveness of the treatments. The therapeutic programme was held within eight sessions of 30 minutes each per session and once a week for the experimental group 1 (Self-efficacy), experimental group 2 (Transactional Analysis) and the Control group. The groups comprised of 20 participating pupils each who were experiencing social isolation among peers.

The General Objectives of the therapeutic packages are:

- i To experimentally determine the effectiveness of Self-efficacy and Transactional analysis techniques in enhancing social competence skills among socially isolated

pupils, considering the moderating effect of gender and friendship ability making skills.

- i To become aware of pupils' socio-emotional developmental problems and the possible consequence on their development.
- iii To enhance self-control, communication skills, and positive interpersonal relationship skill among socially isolated children
- iv To equip pupils with specific psychological skills that will enable them adjust to their challenges and relate well with their peers.

#### ***Experimental Group I: Self-Efficacy***

Session 1: Appreciating each other

Session 2: Belief in one's ability

Session 3: Patience

Session 4: Avoid telling lies to other children

Session 5: Develop good conversation skills

Session 6: Cooperation

Session 7: Sportsmanship

Session 8: Overall Review, Post-Experiment Test Administration and Conclusion.

#### ***Experimental Group II: Transactional Analysis***

Session 1: Appreciating each other

Session 2: Anger

Session 3: Friendship

Session four: Importance of greeting

Session five: Group Juggle activity

Session Six: Apologizing

Session Seven: Compassion and care

Session Eight: Overall Review, Post-Experiment Test Administration and Conclusion.

## **RESULTS AND DISCUSSION**

The result of the findings revealed that there was significant main effect of treatment in the post-test social competence scores of socially isolated pupils in the experimental and control groups. Therefore, the hypothesis that there is no significant main effect of treatment on social competence scores of socially isolated pupils is rejected. This implies that the two therapeutic techniques proved to be effective in enhancing the social competence of socially isolated pupils. The post test scores on social competence of participants in the experimental groups showed that the treatment gain was effective. However, the poor social competence expressed by participants in the control group could be adjudged to the fact that they were not exposed to any treatment package. The findings proved that if pupils are expose to psychological measures that could help them develop social confidence that could enhance their interpersonal relationship potentials, they could be more charismatic and dynamic in developing, maintaining and sustaining good peer and interpersonal relationship. Thus, the effectiveness of the treatment could be explained in terms of the



effectiveness of each of the training programme in enhancing social competence of socially isolated pupils. This could be attributed to the manner of the utilization of diverse techniques such as homework, revision, discussion and question used in the delivery of each of the training programmes. The result therefore attests to the fact that social competence of socially isolated pupils could be enhanced.

Furthermore, the ability of the socially isolated pupils to develop social competence after exposure to treatment programmes could be aligned to the fact that along the line, socially isolated children appreciated the fact that they need to be socially competent to attain meaningful achievement and success in life and academic. This is also based on the fact that the initial success at school both socially and intellectually, could lead to a virtuous cycle of achievement and can be a critical factor in determining children's adjustment to the demands of the school environment and future life attainment. Therefore, the result of the study is consistent with the report of Justice, Cottone, Mashburn, and Rimm-Kaufman (2008) that the context of developing required social competencies suffices traditional academic abilities, to include a variety of skills within the social and behavioural domains such as assertiveness, leadership, independence, peer relations, interactions with teachers, and overall classroom behaviour. This context likely made the socially isolated pupils to respond vividly with enthusiasm and seriousness to the treatment programmes having realized the benefit to their developing good social competence.

The results show that there was significant main effect of friendship ability making skills in the post-test social competence scores of socially isolated pupils between High and Low friendship ability making skills. Therefore the null hypothesis that there is no significant main effect of friendship ability making skills on the social competence scores of socially isolated pupils is rejected. This implies that friendship ability making skills had significant effect in the social competence score difference between high and low friendship ability making skills of socially isolated pupils' that are participants for the intervention programme. It is also revealed that high friendship ability making skills participants perform better in the treatment programme as reflected in their post-test social competence scores than the low friendship ability making skills participants. This implies that friendship ability making skills influenced the ability of the participants to benefit from the treatment programme.

This result could be premised on the possible reason that due to the efficacy of the treatment programme, socially isolated pupils participants were able to access their social inadequacy, appraised their strength and weakness and then resolve to overcome their challenges by being confident in their ability and capability to succeed in initiating and sustaining social interpersonal relationship. Also, based on the nature of the programme, pupils were taught how to enter a group, how to be a good group participant, how to be a fair player (e.g., following rules, taking turns), and how to have good conversation with peers. Likewise, participants were exposed to anger management, negotiation, and conflict resolution skills and they had the opportunity to practice these skills through role-play activities. Therefore, this result showcases the fact that the desire of socially isolated children exposed to treatment package to be happy and develop potentials that will enable them

associate with their peers made them resolve to develop their friendship ability making skills. This development is consistent with the assertion of Michael (2011) who contends that children who are able to make friends at school are far happier and also learn better. More significantly, a positive beginning to friendships has long term implications for social and academic success. The result showed that there was no significant main effect of gender in the post-test social competence scores of socially isolated pupils between male and female participants.

Therefore, the hypothesis that there is no significant main effect of gender on the social competence scores of socially isolated pupils is accepted. This implies that the issue of gender identity did not influence the social competence scores of participants. In the light of this therefore, this development could be premised on the fact that since socially incompetent and isolated pupils share familiar social characteristic features, they tend to behave in similar ways and manner depicting uneasiness or apprehension. Thus, the result of the study possibly indicates that since it is healthy for children either boy or girl to be involved in developing friendships inside and outside of school and their regular day settings, they would always strive to make friends and couple with the gains of the treatment programmes, participants (boys and girls) seems to develop potentials that gives them equal capacity and ability to make friends. This possibly gave rise to the no significant main effect of gender. This supports the contention of Odom, McConnell and Brown (2008) that early childhood is a critical period for development of the social behaviours and language that make social competence possible. Consequently, it is during these years that young children either boys or girls begin to increase the sophistication and frequency of their interactions with peers. Therefore, building a solid foundation at this point in development enables individuals to become adaptable social beings who demonstrate appropriate social behaviour within and across contexts, while at the same time meeting individual needs and goals (Odom, McConnell and Brown, 2008).

The result of the study further highlights that in 1-way analysis, both the Treatment Groups and friendship ability making skill were significant but gender was not significant. In the 2-way interaction, there was no significant interactive effect in the interactions between treatment, friendship ability making skills and gender. Also, in the 3-way interactions, no significant interaction was found. Hence, there was no significant interactive effect in the interactions between treatment, friendship making skills and gender of the post-test social competence scores of socially isolated pupils. This indicates that friendship ability making skills and gender did not influence the treatment. Therefore the null hypothesis that there is no significant interaction effect of treatment, friendship ability making skills and gender on social competence scores of socially isolated pupils is accepted. However, the possible reason why treatment, friendship ability making skills and gender did not interactively have significant impact on social competence scores of socially isolated pupils can be aligned to the fact that they all experience similar social challenges which they are not comfortable with and strive to overcome. Therefore, considering their peculiar social situation, pupils exposed to treatment programme ensure that they learned the necessary psychological skills that would help them attain and express social competence and this development is

consistent with the perception of Denham (2006) reports of how children's "readiness to learn", measured by the capacity to regulate feelings and behaviour, expressiveness, and social engagement, is predictive of social competence and cognitive gains. This study has several implications which include among others the fact that the study has proved that self-efficacy and transactional analysis are effective intervention techniques in enhancing social competence among socially-isolated primary school pupils. Therefore, since the two therapeutic techniques applied were effective, the skills learned would enable socially-isolated primary school pupils develop the required confidence that would enable them succeed in developing good interpersonal relationship with their peers in school. Furthermore, the study revealed the fact that socially-isolated pupils face frustrated situation and as such there is the need for government and schools to make available functional counselling services as a means to coming to the aid of this set of pupils on time before their situation gets worst.

**Table 1:** A 3×2×2 Factorial Matrix Design for the enhancement of social competence among socially isolated pupils

Treatment	Gender				Total
	Male		Female		
	High Friendship Making Skill	Low Friendship Making Skill	High Friendship Making Skill	Low Friendship Making Skill	
A1 Self-Efficacy	A1 B1 C1 n = 2	A1 B1C2n=11	A1 B2C1n=5	A1B2C2n=2	20
A2 Transactional Analysis	A2 B1C1n=3	A2 B1C2n=6	A2 B2C1n=2	A2 B2C2n=9	20
A3 Control Group	A3 B1C1n=3	A3 B1C2n=8	A3 B2C1n=2	A3B2 C2n=7	20
Total	8	25	9	18	60

**Table 2:** Summary of Analysis of Covariance (ANCOVA) of pre-post test interactive effects of social competence scores of socially isolated pupils in the Treatment Groups, Self-Efficacy and Transactional Analysis

Source		Sum of Squares	df	Mean Square	F	Sig.
Covariates	820.341 1	45.575 37.831	.000			
Main Effect:		3.041	1	3.041	2.524	.120
Treatment Group		650.104	2	325.052	26.98	.000
Friendship-making/ability		10.328	2	5.164	4.287	.020
Gender		1.090E-02	1	1.090E-02	.009	.925
<b>2-way Interactions:</b>						
Treatment Group x F.M./ability		3.757	4	.939	.780	.545
Treatment Group x Gender		.975	2	.487	.405	.670
F.M./ability x Gender		4.907	2	2.453	2.037	.143
<b>3-way Interactions:</b>						
Treatment Group x F.M./ability x Gender		5.171	4	1.293	1.073	.382
Error		49.392	41	1.205		
Total		869.733	59			

**Table 3:** Scheffe Post-Hoc Pairwise significant differences among the Friendship ability making skill group on Social Competence

Friendship making Ability	Ability Groups	Sig
Social Competence	Low	.0001
	High	.000

## CONCLUSION AND RECOMMENDATIONS

The study revealed that self-efficacy and transactional analysis techniques were effective in enhancing social competence among socially-isolated pupils in private primary schools. This implies that the challenges of social incompetence can be managed. Also, social competence can be enhanced among socially-isolated primary school pupils. The family, society and significant others should take time to appreciate and understand the socio-developmental challenges faced and experienced by socially-isolated pupils in primary schools as to device appropriate measures to help them adjust and overcome their challenges. Counselling/psychological intervention programmes should be put in place to help guide socially-isolated pupils to self-rediscover their potentials, abilities and capabilities and improve on their social competence ability. This would help them develop the potentials to establish and sustain interpersonal relationship. Teachers should endeavour to create interactive environment that would enable pupils relate with each other during and after classroom teaching and learning situation. This would motivate pupils to overcome their social incompetence and be socially competent.

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