

CREATING A SOFT SKILLS DEVELOPMENT MODULE FOR COLLEGE STUDENTS

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Abstract

India, as a developing nation, boasts abundant human resources that remain underutilized. While a significant portion of students possess commendable qualifications, only a fraction secure promising job opportunity. Merely harboring aspirations of employment without concrete skills proves insufficient. Employers now seek individuals with resourcefulness, ethical integrity, and adept soft skills. In today's corporate landscape, proficiency in soft skills such as leadership, communication, teamwork, self-management, problem-solving, and interpersonal dynamics holds greater sway than mere hard skills and experience. Despite this critical shift, many educational institutions remain hesitant to incorporate soft skills into their curricula. The challenge of producing employable graduates has reached a pivotal juncture. As Audibret and James affirm, attributes like leadership, communication, teamwork, and self-management, problem-solving, along with ethical, moral, and professional acumen are pivotal for not only securing positions but also advancing within them. This paper endeavors to devise a comprehensive soft skills development module, aimed at empowering college students keen on refining their interpersonal competencies for personal growth and professional success.

Keywords: soft skills, development, module, methods.

INTRODUCTION

Thus, 'soft skills' is an umbrella term covering various life or survival skills, such as communication and interpersonal skills, emotional intelligence, team skills, negotiation skills, time management and etiquettes. In recent years, the corporate world has felt that soft skills are an indispensable requirement at the workplace and its training must be a part of the curriculum during education. In career terms, soft skills soften our edges and provide an individual a competitive advantage over others. But those who ignore this vital aspect of the personality learn their importance in a hard way when they are passed up or are unable to get that prized promotion.

SOFT SKILLS

Soft skills refer to all aspects of generic skills that include the cognitive elements associated with non-academic skills. Soft skills are identified as the most critical skills in the current global job market especially in a fast-moving era of technology. The reorientation of education which is one trust of education for sustainability also relates the importance of these so-called soft skills. The term soft skills is being used to describe skills that managers and leaders use that are subjective in nature, such as creative thinking, dealing with people issues, coaching for performance, and so on.

According to the psychologist Daniel Goleman, soft skills contribute to a person's ability to manage him or herself and relate to other people – skills which matter twice as much as IQ or technical skills in job success.

Based on the research, seven soft skills have been identified and chosen to be implemented. They are:

- i. Communicative skills
- ii. Thinking and problem solving skills
- iii. Teamwork dynamics
- iv Life-long learning and information management

- v. Entrepreneurship skills
- vi. Ethics and professionalism
- vii. Leadership skills

Each of the above soft skills is comprised of several sub-skills. These sub-skills are divided into two categories of implementation. The first category delineates the soft skills that every individual must have and the second category represents soft skills that are good to have. Despite the emphasis being put on the soft skills that must be present (must-have), it is also desirable to inculcate the soft skills that are good-to-have. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. The must-have soft skills must be acquired by each and every individual in the institutions of higher learning without which, the student is regarded as incompetent in the above skill. The good-to-have soft skills can be regarded as the additional generic skills and a bonus to the student.

RATIONALE OF THE STUDY

Soft skill is more difficult to learn than other languages. You need to know a lot of idioms to be good in soft skills. You need to practice every day to improve your soft skills. The conditions under which soft skill is being taught in Arts and Science, Engineering, Agriculture, B.Ed., colleges are not satisfactory. The different factors should be checked properly. The investigator has hence decided to study the soft skills various college students.

The recent processes in the world, such as globalization have underscored the need to increase understanding and to improve communication among peoples, as well as individuals. The profession profile of a modern qualified engineer should include well developed communication skills and related soft skills to help him achieve success in the modern highly competitive global work arena. In the process of educating future engineers special emphasis on soft skills for various college students becomes necessary. Students of Arts and Science, Engineering, Agriculture, B.Ed., are the main stakeholders of soft skills for science and Technology.

STATEMENT OF THE PROBLEM

The title of dissertation is entitled as “**CREATING A SOFT SKILLS DEVELOPMENT MODULE FOR COLLEGE STUDENTS**”.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study

- To find out of development a module on soft skills for college students.
- To find out study the significant level of Arts and Science, Engineering, Agriculture and B.Ed., students in soft skills based on the personal variables such as gender, locality, mother, father education qualification, type of family, etc.
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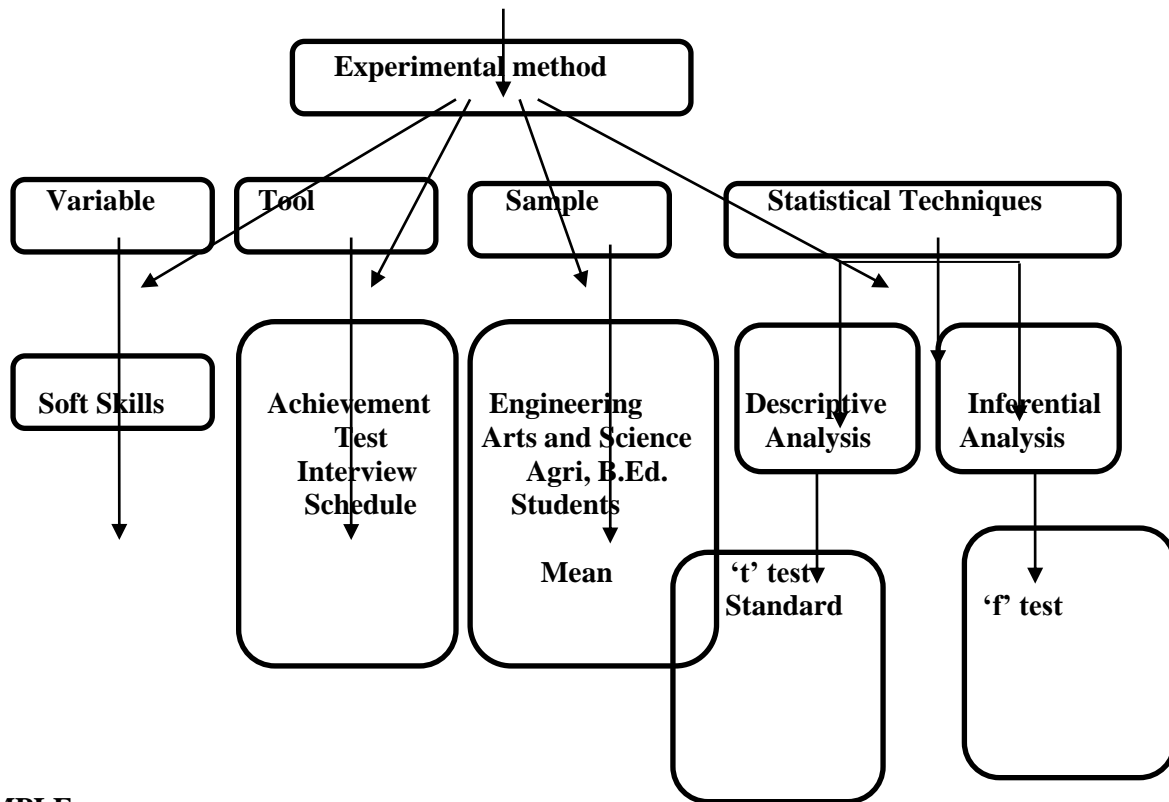
HYPOTHESES OF THE STUDY

- There is no significant difference in the soft Skills in pre-test and post-test among Arts and Science, Engineering, Agriculture and B.Ed college students.
- There is no significant difference in the soft skills in pre-test among Arts and Science, Engineering, Agriculture and B.Ed college students with respect to gender, locality, mother, father education qualification, type of family, etc.

METHODOLOGY

This type of experimental design does not include a control group. A single group of participants is studied, and there is no comparison between a treatment group and a control group. Examples of A single group experimental designs include case studies (one group is given a treatment and the results are measured) and pre-test/post-test studies (one group is tested, given a treatment and then retested). As the study intends to collect data pertaining to “Creating a Soft Skills Development Module for College Students”. An experimental study with single group design is employed to describe and interpret what exists at present.

RESEARCH DESIGN
 Research Design



SAMPLE

The present study is concerned with Arts and Science, Engineering, Agriculture and B.Ed., students. Hence, the students from various colleges were taken to constitute the sample for the present study. The stratified random sampling technique is adopted in the present study. The size of the sample is 80 college students.

TOOL

Tool becomes another major consideration in an educational research. The instrument employed for the collection of data required for the study of any problem is called Tool. “Tools employ distinction way of

describing and qualifying the data.” The important tools of educational research include Module, Pre-Test questionnaire, Post-Test questionnaire, observation, rating scale.

MAIN SOFT SKILLS

S.No.	MAIN SOFT SKILL	EXPLANATION	EXAMPLE
1	Communication Skills	This skill helps in expressing information to individuals or group effectively taking into account the audience and the nature of the information.	When speaking to a friend on the telephone.
2	Creative Thinking Skills	Spearman (1931) defined creativity as the power of the human mind to create new contents by transforming relations and there by generating new correlates.	List the thinking's that are round in shape. In this type of thinking mental operations are represented by the quantity and quality of different and level response with which a child responds.
3	Problem Solving Skills	Problem solving skills deal with the ability to identity problem and gather relevant information to solve them. It was sound judgments to generate alternatives and evaluate them to make recommendations which helps in solving the problem.	The early experimental work of the Gestaltists in Germany (e.g., Duncker, 1935) and continuing through the 1960's and early 1970's research on problem solving by typically conducted relatively simple, laboratory task Ducker's "X-Ray problem".
4	Team Work	Team work encourages members and facilitates cooperation, instills a sense of pride, trust and group identity. It foster's commitment, team spirit and help the teams to achieve their goals.	Communicate your ideas on how to go for an excursion at a meeting help in your class. You may be surprised that with the ideas and creativity of your friends / colleagues your idea can be brought to execution.
5	Self Management Skills	It sets well defined and realistic personal goals, displays a high level of initiative, effort and commitment towards completing assignments in a timely manner.	Whenever a person addict on the bad habits, then how can he reduced and release from that bad habit in a step wise.. It explained his self management skills.
6	Leadership Skills	Leadership is the factor that influences, motivates and challenges the members to achieve the predetermined goals. Leadership enhances adaptability to a variety of situations and circumstances.	A principle in the school who can inspire 'useful changes. Bringing about change is a vital goal of leadership because improvement largely requires a different approach from the existing condition.
7	Interpersonal Skills	Schlundt and McFall (1985) Interpersonal skills are "the specific component processes that enable an individual to behave in a manner that will be judged as competent".	A teacher in the class sometimes maintains silence. It allows students to reflect and their discomfort with silence may result in their willingness to share critical information.
8	Information Management Skills	This skill involves an effort to learn to be independent or self regulated learning in acquiring skills and new knowledge.	The student gathered some information from internet journals. In this way the students not only develop the knowledge but also apply these

			information on this studies.
9	Ethics, Moral and Professional Skills	The ability to practice a high moral standard in professional tasks and social interaction. The skill also includes the ability to analyze ethical problems.	The Doctors should have service mind. It helps to serve for society without hesitation.
10	Oral and Written Communication Skills	It recognizes the use of language especially English in one's professional life to transfer ideas, express feelings report and communicate effectively at the work place.	All professional students should express their skill likely seminar, announcement to them. Speaking ability as well as written skill likely check list, reports, this will them to easily communicate with their clients and high officials in their profession.

DATA COLLECTION

The investigator obtained permission from the Principal of the Colleges for the collection of data. The willingness and co-operation of the Arts and Science, Engineering, Agriculture and B.Ed., students was also sought. The data were collected personally by the investigator from the randomly selected 80 students. Proper instruction was given to the students before conducting the Soft Skills.

Table 1: Comparison between Mean, Standard, Deviation,t-Value of pre-test and post test scores in module on soft skills test and its subscales of experimental groups

Variable	Test	Sub Variable	N	MEAN	S.D	df	't' value	Level of Significance
Total	pre-test	Group	80	50.03	7.33	79	18.69	S
	post-test	Group	80	59.23	7.53			
Gender	pre-test	Male	40	49.47	7.59	39	0.67	NS
		Female	40	50.6	7.11			
	post-test	Male	40	58.52	7.71		0.73	NS
		Female	40	59.95	4.38			
Locality	pre-test	Rural	40	50.3	7.55	39	0.31	NS
		urban	40	49.77	7.19			
	post-test	Rural	40	59.57	8.20		0.39	NS
		Urban	40	58.9	6.89			
Father Educational qualification	pre-test	Literate	62	50.35	7.40	78	0.71	NS
		Illiterate	18	48.94	7.18			
	post-test	Literate	62	59.64	7.35		0.89	NS
		Illiterate	18	57.83	8.19			
Mother Educational qualification	pre-test	Literate	53	49.86	7.33	78	0.28	NS
		Illiterate	27	50.37	7.45			
	post-test	Literate	53	59.11	6.90		0.20	NS
		Illiterate	27	59.48	8.78			
Type of family	pre-test	Joint	40	49.27	7.39	39	0.63	NS
		Nuclear	40	58.2	6.81			
	post-test	Joint	40	50.6	7.11		0.39	NS
		Nuclear	40	59.22	8.06			

FINDINGS

- To development a module on soft skills for college students.

- It was found that there is a significant difference in the soft Skills in pre-test and post-test among Arts and Science, Engineering, Agriculture and B.Ed college students
- It was found that there is no significant difference in the soft skills in pre-test and post-test among Arts and Science, Engineering, Agriculture and B.Ed college students with respect to gender
- It was found that there is no significant difference in the soft skills in pre-test and post-test among Arts and Science, Engineering, Agriculture and B.Ed college students with respect to locality
- It was found that there is no significant difference in the soft skills in pre-test and post-test among Arts and science, Engineering, Agriculture and B.Ed college students with respect to father educational qualification
- It was found that there is no significant difference in the soft skills in pre-test and post-test among Arts and science, Engineering, Agriculture and B.Ed college students with respect to mother educational qualification
- It was found that there is no significant difference in the soft skills in pre-test and post-test among Arts and science, Engineering, Agriculture and B.Ed college students with respect to type of family

CONCLUSION

The present study has been undertaken with a view to provide a report of the “Development of Module on Soft Skills for College Students”. The findings and conclusions of the study can be generalized to a greater extent. If the findings, conclusion and suggestions of the present study are taken into consideration, the soft skills Proficiency will be more effective so as to increase the quality of Technical education at large. Thus, institutions of higher learning play a very important role in producing student that is highly knowledgeable and skillful and can meet the demands and expectations of society. The teaching and learning processes in institutions of higher learning must be capable in providing such knowledge and skills to future graduates.

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