

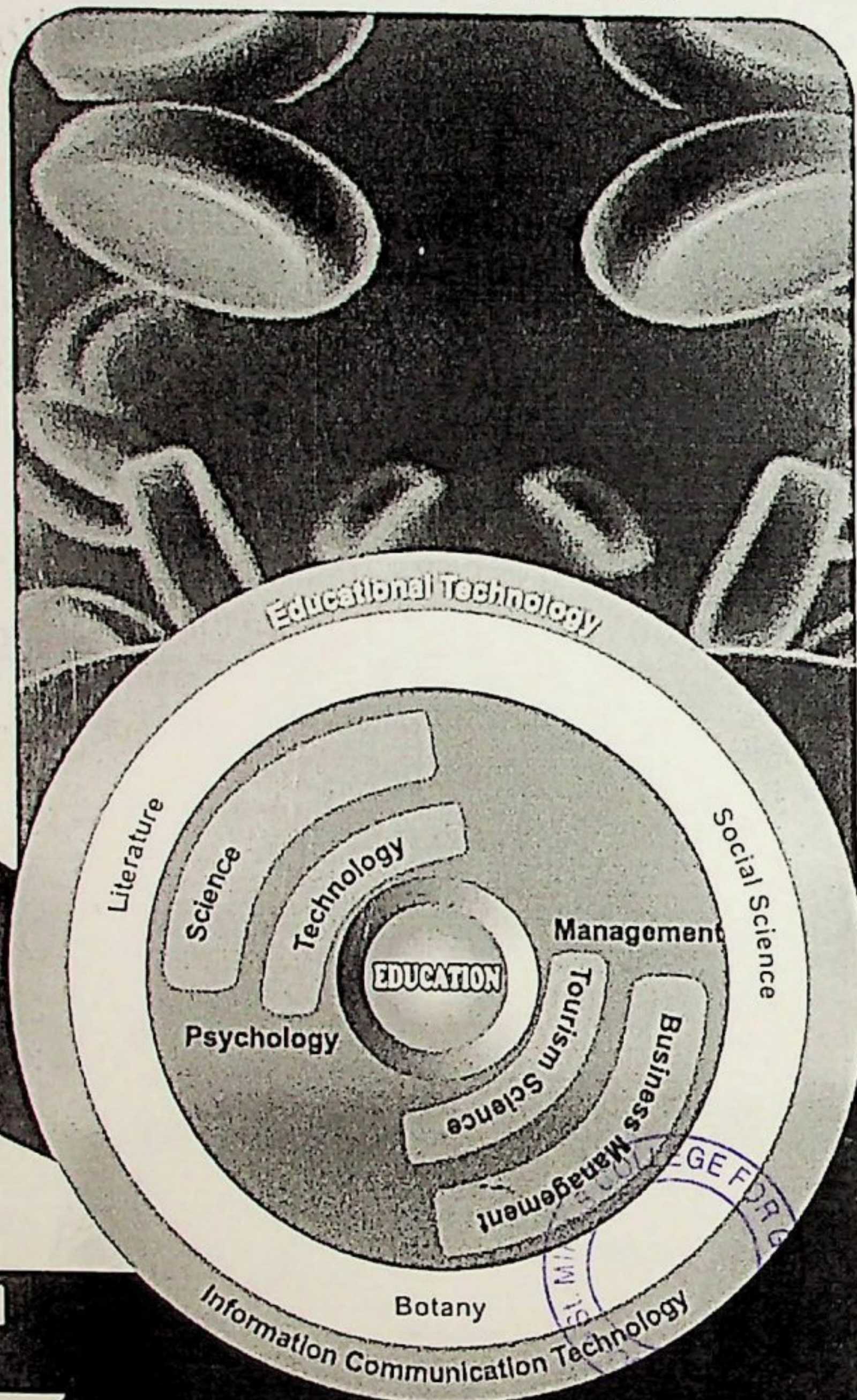
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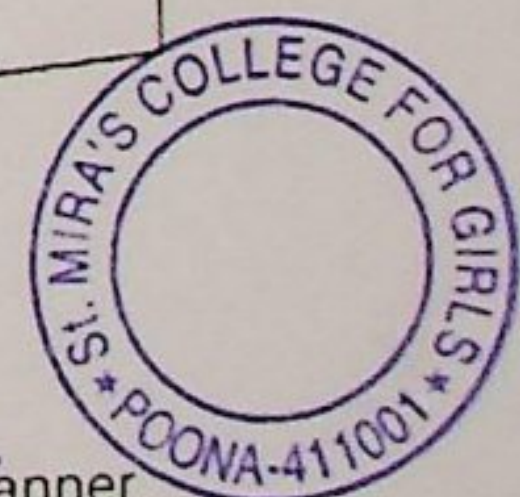
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SOCIAL SKILLS ASSESSMENT FOR F.Y.B.A. STUDENTS

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Introduction:

We humans are social animals and most of our human progress has been due to the fact that we are good social interactors. Thus, developing a distinct set of social skills is a foundation of social success.

Though some of the human kind seems to adapt very well to the different social skills very easily, there are still many who need to be coached and guided for handling the different social situations. The good news is that social skills can be developed through practice. Researchers in social skills have always highlighted the importance of non-verbal communication more than verbal communication.

Classrooms are actually the place where social skills are practiced the most by the students. It is in the classrooms that social hierarchies are established and depending upon how well they practice their social skills, the social standing are determined. Apart from this, academic functioning, social skills and problem behaviour are inter related. Social skills equip us with the strategies for forming and maintaining relationships, for solving problems and conflicts with other people.

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

(www.skillsyouneed.com/ips/social-skills.html)

Social skills is further defined as a proficiency at suggesting desirable responses in others and consists of many competencies like developing others, inspirational leadership, influence, communication, change catalyst, conflict management, building bonds, teamwork, collaboration, etc. In a layman's language, social skills can be explained as the different set of abilities that are necessary to get along with others and also to create and maintain a satisfying relationship.

Social skills are the components of behaviour and are not the same as behaviour. Walker (1983) defines social skills as "a set of competencies that a) allow an individual to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment". Prior to deciding the development of social skills among students it is crucial to understand what a student can and cannot do. It is therefore important that educators who value the development of these social skills also need to focus attention on the assessment of these skills.



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Need for Social Skills in college students:

- Many college going students today struggle to get along moderately with their peers and if this feeling of social failure or social non-acceptance persists for a long time then it may lead to students feeling low, incompetent and non-confident.
- The college students are from the age group where they become career oriented and want to focus on their upcoming job. In the absence of the basic social skills, it would severely limit the quality of work that they would produce in future. We can therefore also state that social skills may predict how well the students would perform at home, educational institution and in the future workplace.
- Researches have shown that students who are socially skilled spend more time on task and more time helping others. This also helps solving classroom problem behaviour and achievement increases.
- A healthy set of social skills among the students shall also lead to a healthy relationship with parents, teachers, friends and all others thus meeting the needs of our pragmatist society.
- By developing our social skills people find us more desirable which shall help students in building strong interpersonal relationships.
- Promoting social skills also helps in promoting our happiness and satisfaction which in turn boosts our self-esteem and reduces our day to day life stress.
- Most job sectors look for employees who are "people smart" and they are also ready to give lucrative offers to clients who fit into these employability criteria. These individuals are in high demand as organizations do not just benefit monetarily but also excel in their marketing strategy and can communicate well to their clientele. Thus a good set of social skills is a career success predictor.
- Better social skills results in better communication which results in us relating efficiently to a larger group of people. A person with a well developed social skill finds it very comfortable to communicate his outlook, thoughts or ideas to a larger group of people and even convey his negative thoughts or disagreements to people who may not agree to his / her point of view.

Consequences of Social Skills:

Good Social Skills

Positive and safe educational environment.

Child resiliency in the face of future crises or other stressful life events.

Students who seek an appropriate and safe avenue for aggression and frustration.

Poor Social Skills

Experience difficulty in interpersonal relationship with parents, teachers and peers.

Evoking highly negative responses leading to peer rejection.

Shows signs and symptoms of depression, aggression and anxiety.

Students take personal responsibility
for promoting safety.

Demonstrate poor academic
performance as an indirect consequence.

Shows higher incidences of involvement in criminal justice as adults.

Research Question:

What is the social skill status of the F.Y.B.A. students?

Statement of the Problem:

To find the social skill status among the F.Y.B.A. students studying in an English medium under graduation college in Pune city.

Objective:

1. To assess the social skill of the F.Y.B.A. students in Pune city.

Conceptual Definitions:

Social Skill: Socially acceptable learned behaviours that enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990).

Operational Definition:

Social Skill: For the present study social skills refers to assessment of the three parameters of Self-awareness, Effective Communication and Interpersonal Relationships in the F.Y.B.A. students.

Theoretical Foundation:

Daniel Goleman puts it as "We are wired to connect". Erikson's Psychosocial Theory of personality development emphasizes the interrelationship between social and emotional domains. He emphasized the role of interpersonal relationships in solving a series of conflicts in a person. Vygotsky (1978) highlighted that cognitive functions are connected to the external or social world. Vygotsky explained that children learn in a systematic and logical way as a result of dialogue and interaction with a skilled helper within a zone of proximal development (ZPD). The lower boundary of the ZPD are activities the learner can do on his or her own without the assistance of a teacher or mentor.

Bandura (1965, 1977, 1986), in his theories of social learning and social cognition, theorized three categories of influences on developing social competence: (1) behaviors children and adolescents observe within their home or culture, (2) cognitive factors such as a student's own expectations of success, and (3) social factors such as classroom and school climate.

Theory of Social Isolation: Wilson (1987) defined social isolation as "the lack of contact or of sustained interaction with individuals or institutions that represent mainstream society."

Hawthorne, G. (2006) defined it as living without companionship, having low levels of social contact, little social support, feeling separate from others, being an outsider, isolated and suffering loneliness."

