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The influence of father occupation on soft skills and social skills of children

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Abstract

Soft skills and social skills including effective communication, social, professional ethics, problem solving, decision-making, and organizational skills are needed in adventure education to enhance the learning of children. The study was conducted in Hisar district of Haryana state. Two areas were selected purposively *i.e.*, rural and urban, from urban area Hisar city and from rural area two villages namely Balsmand and Kharia were taken for collection of data. A total of 200 children in three age groups, namely, 3, 4 and 5 years were selected for the study. Father occupation was independent variable. Soft skills and social skills were taken as dependent variable. Vineland Adaptive Behavior Scale of Social Maturity (Sparrow *et al.*, 1935) was used to determine soft skills and social skills among children. Result revealed that father occupation was significantly related to soft and social skills in rural areas ($\chi^2 = 7.37^*$), ($\chi^2 = 13.58^{**}$) but both skills were not associated in urban areas ($\chi^2 = 3.09$), ($\chi^2 = 3.36$).

Keywords: soft skills, social skills, self-confidence, communication skills, social, professional ethics, problem solving, decision-making, and organizational skills

Introduction

Children's future earning power is increasingly likely to be determined by whether or not they possess these soft skills, rather than just their exam results. Children are the future of the nation; they have to learn certain fundamentals such as security, association, belonging, dignity, hope, power, enjoyment and competence in the preschool classroom. These fundamentals are called "soft skills". When we focus on changes in respect to parents – rather than siblings or other persons in the household – as parents are first and foremost those capable of assisting their children to acquire non-cognitive skills Cunha *et al.* (2006) [1].

Soft skills encompass a range of interpersonal skills such as courtesy, respect for other, self-discipline, self-confidence, conformity to norms, language proficiency, and behaviour and communication skills (Career Directions, 2003). Failure to teach children vital life skills such as communication and self-control is widening the gap between rich and poor. Soft skills are applied skills as opposed to basic knowledge skills because these are the abilities and traits that pertain to personality, attitude, and behavior. Soft skills encompass a range of interpersonal, communication, representational, conflict resolution, adaptive skills and self-management and organizational skills (Dubrin, 2004). Soft skills including effective communication, social, professional ethics, problem solving, decision-making, and organizational skills are needed in adventure education to enhance the learning of children (Priest and Gass (1997) [6].

Soft skills cannot be taught in a vacuum; rather, they must be introduced, developed, refined, practiced, and reinforced through education starting from nursery schools. The evidence suggests that the development of soft skills in early childhood programs is the key to their long-term effects on adult earnings and country economies (Rolnick, and Grunewald, 2003).

Soft skills are not inherent or permanent rather they can be developed and enhanced over a period of time. Judy and Arthur (2007) stated that parents are with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood. The need for ten soft skills in children and also focused on the importance of culture-bound soft skills on children (Dhanavel, 2010).

The critical time for nurturing soft skills is when brain development is at its peak, before the age of six (Heckman, 2007) [1, 3]. Soft skills are intuitive, but if they are not, that they can be

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taught, learned, and appropriately applied (Gresham *et al.* 2006). Cunha and Heckman (2008) ^[1, 3] found that parental investments, such as the number of books at home and frequency of trips to museums, have strong effects on cognitive skills at earlier ages and have strong effects on non cognitive skill formation at later ages.

Research suggested that soft skills are just as good an indicator of job performance as traditional job qualifications or hard skills. Study conducted by Harvard University, and the Stanford Research Institute has shown that technical skills and knowledge account for about 15 percent of the reason an individual gets a job, remaining 85 percent of job success is based on individual's soft skills (Crosbie, 2005). Hani Hazaimh (2011) found that seventy per cent of youths in Jordan who have been out of school for one year are still unemployed, due to lack of soft skills. Keith and Campbell (2000) reported that family was the most important influencing factor for the social and emotional development of a child.

Father occupation has positive impacts both on cognitive skills and behavioral problems of children, but the latter are more sustained than the former. This is perhaps because behavior is more malleable than cognition. Especially among whites, there is considerable heterogeneity in these impacts,

which are larger for girls, and for mothers with higher cognition Carneiro and Heckman (2013) ^[1, 3].

Objectives

- To find out the influence of father occupation on the soft skills of children.
- To find out the influence of father occupation on the social skills of children.

Material and methods

The study was conducted in Hisar district of Haryana state. Two areas were selected purposively *i.e.*, rural and urban, from urban area Hisar city and from rural area two villages namely Balsmand and Kharia were taken for collection of data. A total of 200 children in three age groups, namely, 3, 4 and 5 years were selected for the study. Maternal education was independent variable. Soft skills and social skills were taken as dependent variable. Vineland Adaptive Behavior Scale of Social Maturity (Sparrow *et al.*, 1935) was used to determine soft skills and social skills among children.

Results

Table 1: Association of soft and social skills with father occupation

Father Occupation	Rural			X ² Value	Urban			X ² Value
	First	Second	Total		First	Second	Total	
Soft Skills								
Low	16(16.00)	13(13.00)	29(29.00)	7.37*	0.00	0.00	0.00	3.09
Medium	23(23.00)	38(38.00)	51(51.00)		8(8.00)	20(20.00)	28(28.00)	
High	11(11.00)	9(9.00)	20(20.00)		24(24.00)	48(48.00)	72(72.00)	
Total	50(50.00)	50(50.00)	100(100.00)		32(32.00)	68(68.00)	100(100.00)	
Social Skills								
Low	3(3.00)	7(7.00)	10(10.00)	13.58**	0.00	0.00	0.00	3.36
Medium	21(21.00)	16(16.00)	37(37.00)		12(12.00)	15(15.00)	27(27.00)	
High	26(26.00)	27(27.00)	53(53.00)		20(20.00)	53(53.00)	73(73.00)	
Total	50(50.00)	50(50.00)	100(100.00)		32(32.00)	68(68.00)	100(100.00)	

Association of soft and social skills with father occupation

At the Table 7 revealed that father occupation was significantly related to soft and social skills in rural areas ($\chi^2 = 7.37^*$), ($\chi^2 = 13.58^{**}$) but both skills were not associated in urban areas ($\chi^2 = 3.09$), ($\chi^2 = 3.36$).

Conclusion

It was concluded that Soft and social skills were significantly related to father occupation in rural areas but both skills were not associated in urban areas. It was found that SES particularly lower SES had a negative impact upon sound development of mental health behaviour, (Singh, 2008). Soft skills are not inherent or permanent rather they can be developed and enhanced over a period of time. Judy and Arthur (2007) stated that parents are with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood. The need for ten soft skills in children and also focused on the importance of culture-bound soft skills on children (Dhanavel, 2010).

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