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Family income influence the soft skills and social skills development among children

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Abstract

Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence. The main objective of the study was to find out the influence of family income on soft skills and social skills. 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. Family income was taken as 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 soft and social skills were significantly related with family income ($\chi^2 = 9.54^*$) and ($\chi^2 = 10.65^{**}$) in rural areas but both skills were not significant with family income in urban ($\chi^2 = 1.50$) and ($\chi^2 = 0.29$) areas.

Keywords: Soft skills, social skills, family income, communication skills, social intelligence and emotional intelligence

Introduction

Soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals (Rosario., 2010) [8].

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. 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.

Social skills, includes far more elements than interpersonal skills, including not just the ways to interact, but also things like behavior, manners that are not exactly a communication skills, but rather a supporting stone or a building block to facilitate interpersonal skills. Therefore we can actually see interpersonal skills as merely a subset of social skills.

Child's ability to acquire many skills depend upon the opportunities available to him during this stage. The importance of stimulating environment during this most plastic and impressionable stage cannot be overlooked. "Better the experience given, richer is the dividend". With the perpetual growth of the Indian economy, the importance of soft skills and technical skills in India has increased tremendously over the years.

Children 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].

Family income 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) [3].

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Objectives

- To find out the area wise influence of family income on the soft skills among children.
- To find out the area wise influence of family income on the social skills among 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. Family income 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 skills with family income

Variables	Rural				Urban			
Family Income	First	Second	Total	X ² Value	First	Second	Total	X ² Value
Soft Skills								
Low	27(27.00)	2(2.00)	29(29.00)	9.54*	-	-	-	1.50
Medium	36(36.00)	15(15.00)	51(51.00)		13(13.00)	15(15.00)	28(28.00)	
High	12(12.00)	8(8.00)	20(20.00)		24(24.00)	48(48.00)	72(72.00)	
Total	75(75.00)	25(25.00)	100(100.00)		37(37.00)	63(63.00)	100(100.00)	

Association of soft skills with Family Income

Table indicated that soft and social skills were significantly related with family income ($\chi^2 = 9.54^*$) but, non-significantly associated with family income in urban ($\chi^2 = 1.50$).

Table 2: Association of social skills with family income

Variables	Rural				Urban			
Family Income	First	Second	Total	X ² Value	First	Second	Total	X ² Value
Social Skills								
Low	7(7.00)	3(3.00)	10(10.00)	10.65**	-	-	-	0.29
Medium	30(30.00)	12(12.00)	37(37.00)		9(9.00)	18(18.00)	27(27.00)	
High	34(34.00)	24(24.00)	53(53.00)		28(28.00)	45(45.00)	73(73.00)	
Total	71(71.00)	39(39.00)	100(100.00)		37(37.00)	63(63.00)	100(100.00)	

Association of soft and social skills with Family Income

Table indicated that social skills were significantly related with family income ($\chi^2 = 10.65^{**}$) in rural areas but not significant with family income in urban ($\chi^2 = 0.29$) areas.

Conclusion

It was concluded that Soft and social skills were significantly related with family income and in rural areas but both skills were not significant with family income in urban areas. Knudsen, (2004) observed differences in levels of cognitive and non-cognitive skills by family income and family background. Soft skills encompass a range of interpersonal, communication, representational, conflict resolution, adaptive skills and self-management and organizational skills (Dubrin, 2014) [2]. 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 (2007) [6].

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