



P-ISSN: 2349-8528
 E-ISSN: 2321-4902
 IJCS 2018; 6(3): 3119-3120
 © 2018 IJCS
 Received: 28-03-2018
 Accepted: 30-04-2018

Poonam Rani
 Ph.d Holder, Department of
 Human Development and
 Family Studies I.C. College of
 Home Science, CCSHAU, Hisar,
 Haryana, India

Correspondence
Poonam Rani
 Ph. d Holder, Department of
 Human Development and
 Family Studies I.C. College of
 Home Science, CCSHAU, Hisar,
 Haryana, India

International Journal of *Chemical Studies*

A comparative study on effects of academic stimulation on soft skills and social skills of children

Poonam Rani

Abstract

Academic is used to describe things that relate to the work done in schools, colleges, and universities. Stimulation refers to how organisms perceive incoming stimuli. As such it is part of the stimulus-response mechanism. 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. Academic stimulation 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. Home inventory by Caldwell and Bradley (1984) was used to assess the Academic stimulation among children. Result revealed that soft skills were significantly related with learning stimulation in rural areas but not significantly in urban areas and social skills were not related with learning stimulation in rural and urban areas.

Keywords: soft skills, social skills, academic stimulation, environment, guide, communicable, teach and play

Introduction

Academic is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or technical skills. Siegle (2013) ^[10] found that too little academic challenge and too little intellectual stimulation produce bored students. Too much academic challenge and too little intellectual stimulation produce “turned-off” students. Too much academic challenge with adequate intellectual stimulation produce frustrated students. Optimal challenge combined with intellectual stimulation produce students who are motivated and learning.

Stimulation refers to how organisms perceive incoming stimuli. As such it is part of the stimulus-response mechanism. Simple organisms broadly react in three ways to stimulation: too little stimulation causes them to stagnate, too much to die from stress or inability to adapt, and a medium amount causes them to adapt and grow as they overcome it. Similar categories or effects are noted with psychological stress with people. Thus, stimulation may be described as how external events provoke a response by an individual in the attempt to cope.

Stimulation is the encouragement of development or the cause of activity generally. For example, "The press provides stimulation of political discourse." An interesting or fun activity can be described as "stimulating", regardless of its physical effects on senses. Stimulate means to act as a stimulus to; stimulus means something that rouses the recipient to activity; stimuli are the plural of stimulus.

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).

Social skills are the abilities and traits that pertain to personality, attitude, and behavior. These skills encompass a wide range of social, communication and adaptive skills (Dubrin, 2014) ^[2]. Children's future earning power is increasingly likely to be determined by whether or not they possess soft skills, rather than just their exam results.

Full potential must include not only letters and numbers, but also the soft skills that are foundational to so many advantages in the life (Shonkoff and Phillips, 2010) ^[9]. Stimulating activities may help children with specific skills (e.g. linking letters to sounds) but also, and perhaps most importantly, by developing the child's ability and motivation concerned with learning generally.

Objectives

- To assess the academic stimulation among children of rural and urban area.
- To find out the influence of academic stimulation on the soft skills and 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. 100 children were taken from the rural area and 100 children were selected from the urban area. Academic stimulation 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. Home inventory by Caldwell and Bradley (1984) was used to assess the Academic stimulation among children.

Results

Table 1: Profile of respondents according to their home environment

S. No.	Sub Scale	Rural (n=100)	Urban (n=100)
1.	Academic Stimulation		
	Low (0-2)	40	28
	Medium (3-4)	49	62
	High (5)	11	10

Table revealed that majority of rural and urban children fall in medium category of warmth and affection.

Table 2: Association of soft and social skills with Academic Stimulation

Subscale	Rural						Urban									
	Soft Skills			X2 Value	Social Skills			X2 Value	Soft Skills			X2 Value	Social Skills			
	L	M	H		L	M	H		L	M	H		L	M	H	
Academic Stimulation																
Low	15	10	4	4.9	6	3	1	2.73	-	-	-	6.09*	-	-	-	5.71
Medium	20	27	4		15	17	5		11	17	-		12	13	2	
High	5	12	3		19	29	5		16	46	10		15	50	8	

Table revealed that soft skills were significantly associated with academic stimulation in urban area but, soft skills were not significantly associated with academic stimulation in rural area. Social skills were not significantly associated with academic stimulation in rural area and urban area

Conclusion

It was concluded that soft and social skills were not significantly related to academic stimulation in rural and urban areas. In acquiring skills and knowledge, graduates should be able to do self-regulate learning independently. Mass media includes television, video, newspapers and magazines when used as a purpose of out-of school environmental education program helped in acquiring knowledge and development of problem solving skill in children (Madhusudhana, and Ahmed, 2009) ^[7].

References

1. Cunha F, Heckman JJ, Lance L, Masterov D. Interpreting the Evidence on Life Cycle Skill Formation. In E.A. Hanushek and F. Welch (eds.) Handbook of the Economics of Education North Holland, Amsterdam. 2006; 1:697-812.
2. Dubrin AJ. Leadership: Research Findings. Practice and Skills 4th Ed. Boston, MA: Houghton Mifflin Company. 2014, 312-314.
3. Farren D, Ramseycraigh T. Child development: infant day care and attachment behaviour towards mother and Teacher, Child development. 2013; 48:112-16.
4. Heckman JJ, Stixrud J, Urzua S. The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior, Journal of Labor Economics. 2013; 24(3):411-482.
5. Herrera N, Zajonc R, Wieszorkowska G, Cichomski B. Beliefs about birth rank and their reflection in reality.

- Journal of Personality and Social Psychology. 2003; 85(1):142-150.
6. Knudsen EI. Sensitive periods in the development of the brain and behavior. Journal of Cognitive Neuroscience. 2004; 16(1):1412-1425.
7. Madhusudhana G, Basheer Ahmed A. (Tamil Nadu). Impact of mass media teaching 'global warming and its consequences' on student trainees. Psycho-lingua. 2009; 39(2):142-145.
8. Paulhus D, Trapnell P, Chen D. Birth order effects on personality and achievement within families. American Psychological Society. 2009; 10(6):482-488.
9. Shonkoff JP, Phillips D. From Neurons to Neighbourhoods: The Science of Early Child Development. Washington, DC: National Academy Press, 2010.
10. Siegle D. The underachieving gifted child: Recognizing, understanding and reversing underachievement. Waco, TX: Prufrock Press, Inc, 2013.
11. Stewart A, Stewart E, Campbell L. The relationship of psychological birth order to the family atmosphere and to personality. Journal of Individual Psychology. 2011; 57(4):363-387.