

ANALYSIS OF GENERIC SKILL AMONG PHYSICAL EDUCATION STUDENTS

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Abstract

Generic skills include thinking skills such as logical and analytical reasoning, problem solving and, intellectual curiosity; effective communication skills, teamwork skills, and capacities to identify, access and manage knowledge and information; personal attributes such as imagination, creativity and intellectual rigor; and values such as ethical practice, persistence, integrity and tolerance. It is widely used to refer to a range of qualities and capacities that are increasingly viewed as important in higher education (Hager, P, Holland, S & Beckett, D 2002, Enhancing the learning and employ ability of graduates: the role of generic skills, Position paper (Business/Higher Education Round Table), no. 9, Business/Higher Education Round Table, Melbourne). Physical education students learn different sports and physical activities, and compete in and learn a variety of games. The majority of students with state anxiety in physical education perform better on the field than in the classroom. Hence, this study made an attempt to analyze the generic skills among physical education students. To achieve the purpose, 100 physical education students were randomly selected as a subject around Tamilnadu, India. Inventory of generic skill questionnaire was developed by (Williams & May, 1996). The results show that physical education students considered all generic skills as important for accounting graduates to be successful in employment with ethical skills being rated as most important. In addition, they perceived that graduates should acquire a reasonably high level of competence in all five skills categories.

Keywords: - Generic skill, Physical Education and Physical Activities

Introduction

A more adaptive and versatile workforce is required in the fast-paced world of globalization, science, and technological advancements. Graduates now need a significantly wider set of non-technical core competences than the technical talents that were required in the past to meet the challenges imposed by these dramatic changes (Nguyen, 1998). Also known as generic talents, these competencies. Basic and enabling abilities are examples of generic talents, as are advanced reasoning abilities, which characterize a person's capacity to accomplish a task (Stasz et al., 1990).

Generic skills are those that address ways of thinking (such as critical thinking, problem solving, and creativity), ways of working (such as communication and collaboration), tools for working (such as information and communication technology literacy), and ways of living in this world, according to the Assessment and Teaching of 21st

Century Skills (AT21CS, 2010) project (i.e., personal and social responsibilities). These basic competencies are promoted through instruction that stimulates particular types of cognitive activity rather than instruction that simply imparts knowledge (Glaser R. 1991).

For many years, there has been debate concerning the need for generic skills in accounting education. Graduating students are frequently criticized for lacking the abilities needed for the workplace (Jackson & Chapman, 2012). Many studies (e.g., Jackling & de Lange, 2009; Kavanagh & Drennan, 2008; Low, Botes, De La Rue, & Allen, 2016) have looked into the problem of the "expectation gap," which happens when accounting graduates complete their degrees without having attained the level of competence in generic skills expected by employers.

The need for flexibility, initiative, and the capacity to handle a wide range of activities in today's workforce makes generic skills crucial. Information and social skills are becoming more crucial because they are no longer as strictly specified and defined as in the past and are generally more service oriented. Stating that during their university education, pupils are not given enough general skills. The majority of studies contend that providing students with opportunities for practical application, as opposed to merely explaining or demonstrating what to do, is the greatest way to support the development of general abilities. That kind of instruction, where the lecturer merely stands in front of the class while displaying slide after slide and outlining theories, is no longer used. The focus of the teaching and learning process must be on the pupils themselves.

Counseling graduates can then compete in the constantly shifting employment market with the above-mentioned approach. A person will be more likely to compete and stay relevant if they have general talents in the difficult globalization period. Graduates from universities can benefit greatly from generic skills as a collection of abilities required in the workplace. So, in addition to working towards a degree, students should engage in extracurricular activities and gain counselling practice experience in order to develop the abilities necessary for the workplace, or to satisfy the demands of the labor market. Graduates must have good communication skills to present their views both individually and in groups. These abilities combine a variety of factors to result in effective decisions, solutions, and agreements. Active listening, writing, and spoken communication are all examples of communication skills.

Generic skills are general skills that can be used in a lot of work and are not specific to an occupation or industry alone i.e. from the lower level to the higher. The level of mastery of these skills will determine a person's skills at problem solving, report writing, working in groups, learning new knowledge, and managing stress when he/she needs to operate towards successful change.

Statement of the Problem

The investigation of the analysis of students in physical education in multi-skill areas such Communication Skills, learning Techniques, Relationship Technique, problem-solving, is the goal of the study.

The seven generic skills as displayed in the conceptual framework are briefly elaborated in the sections below.

Communication Skills

Graduates must possess effective communication skills to present their views both individually and collectively. According to Morreale et al. (2000), these abilities combine a variety of components to result in sound judgements, solutions, and negotiations (1-3).

Learning Techniques

The ability to learn successfully and efficiently in any learning scenario is known as learning how to learn (QCA, 2000). Processes, comprehensions, and abilities that are teachable and learnable are necessary for learning. The ability to learn effectively and efficiently at any age comes from mastering the process of learning how to learn. Thus, the idea of lifelong learning and the concept of the self-managed learner are thought to be potentially important in relation to this competency (Jelas et al., 2006; Washer, 2007).

Problem-Solving Techniques

The capacity to approach issues methodically with the aim of finding solutions and learning from the process is referred to as problem-solving skills (Jelas et al., 2006; Washer, 2007). The success of the students' "real life" endeavors will be greatly influenced by their capacity for problem-solving (Cook & Slife, 1985). According to QCA (2000), the goal of these abilities is to provide students the ability to approach challenges methodically in the workplace, seek out suitable solutions, and learn from the experience.

Relationship Building

Working with others is the capacity to fulfil one's personal obligations while cooperating with others in a pair or group to accomplish goals that are common to everyone (QCA, 2000; Jelas et al., 2006; Washer, 2007). One of the most important skills for employability is learning to contribute well to teams (Mayer Committee, 1992; QCA, 2000). The student's capacity to generate original ideas and manage any scenario in the workplace will be greatly influenced by their ability to function as a team member.

Research Methodology

Technique of Research

The study sample was established using simple random sampling. A hundred responders were chosen at randomly and their age ranged between 17 to 25 and the collected data on the selected variables was treated with Descriptive Statistics. A quantitative approach was used to generate the data for this investigation. Students were asked to self-report how frequently they practiced general skills through a survey. On a 5-point Likert scale, the students were asked to react to each topic regarding how they practiced general skills (never, rarely, sometimes, often, and very often).

To report on the profile of respondents and the general skill usage of students, descriptive statistics were employed in MS Office for data analysis. The responses from the students were calculated into mean scores using a 1–5 Likert scale. The three levels of interpretation for the students' generic skill mean score are displayed in Table 1.

Table 1. Interpretations of mean scores

Sl No	Mean	Interpretation
1	1.00 to 2.33	Low

2	2.34 to 3.66	Medium
3	3.67 to 5.00	High

According to Table 1, mean score between 1.00 and 2.33 denotes a low level of generic skills, a mean score between 2.34 and 3.66, a medium level, and a mean score between 3.67 and 5.00, a high level.

Tool used

Generic skill Questionnaire developed by Jelas & Azman, 2005 tool was used in this study. In this study, the generic skill set was considered to consist of seven skills: communication, numeracy, IT, learning how to learn, problem solving, working with others, and subject-specific competencies (Jelas & Azman, 2005).

Research Findings

Overall Levels of Generic Skills

The results showed that the general skills practices average score for physical education students was at a high level (3.67 out of 5.00). Table 2 shows that relationship building methods were generally at a high level (mean score 4.47). Despite having a high overall mean score, only one of the four communication skill markers was used at a high degree (mean score 3.6). Learning Methods, Problem Solving, and Connection Building were the three indications that received the highest ratings.

Table 2. Mean and Standard Deviation scores of Generic Skills

Sl No	Communication	Learning Techniques	Problem Solving	Relationship Building	overall
Mean	3.6	4.32	3.7	4.47	4.03
SD	0.901	0.702	0.907	0.535	0.39

The general skills average score for pupils in physical education was quite high (3.67 out of 5.00). A more specific element was identified after relationship-building, problem-solving, learning strategies, and communication in terms of the students' mean scores. These findings demonstrate that generic skills were effectively blended and applied during the teaching and learning processes. Yet, one of the medium level general skills is communication (see figure 1).

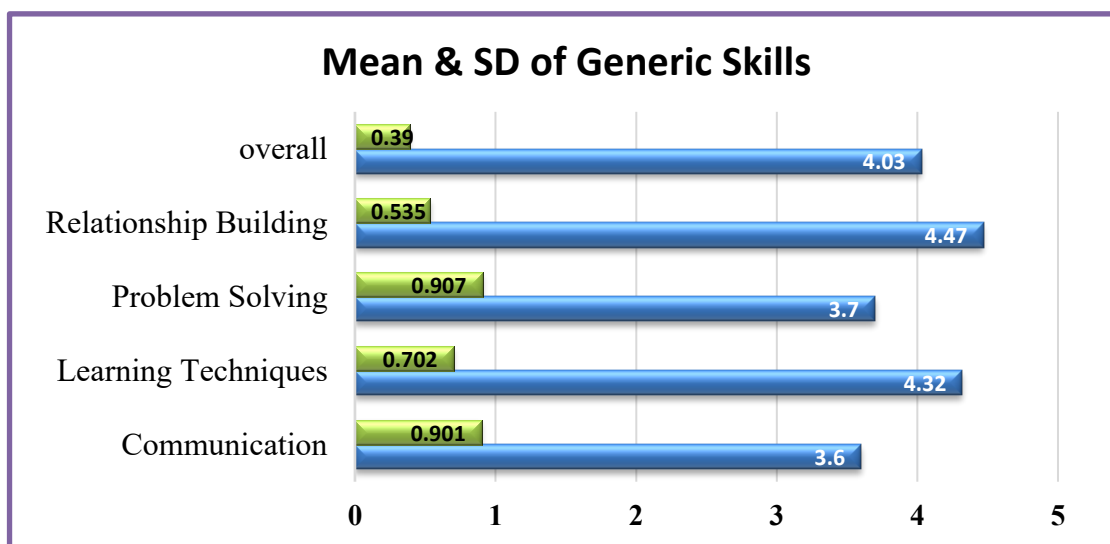


Figure: 1

Discussion and Findings

Overall, the results showed that the respondents could clearly discriminate between the four parts of the soft skill set (communication, problem solving, learning techniques, and Relationship Building). They were able to evaluate and identify their own level of general skills.

The students' generic communication skills scored at a medium level. It was proposed that lecturers or tutors encourage students to practice the fundamental abilities. In order to improve their self-worth, advance in their careers, please stakeholders, and do their part for their country, graduates must be able to appreciate and critically analyze the difficulties of their current and future workplaces. Due to the students' lack of practice with generic skills, it is especially crucial that faculty support lecturers in their efforts to improve their communication skills in order to help students achieve a minimum mean score of 3.67 to 5.00, or the "high level" banding of generic abilities.

In summary, this study contributes to the discussion of the problems relating to the acquisition of general skills at the university, and its conclusions may be used to guide, support, and plan changes to the curricula, teaching methods, and learning processes at the university.

Conclusion

To determine the extent to which general skills were being used through communication skills, this study was undertaken with students of physical education from colleges and universities in Tamilnadu. In conclusion, the students were not very motivated to exercise those general skills at their Institutions. The institutions should plan, develop, and systematically apply those general abilities into their curriculum and syllabus. It is expected that by programming this, the Institutions will have a highly competitive value in the job market for the students of physical education.

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