

AN ANALYSIS ON REFLECTION OF COGNITIVE, EMOTIONAL AND SOCIAL SKILLS AMONG THE GRADUATING STUDENTS IN THEIR CAREER CHOICE DURING COVID19 AT COIMBATORE CITY, TAMILNADU

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ABSTRACT

In this ever-changing world with careers that are yet to be determined, there is a greater need to integrate social-emotional learning and academics to provide each student with the opportunity to develop the emotional stability and knowledge needed to deal with future choices. This study attempts to shed light on the impact created by COVID-19 pandemic on the career choice of the graduating students on all the three skills. In particular, we try to analyze the challenges that are faced by the graduating students in terms of their career choices in all the 3 i.e., cognitive, social and emotional (CSE) skill sets. To determine the efforts taken in response by graduating students in upskilling during COVID 19. A well-structured questionnaire has been constructed and an online survey was carried out using a snow ball sampling technique to collect the data from 336 graduating students in and around the Coimbatore City. The current study investigated the relationship between career decision-making and CSE skills of graduating students. The finding of this research is assumed to ensure that CSE skills is very important for making career decisions, so it is necessary to pay attention to the number of factors that affect the students career decision making.

Keywords: Cognitive, Social, Emotional, COVID-19 and Career decisions.

INTRODUCTION

Most of us are perplexed about how to effectively we can organise our lives in the aftermath of the COVID catastrophe. Prospective students who want to continue their study and recent graduates appear to be the hardest hurt by the uncertainties happening around globally. While such concern is understandable, the student can still envision a fulfilling job for one self if the right skill sets are acquired. This is because career planning is a journey rather than a one-time event. It lasts our entire lives, and our occupations adapt to who we become in numerous ways. Yes, there is turbulence, but we also know that adaptation is our most basic human skill. We recognise that simply giving students with technical or academic skills will not guarantee their success, connectedness, or well-being in whatever endeavours they choose. In their careers enriched with social, cognitive, and emotional qualities are also crucial. Evidence suggests, however, that continuing to study after completing formal schooling, including learning on the job, can have a substantial impact on people's social, cognitive, and emotional abilities.

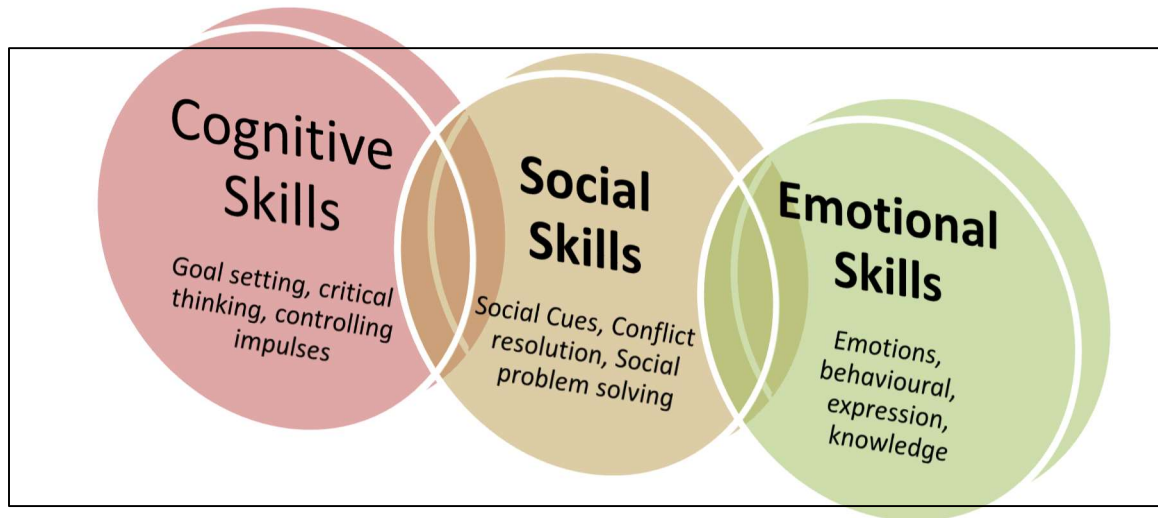
Cognitive, Social and emotional skills have risen in importance on the education policy agenda and in public debate in recent years. However, for the vast majority of students, their

development is a matter of chance, depending on whether this is a priority for their teacher and college. One major impediment is the lack of reliable metrics in this field that allow educators and policymakers to track progress and address shortcomings thus making the students industry viable. Social and emotional skills not only have direct effects on life outcomes (for example, good social competence helps people successfully negotiate job interviews), but they also have long-term and cumulative effects on other characteristics, including cognitive skills.

Good social competence, for example, can help children adapt better to the college environment, gain higher status among their peers, and thus achieve more in college. This improved academic performance translates into improved occupational status, health, and general well-being in the long run. Similarly, being curious and open-minded, as well as taking an active approach to learning, is an essential prerequisite for developing and improving innate cognitive capacities. Finally, we show that cognitive, emotional, and social skills are important mediators in understanding the pandemic's strong effects among graduating students in their profession choice during Covid19.

COGNITIVE, SOCIAL AND EMOTIONAL SKILLS DRIVE CRITICAL LIFE OUTCOMES

There is a huge amount of experimental evidence that suggests the efficacy of cognitive, social and emotional skills in manoeuvring one's life successfully. They have been shown to impact people's experiences and accomplishments in all areas of their lives, including academic achievement, work performance, occupational status, health and wellbeing, and as well as their personal and societal well-being. Social and emotional skills not only have direct effects on life outcomes (for example, good social expertise helps people effectively negotiate job interviews), but they also have long-term and cumulative effects on other characteristics, including cognitive skills. Good social competence, for example, can help children adapt better to the college environment, gain superior position among their peers, and thus achieve more in college. This greater college achievement translates later on into better occupational status, health and general well-being. Similarly, being inquisitive and open-minded, as well as taking an active approach to learning, is an essential prerequisite for developing and improving innate cognitive capacities.



Intertwining of CSE factors in building a student

Cognitive abilities, such as verbal or numerical fluency, continue to be the most important predictors of academic performance. College achievement, on the other hand, is dependent on a variety of social and emotional skills such as perseverance, self-control, responsibility, curiosity, and emotional stability. Certain social and emotional skills are required for effective participation and performance in college settings. In other words, a lack of social and emotional skills can prevent cognitive skills from being used effectively.

BETTER SKILLS FOR A BETTER JOB

Cognitive abilities, such as general intelligence, have long been regarded as the most significant predictors of job success. However, recent empirical evidence suggests that social and emotional skills, in addition to their indirect effect through educational outcomes, greatly impact a variety of job outcomes, such as occupational status and income. In fact, social and emotional skills can be just as important as cognitive skills in determining future employment, if not more so. As a result, colleges face a significant challenge. Our children and young people spend the majority of their days in learning; it is college that has a significant impact on their socialisation and presents them with increasing cognitive, social, and emotional challenges (Durlak et al., 2011).

In colleges, there is a need to develop programmes that foster young people's socio-emotional and cognitive skills to meet up the challenges of the outside world. A bibliometric study of the implementation of Cognitive, Social-Emotional Learning programmes in Portuguese schools concluded that such programmes were few and far between, with the majority of studies stemming primarily from academic research (Cristóvo et al., 2017). "We are not attempting to argue that cognitive, socio-emotional skills are not taught in colleges, but rather that the challenge is to do so intentionally, effectively, and positively," as stated by Pinto and Raimundo (2016). (p. 18). Our attention in this study is also to find and understand the reflection caused by CSE skills on the student's career choices.

REVIEW OF LITERATURE

Abdulelah A., Alghamdi. D. (2021), studied that the social influence of the COVID-19 epidemic was greater than the scholastic elements of the life of the pupils. The biggest cited negative impact found is that the lack of a social context in the classroom, inadequacy of online training in practice and (**Aleksander Aristovnik, 2020**) during the lockdown, students were mostly bored, nervous, and dissatisfied, and expressed concerns about their future professional careers and study problems where 13 % of students have postponed their degree, 40% lost jobs, internships or jobs (**E.M. Aucejo et al. 2020**).

W. Cao, et al. (2020) are of the opinion that due to covid 19 the mental health of students at universities is affected considerably by emergencies in public health and requires care, assistance and support from society, families and universities. Supported by the study conducted by **Matthew H. E. M. Browning et al. (2021)**, that inadequate attempts, particularly in the course of a pandemic, university student mental health issues might have long-term health and education repercussions. **Moore et al. (2020)**, COVID-19 virus epidemic has altered the everyday lives of children and adolescents, it is unclear to what degree these limitations may limit their capacity to play and follow movement behaviour guidelines as well impact the financial limitations, distant online education and future uncertainties in academia and profession (**Sheela Sundarassen et al. 2020**).

Thus, bringing in the necessity to the researcher to understand all the three i.e., cognitive, social and emotional skills in impacting their career choice among the graduating students especially in the unprecedented conditions like COVID 19 pandemic, which has caused a life threaten to most of the youngsters in general.

NEED FOR THE STUDY

Previous research on career choice has focused on locus of control, personality, self-esteem, academic stress, and so on. However, the current study investigated the relationship between career decision-making and CSE skills of graduating students. As a result, the current study is an attempt by the investigator to fill a research gap that exists. The finding of this research is assumed to ensure that CSE skills is very important for making career decisions, so it is necessary to pay attention to the number of factors that affect the students career decision making.

STATEMENT OF THE PROBLEM

The disruptive effects of the COVID-19 outbreak have impacted almost all sectors of our society. Education section is no exception to this case. An institution plays a very important role in the holistic development of the students. Children staying near their peers and teachers mould their personality and help them to learn new aspects and grow in their lives.

We know that preparing students with technical or academic skills alone will not be enough for them to achieve success, connectedness and well-being in whatever endeavours they wish to pursue. Social, cognitive and emotional skills, such as perseverance, empathy, mindfulness, courage or leadership are central to this preparation of a student. The study relates the field of social, cognitive and emotional skills model to provide a general outline of how these skills should be organised. Cognitive skills are found to be useful for describing and

understanding certain aspects of behaviour and in many cases, they are shown to affect important life outcomes.

This study attempts to shed light on the impact created by COVID-19 pandemic on the career choice of the graduating students on all the three skills. First, we describe and quantify the impact of the COVID-19 outbreak on a wide set of students' outcomes/expectations. In particular, we try to analyze the challenges that are faced by the graduating students in terms of their career choices in all the 3 i.e., cognitive, social and emotional (CSE) skill sets. To determine the efforts taken in response by graduating students in upskilling during COVID 19. Second, we study the efforts taken in response by graduating students in upskilling during COVID 19. Finally, to present with suggestive evidence on the mechanisms behind the heterogeneous COVID-19 effects by quantifying reflection of cognitive, emotional and social skills among the graduating students in their career choice during Covid19.

RESEARCH OBJECTIVES

- To highlight the impact created by Covid 19 in the lives of graduating students.
- To study the challenges that are faced by the graduating students in terms of their career choices.
- To determine the efforts taken in response by graduating students in up skilling during COVID 19.

RESEARCH HYPOTHESIS

- There exists no significant difference in CSE skills among gender groups of graduating students.
- . There exists no significant difference in career decision making among gender groups of graduating students.
- There exists no significant relationship between efforts taken to up skill their career decision making and CSE skills among graduating students.

METHODOLOGY

The study used a descriptive research design and a questionnaire to survey 336 graduating students to determine how COVID 19 have impacted their cognitive, social and emotional skills, challenges during outbreak, various measures taken to up skill themselves towards career choice decisions. An online survey using Google forms was used to collect the data from graduating students in and around the Coimbatore City. The data collection tool used in the study is an online questionnaire which was divided into four sections: section 'One', which included seven items focused on probing Respondent demographics, section 'Two', which focused on the respondents awareness on COVID 19, section 'Three' focussed on probing the study variables related to the impact created by COVID 19 in the lives of the graduating students, 'fourth' section on the challenges faced due to the outbreak and the last section on efforts taken by students to up skill themselves during the COVID pandemic. The researcher used Chi-square analysis, ANOVA, and regression to examine the cause-and-effect relationship among the variables under consideration.

FINDINGS

OBJECTIVE I: To highlight the impact created by Covid 19 in the lives of graduating

students.

H₀: There exists no significant difference in CSE skills among gender groups of graduating students.

TABLE NO. 1
Demographic variable (gender) and CSE skills of graduating students

S. No	Variables	Sum of Squares	df	Mean Square	F	Sig.	
1	Concerns of health	Between Groups	6.127	1	6.127	6.794	.010
		Within Groups	301.195	334	.902		
		Total	307.321	335			
2	Difficulty of concentrating	Between Groups	.077	1	.077	.083	.774
		Within Groups	310.923	334	.931		
		Total	311.000	335			
3	Disruptions to Sleeping patterns	Between Groups	4.456	1	4.456	5.166	.024
		Within Groups	288.104	334	.863		
		Total	292.560	335			
4	Increased Social isolation	Between Groups	1.127	1	1.127	1.047	.307
		Within Groups	359.445	334	1.076		
		Total	360.571	335			
5	Concerns on Academic Performance	Between Groups	4.209	1	4.209	4.249	.040
		Within Groups	330.791	334	.990		
		Total	335.000	335			
6	Disruptions to eating patterns	Between Groups	.712	1	.712	.759	.384
		Within Groups	312.991	334	.937		
		Total	313.702	335			
7	Changes in living environment	Between Groups	.554	1	.554	.550	.459
		Within Groups	336.588	334	1.008		
		Total	337.143	335			
8	Financial Difficulties	Between Groups	.190	1	.190	.180	.671
		Within Groups	351.382	334	1.052		
		Total	351.571	335			
9	Increased class workload	Between Groups	6.485	1	6.485	6.955	.009
		Within Groups	311.408	334	.932		
		Total	317.893	335			
10	Depressive/Unnecessary Thoughts	Between Groups	1.440	1	1.440	1.291	.257
		Within Groups	372.548	334	1.115		
		Total	373.988	335			

Source: Primary Data

From the table no. 1 it is inferred that, p value is greater than 0.05 for Difficulty of concentrating, Increased Social isolation, Disruptions to eating patterns, Changes in living

environment, Financial Difficulties and Depressive/Unnecessary Thoughts. Hence accept null hypothesis for the above which means that there is no significant relationship exists between gender groups and Difficulty of concentrating, Increased Social isolation, Disruptions to eating patterns, Changes in living environment, Financial Difficulties and Depressive/Unnecessary Thoughts of CSE Skills in graduating students. On the other hand, there exists significant difference between gender groups and CSE factors such as Concerns of health, Disruptions to Sleeping patterns, Concerns on Academic Performance and Increased class workload.

OBJECTIVE II: To examine the challenges that are faced by the graduating students in terms of their career choices.

Ho1: There is no significant relationship exists between career decision making among gender groups of graduating students.

TABLE NO. 2

Gender and lockdown affected your career opportunities frequency

Lockdown affected your career opportunities * Gender Crosstabulation				
Count				
		Gender		Total
		Male	Female	
Lockdown affected your career opportunities	No	32	32	64
	Yes	106	166	272
Total		138	198	336

Source: Primary Data

The above table no. 2 represents that most of the students (80.9%) are of opinion that due to lockdown their career opportunities are affected.

Table No. 3

Chi-Square analysis for gender and lockdown affected your career opportunities

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.604 ^a	1	.107		
Continuity Correction ^b	2.168	1	.141		
Likelihood Ratio	2.573	1	.109		
Fisher's Exact Test				.121	.071
Linear-by-Linear Association	2.596	1	.107		
N of Valid Cases	336				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.29.					
b. Computed only for a 2x2 table					

Source: Primary Data

From the table no. 3 it is inferred that, p value (.107) is greater than 0.05. Hence accept null hypothesis which means that there is no significant relationship exists between career

decision making among gender groups of graduating students.

OBJECTIVE III: To determine the efforts taken in response by graduating students in up skilling during COVID 19.

H₀: There exists no significant relationship between efforts taken to up skill their career decision making and CSE skills among graduating students.

TABLE NO. 4

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.153 ^a	.023	-.007	1.86116
a. Predictors: (Constant), Depressive/Unnecessary Thoughts, Concerns of health, Disruptions to Sleeping patterns, Concerns on Academic Performance, Increased Social isolation, Increased class workload, Financial Difficulties, Difficulty of concentrating, Disruptions to eating patterns, Changes in living environment				
b. Dependent Variable: EFFORT				

Source: Primary Data

Table No. 5

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.973	10	2.697	.779	.649 ^b
	Residual	1125.777	325	3.464		
	Total	1152.750	335			
a. Dependent Variable: EFFORT						
b. Predictors: (Constant), Depressive/Unnecessary Thoughts, Concerns of health, Disruptions to Sleeping patterns, Concerns on Academic Performance, Increased Social isolation, Increased class workload, Financial Difficulties, Difficulty of concentrating, Disruptions to eating patterns, Changes in living environment						

Source: Primary Data

Table No. 6

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.164	.206		44.517	.000
	Concerns of health	-.053	.133	-.028	-.402	.688
	Difficulty of concentrating	-.259	.146	-.135	-1.778	.076
	Disruptions to Sleeping patterns	.019	.145	.010	.132	.895
	Increased Social isolation	-.081	.132	-.045	-.609	.543
	Concerns on Academic Performance	.271	.139	.146	1.953	.052
	Disruptions to eating patterns	-.171	.150	-.089	-1.140	.255

Changes in living environment	.013	.149	.007	.090	.928
Financial Difficulties	.096	.144	.053	.665	.507
Increased class workload	.053	.143	.028	.371	.711
Depressive/Unnecessary Thoughts	.030	.142	.017	.214	.831
a. Dependent Variable: SUMEFFORT					

Source: Primary Data

23% of the students’ efforts in up skilling their career decision making is depending on the CSE skills that they possess. Since, the significance value is more than 0.05 for all the parameters of the regression model, which brings us to a conclusion that there is no or less influence of CSE skills on the efforts taken by the students to up skill them.

CONCLUSION

Social, emotional and cognitive competencies develop throughout our lives and are essential to success in our schools, colleges, workplaces, homes, and communities and allow individuals to contribute meaningfully to society. Children develop and deepen the five competencies i.e., self-awareness, self-management, social awareness, relationships, and responsible decision-making; all through their life. Second part of the study was conducted to understand the effect caused by the covid 19 and the challenges faced by the students during the lockdown period. As a result, the final goal of the research is more than simply obtaining valid, credible, and comparable data on the level of these skills in students that reflect in their career choices. Its purpose is to assist participating cities and countries in identifying stimulating factors and potential barriers to student's cognitive, socio-emotional development. This data can then be used by parents, teachers, and colleges to better understand which cognitive, socio-emotional skills are important for which situations or outcomes, why they are important, and how they can be developed. The study will provide policymakers, educators, and other stakeholders with a better understanding of whole-child development. They will be able to review existing policies and practises and implement policies that promote the development of these skills more effectively.

SUGGESTIONS

It is highly evident from the research that college education and training provide the skills and credentials needed to compete successfully in the Indian labour market. Students understand this, regardless of their socioeconomic status, and express a strong interest in advanced training. As the findings revealed that CSE factors plays a critical role in establishing career decisions among students, so that they can become efficient in the specific profession or career that is of their interest and capabilities, it is suggested that educational planners plan and organise more programmes in college to improve their CSE skills. CSE skills belief should be instilled in students by parents, teachers, peers, and relatives because these skills are important in the lives of students. There should be an efficient arrangement for providing guidance and counselling in schools and colleges so that students are aware of career decisions that are critical for an individual to be an efficient in a specific profession. Students should be encouraged to identify their strengths and create a list of their best tasks or things that they can do well and refer to when they are feeling down. *Our goal as educators is to ignite a passion within our*

students that will last them a lifetime. As Aristotle shared, “Educating the mind without education the heart is no education at all.”

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