

# Communication and Skill Analysis for Career Development

## *A study of Students of Hyderabad, Telangana State*

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### ABSTRACT

*Expert teachers yielding a good teaching and learning process, as well as the requirement for job motivation to teachers' devotion to the teaching profession. The Important components investigated in this study were the teachers' skills and capacity to employ elements and functions of communication skill effectively, as well as the requirement for extrinsic and intrinsic motivation to improve working satisfaction and the knowledge enhancement of students utilising this expertise. This study focuses on the value of interpersonal relationships in teaching, the social component, knowledge advancement, knowledge excellence, emotional development, and the importance of communication skills in teaching strategies. The study's findings emphasise the importance of communication and skill development in students interpersonal communication growth' and teachers' motivation in affecting professionalism and raising the bar. And study found out important results, concerned to students perceptive on teaching staff and training institution respectively.*

**Keywords:** *Communication, Skill Developmen, emotional development, professionalism. excellence*

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## 1.0. INTRODUCTION

Communication is critical in the group work process because it allows members to understand each other and successfully express their difficulties to the group worker. It deals with the verbal and nonverbal, explicit and implied messages that are sent and exchanged within a group relating to information, ideas, and feelings. It does not just imply expressing oneself but also listening to others. It aids in the removal of doubts, confusions, and misunderstandings, as well as in the receiving and providing of feedback. The level of mutual regard between members. Within a group or organisation, communication provides four key functions: control, motivation, emotional expression, and information. Communication influences member behaviour in a variety of ways. For example, when an employer's individual group members are compelled to communicate.

### 1.1. The Communication and Skill Development Process

Communication refers to the process of transmitting information from one person to another via some medium. The sender is the first party who sends the information, while the receiver or recipients are the second parties who receive the information, decode it, and respond accordingly. Communication can travel in two directions: vertically or laterally. The vertical dimension is further subdivided into two directions: downward and upward. Downward communication refers to information transfers from the upper to the lower levels. Information moves upward in communication to a higher level in the group or organisation. It is used to provide feedback to upper management, notify them of progress toward targets, and relay current issues. Lateral communication is effective.

Skill Development is the process of detecting skill shortages in young people and providing them with skilling training and career opportunities. The goal of the skill development programme is to recognise the youth's aptitude and support them by giving them with the appropriate advice, infrastructure, chances, and motivation to help them reach their goals. Education and skills are both essential for everyone, and they go hand in hand in any career path. Skill development benefits include increased business profitability, improved performance, improved accuracy and quality, enhanced communication, compliance with laws and regulations, improved recruiting and career prospects, and the development of strong customer relations.

(Khoiriah et al., 2023) To support the effectiveness of science learning directed to higher order thinking skills, particularly scientific communication skills, valid and effective tools are required (SCS). (Hamann & Paul, 1998) was determine whether there was a link between adjudicated teaching effectiveness, as judged by the STE, and preservice teachers' social skills, as measured by the SSI, in order to determine whether certain social skills contribute to preservice teacher effectiveness. The social skills of preservice teachers have a substantial impact on their efficacy. Finally, programmes and processes that support preservice teachers in building individual social skills, particularly in areas where teaching effectiveness has been demonstrated to improve, should be examined. It would appear during the learning process, given the favorable association between social skills and educational efficacy. (Hamann & Baker, 1995), an assessment instrument based on observation, and social skills scores as measured by the Social Skills Inventory. (Riggio, 1989), A self-report measure for preservice instructors. N = 138 students studying music education and elementary/secondary education at three colleges in Ohio and Oklahoma participated in the study. Regression analysis revealed that (a) Emotional Expressivity, or an individual's ability to communicate nonverbally, (b) Emotional Sensitivity, or an individual's ability to receive and interpret nonverbal communication from others, and (c) Social Control, or an individual's ability to engage others in social discourse, were related to teaching effectiveness among preservice teachers. (Kapur, n.d.) The notion of skill development is well known in India, and various programmes and policies are being designed to promote it not only to urban residents but also to those in rural areas. There are organisations such as NSDCB and NSDC that have devised strategies for individual skill development, as well as vocational training centers. (Leong & Ahmadi, 2017) Speaks is one of the most crucial talents to develop and improve in order to successfully communicate. Speaking ability is one of the most difficult parts of language learning. Many language learners struggle to express themselves vocally. They generally struggle to express themselves effectively in a foreign language. They stop talking because they face psychological barriers or are unable to find acceptable words and expressions. (*COMMUNICATION AS SKILL: A CRITIQUE AND ALTERNATIVE PROPOSAL*, n.d.) This article was designed to criticise communication training programmes that teach people "how to communicate" by dictating specific behaviours. It is preferable, in my opinion, to help people who wish to improve their personal communication to develop their own new or deeper methods of communication by assisting them in better understanding themselves, others, and the myriad meanings that underlay human connection. This greater awareness would increase the resources people bring to their relationships without teaching them how to behave, attempting to combat the current trend of substituting interpersonal with technology. (Kumar, n.d.) Skilled reading is the process of reading for specific information in order to improve

one's learning experience in a short amount of time. It is a simple art that, with a systematic approach and rigorous training, can be learnt. Everyone requires the four skills of speaking, writing, listening, and reading. Reading, on the other hand, improves your command of other languages. (Isabelli, 2003) The three American university Spanish students' semester-long study abroad experience in Argentina influenced their second language learning. The goal is to evaluate the development of two aspects of oral communication skills: performance and fluency in the spoken functions of narration, description, and opinion support. (McLean & Ransom, n.d.) The purpose of internationalisation of higher education for students is to assist them in integrating into an intellectual environment that celebrates diversity, develops respect and understanding among individuals, and is accepting of varied needs. (Gruba & Al-Mahmood, 2004) Employer organisations, trade associations, and academic institutions are increasingly emphasising the importance of our graduates being skilled writers, critical thinkers, and team players. (Khan et al., 2017) defined sought to assess students' perceptions of the significance of teachers' communication skills to their academic success. (Shtaltovna, 2021) Levels of skill development have been examined throughout the academic and professional spectrums utilising frameworks that have been utilised historically and today to define the idea of competence. (Yeoman & Zamorski, 2008) the organisation of a course and its subsequent effects on scientific research procedures. Prior to and after the course, students' understanding of the academic research environment, how to discover and use scientific literature, and how to write and present scientific content were assessed. (Buluş et al., 2017) The purpose of this study was to create a scale to rate the communication abilities recommended in the proposed conceptual framework, as well as to present a new conceptual framework for evaluating good communication skills from a variety of perspectives. (Selinger, 2001) examined the issues of conveying ICT information in a way that helps students comprehend the benefits and potential of using computers to help them with their job. (marcr, 2007) Communication skills are an important aspect of engineering education since they assist students' education and prepare them for future jobs. (John, n.d.) Modern managers must have both technical and hard skills, as well as soft skills. The study's findings suggest that students' soft skills can be improved if management colleges offer suitably organised and structured soft skills training sessions. (Meyer, 2015) The students had positive perceptions of their life skills and that project-based learning had helped them acquire a variety of life skills, including but not limited to responsibility, problem-solving, communication, and time management. (Wrahatnolo & Munoto, 2018) an idea of 21st century education can be implemented in the curricula of the required topics that are focused on acquiring competency in learning and innovation abilities, as well as technology and information media skills.

## **2.0. OBJECTIVES OF THE STUDY**

To investigate students' general interest in developing their communication abilities through process-based learning in an institutional setting. Students' perspectives are critical in comprehending and cooperating with administration. Furthermore, institutional innovation tactics, efficiency marks, and learning centric mode approach to motivate students in skill and career development. Finally, to learn about the institution's structural tactics for analysing pupils in order to help them achieve their goals.

## **3.0. METHODOLOGY**

The purpose of this study is to inquire about the pupils in the Vidyanagar of Hyderabad, Telangana, regarding their progress in terms of communication and skill development. The acquisition of specialized communication skills is being pursued by about 400 students across four educational institutions. IELTS, TOEFL, Cambridge English, foreign languages, communication, and skill development courses are the four categories of classes that students enrol in at mentioned schools for the purpose of furthering their education. The collection of data was carried out using a process known as stratified random sampling. There were a total of 100 students at each location, and from each location, 25 students were chosen at random to participate in the data collection. The analysis of the data was carried out with the use of more powerful Excel.

## **4.0 ANALYSIS AND INTERPRETATION**

The majority of students interested in learning communication skills are under the age of 20, with 38 percent being under the age of 20, 31 percent being between the ages of 20 and 30, and 13 percent being under the age of 40. As a result, the majority of students are under the age of 20. The gender status is that 71 percent of students are females, and they are the majority in the place. However, men are in the minority. Female respondents were below off (29 percent). That specifically concludes to the concerned institution that the female population has been interested in acquiring knowledge and skills in communication. When examining the respondents' educational qualifications. According to the data, the majority of graduates (72%), followed by

secondary students (15%), and senior students (4%). However, only 9% of postgraduates are interested in the institution. However, 72 percent of the graduate population is more interested in communication and skill development courses, and they have a positive opinion of the institution.

According to the student ratio, the majority (50 percent:50 percent) of students participate in communication and skill development programmes offered by the institutions. The majority of respondents are interested in learning a foreign language (40%), followed by IELTS and TOEFL English language testing skills (30%), Cambridge English course respondents (20%), and communication and skill development (only 10%). According to the data presented above, the majority of students participate in foreign languages. However, the majority of students (50%) were in a bad position before joining the institute, followed by 38 percent of students in an average position, and finally 12 percent of students in a good position before joining the institution. According to this conclusion, the majority of students lack communication skills prior to enrolling in the institution. After joining the institution, the majority of students (67%) have very good communication skills, followed by excellent communication skills (17%), and good communication skills (17%). This demonstrates that the students had average or poor communication skills prior to joining the institution, but after joining the institute, their communication skills improved to the levels of very good, excellent, and good. According to data analysed about the best programmes offered by this institute, students are likely to be very interested in foreign languages with 39 percent, followed by 35 percent for IELTS and TOEFL. However, Cambridge English learning students account for approximately 16%, while communication and personality development students account for 10%. As a result, the majority of students are interested in foreign languages, followed by IELTS and TOEFL. The respondents' interest in joining other institute orientation courses, the data revealed by the respondents that the 71 percent majority of students are not interested in joining any other courses, because students opting for foreign languages will not join in Cambridge English, IELTS, or TOEFL. demonstrates the respondents' perception Students provide feedback on the trainers. The majority of respondents (57%) said they received very good feedback, while 43 percent said they received excellent feedback from the institution. The trainer's status in terms of clarifying all of the students' doubts. The vast majority One hundred percent of respondents said that the institution's performance in clarifying doubts by the trainer was the most effective. The status of the respondents' clarifications of their doubts with the trainer. The trainer satisfied the majority of 100 percent of respondents by clearing all of their doubts. the status of the institution's training program's quality. The majority of respondents (52%) agreed that the institutional performance in terms of training programme is good, and this was followed by When it comes to programmes that are held on a monthly, quarterly, half-yearly, or annual basis. The vast majority Because communication and personality development, IELTS or TOEFL, and foreign language programmes are all on a monthly or 1 to 3 month basis, 100 percent of respondents say monthly. The data reflects the respondents' views on the administrative programme. The vast majority 41 percent of respondents are satisfied, followed by 38 percent who accept as informative, and the remaining 22 percent who agree as knowledgeable. The respondents' status and overall perception of the institution. The majority of respondents (75%) are mostly satisfied with the institutional performance in overall administration and planning for improvement and skill development programmes conducted by

## 5.0 DISCUSSION AND CONCLUSIONS

The communication process is fundamental to all aspects of life and is critical to the integration of an organization's functions. Real communication occurs when the listener truly hears and comprehends the speaker's position and intent. This necessitates a type of listening known as "Projective." To understand the speaker's point of view, the listener must project himself into the speaker's mind while hearing his remarks. The institution's performance has been described as the most effective in terms of administration and teaching aptitude toward student communication and skill development. Using the questionnaire as a tool, the research concludes the step-by-step that was included in the research project report.

The study concludes that 38 percent of students between the ages of 10 and 20 have a female population and relevant education at the graduate level, and they have been committed mostly from before the three months and have been mostly effective towards the learning aspect of foreign languages and followed by IELTS, PET, TOEFL, and they don't have much communication skills before joining the institution, but the students' perception regarded that affluence is important. The majority of students are interested in Foreign Languages, followed by IELTS, PET, and TOEFL, but communication and personality development are important to the least number of students. According to the data, The respondents were concerned about the institution's orientation programme. The majority of people are said to be uninterested in orientation programmes. The majority of students have a favourable reaction to institutional fees, which are said to be affordable to all individuals who claim to be students at the institution. And the administration's effectiveness and commitment to student development is said to be widespread, with a focus on the students' overall development. The trainers have received positive feedback from students, and they are said to be effective in terms of training and

clarifying students' doubts. Almost satisfied with the clarifications and quality of training and development programmes, and students thought the programme was good.

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## 7.0. CONFLICT OF INTREST

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