



(RESEARCH ARTICLE)



THE SOCIAL SKILLS OF EDUCATION STUDENTS OF SAN JOSE COMMUNITY COLLEGE (SJCC)

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ABSTRACT

This study examined the social skills of Education students at San Jose Community College (SJCC), Malilipot, Albay during the academic year 2021–2022. It sought to determine the level of manifestation of social skills across five dimensions: basic, emotional, interaction, communication, and social cognition. Using a descriptive-survey method, the study involved 308 respondents—189 students and 119 faculty members. Findings revealed that communication skills were the most manifested, followed by basic, social cognition, emotional, and interaction skills. The overall weighted mean of 3.30 indicated that students “sometimes” demonstrated social skills. Significant differences were found between student and faculty perceptions across all dimensions. Problems affecting social skills included low socio-economic conditions, family issues, and difficulty in forming friendships. To address these, a guidance and counseling plan was proposed, including financial literacy programs, family day celebrations, and campus friendship week activities. The study concluded that while students possess moderate social skills, targeted interventions are necessary to strengthen interaction and emotional competencies. Recommendations emphasized integrating social development in curricula, expanding campus activities, and conducting further studies on related psychosocial aspects.

Keywords: Social skills, Education students, Communication skills, Guidance and counseling

1 INTRODUCTION

Social skills are essential competencies that enable individuals to interact effectively within diverse social environments. In the Philippine context, the 1987 Constitution underscores the role of youth in nation-building, emphasizing their physical, moral, intellectual, and social well-being. Schools, as social institutions, play a critical role in nurturing these skills, which are strongly linked to academic performance, employability, and personal development. The Department of Education has integrated socio-emotional learning into curricula, highlighting self-awareness, relationship skills, and responsible decision-making. For college students, particularly those in teacher education programs, social skills are vital not only for academic success but also for professional readiness. Education students are expected to develop proficiency in communication, empathy, and adaptability to prepare for the teaching profession. However, challenges such as socio-economic constraints, family problems, and limited campus activities often hinder the development of these skills. At SJCC, understanding the social skills of Education students is crucial in designing interventions that foster holistic growth. This study investigates the manifestation of social skills among Education students, identifies problems affecting them, and proposes a guidance and counseling plan to enhance their social

competencies. By addressing these issues, the institution can better prepare future teachers to meet the demands of modern classrooms and society.

2 MATERIALS

The study utilized a descriptive-survey research design to assess the social skills of Education students at SJCC. The primary materials included a validated research instrument composed of structured questionnaires measuring five dimensions of social skills: basic, emotional, interaction, communication, and social cognition. The instrument was subjected to expert validation by guidance counselors and faculty members to ensure reliability and appropriateness. Respondents consisted of 189 Education students and 119 faculty members, totaling 308 participants. The questionnaires were distributed during the academic year 2021–2022, with items rated using a Likert scale to capture the frequency and level of social skill manifestation. Statistical materials included tools for computing weighted means, percentages, and analysis of variance (ANOVA) to determine significant differences between student and faculty perceptions. Supporting documents such as approval letters, validation forms, and consent agreements were also part of the materials to ensure ethical compliance. These materials collectively provided the foundation for gathering accurate data, analyzing results, and formulating a guidance and counseling plan tailored to the needs of SJCC students.

3 METHODS

The study employed a descriptive-survey method to systematically assess the social skills of Education students at SJCC. Respondents were selected through purposive sampling, comprising 189 students enrolled in Education programs and 119 faculty members teaching Education subjects. Data collection was conducted using a validated questionnaire designed to measure five dimensions of social skills: basic, emotional, interaction, communication, and social cognition. The instrument was pre-tested and refined based on expert feedback from guidance counselors and faculty validators. Administration of the survey was facilitated by the researcher with the cooperation of SJCC administrators, ensuring confidentiality and voluntary participation. Responses were quantified using a Likert scale, with values interpreted to determine the frequency of social skill manifestation. Statistical analysis involved computing weighted means to establish overall levels, while ANOVA was applied to test significant differences between student and faculty perceptions. Problems affecting social skills were ranked based on frequency and severity as reported by respondents. Finally, the researcher synthesized findings into a proposed guidance and counseling plan, incorporating targeted interventions such as financial literacy programs, family day celebrations, and campus friendship week activities. This methodological approach ensured comprehensive data collection, rigorous analysis, and practical recommendations aligned with the study objectives.

4 RESULTS

Findings revealed that communication skills were the most manifested among Education students, with 62.43% of student respondents and 78.15% of faculty respondents identifying this dimension. Basic skills ranked second, followed by social cognition, emotional, and interaction skills. The overall weighted mean of 3.30 indicated that students “sometimes” demonstrated social skills across all dimensions. Faculty perceptions generally rated students higher than student self-assessments, particularly in communication and basic skills. ANOVA results showed significant differences between student and faculty ratings across all dimensions, with F values exceeding the tabular value of 5.32 at the 0.05 level of significance. Problems affecting social skills were ranked, with low socio-economic conditions of families emerging as the most critical, followed by family problems and difficulty in forming and maintaining friendships. Other issues included unsafe campus environments, limited social platforms, reduced confidence in group activities, and absence of social organizations. These findings highlight both strengths and gaps in the social skill development of SJCC Education students, underscoring the need for targeted interventions.

5 DISCUSSION

The results underscore the importance of communication skills as the most prominent social skill among SJCC Education students. This aligns with the expectations of teacher education programs, where effective communication is fundamental to classroom management and instructional delivery. However, the relatively lower manifestation of interaction and emotional skills suggests challenges in peer collaboration and emotional regulation, which are equally critical for future educators. The significant differences between student and faculty perceptions highlight a possible gap in self-awareness among students, who may underestimate their competencies compared to faculty observations. Socio-economic conditions and family problems emerged as major barriers, reflecting broader societal influences on student development. These findings emphasize the need for holistic interventions that address both personal and environmental factors. The proposed guidance and counseling plan—comprising financial literacy programs, family day celebrations, and campus friendship week—offers practical solutions to strengthen social skills. By fostering supportive environments and opportunities for interaction, SJCC can enhance students’ emotional resilience, peer relationships,

and overall social competence. Integrating social development topics into curricula and expanding extracurricular activities can further reinforce these skills. Ultimately, addressing these challenges will better prepare Education students for the demands of teaching and community leadership.

6 CONCLUSION

This study concluded that communication skills are the most manifested social skill among SJCC Education students, followed by basic, social cognition, emotional, and interaction skills. Overall, students “sometimes” demonstrated social skills, indicating moderate proficiency. Significant differences between student and faculty perceptions suggest that students may lack self-awareness of their social competencies. The most pressing problems affecting social skills were low socio-economic conditions, family issues, and difficulty in forming friendships, which hinder students’ ability to fully engage in social and academic activities. These challenges highlight the interplay between personal circumstances and institutional support in shaping social development. The proposed guidance and counseling plan provides targeted interventions to address these issues, including financial literacy programs to empower families, family day celebrations to strengthen bonds, and campus friendship week to promote peer interaction. Recommendations emphasize integrating social development into curricula, expanding campus activities, and conducting further studies to explore related psychosocial aspects. By implementing these measures, SJCC can foster a more supportive environment that enhances students’ social skills, emotional resilience, and readiness for the teaching profession. Strengthening these competencies is essential not only for academic success but also for preparing future educators to contribute meaningfully to society.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Statement of ethical approval

This study was conducted in compliance with institutional ethical standards and approved by San Jose Community College (SJCC), Malilipot Albay.

Statement of informed consent

All participants were informed of the study’s purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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