

**BEL 200 INSTRUCTIONAL MODULES: A STUDY ON ITS
EFFECTIVENESS IN IMPROVING STUDENTS'
INTERPERSONAL SKILLS**

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Alhamdulillah - Thanks to the Al-Mighty for with His endless guidance and blessings, we have successfully completed this research even though in a snail-paced manner. It is more about updating the direction and the data collected as to assure that they are in tandem with the changes and requirements of the industries that seem from day to day are becoming more and more skeptical about the ability and the credibility of the university graduates who are under their employment or who are about to be employed by them. The graduates, according to the industries lack the interpersonal skills that have been the essence of the top performers in the industries.

With regards to the above, we, in our capacity as researchers, have taken up the challenge of investigating into the crux of the problem as best as possible. Thus, its findings have enabled us to see the relationship between the interpersonal skills that the students should have acquired during lessons and the lack of them as a result of its 'supposedly' non existence in the activities embedded in the instructional module.

Thereupon, we hope that the findings of this research would further lead to more in-depth studies on the issues at hand so that the resulting constructive and remedial measures to rectify or to improve the current situations could be implemented by the parties concerned. This would in due course lead to the birth of generations of graduates who are the top industrial performers and also at the same time the individuals who have what it takes to lead the country globally.

ABSTRACT

This research involves the gathering of primary data and the use of SPSS to analyze them. It is a study on the development of student interpersonal skills through subject content teaching. From a psychological standpoint, interpersonal skills refer to the learning and motivation strategies significantly essential to being successful in the higher institutions of learning, job markets and workplaces. It helps individuals communicate effectively, develop self-management skills and make informed decisions that may lead them to healthy and productive habits while studying and practicing relevant subject content in accordance with their responsibility types at certain points of their remarkable life cycle. The importance of the skills are accentuated by the fact that learning tasks at those levels tend to demand far more higher-level thinking, independent and collaborative learning (Carson, Chase, Gibson, & Hargove, 1992) than the ones encountered by the individuals earlier on. The relevant interpersonal skills if and when are accorded for would serve them well for stages beyond the various 'ivory towers'. To all intents and purposes, the researchers use a module that lecturers of the institution have designed as a text to deliver the subject content. The subject is language related though, thus acquiring listening, reading, speaking and writing are its principle priority. Yet, with an added value of developing a wide range of interpersonal skills - a skill type highlighted by many as one of the reasons contributing to the unemployment of about 60,000 graduates nation wide, and a shift in the content delivery paradigm, its findings have cut across all boundaries.

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