PREDICTIVE POWERS OF SOCIAL SKILLS ON ORAL PRESENTATION SKILLS OF MASTER OF EDUCATION STUDENTS IN UNIVERSITY OF PORT HARCOURT RIVERS STATE, NIGERIA

Orluwene, Goodness W. and Ugwu, Chinelo J.

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt Rivers State, Nigeria

ABSTRACT: *The study explored the predictive power of social skills subscales of social expressivity, (SE) social sensitivity (SS), social control (SC), emotional expressivity (EE), emotional sensitivity (ES) and emotional control (EC) on oral presentation skills of 231 Master of Education (M.Ed) students. The study was guided with 2 research questions and 2 null hypotheses which were tested at 0.05 alpha level. The sample of 231 M.Ed students was drawn using multi-stage sampling method via purposive and accidental/sampling technique. Collection of data was done using two instruments tagged students' social skills assessment scale (SSSAS) and students' oral presentation skills assessment scale (SOPSAS). Using Cronbach Alpha method, the Internal consistency coefficients obtained for the subscales of SSAS are 0.82, 0.73, 0.78, 0.77, 0.78 and 0.81 respectively for SE, SS, SC, EE, ES and EC while the overall SSSAS had an internal consistency of 0.81 and the SOPSAS had 0.87. The SSSAS was administered using direct-delivery approach while SOPSAS was used as observation tool during the students' seminar/proposal defense. Daata collected were analysed using stepwise multiple linear regression analysis. It was found that SC, SE, EE, EC and SS jointly and independently made significant prediction on oral presentation skills of students' at the exclusion of ES. It was also found that the hierarchical order of social skills predictive power is SC > SE > EE > EC > SS > ES, Following the findings, recommendations and conclusion were drawn.*

KEYWORDS: Social Skills, Social Control, Social Expressivity, Social Sensitivity, Emotional Expression, Emotional Sensitivity, Emotional Control and Oral Presentation Skills.

INTRODUCTION

The word university is derived from the Latin word "univeritas" which means a "whole". This implies that the role of universities is to produce well-balanced all-round knowledge among individuals. To produce a well-balanced and holistic knowledge means that in universities, it is not only the cognitive behaviours that need to be developed but also the moral and social. West (2016) asserted that to equip university graduates with the appropriate skills, it is not adequate for universities to teach only the functional skills but also to teach the real-world learning experiences that will enable students to be adaptable, enterprising and employable. So our standards-driven educational system require students to demonstrate their learning in various real life dimension. That is there are different types of learning outcome expected from students, in order to apply the acquired knowledge and skills in variety of ways that reflect the world within and outside classrooms. These learning targets include mastery of facts and information, ability to use knowledge to reason and solve problem, demonstration of achievement-related skills such as reading aloud, writing reports, oral presentations,

interpersonal interaction, operating equipment correctly and safe conducting of experiment to mention but a few.

To support this Berliner in Elliot, Kratochwill, Cook and Travers (2000) identified various activities that regularly take place in the classroom setting. These activities include reading cycle, seatwork, oral presentation (one-way presentations and two-way presentations), use of media, silent reading construction, games, play, transitions and housekeeping. However, among the multiple-ways learning can be demonstrated, oral presentation is the focus of this study. Oral presentation is a short talk on a given tutorial or seminar topic. It is a formal speech or vocal performance presented to a given audience, hence it is also known as speaking skills. On this basis, the current researchers view oral presentation as a platform where students translate their knowledge, ideas, thinking, understanding and views into oral action that is delivered to an audience. In addition, oral presentation is one of the product learning targets used to demonstrate acquired knowledge, reasoning and skills in a real world situation (Airasian, 2005 and Macmillian, 1997).

Oral presentation helps students to use the acquired skills and knowledge in relevant problem contexts (Elliot, et al 2000). To Woolfolk, Hughes and Walkup (2008) oral presentation helps to promote effective reciprocal questioning, reciprocal teaching, pair-share and jigsaw strategies. This is because when these strategies are used appropriately by the students, they are encouraged to be more involved in extensive interactions and thoughts even in a more complex situation. This mean that oral presentation stimulates open-ended techniques among students.

Putting this differently, oral presentation creates avenue for effective interactive classroom. An interactive classroom is a student-centred classroom which helps to connect students to their learning and also to apply their knowledge in real-world tasks. It is an environment where students partner with teachers in the development/learning and assessment processes). In addition, an interactive classroom promotes an enabling environment where competent readers, writers, presenters and problem-solvers are developed (Canter, 2008).

Furthermore, oral presentation enhances the sound development of social-emotional functioning of the students through the development of inter-and intrapersonal skills (Elliot et al, 2000) Downey and Merriel in Yahaya and Jamaludin (2009) opined that students' acquisition of interpersonal communication skills promotes effective communication, discussion and exchange of ideas with teachers and peers. This interpersonal communication skills among students is determined by the way the students interact with their environment (teachers and peers). Oral presentation is one of the platforms that enables students to interact well with their environment. To this end, Zirkovic and Stojkovic (2011) stated that oral presentation stimulates the constructive opportunity where students and teachers share their ideas and experiences boldly and confidently.

Zivkovic (2014) viewed oral presentation to be centred towards achieving two main goals such as preparing students for successful academic career and enabling them to function effectively in future workplaces. Excellent and successful academic performance of students is not only measured by their achievement level in relation to what they know but also in relation to what they can do or their level of knowledge/skill applicability in real world tasks; which oral presentation is one. Yahaya and Jamaludin (2009) posited that for excellent academic performance, students must show competence in the understanding of the subject matter and also in the ability to interact effectively in the environment. So in a nutshell, effective

interaction which hinges on oral presentation in the classroom is among the essential components of academic performance. Hence Yahaya and Nordin (2006) asserted that it is essential that students acquire interpersonal communication skills. Lack of interpersonal communication skills lead to communication problem, learning difficulties and socio-emotional malfunctioning. For instance, it has been observed that some students are unable to answer oral questions even when they know the right answers. This is often attributed to their inability to interact well with their environment possibly as a result of poor oral presentation skills. King (2002) asserted that through oral presentation skills, boldness, confidence and communication skills to present seminar papers to the public and answer oral questions in the classroom are built.

Nevertheless, Zivkovic and Stojkovic (2011) opined that oral presentation skills help students to fully participate in their studies, as well as demonstrate strong ability to communicate effectively. It also help them to develop competencies in their present and future endeavours. Where the students' present endeavour is determined by their performance in their studies, their future endeavour is determined by their professional duties in the workplace. So oral presentation serve very important roles to both students and career personnels.

Based on the importance of oral presentation in both school and non-school settings, it is placed among the common requirements in almost all the levels of education, from pre-nursery, nursery, primary, secondary and tertiary levels. This is because oral presentation creates avenue where professionals, scholars, students and pupils disseminate established or newly acquired knowledge or understanding. It is accomplished at the pre-nursery and nursery levels of education in the form of recitation of rhyme, fictional passages and poem. At the primary and secondary levels of education, oral presentation is carried out in the form of recitation of rhyme and poem, debate, presentation of speech, addressing the public etc. For the tertiary level, it is carried out through delivery of symposium, oral defense of term paper, thesis and dissertation, seminar presentation, presentation of conference paper, delivery public/inaugural lectures etc. For instance project writing/research work is among the partial requirements for the award of undergraduate and graduate degrees such as Bachelor, Post Graduate Diploma, Masters and Doctoral. Students are first required to conduct an original work and at the end of the research they present their research orally study often through power point presentations.

Unfortunately, despite the crucial roles of oral presentation in educational and corporate settings, it is still observed that some students possess commendable oral presentation skills while others lack appropriate oral presentation skills. This is evidenced in the ways they relate with teachers and peers or respond to oral questions. This poor oral presentation skills is also evidenced in their disjointed transition, shaky tone, poor eye contact with audience, inappropriate body postures and the use of "fillers" such as 'ah-uh', 'I mean' and 'so on' during oral presentation exercise. To some students, making oral presentation is uncomfortable, while to others it is not. All these variations may suggest differences in the levels to which they possess oral presentation skills.

Oral presentation skills refers to the ability to effectively communicate to one's audience. Oral presentation require adequate planning, practicing and presenting. Therefore, it is not a single-dimensional skill, but involves various components. For proper acquisition of oral presentation skills, abilities such as communicative skills are indispensable. More so, oral presentation skills can be developed through exposure and practice. On this basis, the present researchers found it very cogent to determine if the variations in the oral presentation skills among students enrolled in Master of Education programme is a function of their social skills.

Social skills are components of behaviors that enables people to comprehend and suitably adjust across different social environments (Steedily, Schiwartz, Levin & Luke 2011). To Zins, Weissbert, Wang and Walberg (2004), social skills is the ability to identify, recognize, manage and regulate emotion, as well as develop and maintain good relationship with others. Similarly, Wu (2008) regarded social skills as the group of knowledge and abilities that stimulate effective interaction between an individual and others. Social skills are the set of competencies utilized by people to interact and communicate well with one another (Feitosa, Del Prette & Del Prette 2012). Sequel to all these, these researchers conceptualized social skills as a group of distinct, but interrelated competencies or abilities that enable people to initiate, direct and maintain effective interaction with others in the environment.

Appropriate social skills are vital to overall successful functioning in life. They direct individual on what to say, how to say it and when to say it. They also equip individuals on how to make good decisions, act in different settings, and are very important to academic performance, school and family relationship (National Association of School Psychologists NASP, 2002). Social skills are important to individuals' physical and emotional well-being (Lawson, 2003). Good social skills contributes to healthier interactions in all aspects of life, hence social skills are an integral part of effective functioning in the society.

From the literature, various models of social skills exist. This includes Riggio (1989) model designed for adolescents and adults (14 years and above); Gresham and Elliot (1990) model for 3-18 years; Quill (2000) model for young autistic children;, Constantino and Gruber (2005) designed for children; and Bellini (2006) model designed for 6-17 years. However, in the present study Riggios (1989) model was adopted. This is because the model was developed for individuals who are 14 years and above, which also includes M.Ed students.

In Riggio's conceptualization, social skills are considered as a set of skills that are made up of verbal (social) and non-verbal (emotional) components of communication skills. Each component of Riggio's model of social skills presumes that three basic skills make up social skills. These three basic types of skills/abilities are expressive (encoding) skills, sensitivity (decoding) skills and control (regulatory) skills. This model further posits six fundamental components of effective communication in which three different basic abilities make up each of the two components social (verbal) and emotional (nonverbal) skills. Both the social and emotional components of communication include expressivity, sensitivity and control skills leading to social expressivity (SE), social sensitivity (SS), social control (SC), emotional expressivity (EE), emotional sensitivity (ES) and emotional control (EC) (Riggio, 2003).

Social expressivity is the ability to initiate and guide social discourse like public speaking. People who are high in social expressivity enjoy engaging other people in social situation, they are lively, socially bold, forthright and open to change they also enjoy trying out new things, meeting new people and novel experiences. Social expressive people bear most of the hallmarks of extrovert (Bedwell, Fiore & Salas, 2011).

Social sensitivity is an empathic ability to correctly understand and interpret the feeling and thoughts of others (Bender, Walia, Kambhampathy, Nygard & Nyggard 2012). To Riggio and Carney (2003), the ability used to discover the general knowledge of social norms and roles is social sensitivity. Socially sensitive people are very perceptive to the feelings of others, they are good listeners and they tend to be warm and caring in their social relationship. They readily express deep concern about the appropriateness of people's behavior, so they are easily upset by negative events or stressful situation (Riggio, 1986). Wolley, Chabris, Pentland, Hashmi

and Morlorie (2010) asserted that social sensitivity influences group performance; that is it relate highly with team effectiveness and members satisfaction. Socially sensitive people are also very shy, they spend more time and effort to monitor and critically understand the meaning of complicated information given by other people while they spend little effort on expressing their own thought and feelings. They are easily frustrated hence, they are not comfortable with social interaction (Riggio 1986).

For social control, it is the ability to be effectively involve in role-playing and social self-presentation (Riggio & Carney, 2003). It is synonymous to savior-faired or knowing what to do (Eaton, Funder & Riggio 2007). Individuals high in social control easily adjust their behavior to a given social situation. People high in social control are very assertive, bold, open to changes perfectionistic and trusting. They love exerting control over their social environment and they also have high self-presentation skill.

Furthermore, emotional expressivity is the ability of individuals to outwardly display their emotions irrespective of the direction and place (Kring, Smith & Neale in Burgin, Brown, Royal, Silvia Barrentes-vidal & Kwapil 2012). To Riggio and Carney (2003), emotional expressivity is the skill used in sending non-verbal signals/messages of ones affect, attitudes and interpersonal orientation. People with high level of emotional expressivity are very assertive, bold, and forthright. High emotional expressive individuals derived greater joy from social interaction and they are highly related to extroverts (Riggio & Riggio 2002). Emotional expressivity is the ability of one to display one's feeling non-verbally using facial movements such as smiling, laughing, crying, and scowling.

Emotional sensitivity is the skill utilized in receiving, understanding and interpreting non-verbal signals/messages from one's feeling and that of others. It is display in the form of being hurt, sorrowful, worried, embarrassed, afraid, angry and empathetic. Emotional sensitive people are warm and open, they can be overwhelmed when they encounter emotionally-charged topics or scenes e.g. watching frightening movie and other people's ugly situation. Due to these, individual high in emotional sensitivity excel in careers related to helping professions like teaching and nursing.

Considering emotional control, Lazamu and Folkman in Skinner (2013) viewed it as the ability to exert influence over emotion through the use of cognitive or behavioural strategies. It is also the ability of an individual to manage the production, experience or display of emotion (Gross in Skinner 2013). To Riggio and Carney (2003), emotional control is the competence used in controlling and regulating one's own emotional display. Emotional control is the ability of one to regulate and manage the experience and expression of one's own emotions (Riggio, 2010). To this end, emotional control is the ability of an individual to reappraise or suppress emotions. Reappraisal of emotion involves altering the experience and expression of an emotion while suppression involves the inhibition of emotional expressive behaviour. Individuals high in emotional control are very confident in themselves and also view themselves positively. High emotional controlled individuals have high social competence and are good at expressing socially appropriate emotions. Riggio (2006) stated that high level of emotional control helps individuals to succeed in activities related to formal social settings such as in public speaking, workplace and sometimes in positions where one exercise authority under crises or stressful situations. This is because emotional control assist an individual to regulate inappropriate emotions, as well as mask or stop the expression of strong emotional feeling from becoming obvious.

These various components of social skills depend on wide range of innate and developed foundational processes (Riggio, 2006) which made it possible for some students to easily acquire good social skills while others do not. This is seen in most students' behaviour in the classroom. For instance, it has been observed that sometimes, some students' failure to respond to their teachers' questions in the class is due to their inability to express themselves and not lack of the correct responses. This inability to express themselves may result from lack of oral presentation skills as a result of ineffective communication skills. Effective communication skills may be hampered by poor social skills. Yahaya and Jamaludin (2009) reported that students' ability to express themselves or interact effectively in the classroom is closely related to their social skills. Again Kakepoto, Habil, Omar and Said (2012) stated that oral presentation is among the important communication skills, hence changes in oral presentation skill among the M.Ed. students in the University of Port Harcourt may be spurred by their different levels of social skills.

In this direction, Durlak, Weissberg, Dyminck, Taylor and Schellinger (2011) observed that better academic achievement among students depends to a great extent on their social skills and emotional reinforcement. It was also reported that three-quarter of students with learning disabilities had some difficulties in social skills which interfere with their abilities to learn and comprehend (Kavale & Forness in Steedily et al, 2011). To Steedily et al (2011), a student with good social skills will not find it difficult to learn from others and even to share ones knowledge and skills with others. In other words, students with better social skills have significant advantage in life. They do not only experience the reward of positive relationship but they also have better image and do better in school. Individuals with good social skills are much more resilient when they face life's challenges (Shapiro, 2004). To crown this, Wilson (2013) asserted that social skills are veritable tools in understanding cognitive and behavioural abilities. Hence, social skills form the backbone of personal and professional success. From this perspective, these researchers found it very imperatives to conduct this study on the predictive powers of social skills on the oral presentation skills of the Masters of Education (M.Ed.) students in University of Port Harcourt, Rivers State Nigeria.

The rationale behind this study hinges on the fact that literature within the reach of these researchers proved that little or nothing on the factors related to effective oral presentation skills had been done in our country Nigeria. Khan, Butt, Rana and Hayat (2015) reported that there is lack of empirical evidence from developing countries about quality of education in enhancing students to make effective presentation to audience. In addition, the authors found a strong positive relationship between presentation skills, knowledge of subject matter and oral presentation skills.

Again, the recent challenging economic situation require university graduates to not only acquire knowledge of the subject matter, but also acquire the skills that will boost their economic prospect and employability (Fallows & Steven 2000). To Morley (2006), oral presentation skills are very important skills for employability and sound academic work as they assist them to engage in effective interaction with others. To support this Kakepoto et al (2012) stated that oral communication and presentation skills make graduate valuable for modern industry. In the same vein, Zivkovic & Stojkovic (2011) asserted that this period of globalization will be suitable for graduates who are proficient in oral communication skills as it will promote their professional efficiency and effectiveness. In support of this, Radzuan et al in Kakepoto et al (2012) opined that graduates of the present era should differ from those of the past in terms of communication and presentation skills for efficiency and high productivity

in the workplace. That is, in our standard-driven educational system, students are expected to be proficient in constructing a response, creating a product, and performing a demonstration which effective oral presentation is indispensible. However, achieving these standards is a challenging task (Canter, 2008). Then, what can educators do to enable students meet the standards? The answer to this question depends heavily on the development of inter- and intra-personal communication skills via oral classroom presentation. As Sung (2009) stated, success in school does not only require knowledge of the academic content but also on how to acquire the academic content through classroom discourse. Therefore, the demand of producing competent individuals who will succeed in life activities, within and outside classroom setting, necessitated the present study.

Significance of the Study

The findings from this study will be beneficial in many ways. It is hoped that findings from this study will assist in producing well-talented graduates who will confidently transformed the acquired skills into real-life task. Oral presentation skills promote the acquisition of lifelong skills.

From the finding of this study, the society will enjoy high level of productivity in the workplace. Through the findings from this study, oral presentation skills of the graduates will be enhanced and the potential skills needed for the success of individuals in the 21st century such as, the creative/critical thinking and problem-solving skills of the graduates will be improved upon.

The findings from this study will bring to the open the significance of good social skills. This will instill in teachers, counselors and psychologists the importance and strategy on how to formulate adequate approaches that will improve the social skills of the students.

Finally, the results from this study may spurred curriculum planners and educational administrators to infuse social skills training into the university curriculum similar to the introduction of Entrepreneurship and Management as a mandatory courses offered at the undergraduate and post graduate levels in institutions including the University of Port Harcourt, Rivers State, Nigeria where this study was undertaken.

Aim and Objectives of the Study

The study aimed at determining the predictive powers of the various sub-scales of social skills on oral presentation skills of the M.Ed. students in the University of Port Harcourt, Rivers State Nigeria. Specifically the study achieved the following objectives.

1. To determine the collective predictive power of social skills subscales (social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control) on oral presentation skills among M.Ed. students in University of Port Harcourt.

2. To determine the independent predictive power of social skills subscales of social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control on oral presentation skills of M.Ed. students in University of Port Harcourt.

Research Questions

The study was guided by the following research questions:

1. What is the collective predictive power of social skills subscales (social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control) on the oral presentation skills of M.Ed. students of University of Port Harcourt?

2. What is the independent predictive power of social skills of social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control on oral presentation skills of M.Ed. students in University of Port Harcourt?

Hypotheses

The study was further guided by the following null hypotheses

1. Social skills sub scales of social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control do not jointly predict oral presentation skills of M.Ed. students in University of Port Harcourt.

2. Social skills subscales of social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control do not independently predict oral presentation skills of M.Ed. students in University of Port Harcourt.

METHODOLOGY

The study adopted the ex-post facto research design using a sample of 231 M.Ed. students in the University of Port Harcourt, Rivers State, Nigeria. These students were selected using multi-stage method of sampling. In the first stage, purposive sampling technique was adopted to select only five departments out of eight departments in the Faculty of Education. Purposive sampling was used since the departments were chosen on the basis that they have M.Ed. programmes. The second stage of sampling involved selecting the 231 M.Ed. students. This was done using purposive and accidental/convenience sampling technique. Purposive sample technique was again used here since the researchers only considered M.Ed. students who had finished their course work and are at their seminar and research works phase. This is because it is only during their seminar presentation, proposal defense that oral presentation becomes the major means of assessing them. The use of accidental/convenience sampling technique was based on the fact that the researchers only selected M.Ed. students who presented their seminars or proposal defense within the 3 months when the present research study was carried out.

To collect data, two instruments were used. They are Students Social Skills Assessment Scale (SSSAS) and Students' Oral Presentation Skill Assessment Scale (SOPSAS). The SSSAS is a self-report scale developed by Riggio (1986) and adapted by the researchers. The researchers adapted the instrument in relation to the number of items. In Riggio's (1986) version of the scale, there were six subscales which were made up of 15 items each, giving a total of 90 items. However, the researchers only used 10 items from each subscale which gave a total of 60 items that were used for the study instead of the original 90 items. The items' statement were responded on a 5-pont likert-type scale of exactly like me, very much like me, like me, a little

like me and not at all like me. These scale points were weighted 5 points, 4 points, 3 points, 2 points and 1 point respectively. Thus each subscale yielded a minimum of 10 and maximum of 50 points. The six subscales make up 6 sections of SSSAS that elicited information on students' levels in social expressivity, social sensitivity, social control, emotional expressivity, emotional sensitivity and emotional control.

The second instrument tagged Students' Oral Presentation Skills Assessment Scale (SOPSAS) was an observational tool adapted from Elliot (1994) Oral Presentation Rating Scale. It was adapted based on the fact that the scale developed by Elliot measured 6 different subscales that had a total of 19 items while the scale used for the present study, additional 11 items were added making a total of 32 items in the 6 subscales of oral presentation skills of physical expression, vocal expression, verbal expression, knowledge of subject matter, time management and materials used. The 32 items' statements were assessed using 4-pont likert-type scale of mastered, competent, minimally acceptable and poor. They are weighted 4 points, 3 points, 2 point and 1 point respectively. Hence the scale provided a minimum of 32 marks and a maximum of 128 marks.

Due to the subjective nature of observational tools, each student was assessed by the two researchers independently and the seminar coordinator of the students' department, who served as the research assistant. That is each student has three sets of scores on the SOPSAS from the three different assessors. However the mean of the three scores served as the student total score on SOPSAS and was used for data analysis.

The two instruments had face and content validities. These were ascertained by three experts in test and measurement who edited the items in terms of brevity, clarity and suitability to the study objectives. Furthermore, the reliability of the two instruments (SSSAS and SOPSAS) were determined using Cronbach alpha method using scores obtained from 30 M.Ed. students who were not part of the sample used for the study. SSSAS copies were pilot tested on these students who were also observed by the three observers (the two principal researchers and one research assistant) from each department during their seminar presentations to obtain their score in SOPSAS. The scores of the students on the two different instruments were used to determine the reliability coefficients of the instruments. For the SSSAS, the scores of the students on the scale was based on the 6 different subscales hence the reliabilities coefficients obtained were 0.85, 0.73, 0.78, 0.78, 0.77 and 0.81 for SE, SS, SC, EE, ES and EC respectively, while the reliability coefficient for the overall SSSAS scale is 0.81. For the second instrument (SOPSAS), reliability coefficient obtained was 0.87. So considering the reliability coefficients obtained, it was evident that the instruments were adequately reliable for the study.

For the administration of the instruments, direct-delivery approach was used for SSSAS while observation technique was used for SOPSAS. After scoring and collation, the data collected were analyzed using multiple linear regression by stepwise method.

RESULTS

To answer the research questions and their corresponding null hypotheses step by step multiple linear regression was conducted in relation to predicting oral presentation skills from the six subscales of social skills. So oral presentation skill was entered to step by step multiple

regression analysis as criteria (independent) variable while the 6 subscale of social skills were entered as the predictor (dependent) variables.

Results of research question 1 and the corresponding null hypothesis 1 are presented in tables 1 and 2 respectively while that of research question 2 and the corresponding null hypothesis 2 are presented in table 3. On the other hand, the result showing the relative influence of the excluded variables was presented in table 4.

Table 1: Model summary on the prediction of oral presentation skills on the joint impact of social skills.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.305	.302	13.43668
2	.590[b]	.348	.342	13.03907
3	.608[c]	.369	.361	12.85300
4	.619[d]	.383	.372	12.74533
5	.629[e]	.395	.382	12.64182

a. Predictors: (Constant), SocialControl

b. Predictors: (Constant), SocialControl, SocialExpressivity

c. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity

d. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity, EmotionalControl

e. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity, EmotionalControl, SocialSensitivity

In table 1, it is shown that for model 1 where only social control was included and five other subscales of social skills (such as social expressivity, social sensitivity, emotional expressivity, emotional sensitivity and emotional control) were excluded gave a multiple correlation coefficient of 0.552, a coefficient of determination (R^2) of 0.305 and an adjusted coefficient of determination (adj R^2) of 0.302. This indicated that the inclusion of only social control as the predictor variable is accountable for 30.2% of the variances in the oral presentation skills of the M.Ed. students.

For model 2, table 1 revealed that only social control and social expressivity were the predictor/regressor variables while emotional expressivity, emotional sensitivity emotional control, and social sensitivity were excluded from the regressor variables. A multiple correlation coefficient of 0.590, coefficient of determination (R^2) of 0.348 and an adjusted coefficient of determination (adj R^2) of 0.342 were obtained. That means only 34.20% of the changes in the oral presentation skill of M.Ed. students can be explained using the combination of social control and social expressivity.

Then in model 3, social control, social expressivity and emotional expressivity were included as the predictor/regressor variables while the other remaining three subscales of social skills (EC, SS and ES) were excluded. A multiple correlation coefficient of 0.608, coefficient of determination of 0.369 and an adjusted coefficient of determination of 0.361 were obtained. That is only 36.10% of the variations of oral presentation skills among M.Ed students can be

explained using the combination of social control, social expressivity and emotional expressivity.

Table 1 also revealed that for model 4, only social control, social expressivity, emotional expressivity and emotional control were included as regressor/predictor variables, while emotional sensitivity and social sensitivity were excluded from the predictor variables. Thereafter a multiple correlation coefficient of 0.619, a coefficient of determination of 0.383 and an adjusted coefficient of determination of 0.372 were obtained. Thus, only 37.20% of the changes in the oral presentation skill among M.Ed students can be explained by the joint impact of social control, social expressivity emotional expressivity and emotional control.

Finally in table 1, it was shown that in model 5 a multiple correlation coefficient of 0.629, a coefficient of determination of 0.395 and an adjusted coefficient of determination of 0.382 were obtained. These were obtained when 5 subscales of social skills such as social control, social expressivity, emotional expressivity, emotional control and social sensitivity were the predictor variables while emotional sensitivity was the only one excluded from the regressor variables. Based on the adjusted R-square value, it is deduced that only 38.2% of the variation in the oral presentation skills among M.Ed. students can be explained by the joint impact of these included social skill subscale of SC, SE, EE, EC and SS.

Table 2: Summary of analysis of variance on the test of the fit for the overall regression model on the prediction of oral presentation skills.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18128.923	1	18128.923	100.413	.000[b]
	Residual	41344.636	229	180.544		
	Total	59473.558	230			
2	Regression	20709.629	2	10354.814	60.904	.000[c]
	Residual	38763.930	228	170.017		
	Total	59473.558	230			
3	Regression	21973.222	3	7324.407	44.337	.000[d]
	Residual	37500.337	227	165.200		
	Total	59473.558	230			
4	Regression	22761.334	4	5690.333	35.030	.000[e]
	Residual	36712.225	226	162.443		
	Total	59473.558	230			
5	Regression	23515.040	5	4703.008	29.428	.000[f]
	Residual	35958.519	225	159.816		
	Total	59473.558	230			

a. Dependent Variable: OralPreSkill
b. Predictors: (Constant), SocialControl
c. Predictors: (Constant), SocialControl, SocialExpressivity
d. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity
e. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity, EmotionalControl
f. Predictors: (Constant), SocialControl, SocialExpressivity, EmotionalExpressivity, EmotionalControl, SocialSensitivity

Information in table 2 revealed that for model 1 the inclusion of only social control statistically significantly predicted oral presentation skills, $F(1,229) = 100.413$, $P = 0.0005$ ($P<0.05$). In model 2, social control and social expressivity jointly predicted oral presentation skills significantly $F(2,228) = 60.904$, $P = 0.0005$ ($P<0.05$). Again in model 3, social control, social expressivity and emotional expressivity jointly predicted oral presentation skills of M.Ed students significantly $F(3,227) = 44.34$, $P = 0.0005$ ($P<0.05$). For model 4, it is shown in table 2 that social control, social expressivity, emotional expressivity and emotional control jointly predicted oral presentation skills among M.Ed students significantly $F(3,226) = 35.03$, $P = 0.0005$ ($P<0.05$). Table 2 further revealed that in model 5, social control, social expressivity, emotional expressivity, emotional control and social sensitivity jointly predicted oral presentation skills among M.Ed students significantly. $F(5,225) = 29.428$, $P = 0.0005$ ($P<0.05$).

Table 3: Relative influence of the predictors (included) variables using beta and their associated t- and p-values.

Coefficients[a]

Model	Explained Variables	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	34.318	5.371		6.390	.000		
	Social Control	2.191	.219	.552	10.021	.000	1.000	1.000
2	(Constant)	20.592	6.291		3.273	.001		
	Social Control	1.981	.219	.499	9.053	.000	.940	1.064
	Social Expressivity	.718	.184	.215	3.896	.000	.940	1.064
3	(Constant)	6.610	8.001		.826	.410		
	Social Control	2.033	.217	.512	9.387	.000	.933	1.072
	Social Expressivity	.680	.182	.203	3.732	.000	.934	1.070
	Emotional Expressivity	.546	.198	.147	2.766	.006	.989	1.011
4	(Constant)	-.654	8.592		-.076	.939		
	Social Control	2.010	.215	.507	9.349	.000	.931	1.075
	Social Expressivity	.623	.183	.186	3.413	.001	.915	1.092
	Emotional Expressivity	.518	.196	.139	2.640	.009	.985	1.015
	Emotional Control	.380	.172	.117	2.203	.029	.968	1.033
5	(Constant)	17.564	11.958		1.469	.143		
	Social Control	1.972	.214	.497	9.218	.000	.924	1.082
	Social Expressivity	.572	.183	.171	3.133	.002	.900	1.111
	Emotional Expressivity	.406	.202	.109	2.012	.045	.920	1.087
	Emotional Control	.408	.171	.126	2.382	.018	.962	1.039
	Social Sensitivity	-.537	.247	-.118	-2.172	.031	.907	1.103

a. Dependent Variable: OralPreSkill

Table 4: Relative influence of the excluded variable on the prediction of oral presentation skills.

Coefficientsª

Model	Explained Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	34.318	5.371		6.390	.000		
	Social Control	2.191	.219	.552	10.021	.000	1.000	1.000
2	(Constant)	20.592	6.291		3.273	.001		
	Social Control	1.981	.219	.499	9.053	.000	.940	1.064
	Social Expressivity	.718	.184	.215	3.896	.000	.940	1.064
3	(Constant)	6.610	8.001		.826	.410		
	Social Control	2.033	.217	.512	9.387	.000	.933	1.072
	Social Expressivity	.680	.182	.203	3.732	.000	.934	1.070
	Emotional Expressivity	.546	.198	.147	2.766	.006	.989	1.011
4	(Constant)	-.654	8.592		-.076	.939		
	Social Control	2.010	.215	.507	9.349	.000	.931	1.075
	Social Expressivity	.623	.183	.186	3.413	.001	.915	1.092
	Emotional Expressivity	.518	.196	.139	2.640	.009	.985	1.015
	Emotional Control	.380	.172	.117	2.203	.029	.968	1.033
5	(Constant)	17.564	11.958		1.469	.143		
	Social Control	1.972	.214	.497	9.218	.000	.924	1.082
	Social Expressivity	.572	.183	.171	3.133	.002	.900	1.111
	Emotional Expressivity	.406	.202	.109	2.012	.045	.920	1.087
	Emotional Control	.408	.171	.126	2.382	.018	.962	1.039
	Social Sensitivity	-.537	.247	-.118	-2.172	.031	.907	1.103

a. Dependent Variable: OralPreSkill

Information in table 3 shows that in model 1 where only social control was the predictor variable, the partial regression coefficient (B) is 2.191, while the intercept equivalent (constant) is 34.318. Thus the simple linear equation to predict oral presentation skills from social control is: $Y = 34.318 + 2.191 x$, where Y is the predicted score of oral presentation skill and x is any given score in social control. On the other hand the standardized regression coefficient (Beta) obtained for social control is 0.552, the associated t-value is 10.021 at p-value of 0.0005 (P<0.05). Hence social control significantly contributed to the prediction of oral presentation skills when other subscales are held constant. Again the data in model 1 did not show multicolinearity as indicated by the tolerance value of 1.000 and VIF value of 1.000. However as shown in table 4, five subscales of social skills such as EE, ES, EC, SE and SS were excluded because they contributed insignificantly to the prediction of oral presentation skills.

Considering model 2, it is shown that the partial regression coefficients (B) obtained are 20.592 for constant, 1.981 for social control and 0.718 for social expressivity. Hence the multiple regression equation for predicting oral presentation skills from social control and social expressivity is: $Y^1 = 20.592 + 1.981x_1 + 0.718x_2$ where Y^1 is the predicted score on oral presentation skill, x_1 is any given score on social control and x_2 is any given score on social expressivity. It is also revealed that standardized regression coefficient (Beta values) obtained for social control and social expressivity are 0.499 (t= 9.053) and 0.215 (t = 3.896) respectively and all are significant at P = 0.0005 which is less than 0.05, the chosen level of probability. Thus, SC and SE can independently predict oral presentation skill when other subscales are held constant. Moreso, the tolerance and VIF values obtained for social control and social expressivity are the same 0.940 and VIF value of 1.064. Hence the data do not show multicollinearity because tolerance value was greater than 0.1 while VIF value was less than 10. However, in model 2, four subscales of social skills were excluded from the prediction. They are emotional expressivity, emotional sensitivity, emotional, control and social sensitivity because they insignificantly impacted on the prediction of oral presentation skills.

Furthermore, in table 3 it is also shown that the partial regression coefficients (B) obtained are 6.610, 2.033, 0.680 and 0.546 respectively for constant (intercept equivalent), social control, social expressivity and emotional expressivity. Thus the multiple linear equation to predict oral presentation skills from social control, social expressivity and emotional expressivity is: $Y^1 = 6.610 + 2.033x_1 + o.680x_2 + 0.546x_3$ where Y^1 is the predicted score on oral presentation skill while x_1, x_2 and x_3 represent any given score on social control, social expressivity and emotional expressivity respectively. The beta values obtained are 0.572, 0.203 and 0.147 for SC, SE and EE respectively and their associated t-values are 9.387, 3.732 and 2.766 respectively while their p-values which all are lesser than 0.05 are 0.0005, 0.0005 and 0.006 respectively. Thus, each of SC, SE and EE can independently predict oral presentation skill significantly when all other social skills subscales are held constant. The tolerance value obtained are 0.933, 0.934 and 0.989 (Tolerance values > 0.1) for SC, SE and EE while their VIF values are 1.072, 1.070 and 1.011 (VIF values <10). So the data in model 3 avoided multicollinearity. However in the model 3 three subscales of social skills such as EC, SS and ES were excluded in the production of oral presentation skills due to insignificant contributions.

For model 4, the partial regression coefficients (B) obtained are: -0.654, 2.010, 0.623, 0.578 and 0.380 respectively for constant, SC, SE, EE and EC. Hence in predicting oral presentation skill from SC, SE, EE and EC the multiple regression equation is $Y^1 = -0.654 + 2.010x_1 + 0.623x_2, 0.528x_3 + 0.380x_4$ where Y^1 is the predicted score on oral presentation skill while x_1, x_2, x_3 and x_4 represent any given score on SC, SE, EE and EC respectively. The standardized regression coefficients (beta) obtained for SC, SE, EE and EC are 0.507, 0.186, 0.139 and 0.117 respectively, while their corresponding t-values are 9.349, 3.413, 2.640 and 2.203 respectively then their p-values are 0.0005, 0.001, 0.009 and 0.029 (p-values <0.05) respectively. Hence SC, SE, EE and EC can independently predict oral presentation skill when other subscales of social skills are held constant. Information in table 3 also show-case that the tolerance values obtained for SC, SE, EE and EC are 0.931, 0.915, 0.985, 0.968 (Tolerance values >0.1) while the VIF values (which all are lesser than 10) are 1.075, 1.092, 1.015 and 1.033 respectively. Hence, the data in model 4 avoided, multicollinearity. On the other hand in predicting oral presentation skill in model 4, ES and SS were excluded, this is shown model 4 of table 4.

Model 5 in table 3 shows that the partial regression coefficients (B) obtained for constant, SC, SE, EE, EC and SS are; 17.564, 1.972, 0.572, 0.406, 0.408 and -0.537 respectively. Thus the multiple linear regression equation for predicting oral presentation skills is $Y^1 = 17.564 + 1.972x_1 + 0.572x_2 + 0.406x_3 + 0.408x_4 - 0.537x_5$ where Y^1 is the predicted score on oral presentation skills while x_1, x_2, x_3, x_4 and x_5 represent any given score on SC, SE, EE, EC and SS. The standardized regression coefficients obtained for SC, SE, EE, EC, and SS are 0.497, 0.171, 0.109, 0.126 and -0.118 respectively, the corresponding t-values are 9.218, 3.133, 2.012, 2.382 and -2.172 respectively for SC, SE, EE, EC and SS were obtained at the p-values of 0.005, 0.002, 0.045, 0.018 and 0.031 respectively (which were all less than 0.05). Hence each of SC, SE, EE, EC and SS can independently predict oral presentation skills when other subscales of the social skills are held constant. A further investigation proved that table 3 shows that the tolerance value obtained for the predictor variables in model 5 are 0.924, 0.900, 0.920, 0.962 and 0.907 (all tolerance values >0.1) while their VIF values are (which are all less than 10) 1.082, 1.111, 1.087, 1.039 and 1.103 respectively for SC, SE, EE, EC and SS. Thus the data for model 5 avoided multicollinearity. Finally, as shown in table 4 it was observed that in model 5, only the emotional sensitivity was excluded in predicting oral presentation skill due to its insignificant contribution. All things been equal, it is clear that the relative contributions of the social skills subscales in predicting oral presentation skills is in this other SC > SE > EE > EC > SS > ES. Where only emotional sensitivity made an insignificant prediction on oral presentation skills.

DISCUSSION

One of the results from the study indicated that the social skills subscales of SC, SE, EE, EC and SE at the exclusion ES jointly predicted oral presentation skills significantly. That is a significant model fit was observed when the skill subscales were used to predict oral presentation skills among M.Ed. students. This finding is expected because effective social skills is a survival strategy for an individual to adapt and fit in our social environment and also attract success in future life endeavour. Social skills determines our ability to navigate situations that involves a group of persons or audience. This finding is in agreement with that of Sung (2009) who reported that social skills generate the backbone of professional success since they navigate every interaction such as conversing with others people, instructing others and learning from others. The finding from the present study also corresponds with Steedly et al 2011. They found that deficit in social skills among students lead to learning disabilities.

The study also found that SC, SE, EE, EC and SE at the exclusion of ES jointly contributed to 38.2% of the variations in oral presentation skills among the students. Thus only 38.2% changes in students' oral presentation skill can be explained by the joint effort of SC, SE, EE, EC and SE, while the remaining 61.8% changes in their oral presentation skills are to be explained by other factors beyond social skills subscales. However step wisely, it was found that from model 1 to model 5, the adjusted percentage of determination increased from 30.20% to 38.20%. This is due to inclusion of more predictor variables in the regression model for predicting oral presentation skills. So considering from model 1 to model 5, the results indicated that the knowledge of the students' level of SC will help to explain 30.20% of their variations in oral presentation skills. Then for model 2, 3, 4 and 5 the adjusted percentage of determinations obtained indicated the knowledge of the students' levels in SE, EE, EC and SE will help to explain respectively 4%, 1.9%, 1.1% and 1% variations in their oral presentation skills. On the whole, social skills subscales of SC, SE, EE, EC and SE jointly accounted for 38.20%

variations in the oral presentation skill of the M.Ed students at the exclusion of ES subscales of the social skills due to its insignificant impact. However, the adjusted percentage of determination of the predictors included in models 2-5 were obtained by subtracting the adjusted R^2 of the previous model from the new one. For instance from model 1 where only SC was included in the regression equation to model 2 when SE was included into the regression equation, the adjusted percentage of determination (adjusted R^2) change from 30.20% to 34.20% so since a difference of 4% was observed, it then means that SE was responsible for the increased and so on.

For independent prediction of oral presentation skills of M.Ed. students from each of the social skills subscales when other subscales are held constant. It was reported from the study that each of SC, SE, EE, EC and SS except ES independently predicted oral presentation skills of M.Ed students significantly when other subscales are held constant. However SC, SE, EE and EC had a direct significant prediction on oral presentations skills while SS had an indirect significant prediction. These are indicated by the positive beta values of SC, SE, EE and EC while SS had a negative beta value at p-values lesser then 0.05 probability level. So as the students' level in SC, SE, EE and EC increases their level in oral presentation skills also increases and vice versa, while when the students level in SS increases their level in oral presentation skill decreases. Then for ES, its increase or decrease does not impact meaningfully on the oral presentation skills of the M.Ed. students.

In another dimension, it was found that SC made the highest contribution followed by SE, EC, SS, EE and then ES, which made an insignificant contribution and was excluded as displayed in model 5 of tables 3 and 4. This finding is proven by the fact that SC was the first predictor variable to be included in the regression model. Hence, it is the key predictor of oral presentation skill. This is so because individuals high in SC are socially bold, assertive and are highly prone to exhibit high sense of confidence in social situations like oral presentation environment. This finding supports the assertion of Riggio and Carney (2003), that individuals high in SC have high self-presentation skills. Hence they like to lead and control in social gathering.

For SE which made the second highest contribution, it is expected because SE entails the competence to involve oneself in public speaking, interviews and coaching. This finding is in consonance with Riggio (1986) who reported that individuals high in SE enjoy greater participation in social interaction. In the same vein, the significant contribution of EC in the prediction of oral presentation skill is traceable to the fact that individuals high in it exhibit high social competence and appropriate, social emotions.

For SS which made an indirect but significant contribution, the result was not expected based on the fact that SS is one of the skills that help people to have good social relationship and adapt well in social situation. However, the result could be expected to some extent based on Riggio (1986) assertion that high SS people are more prone to anxieties, which may hinder good social interaction.

Furthermore, the significant positive contribution made by EE in the prediction of student's oral presentation skill, was expected because of the bold and assertive nature of the individuals high in EE. This finding agrees with that of Leuing et al (2010), the authors reported that high level of EE aid people to derive greater joy in social interaction. That means EE people are not intimidated in any social gathering.

Finally, from the study, it was found that ES was excluded from the regression model in predicting oral presentation skills of M.Ed students due to its insignificant contribution. ES was not able to contribute meaningfully may be due to their nature of getting up set and tensed easily. This result support the report of Chan (2014), that people high in emotional sensitivity are very reactive to criticism, very prone to anxiety, dislike team work and they are closely related to introverts.

Implications of the Finding

The results of the study are implicated is some ways. The result that the subscales of social skills such as SC, SE, EE, EC and SS can jointly explained only 38.2% of the variations in oral presentation skills of students implies that the general notion that a tree cannot make a forest holds. That is effective oral presentation skills do not solely depend on the social skills of the students but also on many other factors.

Again the study found that SC, SE, EE and EC at the exclusion of ES jointly and independently predicted oral presentation skills directly while SS had an indirect one. This implies that SC, SE, EE and EC skills promote oral presentation skill, SS inhibits oral presentation skills, while ES had an indifferent impact on oral presentation skills.

RECOMMENDATIONS

Considering the findings of this study the following recommendations were made.

1. Social skills assessment should be part of the admission interview into any post graduates programme. This will help in giving admission to only those that have good social skills.

2. Teachers should adopt good teaching strategies that will enhance students' social skills. Such strategies include incidental teaching, group reading and discussion, use of video, storytelling, and social skill autopsies.

3. Students should be encouraged to develop social skills that promote oral presentation skills. This can be achieved by using modeling, role-playing rehearsal and practice of good social skills during teaching-learning. It can also be achieved by engaging students in cooperative learning instead of competitive learning.

4. Social skills training scheme should be provided in the school system across all levels of education. This will help to better shape the students who have social skill deficit.

5. Educational planners and curriculum developers should integrate social skills into a special or general education. This is because this research have prove that social skills can be taught to students in order for them to overcome their deficits.

CONCLUSION

The study established that social skills can promote or hinder oral presentation skill among students based on the students' level of acquisition. Specifically, SC, SE, EE and EC are good

predictors of oral presentation skills, SS is an inhibitor of oral presentation skills, while ES had an indifferent impact on oral presentation skills.

REFERENCES

Airasian, P. W. (2005). *Classroom assessment: Concepts and applications* (5th Ed). New York: McGraw Hill

Bedwell, W. L., Fiore, S. M. & Salas, E. (2011). *Developing the 21st century (and beyond) workforce: A review of interpersonal skills & measurement strategies*. In Assessment of 21st Century Skills, Washington: National Research Council

Bellini, S. (2006). *Building social relationships: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties*. Shawnee Mission, KS: Autism Asperger Publishing

Bender, L., Walia, G. Kambhampathy, K. Nygard, K. E. & Nyggard, T. E. (2012). Social sensitivity correlations with the effectiveness of a team process performance: An empirical study. *International Computing Education Research*, 12, 39-45.

Burgin, C. J. Brun, L. H. Royal, P. J. Barmntesvidal, N. O. & Kwapil, T. R. (2012). Being with others and feeling happy: Emotional expressivity in everyday life. *Personality and Individual Differences*, *53* (3), 185-190.

Canter and Associates (2008). *Course handbook: Designing assessment to promote learning*: USA: Laureate Education

Chan, A. I. (2014). *16 Habits of highly sensitive people*. Huffington Post

Constantino, J. N., & Gruber, C. P. (2005). *The social responsiveness scale* (SRS) manual. Los Angeles, CA: Western Psychological Services

Durlak, J. A.,Weissberg, R. P., Dymnicki, A. B., Taylor, R, D., & Schellinger, K. B. (2009). The impact of enhancing students' social and emotional development: A meta-analysis of school based universal interventions. *Child Development, 82*, 405-432.

Elliot, S. N. (1974). *Creating meaningful performance assessment: Fundamental concept*. Resto: Council for Exception Children.

Elliot, S. N., Kratochwill, T. R., Cook, J. L. & Travers, J. F. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed). Boston: McGraw Hill.

Fallows, S. & Steven (2008). Building employability skills into higher education curriculum: A university-wide initiative. *Education and Training,* 42 (2), 75-83.

Feitosa, F. B. Del-Prete, Z. A. P. & Del Prete, A. (2012). Social skills and academic achievement: The mediating function of cognitive competence. *Termas em psychologia, 20* (1), 61-70.

Gresham, F. M. & Elliot, S. N. (1990). *Social skills rating system (SSRS)*. Circle Pines, MN: American Guidance Services.

Kakepoto, I. & Habil, H. Omar, N. A. M & Said, H. (2012). Factors that influence oral presentation of engineering students of Pakistan for workplace environment. *Information and Knowledge Management, 12* (7), 70-78.

Khan, E.A., Butt, Z. Rana, S.M. and Hagat, A. (2015). Factors affecting presentation skills of Master of Science in public health students in post graduate public health institution of Pakistan. Pakistan Journal of Public Health, 18-21.

King, J. (2002). Preparing EFL learners for oral presentations preparing. *Journal of Humanities Studies, 4,* 401-418.

McMillan, J. H. (1997). *Classroom assessment: Principles and practice for effective instruction*. Boston: Allyn and Bacon

Morley, L. (2001). Producing new workers quality, equality and employability in higher education. *Quality in Higher Education, 7* (2), 131-138.

National Association of School Psychologist (2002). *Social skills: Promoting positive behavior, academic success and school safety.* Retrieved from http://www.naspcenter.org/factsheets/socialskills_fs.html

Quill, K. (2000). *Do-watch-listen-say: Social and communication intervention for children with autism*. Baltimore, MD. Brookes Publishing.

Riggio, H. R. & Riggio, R. E. (2002). Emotional expressiveness, extraversion and neuroticism. A meta-analysis. *Journal of Nonverbal Behaviour, 20*, 195-218.

Riggio, R. E. & Carmey, D. (2003). *Manual for social skill inventory (2nd Ed.)* Redwood City, CA: Mindaarden.

Riggio, R. E. (1986). Assessment of basic social skills. *Journal of Personality and Social Psychology, 51*, 649-660.

Riggio, R.E. (2006), "*Nonverbal skills and abilities*", in Manusov, V. and Patterson, M.L. (Eds), *The SAGE Handbook of Nonverbal Communication*, Sage, Thousand Oaks, CA, pp. 79-95.

Riggio, R. E. (2010). Before emotional intelligence: Research on nonverbal, emotional and social competencies. *Industrial an Organizational Psychology, 3* (2), 178-182

Shapirio, W. (2004). A little bit ethnography. *Journal of the Royal Anthropological Institute, 10* (4), 903-904

Skinner, M. (2013). Emotional control. In M. D. Gellman, & J. R. Turner (Eds), *Encyclopedia of Behavioural Medicine.* New York: Springer.

Steedly, K. M. Schwartz, A., Levin, M. A., Luke, S. (2008). Social skills and academic achievement. *Evidence for Education,* 3 (2), 1-8.

Sung, Y. J. (2009). *The effects of social skills on academic achievement of ligustically diverse elementary students: Concurrent and longitudinal analysis.* Doctoral Dissertation Submitted to Virginia Polytechnic and State University.

West, S. (2016). *The role of universities is charging: We can't just focus on academic*. Britain: UWE Bristol

Wilson, W. D. (2013). *Partner perception of nonverbal social skills and its impact on relationship satisfaction in dating couples*. Unpublished Masters of Arts Thesis, University of Rhode Island.

Wooley, A. W., Chabris, C. E., Pentland, A., Hashimi, N. & Malorie (2010). Evidence for a collective intelligence factor in the performance of human groups. *Science*, 330 (6004), 686-688

Woolfolk, A., Hughes, M. & Walkup, V. (2008). *Psychology in education*. New York: Pearson.

Wu, Y (2008). *Social skill in the workplace: what is social skill and how does it matter?.* Doctoral Dissertation submitted to Faculty of Graduate School, University of Missouri-Columbia

Yahaya, A. & Nordin, K. (2006). *Relationship between self-concepts, motivation and parenting styles effected students achievements*. Unpublished article, UniversitiTechnology Malaysia.

Yahaya, A.. & Jamaludin, R. (2009). The relationship of self-concept and communication skills towards academic achievement among secondary school students in Jahor Bahru. *International Journal of Psychological Studies,* 1 (2), 25-34.

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

Živković, S. (2014). The importance of oral presentations for university students. *Mediterranean Journal of Social Sciences*, 15(19), 468–475.

Živković, S., & Stojković, N. (2011). Modernization of English as *Foreign Language Studies in University Education,* in in Transition, Transition in University Education – Modern and Universal, Belgrade, pp. 213-223.