



Study of University Students' Perception of the Need for Behavioral and Psychological Skills for Career and Positive Relationships

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Abstract

This study investigates university students' perceptions of the importance of behavioral and psychological skills in achieving career success and building positive relationships. While academic education equips students with technical expertise, the development of behavioral and psychological competencies is often overlooked, despite their critical role in navigating professional challenges and interpersonal dynamics. Through a comprehensive survey of students from diverse disciplines, this research examines their understanding of these skills, their relevance across career paths and personal interactions, and the extent to which universities foster these competencies. The findings reveal a widespread acknowledgment of the importance of behavioral and psychological skills, with participants emphasizing their role in enhancing communication, emotional intelligence, active listening, and problem-solving abilities. However, the study identifies a significant gap in intentional exposure to these skills within university curricula, with many students reporting limited access to psychology courses or structured training. Notably, participants expressed a desire for greater integration of psychological and behavioral skill development into their academic programs, highlighting its potential to improve self-awareness, empathy, and adaptability in both professional and personal settings. The research underscores the need for educational institutions to prioritize these skills through dedicated courses, workshops, and practical applications, such as real-life case studies and internships. By incorporating behavioral and psychological training into diverse academic programs, universities can better prepare students to succeed in their careers and foster meaningful relationships. This study serves as a call to action to adopt a holistic approach that bridges technical expertise with essential soft skills to meet the evolving demands of the workforce and society.

Keywords: Behavioural; Psychological Skills; Careers; Positive Relationships

Abbreviations

STWT: School-To-Work Transition; ESI: Emotional-Social Intelligence.

Introduction

The Study of University Students' Perception of the Need for Behavioral and Psychological Skills for Career and

Positive Relationships is the title of the Group 7 research project. University students worldwide attend tertiary-level institutions and major in different disciplines and programmes to attain successful employment and careers. Developing psychological skills is just as important as an athlete developing physical skills. Psychological skills are tools for the mind, and it is important to help with enhancing academic performance and overall well-being through positive self-talk and a productive mindset [1]. Students of different disciplines go through university life with the mindset that they only need to be educated on the programmes they sign up for based on their future careers and that knowledge will be enough to equip them with the skills and tools needed to navigate through life's challenges with the workforce and human relationships.

It is important to discuss this topic with undergraduates to promote self-awareness and intentional knowledge of cognition and behavior, whether their career choice is in the arts, sciences, computers, or humanities. The benefits can be numerous, as being introduced to psychology in the early years of university will certainly help you to understand yourself and others, as well as prepare you for the working world.

Understanding how cognition affects behavior can help you develop invaluable psychology skills to help create empathy, become a better parent, and become a better communicator, which enhances your career opportunities and builds stronger relationships with other people, as well as help students stay motivated under adversity and cope with stress [2].

Research Questions

- What is your understanding of behavioral and psychological skills, and do you think having those skills is relevant to all areas of studies? Please explain your answer.
- Do you think people's attitudes influence your behavior? If yes, do you think understanding their thought process will allow you to deal with the different personalities in a positive way? If not, please give an example of how you would deal with a roommate who is angry with you for sitting on his or her bed.
- What does mental illness mean to you and the impact it has on society?
- If your career path will lead you to deal directly with humans, will understanding mental thought processes and how they affect behavior be beneficial to your success?
- Do you have the desire to help people in need or to understand the behavior of the people you interact with?
- Why is it essential for a university student to learn behavioral and psychological skills to have a successful career?
- Why is it essential for a university student to learn behavioral and psychological skills to have healthy

relationships?

- Are university students learning the behavioral and psychological skills needed for careers and relationships? If yes, what are they? Kindly list below.
- On a scale of 1 to 10, how important do you think acquiring psychological and behavioral skills is to achieving a successful career?
- What benefits can people gain from acquiring such skills?
- Do you think individuals who have acquired the behavioral and psychological skills needed are more likely to be more effective in their careers than those who have not garnered such skills?

Aim

This research seeks to determine the impact that psychological and behavioral skills have on students studying different careers to create better chances of success and foster wholesome mutual and intimate relationships.

Objectives

To ascertain how interested students are in understanding psychology, to get a better understanding of their perception and opinion of psychology, and how helpful they think being introduced to this science will be to them.

To bring awareness to the science of psychology to all university students and to use cases to demonstrate the importance of understanding their own mindset and the mind and behavior of others.

To gain students interest in learning psychology to help them navigate the workforce and human relationships that they will encounter.

Statement Problem

What is being investigated is whether university students from different disciplines need to know behavioral and psychological skills for careers and positive relationships. The intention of the research is to find the answers. The independent variable will be the students, and the dependent variable will be the different responses from the students.

Literature Review

First Literature

Psychological capital and career outcomes among final-year university students: The mediating role of career engagement and perceived employability

The study by Baluku MM, et al. [3] states that the authors conducted research on young people who transition from school to work. They wrote that for young people, the

school-to-work transition (STWT) is a significant concern. It is especially difficult for recent college or university graduates who are entering the workforce for the first time. Through mastery and simulated experiences, psychological capital and the positive outlook required for success in career-related activities can be bolstered during the educational process. Due to its impact on attitudes and motivation in the workplace, people with high psychological capital are more likely to be involved in their studies. This study explores the connections between promoting young people's adaptation to STWT and psychological qualities. The Social Cognitive Model of Job Self-Management offers a paradigm that people may adopt and use to manage these changes, illuminating how psychological capital boosts job engagement, higher perceived employability, and career satisfaction. The development of psychological capital fosters resilience, optimism, and self-efficacy, which are essential for navigating career transitions and sustaining engagement in the workplace [4]. These positive psychological resources enhance individuals' adaptability, making them more likely to perceive greater employability and experience long-term career satisfaction.

Second Literature

Studies related to the topic

The Relationship between Psychological Well-Being and Psychosocial Factors in University Students"

In this article, Morales R, et al. [5] conducted research on the relationship between psychological well-being and psychosocial factors in university students in an attempt to know what influences the psychological health of undergraduate university students. Additionally, the goal of the study was to determine the relationship between university students' self-reported psychological well-being and their learning styles and methodologies, social skills, emotional intelligence, anxiety, empathy, and self-concepts. The findings suggest that psychological well-being is closely linked to the development of emotional intelligence and social skills, which play a crucial role in students' academic experiences and future career readiness [5]. Furthermore, the study highlights that factors such as anxiety and self-concept significantly impact students' ability to adapt to learning environments, influencing both their academic performance and overall mental health. These insights underscore the importance of fostering supportive educational settings that promote emotional resilience and adaptive learning strategies. Understanding these relationships can provide valuable insights into how different psychological and social factors contribute to students' overall academic success and personal development. Research suggests that students with higher emotional intelligence and well-developed social skills tend to experience lower levels of anxiety and higher self-concept, which positively influences their psychological well-being [6]. Furthermore, adaptive learning styles and

methodologies have been linked to improved mental health, as they allow students to engage with academic material in ways that align with their cognitive and emotional needs.

The articles we have found are based on our topic, "Study of University Students' Perception of the Need for Behavioral and Psychological Skills for Career and Positive Relationships." We carefully analyzed each article to ensure it was supportive and beneficial to our sample research presentation and our overall applied research. These articles talk about the psychological qualities university students should gain during their studies before they graduate, as well as the well-being of their mental state and psychosocial factors.

Third Literature

Studies related to Jamaica and Caribbean.

An Analysis of Scientific, Cultural, and Epistemological Issues in Teaching Introductory Psychology to College Students in Antigua and Barbuda.

In this journal, the study by Olaoye EH [7] focuses on teaching introductory psychology in colleges. This has become a pivotal course in the American curriculum and could become the same in the curriculum for college students in Barbados and Antigua. The article spoke on how important it is to teach introductory psychology in colleges as the as the complexity of society intensifies, students should be introduced to the science of mind despite the non-positivity tradition of psychology.

For Caribbean students, especially given the region's historical context of colonialism and the ongoing impact of Black history, introductory psychology can play a crucial role in fostering self-confidence and self-awareness. It can help students gain a deeper understanding of themselves and their place in a globalized world. Additionally, psychology can serve as a powerful tool for addressing and overcoming persistent societal issues such as racism, conflict, and prejudice. By equipping students with the knowledge to recognize and manage these challenges, psychology offers a path toward greater personal growth, resilience, and the ability to overcome barriers in both academic and professional settings. Introducing these concepts in the Caribbean context can empower students to tackle adversity, enhance their mental well-being, and navigate the complexities of their educational and career journeys with greater positivity and confidence.

The *Introduction to Psychology* textbook does not mention the non-positivistic tradition, yet this tradition has shaped the evolution of psychology. While early psychological study focused on positivist approaches, the advancement of technology allowed cognitive psychology to emerge by the end of the 20th century. This shift broadened the field,

incorporating diverse perspectives and moving away from strict positivism to better understand mental processes such as memory and perception. Exposure to psychology for college students is believed to assist with critical thinking.

In the Introduction to Psychology text, it is often interpreted as an opportunity to focus on common sense and intuition in college students. The overall essence of the text is to demonstrate the importance of training the mind of college students to overcome adversities and complexities to gain exposure to behaviorism. By studying psychology, students are encouraged to question their assumptions and think critically about human behavior. This exposure not only helps them develop the analytical skills necessary for academic success but also equips them with the ability to better understand and manage their emotions, interactions, and problem-solving in real-world situations. As students learn about behaviorism and other psychological principles, they gain tools for understanding both their own actions and the behaviors of others, fostering improved decision-making and interpersonal skills.

Methodology

Research Design

To comprehensively explore the research objectives, the study used both quantitative and qualitative methods for data collection to understand university students' interest in learning psychology. This design method is selected to understand the view of university students on the need for behavioral and psychological skills for career success and positive relationships.

Sample, Tools, Research Design and Data Collection Procedure

The sample for our research consisted of 38 year-one–four students from three main universities in the Kingston and St. Andrew area. We shared the survey questions with first- to fourth-year students from the University of the West Indies, Mona, the University of Technology, Jamaica, and the University of the Commonwealth Caribbean. The questionnaire was created using the Google Forms system. Our experience with the system was tedious because of the different settings, the number of questions that needed to be entered, and making sure the form was done correctly. When completed, we would send the link via WhatsApp Messenger and Telegram in groups and one-on-one messaging to students at the university level of all ages, genders, and ethnicities.

Questionnaire Development

Questionnaires will be collected and tallied in an Excel sheet and a bar or line chart will be used for scoring purposes to ensure the data is valid and reliable. The questions will be

tailored to align with the research objectives, focusing on areas such as psychology, behavioral skills, and career development. After thoroughly reviewing existing literature, items will be tailored based on similar methods used in similar studies.

Results

SN	Gender	Frequency	Percentage
1	Male	7	18.40%
2	Female	31	81.60%
3	Total	38	100%

Table 1: Student Participants Demographic information.

Table 1 indicates that 38 student participants gave their gender orientation. There were 18.4% that were male and 81.6% were females.

SN	Age Range	Frequency	Percentage
1	18-20	4	10.50%
2	21-25	11	28.90%
3	26-30	7	18.40%
4	31-45	12	31.60%
5	46-50	1	2.60%
6	Over 50	3	7.90%
7	Total	38	99.90%

Table 2: Depicts the age range of the 38 student participants. Ages 18-20 recorded 10.5%, 21- 25 28.9%, 26-30 18.4%, 31-45 31.6%, 46-50 2.6%, over 50 7.9%. The overall accumulated percentage was 99.9%.

SN	Location 1.0	Frequency	Percentage
1	Local	34	89.50%
2	International	4	10.40%
3	Total	38	99.90%

Table 3: The Table 3 above shows the responses of the student participants whether they are international or local. 89.5% of the participants are local and 10.4% is international which resulted in a total of 99.9%.

SN	Location 2.0	Frequency	Percentage
1	Rural	18	47.40%
2	Urban	20	52.60%
3	Total	38	100%

Table 4: Above indicates that 47.4% of student participants are from the rural area and 52.6% are from the urban area; which results in a 100% response.

SN	Family Type	Frequency	Percentage
1	Single Parent	9	23.70%
2	Nuclear	17	44.70%
3	Extended	4	10.40%
4	Live Alone	8	21.10%
5	Total	38	99.90%

Table 5: There were a total of 38 respondents who participated. 23.7% are from a single parent family, 44.7% are from nuclear, 10.5% are from extended, and 21.1% live alone.

SN	Employment Status	Frequency	Percentage
1	Employed	23	60.50%
2	Un-employed	2	5.30%
3	Student	13	34.20%
4	Total	38	100%

Table 6: Represents student participant's employment status. 60.5% are employed, 5.3% are unemployed, and 34.2% respondents students which result in a total of 100%.

Student's Participant's Education Demographic

SN	University	Frequency	Percentage
1	UCC	28	73.70%
2	UWI	8	21.10%
3	UTECH	2	5.30%
4	Total	38	100.10%

Table 7: 38 students from three universities participated in the section.

SN	Academic Year	Frequency	Percentage
1	Year 1	7	18.40%
2	Year 2	7	18.40%
3	Year 3	7	18.40%
4	Year 4	16	42.10%
5	Year 5	1	2.60%
6	Total	38	99.90%

Table 8: Indicates that it had student participants from year 1 to 5. Year 1,2 and 3 had a total of 18.4%, year 4 had a total of 42.1% and year 5 had a total of 2.6%.

SN	Program of Study	Frequency	Percentage
1	Applied Psychology	7	18.30%
2	Social Work	11	28.80%
3	Engineer	1	2.60%
4	Nursing	4	10.50%
5	Criminology and Criminal Justice	3	7.80%
6	Business Administration	2	5.20%
7	Logistics Operation and Management	1	2.60%
8	Networking with Cyber Security	1	2.60%
9	Medical Dentistry	1	2.60%
10	Information Technology	1	2.60%
11	International Relations	1	2.60%
12	Law	1	2.60%
13	MBBS	1	2.60%
14	Marketing	1	2.60%
15	Media and Communication	1	2.60%
16	Political Science	1	2.60%
17	Total	38	99.20%

Table 9: In total there were 38 participants and they are all from different 16 different programs.

SN1 had 18.3%, SN2 had 28.8%, SN3,7,8,9,10,11,12,13,14,15,16 had 2.6%, SN 4 had 10.5%, SN 5 had 7.8% and SN 6 had 5.2 with a total of 99.2%.

University of the Commonwealth Caribbean had a total of 73.7% of students, University of the West Indies Mona had a total of 21.1% and University of Technology had a total of 5.3% participants.

SN	Items
1	I love to empower and motive others, especially those most vulnerable. I have been there and I intend to be an inspiration by being a living testimony that no matter what the situation is you can achieve your goals.
2	Enhance career
3	Because it will allow me to make alot of money
4	I live in a volatile community where I see many young youths die due to gang violence, drugs etc. I want to help the next generation by helping to combat crime.
5	I find it fascinating and I wanted to further understand human Behaviour and mental process so that I could have a better understanding of why we think and act the way we do.
6	I'm into photography, videography and film production
7	I want to understand the reason behind human behaviour and how the mind thinks. I also want to help kids understand themselves better and deal with situation they experience that cause a certain behaviour in which they can't express or know how to express to an adult. I also want to become a psychologist or therapist.
8	To know more how human mind works and thinks
9	Money, opportunity
10	Because it's a helping profession, and it gives the opportunity to advocate for persons who can't do so themselves.
11	To help with my career
12	Money
13	Always wanted to acquire a degree in social work
14	I like international politics and affairs
15	I chose social work because I want to help people and contribute positively to society.
16	I would like to become a paediatrician and contribute positively to the development of my country
17	To serve others and advocate for them
18	My love for the Sciences (Biology) and my love for arts. Dentistry provides a combination of both while allowing for a flexible lifestyle
19	My passion towards helping others
20	My passion
21	To help
22	It's where my passion lies
23	Wanted to do something law related
24	Childhood desire to work to restore mental health and wellness.
25	It's my career interest
26	I say the need, as Jamaica a big gap for social support.
27	To help tackle social issues in our society
28	I love technology and I hope to use it and make the Caribbean more digitized
29	To begin my Career path.
30	Because I have found I have a genuine love for accounts
31	yes
32	My interest in problem solving lead me to coding, and I have been hooked ever since.
33	This is where my interest lies
34	I am a humanitarian, the endless love for people
35	I have a passion for helping people especially those who are vulnerable and those who are oppressed in society.

36	I worked at a Childcare Facility and I saw the needs of the national children and it caused me to want to help our nation's children.
37	From a tender age I love to help people no matter who they are. The smiles on their faces gives me joy . Even to offer some encouraging words also warm their hearts. This led me to do this program just to know more about helping and making people happy
38	To help others

Table 10: Above represents the 38 student that gave the reason why they choose to study the program they are studying.

As you can see there are no same responses but a variety of response.

Student Response Demographic to the Field of Psychology

SN	Psychology	Frequency	Percentage
1	Definition of psychology	38	100%
2	Total	38	100%

Table 11: Above shows that there were 38 responses to the definition of psychology.

Various description of the study of behavior, cognition, and mind were given.

SN	Psychology Course 1.0	Frequency	Percentage
1	Yes	32	84.20%
2	No	6	15.80%
3	Total	38	100%

Table 12: Psychology Course in University showed that among 38 participants, 84.2% (32 individuals) have taken psychology courses during their university studies, while 15.8% (6 individuals) haven't.

SN	Psychology Course 2.0	Frequency	Percentage
1	Introduction to Psychology	11	35.48%
2	Abnormal psychology	6	19.35%
3	Child Psychology	7	22.58%
4	Social Psychology	5	16.13%
5	Other	2	6.45%
6	Total	38	99.99%

Table 13: Participants who took psychology courses indicated that the most common is Introduction to Psychology (35.48%), followed by Child Psychology (22.58%) and Abnormal Psychology (19.35%). Social Psychology 16.13% and other unspecified 6.45% courses were also mentioned.

SN	Psychological Test 1.0	Frequency	Percentage
1	Yes	23	60.50%
2	No	15	39.50%
3	Total	38	100%

Table 14: Represents Psychological Tests taken among 38 student participants' which results showed 60.50% (23 individuals) have taken psychological tests, while 39.50% (15 individuals) haven't.

SN	Psychological Test 2.0	Frequency	Percentage
1	Personality Test	21	87.50%
2	IQ Test	12	50%
3	Pre- Employment	4	16.70%
4	Attitude	3	8.30%
5	Aptitude	2	12.50%
6	Other	1	4.20%
7	Total	43	179.20%

Table 15: Participants were asked to tick whichever test applies to them.

They took the Psychological test and it resulted in Personality Test been the most common (87.5%), followed by IQ Test (50%). Pre-employment, Aptitude, and Attitude Tests, along with other unspecified tests, was also reported, less frequently.

Do you think it is important for university students to learn **behavioral** skills to have successful careers and relationships? A total of 35 persons responded **YES** which approximates to 92.1% while 2.6% of the respondents responded **NO** which is approximated to one (1) person and two (2) persons responded **MAYBE** and these responses was 5.3% of the total responses for the question.

This question saw a 100% response however each response varied as each individual had different reasons as to why it is important for students to learn behavioral skill in an effort to have successful careers and relationships.

Student Response Demographic to Behavioral Skills

S No	Items
1	Empathy, communication, time management, active listening, etc
2	Subjective behaviour
3	This is someone personality or characteristics or the way one act
4	Learnt skills that are as a result of Positive punishment, negative punishment and reward.
5	Skills that influence how we interact and respond in situations
6	Interpersonal, disciplinary, and task-related competencies that guarantee a person's success in a variety of settings, including academic and professional ones
7	The abilities you have that influence how you interact with other people and how you respond to certain situations
8	How you interact within your own organization and with external individuals that involves linking these behavioural tendencies and habits
9	How to learn how to behave or navigate in situations
10	How one act, and what you do as an individual
11	skills developed based on behaviour
12	skills that govern our interactions with others
13	People's actions and how we address them
14	Idk (I don't Know)
15	These are the internal capabilities that determine how we deal with or respond the situations or even other people.
16	Communication skills , time management and having self confidence
17	How people act with each other or how they behave within their environment
18	I think this is basically the abilities that influencer how a person reaction or handled a certain situation
19	The way in which you conduct yourself
20	Ability to change one's behavior to fit surrounding
21	Learning patterns of how others behave
22	This is soft skills or social skills
23	Interpersonal self-regulated behaviors
24	Soft skills that help to understand, as well as drive behaviour of others and self. E.g. empathy,
25	How we communicate with others ,verbally and nonverbally
26	Behavioural skills are skill that links our overall attitude as well as how one forms a relationship with the persons around us.
27	Skill and abilities that ensure an individual performance
28	The way how a person behaves in a particular situation.
29	The ability to respond to yours and others person behaviour around you.
30	These are interpersonal and task related behaviours that connect to successful performance both in the workplace and in ones studies.
31	Behavioural skills refer to interpersonal, self-regulatory, and task-related behaviours that are crucial for successful performance in education and workplace settings.
32	These are the skills related to the ability express and comprehend certain actions.
33	The way people act
34	It is how you interact or behave with others and also how you deals with certain problems.

35	The ability to influence how a person interacts with others and respond to different situations
36	Is our ability to influence and interact others
37	How a person behaves and interact and the influence it has on people and everything around them
38	Interpersonal and self-regulatory

Table 16: Represents the responses of 38 respondents to the question which results in a 100% response to the question what are Behavioral skills? These responses indicate that individuals have diverse ideas of what they fathom behavioral skills to be as all response varied but had similarities.

S No	Item	Frequency	Percentage
1	Yes	35	92.10%
2	No	1	2.60%
3	Maybe	2	5.30%
4	Total	38	100%

Table 17: Indicates the responses of a total of 38 respondents to the question.

S No	Items
1.	Because I believe sometimes in the working world and or in relationships there are going to be certain situations that is going to require us to act in a certain manner and having these would help each person to display a rather different approach
2.	In order to know how to conduct self in the workplace.
3.	Learning how interact with other well is important to achieve successful business relationship
4.	It's necessary
5.	Because a person's attitude and behaviour will helps to break or make them a better person
6.	In the workplace they are different personality clashes and cultural background which knowing how to respond to situations will cause us to have less conflict and slow to emotional responses.
7.	It helps to gain an understanding of how other people may behave in particular situations and helps you to respond appropriately.
8.	Very important in all spheres of life
9.	My answer in 13
10.	connect to successful performance in education and workplace settings and relationship
11.	It helps individuals to succeed
12.	You will be able to understand why others behave the way they do.
13.	My reason is because behavioural skills goal is to assist individuals in achieving success through effective interactions, stress management, and persistent effort.
14.	To know how to respond to others behaviour
15.	It teaches you how to respond to certain situations
16.	I think it's a great skill that will help to enhance and build relationships, regulate emotions etc.
17.	A behavioural skill is an important tool for all walks of life. Be it work, school and or home, having these skills not only help in working better with others, but understanding self
18.	it is a useful skill
19.	Because to have a successful career and relationships the basis is good communication skills and being confident helps others to trust you and your brand
20.	You need to learn how to behave so that you can earn respect from your relatives, spouse, children, etc. It will help you to learn how to conduct yourself in whatever you do or say.

21.	everyone should have behavioral skills so they don't become a nuisance to other members in society
22.	Without learning and practicing such skills one cannot be successful in building a successful career or forming effective relationships.
23.	As social worker it is important to study behavioural, so you will be better able to understand the different cultures, and behaviours
24.	I am not sure if my meaning of behavioral skills is right but if it is you will be able to communicate better with group members and when you join the working world.
25.	Makes them more aware of reason for behavior
26.	I don't know , seems important
27.	I think person should embrace their true self and if your characteristics does no match your job type then that job is not for you
28.	Because these skills can teach us self- control and discipline
29.	So that they can understand different people and personalities
30.	They are more likely to be in different circles where that will be helpful
31.	Because the end goal is ultimate success
32.	Because interpersonal skills can make or break a person
33.	This will help with interaction between co-workers, family and friends
34.	These skills will help universities students to develop qualities that enhance their character in their personal and professional life.
35.	So that they will be able to relate to others professionally
36.	So we will understand how to interact with our future clients.
37.	Impressions
38.	Because they will help with effective interactions, communication and self-regulation.

Table 18: Above represents the responses of 38 respondents in regards to the reason for their answer about their thoughts on how important it is for university students to learn behavioral skills to have successful careers and relationship.

S No	Item	Frequency	Percentage
1	Yes	23	60.50%
2	No	15	39.50%
3	Total	38	100%

Table 19: Above represents the responses to the question have you learned any Behavioral skills throughout your years at university through lectures, field trips, internships, practicums, community service and modules? 60.5% of the respondents answered **YES** to the question which is 23 of the total respondents while the remaining 15 persons replied **NO** which would add up to the remaining 39.5%.

S No	Items
1	Emotional Intelligence, effective communication, and time management
2	Empathy, emotional response
3	Patience, Communication and Time Management
4	Active listening, critical thinking and leadership
5	Communication, leadership and problem solving
6	Interpersonal, self-regulatory, and task-related behaviours
7	Empathy Conflict resolution Problem solving
8	Leadership, communication

9	Self-improvement , time management and communication skills
10	Communication skills time management and self confidence
11	Communication, emotional intelligence and problem solving
12	Communication patience and good character
13	Attentive listening
14	Had these skills before school. Group work sure has one honing said skills though
15	Better way of communicating, time management, and listening skills
16	Confidentiality, problem solving and time management
17	Communication, adaptability, empathy
18	Problem solving, decision making, and conflict resolution
19	N/A
20	Problem solving, communication and decision making
21	Time Management skills Communication skills and Empathic skills
22	How to communicate effectively
23	Self-regulation

Table 20: Above highlights 60.5% of the total respondents to the survey.

A total of 23 persons responded to the question: if the response was **YES** to the previous question please name **3 Behavioral Skills** you have learned. The responses for this question varied as these individuals garnered different skills. However, 15 of the total respondents that attempted the survey did not respond to the question which was a 39.5% of the respondents. These responses indicate that students have developed numerous inter-personal skills.

Student Demographic Response to Psychological Skills

- What do you think are psychological skills?

Most people's answers were that psychology skills knew how the mind works. Both males and females of all different ages, answers were aligned to the mind and thought process when answering this question. There was frequency of 38 responses which resulted into 100 percent.

Serial No.	Item	Frequency	Percentage
1	Yes	37	97.40%
2	No	0	0%
3	Maybe	1	2.60%
4	Total	38	100

Table 21: Indicates the amount of student participants who agree with learning psychological skills in university. 97.4% says yes and 2.6% responded with maybe which leave no results for the **NO** category.

- What is the reason for your answer in the above table?

The student who answered maybe had no reason, however other students' reasons vary from: to gain confidence, having positive mindset and to help improve communication.

S No	Item	Frequency	Percentage
1	Yes	22	57.90%
2	No	10	26.30%
3	Maybe	6	15.80%
4	Total	38	100%

Table 22: Student participants who have learned psychological skills through lectures, internships, practicums etc. 57.9% recorded yes, 26.3% recorded no and 15.8 recorded maybe.

- Participants were asked to name 3 psychological skills they have learned and majority of the answers were Goal setting, Imagery and positive self that.
- Can you identify a specific example where a lack of behavioral or psychological understanding has hindered someone's career or relationships?

Several of the answers for the question proved the point of why psychology is important to understand whether you are in the field or not. Most answers spoke about how beneficial it would be in the workplace to create better opportunities and more effective ways of communication. One participant mentioned that if she understood psychology, she would not have been overlooked for job promotion in her own workplace.

- What role do you think emotional intelligence plays in building positive relationships and advancing in a career?

Bringing awareness to one's own emotions will help to develop better communication as how you feel doesn't mean that is how you should act, were some of the main ideas coming out in the responses.

S No	Item	Frequency	Percentage
1	Yes	27	71.10%
2	No	4	10.50%
3	Maybe	7	18.40%
4	Total	38	100%

Table 23: Student participants' respondent on if universities should offer more courses on psychology and behavioral skills. 71.1% responded with yes 10.5% responded with no and 18.4% responded with maybe.

- What are other skills you are hoping to gain from your university curriculum (modules)?

Other skills varied from coping skills to emotional Intelligence. We had 2 responses that are interested in learning budgeting and finance.

Discussion

Analysis of Findings

Section A

A notable trend in the findings of Section A of the survey is the gender disparity, with females significantly outnumbering males. Additionally, the majority of respondents were in their fourth year of study, indicating a more mature and experienced group of participants who have likely gained deeper insights into their academic disciplines. Most participants were from the University of the Commonwealth Caribbean, which suggests that regional factors and access to educational opportunities may influence the study population.

Another recurring theme in this section is the motivation behind choosing the program. The two main reasons identified for pursuing their university studies were "more money" and "passion." This dual motivation speaks to a practical desire for financial stability as well as a deeper, intrinsic passion for the field, which is consistent with career choice theories that highlight both extrinsic and intrinsic motivations as drivers in educational and professional decisions Lent RW, et al. [8]. This reinforces the notion that individuals' career choices are often shaped by personal interests and external incentives, a concept that can be further explored in relation to how students perceive the utility of psychology in their personal and professional lives.

Section B

The interest in psychology was one of the most significant findings in Section B. The majority of participants had

taken psychology courses, which showcases a widespread curiosity about human behavior and cognition. This aligns with the broader trend of increasing interest in psychology across various educational institutions, especially as students recognize its relevance to a wide range of careers, not just those within clinical or counseling psychology. The popularity of introductory psychology courses is consistent with research indicating that foundational psychology knowledge is often the entry point for students who later specialize in different fields [9].

In addition to introductory psychology, the next most commonly taken courses were child psychology and abnormal psychology. These preferences suggest that students are drawn to psychological topics that have clear, real-world applications and that directly influence everyday life. Child psychology, in particular, is an area of great interest due to its implications for education, parenting, and early development. Abnormal psychology's focus on mental health and psychological disorders likely appeals to those who wish to understand more about psychological challenges and how they affect individuals and society.

While participation in psychology courses was widespread, the data on psychological testing revealed that not all students had engaged with testing tools such as personality and IQ assessments. However, a notable portion of participants expressed interest in these tests, indicating a desire for self-reflection and personal development. This suggests that beyond academic learning, students see value in assessing their traits and behaviors in order to gain deeper insights into their own personalities, cognitive abilities, and emotional processes. This underscores the importance of incorporating practical applications of psychological theory, such as testing, into university curricula to enhance self-awareness and emotional intelligence [10].

Section C

One of the most intriguing findings in this section was the participants' diverse yet similar responses when asked to define "behavioral skills." Although there was no single, universal definition, many respondents highlighted concepts such as interpersonal skills, communication, and interaction with others. These insights point to the multifaceted nature of behavioral skills, which encompass various abilities crucial for personal and professional success. This is particularly relevant in today's work environment, where effective communication, collaboration, and emotional regulation are highly valued [11].

When asked whether it was important for university students to learn behavioral skills for successful careers and relationships, an overwhelming majority (over 90%) agreed, further reinforcing the critical role these skills play.

Despite the diverse understandings of what constitutes behavioral skills, there was clear consensus on their importance, suggesting a shared recognition of the need for these competencies in the workplace and personal life. This finding aligns with existing literature, which emphasizes that emotional intelligence, including the ability to manage emotions and interact effectively with others, is essential for success in both professional and personal settings [12].

Sections D and E

The final sections of the survey revealed that participants commonly associated psychology with understanding the mental processes that influence behavior. This reflects a broader understanding of psychology as not just a field of study, but a practical skillset for improving mental health and interpersonal relationships. Many participants also viewed psychology as an essential tool for personal growth and understanding of others, which reflects a growing awareness of the importance of mental health literacy in contemporary society [13].

The concept of psychology as a skill was prevalent throughout the responses, underscoring the utility of psychological knowledge in everyday life. This idea aligns with the growing recognition that psychological principles can be applied beyond academic or clinical settings to enhance individuals' quality of life, mental health, and interpersonal dynamics.

Conclusion

The survey on psychology and behavioral skills found that participants universally agreed on the importance of incorporating psychology into university curricula. Many viewed the inclusion of psychology as self-advantageous, while others considered it an essential skill to help others, particularly those struggling with low self-esteem or confidence. The study also revealed a widespread interest in psychology education and psychological testing, with courses such as introductory psychology and personality testing being particularly popular for self-understanding and assessment. Participants expressed a solid understanding of behavioral skills, including self-regulation, interpersonal interaction, and an understanding of diverse behaviors.

Furthermore, the survey highlighted participants' strong desire for university programs to equip students with these crucial skills, recognizing their importance for future employment. Such skills, often associated with emotional intelligence and interpersonal dynamics, are seen as fundamental for success in the workplace, where collaboration and communication are keys. The demographics of the research were varied, with a majority of female participants spanning a broad age range, various geographic locations, and diverse family types. Employment

status and reasons for studying also varied, providing a well-rounded perspective on the applicability of psychology across different backgrounds and disciplines.

Overall, the survey demonstrates a fair understanding of the importance of psychology in university education. It emphasizes not only the value of psychological knowledge for personal development but also the need for universities to integrate behavioral skills into their curricula. Given the increasingly complex nature of the modern workforce, fostering these skills through university programs will ensure that graduates are well-prepared to navigate both professional challenges and personal growth, highlighting the essential role of psychology in higher education.

Key Learnings

Psychology is becoming an increasingly significant field of study within universities, reflecting its growing importance in understanding human behavior and improving both personal and professional outcomes. This is evident in the diverse demographics of the participants, with males representing 20% of the sample, most of whom were between the ages of 18 and 25. In contrast, females were predominantly in the age groups of 31 to 45, with a smaller group aged 46 and above. Despite the differences in age, responses across the age categories were surprisingly similar, suggesting that the relevance and impact of psychology, particularly behavioral skills, transcend age and demographic factors.

Interestingly, the students' perceptions of psychology's role in their education varied by field of study. For instance, a second-year engineering student might not immediately recognize the value of behavioral skills, assuming that behavior should naturally align with professional responsibilities. However, the same student acknowledges the importance of psychology for success in navigating interpersonal dynamics, stress, and communication within the workplace. This highlights a crucial realization: regardless of discipline, psychology offers essential tools for personal and professional growth, beyond the technical knowledge students acquire in their respective fields.

The participants' backgrounds, notably their family structures, did not appear to influence their career choices or responses to the survey. Most students came from nuclear families, followed by those from single-parent households. This demographic information, while important in understanding students' experiences, did not seem to impact their academic decisions or outlook on psychology. This suggests that the relevance of psychology is broad and applicable across various life circumstances, reinforcing the idea that psychological knowledge can be a universally valuable asset.

When examining course selections, a clear interest in psychology emerged, with students exploring areas ranging from introductory concepts to specialized fields such as child and abnormal psychology. More than half of the respondents reported having learned behavioral skills during their university experience. These skills, which included communication, active listening, emotional intelligence, and problem-solving, were identified as crucial for success in both academic and future professional environments. Despite the significant number of students gaining these skills, a portion of respondents indicated that they had not been exposed to behavioral skill development during their studies. This gap in behavioral skill learning may pose challenges for these individuals as they transition into the workforce, where the ability to manage emotions, communicate effectively, and solve problems is essential.

These findings shed light on a growing concern: students who lack behavioral skills may face increased difficulties in the workplace, potentially hindering their professional success and personal development. It is critical for universities to recognize the importance of behavioral skill training and ensure that these skills are woven into academic programs. Such integration would not only enrich students' educational experiences but also better prepare them for the challenges they will face in their careers. Additionally, as psychology continues to gain prominence within higher education, fostering an understanding of its practical applications could lead to more well-rounded graduates capable of thriving in dynamic work environments.

In light of this, further research and program development are needed to better equip students with the tools they need to succeed in a variety of fields. Expanding access to behavioral skill training through workshops, seminars, and practical experiences would serve to enhance students' readiness for the workforce, ensuring they can navigate the complexities of professional life with greater ease and confidence.

Recommendations

This research highlights an interesting yet concerning finding: while psychology is broadly recognized across various fields, it does not appear to engage individuals as deeply as one might hope. For instance, 15 out of the 38 participants had never taken a psychology test, and notably, three of these individuals were over the age of 50. This suggests that psychology, despite its wide applicability, is often perceived as incidental rather than an integral part of personal development. Therefore, my recommendation is that psychological knowledge and self-awareness should be woven intentionally into educational and societal frameworks throughout all stages of life, from infancy through adulthood. Integrating psychology into everyday learning can foster a

society that is more conscious of its mental and emotional health, leading to improved well-being and interpersonal relationships. By incorporating psychological education into early childhood and continuing it through adulthood, we can ensure that individuals gain the tools necessary for navigating personal challenges, improving emotional intelligence, and enhancing social interactions.

Such an intentional approach to psychological education aligns with recommendations from both developmental psychology and health education experts, who emphasize the importance of early and consistent psychological literacy (Harter, 2012). Additionally, promoting psychological understanding in all phases of life supports the idea that self-awareness and mental health literacy are crucial for individual and societal growth [14].

Integrating practical applications of psychological theories into educational curricula can significantly enhance students' understanding and engagement. Incorporating real-life case studies, internships, or collaborative projects enables students to apply theoretical concepts to real-world situations, making learning more engaging and impactful. These hands-on experiences also foster critical thinking, problem-solving, and teamwork skills, all of which are essential for success in both academic and professional contexts. Research has shown that active learning strategies, such as applying theory to practice, enhance retention and understanding [15]. Furthermore, such applications help bridge the gap between classroom learning and the realities of working in fields like healthcare, business, and education, where psychological principles play a central role in daily operations.

The needs can be addressed in a manner where the necessary skills are developed through seminars, fusing them into the curriculum, friendly sorts of programs, and healthy competitions. These will allow individuals to communicate, develop interpersonal skills, work with each other, and develop an understanding of others so that they can interact in a manner that will foster good relationships and success throughout their careers. By emphasizing collaborative learning and peer interaction, these programs can also help improve students' emotional intelligence, an essential trait for navigating both personal and professional environments [10,16,17]. Additionally, integrating mentorship and real-world experience into the curriculum can further support the development of critical life skills, equipping individuals to manage challenges, resolve conflicts, and demonstrate leadership. Such holistic development helps create a more adaptive workforce capable of thriving in diverse settings.

From the results of this research, what can be recommended is to incorporate psychological and behavioral skills into

different programmes at the university level. Even if one or three psychological courses are added to different programmes, there can be exposure. This would allow students to develop essential emotional and social competencies that enhance their academic and personal well-being. By equipping students with tools to manage stress, improve self-concept, and foster emotional intelligence, universities can promote a healthier, more resilient student body. Moreover, integrating such skills into university programs could facilitate better adaptability to both academic challenges and the evolving demands of the workforce.

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