

Soft Skills About Teaching Competency of Prospective Teachers

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Abstract

The purpose of the study is to find out the soft skills and teaching competency among prospective teachers with respect to Gender, Locality, Year of Study and Type of Management. Survey method was adopted to collect the relevant data for the present study. Soft Skill Inventory and Teaching Competency Scale developed by Sasipriya and Annaraja (2009) and it was used to collect data for the present study. The Investigator randomly Selected 315 B.Ed. student teachers studying in Government, Government Aided and Private Colleges of Education in Chennai and Tiruvallur District of Tamilnadu. For analyzing the data mean, standard deviation, 't'-test, F-test and Correlation test are used. The major findings of the study are: The study result reveals that there is no significant difference between the male and female B.Ed. Student teachers with respect to their Soft Skills. It was found that there is no significant difference between the rural and urban B.Ed. Student teachers with respect to their Soft Skills. The finding of the study reveals that there is a significant difference between the 1st and 2nd year B.Ed. Student teachers with respect to their Soft Skills. It was found that there is a significant difference in Soft Skills with respect to type of management of B.Ed. Student teachers. The result shows that there is a significant difference between the male and female B.Ed. Student teachers with respect to their Teaching Competency. It was found that there is a significant difference between the 1st and 2nd year B.Ed. Student teachers with respect to their Teaching Competency. The result of the study reveals that there is a significant difference in Teaching Competency with respect to type of management of B.Ed. Student Teachers. The result shows that there is a significant positive relationship between Soft Skills and Teaching Competency among B.Ed. student Teachers.

Keywords: Soft Skills, Teaching Competency, Prospective Teachers, B.Ed. Student Teachers, Teaching skills, Teacher training.

Introduction

The purpose of teacher education is to produce teachers who have professional competent and the role of teachers is no longer confined to teaching alone. They need to be thoroughly professional, fully equipped with a high academic standard, pedagogical and practical skills. Professional success of every professional depends mainly on up-to-date professional knowledge, devotion and dedication along with efficiency and effectiveness. Teacher education emphasizes the development of specific knowledge, attitude, skills and behavior patterns which an individual requires to perform a job adequately. Therefore secondary teacher education should develop soft skills which are needed for a prospective teacher to become an excellent professional teacher. The performances in soft skills of secondary teacher education students bring excellence in teaching competency.

Soft skills are “the skills, abilities and traits that pertain to personality, attitude and behavior rather than to formal or technical knowledge” (Fleischer & Dressner, 2002). Soft skills are also called human skill and people skill, complement the hard skill. They are the interpersonal and human relation skill. The teachers’ soft skills and teaching competency plays a vital role in the 21 st-century teaching-learning process. Therefore the research problem is great significance in the modern context.

Need and Significance of the Study

Teaching is the noblest profession among all professions. It is a career that shapes the minds of tomorrow. It provides the students with the skills for survival. Teaching is a complex set of a task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humor and empathy. The concept of teaching has changed from the teacher-centered to learner-centered. They have become a facilitator than the instructor and the source of all knowledge. The teacher helps the students to acquire not only the right knowledge but also values, attitudes, habits and skills that are necessary to cope up with the world of tomorrow. Teaching-learning, being a process of interaction and interpretation becomes meaningful and successful only in the presence and application of soft skills and teaching competency in the classroom. Hence the teacher’s soft skills play a vital role in order to teach effectively in their classroom. Therefore the problem of the study is to investigate the Soft Skills about Teaching Competency of Prospective Teachers.

Review of Related Literature

Mandeep Kaur and Arti Talwar (2014) study was designed to examine the relationship between teaching competency and emotional intelligence of secondary school teachers. Participants were 100 secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study reveal a significant positive relationship between teachers’ teaching competency and their

emotional intelligence. But insignificant difference is found between teaching competency as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender. Nidhi Kakkar (2014) examined the Teaching Competency of Teacher-Trainees in Relation to their Emotional Intelligence. Good teachers are responsible for improving the quality of its citizens. The effectiveness of a teacher mainly depends upon his competency towards teaching. Competency is an important human trait or characteristics, which contributes to learning, problem solving and all round development of personality. To acquire favorable competency a person should be emotionally intelligent. He should have the ability to manage and control his emotions and to understand the emotions of others. So the present study was done to investigate the relationship between emotional intelligence and teaching competency. 200 teacher-trainees were taken from different B.Ed colleges of Rohtak district. Emotional Intelligence Inventory by S.K Mangal and Shubra Mangal and Teaching Competency Inventory by B.K Passi were used to collect the data. The findings of present research revealed perfect positive relationship between the emotional intelligence and teaching competency of teacher-trainees whereas sex factor has no impact on the level of emotional intelligence.

Vijaya Kumari S.N (2014) Teachers are the catalytic agents of change and focus in any society should be to provide Teacher Education of the highest quality. Quality Teacher Education leads into Quality school Education. ‘Soft Skills’ are ‘Personal Skills’ comprising of personal attributes and inter personal abilities that drive one’s potential for sustained growth, enhances an individual’s social interactions, job performances and career prospects. High lighting the need of providing Soft Skills training for teachers the paper presents the findings of the study conducted on Secondary School Teachers. The study reveals that Soft Skills and Accountability are associated to each other and suggests to having the Quality School Education Soft Skills training should become an integral part of all Pre-services and In-service Teacher Education

Programme to strengthen and sustain Soft Skills of the teachers directly and Accountability indirectly.

Objectives of the Study

1. To find out the level of Soft Skills among B.Ed. Student Teachers.
2. To find out the level of Teaching Competency among B.Ed. Student Teachers.
3. To find out the difference in Soft Skills among B.Ed. Student Teachers concerning
 - (a) Gender
 - (b) Locality
 - (c) Year of study
 - (d) Type of Management
4. To find out the difference in Teaching Competency among B.Ed. Student Teachers concerning
 - (a) Gender
 - (b) Locality
 - (c) Year of study
 - (d) Type of Management
5. To explore the relationship between Soft Skills and Teaching Competency among B.Ed. Student Teachers.

Hypotheses of the Study

1. The level of Soft Skills among B.Ed. Student teachers are moderate in nature.
2. The level of Teaching Competency among B.Ed. Student teachers are moderate in nature.
3. There is no significant difference in Soft Skills of B.Ed. Student teachers concerning
 - (a) Gender
 - (b) Locality
 - (c) Year of study
 - (d) Type of Management
4. There is no significant difference in Teaching Competency of B.Ed. Student teachers concerning
 - (a) Gender
 - (b) Locality
 - (c) Year of study

(d) Type of Management

5. There is no significant relationship between Soft Skills and Teaching Competency of B.Ed. Student teachers.

The Methodology of the Study

Method: The researchers adopt the survey method to collect relevant data from desired areas.

Population: A population is any group of individuals that have one or more characteristics in common. In this study, the population refers to teachers working in Government, Government Aided and Private Colleges of Education from two Districts of Tamilnadu, namely Chennai and Thiruvallur.

Sample: The sample for the present study includes, the Student-teachers those who are studying in Government, Government-aided and Private Colleges of Education in and around Chennai and Thiruvallur districts of Tamilnadu.

Sample size: In the present study three hundred and fifteen B.Ed. Student Teachers were randomly selected by the random criteria.

Sampling Technique: The researcher used random sampling technique for selecting the sample.

Research Tools Used

The following research tools used for collection of data.

1. Personal Data sheet developed by the Researcher
2. Soft Skill Inventory developed by Sasipriya and Annaraja (2009).
3. Teaching Competency Scale developed by Sasipriya and Annaraja (2009).

Statistical Techniques Used

The following statistical techniques used to analyze the data:

1. Mean and Standard Deviation.
2. t- test and ANOVA: to know the difference between the means of variables.
3. Correlation Analysis: to know the relationship between the selected variables.

Data Analysis and Interpretation

Table 1 Soft Skills among B.Ed. Student teachers based on Gender

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Male	151	269.46	27.224	0.721	NS
Female	164	266.60	41.136		

From the above table, the calculated 't' value is 0.721 lesser than the table value (1.96). It is found that there is no significant difference between the

male and female B.Ed. Student teachers concerning their Soft Skills. Hence the null hypothesis is accepted.

Table 2 Soft Skills among B.Ed. Student teachers based on Locality

Locality	N	Mean	Std. Deviation	t-value	Level of Significance
Rural	142	267.52	39.714	0.204	NS
Urban	173	268.34	30.991		

From the above table, the calculated 't' value is 0.204 lesser than the table value (1.96). It is found that there is no significant difference between the

rural and urban B.Ed. Student teachers concerning their Soft Skills. Hence the null hypothesis is accepted.

Table 3 Soft Skills among B.Ed. Student teachers based on Year of Study

Year of Study	N	Mean	Std. Deviation	t-value	Level of Significance
First Year	125	273.31	29.975	2.203	0.05
Second Year	190	264.45	37.817		

From the above table, the calculated 't'-value is 2.203 greater than the table value (1.96). It is found that there is a significant difference between the 1st

and 2nd year B.Ed. Student teachers concerning their Soft Skills. Hence the null hypothesis is rejected.

Table 4 Soft Skills among B.Ed. Student Teachers based on Type of Management

Type of Management	N	Mean	Std. Deviation	t-value	Level of Significance
Government	116	262.29 ^a	28.424	3.853	0.05
Govt. Aided	68	265.51 ^{ab}	39.372		
Private	131	274.27 ^c	37.367		

From the above table, the calculated 'F' value is 3.853 greater than the table value (1.96). It is found that there is a significant difference in Soft Skills

concerning a type of management of B.Ed. Student teachers. Hence the null hypothesis is rejected.

Table 5 Soft Skills among B.Ed. Student Teachers based on Type of Management

Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Male	151	263.42	28.213	3.531	0.01
Female	164	279.55	49.183		

From the above table, the calculated 't' value is 3.531 lesser than the table value (2.58). It is found that there is a significant difference between the male

and female B.Ed. Student teachers concerning their Teaching Competency. Hence the null hypothesis is rejected.

Table 6 Teaching Competency among B.Ed. Student teachers based on Locality

Locality	N	Mean	Std. Deviation	t-value	Level of Significance
Rural	142	275.39	50.558	1.394	NS
Urban	173	268.88	31.479		

From the above table, the calculated 't' value is 1.394 lesser than the table value (1.96). It is found that there is no significant difference between the Rural and Urban B.Ed. Student teachers concerning their Teaching Competency. Hence the null hypothesis is accepted.

Table 7 Teaching Competency among B.Ed. Student teachers based on Year of Study

Year of Study	N	Mean	Std. Deviation	t-value	Level of Significance
First Year	125	283.70	38.584	4.258	0.01
Second Year	190	264.00	41.167		

From the above table, the calculated 't'-value is 4.258 greater than the table value (2.58). It is found that there is a significant difference between the 1st and 2nd year B.Ed. Student teachers concerning their Teaching Competency. Hence the null hypothesis is rejected.

Table 8 Teaching Competency among B.Ed. Student Teachers based on Type of Management

Type of Management	N	Mean	Std. Deviation	t-value	Level of Significance
Government	116	261.70a	22.828	8.489	0.01
Govt.Aided	68	268.50a	47.626		
Private	131	282.50b	47.611		

From the above table, the calculated 'F'-value is 8.489 greater than the table value (2.58). It is found that there is a significant difference in Teaching Competency concerning a type of management of B.Ed. Student Teachers. Hence the null hypothesis is rejected.

Table 9 Relationships between Soft Skills and Teaching Competency

Variables	r-value
Soft Skills Vs Teaching Competency	0.666

From the above table, it is inferred that there is a significant positive relationship between Soft Skills and Teaching Competency among B.Ed. Student Teachers.

Major Findings of the Study

1. The study result reveals that there is no significant difference between the male and female B.Ed. Student teachers concerning their Soft Skills.
2. It was found that there is no significant difference between the rural and urban B.Ed. Student teachers concerning their Soft Skills.
3. The finding of the study reveals that there is a significant difference between the 1st and 2nd year B.Ed. Student teachers concerning their Soft Skills.
4. It was found that there is a significant difference in Soft Skills concerning a type of management of B.Ed. Student teachers.
5. The result shows that there is a significant

difference between the male and female B.Ed. Student teachers concerning their Teaching Competency.

6. The study reveals that there is no significant difference between the Rural and Urban B.Ed. Student teachers concerning their Teaching Competency.
7. It was found that there is a significant difference between the 1st and 2nd year B.Ed. Student teachers concerning their Teaching Competency.
8. The result of the study reveals that there is a significant difference in Teaching Competency concerning a type of management of B.Ed. Student Teachers.
9. The result shows that there is a significant positive relationship between Soft Skills and Teaching Competency among B.Ed. Student Teachers.

Educational Implications

The present study is an attempt to find out the prospective teachers soft skills as related to teaching competency. The researcher has furnished some of the implications which will be highly useful for the educational institutions to improve soft skills. The educational institutions must conduct certain programmes to enhance prospective teachers teaching competency and also highlight the significance of teaching competency. Apart from these, management should create a conducive environment to create interest among the prospective teachers which in turn develop a positive teaching competency.

Conclusion

Teachers need a wide range of competencies to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself. Each teacher has different

levels of skills, abilities and competencies due to their different levels of teaching experiences and different educational background. Based on these differences, they will display different sets of motivation, commitment and engagement. Teaching competency has different dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. In the area of educational research, the importance of affective skills in the teaching-learning process has been studied. A step further, a more holistic term 'Soft skills' has been gaining importance in the field of education also. But very little has been done in concrete terms to plan Soft Skills training in Teacher Education. Teacher possessing all these skills to a reasonable extent can be a competent teacher. Teachers' competency appears to be a significant contributor to school effectiveness.

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