

A Study On Interpersonal Skills And Self Confidence Of B.Ed. Trainees In Selected Northern Districts Of Tamil Nadu

Mrs. A. Santha Devi¹, Dr. P.C.Naga Subramani²

¹Ph.D. Research Scholar, Department of Pedagogical Sciences,
Tamil Nadu Teachers Education University, Karapakkam,
Chennai, Tamil Nadu.

²Professor and Head, Department of Pedagogical Sciences,
Tamil Nadu Teachers Education University, Karapakkam,
Chennai, Tamil Nadu.

ABSTRACT

Interpersonal skills are the capabilities of individuals for understanding and effectively interacting with others and also building and maintaining a good relation in social interaction. Interpersonal skills are having mutual relation from individual persons to others by the way of interaction and they are helpful for individuals to respond properly to thoughts, feelings, desires, motivation and behaviour. The findings elucidate that significant difference is prevailed amid profile of B.Ed. Trainees and their interpersonal skills excluding type of college, medium of instruction and residential area. The interpersonal skills are having significant, positive and substantial relation with self confidence of B.Ed. Trainees. Therefore, B.Ed. Trainees should integrate interpersonal skills in to their class room learning activity regularly and they must involve in group activities for improving their interpersonal skills and expressivity. B.Ed. Trainees should enhance their interpersonal skills by using various methods and technologies that will be useful for their learning and teaching and interaction with others. Faculty members of Colleges of Education and family members must provide adequate supports for enhancing interpersonal skills among B.Ed. Trainees and these measures will improve their self confidence and in turn it will be helpful for attaining success in their academic and personal life.

Key Words: B.Ed. Trainees, Interpersonal Skills, Self Confidence

1. INTRODUCTION.

Interpersonal skills are the capabilities of individuals for understanding and effectively interacting with others and also

building and maintaining a good relation in social interaction (Viswanath, 2019). Interpersonal skills are providing several benefits to individuals in their life and individuals with higher interpersonal skills will accommodate their atmosphere easily and solving personal and social problems and also for establishing efficient communication with others (Fakhri et al 2023). Interpersonal skills are having mutual relation from individual persons to others by the way of interaction and they are helpful for individuals to respond properly to thoughts, feelings, desires, motivation and behaviour (Putri, 2021).

The good interpersonal skills of individuals has improved their self determination and are able to manage stress and strain and are capable of dealing erratic behaviour and vagueness and to arrange social interactions and bear responsibilities and make better relation and interaction with others easily (Bar-On, 2005). Individuals are easily cooperating and collaborating with others in group who has various backgrounds and cultures and interacting with different activities and performing tasks in a stipulated time by using their interpersonal skills (Wibowo et al 2022). Interpersonal skills are also associated with capability of individuals for overcome the problems in their personal relations (Ghiabi and Besharat, 2011) and they are also helping individual persons to cope up with different social and cultural circumstances. Interpersonal skills are highly essential to students especially for B.Ed. Trainees who are actively engaged in learning and teaching activities and interaction with others in the society. B.Ed. Trainees with higher degree of interpersonal skills are having higher degree of self confidence and it is also improving their interpersonal skills. Hence, it is necessary to study interpersonal skills and self confidence of B.Ed. Trainees.

2. LITERATURE REVIEW

Yoel et al (2023) found that graduate students had moderate degree of interpersonal communication skills and they had improved and gained them through exposure to various knowledge and research activities through interactions with online groups and under graduate engineering students had better level of interpersonal communication skills than alumni students.

Abid et al (2022) conceded that secondary students had competent degree of interpersonal skills and female students had better interpersonal skills than male and significant difference was found among them in their interpersonal skills and interpersonal skills of secondary

students had positive and significant relation with achievement in their academics.

Sukarna (2021) revealed that engineering had higher degree of interpersonal skills and it was differing with respect to their gender and their interpersonal skills had positively and significantly related with their learning outcome in mechanical engineering subject.

Eganov et al (2020) indicated that college students had varying level of interpersonal communication skills and significant difference was found among low and high level of interpersonal communication skills and it had positive and significant relation with their mental health.

Moradi et al (2019) showed that high school students had moderate degree of interpersonal skills and significant difference was found in interpersonal skills with regarding to their gender and their interpersonal skills had positive and significant relation with their group leaning and their emotional intelligence had mediating relation among them.

Khodijah et al(2018)found that school students in overall had moderate degree of interpersonal skills and it had increased after introduction of problem solving learning and it was highly effective in increasing interpersonal skills among them

Okoro et al (2017) concluded that business school graduate students had higher degree of interpersonal skills and it was varying among their gender and it had positively related with effectiveness of organization and their social self efficacy.

Seo and Kwon (2016) revealed that the interpersonal skills was moderate among nursing students and it was differing among their personal profile and it had positive and significant relation with their family communication pattern and academic resilience.

Lindsey and Rice (2015) indicated that undergraduate students who had online classroom had higher degree of interpersonal skills than conventional classroom environment and online course had increased their interpersonal skills and it had positive effect on their learning.

3. OBJECTIVES OF THE STUDY

1. To study difference amid interpersonal skills of B.Ed. Trainees and their gender, subject group and type of college.
2. To examine difference amid interpersonal skills of B.Ed. Trainees and their location of college, medium of instruction and residential area.

3. To analyze relation amid interpersonal skills and self confidence of B.Ed. Trainees.

4. HYPOTHESES OF THE STUDY

1. There is no difference amid interpersonal skills of B.Ed. Trainees and their gender, subject group and type of college.
2. There is no significant difference amid interpersonal skills of B.Ed. Trainees and their location of college, medium of instruction and residential area.
3. There is no significant relation amid interpersonal skills and self confidence of B.Ed. Trainees.

5. RESEARCH METHODOLOGY

The Chennai, Kancheepuram and Tiruvallur districts in Tamil Nadu state are chosen for carrying out the current study. B.Ed. Trainees are selected by employing random sampling method and data are gathered from 910 B.Ed. Trainees by using structured questionnaire. Percentage analysis is used to study profile of B.Ed. Trainees . t-test and ANOVA tests are applied to scrutinize difference amid profile of B.Ed. Trainees and their interpersonal skills. Correlation analysis is used to study relation amid interpersonal skills and self confidence of B.Ed. Trainees.

6. RESULTS

6.1. PROFILE OF B.ED. TRAINEES

The profile of B.Ed. Trainees is disclosed in Table-1.

Table-1. Profile of B.Ed. Trainees

Profile	Frequency	%
Gender		
Male	371	40.77
Female	539	59.23
Subject Group		
Arts	287	31.54
Science	531	58.35
Commerce	92	10.11
Type of College		
Government	100	10.99
Government Aided	263	28.90
Private	547	60.11
Location of College		
Urban	498	54.73

Rural	412	45.27
Medium of Instruction		
Tamil	360	39.56
English	550	60.44
Residential Area		
Urban	367	40.33
Semi – Urban	316	34.73
Rural	227	24.94

The results show that 59.23% of B.Ed. Trainees are females, whilst, 40.77% of them are males, 58.35% of them are belonging to science group, whilst, 10.11 % of them are belonging to commerce group and 60.11% of them are studying in private colleges, whilst, 10.99% of them are studying in Government college.

The results also indicate that 54.73% of them are studying in colleges located in urban area, whilst, 45.27% of them are studying in colleges located in rural area, 60.44% of them are studying in English medium, whilst, 39.56% of them are studying in Tamil medium and 40.33% of them are residing in urban area, whilst, 24.94 % of them are residing in rural area.

6.2. PROFILE OF B.ED. TRAINEES AND INTERPERSONAL SKILLS

The difference amid profile of B.Ed. Trainees and their interpersonal skills is disclosed as below.

6.2.1. Gender and Interpersonal Skills

The difference amid gender of B.Ed. Trainees and their interpersonal skills is disclosed in Table-2.

Table-2. Gender and Interpersonal Skills

Gender	N	Mean	SD	t-value	Level of Significance
Male	371	139.85	10.28	2.529	0.05
Female	539	142.62	19.25		

Female B.Ed. Trainees (Mean=142.62) are having higher degree of Interpersonal Skills than Male B.Ed. Trainees (Mean=139.85). The t- value of 2.529 demonstrates that significant difference is found amid gender of B.Ed. Trainees and their interpersonal skills.

6.2.2. Subject Group and Interpersonal Skills

The difference amid subject group of B.Ed. Trainees and their interpersonal skills is disclosed in Table-3.

Table-3. Subject Group and Interpersonal Skills

Subject Group	N	Mean	SD	F-value	Level of Significance
Arts	287	137.64	11.23	23.129	0.01
Science	531	142.03	13.36		
Commerce	92	150.37	32.78		

B.Ed. Trainees in Commerce Group (Mean=150.37) are having higher degree of Interpersonal Skills than Science (Mean=142.03) and Arts (Mean=137.64) Groups. The F- value of 23.129 demonstrates that significant difference is found amid subject group of B.Ed. Trainees and their interpersonal skills.

6.2.3. Type of College and Interpersonal Skills

The difference amid type of college of B.Ed. Trainees and their interpersonal skills is disclosed in Table-4.

Table-4. Type of College and Interpersonal Skills

Type of College	N	Mean	SD	F-value	Level of Significance
Government	100	142.59	20.64	1.875	0.05
Government Aided	263	142.83	14.08		
Private	547	140.64	16.30		

B.Ed. Trainees studying in Government Aided colleges (Mean=142.83) are having higher degree of Interpersonal Skills than Government (Mean=142.59) and Private colleges (Mean=140.64). The F-value of 1.875 demonstrates that significant difference is not found amid type of college of B.Ed. Trainees and their interpersonal skills.

6.2.4. Location of College and Interpersonal Skills

The difference amid location of college of B.Ed. Trainees and their interpersonal skills is disclosed in Table-5.

Table-5. Location of College and Interpersonal skills

Location of College	N	Mean	SD	t-value	Level of Significance

Urban	498	137.07	11.30	9.440	0.01
Rural	412	146.83	19.43		

B.Ed. Trainees studying in Rural colleges (Mean=146.83) are having higher degree of Interpersonal Skills than B.Ed. Trainees studying in Urban colleges (Mean=137.07). The t-value of 9.440 demonstrates that significant difference is found amid location of college of B.Ed. Trainees and their interpersonal skills.

6.2.5. Medium of Instruction and Interpersonal skills

The difference amid medium of instruction of B.Ed. Trainees and their interpersonal skills is disclosed in Table-6.

Table-6. Medium of Instruction and Interpersonal Skills

Medium of Instruction	N	Mean	SD	t-value	Level of Significance
Tamil	360	140.33	12.11	1.742	0.05
English	550	142.25	18.44		

B.Ed. Trainees studying in English Medium (Mean=142.25) are having higher degree of Interpersonal Skills than B.Ed. Trainees studying in Tamil Medium (Mean=140.33). The t-value of 1.742 demonstrates that significant difference is not found amid medium of instruction of B.Ed. Trainees and their interpersonal skills.

6.2.6. Residential Area and Interpersonal Skills

The difference amid residential area of B.Ed. Trainees and their interpersonal skills is disclosed in Table-7.

Table-7. Residential Area and Interpersonal Skills

Residential Area	N	Mean	SD	F-value	Level of Significance
Urban	367	140.82	13.85	0.725	0.05
Semi – Urban	316	142.32	12.96		
Rural	227	141.41	22.71		

B.Ed. Trainees residing in Semi – Urban (Mean=142.32) are having higher degree of Interpersonal Skills than Rural (Mean=141.41) and Urban areas (Mean=140.82). The F-value of 0.725 demonstrates that significant difference is not found amid residential area of B.Ed. Trainees and their interpersonal skills.

6.3. RELATION AMID INTERPERSONAL SKILLS AND SELF CONFIDENCE OF B.ED. TRAINEES

The relation amid interpersonal skills and Self Confidence of B.Ed. Trainees was studied by employing correlation analysis and the result is disclosed in Table-8.

Table-8. Interpersonal Skills and Self Confidence of B.Ed. Trainees

Particulars	Correlation Coefficient
Interpersonal skills and Self Confidence of B.Ed. Trainees	0.441**

** Significance in 1% level

The coefficient of correlation amid interpersonal skills and self confidence of B.Ed. Trainees is 0.441 and it clarifies that they have significant, positive and substantial relation among them.

7. CONCLUSION

The outcomes of this study reveal that significant difference is prevailed amid profile of B.Ed. Trainees and their interpersonal skills excluding type of college, medium of instruction and residential area. The interpersonal skills are having significant, positive and substantial relation with self confidence of B.Ed. Trainees. Therefore, B.Ed. Trainees should integrate interpersonal skills in to their class room learning activity regularly and they must involve in group activities for improving their interpersonal skills and expressivity. B.Ed. Trainees should enhance their interpersonal skills by using various methods and technologies that will be useful for their learning and teaching and interaction with others. Faculty members of Colleges of Education and family members must provide adequate supports for enhancing interpersonal skills among B.Ed. Trainees and these measures will improve their self confidence and in turn it will be helpful for attaining success in their academic and personal life.

REFERENCES:

- Naga Subramani P.C., (2020). "Development and Standardization of working Women's Mental Health Scale", Mukta Shabd Journal, V.9, n6, P. 2703-2711.
- Alfridha Dwi Putri.(2021). Analysis of teacher-students interpersonal communication on virtual teaching learning process of EFL.

International Journal of Innovative Science and Research Technology, 6(1), 739-749.

Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being. *Perspectives in Education*, 23(1), 41-62.

Eganov. A., Cherepov, E., Romanova, L., & Bykov, V. (2020). Interpersonal communication of students and mental health data. *Journal of Physical Education and Sport*, 20(4), 2405-2408.

Ephraim Okoro, Melvin C Washington, & Otis Thomas. (2017). The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis. *International Journal of Language and Linguistics*, 4(3), 28-32.

Ghiabi, B., & Besharat, M. A. (2011). Emotional intelligence, alexithymia, and interpersonal problems. *Procedia-Social and Behavioral Sciences*, 30(1), 98-102.

Kawoun Seo, & Myoungjin Kwon. (2016). Study on the effects of interpersonal communication competence and family communication patterns on academic resilience. *Indian Journal of Science and Technology*, 9(40), 1-7.

Khodijah, S., Suharno, & Triyanto. (2018). Strategy for increasing the students' interpersonal communication skills through problem-based learning. *International Journal of Educational Research Review*, 10(1), 150-158.

Mungin Eddy Wibowo, Rohmatus Naini, Thrisia Febrianti. (2022). The effect of interpersonal skills and self-efficacy on self-compassion of high school students. *International Journal of Education and Research*, 10(1), 143-154.

Natasha S. Lindsey, & Margaret L. Rice. (2015). Interpersonal skills and education in the traditional and online classroom environments. *Journal of Interactive Online Learning*, 13(3), 126-136.

Nisar Abid, Aqeela Samuel, Rizwan Ali, Almas Shoaib, & Waqar Younas Warraich. (2022). Students' interpersonal skills and its association with their academic achievement in secondary school of Pakistan. *International Journal of Evaluation and Research in Education*, 11(1), 143-151.

Nurfitriany Fakhri, Intan Febriany Ayu Lestari, Ahmad Yasser Mansyur, & Sahril Buchori. (2023). Self-confidence and interpersonal communication anxiety among college students in Makassar. *Jurnal Eduhealth*, 14(2), 635-640.

Parvathy Viswanath.(2019). Personality and interpersonal skills in college youth. *The International Journal of Indian Psychology*, 7(3),1-5.

Saeid Moradi, Batoul Faghiharam, & Kobra Ghasempour.(2019). Relationship between group learning and interpersonal skills with emphasis on the role of mediating emotional intelligence among high school students. *SAGE Open*, 10(1),1-10.

Shahaf Rocker Yoel, · Effrat Akiri, & Yehudit Judy Dori.(2023). Fostering graduate students' interpersonal communication skills via online group interactions. *Journal of Science Education and Technology*, 32, 931-950.

Tasya Fatihah Sukarna.(2021). The effect of student's interpersonal communication skills on student's learning outcomes in mechanical engineering subject. *Journal of Architectural Research and Education*, 3(2), 115-127.