

Relationship Between Soft Skills And Teaching Competency Of Higher Secondary Teachers

I.Kapil Kumar * and Dr. P. Ganesan**

* Ph.D. Research Scholar, Department of Pedagogical
Sciences, Tamil Nadu Teachers Education University, Chennai-
97

** Research Supervisor & Controller of Examinations (I/C),
Tamil Nadu Teachers Education University, Chennai-97

Abstract

In this study, an attempt has been made to study the relationship between soft skills and teaching competency among higher secondary teachers. The Soft Skills Scale(SCS) and Teaching Competency Scale (TCS) are constructed and validated by the investigator (2023), were used to collect the data from a sample of 605 higher secondary teachers in Nilgiri District, Tamil Nadu in India. The descriptive survey method has been followed and simple random sampling technique was used in administration of the research tools. The result indicated that there is significant and positive relationship between soft skills and teaching competency of higher secondary teachers, there is a significant contribution of teaching competency and dependent variable on the teaching competency of higher secondary teachers i.e. 54.8% of the total variance in soft skills is attributed by teaching competency.

Key Words: Soft Skills, Teaching Competency, Gender, Year of Experience and Higher Secondary Teachers.

Introduction

Soft skill complements hard skills, which are the technical requirements of a job. Soft skills include the ability to listen actively, communicate effectively, participate as a team member, build and lead teams or groups, adapt to volatile environments, use resources effectively and creatively, present persuasive arguments interestingly and motivate oneself and others in the expected ways. Soft skills are “the skills, abilities and traits that pertain to personality, attitude

and behavior rather than to formal technical knowledge” (Bharathi, T. et.al, 2007). Teaching competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum.

Need and Importance of the Study

Soft skills play a vital role for professional success. They help the person to excel in his/her workplace. Teachers have great responsibility in developing the society with values and good culture. They are the transmitters of culture. To transmit the culture to the society, soft skills are needed at different levels. The teachers who are able to acquire these skills not only find work in the career of their choice but also experience stronger and happier relationship in their personal lives.

Teaching competency is the skill, ability and capabilities possessed by the teacher so as to make the teacher and learning environment effective and productive there by realizing the full potential of the teacher as well as the students and in turn achieving the goals of education.

Review of Literature

Amala Jansi and Govinda Raju (2023) investigated the interplay of teaching competency, thinking styles, and vital soft skills among secondary teachers in Kancheepuram, Chennai, and Tiruvallur districts of Tamil Nadu, India. The research utilizes survey data from 1000 teachers, employing statistical techniques to analyze the relationships. The findings reveal that there are significant differences in teaching competency, thinking styles, and soft skills among teachers in different districts. It also identifies variations based on gender, age, and teaching experience.

Hoovinbhavi (2021) aimed of this study is to consider the competencies of the Secondary school teacher. A normative survey method was adopted to study the general teaching competencies in relation to with respect to a few selected variables. Stratified Simple Random sampling technique through which about 200 teachers representing from urban & rural, male & female, different managements of Kalaburagi district were selected as samples for the study. General teaching competency scale (A classroom observation schedule) by B.K Passi and Lalithamma a standardized research tool was used

comprising of 05 major areas of teaching competency. Results reveals that There is a significant difference between teaching competency of male and female teachers group, high and low qualified teachers and high and low socio-economic status teachers group.

Operational Definitions of the Study

Soft Skills

Soft skills refer to the ability to actively listen, effectively communicate, participate as a team member, build and lead teams or groups, adapt to volatile environments, use resources effectively and creatively, effectively present persuasive arguments and motivate one another. It includes the oral communication skill, written communication skill, computer skill, stress management skill, organizing skill, time management skill, leadership skill, interpersonal skill and team building skill of secondary teacher education students.

Teaching Competency

In the present study, teaching competency is the ability of the higher secondary teachers to execute a mastery level in teaching with all the capacities and capabilities that are needed to handle their profession. It refers to their performance level and skill in handling a topic to the best satisfaction of the learners.

Objectives of the Study

1. To find out whether there is any significant difference in the soft skills of higher secondary teachers with respect to their gender.
2. To find out whether there is any significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
3. To find out whether there is any significant difference in the teaching competency of higher secondary teachers with respect to their gender.
4. To find out whether there is any significant difference in the teaching competency of higher secondary teachers with respect to their years of experience.
5. To find out whether there is any significant relationship between soft skills and teaching competency of higher secondary teachers.

6. To find out whether there is any significant contribution in the teaching competency on soft skills of higher secondary teachers.

Hypotheses of the study

1. There is no significant difference in the soft skills of higher secondary teachers with respect to their gender.
2. There is no significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
3. There is no significant difference in the teaching competency of higher secondary teachers with respect to their gender.
4. There is no significant difference in the teaching competency of higher secondary teachers with respect to their years of experience.
5. There is no significant relationship between soft skills and teaching competency of higher secondary teachers.
6. There is no significant contribution in the teaching competency on soft skills of higher secondary teachers.

Method of the Study

The descriptive survey method was adopted in the present study.

Sample Used

In order to collect the required data, Soft Skills Scale (SCS) and Teaching Competency Scale (TCS) are constructed and validated by the investigator and Research Supervisor (2023). Simple random sampling technique has been employed to collect the data from 605 higher secondary teachers working in Nilgiri District, Tamilnadu in India.

Statistical techniques:

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

4. Regression Analysis (Linear)

Differential Analysis

Null Hypothesis No. 1

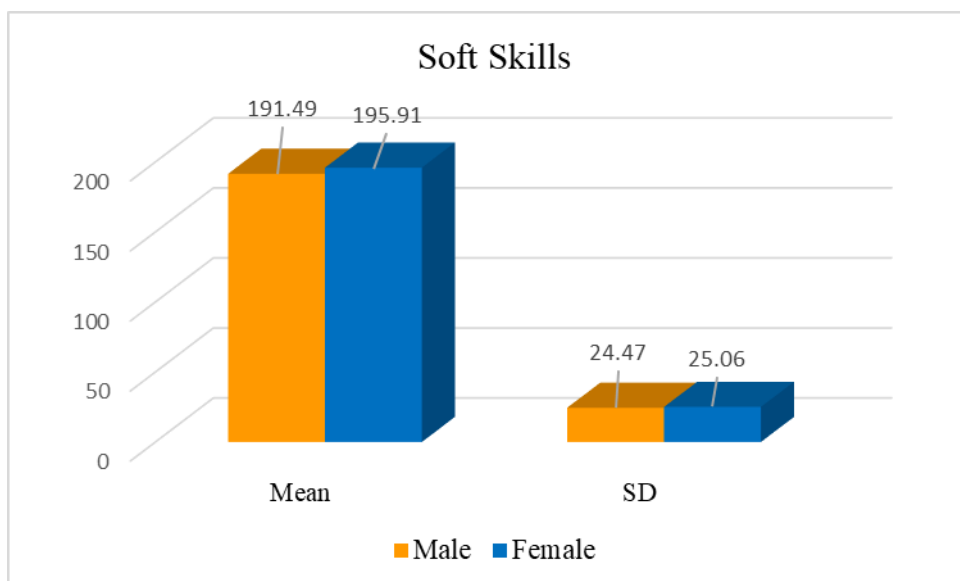
There is no significant difference in the soft skills of higher secondary teachers with respect to their gender.

Table-1 showing Mean Difference of Soft Skills Scores of Higher Secondary Teachers with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Soft Skills	Male	268	191.49	24.47	2.09	Significant
	Female	337	195.91	25.06		

From the above table-1 showed that the 't' value calculated is 2.09, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference in the soft skills of higher secondary teachers with respect to their gender. It is also found that female teachers are having high soft skills than the male teachers.

Figure-1 showing Mean Difference of Soft Skills Scores of Higher Secondary Teachers with regard to Gender



Null Hypothesis No.2

There is no significant difference in the soft skills of higher secondary teachers with respect to their years of experience.

Table-2 Showing ANOVA results for Soft Skills Scores of Higher Secondary Teachers with regard to Years of Experience

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Soft Skills	Between Groups	1619.938	2	309.969	4.95	Significant
	Within Groups	130463.854	602	76.717		
	Total	132083.792	604			

From Table-2 ANOVA result shows that the, 'F' value is 4.95, which is higher than the table value 1.47 at 0.05 level. Hence, the framed null hypothesis is rejected and it is concluded that there is significant difference in the soft skills of higher secondary teachers with respect to their years of experience.

Null Hypothesis No.3

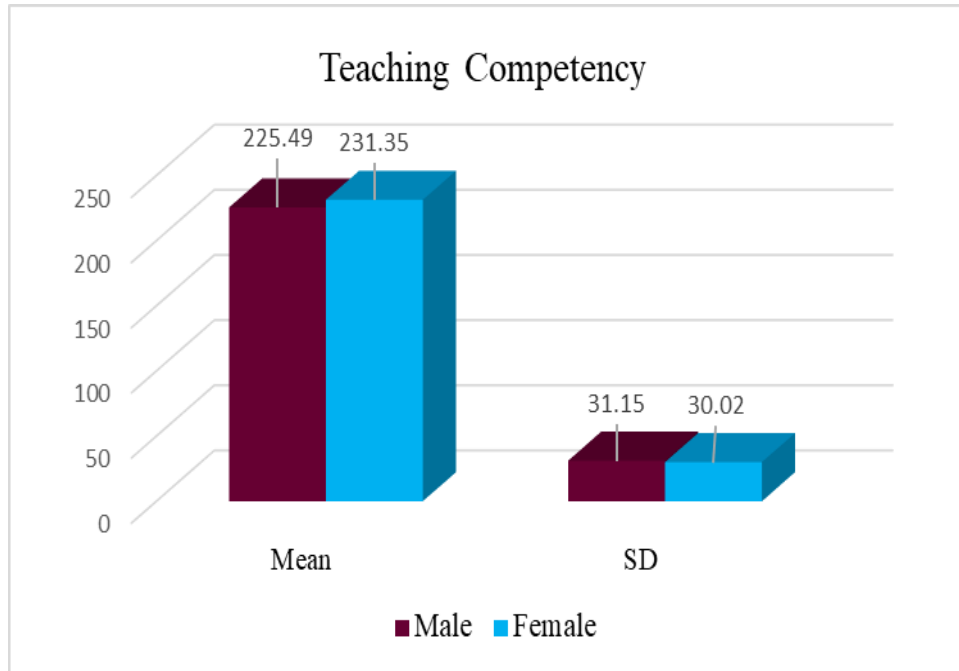
There is no significant difference in the teaching competency of higher secondary teachers with respect to their gender.

Table-3 showing Mean Difference of Teaching Competency Scores of Higher Secondary Teachers with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teaching Competency	Male	268	225.49	31.15	3.46	Significant
	Female	337	231.35	30.02		

From the above table-3 showed that the 't' value calculated is 3.46, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference in the teaching competency of higher secondary teachers with respect to their gender. It is also found that female teachers are having high teaching competency than the male teachers.

Figure-2 showing Mean Difference of Teaching Competency Scores of Higher Secondary Teachers with regard to Gender



Null Hypothesis No.4

There is no significant difference in the teaching competency of higher secondary teachers with respect to their years of experience.

Table-4 showing ANOVA results for Teaching Competency Scores of Higher Secondary Teachers with regard to Years of Experience

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Teaching Competency	Between Groups	5166.704	2	2583.352	6.11	Significant
	Within Groups	254146.105	602	422.170		
	Total	259312.810	604			

From Table-4 ANOVA result shows that the, 'F' value is 6.11, which is higher than the table value 1.47 at 0.05 level. Hence, the framed null hypothesis is rejected and it is concluded that there is significant difference in the teaching competency of higher secondary teachers with respect to their years of experience.

Correlation Analysis

Null Hypothesis No.5

There is no significant relationship between soft skills and teaching competency of higher secondary teachers.

Table-5 showing Co-Efficient of Correlation between Soft Skills and Teaching Competency of Higher Secondary Teachers

Variable	N	'r' Value
Soft Skills and Teaching Competency	772	0.54**

From the table-5 showed that the co-efficient of correlation between soft skills and teaching competency of higher secondary teachers and it is found to be 0.54 at 0.01 level which indicates that there is correlation between soft skills and teaching competency of higher secondary teachers. Therefore the null hypothesis is rejected and it is concluded that there is significant and positive relationship between soft skills and teaching competency of higher secondary teachers.

Regression Analysis**Null Hypothesis No.6**

There is no significant contribution in the teaching competency on soft skills of higher secondary teachers.

Table-6

The Table Shows a Summary of the Results of the Regression Analysis Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.740(a)	0.548	0.547	10.572

From the table-6 showed that the R square value, which is found to be (0.548) and it is evident that only 54.8% of the total variance in soft skills is attributed by teaching competency of higher secondary teachers. The remaining percentage of variance 45.2 % (1-R Square) is to be accounted by other factors which is not included in this study.

Table-7 showing the ANOVA Test

Model	Sum of Squares	df	Mean Square	F	LS
Regression	1692.456	1	382.456	28.96	Significant
Residual	67391.336	603	75.760		
Total	19083.792	604			

From table-7 showed that the F value is found to be 28.96, which is significant at 0.01 level. It indicates that there is a significant contribution of teaching competency on soft skills of higher secondary teachers. Hence, the null hypothesis is rejected and it is conclude that there is a significant contribution of teaching competency on soft skills of higher secondary teachers.

Findings of the Study

- There is a significant difference in the soft skills of higher secondary teachers with respect to their gender.
- There is a significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
- There is a significant difference in the teaching competency of higher secondary teachers with respect to their gender.
- There is a significant difference in the teaching competency of higher secondary teachers with respect to their years of experience.
- There is significant and positive relationship between soft skills and teaching competency of higher secondary students.
- There is a significant contribution of teaching competency on soft skills of higher secondary teachers i.e. 54.8% of the total variance in soft skills is attributed by teaching competency of higher secondary teachers.

Conclusion

The present study reveals that the level of soft skills and teaching competency are high of higher secondary teachers. Results also shows that teaching competency are significant Predictors on soft skills of higher secondary teachers.

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