



ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA: 3.67)

PALAYAMKOTTAI - 627002.

PRODUCING EMPLOYABLE TEACHERS: PROSPECTS, CHALLENGES AND STRATEGIES



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ISBN: 978-93-84192-04-4

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Gender wise Analysis of Soft Skills of Secondary Teacher Education Students

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Introduction

Soft skills are behavioural competencies. Also known as Interpersonal skills, or people skills, they include proficiencies such as communication skills, conflict resolution and negotiation, personal effectiveness, creative problem solving, strategic thinking, team building, influencing skills and selling skills, to name a few. These skills are based on performance, productivity, and how well the job is done. All of these previously mentioned skills can be acquired through numerous ways, mainly with bettering communication and development of leadership qualities. Working on body language, eye contact, and being at ease in relationships of any kind will improve the soft skills. In this context, it is the felt need of the hour to foster the intellectual, emotional, physical, social, cultural and spiritual growth of all secondary teacher education students particularly their soft skills and teaching competency (Ramganes and Johnson, 2008).

Significance of the Study

The progress of a country depends upon the quality of its teacher as they build the pillars of the nation. Teachers occupy a pivotal role in any nation. They are of high esteem and honor in the society. Their position and role in the society is unique. They are the makers of the future citizens of the society. The teacher is one who sets up

the standards, builds desirable attitudes, behaviours and characters among the students. 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 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 humour and empathy. Hence the investigator tries to find out the Gender wise Analysis of Soft Skills namely oral communication skill, written communication skills, computer skill, stress management skill, organizing skill, time management skill, leadership skill, interpersonal skill and team building skill of secondary teacher education students.

Objectives

1. To find out the level of soft skills of secondary teacher education teachers.
2. To find out the level of soft skills of secondary teacher education teachers with respect to gender.
3. To find out whether there is any significant difference between male and female secondary teacher education students in their soft skills.

Hypothesis

H₀1: There is no significant difference between male and female students in their soft skills of secondary teacher education students.

Population and Sample

The population for the present study consists of secondary teacher education students, who are studying in Tirunelveli district. The investigator has used simple random sampling technique for selecting

the sample from the population. The sample consisted of 400 secondary teacher education students from 12 Colleges of Education in Tirunelveli district.

Tool Used

Soft Skills Inventory developed and validated by Arockiasamy and Murugesh (2013).

Statistical Techniques Used

Percentage analysis and 't' test were used in this study.

Analysis of Data

Table - 1

Level of Soft Skills of Secondary Teacher Education Students

Dimensions of Soft Skills	Low		Moderate		High	
	N	%	N	%	N	%
Oral communication skill	80	20.0	223	55.8	97	24.2
Written communication skill	89	22.2	226	56.5	85	21.3
Stress management skill	80	20.0	227	56.8	93	23.2
Time management skill	85	21.2	225	56.2	90	22.6
Overall Soft skills	99	24.8	205	51.2	96	24.0

Table - 2

Level of Soft Skills of Secondary Teacher Education Students with respect to Gender

Dimensions of Soft Skills	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Oral communication skill	Male	6	8.3	45	62.5	21	29.2
	Female	74	22.5	178	54.3	76	23.2
Written communication skill	Male	18	25.0	37	51.4	17	23.6
	Female	71	21.7	189	57.6	68	20.7
Stress management skill	Male	9	12.5	40	55.6	23	31.9
	Female	71	21.7	187	57.0	70	21.3
Time management skill	Male	13	18.1	38	52.7	21	29.2
	Female	72	22.0	187	57.0	69	21.0
Overall Soft skills	Male	15	20.8	33	45.8	24	33.4
	Female	84	25.6	172	52.4	72	22.0

Table - 3
Difference between Male and Female Secondary teacher Education students
in their Soft Skills

Dimensions of Soft Skills	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Oral communication skill	Male	72	31.97	4.803	2.70	S
	Female	328	30.20	5.075		
Written communication skill	Male	72	30.28	5.303	0.09	NS
	Female	328	30.34	4.671		
Stress management skill	Male	72	35.46	5.782	1.59	NS
	Female	328	34.22	6.030		
Time management skill	Male	72	31.42	5.159	1.10	NS
	Female	328	30.65	5.430		
Overall Soft skills	Male	72	293.96	32.514	1.93	NS
	Female	328	286.10	30.924		

(At 5% level of significance the table value of 't' is 1.96)

Results and Discussion

1. The table 1 reveals that 24.2% of secondary teacher education students have high level of oral communication skill. 21.3% of them have high level of written communication skill. 21.2% of them have high level of computer skill. 23.2% of them have high level of stress management skill. 24.0% of them have high level of organizing skill. 22.6% of them have high level of time management skill. 24.5% of them have high level of leadership skill. 21.5% of them have high level of inter personal skill. 24.8% of them have high level of team building skill and 24.0% of them have high level of overall soft skills.

2. The table 2 reveals that among the 29.2% of male and 23.2% of female secondary teacher students have high level of oral communication skill. 23.6% of male and 20.7% of female secondary teacher students have high level of written communication skill. 33.4% of male and 18.6% of female secondary teacher students have high level of computer skill. 31.9% of male and 21.3% of female secondary teacher students have

high level of stress management skill. 22.2% of male and 24.4% of female secondary teacher students have high level of organizing skill. 29.2% of male and 21.0% of female secondary teacher students have high level of time management skill. 27.8% of male and 23.8% of female secondary teacher students have high level of leadership skill. 16.6% of male and 22.5% of female secondary teacher students have high level of inter personal skill. 26.4% of male and 24.3% of female secondary teacher students have high level of team building skill. 33.4% of male and 22.0% of female secondary teacher students have high level of overall soft skills.

3. The table 3 reveals that there is no significant difference between male and female students in the dimensions of written communication skill, stress management skill, organizing skill, time management skill, leadership skill, inter personal skill, team building skill and overall soft skills, but there is significant difference between male and female students in the dimensions of oral

communication skill and computer skill. While comparing the mean scores of male (Mean=31.97, 42.53) and female students (Mean=30.20, 40.37). The male students are better than the female students in their oral communication skill and computer skill, This may be due to the fact that the male students realize that they are the bread winners of the future family and they can get employment in this modern world of global economy only if they are good at oral communication skill and computer skill. Hence the male students are better than the female students.

Recommendations

1. Soft skills training should be given to the students in colleges of education.
2. Teaching strategies should be developed by using different dimension of soft skills.
3. Workshops and seminars may be conducted to teacher and parents to help them to understand the importance of soft skills.
4. Colleges of education should organize personality development programme in order to enhance the level of soft skills.
5. Workshop on time management and stress management can be conducted.
6. Various kinds of soft skills can be developed through continuous training for prospective teachers.
7. A constant evaluation is to be done by the management of the B.Ed. colleges to enhance the soft skills and teacher competency among the secondary teacher education students.

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