

RESEARCH AND REFLECTIONS ON EDUCATION

ISSN 0974-648X

a peer reviewed and refereed quarterly journal

UGC- CARE Approved

Volume : 18 No : 01

Jan - Mar 2020



- *MULTIPHASIC INTERESTS AMONG ADOLESCENT STUDENTS: A SURVEY*
- *OBSESSION, DEFENSE STYLE AND SELF – AWARENESS AMONG ADOLESCENTS*
- *CRITICAL THINKING AND SOCIAL REFLECTION OF HIGHER SECONDARY STUDENTS*
- *LEVEL OF AWARENESS AMONG THE UNDERGRADUATE STUDENTS ON THE SOFT SKILLS FOR EMPLOYMENT IN THE GLOBALISED WORLD*
- *REFLECTIVENESS AND SOFT SKILLS OF SECONDARY TEACHER EDUCATION STUDENTS*
- *IMPACT OF PARENTAL INVOLVEMENT IN TRAINING PERSONAL SKILLS AMONG CHILDREN WITH MULTIPLE DISABILITIES*
- *RIGHT TO EDUCATION [RTE] INDIA: EXPLORING THE HELLENIC INCLINATIONS*
- *TRIBAL EDUCATION IN NORTH EASTERN STATES OF INDIA*



St. Xavier's College of Education
(Autonomous)

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

PALAYAMKOTTAI - 627 002. TAMIL NADU.

Email: rresxce@gmail.com Web: www.sxcejournal.com

Principal

St. Xavier's College of Education

(Autonomous)

Palayamkottai - 627 002

Editorial for RRE – Jan – Mar 2020.

Dear Readers! Greetings from SXCE, the oldest portal of Teacher Education of Southern Tamilnadu.

Happy to share that our institution is celebrating the completion of seventy years of existence; it is celebrating its 70th year of service to the society at large. One of the major supporting pillars and the nerve center of any academic institution is the well-equipped and spacious Library which could accommodate more than the sufficient number of books and journals along with, in the context of 21st century, a well-networked learning resources. It is pertinent to raise a question here, whether the traditional library has its place in the modern educational curriculum or the library has failed in evoking a right response from the modern readers who seem to be leaning on internet-loaded contents.

After the advent of computers, the nature and functions of the academic libraries have changed a lot; no more the books borrowed and pages turned by the students rather they occupy the chairs in front of the computers and spend hours and hours in browsing. Today's libraries, named as digital libraries housing more electronic resources, are bounded by networked data that is connected to a vast ocean of Internet-based service (Mahajan, 2005). Students seem to be accessing more information for their academic requirements though it is also complained, that they are inclined to reproduce the content without following the ethical regulations. There is also a major complaint about the quality and originality of the content that are uploaded by individuals, which means the critical awareness and inquisitive thinking become the fundamental requisites of a reader.

While appreciating the potentials of electronic resources for gratifying the needs of academicians, a hue and cry is also raised from the learned persons about the dwindling habit of reading hard books. Remember, reading makes the man in all the ways, including the qualities of patience, concentration, acquisition of new knowledge etc.; this is true with soft (e-book) reading whereas the reading of hard-book has some more advantages. Firstly, the student will be at ease with book, not strained but sufficiently lighted with nature that makes him or her in a comfortable position in contrast to computers or any other electronic gadgets which will take away the physical flexibility and make their eyes and whole physiques tiring. This physical discomfort will disturb the mind and thus the thought process is hampered. No more questioning but only swallowing the matters without understanding. With electronic resources, there is a tendency to immediately copy and own the writing whereas in hard-reading, the reader mulls over the matter, accommodates and constructs a new knowledge. The hard-reading of books helps the reader in time management and personal habits; the reader cherishes the activity and learns to make notes of his reading. Today more concerns are raised by the librarians and the senior Professors about the decreasing reading activity. A clarion call comes from the parents and elderly people who were fortunate to have public libraries in their dwelling places for reading books say, 'Unread man becomes uncivilized'. It is an urgent task before us is to create an interest among prospective teachers to read books in the library along with the balanced usage of internet.

In this issue of RRE, we have researches on adolescents, soft skills, tribal education and right to education. Another paper on parental involvement in training the children is widely discussed. Have a wonderful reading and share your insights with others.

Thanking you. Editorial Team.

With Regards
Editorial Board



RESEARCH AND REFLECTIONS ON EDUCATION (A Quarterly Journal)

Reg.No : TNENG / 2003 / 10220

ISSN : 0974-648X

CONTENT

Multiphasic Interests among Adolescent Students:

A Survey

Mandeep Kaur, Navjot Kaur

Obsession, Defense Style and Self – Awareness
Among Adolescents

Johnson. R

Critical Thinking and Social Reflection of Higher
Secondary Students

R. Sivakumar

Level of Awareness among the Undergraduate
Students on the Soft Skills for Employment in the
Globalised World

Edward David, Dr. M. Vakkil

Reflectiveness and Soft Skills of Secondary
Teacher Education Students

A. Nicholas Jegan , Dr. M. Antony Raj

Impact of Parental Involvement in Training
Personal Skills Among Children with Multiple
Disabilities

K.K. Dhanavendan, Dr. Vakkil M

Right to Education [RTE] India: Exploring the
Hellenic Inclinations

R.Vidya

Tribal Education in North Eastern States of India

Dr. J.V.Arun, A. Premkumar

REFLECTIVENESS AND SOFT SKILLS OF SECONDARY TEACHER EDUCATION STUDENTS

Research
Paper

ABSTRACT

This study is intended to find out the difference between male and female secondary teacher education students in Tirunelveli district in their reflectiveness and soft skills. The investigator used survey method. The sample consisted of 200 secondary teacher education students in Tirunelveli district, Tamil Nadu. The investigator developed and validated tools for assessing the reflectiveness and soft skills of secondary teacher education students. The study revealed a significant difference between male and female secondary teacher education students in their planning skills. No significant difference was noticed among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness and soft skills. Significant relationship was observed between reflectiveness and soft skills of secondary teacher education students.

Keywords: *Reflectiveness, Planning skills, Presentation Skills, Technology Skills, Time Management Skills, Emotional Skills, Monitoring Skills, Self-evaluation Skills, Soft Skills, and Secondary Teacher Education Students*

Introduction

Reflectiveness is the capacity of quick thought or contemplation. To be simple it is the trait of thinking carefully before acting. Actually people learn from reflecting on experience not just from experience. For teachers and prospective teachers reflectiveness is a tool to evaluate the learning process. Reflection makes oneself aware and this self-awareness helps him to be self-regulated.

The teachers who are reflective, reflect before, during and after their teaching. It helps a teacher to achieve his her goals. By reflectiveness a teacher evaluates his/her own preparation, performance and progress towards achieving his/her aims and objectives. This self-examination helps a teacher to select the soft skills needed for his/her teaching as one comes to know about his/her own strength and weakness. This may lead teachers to select such skills needed for the progress towards their set goals.

The word soft skill has become a popular word in the career context. In the career of a teacher, too, soft skills play an important role. There are sixty soft skills listed out by Human Resource Experts (HRE). Soft skills also include employability skills and life skills.

Priya Sasi and Annaraja (2004) in their article on soft skills for prospective teachers assert that prospective teachers who have great responsibility in developing the society with values and good culture need soft skills to transmit the culture to the students. It can be concluded that reflectiveness helps one in his/her proficiency in soft skills.

Significance of the study

Teaching is a demanding and complex profession. Innumerable dedicated, talented teachers teach in schools, colleges and universities aiming at becoming caring, competent, and effective teachers that every student expects. Many teachers serve at under-resourced educational institutions and so their profession is extremely challenging and complex. In many ways, the teaching profession can be even more challenging than other professions. Meeting the demands of the teaching profession requires incredible

A. Nicholas Jegan

Ph.D. Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai.

Dr. M. Antony Raj

*Assistant Professor,
St. Xavier's College of Education, Palayamkottai.*

Research and Reflections on Education ISSN 0974 - 648 X

Vol. 18 No. 01

Jan-Mar 2020

20

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

will, ability, preparation, continuous learning and proficiency in soft skills.

The progress of a country depends upon the quality of its teachers as they build the pillars of the nation. Their position and role in the society are special because they give the lead by setting up standards and help to build desirable attitudes and shape the behaviours and characters among the future citizens of the country. So it is essential to prepare teachers who, in turn, will be able to motivate their students to serve the diverse needs of our nation.

But what is actually happening is another question. Of late academic pressures have been mounting high in secondary teacher education programme. The Government has stipulated that one's B.Ed. degree alone would not get him/her a teaching position; he/she would have to get through successfully the CTET (Central Teacher Eligibility Test) and TNTET (Tamil Nadu State Teacher Eligibility Test) in order to be employed.

The enhanced performance of a teacher needs thinking. Thinking involves an extraordinarily complex mental process. Reflectiveness is the framework or pattern within which thinking takes place. The reflection done by the teacher on their character, planning and execution helps to select the crucial soft skills needed to pull on their teaching interestingly and meaningfully.

Soft skills play a vital role in the professional success at this age of information and knowledge. They help one to excel in the work place and so their importance cannot be denied in this highly competitive corporate world. Those with good soft-skills can easily stand out in a milieu of routine job seekers with mediocre skill and talent. Needless to add that soft skills are essential for teachers to achieve success in their profession.

The findings of the study will redound to the benefit of the teachers of today as well as prospective teachers. The result of this study will uncover the area of soft skill in which the prospective teachers need to be trained; it will also improve the knowledge and skill of training prospective

teachers with appropriate soft skills.

That is why the investigator has made an attempt to study the reflectiveness and soft skills of secondary teacher education students.

Objectives

1. To find out if there is any significant difference between male and female secondary teacher education students in their reflectiveness and soft skills.
2. To find out if there is any significant difference among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness and soft skills.
3. To find out if there is any significant relationship between reflectiveness and soft skills of secondary teacher education students.

Hypotheses

1. There is no significant difference between male and female secondary teacher education students in their reflectiveness.
2. There is no significant difference between male and female secondary teacher education students in their soft skills.
3. There is no significant difference among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness.
4. There is no significant difference among secondary teacher education students having language, arts, and science as optional subjects in their soft skills.
5. There is no significant relationship between the reflectiveness and soft skills of secondary teacher education students.

Methodology

The investigator used survey method for data collection.

Tools used for the study

The investigator used the following tools to measure the reflectiveness and soft skills of secondary teacher education students.

1. A scale to measure the Reflectiveness of secondary teacher education students prepared and validated by the Nicholas Jegan and Antonyraj (2017).
2. Soft skills assessment questionnaire for secondary teacher education students prepared and validated by the Nicholas Jegan and Antonyraj (2017).

Population

The population for the present study comprised of the secondary teacher education students studying in teacher education colleges in Tirunelveli district of Tamil Nadu.

Sample

The sample of this study consisted of 200 secondary teacher education students from teacher education colleges in Tirunelveli district of Tamil Nadu.

Sampling techniques

The investigator used simple random sampling technique.

Statistical techniques used

The investigator used the following statistical procedures for data analysis:

1. 't' test
2. 'F' test
3. Pearson's product-moment correlation

DATA ANALYSIS

Hypothesis 1

There is no significant difference between male and female secondary teacher education students in their reflectiveness.

Table 1

Difference between male and female secondary teacher education students in their reflectiveness

Gender	N	Mean	S.D.	Calculated 't' Value	'P' value	Re marks
Male	78	234.13	23.762	1.362	0.175	NS
Female	122	238.79	23.479			

It is inferred from the table 1, that there is no significant difference between male and female secondary teacher education students in their reflectiveness.

Hypothesis - 2

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

Table 2

Difference between male and female secondary teacher education students in their soft skills

Dimensions	Gender	N	Mean	S.D.	Calculated 't' Value	'p' value	Re marks
Planning	Male	78	41.44	4.804	2.72	0.007	S
	Female	122	43.18	4.164			
Presentation	Male	78	37.21	4.145	1.385	0.171	NS
	Female	122	38.05	4.291			
Technology	Male	78	23.86	4.466	1.196	0.246	NS
	Female	122	24.58	3.971			
Time management	Male	78	20.18	2.667	1.314	0.195	NS
	Female	122	20.7	2.79			
Relationship	Male	78	25.85	3.142	0.534	0.598	NS
	Female	122	26.08	2.981			
Emotional	Male	78	29.72	3.295	0.935	0.355	NS
	Female	122	30.16	3.188			
Monitoring	Male	78	34.53	3.709	0.695	0.491	NS
	Female	122	34.89	3.611			
Self-evaluation	Male	78	29.72	3.403	1.532	0.137	NS
	Female	122	30.43	3.045			

It is inferred from the table 2 that there is no significant between male and female secondary teacher education students in their presentation skill, technology skill, time management skill, relationship skill, emotional skill, monitoring skill, self-evaluation skill, and soft skills. But there is a significant difference between male and female secondary teacher education students in their planning skill.

While comparing the mean scores of male (mean=41.44) and female (mean=43.18) secondary teacher education students, female are better than male secondary teacher education students in their planning skills.

Hypothesis -3

There is no significant difference among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness.

Table 3

Difference among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness

Sources of variation	df = 2, 197		Calculated F Value	'P' Value	Remarks
	Sum of squares	Mean square			
Between	1113.26	556.63	0.996	0.371	NS
Within	110097	558.87			

It is inferred from the table 3, that there is no significant difference among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness.

Hypothesis 4

There is no significant difference among secondary teacher education students having language, arts, and science as optional subjects in their soft skills.

Table 4

Difference among secondary teacher education students having language, arts, and science as optional subjects in their soft skills

Dimensions	Sources of variation	df = 2, 197		Calculated F Value	'P' Value	Remarks
		Sum of squares	Mean square			
Planning	Between	2.121	1.06	0.052	0.949	NS
	Within	4017.879	20.395			
Presentation	Between	11.225	5.612	0.309	0.734	NS
	Within	3573.095	18.138			
Technology	Between	26.547	13.273	0.76	0.469	NS
	Within	3441.453	17.469			
Time management	Between	2.071	1.036	0.136	0.873	NS
	Within	1499.924	7.614			
Relationship	Between	9.969	4.984	0.537	0.585	NS
	Within	1828.011	9.279			
Emotional	Between	0.403	0.201	0.019	0.981	NS
	Within	2074.552	10.531			
Monitoring	Between	39.125	19.563	1.48	0.23	NS
	Within	2604.375	13.22			
Self-evaluation	Between	1.782	0.891	0.086	0.917	NS
	Within	2035.718	10.334			
Soft skills	Between	42.528	21.264	0.043	0.958	NS
	Within	96829.052	491.518			

It is inferred from the table 4, that there is no significant difference among secondary teacher

education students having language, arts, and science as optional subjects in their planning skill, presentation skill, technology skill, time management skill, relationship skill, emotional skill, monitoring skill, self-evaluation skill and soft skills.

Hypothesis 5

There is no significant relationship between reflectiveness and soft skills of secondary teacher education students.

Table 5

Relationship between reflectiveness and soft skills of secondary teacher education students

Reflectiveness Vs Soft skills	df	Calculated 'r' value	'P' Value	Remarks
	879	0.802	0.000	S

It is inferred from the table 5, that there is a significant relationship between reflectiveness and soft skills of secondary teacher education students.

Findings and discussion

1. Statistically no significant difference was observed between male and female secondary teacher education students in their reflectiveness.
2. No significant difference was found between male and female secondary teacher education students in their soft skills except planning skill. Female are better than male in their planning skill. This may be due to the reason that female are strategic planners as the Indian family system teach them directly and indirectly about planning from their early childhood days itself and also by nature they are more intuitive and creative.
3. No significant difference was noticed among secondary teacher education students having language, arts, and science as optional subjects in their reflectiveness and soft skills.
4. A significant relationship was observed between reflectiveness and soft skills of secondary teacher education students. This may be due to the reason that reflectiveness helps prospective teachers to pinpoint essential soft skills needed to improve their professional life.

Conclusion

Soft skills are in demand for teachers as every moment of a teacher in the classroom is based on his / her soft skills. This study reveals that female teacher education students excel in their planning skill than male. A good planning is half done and so the male secondary teacher education students have to focus on their planning skill.

Continued on Page 31

toward the Hellenic system of education especially in its concept of state-controlled education. Both Plato and Aristotle strongly believed that education was the mandate of the government and the primary responsibility of the state. They both opined that the failure of the Athenian system of education was the result of minimal government interference and the family had undue influence in the process of education (Waterfield, 1993). Hence, Aristotle and Plato expounded their theory of education on the assumption that state control was an essential requisite for the success of the system of education. Though RTE explicates also on the role of parents in achieving universal quality primary education, it nevertheless places the maximum onus on the state.

The two Greek thinkers considered Polis as a community created through education and its perpetuation depended on education being imparted to all its citizens. Similarly, the basic rationale behind the enforcement of RTE is that primary education is a requisite for the existence and development of modern societies and hence needs to be the primary agenda of the state. The system of learning prescribed by the Greek thinkers was Paideia, a comprehensive system of learning facilitating both the physical and mental development of the citizens (Waterfield, 1993). Though there is no explicit mention of the system in RTE, it is better understood that RTE envisages both the physical and mental well-being of the children at the primary levels. Despite its limitations, the RTE is undoubtedly a landmark legislation pertaining to primary education in the country. Its provisions interestingly fall closely in line with the aspirations that the Greek philosophers Plato and Aristotle had for their Polis centuries ago. It is believed that RTE too would lead to the establishment of a just society, similar to the one that was envisaged for the Polis.

References

1. Basu P. (2011). *Educational Thought and Practice*. Delhi: Saurabh Publishing House.
2. Dung V. V., Trang D. T., & Vy B. T. (2016). Aristotle's Educational Ideas. *European Journal of Education Studies*, 2(9), 115- 126. doi:10.5281/zenodo.167624

3. Husain N. (2014). *Right to Education: Retrospect and Prospects*. Delhi: Shipra Publications.
4. Rai V., Kumar N. (2010). *Right to Education: The Way Forward*. Delhi: Perfect Publications.
5. Rao D. B. (2011). *Right to Education*. Delhi: Neelkamal Publications.
6. Save the Children. *UN Convention on the Rights of the Child*. (n.d.) retrieved from <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>
7. Tyagi B. R. (2012). *Right to Education: Justification, Definition and Guidelines*. Delhi: Arise Publishers and Distributors.
8. United Nations Human Rights. *Declaration of the Rights of the Child*. (n.d.). Retrieved from [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/1DeclarationoftheRightsoftheChild\(1959\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/1DeclarationoftheRightsoftheChild(1959).aspx)
9. United Nations. *Children*. (n.d.). Retrieved from <https://www.un.org/en/sections/issues-depth/children/>
10. Waterfield R. (Ed.). (1993). *Oxford World's Classics: Plato: Republic*. New York: Oxford University Press.

Continuation of Page 4

REFLECTIVENESS AND SOFT SKILLS...

The national effort to achieve excellence in the classroom may be realized by making the teachers more adaptable and flexible for which teachers need to be trained in soft skills. The challenge of a modern teacher is to deal with the increasing diversity in the classrooms for which a teacher needs to be more reflective. This study reveals a significant relationship between reflectiveness and soft skills. It may be concluded that teacher trainees have to be trained in such a way that they must prefer reflective level of teaching which may pave way for developing number of soft skills required for teaching profession.

References

1. Geramine Taggart, L. & Alfred Wilson, P. (2005). *Promoting reflective thinking in teachers*. New Delhi: Sage Publications India Pvt. Limited.
2. Jahitha Begam, A. & Kannaki, K. (2014). *Self-Regulation*. Agra: H. P. Bhargava Book House.
3. Sexena, N.R., Mishra, B.K. & Mohenty, R.K. (2011). *Teacher education*. Meerut: R.Lall Book Depot.
4. Aggarwal, Y.P. (2004). *Statistical Methods, Concepts, Application, and Computation*. New Delhi: Sterling Publishers Pvt. Ltd.