PHONIX INTERNATIONAL JOURNAL FOR PSYCHOLOGY AND SOCIAL SCIENCES

Vol. 2, Issue 6, December 2018

PHONIX

2018

Editor in Chief
Dr. Sunil Kumar Jangir (Ph. D.)

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

i

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

Academic Self-Regulation and Soft Skills of Secondary Teacher Education Students

A. Nicholas Jegan* and Dr. M. Antony Raj **

ABSTRACT

This study is intended to find out the difference among and relationship if any in the academic self-regulation and soft skills of secondary teacher education students in Tirunelveli, Tuticorin and Kanyakumari districts. The investigator used survey method. The sample consisted of 881 secondary teacher education students in Tirunelveli, Tuticorin and Kanyakumari districts in Tamilnadu. The investigator developed and validated tools for measuring academic self-regulation and soft skills of secondary teacher education students. The study revealed that a significant difference between secondary teacher education students those who studying in aided and self-finance college in their academic self-regulation and its dimensions goal setting, pro-activeness and self-evaluation. Secondary education students from self-finance colleges are better in their goal setting, pro-activeness, self-evaluation and academic self-regulation. No significant difference is found among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce and others as optional subjects in their academic self-regulation and its dimensions goal setting, pro-activeness and self-evaluation.

Keywords: Academic Self-regulation, Soft Skills, Secondary Teacher Education Students

* *Ph.D. Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai
E-mail: ellipsenj@gmail.com, Mob: +91 9944035754
**Research Director and Assistant Professor, St. Xavier's College of Education, Palayamkottai

INTRODUCTION

Teachers occupy a very important place in the society. Because they bring about the transfer of the intellectual tradition from one generation to the next. They maintain the light of civilization burning bright. They are expected to help in the silent social revolution that is taking place in the country. Their duty does not end in the classroom with their students. They owe a duty to the society and the nation.

Teacher education is the process of providing teachers with the skills and knowledge necessary to teach effectively in a classroom environment. A changing world requires a changing style of education.

Self-regulation is a person's self-control of behavior, emotions and thoughts. It is necessary for a person to have self-control and the ability to inhibit actions. It is an important feature in cognitive and somatic behaviours. Self-regulation also refers to student's ability to understand and control their learning (Schunk and Zimmerman, 1994; Winne, 1995; Zimmerman, 1994). It is a deep, internal mechanism that enables children as well as adults to engage in mindful, intentional and thoughtful behaviours.

Self-regulatory processes have primarily been linked to the study of academic achievement. Some competence, which involves skills in social goal setting, problem-solving capabilities, feelings of social support and trust and ability to exercise self-control in the face of social pressure, is found to require the execution of self-regulatory skills, thereby influencing academic outcomes. Since both academic and social learning share common self-regulatory features, it would appear that promoting the development of either aspect of behavior should have impact on the other domain.

Significance of the Study

The investigator has observed, during his teaching years many colleges in Tamilnadu and other states in India were not given training to the secondary teacher education students on soft skills and self-regulation techniques. Self-regulation and soft skills are necessary to handle classed and control students in the classroom. So, the researcher decided to find out the curiosity of using soft skill, self-confidence, goal setting, self-evaluation and pro-activeness of secondary teacher education students using in their training period in the classroom.

This study would be very significant in revealing some hidden truths about the relationship between soft skills and academic self-regulation of secondary teacher education students.

Objectives

1. To find out the significant difference between if any secondary teacher education students from aided and self-finance colleges in their academic self-regulation and soft skills.

2. To find out the significant difference if any among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.

3. To find out the significant relationship if any between academic self-regulation and soft skills of secondary teacher education students.

Hypotheses

1. There is no significant difference between secondary teacher education students from aided and self-finance colleges in their academic self-regulation and its dimensions.

2. There is no significant difference between secondary teacher education students from aided and self-finance colleges in their soft skills and its dimensions.

3. There is no significant difference among secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.

4. There is no significant relationship between academic self-regulation and soft skills of secondary teacher education students.

METHOD

The investigator used survey method for data collection.

Tools Used for the Study

The investigator used the following tools.

1. Academic self-regulation scale prepared and validated by the investigator and guide (2017).

2. Soft skills scale prepared and validated by the investigator and guide (2017).

Population

The population for the present study consisted of the secondary teacher education students studying in teacher education colleges in Tirunelveli, Tuticorin and Kanyakumari districts of Tamilnadu.

Sample

The sample of this study is consisted of 881 secondary teacher education students from various teacher education colleges Tirunelveli, Tuticorin and Kanyakumari districts of Tamilnadu.

Sampling Techniques

The investigator has adopted simple random sampling techniques.

Statistical Techniques Used

The researcher used the following statistical techniques for data analysis:

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

RESULTS AND DISCUSSION

Hypothesis 1

There is no significant difference between secondary teacher education students from aided and self-finance college in their academic self-regulation and its dimensions.

Table 1

Difference between secondary teacher education students from aided and self-finance college in their academic self-regulation

Dimensions	Type of college	N	Mean	S.D.	Calculated 't' Value	'P' value	Remarks
Goal setting	Aided	269	101.90	14.526	3.199	0.001	S
	Self-finance	612	105.19	13.033			
Pro-activeness	Aided	269	38.58	6.511	4.587	0.000	S
	Self-finance	612	40.69	6.185			
Self-evaluation	Aided	269	43.72	7.919	3.603	0.001	S
	Self-finance	612	45.59	6.733			
Academic self-regulation	Aided	269	184.20	26.389	4.059	0.000	S
	Self-finance	612	191.48	23.655			

It is inferred from the above table that there is significant difference between secondary teacher education students from aided and self-finance colleges in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

While comparing the mean scores of secondary teacher education students from aided (101.90, 38.58, 43.72 & 184.20) colleges and self-finance colleges (105.19, 40.69, 45.59 & 191.48), secondary teacher education students from self-finance college are better than their counter part in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

Hypothesis 2

There is no significant difference between secondary teacher education students from aided and self-finance colleges in their soft skill and its dimensions.

Table 2

Difference between secondary teacher education students from aided and self-finance colleges in their soft skill

Dimensions	Type of college	N	Mean	S.D.	Calculated 't' Value	'P' value	Remarks
Planning	Aided	269	39.62	6.558	3.032	0.003	S
	Self-finance	612	41.00	6.121			
Presentation	Aided	269	35.76	6.103	1.303	0.185	NS
	Self-finance	612	36.33	5.812			
Technology	Aided	269	21.99	4.761	3.968	0.000	S
	Self-finance	612	23.40	5.104			
Time management	Aided	269	18.56	3.571	4.413	0.000	S
	Self-finance	612	19.62	3.457			
Relationship	Aided	269	24.02	4.495	2.398	0.022	S
	Self-finance	612	24.76	4.042			
Emotional	Aided	269	26.95	5.678	3.129	0.003	S
	Self-finance	612	28.13	4.925			
Monitoring	Aided	269	33.03	4.863	1.183	0.243	NS
	Self-finance	612	33.45	4.727			
Self-evaluation	Aided	269	27.46	5.266	3.515	0.001	S
	Self-finance	612	28.71	4.640			
Soft skills	Aided	269	227.39	34.813	3.303	0.001	S
	Self-finance	612	235.40	32.369			

It is inferred from the above table that there is no significant difference between secondary teacher education students from aided and self-finance colleges in their presentation skill and monitoring skill. But there is significant difference between secondary teacher education students from aided and self-finance colleges in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

While comparing the mean scores of secondary teacher education students from aided (39.62, 21.99, 18.56, 24.02, 26.95, 27.46 & 227.39) college and self-finance college (41.00, 23.40, 19.62, 24.76, 28.13, 28.71 & 235.40), secondary teacher education students from self-

finance college are better than their counter part in planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

Hypothesis 3

There is no significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions.

Table 3

Difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their academic self-regulation and its dimensions

Dimensions	Sources of variation	df = 2, 878		Calculated F Value	'P' Value	Remarks
		Sum of squares	Mean square			
Goal setting	Between	1811.332	226.416	1.230	0.278	NS
	Within	160554.139	184.122			
Pro-activeness	Between	651.578	81.447	1.934	0.054	NS
	Within	34913.324	40.038			
Self-evaluation	Between	732.002	91.500	1.796	0.074	NS
	Within	44429.630	50.951			
Academic self-regulation	Between	8612.433	1076.554	1.772	0.079	NS
	Within	529803.104	607.572			

It is inferred from the above table that there is no significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

Hypothesis 4

There is no significant relationship between academic self-regulation and soft skills of secondary teacher education students

Table 4

Relationship between academic self-regulation and soft skills of secondary teacher education students

Academic self-regulation Vs	df	Calculated 'γ' value	'P' Value	Remarks
Soft skills	879	0.834	0.000	S

It is inferred from the above table there is significant relationship between academic self-regulation and soft skills of secondary teacher education students.

FINDINGS AND DISCUSSION

1. A significant difference exists between secondary teacher education students from aided and self-finance college in their goal setting, pro-activeness, self-evaluation and academic self-regulation. Secondary teacher education students from self-finance college are better than their counter part in their goal setting, pro-activeness, self-evaluation and academic self-regulation. This may be due to the reason that the self-financed college students are planned individually for all the academic activities in their development.

2. No significant difference was found between secondary teacher education students from aided and self-finance colleges in their presentation skill and monitoring skill. A significant difference between secondary teacher education students from aided and

self-finance colleges in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill.

　Secondary teacher education students from self-finance college are better than their counter part in their planning skill, technology skill, time management skill, relationship skill, emotional skill, self-evaluation skill and soft skill. This may be due to the reason that most of the self-financed college students have a wider knowledge to seek to innovations, technology, problem solving and no control than the aided colleges.

3. No significant difference among those secondary teacher education students having English, Physical science, Mathematics, Biological science, Physical science, History, Computer science, Commerce as optional subjects in their goal setting, pro-activeness, self-evaluation and academic self-regulation.

4. A significant relationship between academic self-regulation and soft skills of secondary teacher education students was found. This may be due to the reason that for any academic activities' students should have some self-control, self-esteem, self-judgment. This will lead them to use their soft skills used in classroom.

Conclusion

　The intention of the researcher is to find out the relationship between academic self-regulation and soft skills of secondary teacher education students. This study reveals a significant relationship between academic self-regulation and soft skills of secondary teacher education students. This implies that the secondary teacher education students should acquire and master over the soft skills which creative create positive and learning environment.

REFERENCES

Best, J. W. & Khan, J. (2003). *Research in education.* New Delhi: Prentice Hall of India Private Limited.

JahithaBegam, A. &Kannaki, K. (2014). *Self-Regulation.* Agra: H. P. Bhargava Book House.

Sexena, N.R., Mishra, B.K. &Mohenty, R.K. (2011). *Teacher education.* Meerut: R.Lall Book Depot.

Aggarwal, Y.P. (2004). *Statistical Methods, Concepts, Application and Computation.* New Delhi: Sterling Publishers Pvt. Ltd.