
SOFT SKILLS MANAGEMENT AND TEACHING COMPETENCY OF TEACHER EDUCATORS

¹Dr. S. Sherlin

Abstract

The present investigation tried to find out the relationship between soft skills management and teaching competency of teacher educators. By using simple random sampling technique, the investigator has selected 100 teacher educators from various Colleges of Education in Kanyakumari district as the sample. Survey method was used to collect the data with the help of the tools Sherlin Amaladoss Soft Skills Management Scale (SASSMS) developed and validated by the investigator in 2012 and Teaching Competency Rating Scale by Amaladoss Xavier in 2009. The findings revealed that, there was significant difference between male and female teacher educators in soft skills management and teaching competency, also there was significant relationship between soft skills management and teaching competency of teacher educators.

Keywords: Soft Skills Management, Teaching Competency and Teacher Educators

Introduction

Education is a unique investment in the present and future. This cardinal principle is the key to the National Policy of Education (1986). An individual starts learning as soon as he/she is born and the process continues until death. Education specifically refers to a process of learning. In order to mould and modify the behavior of the child through the learning process, it is the teacher who employs various strategies and tactics to achieve the desired behavioral changes in them. Kothari Commission (1964-66) rightly mentioned that, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends ... of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Teacher educators are those who impart training in teacher training institutions such as B. Ed. Colleges, B.

P. Ed. Colleges, Department of Colleges or Universities. The quality of a nation depends upon the quality of its citizens, exclusively, but in critical measure upon the quality of their education. The quality of their education depends more than any other single factor-upon the quality of teachers and the quality of teachers depends on the quality of teacher educators. Thus, the prime responsibility of the teacher educators is to create quality teachers. To create and maintain quality teachers, the teacher educators must be competent enough, especially in teaching competency and soft skills.

Significance of the Study

Education is essential tool for achieving sustainability. It was realized that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only a quality future human capital can envision the development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of skills among the students will be two prongs, to produce quality human capital and to develop their knowledge, understanding, values and soft skills as well. Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. A quality human capital comes from a quality education process. The teaching and learning processes in institutions should be capable to provide such knowledge and skills to future. Soft skills are the recently developing area of subject matter, soft skills management is new to the educational research and thus, the investigator decided to study the soft skills management of teacher educators.

¹ Assistant Professor in Physical Science,
St. Xavier's College of Education (Autonomous),
Palayamkottai, Thirunelveli District, Tamil Nadu

Teaching competency has a significant effect upon students' performance. Teaching competency is used to ascertain the relationship between teacher attributes and their performance. Teachers are crucial factor in education at classroom level. They should implement curricular materials and grouping procedures adequately, and show effective instructional behaviours. Considering the actual context, in which education is provided by teachers to a large extent, it is important for teachers to train are practice. For this reason, the investigator focuses attention on teaching competency teacher educators. After a very careful analysis and synthesis, the investigator decided to carry out the research on Soft Skills Management and Teaching Competency of Teacher Educators.

Title of the Problem

The problem under study is entitled as, "Soft Skills Management and Teaching Competency of Teacher Educators."

Operational Definitions of the Key Terms

Soft Skills Management

Soft skills are the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people. The usage of these soft skills in a wise manner is known as Soft Skills Management. For the present study, soft skills management refers to the total scores obtained by adding the three dimensional scores of the tool namely, 'Sherlin Amaladoss Soft Skills Management Scale' (SASSMS).

Teaching Competency

Teaching competency refers to the set of knowledge, abilities, skills and beliefs a teacher possess and bring it to the teaching situation. For the present study, teaching competency refers to the total scores obtained by adding the eight dimensional scores of the tool namely, Teaching competency rating scale by Amaladoss Xavier (2009).

Teacher Educators

Teacher educators are those who impart training in teacher training institutions such as B. Ed. Colleges, B. P. Ed. Colleges, Department of Colleges or Universities. For the present study, teacher educators refer to those who are working in the Colleges of Education from Kanyakumari District affiliated to Tamilnadu Teachers Education University, Chennai.

Objectives

1. To find out whether there is any significant difference in soft skills management of teacher educators with regard to gender.
2. To find out whether there is any significant difference in teaching competency of teacher educators with regard to gender.
3. To find out whether there is any significant relationship between teaching competency and its dimension and soft skills management of teacher educators.

Null Hypotheses

1. There is no significant difference in soft skills management of teacher educators with regard to gender.
2. There is no significant difference in teaching competency of teacher educators with regard to gender.
3. There is no significant relationship between soft skills management and teaching competency of teacher educators.

Methodology

The population for the present study consisted of all teacher educators working in B. Ed. Colleges of Kanyakumari district affiliated to Tamilnadu Teachers Education University, Chennai. From that the investigator selected 100 teacher educators as the sample using simple random sampling technique. The data was collected using the tools Sherlin Amaladoss Soft Skills Management Scale (SASSMS)

construct and validated by the investigator in 2012 and Teaching Competency Rating Scale by Amaladoss Xavier in 2009.

Analysis of Data

The raw data was analysed using the statistical techniques t-test and Pearson's product moment correlation and presented in the following tables.

Hypothesis 1: *There is no significant difference in soft skills management of teacher educators with regard to gender.*

Table 1 Difference in Soft Skills Management of Teacher Educators With Regard to Gender

Gender	N	Mean	SD	t-value	p Value	Remarks
Male	36	177.94	18.38	2.163	0.03	S.
Female	64	187.06	21.19			

It is inferred from the table (1) that there is significant difference between male and female teacher educators in soft skills management, since the p value is lesser than 0.05.

Hypothesis 2: *There is no significant difference in teaching competency of teacher educators with regard to gender.*

Table 2 Difference in Teaching Competency of Teacher Educators With Regard to Gender

Gender	N	Mean	SD	t-value	p Value	Remarks
Male	36	125.39	23.14	3.02	0.00	S.
Female	64	141.72	27.35			

It is inferred from the table (2) that there is significant difference between male and female teacher educators in teaching competency, since the p value is lesser than 0.05.

Hypothesis 3: *There is no significant relationship between soft skills management and teaching of teacher educators.*

Table 3 Relationship between Soft Skills Management and Teaching Competency of Teacher Educators

Variable	N	t-value	p Value	Remarks
Soft Skills Management and Teaching Competency	100	0.52	0.00	S.

It is inferred from the table (3) that there is significant relationship between soft skills management and teaching competency of teacher educators, since the p value is lesser than 0.05.

Findings and Interpretations

Significant difference was found between male and female teacher educators in their soft skills management. While comparing the mean scores, female teacher educators (187.06) were better than male teacher educators (177.94) in their soft skills management.

Significant difference was found between male and female teacher educators in their teaching competency. While comparing the mean scores, female teacher educators (141.72) were better than male teacher educators (125.39) in their teaching competency.

Both the results were proclaimed that female teacher educators were better than male teacher educators. This may be due to the reason that the female teacher educators are more in number in any college of education and thus they get more chance in all activities. This may create an influence female teachers soft skills management and teaching competency.

Significant relationship was found between soft skills management and teaching competency of teacher educators. This may be due to the fact that, teaching competency includes teacher characteristics, attitude and skills and its management were not related to knowledge. Thus, it was clear that teaching competency may have a direct relationship with soft skills.

Conclusion

Teacher educators being the creators of creators (teachers) have to enhance their soft skills and tactics of soft skills management and no doubt must develop their teaching competencies. As far as soft skills management and teaching is concerned, it is free from gender bias. So each and every teacher educators are responsible for their development. Nowadays the resources as well as learning platforms are open to access and therefore it's the responsibility of the teacher educators to use these opportunities. Participation in orientation programmes, faculty induction programmes, refresher courses, workshops and faculty development programmes will help to develop the needed soft skills as well as equip them with the latest technology and techniques of pedagogy, which will enhance the competency in teaching. Also develop a positive attitude and passion towards teaching profession will definitely enhance the soft skills and mould the teachers as competent enough to face the new challenges in the teaching-learning process.

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