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# SOFT SKILLS MANAGEMENT OF PROSPECTIVE TEACHERS WITH RESPECT TO THEIR COMPUTER LITERACY AND BROWSING INTERNET

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## Abstract

For the present study, the investigator made an attempt to find out the role of computer literacy in the soft skills management of prospective teachers in Kanyakumari district. The hypotheses of the study were i) there is no significant difference in the soft skills management and its dimensions of prospective teachers with respect to computer literacy and ii) there is no significant difference among prospective teachers in the soft skills management and its dimensions with respect to browsing internet. Simple random sampling technique was used by the investigator to select a sample of 900 prospective teachers from various Colleges of Education in Kanyakumari district. The findings revealed that, computer literacy makes significant difference in the soft skills management and its dimensions interpersonal skills management and problem solving skills management of prospective teachers. Also, soft skills management and its dimensions interpersonal skills management and problem solving skills management of prospective teachers differ significantly with those who use internet daily, weekly twice and weekly once.

**Keywords:** Soft Skills Management, Computer Literacy, Browsing Internet, Prospective Teachers

## Introduction

Education is a life-long process and the apprenticeship of life. Education becomes essential in a society where in universal franchise is granted, to enable voters to comprehend and intelligently discern the programme of parties contesting to shape the policies of the community (Saxena, 2007). The superior role of education falls on the shoulders of teachers. A person who wishes to become a teacher must obtain professional qualifications or credentials from a university or college. The education for the professional qualification of a teacher is generally known as teacher education (Jangaiah, 2011). The candidates who are admitted to a teacher education programme and pursuing the course are known as prospective teachers. For the maintenance of quality education, the teachers must be knowledgeable and skillful enough, especially in the 21<sup>st</sup> century skills i.e., soft skills and it should be developed in the pre-service teacher training period itself.

## Soft Skills Management

Soft skill is a sociological term relating to the personal attributes that enhance an individual's interactions, job performance and career prospects. Soft skills are the affective aspects of human being that exists in every one with varying degrees (Bharathi, 2007). Management is an organisational activity and the art of directing and inspiring people to accomplish the desired goals (Sharma, 2013). For success, an individual must be able to know how to handle these soft skills in complex and new situations. The usage of these soft skills in a wise manner is known as soft skills management.

## Significance of the Study

Teaching is a skill based profession. Teachers must develop their skills in various dimensions to meet the educational needs of the students and maintain interest among the students (Jenifar, 2011). The inculcation of essential soft skills produces quality human capital and thus, develops their knowledge, understanding, and values (Megrath, 2010). Soft skills fall under the affective domain and thus to become a successful teacher, one must be able to know how to use the soft skills in new and problematic situations.

This article specifically focuses on the soft skills management of the prospective teachers with respect to their computer literacy and browsing internet, i.e., the fundamental knowledge and basic ability to use computers and related technology. Simply, computer literacy refers to the understanding of computer programming and how computers work.

  
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## Review of Related Studies

Haynes, Marie Ellen (2010) conducted a study on urban college graduates: their investments in a returns for strong quantitative skills, social capital skills, and soft skills. The results revealed that, soft skills not differ significantly by race, gender and age. Nagavalli (2009) conducted an investigation on impact of soft skills on the teaching competency of B.Ed. trainees. The findings showed that, there was relationship between teaching competency and soft skills in optional subject II students.

From the reviews the investigator identified that soft skills management is one of the recent area and found a research gap in terms of computer literacy and browsing internet and decided to carry out his research in this aspect.

## Objective

To find out whether there is any significant difference in soft skills management and its dimensions of prospective teachers with respect to a) computer literacy and b) browsing internet.

## Null Hypotheses

1. There is no significant difference in soft skills management and its dimensions of prospective teachers with respect to computer literacy.
2. There is no significant difference among prospective teachers in soft skills management and its dimensions with respect to browsing internet.

## Methodology

Survey method was used by the investigator. The population for the present study covers all the prospective teachers studying in Colleges of Education in Kanyakumari district affiliated to Tamil Nadu Teachers Education University, Chennai. The investigator selected 900 prospective teachers as the sample from various Colleges of Education in Kanyakumari district using simple random sampling technique. For the present study the investigator used Sherlin Amaladoss Soft Skills Management Scale (SASSMS) developed and validated by the investigator in 2012. Content validity was established with the help of experts' opinion. The investigator used test-retest method for establishing the reliability. The correlation co-efficient was calculated as 0.87.

## Analysis of Data

The raw data was analysed using the statistical techniques mean, standard deviation, t-test and F-test. The results of the analyses are presented in the following tables.

**Null Hypothesis 1:** There is no significant difference in soft skills management and its dimensions of prospective teachers with respect to computer literacy.

**Table 1: Difference in Soft Skills Management and its Dimensions of Prospective Teachers with Respect to Computer Literacy**

Dimensions	Computer Literacy	N	Mean	S.D	Calculated 't' Value	p Value	Remarks
Intrapersonal Skills Management	Yes	525	48.34	9.13	0.24	0.81	NS
	No	375	48.19	8.47			
Interpersonal Skills Management	Yes	525	89.25	10.69	5.06	0.00	S
	No	375	85.47	11.49			
Problem Solving Skills Management	Yes	525	49.82	5.49	5.65	0.00	S
	No	375	47.78	5.08			
Soft Skills Management in Total	Yes	525	187.41	20.15	4.42	0.00	S
	No	375	181.45	19.61			

**Null Hypothesis 2:** There is no significant difference among prospective teachers in soft skills management and its dimensions with respect to browsing internet.

**Table 2: Difference in Soft Skills Management and its Dimensions of Prospective Teachers with Respect to Browsing Internet**

Dimensions	Source of Variation	Sum of Squares	Mean Square Variation	Calculated 'F' Value	p Value	Remarks
Intrapersonal Skills Management	Between	276.61	138.30	1.76	0.17	NS
	Within	70284.83	78.35			
Interpersonal Skills Management	Between	1054.81	527.41	4.25	0.01	S
	Within	111276.09	124.05			
Problem Solving Skills Management	Between	369.84	184.92	6.37	0.00	S
	Within	26043.29	29.03			
Soft Skills Management in Total	Between	2939.65	1469.82	3.65	0.03	S
	Within	361460.36	402.97			

**Table 2 (a): Duncan Test Results of Difference in Soft Skills Management and its Dimensions of Prospective Teachers with Respect to Browsing Internet**

Dimensions	Browsing Internet & Mean Values			Mean Difference	p Value	Remarks
	Daily M1	Weekly Twice M2	Weekly Once M3			
Interpersonal Skills Management	88.56	90.23		1.67	0.57	NS
	88.56		87.12	1.44	0.52	NS
		90.23	87.12	3.11	0.02	S
Problem Solving Skills Management	50.50	49.79		0.71	0.64	NS
	50.50		48.63	1.87	0.01	S
		49.79	48.63	1.16	0.10	NS
Soft Skills Management in Total	186.02	189.30		3.28	0.51	NS
	186.02		184.03	1.99	0.68	NS
		189.30	184.03	5.27	0.03	S

### Findings and Discussions

The findings revealed that computer literacy makes significant difference in the soft skills management and its dimensions, interpersonal skills management and problem solving skills management of prospective teachers. The mean scores revealed that prospective teachers those who have computer literacy (M=187.41, 89.25 & 49.82) are better than the prospective teachers those who do not having computer literacy (M=181.45, 85.47 & 47.78) in their soft skills management and its dimensions, interpersonal skills management and problem solving skills management. The reasons may be that if the prospective teachers have computer literacy then, he/she may possess certain skills to operate. It may create confidence among the users and may help them to do the things intentionally with curiosity. These activities may help them to know how to respond to certain events in life and are called as soft skills management.

Soft skills management and its dimensions, interpersonal skills management and problem solving skills management of prospective teachers differ significantly with those who use internet daily, weekly twice and weekly once. It is further inferred that, prospective teachers those who browse internet weekly twice (M=189.30, 90.23 & 49.79) seem to have better soft skills management and its dimensions, interpersonal skills management and problem solving skills management than those who browse internet weekly once (M=184.03, 87.12 & 48.63). This result indicated that moderate usage of internet is good with respect to the soft skills management. Browsing

itself requires skills, both hard and soft skills. In this modern age, internet plays a vital role in communication. With the help of this, one can contact anyone in this world. Facebook and other social networks also help to widen the friendship circle, which is now-a-days becoming an unavoidable part of any one's life. In such a way, it helps to promote the interpersonal skills management of prospective teachers.

**Recommendations**

Based on the above findings, following recommendations has been given by the investigator.

1. Result indicated that prospective teachers i.e.; those who have computer literacy were better in their interpersonal skills management. So computer education both theoretical and practical components must be included in the teacher education curriculum.
2. Prospective teachers i.e.; those who browse internet weekly twice seem to have better soft skills management. So computer education with a moderate usage is advocated for the teacher education programmes.
3. Teacher educators must be able to assimilate the use of technology i.e., technology of education and technology in education in a judicious manner for the benefit of students. By imbibing, this student teachers will also know about when, where, as well as how to use technology for classroom instruction.

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