"A STUDY ON THE INFLUENCE OF SOFT SKILLS ON TEACHING COMPETENCY AMONG HIGHER SECONDARY TEACHERS"

RESEARCH PROJECT REPORT (2023-2024)

SUBMITTED BY

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Certificate

This to certify that the research project study entitled **"A STUDY ON THE INFLUENCE OF SOFT SKILLS ON TEACHING COMPETENCY AMONG HIGHER SECONDARY TEACHERS"** submitted by S.Renuka Devi. M.A., M.Ed., Ph.D (Edu)., Lecturer, District Institute of Education and Training, Tirur, Thiruvallur is an original work done by her during the year 2023-2024 under my supervision .

Principal,

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DECLARATION

I hereby declare that this is research project study report entitled **"A STUDY ON THE INFLUENCE OF SOFT SKILLS ON TEACHING COMPETENCY AMONG HIGHER SECONDARY TEACHERS"** submitted by S.Renuka Devi.M.A., M.Ed., Ph.D (Edu).,Lecturer, District Institute of Education and Training, Tirur, Thiruvallur Districtis an original work done by me during the year 2023-2024 under the supervision of Principal, District Institute of Education and Training, Tirur, Thiruvallur.

Place: Tirur   Signature of the Investigator

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ACKNOWLEDGEMENT

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INTRODUCTION

1.1 INTRODUCTION

Education helps the people to understand oneself, the society and the world at large. It provides private and social benefits and improves the quality of lives of the people. Once, people got educated they will re-create and mould the environment according to that by their behaviour, personal as well as social development and with their manners.

"The beautiful thing about learning is that nobody can take it away from you."

-    ***B.B.King.***

The quotes clearly says the person one who gets educated in their life means it can't be replaced or altered by any other person, especially it can't be steeled or take away from us as it is completely slicked with us.

Education is the most powerful tool which helps human beings to develop their personal skill and competency to great extent. Human life is completely depends up on their interpersonal skill that enables that to accomplish the surrounding that brings the great impact in them and also others by their self-development towards the personal achievement and also the upliftment of others. So, It assists to deal with various skills such as communication, rapport-building, positive thought, problem solving skill, which they face in real life situation, without which, man cannot go forward. It helps the human beings to lead a complete living. Education helps the individual to adjust with the society, the environment and make him fit to live in any

part of the world. Especially in teaching people in need of various teaching competency that includes classroom management, decision-making, updating knowledge etc.

Different educational philosophers have stressed on the importance of education in link with their skill. According to **Aristotle (330 BC)** "Education is the creation of sound mind in a sound body". Education, according to him, should develop the body in the physical capacities of the child and which means his intellectual, emotional, moral and spiritual capacities.

In the words of **T. Raymont,(1924)** "Education is defined as a process of development which consists the passage of human being from infancy to maturity, the process by which he adopts himself gradually in various ways to his physical, social and spiritual environment". In this definition education provides all the basic skill which human need to possess.

At present there has been some basic issues undergoing among the teachers as the main stream as need to possess all the life skill, soft skill and various competencies according to the need of the skill according to the places. Especially for the teachers need to possess more soft skill and competencies that increases their ability to work and perform the task on hand as the Soft skill, which is not a visible skill but it helps in improving the personality, ability to see through people and situation, and to makeover factors not directly linked to the teaching, but to get the teaching done by teachers in successful way that can be accepted by all with the full teaching competency.

1.2 MEANING OF EDUCATION

In its wider sense, education is not the acquisition of knowledge but the total development of the personality which it consist of various skills and competencies. Education consists of all those experiences, which affect the individual from birth till death. Thus,

education is the process by which an individual freely develops his self-according to his nature in a free and uncontrolled environment. It is a lifelong process of growth and development. It is not confined to the limits of time, place and individual.

Education is a process that goes on throughout life and is promoted by almost every experience in life. Education in its widest sense includes all the influences, which act upon individual during his passage from cradle to the grave.

Soft skills refer to the ability to communicate effectively, participate as a team member, to build and lead teams or groups, use resources effectively and creatively, effectively present persuasions. It includes rapport-building skill, communication skill, positive thought skill, time management skill etc. If it is the teaching competency it includes classroom management, decision making and updating knowledge etc. This study will discuss the teachers' Higher Secondary Teachers soft skills on teaching competency.

1.3 SOFT SKILLS

"Soft skills get little respect but will make or break your career"

-Peggy klaus

Soft skills refer to the ability to effectively communicate, participate as a team member, to build and lead teams or groups, use resources effectively and creatively, effectively present persuasions. It includes oral and written communication skill, computer skill, stress management skill, time management skill and team building skill of teacher and students (for all the jobs).

Soft skills are non-technical skills that relate to,

- How you work?

- How you interact with colleagues?

- How you solve problems?

- How you manage your work?

- What soft skills are there to learn?

- What are the types and examples of soft skills? And

- What are the different ways to develop soft skills?

So, from the above questions it is clearly stated that Soft skills include interpersonal (people) skills, communication skills, listening skills, time management, rapport-building skill, communication skill, positive thought skill and empathy, among others. In all the working places candidates are selected for the particular job by analyzing their soft skills because they make someone more successful in the workplace. Someone can be excellent with technical, job-specific skills, but if they can't manage their time or work within a team, they may not be successful in the workplace.

The recent study by Purple Leap indicates that "only one out of ten teachers working in schools across the country is readily possessing the basic soft skill and teaching competency"; that teachers across the country fall short of desired levels in generic abilities including communication skills and problem-solving skills; and through the interventional training enhances probability of getting basic soft skill by four times.

In all the schools / colleges / institutions people are calling some to train or give a good speech based on soft skills. This happens due to some lacking in the soft skills. Soft skills are transferable skills that can be used regardless of the person's job. Soft skills are particularly crucial in students-teachers interaction and inside the classroom. These teachers are in direct contact with students. It takes several soft skills to be able to listen to students and provide them all to the maximum to enlighten them.

There are many skills to improve the teaching. The skill of fluency in communication is a much needed skill for the teachers to attract the students.

There are many skills to improve the teaching. The skill of fluency in communication is a much needed skill for the teachers to attract the students. Soft skills play an important role for achieving professional growth and employment. With the knowledge of soft skills, one stand out in a crowd of job seekers with even mediocre skill and talent. There is no doubt that hard skills i.e. knowledge and technical expertise are prime requirement, for the teacher but without soft skills it becomes difficult for even highly talented teachers to corner a job. The most common traits asked by every prospective student, parents and management of the government/non-governmental institutions are positive work ethics, good attitude, and desire to learn and be trained.

Good attitude being a behavioral skill cannot be taught. But consistent practice and training can instill that in a person. Right perspective and readiness to learn and turn the situation to a positive outcome, take responsibility of one's action with the capacity to take any challenge, so the job seekers must possess soft skill to attract the student, parents and management of the government/non-governmental institutions.

Soft Skills are the non-technical skills, abilities, traits that workers need to function in a specific employment environment. They include four sets of work place competencies:

1. Personal Qualities and Work Ethics

2. Problem-Solving and Decision making skills

3. Oral Communication Skills

4. Impersonal and EQ skills

Figure 1.1

SOFT SKILLS

1.4 MEANING OF SOFT SKILL

The term "soft skill" has become a popular word in career contexts. As a matter of fact not a day passes without pin pointing out the need of this skill which facilitates young graduates to be employable. Employers make a distinction between soft skills and hard skills.

Hard skills refer to one's education, experience and expertise, while soft skills are defined as a set of skills that influence how one interacts with others. They include such abilities as effective communication, creativity, analytical thinking, diplomacy, flexibility, change-readiness, problem-solving, leadership, team-building, etc. In fact, there are sixty soft skills listed out by human resource experts.

Teaching, Technical and job-related skills are a must, but they are not sufficient when it comes to finding a job or progressing up the ladder. With the traditional style of leadership becoming out of fashion professional managers expect their employees to have something extra which we call today, soft skills. Soft skills is a term which refers to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees.

1.5 DEFINITION OF SOFT SKILL

Various definition-like statements about "what is soft-skill" indicate the vastness, abstractness as well as significance and usefulness of soft-skills.

"Soft skills are a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people". (Source: www.wikipedia.org/w/index.php?title=Soft_skills)

"Non-technical skills, such as the ability to communicate, problem-solve, empathize, be courteous, etc. Long assumed that these employee skills are naturally occurring, businesses are only now coming to the realization that their employees lack the soft skills to deal with others " (Source: www.buzzwhack.com/buzzcomp/indsu.htm)

"Soft skills primarily comprise social competences and basic skills important to the exercise of an occupation and dealing with people." (Source: www.europass-info.de/)

"Communication and interpersonal skills that are behavioural and abstract in nature, but nevertheless essential to performing most jobs." (Source: www.netplaces.com/coaching-mentoring/appendix-a-glossary/)

1.6 IMPORTANCE OF SOFT SKILL

- To work with other people, ensuring students/colleagues/higher officials satisfaction, being a teacher while delivering a high-quality education inside/outside the classroom and also with the parents, and exceeding the expectations of students/parents/higher officials through their teaching that comprises of all the soft skills.

- Soft skills are mainly subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skills," soft skills relate to the way you relate to and interact with other people.

- During our childhood days our parents probably correct us if behave in a rude or harsh way with our friends or siblings. But if in workplace under similar situation no one will be there to correct us and the ultimate consequence will be fired off from the school / college / institution / organization.

- Hard skills and soft skills are both important skills to have in the working world.

- Head of the institutions need their teachers who are reliable, responsible problem-solvers with good social skills who have the ability to work on with the student so they seek good and smooth cooperation with the students / colleagues / higher officials with

soft skills obtained during study and work experience rather than degree-specific knowledge.

- To handle interpersonal relations

- To take appropriate decisions

- To communicate effectively

1.7 TYPES OF SOFT SKILLS

Expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institutions of higher learning here. They are:

i.   Communicative skills.

ii.   Thinking skills (Positive Thinking)

iii. Problem solving skills.

iv.   Life-long learning and Information Management

v.   Ethics, moral and professionalism

vi.   Leadership skills

vii. Rapport-building

Each of the above soft skills comprised of several sub-skills.   These sub-skills are divided into two categories of implementation. The first category delineates the

soft skills that every individual must have and the second category represents soft skills that are good to have. Despite the emphasis being put on the soft skills that must be present (must have), it is also encouraged to inculcate the soft skills that are good to have. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. Table -1 shows the seven soft skills and the two categories of sub-skills respectively.

1.7.1 COMMUNICATION SKILLS

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project.

1.7.1.1 TYPES OF COMMUNICATION SKILLS

There are different types of communication skills you can learn and practice to help you become an effective communicator. Many of these skills work together making it important to practice communication skills in different contexts whenever possible.

1.7.1.1.1 ACTIVE LISTENING

Active listening means paying close attention to the person who is speaking to you. People who are active listeners are well-regarded by their co-students because of the attention and respect they offer others.

1.7.1.1.2 ADAPTING YOUR COMMUNICATION STYLE TO YOUR AUDIENCE

Different styles of communication are appropriate in different situations. To make the best use of your communication skills, it's important to consider your audience and the most effective format to communicate with them. Depending on the situation, you may even need to send a formal, typed letter over other forms of communication.

1.7.1.1.3 FRIENDLINESS

In friendships, characteristics such as honesty and kindness often foster trust and understanding. The same characteristics are important in workplace relationships. When you're working with others, approach your interactions with a positive attitude, keep an open mind and ask questions to help you understand where they're coming from etc.

1.7.2 THINKING SKILL (POSITIVE THINKING)

"Think like a queen. A queen is not afraid to fail. Failure is another

steppingstone to greatness"

- Oprah Winfrey

Positive thinking is a mental attitude in which you expect good and favorable results. A positive mind waits for happiness, health and a happy ending in any situation. However, positive thinking actually means approaching life's challenges with a positive outlook. It does not necessarily mean avoiding or ignoring the bad things; instead, it involves making the most of the potentially bad situations, trying to see the best in other people, and viewing yourself and your abilities in a positive light. Thinking often starts with self-talk. Self-talk is the endless stream of unspoken thoughts that run through your head. These automatic thoughts can be positive or negative. Some of your self-talk comes from logic and reason. Other self-talk may

arise from misconceptions that you create because of lack of information. If your thoughts are mostly positive, you're likely an optimist - someone who practices positive thinking. If the thoughts that run through your head are mostly negative, your outlook on life is more likely pessimistic. We have around 60,000 thoughts a day, many of which come and go so quickly that we're not aware of them. And how many of these prevent us from fulfilling our potential?

1.7.3 PROBLEM SOLVING SKILLS

Good problem solving skills empower managers in their professional and personal lives. Good problem solving skills seldom come naturally; they are consciously learnt and nurtured. The repertoire of good problem solving skills includes:

• developing creative and innovative solutions;

• developing practical solutions;

• showing independence and initiative in identifying problems and solving them;

• applying a range of strategies to problem-solving;

• applying problem-solving strategies across a range of areas;

1.7.4 LIFELONG LEARNING AND INFORMATION MANAGEMENT

Lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning. It is the broad term for education that is conducted beyond school. Therefor it's voluntary, rather than compulsory, and is completely self-motivated – with the main goal being to improve personal or professional development.

Information gathered by teachers from one or more sources and the distribution of that

information to students, parents and management means the organization of and control over the planning, structure and organization, controlling, processing, evaluating and reporting of information activities in order to meet the main objectives that all the students need to gain more information for the teachers and also to enable the students, management, parents and colleagues to understand the information delivered in smooth way.

'Information' here refers to all types of information of value, whether having their origin inside or outside the organization, including data resources, such as production data; records and files related, for example, to the personnel function; market research data; and competitive intelligence from a wide range of sources, information related to the content through videos or audios or through teachers sharing the information. Information management deals with the value, quality, ownership, use and security of information in the context of organizational performance.

1.7.5 ETHICS, MORAL AND PROFESSIONALISM

` Ethics are typically defined as the rules or standards governing the conduct of a person or the members of a profession. The basic concepts and fundamental principles of right human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment.

Morality is defined as conformance to a recognized code, doctrine, or system of rules of what is right or wrong and to behave accordingly. No system of morality is accepted as universal. What is moral and what is not moral differs sharply from place to place, group to group, and time to time.

Professional ethics are unchanging rules that go to the core of insuring that a certain profession maintains the trust of the public. Having and enforcing professional ethics enable a trade group to be elevated to the level of a profession.

1.7.6 LEADERSHIP SKILLS

Leadership is a process whereby an Individual influences a group of Individuals to achieve a common goal. Leadership is that which pulls together people with diverse talents, backgrounds, experiences and Interests ,encourages them to step up to responsibility and continued achievement and treats them as full scale partners

1.7.7 RAPPORT-BUILDING

Rapport is referred as the capability that can relate to others in a manner that generates a level of belief and understanding. It is the course of approachability at the unconscious level. So, mainly inside the classroom or outside the class room the basic quality of the teacher is to build the rapport among the students. In the contemporary situation for the teacher the basic quality is considered as to build good and energetic rapport between the parents, colleagues, higher officials and very especially with the students that brings good impact in the life of the students. By building the strong rapport students can cultivate and build good opinion and think that the teacher is their role model and then will modify their behaviour according to that.

It is important to build rapport with students, parents or a colleague as it gets there unconscious mind to receive and begin to practice the recommendations. They are made to feel contented, peaceful and are open to suggestions. Rapport is one of the most important aspects or distinctive of the unconscious human communication.

It is a harmony of viewpoint, being in synchronization, co-ordination, being on the same wavelength as the teachers interacting with students. There are a number of procedures that are supposed to be advantageous in building rapport such as, matching of the body language, i.e. posture, deportment, gesture, and movement; maintaining eye contact; and matching breathing. In terms of the building of rapport, individual is the message, and one requires all parts to be working in co-ordination, words, pictures, and sounds. If a person does not appear confident, as he believes that confidence is illustrated in his message, in this case, people do not pay attention to what he is saying.

Rapport involves being able to depict proper eye contact with other people, and linking on their wavelength; 93 percent of the awareness of one's genuineness comes not from what one says but how one says it and how one shows a gratitude for the other person's judgements and sentiments.

1.7.7.1 DEVELOP AN ATTRACTIVE PERSONALITY (Buist, 2007)

- When a teacher possesses an attractive and a pleasant personality, he does create a positive influence among the students, colleagues and parents.
- The teacher with an attractive, appealing and an approachable personality does adopt a positive self-image and a mind-set.
- The teacher with pleasant personalities always display confidence, leadership, kindness, courtesy, decency, desire, humility, modesty, emotional control and sense of purpose. These traits enable the teachers to make their students become achievement oriented in their lives and they are able to attain success and form variety of linkages.

1.7.7.2 BUILDING RAPPORT WITH THE CHILDREN

- Assess the Child's Needs and Levels of Functioning.

- Child should be provided with Room and Space.

- Exploring the Child.

- Neutral Non-threatening Questions.

1.7.7.3 COMPONENTS OF RAPPORT BUILDING AT THE SCHOOL

At the school, the building of rapport is considered to be an imperative area and there are seven components that lead to efficient rapport building and these have been stated as follows: (Bakic-Miric, & Bakic, 2008).

- Build the Relationship (Dyrenforth, 2014).

- Open the Discussion.

- Gather Information.

- Understanding of Other's Requirements.

- Share Information.

- Reach Agreement on Problems and Plans.

- Mindful Work.

1.8 PRACTISING SOFT SKILLS

Here are some tips to show soft skills:

• Have a positive attitude

• Be a team player

• Communicate effectively

• Exclude confidence

• Develop creative skills

• Accept and learn from criticism

• Motivate yourself and lead others

• Prioritize

• See the big picture

1.9 TEACHING COMPETENCY

There are a large number of instructional related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as *"Teaching Competency"*.

Teaching Competency refers to *"The right way of conveying units of knowledge, application and skills to students"*. The right way here includes knowledge of content, processes, methods and means of conveying content. Any definition of teaching Competency depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. The

effectiveness or ineffectiveness of teaching is closely linked to teaching Competency. Competent teacher would also create classroom conditions and climate, which are conducive for student learning.

Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. While the teacher would require all these dimensions to a reasonable extent, it is in the manifestation of these in an integrated manner that makes him effective in the classroom context.

1.9.1 Competency I

Subject Matter Knowledge The effective early childhood, elementary, middle/secondary school Teacher Demonstrates knowledge of:

a. The subject matter of Early Childhood, Elementary, Reading, Middle, or Secondary School education, including literature and the language arts, mathematics, science, social studies, the arts, health and physical education.

b. The physical, social emotional, intellectual and moral development of adolescents, both with and without special needs;

c. Multidisciplinary structures, teaming and interdisciplinary planning;

d. The relationships among the disciplines taught in the middle/secondary school.

1.9.2 Competency II

Communication Skills - The Effective Teacher

a. Communicates sensitively with language appropriate to students' age, levels of development, gender, race, and ethnic, linguistic and socioeconomic backgrounds, as well as individual learning styles and needs; b. Interacts with students, families, and colleagues.

1.9.3 Competency III

Instructional Practice Competency The Effective Teacher

a) Understands typical and atypical human development and is familiar with principles of curriculum and instruction, including strategies for integrating special education students into regular classroom settings and developing and implementing individualized Educational Plans (IEPs);

b) Teaches through diversified modes, including new technologies, reading and language arts as appropriate to age, learning style and developmental stage of the learner. c) Makes curricular content relevant to the experiences of students from diverse racial, socioeconomic, linguistic and cultural backgrounds;

c) Organizes and manages a classroom to support the growth and learning of different students;

d) Uses methods that develop students' academic and social skills; e) Works effectively with families and community sources.

1.9.4 Competency IV:

Evaluation.

The Effective Teacher:

a) Designs and uses various evaluative procedures to assess student learning;

b) Evaluates his or her own teaching behaviour, and uses the results to improve student learning.

1.9.5 Competency V:

Problem Solving. The Effective Teacher:

a) Thinks critically about teaching and learning;

b) Fosters students' creative and analytical thinking skills.

Competency VI: Equity The Effective Teacher:

a) Deals equitably and responsibly with all learners;

b) Understands the impact of western and non-western civilizations on contemporary American culture and uses this knowledge to develop appropriate strategies.

1.9.6 Competency VII:

Professionalism

The Effective Teacher understands his or her legal and moral responsibilities, learns from experience and supervision, understands the impact of societal problems that can affect student learning negatively and uses appropriate strategies to address such issues.

1.10 TYPES OF TEACHING COMPETENCY

• **Cognitive based teaching competencies**

Aim to demonstrate intellectual abilities in the knowledge of subject matter and educational strategies.

• **Performance based teaching competencies**

Requires prospective and in-service teachers to demonstrate an ability to perform some activities in actual.

• **Consequences based teaching competencies**

Are expected what prospective and in-service teachers know or do through the achievement of the pupil sunder the directions of the teachers.

• **Explorative competencies**

Expect prospective and in-service teachers to make their students to carry out innovative activities which have undefined student learning outcome.

• **Managerial teaching competencies**

Include a set of teacher behaviours and activities that are intended to foster students' cooperation and involvement in classrooms.

• **Soft skills competencies**

Include skills which are required for Personality development. They are leadership, team work, time management, problem solving, and interpersonal relation and communication skills. These socio-emotional competencies are called soft skills.

They are essential for personal development, social participation, independent living and classroom teaching to be a best and successful teacher.

1.11 CLASSROOM MANAGEMENT TEACHING COMPETENCY

Classroom management refers to teacher behaviours that facilitate learning. A well-managed classroom increases learning because students spend more time on task. Students are deeply involved with their work. The climate of the classroom is work-oriented, but relaxed and pleasant.

"Classroom management will not make your students hate you. On the contrary, students will respect you more and be more enthusiastic about learning when they see you are serious about education."

1.11.1 EIGHT STRATEGIES FOR CLASSROOM MANAGEMENT

- Create an effective leaning environment,
- Establish classroom procedures,
- Create a motivational environment,
- Make every minute count,
- Keep everyone engaged,
- Teach life skills and good learning habits,
- Be creative, and
- Use more practical project based activities

1.12 DECISION MAKING TEACHING COMPETENCY

"Right decision at the right time is the key to success at every step in life".

In the contemporary world to take any decision is of very complicated task. Erroneous decision or delayed decision may prove disastrous. So, it is in the hands of the teacher to think before reacting or acting before the student during any problem, unfair moments insisde or outside the classroom etc.

1.12.1 DECISION MAKING MEANING

Decision-making means selecting a course of action out of alternative courses to solve a problem. Unless there's a problem, there is no decision-making. Decision-making and problem-solving are inter-related. It is the process through which managers identify organisational problems and solve them.

1.12.2 DECISION MAKING DEFINITION

"A decision is conscious choice to behave or to think in a particular way in a given set of circumtances. When a choice has been made, a decision has been made."

— J.W. Duncan

1.13. CONCEPTUAL FRAME WORK OF THE STUDY

In the present study the investigator wants to find out the influence of the Soft Skills up the Teaching Competency of the teachers of Government and Government Aided schools in Thiruvallur district, as the this study is conducted by the investigator mainly to study the present status of the teachers involvement and their understanding about the soft skills in relationship to

their teaching and how it influence the students by the way they approach the students based on their soft skills.

Soft skills in our life are very important as it attracts and decides various factors in our life with others and also within us. The teachers in the recent days especially after covid – 19 they feel more depressed as the students are not more responsive and more responsible. Teachers mostly felt that present day students are more easy going and they are not more concentrating in their studies. The main factor or reason behind this is they are having other attractive outer world especially present day gadgets, internet and easily attractable other sources as movies, videos etc. Teachers in the present study the investigator prepared the tool based on this about the teachers approach to the students according to the contemporary situation or not. So, all the questions provided in the questionnaire is mainly framed for the observation by that the influence can be analysed accurately through that the traditional mode of approach towards the students by the teachers were changed or not can be easily analysed.

1.14 OBJECTIVES OF THE STUDY

The students will be able to:

- To determine the perception of upper primary teachers on soft skills.
- To determine the perception of upper primary teachers towards soft skills dimensions.
- To find the impact of soft skills on teaching competencies of upper primary teachers.
- To study the effect of variables with reference to sub-groups of the sample. Such as Age, Gender, Qualification of teacher, Experience of teachers, Location of Institution and teaching competencies of upper primary teachers.

1.15 PURPOSE OF STUDY

The main purpose of the study is to study influence of soft skills on teaching competency. The study specifically sought:

1. To determine the influence of soft skills on teaching competency.

2. To ascertain the gender difference, qualification, location of influence of soft skills on teaching competency among higher secondary school teachers.

3. To determine the influence of age, medium of instruction, institution on soft skills on teaching competency among higher secondary school teachers.

1.16 NEED AND SIGNIFICANCE OF THE STUDY

- The focus of the study is based on how the Soft Skills are influencing the teaching competency of the teachers teaching competency.

- Soft skills help the teachers to interact with colleagues, parents, peer teachers, children s, students, problems solving and to manage themselves at workplace.

- Teacher's capability to manage their time, skill development etc.

 1.17 LIMITATIONS OF STUDY

This study anticipates some limitations that appear as unable to cover all the blocks in thiruvallur district as this is very vast and unable to cover the wide area and another factor is in the single class of observation identifying the soft skill and teaching competency of the teachers is difficult as in future some schools can be selected and continuous observation can provide accurate details of the teachers. The sample of this study is limited as only 50 teachers because the basic reason for this selection is this study identifies the influence of soft skill of teaching competency.

1.18 METHODOLOGY

1.18.1 RESEARCH DESIGN

Normative Survey method would be adopted for this research study and inferential and differential analysis of the data will be computed and calculated.

1.18.2 SAMPLE OF THE STUDY

The investigator of this study randomly selected the blocks as the combination of Urban and Rural Government and Government – Aided schools from the Thiruvallur district. It includes Poonamllee Block, Thiruvalangadu Block, Pallipet Block and Villivakkam Block, Higher Secondary teachers. As the investigator need to study the influence to the observation method through the analysis of soft skills and analysis of teaching competency. The investigator has selected 50 teachers randomly from the various blocks of thiruvallur district.

1.18.3 TOOLS USED

Tools used for the present study, the researcher used the questionnaire for data collection as analysis of soft skills and analysis of teaching competency. It adopted the five-point likert format.

1.18.4 VARIABLES USED

Two variables used in this study are Soft Skills and Teaching competency

1.18.5 DEMOGRAPHIC VARIABLE

Age, Subject, Block, Gender, Educational qualification, Area, Medium of Instruction, Institution and experience

1.18.6 STATISTICAL TECHNIQUES

Mean, Standard Deviation, Anova, t-test and correlation.

1.19 OPERATIONAL DEFINITIONS OF THE VARIABLES

1.19.1 SOFT SKILLS

Soft skills refer to the personal attributes that enhance an individual's interactions, career prospects and job performance.

"Soft skills complement hard skills, which are the technical requirements of a job that students are train to do" says Schulz, (2008, p. 146).

1.19.2 HIGHER SECONDARY TEACHERS

Higher Secondary Teachers refers to the in-service teachers handling classes of 11th and 12th standard i.e students approaching their public exams. Teaches handling these classes were said to be Post Graduate Teachers. At present, teachers need to complete their competitive exam for getting this government job.

1.19.3 TEACHING COMPETENCY

Teaching competency refers to a set of conscious, trainable skills abilities which make a teacher effective.

1.20 A BRIEF REVIEW OF THE SUCCEEDING CHAPTERS

The introductory Chapter – First Chapter brings out the need for the study of the present problem and also deals with its significance. Further, it gives the definition of the key terms used in the study. The objectives as well as the hypotheses developed are also given along with delimitation of the study.

Second Chapter gives a brief review of related studies carried out so for.

Third Chapter describes the design of the study under three heads namely-method, tools and sample, the description and administration of the various tools used in the study are also discussed.

Fourth Chapter gives the analysis and interpretation of the data obtained by administering the tools.

Fifth Chapter contains a brief summary of the investigation, findings, recommendations, suggestions for further research and conclusion followed by Bibliography and an appendix.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of literature is an important task calling for a deep insight and clear perspective of the overall field. It minimizes the risk of dead ends, rejected topics, rejected studies, wasted effort, trial and error activity oriented towards approaches already discarded by previous investigation, and even more important erroneous findings based on a faulty research design. The review of literature helps, to a great, extent to understand the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It provides comparative data on the basis of which the researcher can evaluate data on the basis of which the researcher can evaluate and interpret the significance of his finding. To get benefit from previous research, a survey of related literature becomes imperative.

The investigator traced out the various categories of research work like dissertation, thesis, journals and variety of relevant books on education achievement and psychology published in India and abroad. These works mainly are related to the fields of personality studies. Research in this area is gathering momentum in almost all walks of life. An attempt has been made by the investigator to study thoroughly, the different results and findings so far published in the field of personality pattern. Since, they are more relevant and pertinent to the present investigation.

2.2 NEED FOR REVIEW OF RELATED LITERATURE

A survey of related literature immensely helps the investigator to acquaint and equip with what had been done in the past. According to W. Best John (1977), "a brief summary of the previous research and the writings of the experts on the field provide the known and what is still unknown. Since, the effective research must be based on past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation''. Researches, in India and abroad, have tried to find out the soft skills of prospective teachers in relation to teaching competency, emotional competency and social competency. The values of correlation co-efficient revealed the quantum of influence of various factors on soft skills.

2.3 CLASSIFICATION OF THE STUDIES

The Investigator has identified totally 52 studies out of which 32 studies were conducted on Soft Skills, 20 studies were on Teaching Competency. The brief reviews of the above studies are given below.

2.3.1 STUDIES ON SOFT SKILLS

Beard, et al., (2008) conducted a study on Integrating Soft Skills Assessment through University, College, and Programmatic Efforts at an AACSB Accredited Institution. Results suggested that additional means of addressing and measuring requisite soft skills for Information Technology (IT), accounting, and other business students.

In this research, the authors address the concerns voiced by the employers of college graduates regarding the apparent insufficient competency in soft skills and suggest an assurance of learning model for incorporating these skills into curricula.

Harris, et al., (2008) conducted a study on Soft Skills in the Technology Education Classroom: Results clearly indicate that university-level engineering and engineering technology professors rate students' interpersonal, communication, and work ethic competencies as desired attributes in students entering into postsecondary engineering and technology programs.

Gathright et al, (2009) identified the Areas for Curricular Program Improvement Based on Perceptions of Skills, Competencies, and Performance. Results showed that the faculty and residents showed congruence in their perceptions about resident performance. They agreed on the quality of teaching skills and general competencies. General competency scores from the portfolios were congruent with this perspective and this study describes and highlights the usefulness of a multidimensional approach that includes resident and faculty perspectives and externally rated performance measures to assist in identifying potential target areas for curriculum improvement.

Curran and Mary (2010) conducted a study on Not-so-Soft Skills. Study focus on vocational and functional skills risks reducing the range of opportunities within which to develop soft skills, and undervalues the contribution which nonvocational learning can make to employability and work performance.

Adams and Jean (2010) conducted a study on The Soft-Skills Learning Triangle: A Learning Model for Supporting Online Management & Leadership Development. The study is to present the Soft-skills Learning Triangle (SLT) a model created to help coaches, mentors, and

educators understand how web-technologies can be used to support management learning and soft-skills development. SLT emerged as part of a larger action-learning research project the New Mindsets Management Education Project where an e-learning system was designed, built and piloted in a variety of organizations. Embedded in the model is a deep understanding of the unique attributes of the web and how the medium differs from other learning modalities and instructional media.

Mitchell, et al. (2010) studied on Essential Soft Skills for Success in the Twenty-First Century Workforce as Perceived by Business Educators. Results revealed that a significant difference was found between the perceived importance of how specific soft skills affect success in the workforce and the location of school (city, county). Respondents perceived all eleven soft skills included in this study to be very important to success in the twenty-first century workforce and the Conclusions drawn that the Alabama business educators consider soft skills to be important components of the business/marketing education curriculum.

Robles and Marcel M. (2012) conducted a study on executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. Results showed that the business executives consider soft skills a very important attribute in job applicants. Employers want new employees to have strong soft skills, as well as hard skills. This study identified the top 10 soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

Dutton and Gail (2012) conducted a study on taking Soft Skills for Granted for the U.S. Department of Labor will award a total of $2 billion over the next four years through the Trade Adjustment Assistance Community College and Career Training Grant Program. Findings

revealed that the IT industry believes technical skills alone aren't enough to get the job done. Managers in a spring survey by the Computing Technology Industry Association bemoaned the lack of soft skills such as teambuilding, project management, innovation, and analytic abilities among their technologically savvy employees. Others just entering the workforce also often need to develop work ethics, leadership capabilities, and a commitment to lifelong learning. For many organizations, federal grants provide a relatively unexplored source of training funds. Working with community colleges and training organizations allows businesses to tap these funds. Knowing that funding for soft skills training may be included in grant applications is often the difference between funding or not funding that type of training--the training that many organizations say is sorely needed in today's work environment.

Gade, et al., (2013) made a study on Case-Based Learning in Endocrine Physiology: An Approach toward Self-Directed Learning and the Development of Soft Skills in Medical Students. Study concluded that the students opined that CBL helped them to better their understanding of a particular topic, gave them better retention of knowledge, helped them to relate clinical conditions to basic sciences, improved soft skills such as communication skills and group dynamics, and promoted a better teacher-student relationship. There was significant improvement in student's performance when pre- and post-test scores were compared ("P" = 0.018). Furthermore, faculty members opined that CBL promoted self-study and problem-solving abilities of the students. In conclusion, CBL motivates students toward self-directed learning and to develop analytic and problem solving skills; thus, CBL could be beneficial for students' entry into clinical departments and, finally, in managing patients.

Kyllonen and Patrick C. (2013) made a study on Soft Skills for the Workplace. The researcher concluded that the 21st century is becoming the era in which recognizing the importance of soft skills, the role education plays in developing those skills, and the way they evolve throughout the life cycle begins to emerge. In light of this new-found recognition, he believes that society is developing new education, training, and intervention methods and new assessments.

Alexander, et al., (2014) conducted a study on the Impact of Project-Based Learning on Pre-Service Teachers' Technology Attitudes and Skills. The findings provide evidence of changes in attitudes and skills of the pre-service educators after participating in the course. A specific focus is explored on the emerging relationships between STEM dispositions and technology integration competencies. Applications of these findings and directions for future studies are discussed.

Ellis, et al., (2014) conducted a study on teaching Soft Skills Employers Need. Data determined that the skills taught in the office technology soft skills course are by vast majority congruent with the soft skills employers require in today's entry-level office work.

Gibb and Stephen (2014) made a study on Soft Skills Assessment: Theory Development and the Research Agenda. Critically reviewing soft skills assessment requires both theory development and establishing a research agenda. Theory development following an assimilative integration approach based on attribution theory, which combines both "self-regulation" and "socially situated" aspects, is suggested as the most fruitful. Three areas of research can be associated with this; researching the context, the content and the consequences of soft skill assessment. The challenges of this research agenda are outlined and explored. Dealing with these

challenges will enable a more robust and critical review of the assessment of soft skill, and the impact of that on both life chances and employment opportunities.

Raftree, (2011) research showed that both educators and prospective employers agreed that students needed more than just hard skills.

Murden, (2012) students who were taught social and emotional development (soft skills) at a very young age were able to exemplify growing abilities in the following areas: communication skills, interpersonal skills, teamwork skills, analytical skills, flexibility and adaptability skills, strong work ethic, negotiating skills, and persuasive skills.

Schulz (2008) agreed with Dpharmarajan et al. (2012) that basic questions about soft skills were not easy to answer, because the perception of what were soft skills differed from context to context (p. 147). "On top of it the understanding of what should be recognized as soft skills varies widely" (Schulz, 2008, p. 147). Some industries rated soft skills based on the type of employment, because it varies from job to job. For example, a project manager may see it as "Nice to have," whereas civil Engineering felt it was a "Must to have," according to Schulz (2008) (p. 147). According to the Indiana Youth Institute (2012) report, "SoftSkills: Beyond Academic Success," programs that were proactive about soft-skills development may have a great impact on their success (p. 3). Furthermore, researchers concluded that America's skills deficit problem was not solely felt in terms of a lack of college access; but it was also said that youths without soft skills were not having the experiences necessary to succeed beyond the typical high school classroom, according to Indiana Youth Institute (2012, p. 3.).

2.3.2 STUDIES RELATED TO TEACHING COMPETENCY

a) Teaching competency studies from India

Anupama Bhargava and Dr. Minaketan Pathy (2001) studied the Perception of Student Teachers about Teaching Competencies. Education in its holistic approach serves many purposes. It enables a person to stretch his potentialities for welfare of self, family and society. Education enthuses the individual with responsibility o developing and sustaining a just social-economic system, conserving and transmitting human heritage, moreover adopting a sensible and sensitive approach towards utilization of resources. These aspirations can't be accomplished in absence of proficient educational system, especially a professionally competent teacher. Student teachers enter the initial teacher training programme with already established beliefs and value system. Their perception of teacher and teaching profession can play a significant role in developing competencies to be an adopt teacher.

Reddy and Rengan (2001) indentified teaching. Strategies and learning outcomes in pupils and determined if teacher education has any effect on teacher personality use of teaching strategies pupils self-concept and outcomes. The major findings were there was a significant effect on few dimensions of teaching strategies such as preparation of lecture use of audio – visual aids, feedback and enquiry methods, teachers having higher qualification and training used more teaching. Strategies as composed to less qualified teachers private and aided schools were using more participative and knowledge oriented teaching. Strategies while government schools were using task oriented approach.

Farah (2002) had conducted a comparative study of teaching competencies of the teachers trained through the formal system of education and those through the distance education

system. The major findings revealed that there was a significant difference in the attitude of the teachers trained through the formal education and those trained through the distance education system. There was no significant difference in the skills used by the teachers trained through the formal education system and those trained through the distance education system.

Jayakanthan (2003) had studied about general teaching competency of secondary school teachers. The study was conducted in Chidambaram Town in Cuddalore District of Tamilnadu. The sample of the study constitutes 160 secondary school teachers. Observational technique was used as the method of study. It was found that the General Teaching Competency of the secondary school teachers in high. Government school teachers and aided school teachers do not differ significantly in their General Teaching Competency. Male and female teachers differ significantly in their General Teaching Competency and also found that male teachers are having more teaching competency than their counterparts.

Jahitha Begum and Ravivarman (2006) had studied about the perception of block resource teachers on teaching English by the primary teachers of Dindukkal. Pudukkottai, Karur and Thajavur Districts. The survey method is followed to obtain the opinion of the BRTs and to assess the competence of the primary teachers in teaching English to the students and also to know the perception of the Block Resource Teachers on teaching English by the primary teachers at the elementary level. The block resource teachers (English) of the four district Dindukkal, Pudukkottai, Karur and Tanjavur who are forty seven (47) form the sample of the study. Findings revealed that only 4% of the BRTs agreed that the teachers have adequate knowledge in phonetics and pronunciation. 89% of the BRTs are of the opinion that the teachers need special orientation in teaching English. 83% of the BRTs expressed that the teachers lack

competency in teaching. 83% of the BRTs are of the opinion that the teachers did not use relevant TLM in the classroom. 78% of the BRTs are of the opinion that he in-service training programmes have positive impact on teachers.

Amaladoss Xavier (2009) had aimed to investigate the relationship between job satisfaction and teaching competency among the sample of 96 postgraduate chemistry teachers. The results revealed that there is no significant relationship between job satisfaction and teaching competency and its dimensions-organization, knowledge, clarity, communication, rapport, audio-visual aids and personality of postgraduate chemistry teachers. i) There is a significant relationship between job satisfaction and content of teaching competency of postgraduate Chemistry teachers (5%). It is found that teachers have average teaching competency. It was studied on various dimensions such as content, organization, knowledge, clarity, communication, rapport, audiovisual aids and personality of the teacher. Among the eight dimensions of teaching competency rapport seems to have highest score and knowledge has lowest score.

Nguyen-Le Khanh (2010) had reported about the need for effective teaching approaches in a society with increasing numbers of culturally and linguistically diverse (CLD) students. The focus of this study is on teachers' linguistic and cultural competency (LCC), in which it is defined that teachers' critical thinking and sensitivity concerning issues of language and culture that are relevant to the effective teaching of CLD students. A scenario instrument was constructed which targeted LCC on three dimensions, Cognitive Linguistic, Socio-Cultural, and Affective. This instrument was intended to be sensitive to the level of depth and sophistication with which teachers' reason about culture and language in mathematics teaching. A second instrument was developed which targeted factual and conceptual knowledge on the relationship

between mathematics language, and culture in the teaching of CLD students. This instrument was intended to be sensitive to the extent to which teachers' reasoning about CLD students in the teaching of mathematics were driven by accurate or inaccurate conceptions about language ad-culture.

Daniel (2010) had investigated about teaching competency of primary school teachers from Tirunelveli District. A teaching competency scale and a locus of control scale were used to collect the data. The survey method was used for the study. The data was analyzed using percentage analysis. 't' test and correlation. The results revealed that there is a significant difference in teaching competency between primary school teachers with reference to gender. It was also found that there is no significant relationship between teaching competency and locus of control of primary school teachers with reference to gender and locality of school.

Sabu (2010) had conducted a study on In-service training programmes and teaching competency of teachers. The study aims to find out the teaching competence of secondary school teachers of twenty four secondary schools in Kollam District of Kerala. Simple random technique was followed to draw the sample. A sample of 631 secondary school teachers selected randomly for this study. The results revealed that there is a dire need to change the present in-service training programmes. Gender and type of school have nothing to do with teaching competence but age is a factor which influences teaching competence.

Guasch Teresa (2010) had examined University teacher competencies in a virtual teaching learning environment. This paper attempt to shed light on the competencies for a teacher in order to teach in virtual learning environment. A teacher training experience was

designed by taking into account the methodological framework for the design of training proposals aiming to develop teachers' competencies for virtual environment in higher education.

Merline preetha and Fracisca (2011) had investigated the teaching competency of college teachers in relation to anxiety. The sample of 310 teachers of arts and science colleges in Kannyakumari District had been drawn through the random technique. Personal information form, teaching competency scale and anxiety inventory were used to collect data. The data was subjected to 't' test and correlation 'r' for analyzing and interpreting the data. The result revealed that there was a significant difference between male and female teachers in Subject Mastery. The teachers of affiliated colleges significantly differ from the teachers of autonomous colleges in teaching competency. There was no significant correlation between teaching competency and anxiety of college teachers of Kannyakumari District.

Chilambarasan (2011) had attempted to study the teaching competency of teacher trainees in Tamilnad, India. 300 B.Ed., Teachers Trainees were selected randomly from various B.Ed., Colleges of Tamilnadu. General Teaching Competency scale byB.K. Pssi (1994) was used to assess Teaching competency. Research findings revealed that there is no significantly difference between B.Ed., Teachers trainees in their Teaching competency based on their gender, graduation and parental education. It is also found that maximum number of B.Ed., Teacher Trainees has higher level of teaching competency.

Al-Najjar and Rana Abdel-Rahman (2012) had investigated about the pronunciation Teaching content of "English for Palestine 10" and Related Teachers' Competency Level of Light of Current Instructional Perspectives. This study aimed to evaluate pronunciation teaching with regard to an EFL multi-skills textbook ("English for Palestine 10"). The evaluation was

intended to identify the extent to which pronunciation teaching content incorporated in "English for Palestine 10," in addition to the related teachers' competency level match current instructional perspectives in pronunciation pedagogy. Tool used: (a) a content analysis card for analyzing the target pronunciation content in the SB(students' book) and TG(Teacher's guide); and (b) an observation card for observing and scrutinizing the related competency level of twelve 10th grade Palestinian teachers of English language. Results: (a) pronunciation teaching content of "English for Palestine 10" falls short in adopting the suggested characteristics of pronunciation teaching content that match current perspectives in pronunciation pedagogy; and (b) 10th grade Palestinian teachers of English language were found to be poorly equipped with the suggested pronunciation teaching competencies that go in line with these perspectives.

William Dharma Raja and Beulahbel Bency (2012) had investigated the Teaching competency of prospective teachers in relation to their Emotional Intelligence. In this study, the investigators made an effort to find relationship between emotional intelligence and teaching competency of prospective teachers. Survey method was implemented in this study. The tools used in this study were General Teaching Competency Scale of B.K. Passi & M.S. Lalitha(1971) and Emotional Intelligence Scale of Sheetla Prasad (2009). Findings reveal that no significant correlation existed between emotional intelligence and teaching competency of prospective teachers. There was no significant difference in the teaching competency f prospective teachers with regard to Optional Subject, Type of School and Medium of instruction. There was significant difference in the teaching competency of prospective teachers with regard to educational Qualification-PG had more teaching competency than Educational Qualification-UG.

Ehilrajan (2012) had studied the communicative English and Leadership styles of secondary and higher secondary teachers of Tamilnadu & Puducherry Region. This study aimed at finding the relationship between English Communication skills and leadership styles of secondary and higher secondary teachers with their students' achievement. Normative survey method was adopted. 1030 teachers from secondary and higher secondary schools in Puducherry and Tamilnadu were selected by purposive and cluster sampling technique as the sample of the study. Findings revealed that, there is a significant difference between teacher groups in their English communication skills with respect to gender, type of school, place of work and classes handling. It is also found that higher the communication skills of teachers, higher their students' achievement and there exists significant relationship between English communicative skills and students' achievement.

Vasanthi and Latha (2013) had carried out a study to determine the difference in teaching competency of student-teachers in relation to computer aptitude and their personality type. It was conducted on a sample of 493 student teachers of B.Ed., colleges in Chennai District by using stratified random sampling technique. The result indicates that teaching competency of student-teachers is interrelated with computer aptitude and personality type. It was also found that there is a significant difference in the dimension of teaching competency viz. Planning, Conclusion, Evaluation and Managerial.

b) Teaching competency studies from abroad Justin Pauls (2000) studied the efficacy of three models of instruction in teaching zoology to higher secondary students. The study concluded that video instruction, modular instruction and computer assisted instruction were effective in teaching zoology at plus one level. All these models of instruction had distinct

advantage over the traditional lecture method in teaching zoology to various categories of students at plus one level.

Chang Huey (2000) investigated the nature and assessment of teaching competency in apprentice science teachers. To develop a context based evaluation of teacher competence Three year study was undertaken that focused on the classroom practices of beginning science teachers' perceptions and reflections of the teacher competence evaluation. Data related to instructional skills and changes in the growth of instructional skills was analysed and suggested that beginning teachers transmit content knowledge to students. Assessments of teacher competence from beginning teachers should be systematically collected and used for establishing the validity of any teacher evaluation instrument.

Hawk Parmalee (2000) investigated an accelerated alternative licensure program to recruit minorities. Research findings help persons entering the teaching via alternate routes project alternative certification for teachers an accelerated alternative licensure program was developed. Project ACT is a yearlong earn while you learn program. The four major program components are a self-paced module focusing on the foundations of American education five weeks of pre service trainings essential teaching skills one academic year teaching with beginning teacher salary and development of a portfolio to document teaching competency. The essential skills focus on the learners social cognitive and physical development, lesson envelopment and instructional techniques and strategies, Learning theories, Children with, Classroom and management, and Assessment and evaluation.

Blough Kathleen Kennedy (2000) studied teaching of science and language by elementary teachers who emphasis the integrated languages approach a descriptive study. This

research was carried out in elementary classroom were have restricted their language programs to reflect an integrated or holistic view of language instructions. The instruction of teachers utilizing the more traditional didactic skills oriented approach to language literacy. The research involved observing recording and categorizing teaching behaviours during both science and language instructions. Student inquiry was evidenced during language instructions more so than during science. To produce significant reform in instruction at the elementary school level proactive support and encouragement by administrators is required.

Mitchell Jennine (2000) investigated the effect of matching teaching style with learning style on achievement and attitudes for women in a web based distance education course. Four websites were designed and students from the women's external degree program at saint Mary of the woods colleges were randomly assigned. Students completed three achievement tests and complete a course survey that considered usefulness personal enjoyment motivation for intellectual interest and logical organization. Students has supervisor achievement and a more positive attitude when the teaching style matching their learning style.

Brown J (2002) conducted a study on Skills Teachers need to Successfully Integrate Technology in Their Classrooms. This study indicated that the development of a positive attitude toward technology use in the classroom and preparation to implement a shared vision of student-centred, constructivist effective uses of technology throughout their education programs as a personal tool for completion of assignments, as a tool included effectively in their development of curriculum and through their personal experience of best practice integration models.

Adrienne Kozan Naumesew (2008) focused Science Teacher Competencies in a Knowledge Based Society. Researcher suggest that teacher preparation has a threefold structure

with the anchoring pillars being subject matter knowledge (SMK) pedagogical knowledge (PK) and Pedagogical content Knowledge (PCK) science education programs should pay more attention into the learning of science in social and technological context. The reform in the educational field has to pay a special attention on science teachers' competencies.

Vogt, et al., (2009) conducted a study on developing Adaptive Teaching Competency through Coaching. The research project Adaptive Teaching Competency seeks to conceptualize the processes of tuning teaching to individual students' learning needs and to empirically test, within the field of science teaching, to what extent Adaptive Teaching Competency can be fostered through teacher education. 32 primary and secondary teachers took part in an intervention to foster their Adaptive Teaching Competency based on content-focused coaching whilst 18 teachers formed the control group. Teachers receiving the coaching increased their Adaptive Teaching Competency with regard to planning and their students showed a higher learning outcome compared to the control group.

Gathright, et al., (2009) identified the areas for Curricular Program Improvement Based on Perceptions of Skills, Competencies, and Performance. Results: In general, faculty and residents showed congruence in their perceptions about resident performance. They agreed on the quality of teaching skills and general competencies. General competency scores from the portfolios were congruent with this perspective. However, there were mismatches in perceptions and performance on portfolios for some areas. Of the 13 core psychiatric skills examined, only one area, and neuropsychiatry, was rated below average by both faculty and residents, while the median portfolio performance score was below competent for four skills, including neuropsychiatry. Faculty rated resident competence significantly higher than residents rated

themselves for bio-psychosocial formulation and medical psychiatry. Conclusion: This study describes and highlights the usefulness of a multidimensional approach that includes resident and faculty perspectives and externally rated performance measures to assist in identifying potential target areas for curriculum improvement.

Brok, (2010) conducted a study on Classroom Interaction Studies as a Source for Teacher Competencies. The findings show how small-scale studies with multiple data collection techniques can help in providing an empirical foundation for the formulation and specification of teacher competencies in multicultural settings. Based on our findings, we argue that by conducting multiple investigations in different settings, using a variety of instruments and by interpreting this data from different communicative domains, a valid, reliable and complete picture of teachers' scientific competencies can be obtained.

Spanierman, et al., (2011) conducted a study on the Multicultural Teaching Competency Scale: Development and Initial Validation. Exploratory factor analysis results suggested a 16-item, two-factor solution: (a) multicultural teaching skill and (b) multicultural teaching knowledge. Confirmatory factor analysis suggested that the two-factor model was a good fit of the data and superior to competing models. The MTCS demonstrated adequate internal consistency and was related in meaningful ways to measures of racism awareness and multicultural teaching attitudes. Participant responses were not associated with social desirability. Implications are discussed.

Strano-Paul and Lisa (2011) conducted a study on effective Teaching Methods for Geriatric Competencies. Clinical exposure to reinforce these specialized skills varies with preceptor assignment. A student's ability to perform geriatric assessments was evaluated by

scores on an Objective Structured Clinical Exam (OSCE) with a geriatric patient. Scores from students who received additional clinical practice of these skills were compared with scores from students who did not. No significant difference in OSCE scores were seen between the two groups.

Catano, et al., (2011) made a study on Student Perception of Teaching Effectiveness: Development and Validation of the Evaluation of Teaching Competencies Scale (ETCS). A major criticism of student evaluations of teaching is that they do not reflect student perspectives. Using critical incidents job analysis, students identified nine teaching effectiveness competencies: communication, availability, creativity, individual consideration, social awareness, feedback, professionalism, conscientiousness and problem-solving. The behaviourally anchored Evaluation of Teaching Competencies Scale is a highly reliable (alpha = 0.94), unidimensional measure that correlated strongly with an instructor-related composite of the Students' Evaluation of Educational Quality (SEEQ, r = 0.72), but not to a SEEQ composite related to instructor assigned work (r = 0.04, N = 195).

Chan and David W. (2011) conducted a study on Characteristics and Competencies of Teachers of Gifted Learners: The Hong Kong Student Perspective. Six hundred and seventeen teacher-nominated Chinese gifted students rated the importance of 25 characteristics and 14 competencies for teachers of gifted learners, and all 39 characteristics and competencies were endorsed as important. The 25 teacher characteristics could be conceptualized in four dimensions, as an individuality orientation, a change orientation, a regulated working orientation, and an achieving orientation. The 14-teacher competencies could be conceptualized in two dimensions, as specific teaching skills and global-consultative skills. Characteristics

related to the individuality and change orientations and competencies related to specific teaching skills were rated as more important. Implications of the findings for teacher selection and teacher preparation for teachers of gifted learners are discussed.

Zhu, et al., (2013) made a study on Core Competencies Related to Teachers' Innovative Teaching. The findings indicate that teachers' educational competency, social competency and technological competency were positively related to their innovative teaching performance. The study also shows that a supportive relationship with colleagues is important for teachers' innovative teaching performance.

Wong and Ruth M. H. (2013) conducted a study on competency-Based English Teaching and Learning. This paper intends to draw implications from our findings to answer the following questions: (1) how do tertiary students respond to competency-based ESL teaching and learning? (2) What are the difficulties in implementing competency-based approach? (3) What implications has competencybased ESL teaching and learning drawn to assessment and material design in Hong Kong context? Through answering the above questions, it is hoped that light can be shed on competency-based ESL researches and give insights to the development of competency-based ESL teaching in terms of material design and assessment.

Koksal and Necla (2013) conducted a study on competencies in Teacher Education: Pre-service Teachers' Perceptions about Competencies and Their Attitudes. The results showed a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Zhu, Chang; Wang, Di (2014) made a study on key Competencies and Characteristics for Innovative Teaching among Secondary School Teachers: A Mixed-Methods Research. The

results show that the four-factor model of key competencies for innovative teaching was validated and the importance level of the perceived characteristics was also identified. This research has theoretical and practical significance with regard to the development of competence-based teacher education programs.

Airworthy, et al., (2014) made a study on the Efficiency of the University Teaching and Learning Training Program on Developing the Teaching Competencies of the Teaching Staff at Imam University. The results revealed that there were statistically significant differences between the performance of the training group before and after training, favoring to the post - observation. The study recommends adopting the UTL training program used to develop the teaching competencies of instructors in Saudi.

2.4 CONCLUSION

Competencies like Classroom management, Decision making, Updating Knolwdge, and Soft skills like Positive-thought, Communication skill, Rapport-building, must be possessed by the present day teachers. So that he/she can more with the students of recent trend as they are explored to enormous information both constructive and destructive. The review of related literature clearly shows research that there is a gap among these competencies among teachers who are supported to interact with their students to being their teaching and learning process and successful one. So the researchers had decided to undertake a study with this title.

CHAPTER – III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Methodology is an important aspect in any research work. Every research study has its own objectives. The procedure adopted by the research works for the realization of these objectives is known as methodology. "Methodology is the science of methods or principles of procedure" (Good, 1945). The methodology adopted enables the investigator to look at the amorphous data in a meaningful way.

The present investigation has been undertaken with a view to conduct a study on the Soft skills of with respect to their teaching competency, emotional competency and social competency in various higher studies especially in universitites. The tool, the sample and the statistical techniques used in this study are detailed in the succeeding paragraphs.

3.2 STATEMENT OF THE PROBLEM

The above discussion has made the present investigator to study the Higher Secondary Teachers Soft skills and Teaching competency as applicable to certain demographic variables such as Age, Subject, Block, Gender, Educational qualification, Area, Medium of Instruction, Institution and experience, it is stated as follows: **"A study on the influence of soft skills on teaching competency among higher secondary teachers".**

3.3 VARIABLES USED IN THE PRESENT STUDY

For the present investigation the investigator selected the following variables.

Dependent variable

- Soft skills

- Higher Secondary Teachers (Post Graduate Teachers)

Independent variables

The independent variables selected for the study are:

• Teaching competency.

Sub-samples

- Age,

- Subject,

- Block,

- Gender,

- Educational qualification,

- Area,

- Medium of Instruction,

- Institution and experience

3.4 OBJECTIVES OF THE STUDY

The students will be able to:

- To determine the perception of upper primary teachers on soft skills.

- To determine the perception of upper primary teachers towards soft skills dimensions.

- To find the impact of soft skills on teaching competencies of upper primary teachers.

- To study the effect of variables with reference to sub-groups of the sample. Such as Age, Gender, Qualification of teacher, Experience of teachers, Location of Institution and teaching competencies of upper primary teachers.

3.5 PURPOSE OF STUDY

The main purpose of the study is to study influence of soft skills on teaching competency. The study specifically sought:

1. To determine the influence of soft skills on teaching competency.

2. To ascertain the gender difference, qualification, location of influence of soft skills on teaching competency among higher secondary school teachers.

3. To determine the influence of age, medium of instruction, institution on soft skills on teaching competency among higher secondary school teachers.

3.6 NEED AND SIGNIFICANCE OF THE STUDY

- The focus of the study is based on how the Soft Skills are influencing the teaching competency of the teachers teaching competency.

- Soft skills help the teachers to interact with colleagues, parents, peer teachers, children s, students, problems solving and to manage themselves at workplace.

- Teacher's capability to manage their time, skill development etc.

3.7 HYPOTHESES OF THE STUDY

- ❖ There is no significant difference between the perception of soft skills dimensions and Teaching Competencies dimensions.

- ❖ There is significance difference between soft skill and teaching competencies with regard to location.

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Age.

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Qualification

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to gender

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to medium of Instruction

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to Experience

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to location of Institution (School).

❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regards to the type of the school

❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regard to the subject of study

3.8 TOOLS USED FOR THE STUDY

The investigator has used the following tools:

1.   Self- Constructed tool by the investigator and this tool is validated by the expert also.

i.   Soft Skill, and

ii.   Teaching Competency.

3.9 TOOL VALIDATION BY THE EXPERT

The investigator of the study provided the tool to the expert for the better standardisation towards Dr.Rita Rani Mandal, Associate Professor, Ladywillingdon College of Educaiton for Women, Chennai and the expert fully validated the tool and provided the certificate as it is highly valid and the certificate for the tool validation is attached in this study.

3.10 DEVELOPMENT OF ANALYSIS OF SOFT SKILL SCALE

Tools used for the present study, the researcher used the questionnaire for data collection as analysis of soft skills and analysis of teaching competency. It adopted the five-point likert format as mentioned below:

- ❖ Strongly Agree (SA) – 5 ,
- ❖ Agree (A) – 4 ,
- ❖ Neutral (N) – 3 ,
- ❖ Disagree (D) – 2, and
- ❖ Strongly Disagree (SD) – 1.

The model/draft tool prepared by the investigator was administered with a sample The influence were checked by the investigator in the five point rating scale with 5,4,3,2,1 for the positive items and for the negative items as 1,2,3,4,5 respectively. In this the maximum score for one item is said to be 25 points and minimum score for items is 1 point. In total as the 48 items constitutes of maximum total as 1200 and minimum total as 25. The investigator of this study took 4,5,10,23,24,30,35 as the negative statement. Total item for the analysis of soft skill is 24.

3.11 ITEM ANALYSIS

The model/draft tool prepared by the investigator was administered with a sample of 10 higher secondary teachers. As this study enables to study the influence of soft skills up on the teaching competency by the observation method the investigator of the study observed ten higher secondary teachers and did the Item Analysis.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25 % and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the tratios. Items with't' value of 1.75 and above were selected for the final tool. In this study the investigator took practical items that enables to select all the items as all the items were reliable. Thus, the final tool contains forty eight items; the list of items with the't' value.

TABLE 3.1

SHOWS ITEM ANALYSIS SOFT SKILLS AND ANALYSIS OF TEACHING COMPETENCY SCALE

Item Statistics			
	Mean	Std. Deviation	N
1	4.229	.9048	48

2	3.771	.9280	48
3	3.854	.9673	48
4	3.000	1.5710	48
5	3.104	1.5607	48
6	2.583	1.3657	48
7	3.750	1.1013	48
8	3.167	1.1361	48
9	3.333	1.3735	48
10	2.646	1.5776	48
11	3.604	1.1059	48
12	2.813	.9146	48
13	3.708	1.1291	48
14	3.542	1.0510	48
15	3.646	1.0208	48
16	3.542	1.0097	48
17	3.646	1.3287	48
18	3.708	1.4286	48
19	3.646	1.3446	48
20	3.583	1.2519	48
21	3.229	1.4027	48

22	3.833	.9528	48
23	2.521	1.2026	48
24	2.875	1.2820	48
25	3.396	1.3327	48
26	2.792	1.3362	48
27	3.417	1.4415	48
28	3.625	.9138	48
29	3.375	1.0027	48
30	3.146	1.2202	48
31	3.146	1.4730	48
32	3.333	1.4635	48
33	3.292	1.3985	48
34	3.500	.7989	48
35	2.875	1.0442	48
36	3.292	.8241	48
37	3.438	.9432	48
38	3.000	1.1109	48
39	2.917	1.1820	48
40	3.333	1.1361	48
41	2.792	.9444	48

42	2.625	1.1783	48
43	3.000	.7146	48
44	2.917	1.0485	48
45	2.854	1.1848	48
46	3.083	1.1267	48
47	3.042	1.1101	48
48	3.000	1.2377	48

TABLE 3.2

SHOWS SOFT SKILL WITH THE MEAN VALUE IN THE CRONBACH'S ALPHA

Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	152.292	1106.381	.645	.860
2	152.750	1122.532	.364	.861
3	152.667	1101.376	.680	.860
4	153.521	1081.234	.603	.860
5	153.417	1067.908	.742	.859
6	153.937	1137.975	.067	.833
7	152.771	1086.010	.810	.859
8	153.354	1096.744	.637	.820
9	153.187	1099.645	.488	.821

10	153.875	1089.388	.520	.831
11	152.917	1097.738	.642	.960
12	153.708	1153.020	-.126	.962
13	152.812	1082.751	.834	.959
14	152.979	1084.617	.871	.959
15	152.875	1084.750	.895	.959
16	152.979	1104.957	.596	.960
17	152.875	1069.814	.856	.959
18	152.812	1069.645	.795	.959
19	152.875	1072.537	.814	.959
20	152.937	1073.081	.870	.959
21	153.292	1090.296	.580	.960
22	152.687	1107.879	.587	.960
23	154.000	1116.383	.351	.961
24	153.646	1115.978	.331	.961
25	153.125	1131.431	.143	.962
26	153.729	1129.648	.162	.962
27	153.104	1078.010	.696	.960
28	152.896	1092.266	.876	.959
29	153.146	1102.468	.639	.960
30	153.375	1073.346	.890	.959
31	153.375	1073.048	.733	.959
32	153.187	1070.411	.767	.959
33	153.229	1092.393	.559	.960

34	153.021	1125.510	.370	.961
35	153.646	1133.680	.160	.962
36	153.229	1120.734	.446	.961
37	153.083	1109.823	.562	.960
38	153.521	1090.851	.735	.959
39	153.604	1088.500	.719	.960
40	153.187	1088.964	.743	.839
41	153.729	1144.117	.016	.822
42	153.896	1141.202	.043	.832
43	153.521	1109.404	.758	.820
44	153.604	1104.840	.575	.810
45	153.667	1085.929	.751	.829
46	153.437	1096.124	.652	.820
47	153.479	1098.042	.635	.830
48	153.521	1090.297	.663	.830

3.12 RELIABILITY AND VALIDITY OF ANALYSIS OF SOFT SKILLS

A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" – is free of chance error.

The influence were checked by the investigator in the five point rating scale with 5,4,3,2,1 for the positive items and for the negative items as 1,2,3,4,5 respectively. The instruments were validated and their reliability established in a pilot study with reliability

corbacha coefficients of 0.83 respectively. The instruments were administered through the observation of the investigator in their various locations and retrieved upon completion. The data were collated for analysis. The formulated hypotheses were tested using t- test and Analysis of Variance statistical tools at 0.05 level of significance.

The value of correlation co- efficient shows that there is high positive degree of correlation, so the tool is reliable according to the Cronbachs Alpha and is given in Table 3.2.

TABLE: 3.3

RELIABILITY CO-EFFICIENT OF ANALYSIS OF SOFT SKILLS AND ANALYSIS OF TEACHING COMPETENCY SCALE

Reliability Statistics	
Cronbach's Alpha	N of Items
.831	48

3.13 VALIDITY

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures". The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of soft skills scales in 0.89.

3.14 DESCRIPTION OF THE FINAL TOOL

It adopted the five-point likert format as mentioned below:

- ❖ Strongly Agree (SA) – 5 ,

- ❖ Agree (A) – 4 ,

- ❖ Neutral (N) – 3 ,

- ❖ Disagree (D) – 2, and

- ❖ Strongly Disagree (SD) – 1.

The model/draft tool prepared by the investigator was administered with a sample The influence were checked by the investigator in the five point rating scale with 5,4,3,2,1 for the positive items and for the negative items as 1,2,3,4,5 respectively.

TABLE: 3.4

DIMENSIONS OF ANALYSIS OF SOF-SKILLS AND ANALYSIS OF TEACHING COMPETENCY

Sl.No	Statements	Serial number of the Items
ANALYSIS OF SOF-SKILLS		
1.	Rapport-Building	1-8
2.	Communication	9-16
3.	Positive Thought	17-24
ANALYSIS OF TEACHING COMPETENCY		
4.	Classroom Management	25-32
5.	Decision - Making Skills	33-40
6.	Updating Knowledge Skills	26-30

3.15 ANALYSIS OF TEACHING COMPETENCY SCALE

The teaching competency scale constructed and standardized by **Savan (2000)** was used in the present study. The investigator carefully examined the statements of the available tools. Further, the investigator referred to the books, journals and

discussed with others in the field of psychology and education, for construction of tools. The investigator collected a large number of statements. This scale aims to assess one's level of teaching competence. This tool consists of 24 items. Each statement in this scale is based on Likert type and accordingly five response categories are included namely strongly agree, agree, neutral, disagree and strongly disagree are analyzed by the experts.

3.16 RELIABILITY AND VALIDITY OF TEACHING COMPETENCY SCALE

Reliability coefficient of the teaching competently scale was estimated by Cronbach's alpha is found to be 0.81

The selected statements initially are given to the experts for their approval and suggestions. The statements are modified with their suggestions prior to administration in pilot study. They judge the appropriateness of the statements. The validity of the scale was found to be 0.88.

TABLE: 3.5

RELIABILITY OF TOOLS ESTABLISHED BY THE INVESTIGATOR FOR

ANALYSIS OF TEACHING COMPETENCY

S. No	Tools	N	Reliability	Significance
1.	Teaching competency	10	0.81	0.01

The coefficient of correlation values computed were found to be reliable since the values are significant at 0.01 level.

3.17 METHOD OF THE PRESENT STUDY

In order to verify the objectives stated in the study Normative Survey method was adopted. Normative Survey method describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes, etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey.

3.18 SAMPLE OF THE PRESENT STUDY

The investigator of this study randomly selected the blocks as the combination of Urban and Rural Government and Government – Aided schools from the Thiruvallur district. It includes Poonamllee Block, Thiruvalangadu Block, Pallipet Block and Villivakkam Block, Higher Secondary teachers. As the investigator need to study the influence to the observation method through the analysis of soft skills and analysis of teaching competency. The investigator has selected 50 teachers randomly from the various blocks of thiruvallur district.

Variable wise distribution of the sample is given in table 3.14

TABLE 3.6

SUB –DISTRIBUTION OF SAMPLES

Variable	Groups	N	Total
Age	26-36	15	50
	37 – 45	20	
	46 - 60	15	
Subject	Arts	23	50
	Science	27	
Block	Pallipattu	12	50
	Villivakkam	13	
	Poonamallee	13	
	Thiruvazhangadu	12	
Gender	Male	22	50
	Female	28	
Educational Qualification	PG., B.Ed.,	24	50
	PG., B.Ed., M.Phil.,	19	
	PG., B.Ed., M.Phil., Ph.d	7	
Area	Urban	29	50
	Rural	21	
Medium of Instruction	Tamil	11	50
	English	13	
	Both Tamil and English	26	
Institution	Government	40	50
	Government -Aided	10	
Experience	0 – 5 yrs	2	50
	5 – 10 yrs	5	
	10 – 20 yrs	26	
	20 – 30 yrs	13	
	30 – 40 yrs	4	

The variable wise distributions of the sub – samples are represented in the following diagrams (Vide figures 1- to 8).

Figure 3.1

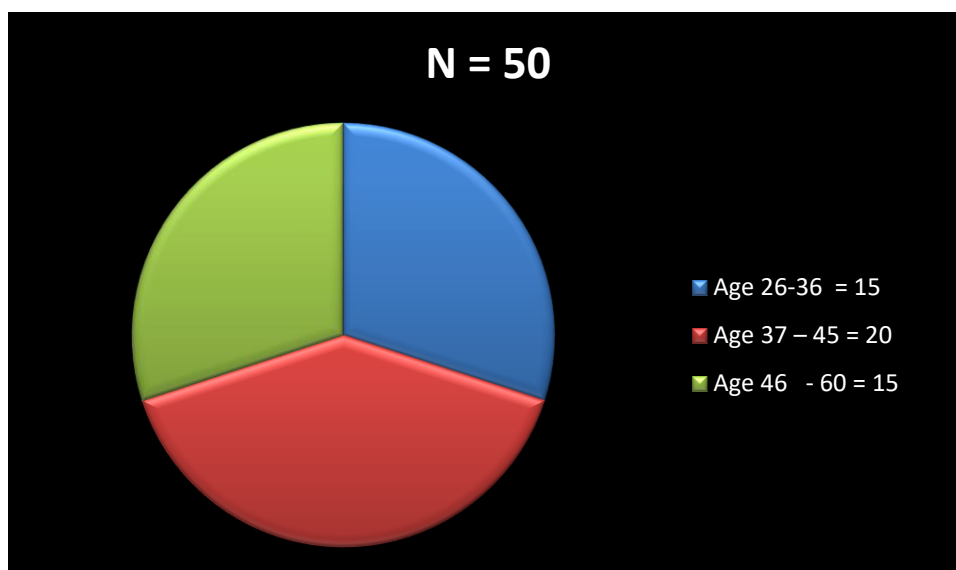**Shows the sub-variable of Age distribution**

N = 50

- Age 26-36 = 15
- Age 37 – 45 = 20
- Age 46 - 60 = 15

Figure 3.2

Shows the sub-variable of Subject distribution

N = 50

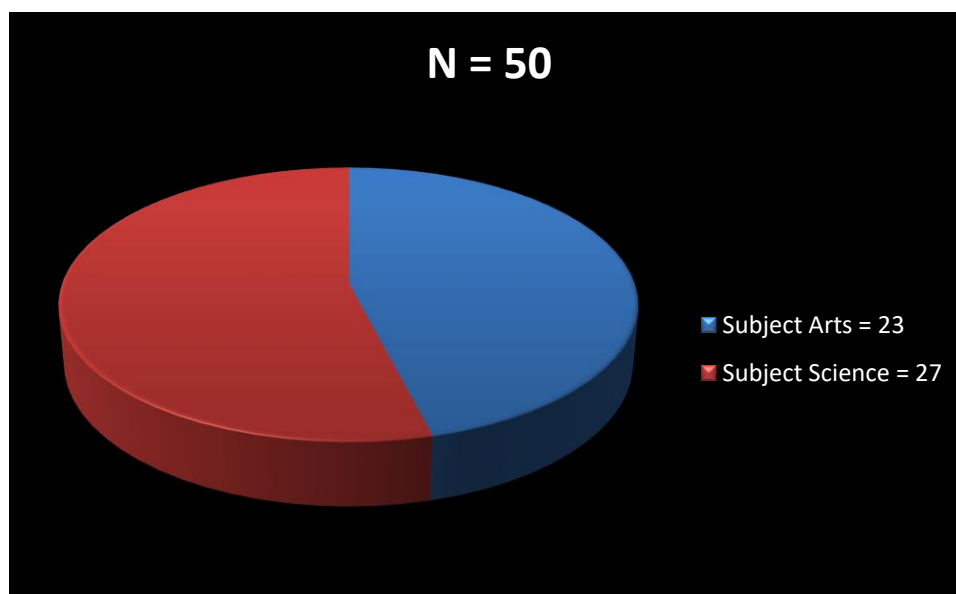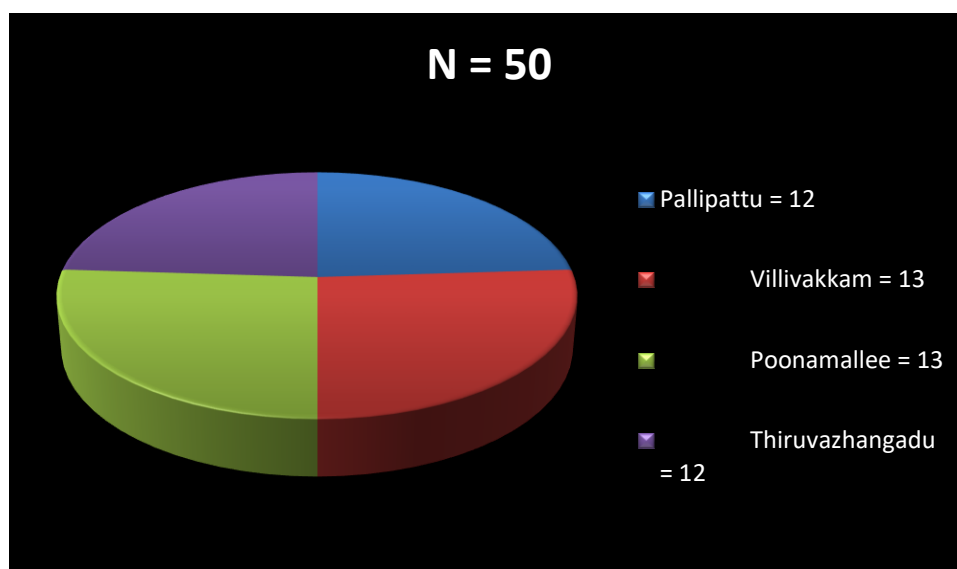- Subject Arts = 23
- Subject Science = 27

Figure 3.3

Shows the sub-variable of Block distribution of Thiruvallur District

Figure 3.4

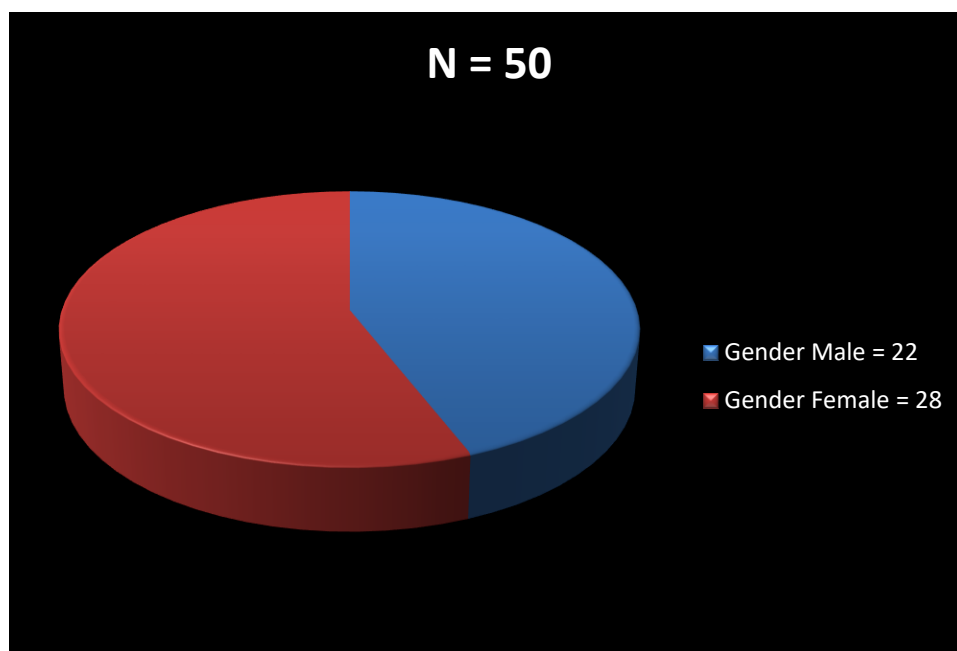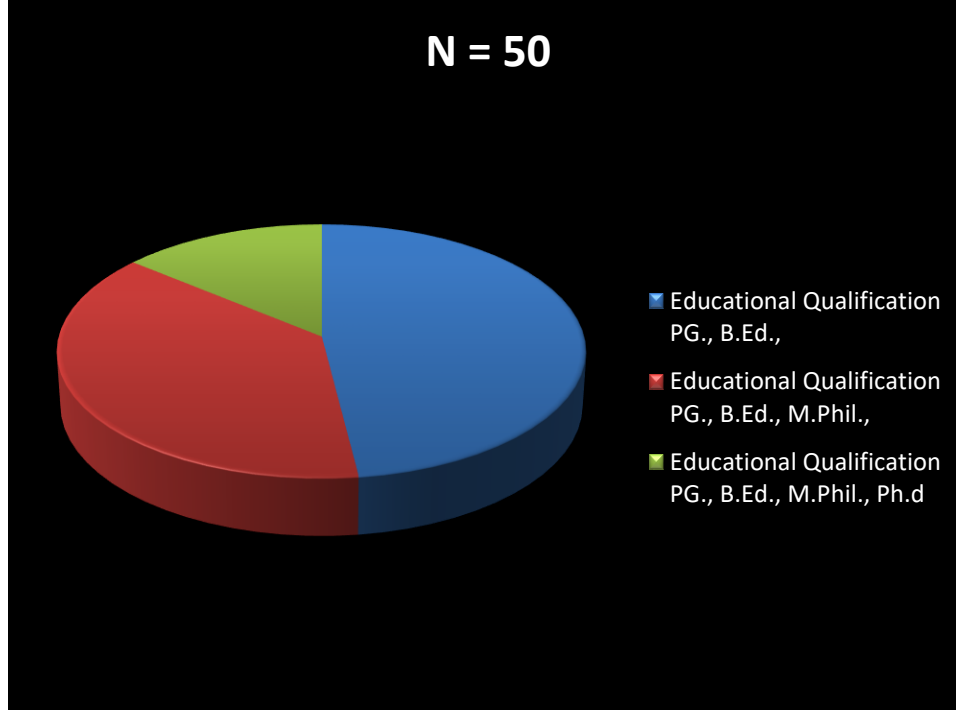**Shows the sub-variable of Gender distribution**

Figure 3.5

Shows the sub-variable of Educational Qualification distribution
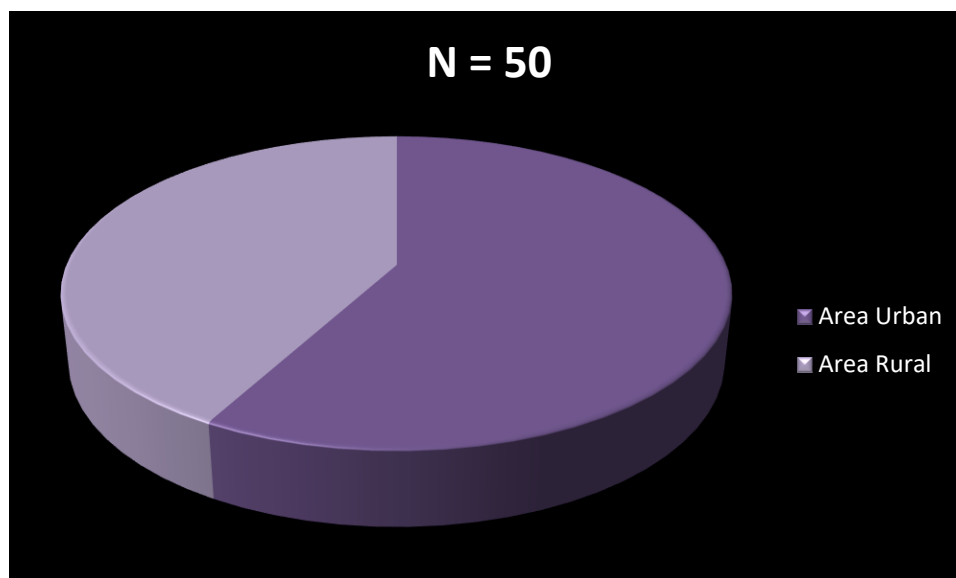

Figure 3.6

Shows the sub-variable of Area

Figure 3.7

Shows the sub-variable of Medium of Instruction
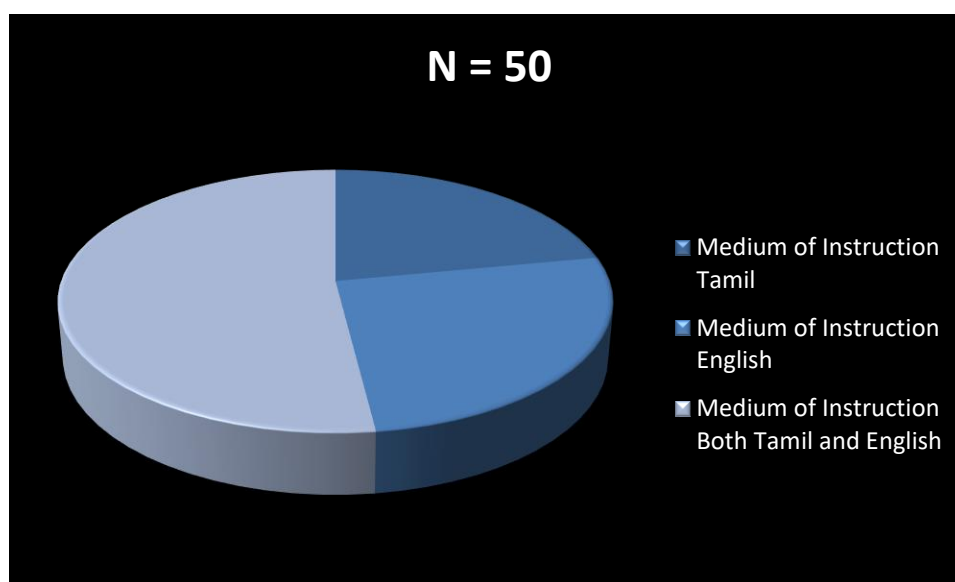
Figure 3.8

Shows the sub-variable of Institution

N = 50
- Institution Government
- Institution Government - Aided
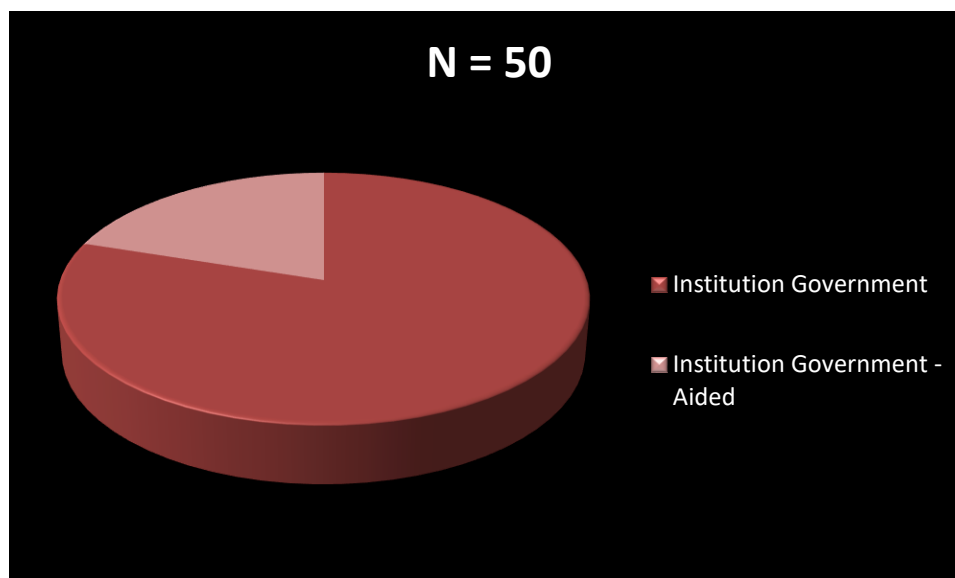
3.19 ADMINISTRATION OF THE TOOL

The investigator administered the questionnaires among the Higher Secondary Teaches for gathering data through the observation method as the study studies the influence of soft skill and teaching competency. As the investigator unable to obsever more number of teachers the investigator utilized the Block Resource Teacher Eduator Miss.K.Karthika, M.A.,M.Ed., M.Phil. villivakkam block for collecting the data.

3.20 STATISTICAL TECHNIQUES EMPLOYED

The mean, the standard deviations for all the four scores for the entire sample and its sub-samples were computed.

The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the

- ❖ Soft skills scores

- ❖ Teaching competency scores

Pearson's' product –moment 'r' was computed between

> (a)   Soft skills scores and Teaching competency scores

Regression analysis –step wise method was used to find out the contribution of Soft Skill, Teaching competency, and sub –samples (demographic variable) on Soft skills.

3.21 CONCLUSION

All the tools, viz., the Analysis of Soft skills scale, Analysis of Teaching Competency were administered to the sample of as 50 Higher Secondary Teachers all the two tools were obtained and they were subjected to statistical treatment and interpretation that are described in the succeeding chapter-IV.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Once the data were collected, they must be carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded therefore, analysis chapter forms a vital component in any type research report. This chapter deals with the analysis of the collected data. In order to simplify the data analysis, it was decided to analyses the data at four levels, descriptive, differential, correlation and regression for analyzing the data. The data of the study involving 120 Upper Primary Teachers belonging to different colleges have been subjected to

- Descriptive analysis

- Differential analysis

- Correlation analysis and

- Regression analysis

4.2 LEVEL OF SIGNIFICANCE

The level of significance for rejection or acceptance of the hypothesis has to be decided in advance. In reporting the findings of the study, the researcher should indicate the actual probability level associated with the findings. So, that the reader may use his own judgment in deciding whether the null hypothesis should be rejected or accepted. In the present study 0.01, 0.05 level of significance has been taken into account. So, the following tables and outputs will show that the hypothesis were accepted or rejected based on the significance.

4.3 DATA COLLECTION PROCEDURE

The main instruments for the collection of data for this study were to analyse the influence through the observation method through survey Questionnaires.

4.4 HYPOTHESES OF THE STUDY

- ❖ There is no significant difference between the perception of soft skills dimensions and Teaching Competencies dimensions.

- ❖ There is significance difference between soft skill and teaching competencies with regard to location.

- ❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Age.

- ❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Qualification.

- ❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to gender

- ❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to medium of Instruction

- ❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to Experience

- ❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to location of Institution (School).

- ❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regards to the type of the school

- ❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regard to the subject of study

TABLE 4.1

MEAN VALUE OF SUB –SAMPLE DISTRIBUTION OF SAMPLES BASED ON

THE SOFT SKILLS

Variable	Groups	N	Mean	S. D	Total
Age	26-36	15	79.53	20.028	50
	37 – 45	20	83.85	18.274	
	46 - 60	15	77.60	19.981	
Subject	Arts	23	76.99	6.895	50
	Science	27	74.56	7.632	
Block	Pallipattu	12	79.92	18.701	50
	Villivakkam	13	75.92	17.557	
	Poonamallee	13	80.58	20.943	
	Thiruvazhangadu	12	84.17	19.483	
Gender	Male	22	73.63	16.029	50
	Female	28	87.19	19.704	
Educational Qualification	PG., B.Ed.,	24	82.71	18.431	50
	PG., B.Ed., M.Phil.,	19	80.32	20.575	
	PG., B.Ed., M.Phil., Ph.d	7	74.71	18.839	
Area	Urban	29	74.85	7.094	50
	Rural	21	76.77	7.257	
Medium of Instruction	Tamil	11	68.39	14.222	50
	English	13	76.31	18.499	
	Both Tamil and English	26	88.08	18.378	
Institution	Government	40	83.52	19.605	50
	Government -Aided	10	65.75	10.121	
Experience	0 – 5 yrs	2	92.00	0.000	

	5 – 10 yrs	5	103.00	0.000	50
	10 – 20 yrs	26	68.81	11.873	
	20 – 30 yrs	13	84.77	18.444	
	30 – 40 yrs	4	111.00	0.000	
Total Mean			89.398		50

In the descriptive analysis the total mean value is 89.398.

4.5 HYPOTHESIS TESTING

HYPOTHESIS - 1

There is no significant difference between the perception of soft skills dimensions and Teaching Competencies dimensions

TABLE - 4.2

Variables	MEAN	SD	T-VALUE	P-VALUE	Level of Significance	Significant/ Not Significant
Rapport Building	67.91	11.877	2.739	0.461	0.005	Significant
Communication	64.67	12.638	2.499	0.618	0.005	Significant
Positive Thought	63.29	12.221	2.223	0.409	0.005	Significant
Classroom Management	62.99	12.406	2.159	0.874	0.005	Significant
Decision Making	61.48	11.523	2.105	0.072	0.005	Significant
Updating Knowledge	49.58	10.011	1.987	0.867	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the t value of all the dimensions shows that there is the significant difference between the soft skill and teaching competency. In the Rapport Building t value is 2.739, in the communication t-value is 2.499, and in the positive thought t-value is 2.223, in the classroom management t – value is 2.159, in the decision making t-value is 2.105, in the updating knowledge t-value is 1.987 is significantly greater than the level of significance as 0.005.

So, it is inferred that the null hypothesis is rejected as the level of significance is greater than the obtained value. The higher secondary teacher's analysis of soft skill and teaching competency is significantly low according to this. So, it can be clearly stated that teachers need to be trained and updated based on the above mentioned soft skills and teaching competency in order to cope up with the present contemporary situation. So, the investigator of the study insist that teachers need to develop their soft skill and also teaching competency especially in updating knowledge based dimension as this dimension shows very vast difference in the level of significance.

FIGURE 4.1

Shows the perception of soft skills dimensions and Teaching Competencies dimensions
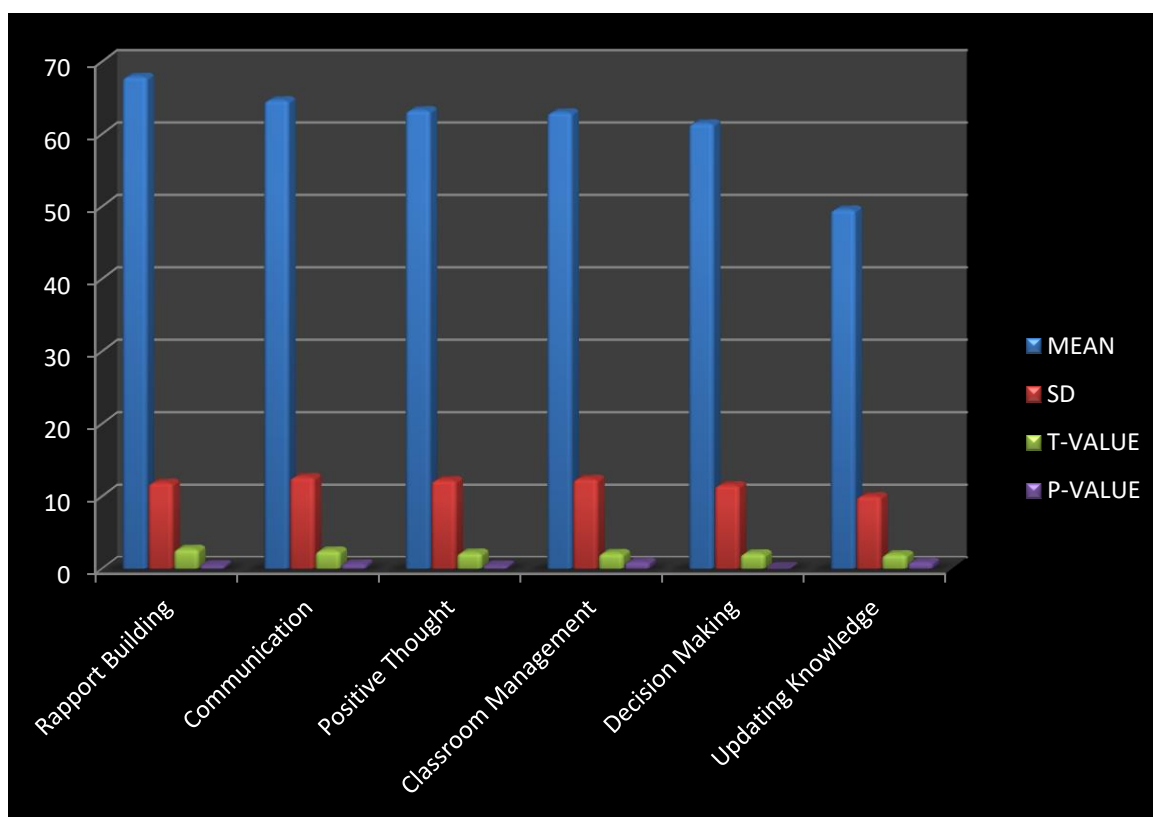
HYPOTHESIS - 2

There is significance difference between soft skill and teaching competencies with regard to location (Block).

TABLE 4.3

Variables	Block				T – Value	P Value	Level of Significance	Significant/ Not Significant
	Pallipattu Mean (SD)	Villivakkam Mean (SD)	Poonamallee Mean (SD)	Thiruvazhangadu Mean (SD)				
Soft Skills	79.92 (18.701)	75.92 (17.557)	80.58 (20.943)	84.17 (19.483)	8.045	0.027	0.005	Significant
Teaching Competency	75.67 (19.764)	68.69 (13.117)	74.17 (18.497)	78.58 (18.068)	7.540	0.041	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the block (location) shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance. It is clearly shows that the block level also the mean value varies especially in soft skill and teaching competency the teachers are lacking behind in the entire block. The variation shows only the slight difference irrespective of the blocks. So, commonly it can be clearly stated that higher secondary teachers more concentration is completely result oriented and soft skills and teaching competency were ignored among the majority of the teachers.

Hence, the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low in all the dimensions with the teaching competency.

FIGURE 4.2

Shows the soft skill and teaching competencies with regard to location (Block)
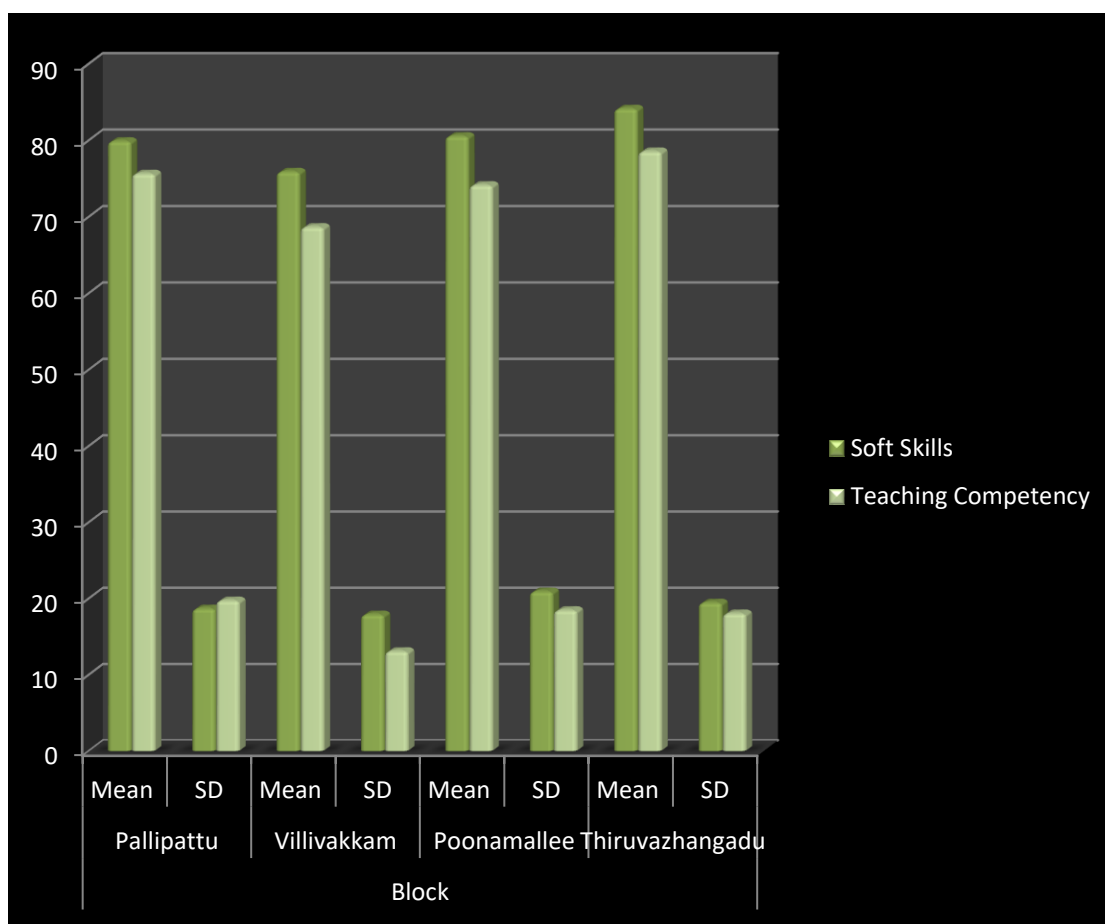
From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacking in these skills.

HYPOTHESIS - 3

There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Age.

TABLE 4.4

Variables	Age			T – Value	P Value	Level of Significance	Significant/ Not Significant
	26-36 Mean (SD)	37-45 Mean (SD)	46-60 Mean (SD)				
Soft Skills	79.53 (20.028)	83.85 (18.274)	77.60 (19.981)	10.934	0.000	0.005	Significant
Teaching Competency	71.53 (13.643)	79.30 (20.714)	70.53 (14.287)	11.321	0.012	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the age shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the age between 37-45 mean value is comparatively high than the other two level. So, soft skill and teaching competency the teachers are lacking behind in all the age. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low in all the ages based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

Higher Secondary Teachers were very much focused to the result. So, their soft skills impact on the teaching competency is very low and mainly in the updating knowledge is very low in all the scenarios.

FIGURE 4.3

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Age
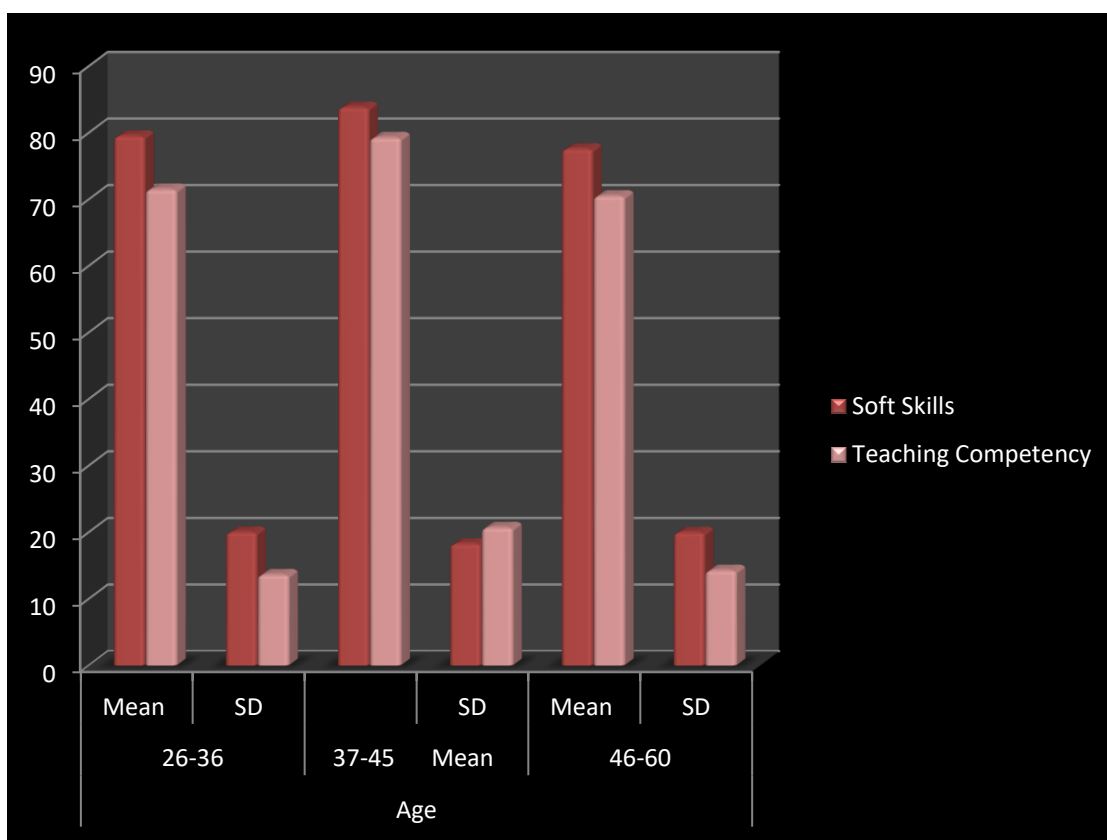
From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacking in these skills based on the age.

HYPOTHESIS - 4

There is no teacher's significant difference between the soft skills and teaching competencies of higher secondary with regard to Qualification.

TABLE 4.5

Variables	Qualification			T – Value	P Value	Level of Significance	Significant/ Not Significant
	PG B.Ed Mean (SD)	PG B.Ed., M.Phil Mean (SD)	PG B.Ed., M.Phil., P.hD Mean (SD)				
Soft Skills	82.71 (18.431)	80.32 (20.575)	74.71 (18.839)	5.237	0.004	0.005	Significant
Teaching Competency	80.00 (17.483)	69.89 (15.552)	67.00 (16.010)	7.954	0.001	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the qualification shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the qualification of PG.,B.Ed.,M.Phil., Ph.D., qualification teachers mean value is comparatively low than the other two level. So, soft skill and teaching competency the teachers are lacking behind irrespective of their qualification. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill

is low based on the Qualification based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.4

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Qualification

From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacking in these skills based on the qualification.

HYPOTHESIS - 5

There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to medium of Instruction

TABLE 4.6

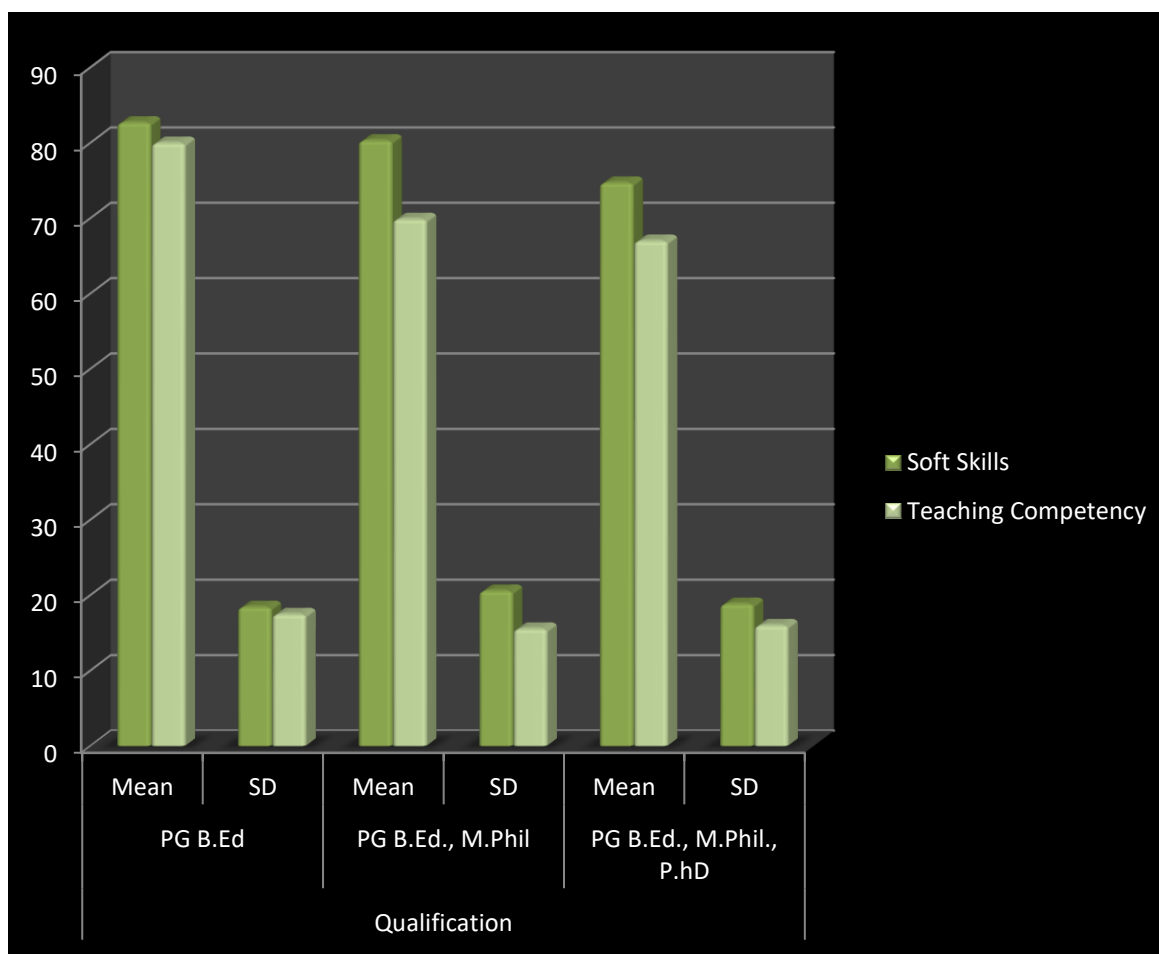| Variables	Medium of Instruction			T – Value	P Value	Level of Significance	Significant/ Not Significant
	English Mean (SD)	Tamil Mean (SD)	Tamil/English Mean (SD)				
Soft Skills	68.39 (14.222)	76.31 (18.499)	88.08 (18.378)	5.385	0.008	0.005	Significant
Teaching Competency	69.73 (14.540)	74.77 (23.711)	76.08 (14.516)	5.287	0.005	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the Medium of Instruction shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the medium of instruction teachers mean value in English is comparatively low than the other two level. But in all the medium of instruction English, Tamil and Tamil/English medium both teaching teaches soft skill and teaching competency the teachers are lacking behind irrespective of their qualification. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill

is low based on the medium of instruction based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.5

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Medium of Instruction

From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on the medium of instruction.

HYPOTHESIS - 6

There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Experience.

TABLE 4.7

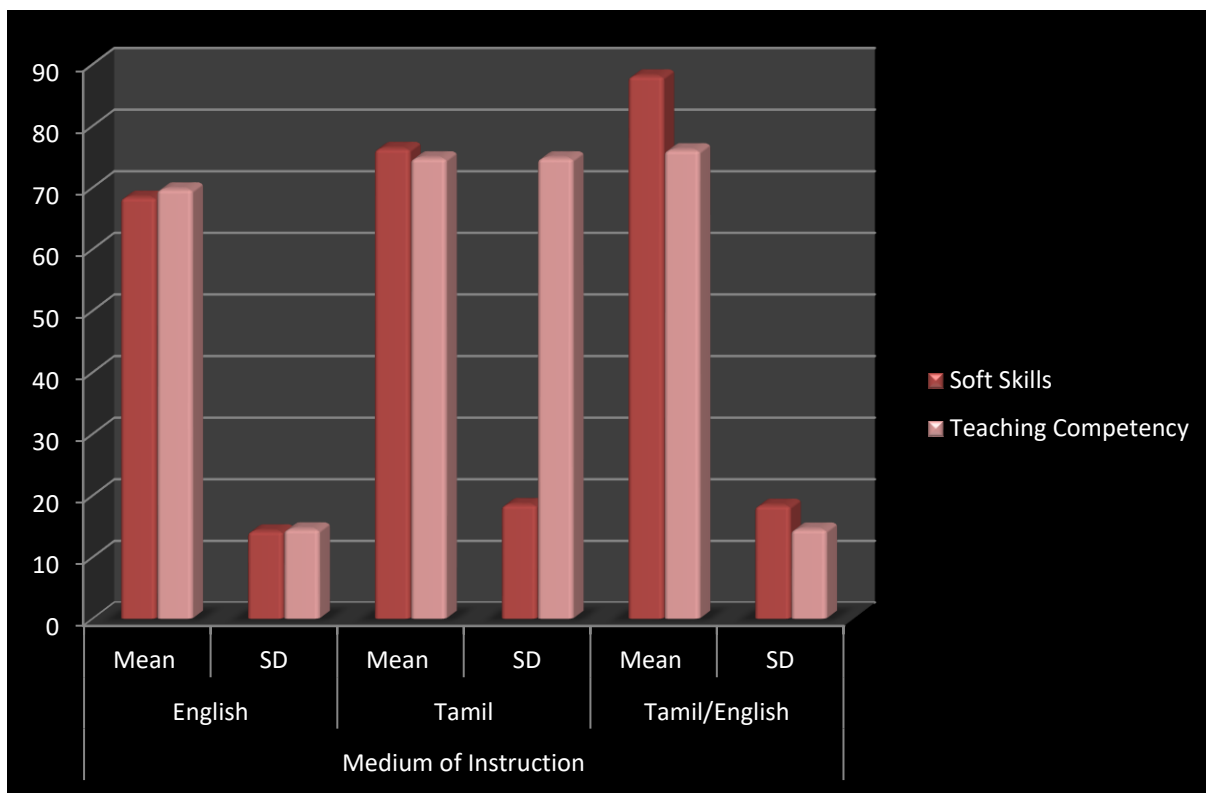| Variables	Years of Experience					T–Value	P Value	Level of Significance	Significant /Not Significant
	0-5	5-10	10-20	20-30	30-40				
Soft Skills	92.00 (0.000)	103.00 (0.000)	68.81 (11.873)	84.77 (18.444)	111.00 (0.000)	15.244	0.000	0.005	Significant
Teaching Competency	99.00 (0.000)	99.00 (0.000)	66.23 (12.922)	74.62 (18.260)	83.00 (0.000)	8.624	0.000	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the Years of Experience, shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the medium of instruction teachers mean value in 10-20 Years of experience is comparatively low than the other level. But while seeing in the sub-skill of years of experience soft skill and teaching competency the teachers are lacking behind irrespective of their years of experience. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low based on the Years of Experience based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.6

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Years of Experience
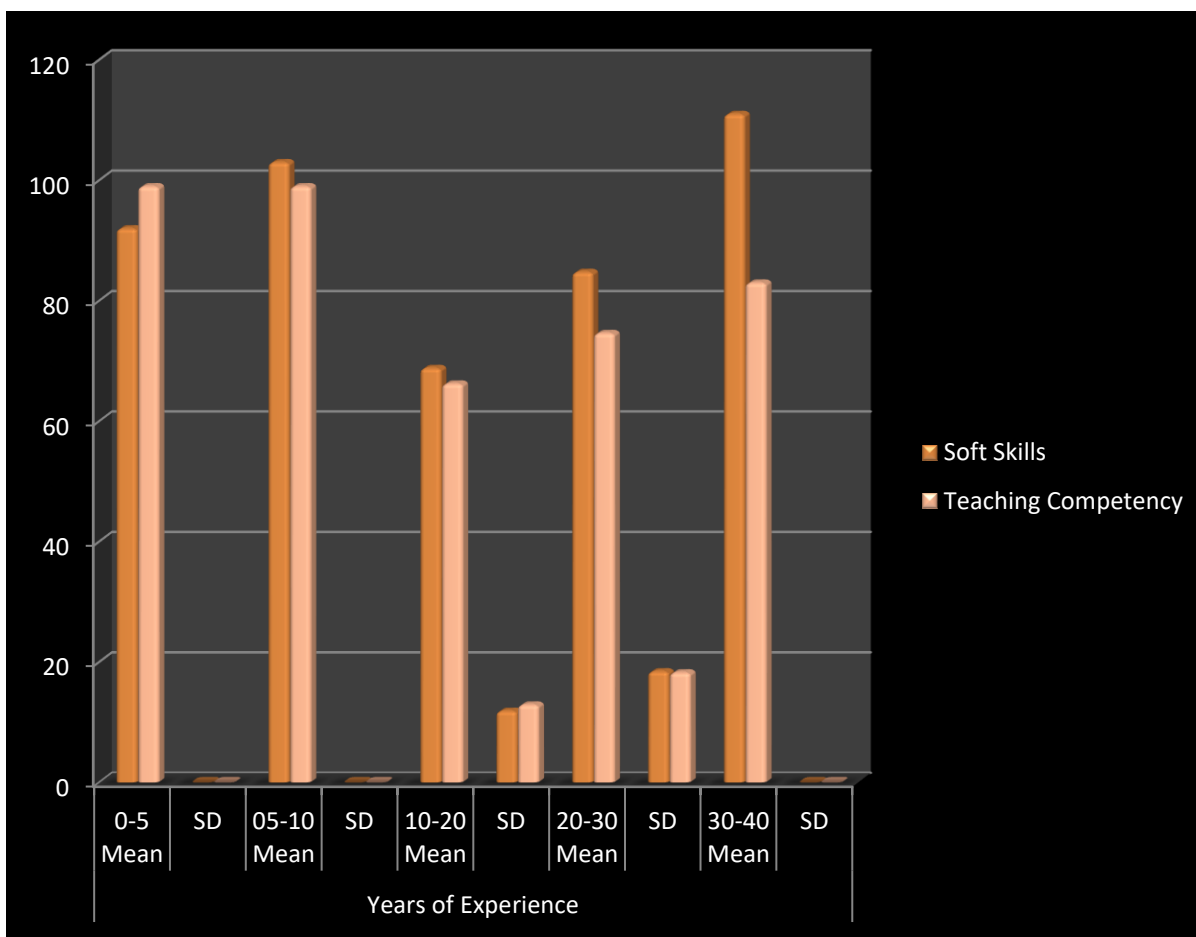
From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on the years of experience.

HYPOTHESIS – 7

There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to gender.

TABLE 4.8

Variables	Gender				T Value	P Value	Level of Significance	Significant /Not Significant
	Male		Female					
	Mean	SD	Mean	SD				
Soft Skills	73.63	16.029	87.19	19.704	5.960	0.018	0.005	Significant
Teaching Competency	72.08	17.217	87.29	19.721	5.982	0.023	0.005	Significant

**df of 29 at 0.005 level (2.045))**

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the Gender shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the Gender based male teachers value is very low compared to the female teachers.

Female teachers teaching competency and soft skill are comparatively high than the male higher secondary teachers. But while seeing in the sub-skill of gender soft skill and teaching competency the teachers are lacking behind irrespective of their years of their gender. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low based on the gender. This result shows that in the Higher Secondary Level their main concentration is to provided output as student's result and teachers need to improve the soft skill and teaching competency.

FIGURE 4.7

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Gender

From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on the years of gender.

HYPOTHESIS - 8

There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to location of Institution (School).

TABLE 4.9

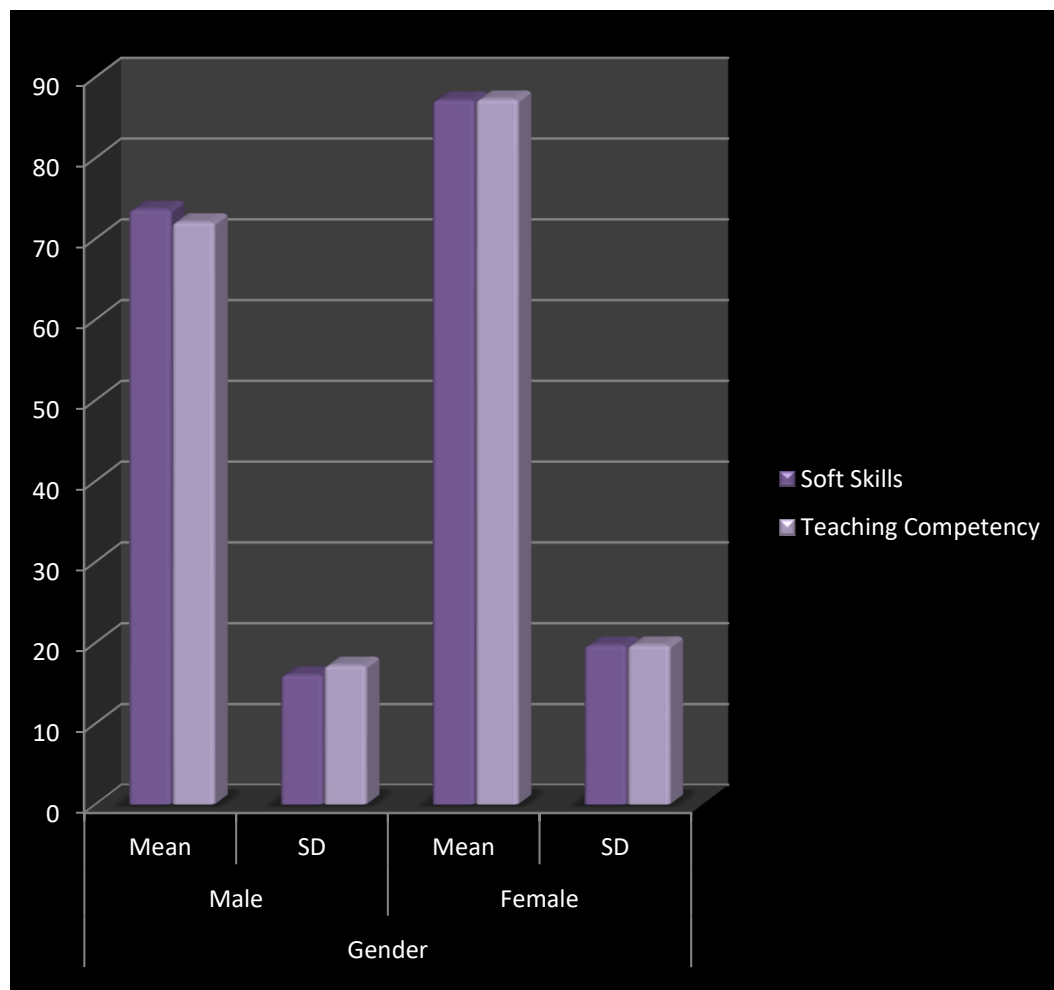| Variables	Location of Institution (School)				T Value	P Value	Level of Significance	Significant/Not Significant
	Urban		Rural					
	Mean	SD	Mean	SD				
Soft Skills	74.85	7.094	76.77	7.257	1.867	0.054	0.005	Significant
Teaching Competency	73.82	7.053	75.64	7.243	1.859	0.051	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the Location of Institution (school) shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the Location of Institution (school) teachers mean value in Urban is comparatively low than the rural level. But while seeing in the sub-skill of rural and urban soft skill and teaching competency the teachers are lacking behind irrespective of their urban/rural. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low based on the Location of the Institution (School) based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.8

Shows the soft skills and teaching competencies of higher secondary teachers with regard to Location of Institution

From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on Location of Institution.

HYPOTHESIS - 9

There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regards to the type of the school (institution)

TABLE 4.10

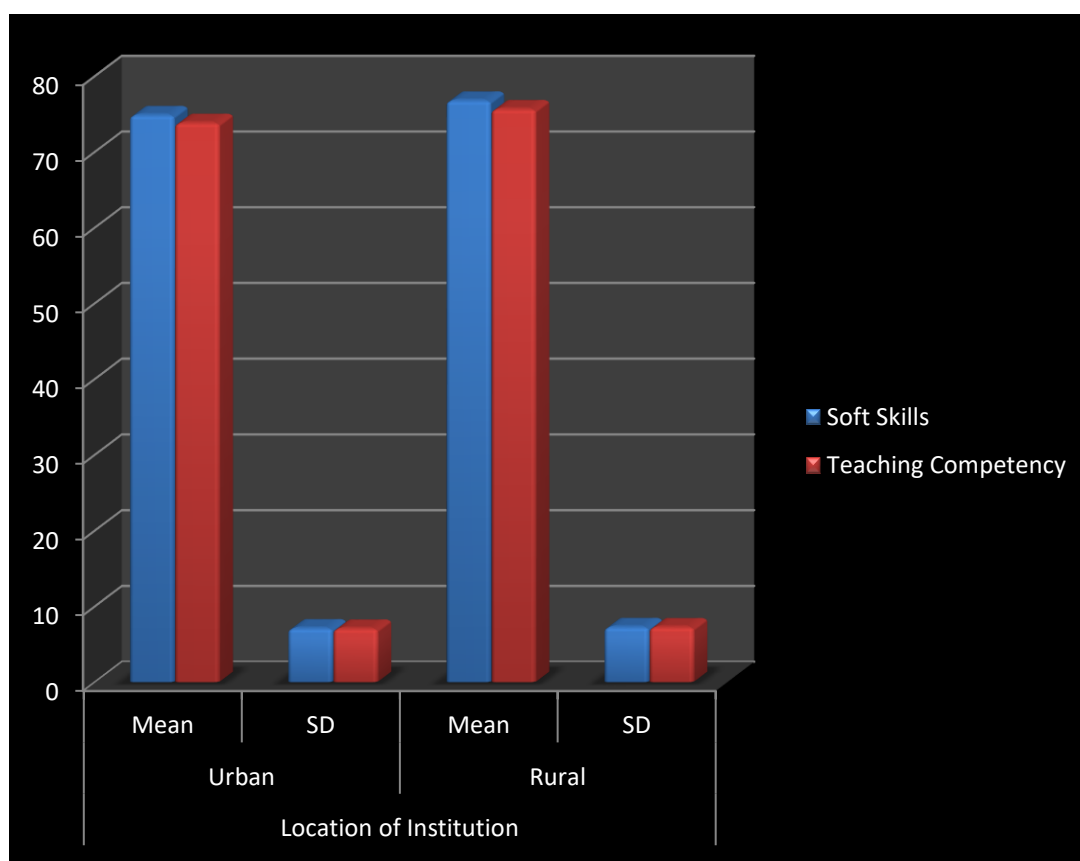| Variables	N	Type of School (institution)		N	Aided		T Value	P Value	Level of Significant	Significant/Not Significant
		Government								
		Mean	SD		Mean	SD				
Soft Skills	40	83.52	19.605	10	65.75	10.121	8.194	0.014	0.005	Significant
Teaching Competency		76.48	17.567		63.13	9.203	7.383	0.043	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the Type of School institution i.e government/government-aided shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the type of school teachers mean value in government –aided is comparatively low than the government schools. But while seeing in the sub-skill of years of experience soft skill and teaching competency the teachers are lacking behind irrespective of their type of school. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low based on the type of school based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.9

Shows the soft skills and teaching competencies of higher secondary

teachers with regard to Type of School

From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on the years of type of school.

HYPOTHESIS - 10

There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regard to the subject of study

TABLE – 4.11

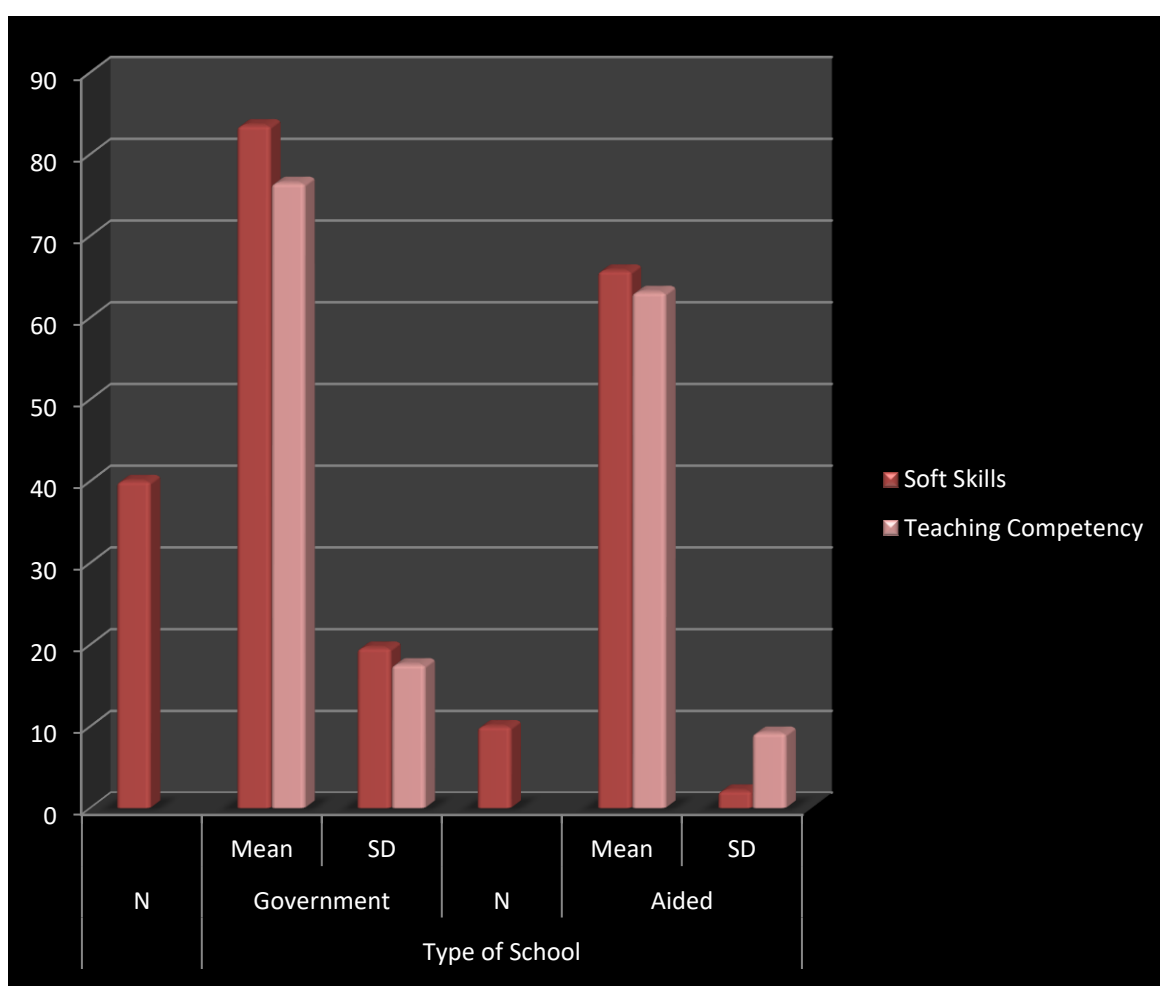| Variables	Subject				T Value	P Value	Level of Significance	Significant/ Not Significant
	Arts		Science					
	Mean	SD	Mean	SD				
Soft Skills	76.99	6.895	74.56	7.632	2.316	0.022	0.005	Significant
Teaching Competency	83.14	19.403	64.91	2.321	58.197	0.015	0.005	Significant

df of 29 at 0.005 level (2.045))

From the above table it is inferred that the Higher Secondary Teachers Mean value based on the subject arts and science shows that there is more significant difference based on the soft skills and teaching competency as the values of Mean and SD shows that there is more difference as the obtained t –value is greater than the level of significance at 0.005 level. It is clearly shows that the subject arts and science teachers mean value in science is comparatively low than the arts subject. But while seeing in the sub-skill of years of experience soft skill and teaching competency the teachers are lacking behind irrespective of their subject. The variation shows only the slight difference only.

Hence the Null hypothesis is rejected and the result shows as there is the significant difference among the teachers as their soft skill and teaching competency based on the soft skill is low based on the subject based on the dimensions. This result shows that in the Higher Secondary Level their main concentration is to provide output as student's marks.

FIGURE 4.10

Shows the soft skills and teaching competencies of higher secondary

teachers with regard to Type of School
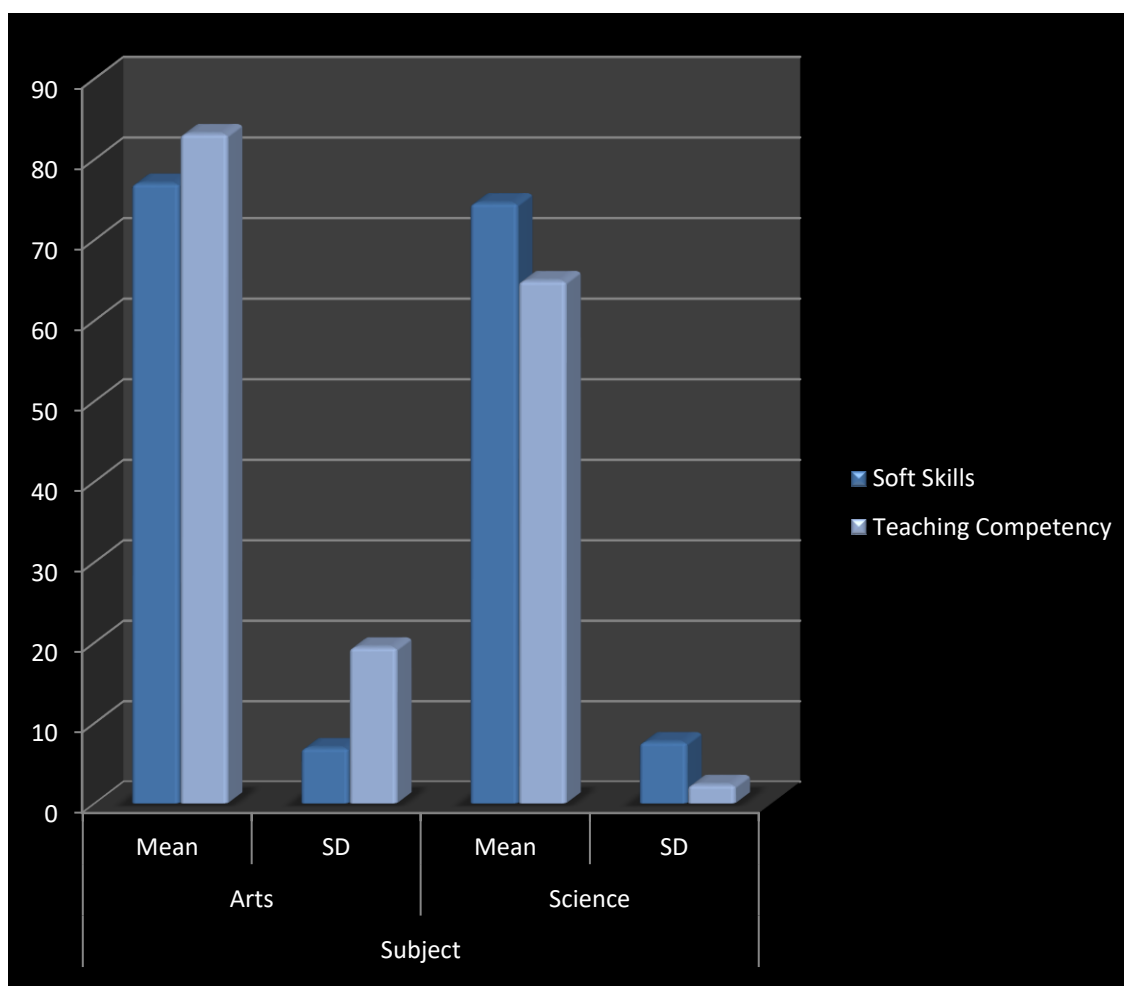
From the above figure it can be clearly indicated that teachers need to be more practiced in the soft skill and teaching competency based approach as they are more lacing in these skills based on the subject.

4.6 DESCRIPTIVE ANALYSIS OF TEACHINGCOMPETENCY

The level of teaching competency of Higher Secondary Teachers is low.

Table 4.12

MEAN AND STANDARD DEVIATION OF TEACHING

COMPETENCYSCORES

Variable	Groups	N	Mean	S. D	Total
Age	26-36	15	71.53	13.643	50
	37 – 45	20	79.30	20.714	
	46 - 60	15	70.53	14.287	
Subject	Arts	23	83.14	19.403	50
	Science	27	64.91	2.321	
Block	Pallipattu	12	75.67	19.764	50
	Villivakkam	13	68.69	13.117	
	Poonamallee	13	74.17	18.497	
	Thiruvazhangadu	12	78.58	18.068	
Gender	Male	22	72.081	17.217	50
	Female	28	87.29	19.721	
Educational Qualification	PG., B.Ed.,	24	80.00	17.483	50
	PG., B.Ed., M.Phil.,	19	69.89	15.552	
	PG., B.Ed., M.Phil., Ph.d	7	67.00	16.010	
Area	Urban	29	73.82	7.053	50
	Rural	21	75.64	7.243	
Medium of Instruction	Tamil	11	69.73	14.540	50
	English	13	74.77	23.711	
	Both Tamil and English	26	76.08	14.516	

Institution	Government	40	76.48	17.567	50
	Government -Aided	10	63.13	9.203	
Experience	0 – 5 yrs	2	99.00	0.000	
	5 – 10 yrs	5	99.00	0.000	50
	10 – 20 yrs	26	66.23	12.922	
	20 – 30 yrs	13	74.62	18.260	
	30 – 40 yrs	4	83.00	0.000	
Total Mean Score			98.89		50

4.7 Entire sample

The mean value of the Teaching Competency scores of the total sample is found to be 98.89 and the standard deviation of the same is 25.98. Regarding the total Teaching Competency scores is concerned, based on the norms of the scale, level of Teaching Competency is low.

Sub –samples

From the above Table 4.12 the calculated mean and S.D of Teaching Competency of Higher Secondary Teachers overall mean score is low.

For this purpose Pearson's product moment 'r' was computed and the details aregiven in table – 4.13

Table-4.13

CORRELATION CO-EFFICIENT (r) AMONG SOFT SKILLS AND

TEACHINGCOMPETENCY

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Soft Skills	50	1.39	significant
Teaching Competency			

From the Table 4.13, it is understood that the correlation coefficient 1.39 is found between soft skills and teaching competency among higher secondary teachers, which is found to be significant at 0.05 level for 799 df.

The above table show that the correlation co-efficient among Soft Skills and Teaching Competency is positive and significant. There is a significant relationship among Soft Skills and Teaching Competency.

4.8 CO- EFFICIENT OF CORRELATION BETWEEN SOFT SKILLS AND

TEACHING COMPENTENCY

The co-efficient of correlation between soft skills and teaching competency shows that their significant difference between the soft skills and teaching competency.

Table 4.14

CO- EFFICIENT OF CORRELATION BETWEEN SOFT SKILLS

AND TEACHING COMPENTENCY VARIABLES

Variables	Correlation	Significance
Soft Skill	0.44	P>0.01
Teaching Competency	0.38	P>0.01

4.9 CONCLUSION

Thus the analysis of the data generated by the administration of the tools to a sample of 50 higher secondary teachers. So, the major finding of the hypothesis and its educational implication were provided in the chapter - V

CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

Soft skills of Higher Secondary Teachers were determined by a multitude of various factors. All the Higher Secondary Teachers face some problems as the results of students is considered as very important so all the teachers were very much concentrated in students studies only so their soft skill and teaching competency is basically low. This may affect their Teaching Competency. Besides, the Teaching competency is a significant one of the basic for the higher secondary teachers to perform well in their Schools. All these teaching competency variables directly contribute and determine the Higher Secondary Teachers Soft Skills.

5.2 **HYPOTHESES OF THE STUDY**

❖ There is no significant difference between the perception of soft skills dimensions and Teaching Competencies dimensions.

❖ There is significance difference between soft skill and teaching competencies with regard to location.

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Age.

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Qualification.

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to gender

❖ There is no significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to medium of Instruction

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to Experience

❖ There is no significant difference between the soft skills and teaching competencies of upper primary teachers with regard to location of Institution (School).

❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regards to the type of the school

❖ There is no significant difference between the soft skills and teaching competencies of Higher secondary teachers with regard to the subject of study

5.3 MAJOR FINDINGS OF THE STUDY

FINDINGS BASED ON DESCRIPTIVE ANALYSIS

SOFT SKILLS

- Higher Secondary Teachers are having low level of Soft Skills.

TEACHING COMPETENCY

- Higher Secondary Teachers are having low level of Teaching Competency.

5.4 FINDINGS BASED ON DIFFERENTIAL ANALYSIS

❖ There is a significant difference between the perception of soft skills dimensions and Teaching Competencies dimensions as the mean score of the soft skill and teaching competency shows significant difference in its all the dimensions.

❖ There is a significance difference between soft skill (74.85) and teaching competencies (73.82) with regard to location (Area) as.

❖ There is a significant difference between the soft skills (**77.60)** as the least mean value of the age between 46 – 60 and teaching competencies **(70.53)** as the least mean value of 46-60 of higher secondary teachers with regard to Age.

❖ There is a significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to Qualification.

❖ There is a significant difference between the soft skills and teaching competencies of upper primary teachers with regard to gender

❖ There is a significant difference between the soft skills and teaching competencies of higher secondary teachers with regard to medium of Instruction

❖ There is a significant difference between the soft skills and teaching competencies of upper primary teachers with regard to Experience

❖ There is a significant difference between the soft skills and teaching competencies of upper primary teachers with regard to location of Institution (School).

❖ There is a significant difference between the soft skills and teaching competencies of Higher secondary teachers with regards to the type of the school

❖ There is a significant difference between the soft skills and teaching competencies of Higher secondary teachers with regard to the subject of study

5.5 FINDINGS BASED ON CORRELATION

- There is a significant relationship among Soft Skills and Teaching Competency.

The study shows that the two major variables namely teaching competency and soft skill plays the major role in teachers classroom interaction as in all the demographic variable as Age, subject, block, gender, educational qualification, area, medium of instruction, institution and experience there is the significance difference in thiruvallur district in selected Villivakkam block, thiruvalangadu block, poonammallee block and pallipet block. Mani reason for this difference is mainly based on the trenchers concentration is completely based on the result oriented. So, the teachers are concentrating more on the content so the interaction between the students becomes less. So the findings shows that there is the significant difference in all the demographic variable is due to less awareness and knowledge of soft skill and teaching competency based on the dimensions.

5.6 DISCUSSION OF THE STUDY

An attempt has been made to find out the level of Soft skills, Teaching Competency of Upper primary teachers in Thiruvallur district Districts. This study has also attempted out the relationship between Soft skills and Teaching Competency with regard to the background/ demographic variables like gender, Subject, Locality of school, age, experience, and institution.

It is found that the level of soft skills among the higher secondary teachers is average which is similar to the findings of Adams and Jean (2015) conducted a study on The Soft-Skills Learning Triangle: A Learning Model for Supporting Online Management & Leadership Development. The study is to present the Soft-skills Learning Triangle (SLT) a model created to help coaches, mentors, and educators understand how web-technologies can be used to support management learning and soft-skills development. SLT emerged as part of a larger action-learning research project the New Mindsets Management Education Project where an e-learning system was designed, built and piloted in a variety of organizations. Embedded in the

model is a deep understanding of the unique attributes of the web and how the medium differs from other learning modalities and instructional media.

So, based on this study it can be clearly analyzed that the teachers need to gain more knowledge based on the soft skill and teaching competency.

5.7 EDUCATIONAL IMPLICATIONS OF THE STUDY

The study aimed to know the Higher Secondary Teachers soft skills with special reference to certain selected variables such as soft skill and teaching competency. The study also focused to identify the influence of demographic variables related to the soft skills of Higher Secondary Teachers in Thiruvallur districts of Tamilnadu state. The investigator framed the objectives and appropriate hypotheses. The analysis shows the fact that the Higher Secondary Teachers differ in soft skills on the basis of demographic variables. The female Higher Secondary Teachers have high level of soft skills than male Higher Secondary Teachers. The arts subjects Higher Secondary Teachers have high level of soft skills than science subjects Higher Secondary Teachers. The urban Higher Secondary Teachers have high Soft Skills than the rural Upper Primary Teacher.

The female Higher Secondary Teachers have high Teaching competency than the male Higher Secondary Teachers. The science subject Higher Secondary Teachers have high Teaching competency than the arts subject Higher Secondary Teachers. The Higher Secondary Teachers have high Teaching competency than the rural Higher Secondary Teachers.

5.8 RECOMMENDATIONS

The present study is an attempt to find out the Higher Secondary Teachers soft skills as related to certain selected variables as teaching competency. The investigator has furnished some of the implications which will be highly useful for the educational government/government –aided institutions to improve soft skill. The educational institutions must conduct certain programmes to enhance Higher Secondary Teachers teaching competency and also highlight the significance of teaching competency.

Apart from these, our government should create conducive environment and also provide some videos, audios, modules and trainings for this type of skill enhancement so as to create interest among the Higher Secondary Teachers which in turn develop a positive teaching competency. Thus, the students will get teaching competencies at high level and proper understanding of the soft skill in the right direction.

Personality development training: Helps the teachers to discover their personality and get to know their strengths and weaknesses.

Positive attitude: Help them to bear a positive attitude and look at the brighter side of life.

Practice: Practice active listening and getting more information. Participate in conversations, discussions at home, school and college.

Practice clear communication: both verbal and non-verbal. Use appropriate language and develop spoken English. Understand body language, gestures or other non-verbal ways and their meanings and practice their use appropriately. Take opportunities to speak in public, in school or college programs to gain confidence.

Provide a learning environment where trust, initiative, and taking risks are encouraged. Demonstrate alternate paths to content master

Assign group exercises that give people the opportunity to speak, listen, write, organize, and lead.

Create opportunities for students to innovate, both on their own and in groups.

Hold brainstorm sessions in which students list the possible uses for various soft skills.

Sharing information need to be take part as one of the basic component inside the class room

5.9 SUGGESTIONS FOR FURTHER RESEARCH

To overcome the limitations of the present study and to extend the research findings of the study, a few suggestions are given below for further research. The study suggests the following new topics for further research.

1. A comparative study between rural and urban Higher Secondary Teachers needs to be undertaken.
2. A study also can be carried out to find the influence of emotional competency and its related variables on the Higher Secondary Teachers teaching competency.
3. A study can also be attempted at higher education level in Tamilnadu state with respect to the soft skills.

The above suggestions may act as an eye-opener for the fresh investigators who wish to do research in Education.

5.10 CONCLUSION

The present study reveals that the Teaching competency contribute significantly to Soft Skills of Higher Secondary Teachers. The Higher Secondary Teachers were having average level of soft skill. Higher Secondary Teachers are having high level of teaching competency. It is inferred that there is no significant relationship among Soft Skills and Teaching Competency. Hence, the educationist, policy makers and the training need to be planned to manage these soft skill and teaching competency of the Higher Secondary Teachers in order to develop the soft skill to desirable level.

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ANNEXURE - I

DISTRICT INSTITUTE OF EDUCATION AND TRAINING
TIRUR, TIRUVALLUR DISTRICT – 602025.

"A STUDY ON THE INFLUENCE OF SOFT SKILLS ON TEACHING COMPETENCY AMONG HIGHER SECONDARY TEACHERS"

Direction: Please indicate your answer on every item in the space provided

Personal Memorandum

Name of the Teacher with Designation:	
Age:	☐ 26-36 ☐ 37 – 45 ☐ 46 - 60
Subject:	
Name of the School:	
Block:	
District:	
Gender:	☐Male ☐Female
Educational Qualification of Teacher :	☐ PG., B.Ed., ☐ PG., B.Ed., M.Phil., ☐ PG., B.Ed., M.Phil., Ph.d
Location of the School:	☐ Rural ☐ Urban
Medium of Instruction:	☐ Tamil ☐ English
Experience of Teacher	☐ 0 – 5 yrs ☐ 5 – 10 yrs ☐ 10 – 20 yrs ☐ 20 – 30 yrs ☐ 30 – 40 yrs
Type of the School	☐ Government ☐ Government – Aided

Directions:

Below provided the various Analysis of Soft Skills and Analysis of Teaching Competency.

Please put tick (✓) if the practices have been applied in.

I. Analysis Soft Skills

1. RAPPORT-BUILDING DIMENSION:

When dealing with discipline (Inside and outside the Classroom)

Sl. No.	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Inspire students with creative and interesting interaction in-between the class					
2	Can develop good and healthy individual concentration with all					
3	Can understand and provide timely solutions for the students classroom, school and personal problems					
4	Maximum concentrate in content irrespective of the students concentration					
5	Categorize the students by their marks before them instead of identifying the problem					
6	Openly talk and guide with the students regarding their future dreams					
7	Share my inner thoughts and experience with the students in link with the content					
8	Often take them for field learning process to get practical experience (Real Life Experience)					

2. COMMUNICATION DIMENSION:

When dealing with Communication   (Inside and Outside the Classroom)

	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Always allow and listen to the students feedback about each and every class					
2	Provide all the comments irrespective of their feeling before all the students					
3	Often ask the student to do the parallel statement/examples/exercises					
4	Stay calm if the students makes ill or mischievous comments/behaviour about me					
5	Usually interact with the students' parents after continuous observation					
6	Make the students and parents to interact freely about their personal, social and psychological problems with each other					
7	Ask for clarification with more patience while interacting with the students					
8	Often ask the students to write all their problems, doubts as letter to me					

3. **POSITIVE THOUGHT DIMENSION:**

While dealing with Positive Thought.

	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Often motivate students with positive thought stories					
2	Use only positive words to ensure positive thoughts					
3	Positively approach personal and social problems of students					
4	Usually share about real life toppers life history					
5	Usually accept criticism and discuss about it with students and colleagues					
6	Never use hurting words among the students and colleagues					
7	Often argue with students and colleagues irrespective of the situation					
8	Often interrupt and distract students/colleagues harshly with words and behaviour					

II. Analysis of Teaching Competency

1. CLASSROOM MANAGEMENT DIMENSION:

When dealing with Classroom Management (Inside the Classroom)

	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Can provide clear information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum					
2	Can provide with scientific information					
3	Allows and encourage students participation					
4	Facilitates student-student and teacher-student interaction					
5	Use material resources that facilitate learning					
6	Won't keep my cell phone silent inside the classroom					
7	Use various teaching techniques to engage the students					
8	Use live demonstration and examples for the boredom content					

2. DECISION-MAKING DIMENSION:

When dealing with Decision-making (Inside the Classroom)

	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Can easily solve problems that arise in class					
2	Can handle the students who becomes unfair in class					
3	Never change my decision once I fix my decision					
4	Can easily solve complicated problems that arise in class					
5	Can use and share my previous experience regarding the problem arise in class					
6	Frame lot and lot of activities based on the problem solving to engage students					
7	Usually indulge in all the activities and discuss with my colleagues before any decision					
8	Usually have the clear idea about the solving the students and classroom problems					

3. UPDATING KNOWLEDGE DIMENSION:

When dealing with Updating Knowledge (Inside the Classroom)

	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Often read both National, International Journals and conference materials					
2	Often read other state text books and also read books during my leisure time					
3	Read newspaper regularly and do scrapbook work for providing to students					
4	Often learn ICT related corner activities and share with students					
5	Often search, listen and use subject related NET resource videos					
6	Applies the assessment criteria of the activities as established in the subject curriculum					
7	Know to use most of the educational apps that associates with my classroom					
8	Use to update myself with all the educational motivational videos					

ANNEXURE - II

PHOTO GALLERY

During the observation of survey by the Investigator of the study

During the observation of survey by the Investigator of the study

During the observation of survey by the Investigator of the study

During the observation of survey by the investigator in the class of the science in Government Boys Higher Secondary School

During the observation of survey by the S.M Nagar Higher Secondary Head Master through Miss.K.Karthika, BRTE, Villivakkam Block

During the observation of the Research Project

During observation of Research Project in Vijayantha Higher Secondary School, Avad, HVF

TOOL VALIDATION CERTIFICATE

From,

Dr. RITA RANI MANDAL
M.A. (Pub. Adm).,M.A. (Eng)., M.Phil Eng).,
M.Ed., M.Sc (Psy)., M.Phil (Edn., Ph.D.,
Associate Professor, Education English
Lady Willingdon IASE (Autonomous)
Chennai-600 005, Tamilnadu, India.

TO WHOM SOEVER IT MAY CONCERN

CERTIFICATE OF TOOL VALIDATION

This is to certify that I have validated the tools prepared for the District Specific projects for Research Activities (2023-2024), approved by State Council of Educational Research and Training, Chennai – 6, with reference to the Proceedings of the Director, SCERT, of the Researcher S.RENUKA DEVI, Lecturer, District Institute of Education and Training, Tirur, Thiruvallur District, project, title **"A STUDY ON THE INFLUENCE OF SOFT SKILLS ON TEACHING COMPETENCY AMONG HIGHER SECONDARY TEACHERS"**.

DATE: 18/05/2024

SIGNATURE

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