

# SOFT SKILLS COMPETENCY TOOL FOR SECONDARY TEACHERS IN STRENGTHENING EFFECTIVE COMMUNICATION AND INTERPERSONAL COMPETENCE- A CASE STUDY

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## ABSTRACT

*It is said that a mediocre teacher tells, a good teacher explains, a superior teacher demonstrates and a great teacher inspires. A great teacher can make a student feel inspired; as though h/she can do anything in the world if h/she sets his/her mind to it. The objectives of this research are to examine the level of soft skills among secondary school teachers on the basis of gender. Two research questions are to examine in this paper: (1) what is the relationship between male and female and their level of communication skills. (2) What is the relationship between male and female and their level of inter personal relationship skills . The analysis is based on survey method of 6 different secondary school male female teachers of Lohardaga Dist. Jharkhand. Random sample was drawn from 92 secondary school teachers to collect the data self- constructed and standardized tool was developed and used to administer the test. Pearson Product moment correlation and t - test were used to analyses the data. Findings of the study revealed that there is no significant difference in the level of communication skills in male and female secondary school teachers and also there is no significant difference in the level of interpersonal relationship skills in the male and female secondary school teachers.*

**Key Words:** *Soft skills, Secondary Teachers, Interpersonal Competence, Effective Communication, Gender.*

## I. INTRODUCTION

Committed thinkers and reformers can be centers of dissent in education circles and become harbingers of change. Where education has lost its balance in favor of information Communication and development of interpersonal relationship, new emphasis has been shifted towards humanistic development or personal formation. The United Nations development Report of (1999) talks about the development of a human faces and need for caring Professions. The schools& homes are surely the place of humanistic development. It needs to

develop some human skills, people's skills or soft skills, which can help in bringing people together in love. A teacher who plays the role of teacher in the class room and yet remains an educator outside the class room needs to wear soft skills in her/his personality and transmit it in the life of the students. Kothari commission (1964-66) observed rightly when it dealt with quality of education that 'quality, competence and character' of the teachers are of significant importance. A teacher with some set of qualitative skills may enhance teaching efficiency and progress in quality of education. Skill is defined as a practiced ability or expertise in given ability.

Roffins and Hunsaker (1996) defined skill” as a system of behavior that can be applied in a wide range of situations”. Basically skills are of two types, hard skills & soft skills. Hard skills is meant to perform the function of a specific work, it gains technical ability through Education both theory and practice. However hard skills alone might not be sufficient, it needs soft skills to Complement successfully in Job or classroom. Soft skills are called human skills, people skills, life skills. They are generally interpersonal competencies, a diverse range of abilities. e.g.: communication skills, interpersonal relationship skills, Team building skills, leadership skills, Time management skills and problem solving skills etc. The present education system is greatly in need of soft skills, formation of buildings and equipment may bring modernization in infrastructure but will always lack persons as human beings with love, care understanding and other ethical values. Soft skills are important for they handle: -interpersonal relations, -take appropriate decisions,-communicate effectively,-gain professional development

Relationships are the keys of human life. A teacher who has problems with interpersonal relationship and effective communication suffer from lack of soft skills. Hence a continuous renewal of soft skills through teaching and training of teachers is a must.

## II. OBJECTIVES

**Need and purpose of the study** . Present paper is an attempt to use soft skills as a tool for Interpersonal competence and effective communication and to examine the level these skills

in male and female secondary teachers of Lohardaga Dist. Jharkhand

## III. METHODOLOGY

The investigator has adopted the ‘survey method’ to investigate the soft skills(a)**Population and sample**

The population of the present study consists of 6 secondary school teachers of Lohardaga, Jharkhand .The sample consists 90 male and female secondary teachers.

### (b)Administration of tools

The tools were distributed to the randomly selected secondary teachers. They were given 5 days’ time to respond the 32 items of inventories. All the teachers responded.

### (c)Data analysis

The data were analyzed by using mean, Sd, t – test & correlation

### (d)Objectives

The present study is concerned with Soft skills in the secondary school teachers of Lohardaga Dist. By this study the investigator wants to find out the level of soft skills among male and female teachers.

## IV. HYPOTHESES

- (a) There is no significant difference in the level of soft skills among male and female secondary teachers.
- (b) There is no significant difference in the level of communication skills in the secondary teachers both male and female.
- (c) There is no significant difference in the level of interpersonal relationship skills in the secondary teachers both male and female.

## V. RESULT

Significance of difference between mean scores of communication skill for

**Male and Female secondary Teachers**

Gender	N	Mean	SD	df	t-test	Level of significant (At 5% L S )
Male	46	62.95	7.34	90	1.08	Ns
Female	46	64.54	6.61			

Table – 1 (For 90 df, at 5 % Level of significance the table value of t - test is = 1.66)

It is inferred from the above table that calculated t-ratio between male female secondary teachers is 1.08 which is less than the table value of t- ratio 1.66 at 5% level of significant. Therefore the Null hypothesis is accepted. Hence there is no significant difference in communication skills of secondary teachers on the basis of gender.

Significance of difference between mean scores of Interpersonal skills for

**Male and Female secondary Teachers**

Gender	N	Mean	SD	df	t.v	Level of significant (At 5 % LS)
Male	46	53.13	6.45	90	1.49	Ns
Female	46	55.10	6.22			

Table – 2 (For 90 df, at 5% Level of significance the table value of t – test is = 1.66)

It is inferred from the above table that calculated t-ratio between male female secondary teachers is 1.49 which is less than the table value of t- ratio 1.66 at 5% level of significant. Therefore the Null hypothesis is accepted. Hence there is no significant difference in interpersonal relationship skills of secondary teachers on the basis of gender. There is no significant relationship between communication skills of male and female secondary teachers.

Table: 1

Communication Skill of Male		Communication Skill of Female		Σxy	Number	Correlation Value (r)	Level of Significance (At 5% LS)
Σx	Σx <sup>2</sup>	Σy	Σy <sup>2</sup>				
289	1847	296	1936	1874	92	0.230	Significant
6	50	9	01	23			

Table-3 (For 90 df, at 5% level of significance the table value of 'r' is 0.205)

It is inferred from the above table that the calculated value of correlation is 0.230, which exceeds from the table value of correlation 0.205 at 5 % level of significant. Therefore Null hypothesis is rejected. Hence there is significant relationship between the interpersonal skills of male and female secondary teachers.

There is no significant relationship between interpersonal relationship of male and female Secondary teachers.

Interpersonal Relationship Skill of Male		Interpersonal Relationship Skill of Female		Σxy	Number	Correlation Value (r)	Level of Significance (At 5% LS)
Σx	Σx <sup>2</sup>	Σy	Σy <sup>2</sup>				
244	1317	253	1414	1350	92	0.214	Significant
4	26	5	47	73			

Table: 4 (For 90 df, at 5% level of significance the table value of 'r' is 0.205)

It is inferred from the above table that the calculated value of correlation is 0.214, which exceeds from the table value of correlation 0.205 at 5 % level of significant. Therefore Null hypothesis is rejected. Hence there is significant relationship between the communication skills of male and female secondary teachers.



## VI. INTERPRETION

Mean scores of communication skills is less than the table value of t-ratio. Therefore the findings reveal that there is no difference in communication skills of secondary teachers. Teachers s/he must have good command over communication skills. They need to work hard to be able to share their knowledge fluently and freely to the students. The teacher training program gives full opportunities for skills development and in-service also teachers get many chances to attend seminars and workshops. This skill is the back bone for teacher's career and a help in personality development. Through practice teachers can become excellent and effective.

Mean scores of Interpersonal relationship skills is less than table value of t-ratio. Therefore findings reveal that there is no difference in IPR skills of secondary teachers. Teachers need to improve in building up mutual understanding between teacher and taught and with others in society IPR Relationship will built trust and healthy environment in the class-room teacher learning situation.

The (r) test shows that female teacher are better in communication skills than male teachers. Female teachers are more effective in listening, Presentation and delegation which is very positive for student's academic excellence on the other hand male teachers need to practice more fluent in language, inculcate listening power and delegation to be more effective in class-room.

The (r) test for Interpersonal relationship skills in female teacher shows their attitude to support and encourage students. They are trustworthy that's why student can solve their entire problem without any hesitation and grow in their behavior pattern. Male teachers need to develop in these skills, by giving and receiving constructive criticism and conveying his/her point clearly to the students.

## VII. CONCLUSION:

Teachers have a great responsibility in developing the society and its values and good culture. They are the transmitters of culture. Soft skills as communication skills and interpersonal relationship skills are needed at different level in the class-room and in society to, communicate effectively and built relationship deeply. Hence, it is essential that the teachers equip themselves with these soft skills in order to carry out the teaching profession efficiently, effectively and meaningfully and in turn to shape the future generation into a quality human capital with knowledge, understanding, values and skills which would envisage a sustainable development of self, society and world at large.

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