

# A Study On Soft Skills Of High School Teachers In Relation To Their Gender And Type Of Management

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## ABSTRACT

The present study aimed at investigating the soft skills of high school teachers in relation to their gender and type of management. The sample consists of 30 teachers from Thiruvallur District, Tamil Nadu, India. Data were collected through a validated tool constructed by the researcher with the help of research supervisor. Dimensions of soft skills included in the study, are communication, critical thinking/problem solving, team work, leadership skills, respectively. The data was analyzed by using statistical techniques. The findings of the study revealed that there is no significant difference of high school teachers based on gender and type of management. The results of the study revealed that the level of soft skills of high school teachers is moderate in nature.

**Keywords:** Soft skills, high school teachers, gender, type of management.

## INTRODUCTION

Education helps about the ability to live as an active and busy citizen in the diverse world. Soft skills known as common skills or core skills are skills which are desirable in teaching profession particularly. The course combination of the school curriculum process of the teacher education should be capable of providing some knowledge and skills for teachers in conceptual and soft skills apart from hard skills. In this study, the researcher includes soft skills are combinations of communication, Critical thinking, problem solving, team work, leadership skills. These soft skills are the source to be succeeded in teaching and learning process. Soft skills can comprise personality traits, motivations, attitudes, adaptability which are vitally important for the employability of teachers

in the world. It can be furthermore distinguished in teaching and technological skills are connected to leadership, risk facing, innovation, change of management and correspond to their soft skills.

## NEED AND SIGNIFICANCE

The world of education cannot be separated from the figure of a teacher. Teachers are an important component that is crucial in the success of learners. One of the factors that influence the success of the learning process is the teaching skills. Teachers who have the skills to teach can create comfortable learning conditions. Teachers' soft skills refer to the personality attributes, qualities and personal behavior of the individual. Possessing soft skills, they may able to listen, effectively communicate, adapt to volatile environments, use resources effectively and to

creatively, present persuasive argument and also motivate others. A continuous practice in soft skills is an essential for teachers and this will make them to deal effectively and successfully. Nowadays, Soft skills play a vital role in teaching and learning process. So, Teachers' soft skills are very important to handle a gentle interpersonal relationship with students in the classroom, make them to take appropriate decisions, effective communication among students, makes good impression and impact in learning and also it makes possibility to gain professional development too. Soft skills are an essential for a teacher to develop and can cope up with different situation in the academics. So, this study is essential for a teacher to be an effective teacher.

### **STATEMENT OF THE PROBLEM**

The statement of the problem is entitled "A Study on Soft Skills of High School Teachers in Relation to Their Gender and Type of Management".

### **OBJECTIVES**

1. To find out the level of soft skills of the high school teachers in Thiruvallur District.
2. To find out there is significant difference among the high school teachers in Thiruvallur District based on gender.
3. To find out there is significant difference among the high school teachers in Thiruvallur District based on type of management.

### **HYPOTHESES**

1. There is no significant difference in Soft skills between male and female of high school teachers.
2. There is no significant difference in Soft skills of high school teachers based on Type of Management.

### **OPERATIONAL DEFINITION**

#### **SOFT SKILLS**

According to the UNESCO, the Soft Skills also known as Non-Cognitive Skills are "patterns of thought, feelings and behaviours" (Borghans et

al., 2008) that are socially determined and can be developed throughout the lifetime to produce value. Good communication skills of teacher are the basic need of academic success of students, and professional success of their life. Teachers are communicating more instruction orally in the classroom. A teacher with good communication skill may cause a good attitude of students to learn and promote their academics. Strong teacher thinks critically, they face the thinking art of analyzing and evaluating as they consider daily activities and long-term teaching-learning goals. They evaluate what they have, determine what they will need, and decide how and when to assess students' progress. Since teaching is a practical activity. One of the fundamental competencies of teachers needs to apply soft skills efficiently.

### **HIGH SCHOOL TEACHERS**

The High School Teachers must have a degree with any one of the equivalent subjects from a recognized University/ Institution under 10+2+3 patterns and a Bachelor's Degree in Education (B.Ed.) from a recognized University.

### **RESEARCH METHODOLOGY**

The present study focuses on soft skills of high school teachers in relation to their gender and type of management. The researcher selected a descriptive survey method. The population of the study was the high school teachers in Thiruvallur District. The sample of the present study consists of 30 high school teachers from various subjects such as science, social science, and humanities. The researcher has used a random sampling technique for selecting the sample. Data were collected through a validated tool constructed by the researcher with the help of research supervisor. The data was analyzed by using statistical techniques both descriptive and differential analyses such as mean, standard deviation, t-test and F-test were employed.

### **DELIMITATION OF THE STUDY**

1. The data were collected in Thiruvallur District only.
2. The study has been restricted only with the demographic variables such as gender and

type of management and not on other demographic variables.

**Objective 1:** The level of Soft skills of high school teachers.

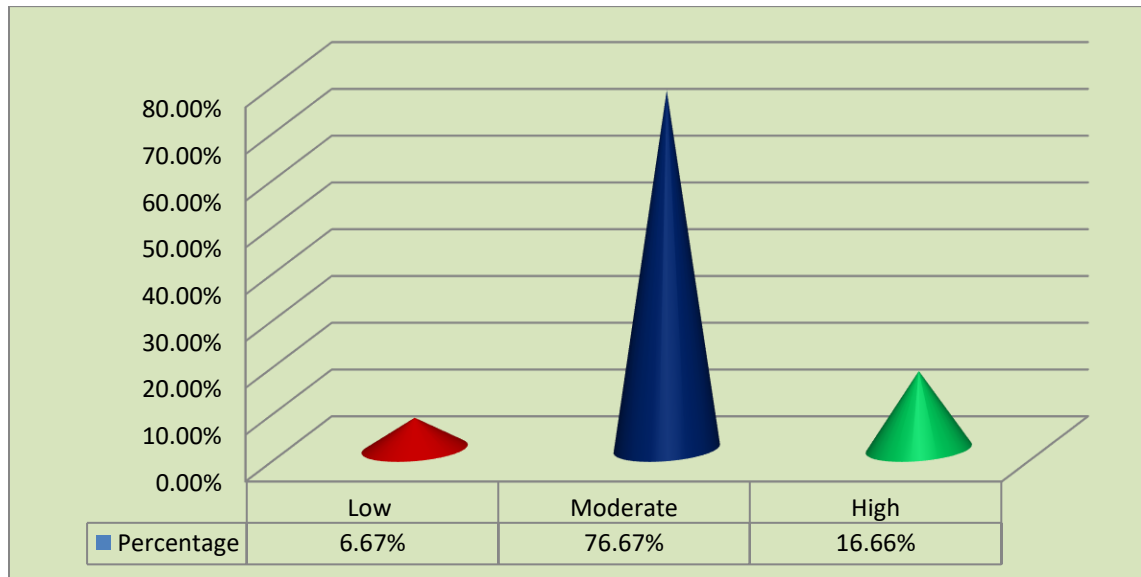
## RESULTS OF THE STUDY

**Table:1 Level of Soft skills of high school teachers**

Variable	Level	N	Percentage
Soft Skills	Low	2	6.67%
	Moderate	23	76.67%
	High	5	16.66%

Table: 1 shows that 6.67%, 76.67%, 16.66, of the samples have Low, Moderate, High levels of Soft Skills of high school teachers. Based on the results, it can be concluded the level of Soft Skills of the majority of high school teachers are moderate (76.67%).

**Figure 1: Level of Soft skills of high school teachers**



**Null Hypothesis 1:** There is no significant difference in Soft skills between male and female of high school teachers.

**Table 1.2**

**Soft Skills and Its Dimensions based on gender**

Dimensions of Soft Skills	Gender	N	Mean	SD	t-value	P-value
Communication	Male	7	24.000	0.5774	1.283	0.027*
	Female	23	22.913	2.1932		
Critical Thinking/ Problem Solving	Male	7	23.143	0.378	2.164	0.002**
	Female	23	20.783	2.8438		
Team Work	Male	7	38.714	3.1997	2.422	0.508 <sup>NS</sup>
	Female	23	34.565	4.1541		
Leadership	Male	7	43.429	0.9759	1.645	0.015**
	Female	23	40.000	1.1547		

	Female	23	40.522	4.5912		
	Male	7	129.286	3.5456		
<b>Overall Soft Skills</b>	Female	23	118.783	10.871	2.489	0.017**

**Note:** \*- Significant at 0.05 levels  
 \*\*- Significant at 0.01 levels  
 NS- Not Significant

**Communication:** Mean scores of Communication is a dimension of Soft Skills of male and female high school teachers are 24.000 and 22.913 with the respective standard deviations are 0.5774 and 2.1932. The calculated p-value is 0.027 which is  $>0.01$  levels and it is statistically not significant. Therefore, the null hypothesis is accepted. So, “There is no significant difference in communication skills of male and female of high school teachers”.

**Critical Thinking/Problem Solving:** Mean scores of Critical Thinking/ Problem Solving is a dimension of Soft Skills of male and female high school teachers are 23.143 and 20.783 with the respective standard deviations are 0.378 and 2.8438. The calculated p-value is 0.002 which is  $<0.01$  levels and it is statistically significant. Therefore, the null hypothesis is rejected. So, “There is significant difference in Critical Thinking/ Problem Solving skills of male and female high school teachers”.

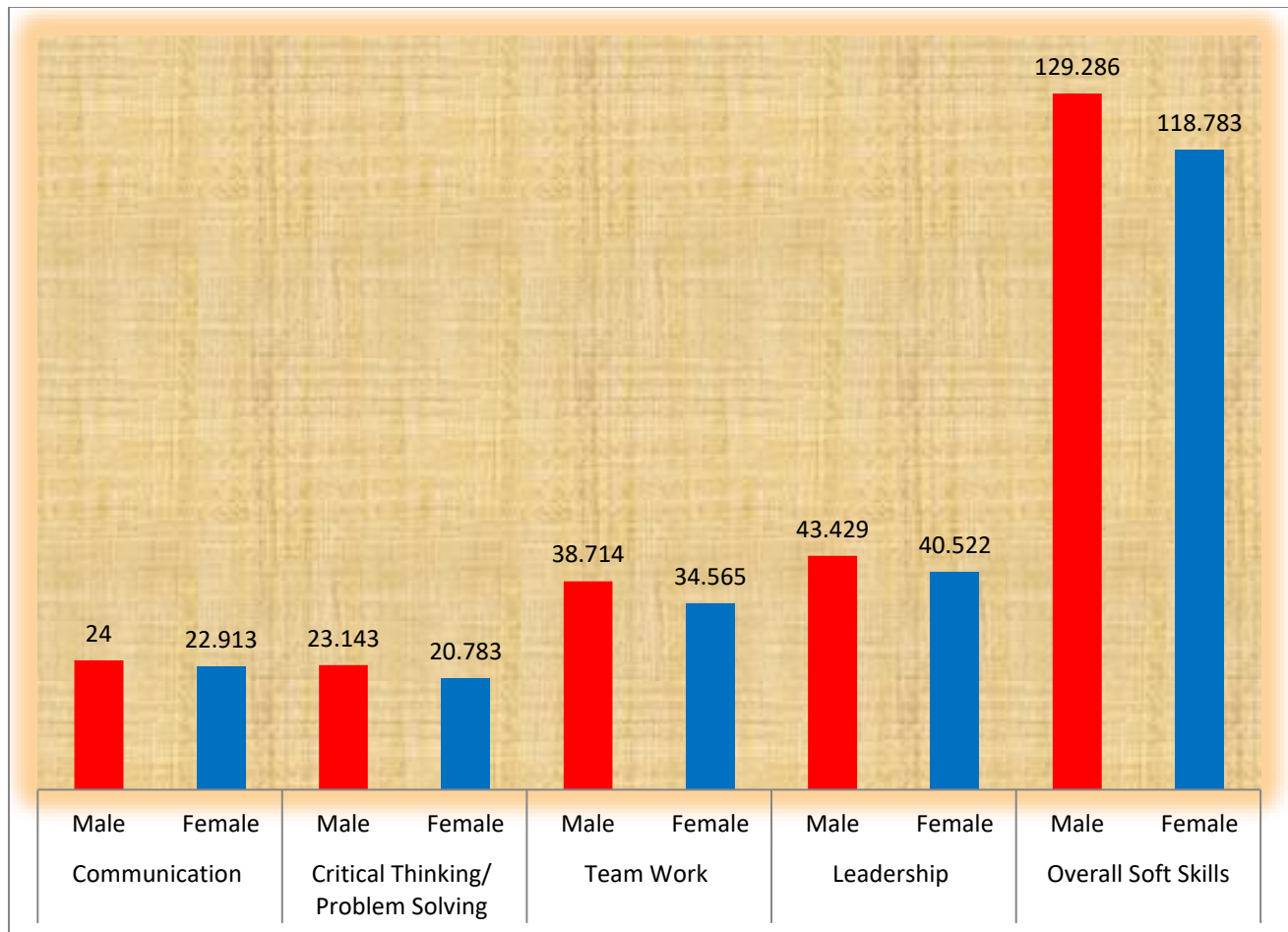
**Team Work:** Mean scores of Team Work is a dimension of Soft Skills of male and female high school teachers are 38.714 and 34.565 with the respective standard deviations

are 3.1997 and 4.1541. The calculated p-value is 0.508 which is  $>0.05$  levels and it is statistically not significant. Therefore, the null hypothesis is accepted. So, “There is no significant difference in Team Work skills of male and female high school teachers”.

**Leadership:** Mean scores of Leadership is a dimension of Soft Skills of male and female high school teachers are 43.429 and 40.522 with the respective standard deviations are 0.9759, and 4.5912. The calculated p-value is 0.015 which is  $>0.05$  levels and it is statistically not significant. Therefore, the null hypothesis accepted. So, “There is no significant difference in Leadership skills of male and female high school teachers”.

**Overall Soft Skills:** Mean scores of Overall Soft Skills of male and female high school teachers are 129.286, and 118.783 with the respective standard deviations are 3.5456, and 10.871. The calculated p-value is 0.017 which is  $>0.01$  levels and it is statistically not significant. Therefore, the null hypothesis is accepted. So, “There is no significant difference in Overall Soft Skills of male and female high school teachers”.

**Figure 2: Difference between male and female of high school teachers in Soft skills**



**Null Hypothesis 2:** There is no significant difference in Soft skills of high school teachers based on Type of Management

**Table:3 Difference in Soft Skills of high school teachers based on Type of Management**

**Table 1.2**  
**Soft Skills and Its Dimensions based on Type of Management**

Dimensions of Soft Skills	Type of Management	N	Mean	SD	F	P
Communication	Govt.	10	23.6	1.3499	1.137	.336 <sup>NS</sup>
	Self-Finance	10	23.5	1.9003		
	Aided	10	22.4	2.5033		
Critical Thinking/ Problem Solving	Govt.	10	23.6	0.8433	7.938	.002 <sup>**</sup>
	Self-Finance	10	20.1	1.5951		
	Aided	10	20.3	3.3682		
Team Work	Govt.	10	38.8	2.7406	5.797	.008 <sup>**</sup>
	Self-Finance	10	34	3.2318		
	Aided	10	33.8	4.8488		
Leadership	Govt.	10	43.2	2.2998	5.043	.014 <sup>**</sup>
	Self-Finance	10	42.2	2.2998		

	Aided	10	38.2	5.5737		
	Govt.	10	129.2	3.7357		
Overall Soft Skills	Self-Finance	10	119.8	6.5456		
	Aided	10	114.7	13.6386	6.685	.004**

**Note:** \*\*- Significant at 0.01 levels

NS- Not Significant

**Communication:** Mean scores of Communication is a dimensions of Soft Skills of Government, Self-Finance and Aided high school teachers are 23.6, 23.5, and 22.4 with the respective standard deviations are 1.3499, 1.9003, and 2.5033. The calculated p-value is 0.336 which is  $>0.05$  levels and it is statistically not significant. Therefore, the null hypothesis is accepted. So, "There is no significant difference in communication skills of Government, self-finance and aided high school teachers".

**Critical Thinking/ Problem Solving:** Mean scores of Critical Thinking/ Problem Solving is a dimensions of Soft Skills of Government, Self-Finance and Aided high school teachers are 23.6, 20.1, and 20.3 with the respective standard deviations are 0.8433, 1.5951, and 3.3682. The calculated p-value is 0.002 which is  $<0.01$  levels and it is statistically significant. Therefore, the null hypothesis is rejected. So, "There is a significant difference in Critical Thinking/ Problem Solving skills of Government, self-finance and aided high school teachers".

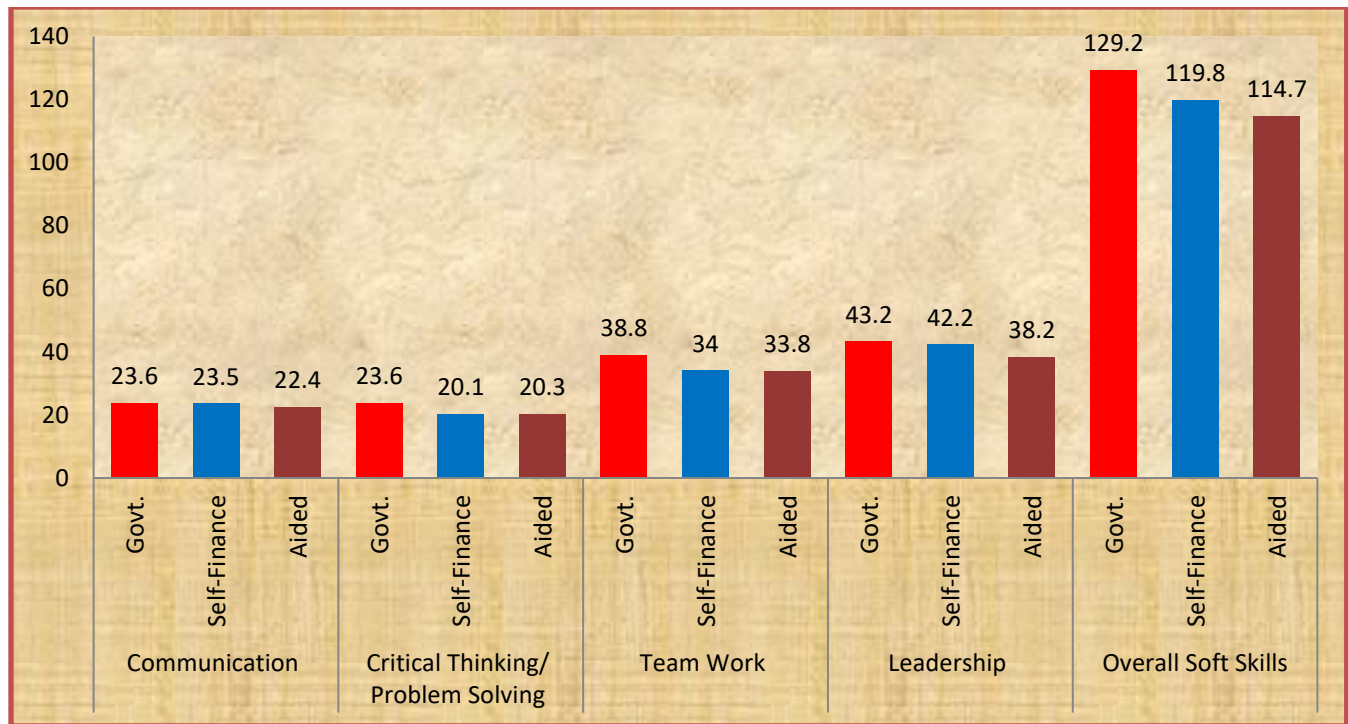
**Team Work:** Mean scores of Team Work is a dimensions of Soft Skills of Government, Self-Finance and Aided high school teachers are 38.8, 34, and 33.8 with the respective standard deviations are 2.7406, 3.2318, and

4.8488. The calculated p-value is 0.008 which is  $<0.01$  levels and it is statistically significant. Therefore, the null hypothesis is rejected. So, "There is a significant difference in Team Work skills of Government, self-finance and aided high school teachers".

**Leadership:** Mean scores of Leadership is a dimensions of Soft Skills of Government, Self-Finance and Aided high school teachers are 43.2, 42.2, and 38.2 with the respective standard deviations are 2.2998, 2.2998, and 5.5737. The calculated p-value is 0.014 which is  $<0.01$  levels and it is statistically significant. Therefore, the null hypothesis is rejected. So, "There is a significant difference in Leadership skills of Government, self-finance and aided high school teachers".

**Overall Soft Skills:** Mean scores of Overall Soft Skills of Government, Self-Finance and Aided high school teachers are 129.2, 119.8, and 114.7 with the respective standard deviations are 3.7357, 6.5456, and 13.6386. The calculated p-value is 0.004 which is  $<0.01$  levels and it is statistically significant. Therefore, the null hypothesis is rejected. So, "There is a significant difference in Overall Soft Skills of Government, self-finance and aided high school teachers".

**Figure 3: Difference between Type of Management of high school teachers in Soft Skills**



## MAJOR FINDINGS

1. The level of soft skills of high school teachers is moderate in nature.
2. There is no significant difference in Soft skills between male and female of high school teachers.
3. There is a significant difference in Soft skills of the high school teachers based on Type of Management.

## DISCUSSIONS

1. The present study revealed that the level of Soft skills of high school teachers is moderate in nature, **Contradicts** with the study of **Selvaraj A & Thamilsvanan G. (2020)**.
2. The Study stated that there is no significant difference of high school teachers based on gender, which **Corroborates** with the study of **Selvaraj A & Thamilsvanan G. (2020)**.
3. The study stated that there is no significant difference of high school teachers based on Type of Management, **Corroborates** with the study of **Selvaraj A & Thamilsvanan G. (2020)**.

## EDUCATIONAL IMPLICATIONS

1. The study will help the high school teachers to get knowledge of soft skills and competencies.
2. It will help the management to provide necessary infrastructural facilities like orientation programs, workshops, in-service programs for the teachers for their active academic performance.
3. It will help to plan well defined, defined educational policy integration of soft skills orientations with different levels of teaching- learning process.

## SUGGESTIONS

1. The present study was conducted in Thiruvallur District, Tamil Nadu, which can be extended considering population at other places.
2. It was reviewed Soft skills of 31 high school teachers, which can be extended to large no of samples.
3. It was conducted high school teachers, further can be conducted the elementary teachers, higher secondary teachers, college teachers, student teachers and vocational teachers, etc...
4. It influences Soft skills, with reference to other variables also can be studied

## CONCLUSION

The present study aims to find out the soft skills of high school teachers in relation to their gender and type of management. The study is conducted that the Government, Self-financing and aided school teachers respectively. It's also revealed that the level of soft skills of high school teachers is moderate in nature. Soft skills act an important role in the 21<sup>st</sup> century, the teaching has been changing depends on students and curriculum. Teachers take the sole responsibility to deliver the quality education to the students. A step forward, a holistic term "Soft skills" has been gaining importance in the field of education. Teaching can refine teaching by adapting soft skills would fulfill the teaching competency and also attains soft skills they will be in a position to fulfill the educational objectives and national goals.

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