

An Investigation Of Soft Skills And Self-Efficacy Of Higher Secondary Teachers

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ABSTRACT

The investigation of the present study is to find out soft skills and self-efficacy of higher secondary teachers. The Soft Skills Scale(SCS) constructed and validated by the investigator (2023) and Self-Efficacy Scale (SES) developed by Dr. Arun Kumar Singh and Dr. ShrutiNarain (2006), were used to collect the data from a sample of 605 higher secondary teachers in Nilgiri District, Tamil Nadu State in India. The descriptive survey method has been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis revealed that there are significant differences in the gender and year of experience of higher secondary teachers with respect to their soft skills and self-efficacy, there is significant and positive relationship between soft skills and self-efficacy of higher secondary teachers, there is a significant contribution of self-efficacy and dependent variable on the self-efficacy of higher secondary teachers i.e. 43.2% of the total variance in soft skills is attributed by self-efficacy.

Key Words: Soft Skills, Self-Efficacy, Gender, Year of Experience and HiSecondary Teachers

Introduction

Soft skills are habits that are cultivated more than they are innate traits. Teachers who possess these have the potential of performing well at work while paving the way to good relationships in all areas of their life. When compared to hard skills, soft skills are highly valued by employers of the teachers because they are need of the hour. Self-efficacy is the extent or quality of one's belief in one's own skill to complete responsibilities and reach aims (Ormrod, J. E. (2006). Psychologists have studied self-efficacy from several perspectives, noting different ways in the improvement of self-efficacy; the elements of self-efficacy, and lack thereof, in many different settings; communications between self-concept and self-efficacy; and behaviors of attribution that contribute to or detract from self-efficacy.

Need and Importance of the Study

Soft skills play a vital role for professional success. They help the person to excel in his/her workplace. Teachers have great responsibility in developing the society with values and good culture. They are the transmitters of culture. To transmit the culture to the society, soft skills are needed at different levels. The teachers who are able to acquire these skills not only find work in the career of their choice but also experience stronger and happier relationship in their personal lives.

Teacher self-efficacy is a vital factor and a worthy variable in educational research. Teacher efficacy is defined as a teacher's judgment of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may be difficult or unmotivated. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways.

Review of Literature

Amala Jansi and Govinda Raju (2023) investigated the interplay of self-efficacy, thinking styles, and vital soft skills among secondary teachers in Kancheepuram, Chennai, and Tiruvallur districts of Tamil Nadu, India. The research utilizes survey data from 1000 teachers, employing statistical techniques to analyze the relationships. The findings reveal that there are significant differences in self-efficacy, thinking styles, and soft

skills among teachers in different districts. It also identifies variations based on gender, age, and teaching experience.

Smita Paschal and Nimisha Srivastava (2021) conducted a study on self-efficacy and teacher-effectiveness of secondary school teachers. The teachers teaching in secondary schools of Patna, Bihar are taken as the population for the study. The investigator adopted the Survey Method to explain the existing status of the event under investigation and to obtain reasonable conclusions from the facts obtained. The researcher used the Self-efficacy Inventory and the Teacher Effectiveness Scale to obtain the data. The researcher used stratified random sampling technique to select the sample. The sample consisted of 258 secondary school teachers of Patna. The results of this study demonstrate the relationship between self – efficacy and teacher effectiveness in secondary school teachers.

Operational Definitions of the Study

Soft Skills

Soft skills refer to the ability to actively listen, effectively communicate, participate as a team member, build and lead teams or groups, adapt to volatile environments, use resources effectively and creatively, effectively present persuasive arguments and motivate one another. It includes the oral communication skill, written communication skill, computer skill, stress management skill, organizing skill, time management skill, leadership skill, interpersonal skill and team building skill of secondary teacher education students.

Self-Efficacy

Self-efficacy can be defined as the belief that you can be successful when carrying out a certain task.

Objectives of the Study

1. To find out whether there is any significant difference in the soft skills of higher secondary teachers with respect to their gender.
2. To find out whether there is any significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
3. To find out whether there is any significant difference in the self-efficacy of higher secondary teachers with respect to their gender.
4. To find out whether there is any significant difference in the self-efficacy of higher secondary teachers with respect to their years of experience.
5. To find out whether there is any significant relationship between soft skills and self-efficacy of higher secondary teachers.
6. To find out whether there is any significant contribution in the self-efficacy on soft skills of higher secondary teachers.

Hypotheses of the Study

1. There is no significant difference in the soft skills of higher secondary teachers with respect to their gender.
2. There is no significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
3. There is no significant difference in the self-efficacy of higher secondary teachers with respect to their gender.
4. There is no significant difference in the self-efficacy of higher secondary teachers with respect to their years of experience.
5. There is no significant relationship between soft skills and self-efficacy of higher secondary teachers.
6. There is no significant contribution in the self-efficacy on soft skills of higher secondary teachers.

Method of the Study

The descriptive survey method was adopted in the present study.

Sample Used

In order to collect the required data, Soft Skills Scale (SCS) constructed and validated by the investigator and Research Supervisor (2023) and Self-Efficacy Scale (SES) developed by Dr. Arun Kumar Singh and Dr. ShrutiNarain (2006). Simple random sampling technique has been employed to collect the data from 605 higher secondary teachers working in Nilgiri District, Tamilnadu State in India.

Statistical Techniques

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and

3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

4. Regression Analysis (Linear)

Differential Analysis

Null Hypothesis No. 1

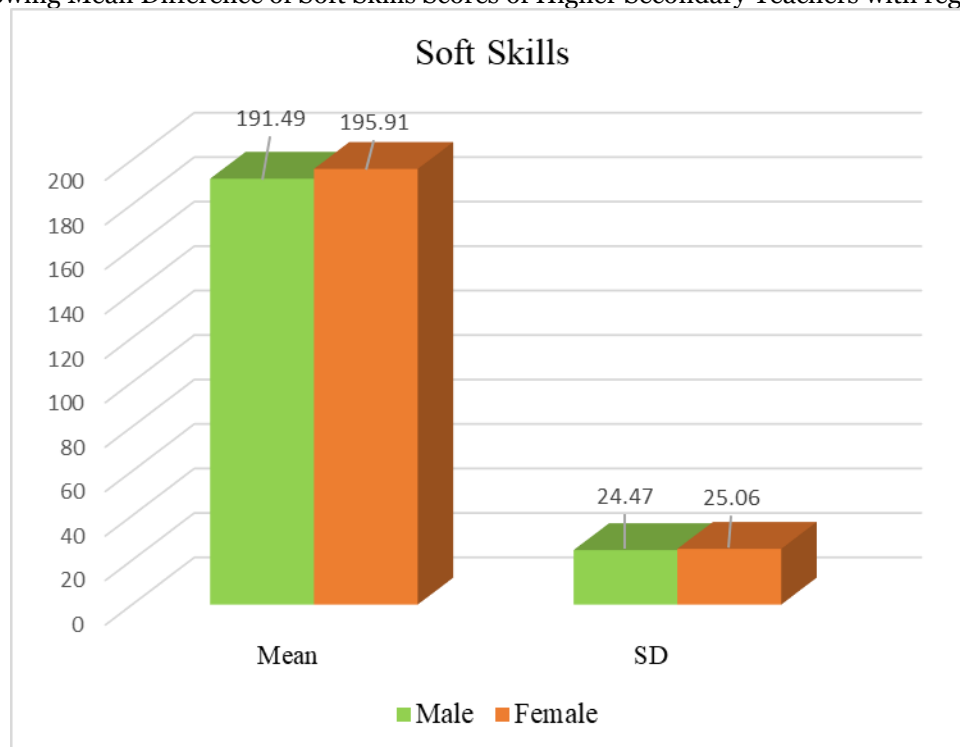
There is no significant difference in the soft skills of higher secondary teachers with respect to their gender.

Table-1 showing Mean Difference of Soft Skills Scores of Higher Secondary Teachers with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Soft Skills	Male	268	191.49	24.47	2.09	Significant
	Female	337	195.91	25.06		

From the above table-1 showed that the 't' value calculated is 2.09, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference in the soft skills of higher secondary teachers with respect to their gender. It is also found that female teachers are having high soft skills than the male teachers.

Table-1 showing Mean Difference of Soft Skills Scores of Higher Secondary Teachers with regard to Gender



Null Hypothesis No.2

There is no significant difference in the soft skills of higher secondary teachers with respect to their years of experience.

Table-2 ANOVA results for Soft Skills Scores of Higher Secondary Teachers with regard to Years of Experience

Variable	Source Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Soft Skills	Between Groups	1619.938	2	309.969	4.95	Significant
	Within Groups	130463.854	602	76.717		
	Total	132083.792	604			

From above table-2 showed ANOVA result that the, 'F' value is 4.95, which is higher than the table value 1.47 at 0.05 level. Hence, the framed null hypothesis is rejected and it is concluded that there is significant difference in the soft skills of higher secondary teachers with respect to their years of experience.

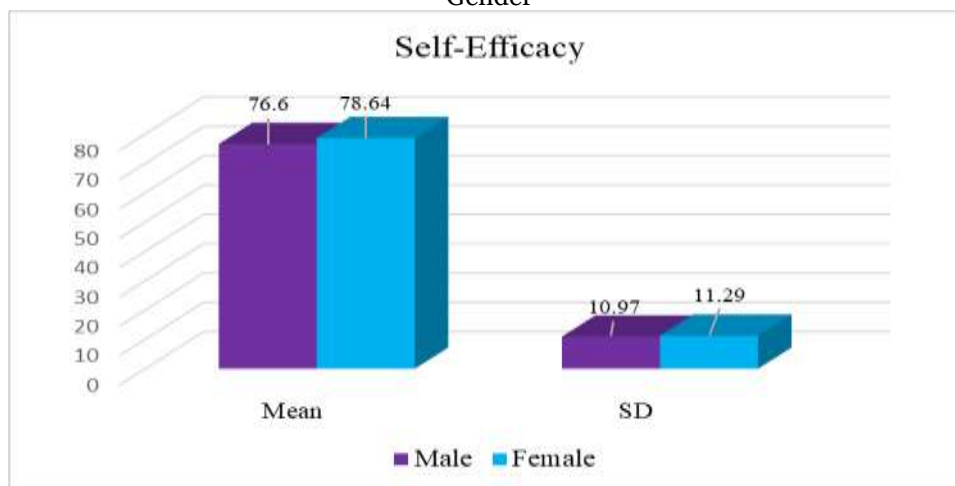
Null Hypothesis No.3

There is no significant difference in the self-efficacy of higher secondary teachers with respect to their gender.

Table-3 showing Mean Difference of Self-Efficacy Scores of Higher Secondary Teachers with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Self-Efficacy	Male	268	76.60	10.97	3.05	Significant
	Female	337	78.64	11.29		

From the above table -3 the 't' value calculated is 3.05, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant difference in the self-efficacy of higher secondary teachers with respect to their gender. It is also found that female teachers are having high self-efficacy than the male teachers.

Figure -2 showing Mean Difference of Self-Efficacy Scores of Higher Secondary Teachers with regard to Gender

Null Hypothesis No.4

There is no significant difference in the self-efficacy of higher secondary teachers with respect to their years of experience.

Table-4 showing ANOVA results for Self- Efficacy Scores of Higher Secondary Teachers with regard to Years of Experience

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Self- Efficacy	Between Groups	3469.986	2	234.993	5.25	Significant
	Within Groups	19989.700	602	83.205		
	Total	23459.686	604			

From Table-4 showed that ANOVA result the, 'F' value is 5.25, which is higher than the table value 1.47 at 0.05 level. Hence, the framed null hypothesis is rejected and it is concluded that there is significant difference in the self-efficacy of higher secondary teachers with respect to their years of experience.

Correlation Analysis

Null Hypothesis No.5

There is no significant relationship between soft skills and self-efficacy of higher secondary teachers.

Table-5 showing Co-Efficient of Correlation between Soft Skills and Self-Efficacy of Higher Secondary Teachers

Variable	N	'r' Value
Soft Skills and Self-Efficacy	605	0.65**

** . Correlation at 0.01 level

From the table-5 shows, that the co-efficient of correlation between soft skills and self-efficacy of higher secondary teachers and it is found to be 0.65 at 0.01 level which indicates that there is correlation between soft skills and self-efficacy of higher secondary teachers. Therefore the null hypothesis is rejected and it is concluded that there is significant and positive relationship between soft skills and self-efficacy of higher secondary teachers.

Regression Analysis

Null Hypothesis No.6

There is no significant contribution in the self-efficacy on soft skills of higher secondary teachers.

Table-6 showing the summary of the Results of the regression analysis Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.657(a)	0.432	0.431	11.853

From the table-6 shows the R square value, which is found to be (0.431) and it is evident that only 43.2% of the total variance in soft skills is attributed by self-efficacy of higher secondary teachers. The remaining percentage of variance 56.8 % (1-R Square) is to be accounted by other variable which is not included in this study.

Table -7 showing the ANOVA Test

Model	Sum of Squares	df	Mean Square	F	LS
Regression	4359.032	1	359.032	18.05	Significant
Residual	84724.759	603	80.505		
Total	89083.792	604			

From table-7, showed that the F value is found to be 18.05, which is significant at 0.01 level. It indicates that there is a significant contribution of self-efficacy on soft skills of higher secondary teachers. Hence, the null hypothesis is rejected and it is conclude that there is a significant contribution of self-efficacy on soft skills of higher secondary teachers.

Major Findings of the Study

- There is a significant difference in the soft skills of higher secondary teachers with respect to their gender.
- There is a significant difference in the soft skills of higher secondary teachers with respect to their years of experience.
- There is a significant difference in the self-efficacy of higher secondary teachers with respect to their gender.
- There is a significant difference in the self-efficacy of higher secondary teachers with respect to their years of experience.
- There is significant and positive relationship between soft skills and self-efficacy of higher secondary students.
- There is a significant contribution of self-efficacy on soft skills of higher secondary teachers i.e. 43.2% of the total variance in soft skills is attributed by self-efficacy of higher secondary teachers.

Conclusion

The present study reveals that the level of soft skills is high and self-efficacy is average of higher secondary teachers. Results also shows that self-efficacy are significant Predictors on soft skills of higher secondary teachers.

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