

A Study On Awareness Of Soft Skill Among B.Ed. Student Teachers**Dr. Nishant Chandrakant Nirmale**Associate Professor,
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Dharashiv.(Maharashtra)**Abstract:**

Soft skills are often referred to as essential skills, interpersonal skills, and noncognitive skills. Soft skill education is the process of teaching people how to develop their interpersonal and social skills. Soft skills are general traits that can be used in any career, and they are essential for professional success. The present study aims on assessing the soft skills awareness among B.Ed. Students with respect to some of the demographic variables. In the present descriptive and quantitative study, total 100 students were selected in which 50 male students and 50 female students were selected from B.Ed. Colleges in Dharshiv City. Survey research method was used for the study. Tool in questionnaire form on soft skills awareness. for 50 questions were prepared, focusing on five soft skills i.e. Communication, Conflict Resolution, Leadership, Teamwork, Collaboration. The tool was standardized by item analysis in which 26 questions were retained from the preliminary draft of 50 items for data collection. The present study revealed that there is no significant difference in soft skills awareness of B.Ed. Student Teacher with respect to gender, academic streams, family type, subjects. The applications of soft skills are essential for 21st century teacher. The present paper shows the importance and need of soft skills in transforming teaching and learning process by seeking for the exploration in the awareness of soft skills among B.Ed. student teachers for the effectiveness in teaching learning process.

Key Words: Soft skills, Communication, Conflict Resolution, Leadership, Teamwork, Collaboration.

Introduction

Soft skills for teachers are skills that are not easily defined because they're not measurable. In contrast, hard skills are those that can be measured and quantified. Soft skills account for 85% of success in long-term careers, according to Watts and Watts (2008; as cited in Robles, 2012), with hard skills accounting for 15%. Soft skills are important because they allow teachers to interact with their students and colleagues effectively. They also allow them to communicate with parents and other stakeholders clearly and effectively. In addition, these skills help build relationships and develop trust within schools. Teachers play a vital role in shaping the future of our children. Yet, they often lack the essential soft skills required to perform their job effectively. To become an effective teacher, developing essential soft skills for teachers is necessary to effectively manage teaching challenges. According to Anwar et al.'s (2004) methodology, there are five degrees of soft skills: severely lacking in soft skills, lacking in soft

skills, lacking in soft skills somewhat; competent in soft skills, and fully competent in soft skills.

Soft skills used in the Research

1. Communication: Good and healthy Communication are soft skills for teachers essential to teaching and learning. Effective teachers must be able to communicate effectively with parents and students. Your ability to listen, speak, read, and write are key to your success as a teacher. Effective teachers also give constructive criticism so that students can improve their performance.
2. Conflict Resolution: Conflict resolution in the context of soft skills for teacher education refers to the ability of a teacher to effectively manage and resolve disagreements or conflicts that arise within the classroom, often by utilizing active listening, empathy, and negotiation skills to facilitate mutual understanding and find solutions that satisfy all parties involved. .
3. Leadership: A teacher needs to ensure that he/she has full control over his/her students at all times. In addition, teachers need to be capable of communicating with the parents and letting them

know the direction the curriculum goes. Teachers may also need to develop leadership skills to lead others.

4. Teamwork: Teachers may collaborate on developing curricula, sharing resources, and teaming up on teaching lessons. They might also work with others on extra-curricular activities or sports. Soft skills for teachers, therefore, aid in their ability to collaborate.
5. Collaboration: Collaboration as a soft skill in teacher education refers to the ability of a teacher to work effectively with colleagues, sharing ideas, planning lessons together, and coordinating efforts to optimize student learning, often involving open communication, active listening, and conflict resolution to achieve common goals within a team environment.

Impact of soft skills on B.Ed. college teacher.

Today's youngsters like to pursue professional education more and more to a higher level, but we find that they are not sufficiently prepared to face the challenges of the outside world. This is because the soft skills that is relevant for growth in the modern globalized world is not taught in the traditional system of education. Therefore, to overcome the demerits we should focus on the soft skills training for post graduate students. Honesty, assertiveness, motivation, tolerance, self-confidence, self-efficacy, self-awareness, good character, competency, flexibility, responsibility, open mindedness, dignity, self-esteem, interpersonal awareness, sociability, courage, commitment, determination, good interpersonal relations, resiliency, sensibility, adaptability, etc. can be developed among B.Ed student teacher through the teaching and practicing of soft skills. Though they are highly qualified they lack in job efficiency as they are weak in communication, building up good and strong interpersonal relations, problem solving, empathy, decision making and tc. There is a need to develop awareness for the necessity of training of soft skills to guide the B.Ed student teacher to manage transition from college or university to the working sectors so that they become active and healthy citizens of the country. So, it is essential to add soft skills to the formal college curriculum or include it in after college activities or in career guidance programmes. Soft skills training will surely improve economic outcomes for B.Ed.

student teacher through the enhancement in earning potential. Improvement in learning outcomes and strengthening the abilities of B.Ed student teacher show positive results through soft skills education programmes. Soft skills training programmes will change the attitude and behaviour of youngsters personally and socially. so that they tackle teen pregnancy, alcohol and drug abuse, peer conflict and violence. Information about soft skills imparted to youth should be specific, interesting, simple and engaging. Practicing the soft skills will make the students to face the real and daily soft situations safely and comfortably.

Need and Significance of the study

Students play a crucial role in the preparation of communities or societies to explore innovative horizons and to gain higher progress level and development and this is possible to the fullest extent only if they are well equipped with soft skills. And to be well equipped with soft skills first one needs to be aware of soft skills and its significance in one's personal, social and professional soft. The collaboration of soft skills with the teaching skills or techniques will surely find a solution for the development of desired behavior, attitudes, knowledge, values and skills of the students. The awareness of soft skills will reduce bullying, violence, crime, antisocial behavior, sexual abuse, alcoholic consumption, drug abuse, smoking, premarital pregnancy, peer conflicts, suicidal attempts, stress, trauma etc. and allow students to face the challenges and meet the demands in their soft. There is a necessity of awareness of soft skills to improve the quality of soft. Soft skills awareness will enhance the ability and positive attitude to search for and acquire more knowledge on soft skills. Self-reflection will help the students to transit their knowledge from the classroom to the real world. The present paper is a step made in this regard.

Objectives

1. To comparative study of soft skills awareness of B.Ed. student teacher with respect to gender.
2. To comparative study of soft skills awareness of B.Ed. student teacher with respect to academic streams.
3. To comparative study of soft skills awareness of B.Ed. student teacher with respect to family type.

4. To comparative study of soft skills awareness of B.Ed. student teacher with respect to marital status.

Hypotheses

1. There is no significant difference in the level of soft skills awareness between male and female B.Ed. student teacher.
2. There is no significant difference in the level of soft skills awareness among B.Ed. student teacher belonging to nuclear and joint family.
3. There is no significant difference in the level of soft skills awareness of B.Ed. student teacher belonging to arts and science streams.
4. There is no significant difference in the level of soft skills awareness among married and unmarried B.Ed. student teacher.

Methodology & Procedure

survey research method is used in this study. The study is descriptive and quantitative. The present study is conducted on a sample of 100 B.Ed Student teacher from Dharshiv City in maharashtra. Purposive sampling method was used by researcher.

Sample

Out of 100 students, 50 male students (25 Arts and 25 Science) and 50 female students (25 Arts and 25 Science) were identified from the different B.Ed. College from Dharashiv city in maharashtra

Tools

Soft skills awareness tools were constructed self-administered and standardized by the researcher. Questionnaire on soft skills awareness for B.Ed. student teacher was prepared focusing on five soft skills i.e. Communication, Conflict Resolution, Leadership, Teamwork, Collaboration. The tool was standardized by item analysis in which 26 questions were retained from the preliminary draft of 50 items for data collection.

Statistical techniques

Mean, Standard deviation and t-test are the statistical techniques used in this study.

Results and Interpretations

Table 1: Mean difference in soft skills awareness among B.Ed student teacher with respect to gender

Gender	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
Male	50	15.54	5.39	0.76	0.44	Not significant at 0.05 level
Female	50	15.04	6.03	0.85		

The t-value testing the significance of mean difference in soft skills awareness of male and female B.Ed. student teacher came out to be 0.44 which is not significant at 0.05 level. This shows that there is no significant mean difference in soft skills among B.Ed. student teacher with respect to gender.

Table 2: Mean difference in soft skills awareness among B.Ed student teacher with respect to family type

Family type	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
Nuclear	72	15.66	5.81	0.62	0.94	Not significant at 0.05 level
Joint	28	14.29	5.11	1.09		

The t-value testing the significance of mean difference in soft skills awareness of B.Ed student teacher belonging to nuclear and joint family came out to be 0.94 which is not significant at 0.05 level. This shows that there is no significant mean difference in soft skills awareness among B.Ed. student teacher with respect to family type.

Table 3: Mean difference in soft skills awareness between arts and science B.Ed student teacher

Subjects/ Streams	N	Mean	Standard Deviation	Standard Error Mean	t	Remarks
Arts	50	15.98	5.68	0.79	1.36	Not significant at 0.05 level
Science	50	14.51	5.61	0.81		

The t-value testing the significance of mean difference in soft skills of arts and science B.Ed student teacher came out to be 1.36 which is not significant at 0.05 level. This shows that there is no significant mean difference in soft skills awareness among B.Ed student teacher with respect to arts and science streams.

Table 4: Mean difference in soft skills awareness between married and unmarried B.Ed student teacher

Marital Status	N	Mean	Standard Deviation	Standard Error Mean	T	Remarks
Married	20	15.60	5.90	1.52	0.26	Not significant at 0.05 level
Unmarried	80	15.24	5.69	0.64		

The t-value testing the significance of mean difference in soft skills awareness of married and unmarried B.Ed student teacher came out to be 0.26 which is not significant at 0.05 level. This shows that there is no significant mean difference in soft skills awareness of B.Ed student teacher with respect to marital status.

Findings and discussion

1. The present study has revealed that there is no significant difference in the level of soft skills awareness of B.Ed. Student teacher with respect to the demographic variables.
2. The level of awareness of soft skills is not related to the differences with respect to gender.
3. The level of awareness of soft skills is not related to the differences with respect to family type
4. The level of awareness of soft skills is not related to the differences with respect to streams.
5. The level of awareness of soft skills is not related to the differences with respect to marital status.

So, the present study states that the awareness level is associated only with the individual. The demographic variables are not influencing it. So right from the young age parents and teachers can work on promoting and developing awareness on soft skills among children Parents can develop soft skills among

their children through daily soft activities and prepare them to face the real world. Teaching kids with practical soft skills will make them confident and happy while entering the nursery or pre-primary school and prepare them for their journey ahead. Planning soft skills education programmes for youth that are relevant and meaningful by understanding their needs and demands will ensure sustainability of efforts.

Conclusion

Soft skills-based teaching learning process will help strengthen and promote the quality of the educational system. Soft skills techniques in teaching and learning process as well as in socially oriented activities will create a good relationship between teachers and students as well as society. At present, most of the educational institutions are focusing on soft skills for the overall development of students from primary to the higher education level. Sensitization on the relevance and importance of soft skills among students will inculcate good qualities in them bringing up positive modification in behavior, knowledge, attitudes, skills and values. Through this research paper, an attempt is made to study soft skills awareness among B.Ed. college Student teacher. Hence, more researches need to be conducted in soft skills area so that we can design effective strategies for building soft skills in learners to transform them into globally competent, tolerant and responsible citizens of our country.

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