SOFT SKILLS AND SELF ESTEEM OF

B. ED. STUDENTS

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by

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DECLARATION

I hereby declare that the dissertation entitled, Soft Skills and Self-Esteem of B. Ed. Students submitted by me for the degree of Master of Philosophy in Education is the result of my original and independent research work carried out by me under the guidance of Dr. Deepa R. P., Assistant Professor, N.V.K.S.D. College of Education (Autonomous), Attoor and this dissertation has not formed on the basis for the award of any other degree, diploma, associateship, fellowship, titles in this university or any university or other similar institution of higher education.

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CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. John Dewey speaks of "Education as that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences". The root meaning of education is given as bringing up or leading out or making manifest the inherent potentialities in a pupil. That is bringing out of the idea of universal validity which are latent in the minds of man (Chaube & Chaube, 1999).

Education, in the narrower sense, means conscious and deliberate process, well planned to modify the behaviour of the learner in desirable and socially approved channels and to bring about in the learners specific knowledge and skills. It is observed by Lodge, "In the wider sense, all experience is said to be educative". Education is utilitarian, its aim is not limited to provide optimum benefits to mankind from the available resources within the framework of socially accepted norms, but to renovate and bring out specific changes in the existing set-up to combat the decline in social, ecological, cultural and ethical aspects of the nation (Achintya & Prabha, 2009).

Education means intellectual knowledge and a mass of facts or information, and an educated person is generally considered to be one who has a vast store-house of information or who has acquired a considerable amount of bookish knowledge (Mukherjee, 1953). Education is a holistic approach to the development of an individual. It should develop knowledge and understanding of the world around and provide them with the skills to function in society. Education should also be to inspire a love of learning and to develop an inquisitive mind (Simmons & Hawkins, 2009).

Education is the deliberate and systematic influence exerted by the mature person upon the immature through instructions, discipline, and the harmonious development of all the powers of the human being, physical, social, intellectual, aesthetic and spiritual according to their essential hierarchy, by and for their individual and social uses and directed towards the union of the stuent with his creator as the final end (Redden & Ryan, 1946).

Adam (1912) sums up education as a bipolar process in which one personality acts upon another in order to modify the development of the other. The educator is the person in whose mind the purpose of the process resides. The educator has a clearly realized intention of modifying the development of the learner.

Presently, there are four areas of education namely: Teaching, Learning, Curriculum and Educational programme. Teaching is the core profession and the key agent of change in today's knowledge society. The role of the teacher has been changed as the facilitator to a navigator. Teachers are expected to satisfy the needs of the students in educational area. Learning takes place both within and outside the classroom. The learners are called clients to the educators and the performances of the learners are directly connected with the teachers' capabilities. A dynamic curriculum is always catering to the needs of the challenging society (Sampath, 2011). Educational programme is a sum total of planned educational experiences that is available in the educational institutions and outside the institutions. The enriched educational programme should be well thought of and produce the complete personality to face unforeseen challenges in the society.

1.2 CHARACTERISTICS OF EDUCATION

Education is important from various points of view its field of activity is so wide that all activities and experience are embraced in the sphere of work of it. Its characteristics can be briefly described as:

(i) Manifests Innate Powers

(ii) Development of Innate Spiritual Powers

(iii) Education – Controls, Redirect And Sublimates the Instincts

(iv) Education – As the Process of Social Adaptation

(v) Preparation for Adult Life

(vi) Preservation of Culture and Civilization

(vii) Education – As an Act of Training

(viii) Education – As Direction

(ix) Education – As Growth

(x) Education – As Necessity of Life

(xi) Education – Demand of Modern Age

(xii) Education – As Social Function (Gupta, 2010).

1.3 TEACHER

Good (1959) viewed that, "The teacher is a person employed in an official capacity for the purpose of guiding and directing learning experiences of pupils in an educational institution, whether public or private".

According to S. Radhakrishnan, "A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible. He must himself be a master in the field and be in touch with the latest developments in his subject. He must himself a fellow traveler in the exciting pursuit of knowledge".

In order to mould and modify the behaviour of the child the teacher employs various strategies and tactics to achieve the desired behavioral changes in him. A teacher is anybody or anything, which exerts influence on another and changes him or seeks to change him intellectually, morally and physically. The teacher's mission is to create an environment that provides all students the opportunity for success. It is essential for teacher educators not only to be learned but also on how it should be taught (Johnson, 2012).

Teachers' influence is everlasting. He shapes the destiny of future citizens. The teacher occupies an important place in society because he brings about the transfer of the intellectual tradition from one generation to the next. He maintains technological skill and keeps the light of civilization burning bright. He is expected to help in the silent social revolution that is taking place in the country. His duty does not end in the classroom with his students. He owes a duty to the society and the nation. He should keep abreast of the developments in the country and the world. He should be able to constantly adjust his methods and approach to suit the changing times (Sharma, 1999).

The teacher is the backbone of the society and actively shares the responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideals and practices (Sachdeva, 2004). The teacher is the yardstick to measure the achievements and aspirations of the nation. The worth and potentialities of a country is evaluated through the worth and potentialities of the teacher. The people of a country are the replica of their teachers. The primary responsibility of a teacher is to impart knowledge to pupils and mould the character of the students.

The success of a teacher in moulding youngsters with diverse needs, interest and capacities depends largely on his capacity and predisposition for innovation. To equip teachers with the skills and knowledge needed to develop an innovative capacity among

the teacher education faculties. Nurturing of innovative mind in youngsters require teachers with innovative mind that can be produced only through innovation in teacher education.

In this era of advanced science and technology of communication involving computers and multimedia, it is essential that all students are equipped with knowledge and new technology related skills. A further potential application of new technology is in the design and development of training manuals and multimedia packages for in- service training of teachers and administrators. It is, therefore, essential that technological training programmes for teachers are introduced at both pre-service and in-service levels to ensure that teachers have the necessary skills and knowledge to deal with the application of communication technology to emerging trends in the curriculum development, print and non-instructional material and enable teachers to keep abreast the latest developments in their subject and skill areas (Mangal, 2003).

1.3.1 Qualities of a Teacher

The qualities expected from teachers are numerous and it is hard to enlist them all and any attempt to do this task will be lengthy as the list would be in exhaustive. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Teachers provide educational instruction in literacy and numeracy, craftsmanship or vocational training, arts, religion or spirituality, civics, community roles and life skills and their roles vary depending on the demands of the society.

Caring and Kindness

When teachers support and interact positively with students of early adolescence, they are more likely to be engaged and behave appropriately (Skinner & Belmont, 1993).

Freedom and Responsibility

Claxton (1996) believes that the learning process should be organized in such a way that students take responsibility for their own learning. Early adolescents should be trained to be independent and able to make decisions about their learning options and plan accordingly.

Acceptance and Sensitivity

Sensitivity, acceptance and encouragement are critical issues, when associated with the diversity of the adolescents. Through verbal praising a shy or friendless child can boost his/her self-esteem and confidence level. Teachers can make every child special by verbally sharing individual compliments. A teacher should have the ability to reinforce, support and appreciate the talents of every individual student, as they are unique.

Individualized Attention

Effective teachers believe that every individual can and will perform better (Sharma, 2007). Research also suggests that effective teachers think and behave in certain ways with students who have disabilities.

Encouraging Creativity

This attitude stresses the importance of stimulating the students' creativity. When given opportunities to be creative, early adolescent students will take their learning to higher levels and become actively engaged in constructive.

1.4 TEACHING

Gage (1962) defines "Teaching is a form of interpersonal influence aimed at changing the behaviour potentials of another person". Edmund Amidon (1967) defines teaching as an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities (Tarachand & Shukla, 2006).

Teaching is a highly professional activity which demands specialized knowledge, skill and behaviour. Teaching demands well-qualified, well-trained and well-paid teachers (Chaudhary, 2016). The success of teaching depends upon how for the teacher is able to motivate the pupil for acquiring new knowledge (Bhatnager, 2005). Effective teaching requires individuals who are academically able and care about the wellbeing of their educand and youth. An effective teacher develops collaboration and influence to make teaching-learning more inclusive and enjoyable (www. Highlands schools-visuallib.org).

Teaching is the means whereby the experienced members of the group guide the immature and infant members in their adjustment of life - Yoakam and Simposon (1995). According to Burton (2001), "Teaching is the stimulation, guidance, direction and encouragement of learning". In view of Hugh and Duncan (1998), "Teaching is an activity – a unique professional, rational human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others".

1.5 TEACHER EDUCATION

A person who wishes to become a teacher must obtain professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. The education that trains the aspirant teachers with professional skills and knowledge in a formal educational system is commonly known as teacher education. Teacher education enables a teacher to be an effective teacher. It is based on the belief that 'Teachers are made, not born' in contrary to the assumption 'Teachers are born, not made' (Mohanty, 2008). According to Good's Dictionary of Education (1959), "Teacher Education means all the formal and non-formal

activities and experiences that help to qualify a person to assume responsibilities of a number of the educational profession or to discharge his responsibility more effectively".

Teaching Skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical Theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional Skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

The NPE (1986) stressed that, "Teacher education is a continuous process, and its pre-service and in-service components are inseparable". Kothari Commission (1964-66) tells that, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends … of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant".

The aim of any teacher education programme is to equip prospective teachers with necessary knowledge, skills and attitudes for taking up the responsibility of moulding the

behaviour of young generation in tune with the demands of the ever changing socio-cultural environment (Arjunan, 2009). Good (1973) defines teacher education as "All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively". Teacher education is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. Teaching is the process, linking the teacher with the learner and the content. The teacher is a responsible actor here. In order to succeed with his/her task, he/ she needs to have a pre-knowledge (Yebio, 1982).

A sound programme of professional education of teachers is essential for the qualitative improvement of education. Effective professional education will initiate teachers to the needed revolution in teaching and lay the foundations for their future professional growth. In securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective (Aggarwal, 2008).

Teacher preparation is a systematized, continuous and coherent process of professional development of teachers in accordance with knowledge, skills and value system set by professional bodies. Along with content and pedagogy, there is a need to integrate emotional competencies and life skills to develop their own identity in society (Chaudhary, 2012).

Teacher education is an integral component of the educational system, intimately connected with society and is conditioned by the ethos, culture and character of the nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education etc., are included in the teacher education programmes.

The function of teacher education is to produce good teachers; the good teacher is one who produces good results in meeting the central presenting needs of life in every social context. Teacher education should play its role by preparing student teachers for effective teachers and by assuming the role of a social worker and an agent of social change (Kishan, 2007).

People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2012).

The National Academy of Education Committee's Report wrote that : On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning.

In addition to foundational knowledge about the areas of learning and performance , teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the center of their decision making.

The Ministry of Education Document - Challenge of Education: A Policy Perspective (1985) has mentioned, - Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The students those who are pursuing their teacher education or teacher training are known as student teachers or prospective teachers or simply B. Ed. students.

1.6 B. ED. STUDENTS

B. Ed. students are otherwise known as student teachers or prospective teachers are the candidates who have been admitted to a teacher education course and who are undergoing the same. They are prepared as good teachers by providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitude and interests through the teacher education course (Sherlin, 2013). It enables the prospective teachers to acquire knowledge, skills and techniques for effective teaching and to inculcate in them the desired ideals and behavioural patterns of the society in which we live. It develops certain attitudes, values and interests in conformity with ideals of democracy, socialism and secularism.

Student-teaching or practice-teaching as is commonly called, is often condemned as a stereotyped if not hackneyed component of teacher-training programme. Because of its insufficiently short-time schedule, it's irrelevant methodological jugglery, its age old supervision-procedure adopted by most of the non-dynamic inert teacher educators and nonetheless an a pithy of the clientele itself who rest assured of the non-probability of its

magic spells, the traditional practice teaching programme is gradually distancing itself from actual teaching-learning field of secondary schools.

Student-teaching, when considered as a model strategy for skill practice of the student-teachers, must keep some objective in view. All these objective pre suppose general methodological principles which again are rooted in psychological, philosophical and sociological parameters. These parameters are identified and delimited according to the sociopolitical philosophy of the nation concerned and of course, its cultural heritage which gets revealed in its traditional value-structure. Since the major aim of teacher education course is to prepare the students with competency and skills needed for the teaching profession.

1.7 SKILLS

Skill is defined as a practiced ability or expertise in a given task. In other words skills are the proficiency, facility or dexterity that are acquired or developed through training and experiences. It is a developed talent or ability. Robbins and Hunsaker (1996) defined skills as a system of behaviour that can be applied in a wide range of situations. Skills are art, trade or technique, particularly one requiring use of the hands or body.

1.7.1 Types of Skills

Basically the skills are classified into two types namely hard skills and soft skills. Hard skills are specific, teachable abilities that may be required in a given context. They are the ways an individual executes a work, use tools, formula, text, measuring, marking, fitness and endurance. Thus, hard skills enable an individual to make a product, and it depends upon soft skill competency.

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┌─────────────────────┐
│       Skills        │
└─────────────────────┘
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│ Hard skills │     │ Soft skills │
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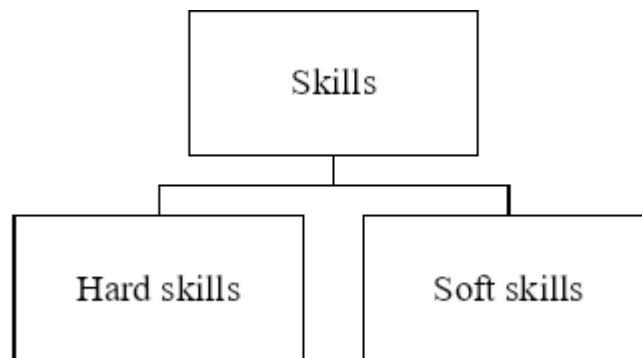
1.8 SOFT SKILLS

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. Soft skills are a set of behaviours that must be internalized as a natural aspect of a person's repertoire of social skills and character attributes. Soft skills are defined as interpersonal and human relations skills; in other words 'people skills'. It means the way an individual interacts with others and manages to achieve the personal relationship and accomplishes the quality of physical products. Some of the soft skills are planning and preparing, organizing, processing, creating, observing, designing, describing, identifying, problem solving attitude, tool development, skills transfer and process development (Ramesh, Gopalaswamy and Ramesh, Mahadevan 2010).

Before going further in debating the importance of soft skills, we have to clarify the question "What exactly are soft skills?" This basic question is not easy to answer, because the perception of what is a soft skill differs from context to context. The online encyclopedia 'Wikipedia' gives a very broad definition of soft skills, which leaves much room for discussion, "Soft skills refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job" (Wikipedia, 2007).

1.8.1 Importance of Soft Skills

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Soft skills are very important to handle interpersonal relations, to take appropriate decisions, to communicate effectively, to have good impression and impact to gain professional development. Soft skills can enhance the career mobility of a person and increase the chances of success in all level of teaching (Singh, 2011). Soft skills are very important as they help:

➢ To offer personal growth

➢ To handle interpersonal relations

➢ To empower oneself and create opportunities

➢ To advance ones career

➢ For personal self-evaluation after project or crises

➢ To take appropriate decisions

➢ To communicate effectively

➢ To have good impression and impact to gain professional development

➢ To deliver idea clearly, effectively and with confidence either orally or in writing

➢ To identify and analyze problems in difficult situation and make justifiable evaluation

➢ To understand and play the role of a leader and follower alternatively

➢ To recognize and respect others attitude, behavior and beliefs

➢ To have good impression and impact

➢ To grow beyond money motivation

➢ To gain professional development and

➢ To know oneself i.e., know the strengths and weakness.

1.8.2 Ways to Improve Soft Skills

Research suggests that soft skills are good indicator of job performance as traditional job qualifications or hard skills. There are three common methods for creating opportunities for experiential learning of soft skills.

One is interactive teaching, through which instructors facilitates and exercises that provide opportunities for experience, practice, reinforcement, and reflection. This approach requires skilled instructors and a well-designed curriculum, but has the disadvantage that the exercises lack the authenticity of the real workplace.

The second method for teaching soft skills is to use a coach in a workplace setting. On-the-job training work experience, internships, and work-study programmes are all examples of teaching both hard (technical) and soft skills in the workplace in a manner that achieves optimal authenticity. The disadvantage of this method is the difficulty of finding employers who will provide both opportunities and a qualified coach to assure that learning takes precedence over workplace productivity.

The third method is to alter the aspects of classroom setting where general education or hard skills are being taught to workforce entrants so that the classroom simulates the workplace. This approach provides an authentic context for teaching and practicing soft skills that entails minimal costs and effort, affords the teacher control over the teaching agenda, and creates a classroom environment that benefits from the improved soft skills of its students. It is also the setting for teaching high school students throughout the nation's school systems.

Soft skills can begin through self-discovery, realizing the strengths and weaknesses, and developing the ones that are lacking of. Soft skills benefit everyone in the workplace and in their personal relationships. Employees who use soft skills as they interact with others create feelings of respect with the other person. Most employees use some soft

skills on a regular basis and lack others (Bharathi, 2007). Some of the simple tips that enable one to develop the soft skills are given below:

➢ Be a proactive listener

➢ Empathize with others

➢ Reduce the unwanted communication that provoke others

➢ Do not speak ill of others

➢ While talking with others, voice, tone and tenor must be audible and soothing

➢ Talk should not be aggressive or in a shouting mode

➢ Continuously reciprocate to breed communication

➢ Greet friends along the way and do not ignore them

➢ While entering into the workplace greet peers, subordinates and boss once

➢ Dress well to suit the profession and to create positive ambiance in the workplace

➢ Political and religious comments must be avoided at all costs in the workplace

➢ Use both soft skills and hard skills complement with each other

➢ Consider the relationship with people and

➢ Evaluate the progress regularly.

1.8.3 Dimensions of Soft Skills

Soft skills for the present study is mainly categorized into three dimension namely, intrapersonal skills, interpersonal skills and problem solving skills.

Intrapersonal Skills

Love your neighbour as yourself (Mark 12: 31). This verse from the Holy Bible gives the basic idea of intrapersonal skills. A person who loves himself can easily love others. A person who communicates with himself can easily communicate with others. Intrapersonal means existing or occurring within the individual's self or mind. Intrapersonal is to do with self. Simply we can say that the skills of the self are called as

intrapersonal skills. So these intrapersonal skills play the fundamental role in developing all other skills. It mainly includes the areas of self-awareness, self-concept, patience, assertive and positive attitude. In a single word it can be represented as self-management.

Interpersonal Skills

Teaching can be considered fifty percent knowledge and fifty percent interpersonal skills (Sharma, 2004). That means, while teaching, a teacher should not just maintain the quantity of his lecture but also the quality. This quality of lecture can be improved with the help of interpersonal skills. Healthy Interpersonal skills lead to creative and effective approaches to solving problems and getting work done. It mainly includes the areas of communication, listening, team work, co-operation, leadership, participate as a member of the team, initiative, sociability, establishing rapport, motivating others, work with cultural diversity and sense of humour. In order to be a teacher of high interpersonal skills, a teacher must be

> ➤ Able to support and encourage others
>
> ➤ Able to give and receive constructive criticism
>
> ➤ Able to negotiate
>
> ➤ Able to listen to and value others opinions and
>
> ➤ Able to convey his/her point clearly to a student group.

Students can develop interpersonal skills like empathy by socializing with other students and with educators. Joining clubs and organizations gives students more opportunities to socialize. They can also learn more about human nature and develop greater empathy for the people they communicate with by taking psychology courses.

Problem Solving Skills

Problem solving is a planned attack upon a difficulty or perplexity for the purpose of finding a solution. The ability to solve problems is a basic life skill as well as a soft

skill. Problem-solving is a subset of critical thinking and employs the same strategies. The goal of problem-solving is to find a correct solution to a problem. Basically, problem-solving is the process of reasoning to find solutions using more than simple application of previously learned science procedures. This skill includes the ability to think critically, creatively, innovatively and analytically. It also involves the ability to apply knowledge and understanding to new and different problems as well (Megrath, 2010). The critical thinking skills, skills to organize and interpret data and information, skills to formulate questions and the ability to analyze issues that confront communities are greatly involved in these skills. It mainly includes the areas of creativity, flexibility, planning, vision and direction, change, time management, pressure management and stress management. Problem solving enables a teacher to exercise control over his activities and learning environment. To develop the skills of problem solving, a teacher should:

➤ Focus more on the problem where it occurs

➤ Develop relationship between the students and the background of the problems

➤ Have careful and systematic approach with an active process of search and

➤ Have positive attitude and self-confidence in solving the problem.

1.9 SELF – ESTEEM

Self-Esteem consists of two words 'Self' and 'Esteem'. Self is the core of personality, otherwise called the ego. It is the sum total of the personal awareness of the person himself. The interests and values with which he identifies himself along with his social perceptions are central to the self of the person. Esteem is defined as appreciation, worth, estimate of value. Thus, self-esteem is the package of belief that you carry around in your head, that you have accepted to be the trust about yourself, whether it is or not.

When children view themselves as worthy, responsible and competent, they act on that way. Children's views of themselves come primarily from parents and professionals. As children's develop, they not only come to understand more and more about themselves and to construct more intricate self-portraits, but they also begin to evaluate the qualities that they perceive themselves as having. This evaluation aspect of self is called 'Self-Esteem.' Since the personal worth and ability, is fundamental to an individual's identity, everyone has to develop their self. Family and parents may faster self-esteem by expressing affection and support for the child as well as by helping the child set realistic goals and achievement instead of imposing unreachably high standards. The term 'self-esteem' is one of the oldest concepts in psychology, have been first coined by the American psychologist William James in 1890. It is one's mental perception of his qualities, not physical features. Self-esteem is defined/ in many psychologists. Generally self-esteem refers to how we feel about ourselves, ie, it is a subjective feeling of self-worth build from the respect and sense of worth reflected back on the person from significant others.

1.9.1 Definition of Self – Esteem

According to Hemachek (1971), "Self-esteem is the affective portion of the self. In other words self-esteem refers to the degree to which one values the self".

According to Nathaniel Branden's (1969), "Self – Esteem is the experience of being component to cope with the basic challenges of life and being worthy of happiness".

Self - esteem is a personal judgement of worthiness that is expressed in the attitudes that individuals has towards himself. It is a subjecctive experience which the individual conveys to others by verbal reports and other overt expressive behaviours" says Coppersmith (1967).

Rosenberg (1965) defined, "Self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval".

Shibutani (1961) states that, "Each person places some kind of estimate upon himself as an object of value. This evaluative, judgment or affective aspect of a person's self-conception involves the process commonly referred to as self-esteem".

1.9.2 Properties of Self-Esteem

In Branden's description (1969) self-esteem includes the following primary properties:

(i)   It is a basic human need, i.e., "….. it makes an essential contribution to the life process," " ….. is indispensable to normal and healthy self-development, and has a value for survival."

(ii)   It is an automatic and inevitable consequence of the sum of an individual's choices in using their consciousness.

(iii)   Self-esteem is experienced as a part of, or background to all of the individual's thoughts, feelings and actions.

1.9.3 Theory of Self – Esteem

Whenever accurate knowledge is lacking theories are proposed to explain the event. Theory making allows for the establishment of hypothesis, which may be tested in certain ways to evaluate adequacy of the theory. If the research undertaken demonstrates its invalidity the theory of abandoned, then the research findings support the contents of the theory of provided. It is possible that an alternate theory may be proposed to explain the same event at phenomenon. In this case: both theories are retained. This theory of self-esteem is the product of man's attempt to explain how self – esteem, affects many

aspects of a person's life. The study of self and self-esteem originated from a psychosocial perspective was the content first arrived in psychology.

Rosen Berg's Self – Esteem Theory

Rosenberg opened a new door to psychologists and sociologists and helped bridge a disciplinary gap with his self – esteem theory. Rosenberg's self-esteem theory relies on the factors: reflected appraisals and social comparisons.

The study of self and self-esteem originated from a psychosocial perspective. The concept first arose in psychology and can be traced back to the writings of William James in the late 19th century. James was the first social scientist to develop a clear professional definition of the self. In his typology of self, James' description of the social self-recognized that people's feelings about themselves arise from interaction with others; he recognized that humans have the capacity to view themselves as objects and to develop self-feelings and attitudes toward themselves. According to James, this ratio depicts our behavior as the numerator and our values and goals as the denominator. According to this definition, the concept of self-esteem is dynamic; thus, the outcome can be manipulated. Many of James' original ideas remain theoretically and methodologically relevant to social psychologists today.

Maslow Theory of Self – Esteem Needs

We begin to look for self-esteem, Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others the need for status, frame, floury, attention, reputation, appreciation, definitely, even dominance. The higher form involves the need for self-respect including such feeling as confidence, competence, achievement, mastery independence and freedom (Zimbardo, Philip and Gerrig, Richard 2004).

In terms of overall development we move through these levels a hit like stage. As new child born, our focus is on the physiological. Soon we begin to recognize that we need to be safe. Soon after that we can fours our attention and affection. a bit later we look for self –esteem.

1.9.4 Dimensions of Self-Esteem

Self-esteem has six dimensions and described below.

Competency

Competency means ability to evaluate and understand one's personal resources. This feeling reflects esteem boned on skills, talents and unique achievement.

Global Self- Esteem

It is the general appraisal of the self and is based on the evaluation of all parts of himself. A positive global self-esteem would be reflected in feelings such as 'I am a good person' or 'I respect myself.'

Moral Self- Esteem

It is the reflection of feeling as being honest, sincere, adhering to social values etc.

Social-Esteem

Encompasses the humans feeling about himself as a friend to others. He feels satisfied with his interaction and relationship with peers.

Family Self-Esteem

Reflects his feelings about himself as a member of his family. A person who feels he is valued member of his family, who make his own unique contribution and secure love and respect from parents and siblings, will have a high positive self-esteem in this area.

Body and Physical Appearance

It is the body image as a contribution of physical appearance and capabilities. The way we look or the way we see ourselves play significant roles in shaping our self-esteem.

1.10 NEED AND SIGNIFICANCE OF THE STUDY

Education, the basic social organization, has established its root widespread in all fields of life and its demand soars high primarily because of knowledge explosion. Our nation is proud of striving and thriving towards achieving the status of a developed nation in the years to come and, no doubt, education has a major say in this mega-effort. Obviously, it is the quality of education that decides the quality of a nation just as the quality of teachers decides the quality of education. Though we boast of the increase in quantity of education, the question whether the status quo of high quality is maintained remains cloudy and doubtful. While concentrating the quantity, we cannot omit quality. In precise view quality is more important than quantity. The solution for all these problems lies in skillful teachers. As a social engineer, a teacher should shoulder the responsibility of building the nation building. Teaching is a skill based profession. Teachers must be skillful, and only then, they can perform well in their profession. The study result of Anbuthasan and Balakrishnan (2015) revealed that the teachers working in boys' schools, girls' schools and co-education schools differ significantly in their overall soft skills. So, teachers must develop their skills in various dimensions to meet the educational needs of the students and maintain interest among the students. Teaching and classroom management are not a problem for a skillful teacher. In olden days people considered the skills as hard skills, which were the deciding factor for the success of any profession. But, the study result of Mitchell, Geana (2010) revealed a significant difference between the perceived importance of how specific soft skills affect success in

the workforce and the location of school (city, county). The emergence of soft skills lightens the learners and professionals that, there are plenty of skills apart from the Listening, Speaking, Reading and Writing (LSRW) skills, which are considered as the essential skills required for learning. The inculcation of essential soft skills produces quality human capital and thus, develops their knowledge, understanding, and values. All elements of soft skills must be acquired by each and every teacher to perform effectively and comprehensively. Soft skills fall under the affective domain, so that its importance is unquestionable. Mere possession of soft skills won't help a teacher. To become successful in teaching a teacher must be able to know how to use the soft skills in new and problematic situations.

The self-esteem is the package of belief that the carry around in their head, that they have accepted to be tract about themselves, whether it is or not. Self-esteem plays a vital role in every aspect of life, because it is the perception of his/her own. Good self-esteem induces the level of aspiration and thus the performance will be more. Regan, George and Lawrence, John (2017) found that there was a significant difference between male and female prospective teachers in their self-esteem and female prospective teachers have a higher level of self-esteem than the male prospective teachers. Jaya (2009) found a positive correlation between self-concept and soft skills of undergraduate students in total. These results created a curiosity in the mind of the investigator.

After a very careful analysis and synthesis the investigator realized the importance of this study. Therefore the investigator being a teacher educator made an attempt to study the soft skills and self-esteem of B. Ed. students.

1.11 STATEMENT OF THE PROBLEM

The 21st century brings a new face to the skills i.e., soft skills. Hard skills along with soft skills and vice versa are the predictive factors for the success of any profession

and teaching has also no exception. Now-a-days the teaching performance is highly decided by the level of soft skills possessed by the teacher and thus it is considered as one of the important factor that predicts the attainment of teaching objectives. If one person thinks that he is a valuable person, then he can easily achieve his desires and goals, as it is a reflection of this self-esteem. Self-esteem thus promotes the confidence among the individuals and considered as an important cause that effect success. These two variables thus may have an impact on each other, and this thought induce the investigator to find the correlation among these variables. So for her investigation she considered soft skills as the independent variable and self-esteem as the dependent variable and entitled the research problem as, Soft Skills and Self Esteem of B.Ed. Students.

1.12 OPERATIONAL DEFINITIONS

Soft Skills

Soft skill is a sociological term relating to a person's Emotional Quotient (EQ), the cluster of personality traits, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people. These are personal attributes that enhance an individual's interactions, job performance and career prospects.

In the present study, soft skills refers to the total scores obtained by adding the three dimensional scores of the tool namely, 'Soft Skills Scale' (SSS).

Self-Esteem

Self-esteem refers to how we feel about ourselves.

In the present study, self-esteem refers to the total scores obtained by adding the six dimensional scores of, 'Self-Esteem Inventory' by Dr. S. Karunanidhi.

B. Ed. Students

B. Ed. students are the candidates who have been admitted to and undergoing a teacher education course.

In the present study, B. Ed. students refers to those who are studying the two years regular academic programme of secondary teacher education course or B. Ed. course in the colleges of education in Kanyakumari District affiliated to Tamil Nadu Teachers Education University, Chennai.

1.13 OBJECTIVES

1.13.1 General Objectives

1. To construct and validate soft skills scale.

2. To find out the level of soft skills of B. Ed. students.

3. To find out the level of self-esteem of B. Ed. students.

4. To study the correlation between soft skills and self-esteem of B. Ed. students.

1.13.2 Specific Objectives

1. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to gender.

2. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to marital status.

3. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to educational qualification.

4. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to subject.

5. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to type of residence.

6. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to age.

7. To find out whether there is any significant difference in the soft skills of B. Ed. students with respect to religion.

8. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to gender.

9. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to marital status.

10. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to educational qualification.

11. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to subject.

12. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to type of residence.

13. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to age.

14. To find out whether there is any significant difference in the self-esteem of B. Ed. students with respect to religion.

15. To find out whether there is any significant association between soft skills of B. Ed. students and father's qualification.

16. To find out whether there is any significant association between soft skills of B. Ed. students and mother's qualification.

17. To find out whether there is any significant association between soft skills of B. Ed. students and father's occupation.

18. To find out whether there is any significant association between soft skills of B. Ed. students and mother's occupation.

19. To find out whether there is any significant association between soft skills of B. Ed. students and parent's monthly income.

20. To find out whether there is any significant association between self-esteem of B. Ed. students and father's qualification.

21. To find out whether there is any significant association between self-esteem of B. Ed. students and mother's qualification.

22. To find out whether there is any significant association between self-esteem of B. Ed. students and father's occupation.

23. To find out whether there is any significant association between self-esteem of B. Ed. students and mother's occupation.

24. To find out whether there is any significant association between self-esteem of B. Ed. students and parent's monthly income.

25. To find out whether there is any significant correlation between soft skills and self-esteem of B. Ed. students.

1.14 HYPOTHESES

1. There exists no significant difference in the mean soft skills scores of male and female B. Ed. students.

2. There exists no significant difference in the mean soft skills scores of married and unmarried B. Ed. students.

3. There exists no significant difference in the mean soft skills scores of U. G. and P. G. qualified B. Ed. students.

4. There exists no significant difference in the mean soft skills scores of arts and science subject B. Ed. students.

5. There exists no significant difference in the mean soft skills scores of day scholar and hosteller B. Ed. students.

6. There exists no significant difference in the soft skills of B. Ed. students with respect to age.

7. There exists no significant difference in the soft skills of B. Ed. students with respect to religion.

8. There exists no significant difference in the mean self-esteem scores of male and female B. Ed. students.

9. There exists no significant difference in the mean self-esteem scores of married and unmarried B. Ed. students.

10. There exists no significant difference in the mean self-esteem scores of U. G. and P. G. qualified B. Ed. students.

11. There exists no significant difference in the mean self-esteem scores of arts and science subject B. Ed. students.

12. There exists no significant difference in the mean self-esteem scores of day scholar and hosteller B. Ed. students.

13. There exists no significant difference in the self-esteem of B. Ed. students with respect to age.

14. There exists no significant difference in the self-esteem of B. Ed. students with respect to religion.

15. There exists no significant association between soft skills of B. Ed. students and father's educational qualification.

16. There exists no significant association between soft skills of B. Ed. students and mother's educational qualification.

17. There exists no significant association between soft skills of B. Ed. students and father's occupation.

18. There exists no significant association between soft skills of B. Ed. students and mother's occupation.

19. There exists no significant association between soft skills of B. Ed. students and parent's monthly income.

20. There exists no significant association between self-esteem of B. Ed. students and father's educational qualification.

21. There exists no significant association between self-esteem of B. Ed. students and mother's educational qualification.

22. There exists no significant association between self-esteem of B. Ed. students and father's occupation.

23. There exists no significant association between self-esteem of B. Ed. students and mother's occupation.

24. There exists no significant association between self-esteem of B. Ed. students and parent's monthly income.

25. There exists no significant correlation between soft skills and self-esteem of B. Ed. students.

1.15 DELIMITATIONS

The following are the delimitations of the present study.

i. The study is delimited to the students who are studying B. Ed. course in various colleges of education, affiliated to Tamil Nadu Teachers Education University, Chennai.

ii. The sample is restricted to 300 B. Ed. students.

iii. The samples were selected from Kanyakumari district only.

iv. The calculations were made only on the basis of the total values of soft skills and self-esteem and not dimensions wise.

CHAPTER - II

REVIEW OF RELATED STUDIES

2.1 INTRODUCTION

Review of related literature is the abstract of a brief summary of previous researches, which provides evidence for the researcher on what has already been done and what is still undone and yet to be done and in this aspect reviewing of related literature is a necessary and has to be done at the grassroots level or at the preliminary level itself. It allows the researcher to acquaint him with current knowledge in the field or area in which he is going to conduct research, serves him to delimit and define his problem. It helps to avoid unintentional duplication of well-established findings. Moreover it helps the researcher to know about the tools used and provide insight to choose the apt statistical techniques. To put it elaborately in the words of Good (2002), "The keys to the vast storehouse of published literature may open doors of significant problems and explanatory hypothesis, and provide helpful orientation for definition of the problem, background for the selection of procedure and comparative data for interpretation of results in order to be truly creative and original one must deal extensively and critically use as a stimulus to thinking".

2.2 STUDIES RELATED TO SOFT SKILLS

2.2.1 Foreign Studies Related to Soft Skills

Maple, Matthew David (2017) conducted a qualitative case-study to understand P-12 students' soft skills and postsecondary readiness through the perceptions of higher education counselors and advisors. Specifically, this study investigated the impact of

students' soft skills and the relation to unprepared postsecondary students. The primary themes of this study included: 1. Communication from students to others is a major obstacle for students' postsecondary success, 2. Communication modalities from adults to students have evolved to assist students' P-12 to postsecondary transition, 3. P-12 and postsecondary communications and articulation from P-12 to postsecondary programs hinders smooth student transitions, 4. Postsecondary programs are crucial for first-year postsecondary student success, 5. Self-advocacy is a crucial skill for students' success. The purpose of this study was to have a better understanding of soft skill development could have an impact on postsecondary student readiness, it was not to establish a problem. Hopefully this study provided P-12 and postsecondary personnel with evidence regarding soft skill development importance, to insure students are postsecondary ready.

Taylor, Estelle (2016) investigated the perception of stakeholders on soft skills development of students: Evidence from South Africa. This research was done at a university in South Africa. Questionnaires consisting of open questions were distributed to lecturers, industry, and students respectively, and qualitative analysis was done on the results. Results showed that stakeholders feel that soft skills of students were not developed adequately, that there was some uncertainty about who should be responsible for developing soft skills, and that the development of soft skills was seen as a difficult task.

Hassan, Aminuddin et, al. (2016) investigated teacher trainers' understanding and teaching practice in embedding soft skills while teaching core courses for the Bachelor of Teaching Program (PISMP) at the Malaysia Institute of Teacher Education (IPG). The case study methodology was used through a qualitative approach. Five teacher trainers with different backgrounds and teaching experience participated as respondents. The findings resulted in improved understanding on teacher trainers' understanding about soft

skills embedment and how the actual process of embedding soft skills occurred. The results of this study allowed those involved in the development of student-teachers' soft skills to generate ideas to develop models for soft skills embedment that were in line with the interpretation of PISMP soft skills.

Brill, Robert et, al. (2014) explored predictability of instructor ratings using a quantitative tool for evaluating soft skills among MBA students. Academic researchers have often touted the growing importance of soft skills for modern day business leaders, especially leadership and communication skills. Despite this growing interest and attention, relatively little work has been done to develop and validate tools to assess soft skills. Forty graduate students from nine MBA courses completed the McCann Soft Skills Assessment Tool--a paper-pencil test designed to measure leadership, teamwork, critical thinking, logical reasoning, communication, and holistic thinking. These students were also rated by their instructors on the same six dimensions in an attempt to validate the soft skills instrument. Results showed significant correlations between leadership and communication assessment scores and faculty ratings of students on the same dimensions; however none of the other four soft skill dimensions were empirically validated.

Karim, Abdul Malek Abdul et, al. (2012) conducted a nationwide comparative study between private and public university students' soft skills. A quantitative survey design was employed whereby data were obtained through the administration of an instrument called the Malaysian Soft Skills Scale. Findings of the study suggested that, in general, students of public HEIs scored higher in all seven skills. With respect to gender, male students scored higher than female students in all elements except for teamwork skills and moral and professional ethics. A comparison between fields of study showed that for both types of HEIs, technical students scored the highest in all skills except for moral and professional ethics. Based on the findings of this study, it was suggested that in

addition to offering specific courses to improve soft skills attainment, HEIs need to embed soft skills in their academic curricula.

Williamson, Peter (2011) studied the creative problem solving skills of arts and science students. The findings of this study were in marked contrast to earlier published results in that no differences were found in the problem solving skills of arts and science students. Differences were found in preferred learning styles but these were much smaller than reported previously. This research indicated that modern graduates were likely to have a more balanced educational profile than their specialized predecessors and examines possible causes.

Mitchell, Geana et, al. (2010) determined Alabama business educators' perceptions of the importance of soft skills for success in the twenty-first century workforce. Important results of the study were: 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 (M = greater than or equal to 4.95 on a 1-6 scale) to success in the twenty-first century workforce. Alabama business educators considered soft skills to be important components of the business/marketing education curriculum. Alabama business educators' perceptions of the importance of soft skills transcend demographic factors. In addition, a hierarchy exists among Alabama business educators concerning the importance of selected soft skills.

Haynes, Marie Ellen (2010) examined strong quantitative skills, social capital skills, and soft skills of urban college graduates using data from the multi-city study of urban inequality household survey. The results revealed that, neither race--black or white--nor gender significantly affected returns for social capital skills. Similarly, returns for

soft skills did not differ significantly by race, gender, or age. Only urban college graduates with Ph. D or professional degrees got a significant return for their social capital skills. This finding supports the view that social capital skills are demanded from professionals. No evidence was found to support the hypothesis that differences in social capital skills and soft skills significantly contribute to variations in earnings among urban college graduates. Findings from this study and other studies imply that universities should concentrate on developing the strong quantitative skills of college students. Findings from other studies imply that employers demand that non-college graduates have soft skills and social capital skills that facilitate momentary and unproblematic encounters with customers, co-workers, and supervisors. In contrast, findings from this study and other studies imply that employers demand that college graduates use their soft skills in tandem with their social capital skills to establish and maintain firm, long-term, and cross-functional relationships that may facilitate access to resources such as revenues, sponsors, advocates, and constituents.

Devadason, Evelyn Shyamala et, al. (2010) studied undergraduates' perceptions of the integration of soft skills in the formal curriculum: A survey of Malaysian public universities. The specific focus of the study was to identify what worked well and what had not in acquiring the skills designated in the teaching-learning process. The key findings of the study were as follows. First, the perceived infusion-acquisition of skill types differed unequivocally between coursework and training, suggesting the complementary nature of both components of the formal curriculum for the integration of soft skills. Second, the infusion-acquisition of soft skills remained highly concentrated on specific items/skills for both coursework and training. For the coursework component, communication skills explain most of the total variance, whilst moral and professional ethics ranks first in explaining the total variance for the training component. In total, the

perceived low and selective appreciation of skills by students signals the need to readdress the existing strategies within the teaching-learning process to ensure a better integration of soft skills.

Hunter, Lisa Rae (2003) examined if there was a significant relationship between the interpersonal communication skills of music education students and teaching effectiveness, and to determine if there was a significant relationship between the interpersonal communication skills of music education students and conducting/ rehearsal technique. Subjects were 30 music education students who had taken at least one semester of conducting instruction. From the study, eleven subjects were identified as having helpful/friendly interpersonal communication styles, 11 subjects were identified as having understanding interpersonal communication styles, and 8 subjects were identified as having strict communication styles. Significant (p <0.05) differences were found to exist between interpersonal communication skills, teaching effectiveness, and conducting effectiveness. A low (quotient of agreement = 0.10) degree of association was found between ideal interpersonal communication styles and perceived interpersonal communication styles.

2.2.2 Indian Studies Related to Soft Skills

Anbuthasan and Balakrishnan (2015) studied the soft skills of teachers in relation to subject of study, teaching experience and marital status. The sample consisted of 600 teachers from kangipuram, vellore and thiruvannamalai districts of Tamilnadu, India. Soft skills inventory developed and validated by investigators (2013) was used for collecting the data. Normative survey method was adopted for the present study. The data was analyses using descriptive and differential statistical techniques. The study revealed that there is no significant difference among the teachers teaching different subjects, there is a

significant difference between the teachers who are having below 10 years and above 10 years of teaching experience with respect to their overall soft skills and there is a significant difference between the married and unmarried teachers with respect to their overall soft skills.

Anbuthasan and Balakrishnan (2015) investigated the soft skills of teachers in relation to type of school. The sample consists of 600 teachers from Kangipuram, Vellore and Thiruvannamalai districts of Tamilnadu, India. Soft skills inventory developed and validated by investigators (2013) was used for collecting the data. Normative survey method was adopted for the present study. The data was analyses using descriptive and differential statistical techniques. The study revealed that the teachers working in boys' schools, girls' schools and co-education schools differ significantly in their overall soft skills. Further, they differ significantly in the six dimensions of soft skills such as written communication skills, stress management skills, organising skills, time management skills, leadership skills and team leading skills.

Deepa and Annaraja (2012) conducted a study on decision-making skills of distance education B. Ed. students. The study aimed to find out whether there was any significant difference in the decision-making skills of B. Ed. students with respect to their gender and locality. The investigators used self-made tool. Findings of the study revealed that, there was significant difference between male and female students in their decision-making skills. Also, there was significant difference among Tirunelveli, Tuticorin and Kanyakumari students in their decision-making skills.

Saravanan (2010) conducted a study to find out whether there was any significant correlation between locus of control and soft skills and its dimensions of higher secondary students. Sample consisted of 400 higher secondary students. The findings of

the study were: There was no significant relationship between locus of control and soft skills namely oral communication skill, written communication skill, time management skill, study skill and decision making skill of higher secondary students.

Prakash and Annaraja (2009) conducted a study on relationship between social intelligence and decision making skills of higher secondary students. The major objectives of the study were: i) to find out the level of social intelligence and decision making skills of higher secondary students and ii) to find out the significant relationship between social intelligence and decision making skills of higher secondary students. Sample consisted of 300 higher secondary students. Social Intelligence scale and Decision Making Skills inventory were the tools used. Findings of the study revealed that, 13.7% of higher secondary students had high level social intelligence and 16% of higher secondary students had high level decision making skills. Findings also revealed that, there was no significant relationship existed between social information processing, social skills, social awareness, social intelligence and decision making skills of higher secondary students.

Nagavalli (2009) conducted an investigation on impact of soft skills on the teaching competency of B. Ed. trainees. The major objectives of study were to find out whether there was any significant difference in the teaching competency and soft skills of B. Ed. trainees with regard to their optional II subjects. The findings showed that, there was relationship between teaching competency and soft skills in optional subject II students.

Jaya (2009) studied the correlation between self-concept and soft skills of undergraduate students. The findings were, i) There was relationship between self-

concept and soft skills of undergraduate students in total. ii) There was relationship between self-concept and soft skills and its dimensions of urban undergraduate students.

D'Souza, Flosy and Kansinath (2009) studied the effectiveness of instructional strategies based on Gagne's Instructional Design (ID) in improving thinking skills of secondary school students. The results of the study showed that, the students at all the three levels, namely above average, average and below average have sustained the thinking skills improved through instructional strategies based on Gagne's Instructional Design.

Pradeep (2008) conducted a study on the correlation between performance in soft skills and cerebral dominance of higher secondary students. The findings were, there was significant difference between boys and girls higher secondary students in their communication skill, study skill and soft skills, but there was no significant difference between boys and girls higher secondary students in their collaborative skill and leadership skill. There was positive relationship between soft skills, communication skill, leadership skill and study skill and cerebral dominance of higher secondary students. But, there was no significant relationship between collaborative skill and cerebral dominance of higher secondary students.

Sasipriya and Annaraja (2008) conducted a study on to find out the correlation between performance in soft skills and academic achievement among higher secondary students. Randomly selected 300 XI and XII standard students from Tuticorin district were the sample. PARS soft skills scale developed by the investigator was the tool used for the study. The results revealed that, significant difference was found between boys and girls, hosteller and day scholar, Tamil and English medium students in their performance of soft skills. Also, there was significant relationship between academic

achievement of the students and their oral communication skill, written communication skill, collaborative skill, study skill, computer skill, time management skill, leadership skill, self-motivation skill and interpersonal skill.

Selvin and Amalraj (2008) conducted a study to find out the correlation between study skills and academic achievement of B. Ed. college students. The major objectives of the study were: i) to find out the significant difference in study skills and its dimensions of B. Ed. college students and ii) to find out the significant relationship between study skills and academic achievement of B. Ed. college students. Sample consisted of 300 B. Ed. college students. Study Skills Questionnaire was the tool used. Findings of the study revealed that, significant difference was found between male and female B. Ed. college students in the study skills and its dimensions. Rural and urban, aided and private college students differed in their study habits and classroom activities. A significant relationship was found between study skills and academic achievement of B. Ed. college students.

Begum, Jahitha and Mohan (2008) conducted a study on with the objectives to access the awareness of the teacher trainees towards metacognitive skills. 40 IInd year teacher trainees of DIET in Pudukkottai district were the sample. The investigator used the self-made tool for the study to measure the metacognitive skills. The findings revealed that, the level of metacognitive skills of the subjects were increased in the progressive assessment than the pre-assessment. Significant difference among the pre, progressive and post assessment scores on the metacognitive skills of boys and girls was found.

2.3 STUDIES RELATED TO SELF-ESTEEM

2.3.1 Foreign Studies Related to Self-Esteem

Ataç, Lale Oral et, al. (2018) investigated the correlation between career adaptability and self-esteem of 313 young adults. The results of the study confirmed that

career adaptability was significantly predicted by self-esteem. Moreover, findings suggested that (1) self-esteem enhanced career adaptability, (2) perceived social support positively predicted career adaptability, and (3) perceived social support played a moderating role in the relationship between perceptions of self-esteem and career adaptability sub-scales.

Asakereh, Ahmad and Yousofi, Nouroddin (2018) investigated the correlation between reflective thinking, general self-efficacy, self-esteem and academic achievement of Iranian EFL students. 132 Iranian EFL students from three state universities were recruited. The results of two correlation matrixes revealed that there were statistically significant positive relationships between general self-efficacy, self-esteem and academic achievement of Iranian EFL students, while reflective thinking had no significant relationship with self-esteem, self-efficacy and academic achievement of the participants; in addition, no significant relationship between the components of reflective thinking and academic achievement of Iranian EFL students was observed. Moreover, the results of multiple regression analysis showed that between self-esteem and self-efficacy, the former was a stronger predictor of academic achievement of the Iranian EFL students.

Khezerlou, Ebrahim (2017) conducted a study which aimed at measuring the perceived Professional Self-esteem, Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) of Iranian (n = 230) and Turkish (n = 156) EFL teachers and determining the prediction role of Professional Self-esteem in EE, DP, and PA processes. The results revealed that professional self-esteem was strongly correlated with EE, DP, and PA burnout. They also showed that EE, DP, and PA processes were better predicted by Satisfaction, Commitment, and Knowledge Development dimensions of Professional Self-esteem in the case of both Iranian and Turkish teachers, respectively. Moreover, the EE and PA prediction variances of Iranian group were greater than that of

Turkish group, whereas the DP prediction variance of Turkish group was greater than that of Iranian group. The study highlighted the significance of professional self-esteem in education and offered strategies for teachers and authorities to combat burnout for better teacher productivity.

Yavuzer, Yasemin (2015) investigated the relationship between self-handicapping tendencies, self-esteem and cognitive distortions. It was found that women had higher self-handicapping scores than men. Also, it was found that cognitive distortions (self-criticism, self-blame, hopelessness, and preoccupation with danger) and self-esteem significantly predicted self-handicapping tendencies. However, the study revealed important findings regarding the moderator role of self-esteem on the relationship between cognitive distortions and self-handicapping. That is, high levels of cognitive distortions (self-criticism, self-blame, hopelessness, and preoccupation with danger) were related to a high self-handicapping tendency for teacher candidates with low self-esteem.

Arshad, Muhammad et, al. (2015) conducted a study to assess the self-esteem and academic performance among university students. It was found that there was a significant relationship (r = 0.879, p<0.01) between self-esteem and academic performance. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicated that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students.

Lee, Eunju (2014) studied the correlation between unstable self-esteem and different types of aggressive behaviour of 235 adolescent students. The empirical results indicated that the self-esteem had a significant association with aggressive behaviors.

When controlling the trait component, the state component was positively related to reactive aggression and negatively related to proactive aggression.

Arens, Katrin and Hasselhorn, Marcus (2014) conducted a study on age and gender differences in the relation between self-concept facets and self-esteem. This study tested whether the gender intensification hypothesis applied to relations between multiple domain-specific self-concept facets and self-esteem. This hypothesis predicted gender-stereotypic differences in these relations and assumes they intensify with age. Furthermore, knowledge about gender-related or age-related differences in self-concept-self-esteem relations might provide valuable knowledge for designing effective self-esteem enhancement interventions. Results indicated no difference in the self-concept - self-esteem relations between the subsamples of third and fourth graders and fifth and sixth graders or between boys and girls. These relations also did not differ between boys and girls in the subsamples of third and fourth graders and fifth and sixth graders. These results suggested self-concept--self-esteem relations to be invariant across grade levels and gender and thus did not support the gender intensification hypothesis.

The study results of Langlois, Carol (2006) on the effect of single gender versus co-educational environments on the self-esteem development and academic competence of high school females showed that girls from single gender schools were much more academically focused, while the girls attending the co-educational schools were more socially focused. All the girls in this study felt they could do better academically and claimed having low to moderate levels of self-esteem. The result indicated clearly that self-esteem perception among 15 year old girl is low regardless of school type.

2.3.2 Indian Studies Related to Self-Esteem

Michael, Eugene and Julie, Catherine Sathya (2018) investigated whether there was any significant difference between mean scores of self-esteem among higher secondary students based on gender and type of family and find out whether there is any significant correlation among social intelligence and self-esteem among higher secondary students. In this study the investigator selected 300 higher secondary school students from Chennai district as sample. The major findings were: i) Girls have significant self-esteem while compared to the boys. ii) There is no significant difference between higher secondary students in their self-esteem based on their type of family. iii) There is significant relationship between social intelligence and self-esteem among higher secondary students.

Regan, George and Lawrence, John (2017) examined the self-esteem and personality traits of prospective teachers. The sample consisted of 470 prospective teachers from Tirunelveli and Kanyakumari Districts. The findings revealed that the level of self-esteem and personality traits of prospective teachers was moderate. There was significant difference between male and female prospective teachers in their self-esteem and female prospective teachers have a higher level of self-esteem than the male prospective teachers.

Minnelkodi Bai, and Lilly Epsy (2006) studied the self-esteem of Annamalai University students and found that there were no significant difference between the self-esteem of male and female students studying in Annamalai University. There were no significant difference between the self-esteem of day scholars and hostellers and professional students, non-professional students studying in Annamalai University.

Verma and Mishra (2003) studied the interaction effects of teaching aptitude and self-esteem, and inferred that there were no significant differences in orientation as a function of interaction of teaching aptitude and self-esteem. The low self-esteem group had greater magnitude of certificate directed operation and ambivalent orientation than high self-esteem. High self-esteem group had higher mean score on vocation orientation than low self-esteem.

Vermav and Mishra (2002) studied the cognitive and meta-cognitive aspects of learning styles of prospective secondary teachers in relation to teaching aptitude and self-esteem and proposed that there was no significant main effect of teaching aptitude and self-esteem. Also teaching aptitude and self-esteem had to joint influence on the use of stepwise processing strategy of prospective teachers. Self-esteem had significant effect on self-regulation. Prospective teachers with high self-esteem were significantly more prone to the use of self-regulation strategy than the prospective teachers with low self-esteem.

2.4 CRITICAL REVIEW

The investigator made a broad review from Dissertation Abstracts International, Indian Abstracts, Research journals, Unpublished Dissertations and ERIC resource. The investigator has collected 41 closely related studies, of these 21 were International studies and 20 were Indian studies.

The study result of *Haynes, Marie Ellen (2010)* claimed that, soft skills did not differ significantly by gender and age. This result was in agreement with the study result of *David, Bindhu and John, Shiny (2011)* which showed that, the life skills of boys and girls of higher secondary schools did not differ significantly. It was also supported by the findings of *Subramanyam (2011)* which showed that, boys and girls did not differ

significantly in study skills. But the study result of *Pradeep (2008)* was contradictory with these findings, which revealed that, there was significant difference between boys and girls higher secondary students in their communication skill, study skill and soft skills. Also, the study result of *Deepa and Annaraja (2012)* revealed that, there was significant difference between male and female students in their decision-making skills. The study result of *Pradeep (2008)* showed that, there was a positive relationship between soft skills, communication skill, leadership skill and study skill and cerebral dominance of higher secondary students. But, there was no significant relationship between collaborative skill and cerebral dominance of higher secondary students. The study result of *Nagavalli (2009)* showed that, there was relationship between teaching competency and soft skills in optional subject II students.

The study result of *Asakereh, Ahmad and Yousofi, Nouroddin (2018)* revealed that there were statistically significant positive correlation between self-esteem and academic achievement of Iranian EFL students. This result was in agreement with the study result of *Arshad, Muhammad (2015)* which showed that there was a significant correlation between self-esteem and academic performance. It was also supported by the findings of *Moradi Sheykhjan (2014),* which indicated a significant positive correlation between academic achievement and self-esteem. The study result of *Michael, Eugene and Julie, Catherine Sathya (2018)* showed that girls have significant self-esteem while compared to the boys. It was supported by the findihngs of *Regan, George and Lawrence, John (2017),* which revealed that there was significant difference between male and female prospective teachers in their self-esteem and female prospective teachers have a higher level of self-esteem than the male prospective teachers. But there was a contradiction with the findings of *Nayagam, Soosai and Arokiaswamy (2004)* which proclaimed that sex doesn't seem to have exerted significant influence on the self-esteem of students.

From the reviews the investigator came to know that, only a limited study was conducted on soft skills and self-esteem and no research was done with these two variables together. Also, some of the study results were in agreement and some others were contradicting. These variations arouse curiosity in the investigator and made her to go deep into her research in these areas. The reviews also revealed that, most of the studies were conducted among higher secondary students, high school students, and teachers of various levels. A moderate amount of studies were done among teacher educators, student teachers, college teachers, college students and DIET teacher trainees. After a careful analysis, the investigator decided to select B. Ed. student as the population of her study. Thus, the investigator decided to do her research on, Soft Skills and Self-Esteem of B. Ed. Students.

CHAPTER-III
METHODOLOGY

3.1 INTRODUCTION

Research is defined as "the systemic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories resulting in prediction and possibly ultimate control of events" (Best & Khan 1989). Research methodology is a way to solve the research problem systematically. Research methodology means the systematic solution of the research problem in hand. It can be interpreted as a science of studying how research in actually conducted. According to Travers (1973), "The vehicles of research cannot perform its function without the methodology which days out the way in which formal research are to be carried out the outlines the detailed description of research variable and procedure".

This chapter deals in detail about the design of the study, nature and selection of the samples, tools employed, description of tools, procedure adopted for the collection of data, classification of data and the statistical techniques used in the study.

3.2 METHOD ADOPTED IN THE PRESENT STUDY

The selection of method is based on the nature of the problem selected and the kind of data necessary for its solution. After analysis the characteristics of this study, the investigator has decided to apply the survey method for the present study.

3.2.1 Survey Method

The word of "survey" indicates the gathering of the data. Survey method is a method of collecting and analysis of responding representing a specific population collected through tightly structured questionnaire or even interview (Suckish, 1981).

According to Adeseshiah and Sulochana Sekar (1976), "The survey approach is necessary for the collection of facts and collection of information relevant to the problem".

The survey method gathers data from a relatively large number of cases at a particular time. It attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitude and belief. Survey method involves interpretation, comparison, measurement, classification, evaluation and generalization - all directed towards proper understanding and solution of significant educational problems (Andres, 2012). It brings into the focus the existing educational problems and also suggests way of meeting them.

3.3 POPULATION

A population is group of individuals that have one or more characteristics in common that are of interest to the research. The population may be all the individuals of the particular type of a more restricted part of the group (Best and Khan, 2003).

The population for the present study consist all prospective teachers studying in various colleges of education affiliated Tamil Nadu Teachers Education University in Kanyakumari district.

3.4 SAMPLE

A sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample; one can make certain inference about the characteristics of the population from which it is drawn (Aggarwal, 2002).

The sample for the present study consisted of B. Ed. students selected from different colleges of education in Kanyakumari District. By using simple random sampling technique three hundred (300) B. Ed. students were selected for this study.

3.4.1 Distribution of Sample

Some of the important sub-variables are given below with the number of sample selected in each category.

Table 3.1

Gender wise distribution of the sample

Gender	No. of Sample	Percentage
Male	110	36.67
Female	190	63.33
Total	300	100.00

The above table shows that 36.67% of the samples are male and 63.33% of the samples are female B. Ed. students.

Gender-wise distribution of the sample
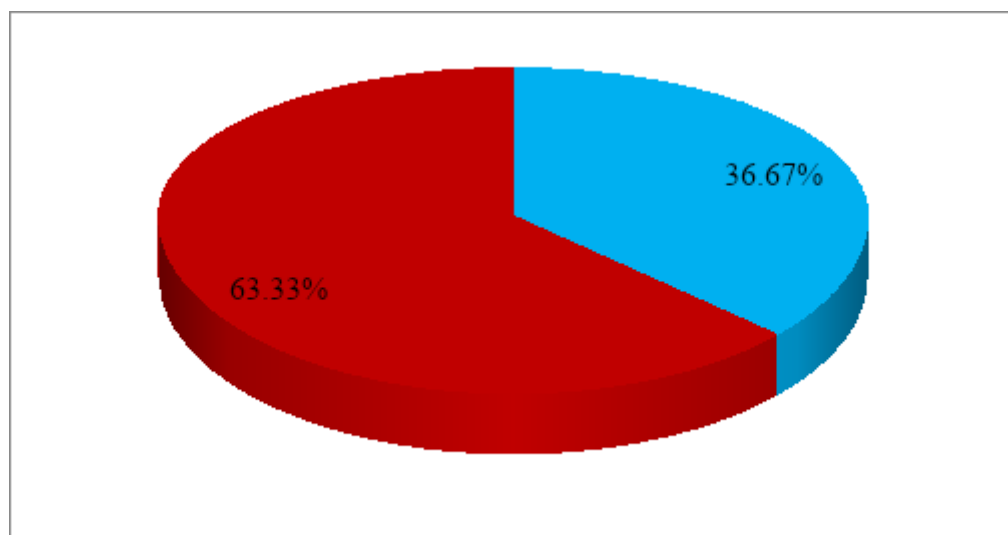
Figure 3.1

Table 3.2

Marital status wise distribution of the sample

Marital Status	No. of Sample	Percentage
Unmarried	215	71.7
Married	85	28.3
Total	300	100.00

The above table shows that 71.7% of the samples were unmarried students and 28.3% of the samples were married B. Ed. students.

Marital status wise distribution of the sample
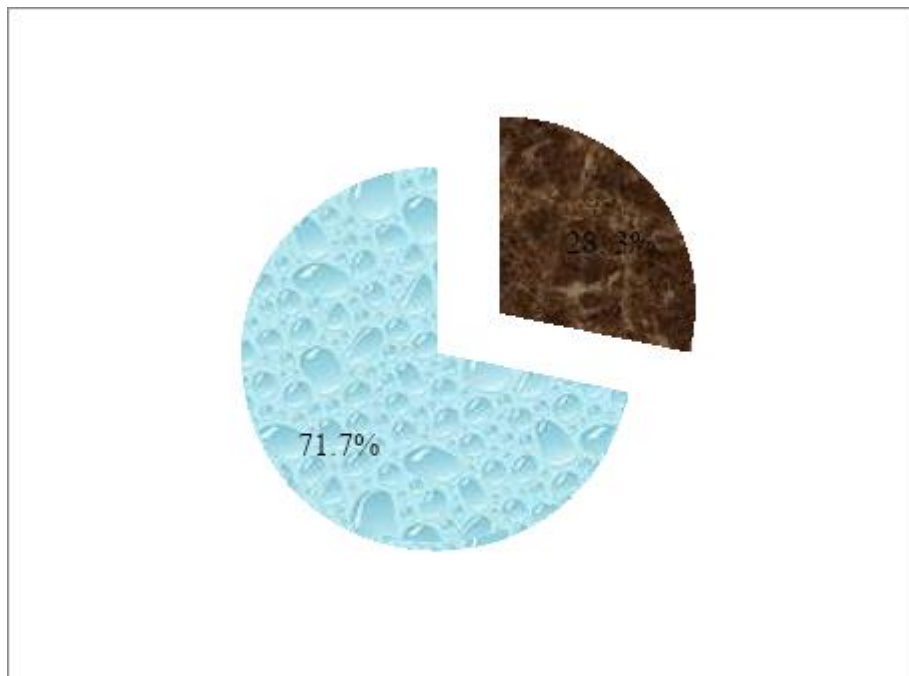
Figure 3.2

Table 3.3

Educational qualification wise distribution of the sample

Educational Qualification	No. of Sample	Percentage
U. G.	260	86.67
P. G.	40	13.33
Total	300	100.00

The above table shows that 86.67% of the sample completed only their U. G. degree and 13.33% of the sample completed their P. G degree.

Educational qualification wise distribution of the sample
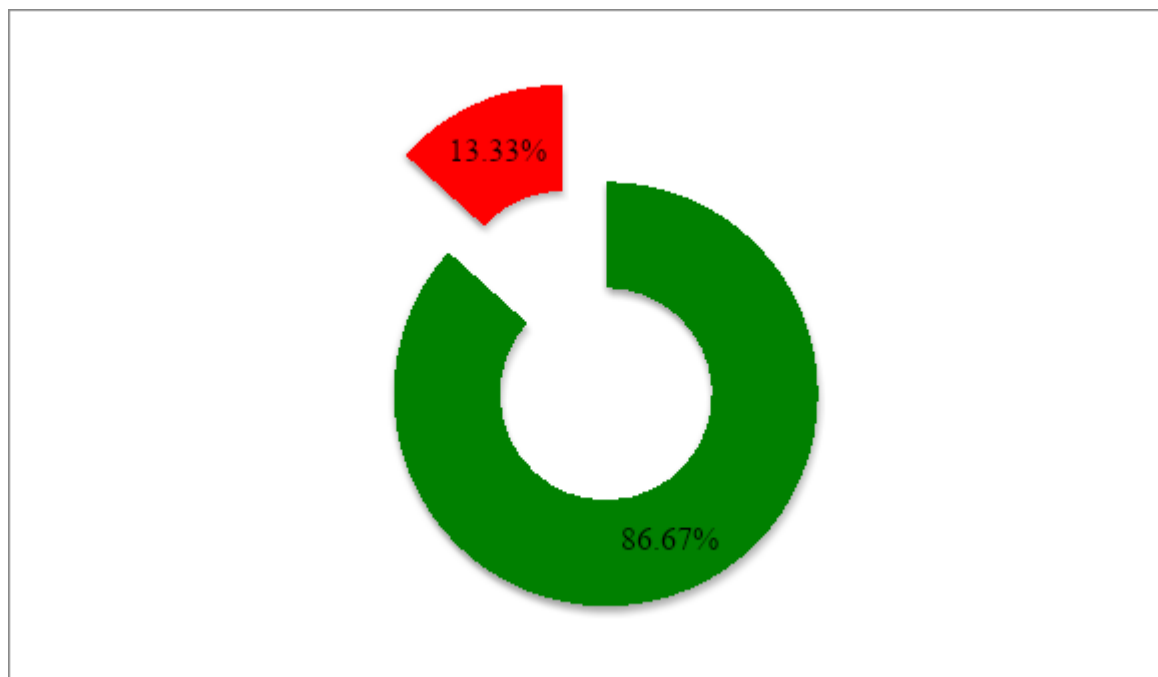
Figure 3.3

Table 3.4

Subject wise distribution of the sample

Subject	No. of Sample	Percentage
Arts	182	60.7
Sciences	118	39.3
Total	300	100.00

The above table shows that 60.7 % of the sample belongs to arts subject and 39.3% of the sample belongs to sciences subject.

Subject wise distribution of the sample
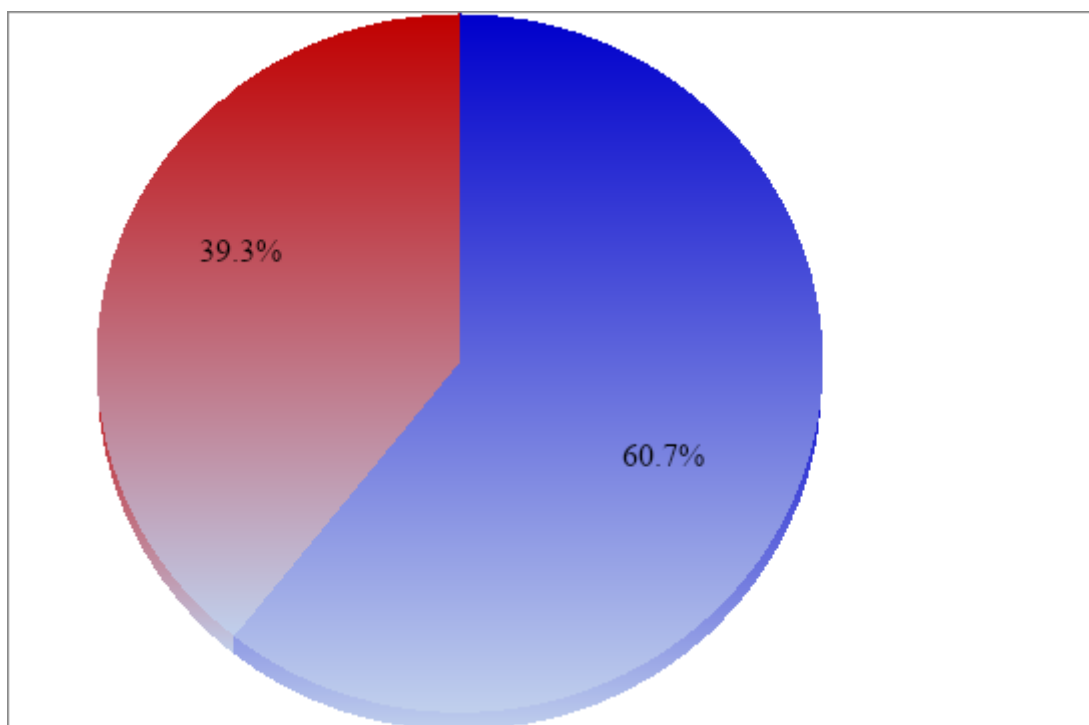
Figure 3.4

Table 3.5

Monthly income of the family wise distribution of sample

Income	No. of Sample	Percentage
Up to 10,000	113	37.7
10,000 – 20,000	89	29.7
Above 20000	98	32.7
Total	300	100.00

Monthly income of the family wise distribution of

sample
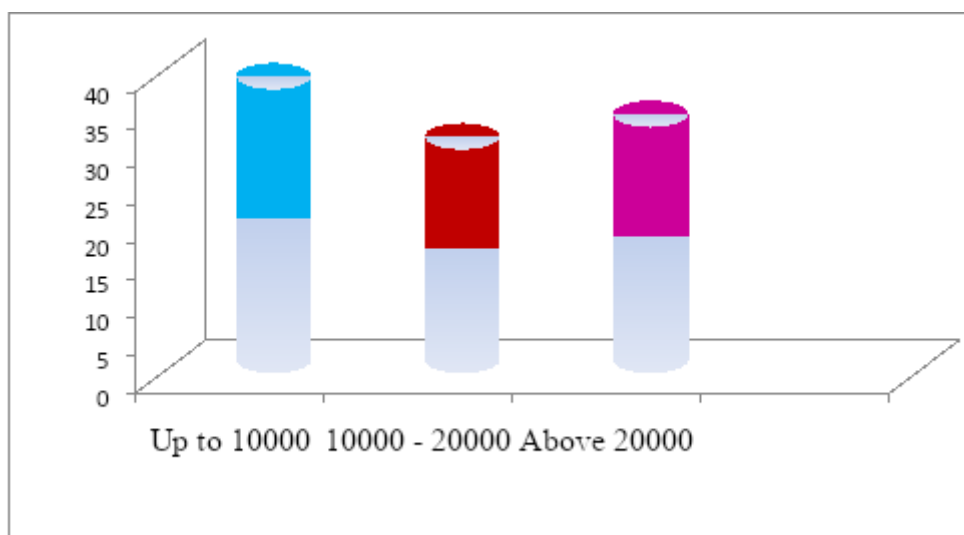
Figure 3.5

3.5 TOOLS USED

For the present study the investigator used the following tools to collect the data.

i.   Soft Skills Scale developed by the Investigator (2017)

ii.   Self-Esteem Inventory by Dr. S. Karunanidhi (1996)

iii.   Personal Data Sheet developed by the Investigator

3.6 DESCRIPTIONS OF TOOLS

3.6.1 Soft Skills Scale

In the present study, to measure the soft skills of B. Ed. students, the investigator constructed 'Soft Skills Scale' (SSS) and it was validated by the investigator.

Development of the Draft Tool

Initially, the investigator searched for some of the existing scales of soft skills. The investigator went through so many soft skills scales and got an insight for the preparation of a new tool. Then the investigator reviewed various related literatures regarding the concept of soft skills and its dimension. In the light of the review and discussion with the guide the investigator selected three dimes namely, intrapersonal skills, interpersonal skills and problem solving skills and prepared 124 items consisted both positive and negative items.

Intrapersonal Skills

The skills that are related to self are termed as intrapersonal skills. It mainly includes the concepts related to self-awareness, self-concept, patience, assertive and positive attitude.

Interpersonal Skills

The skills that are fellow-oriented are termed as interpersonal skills. It mainly includes the areas of communication, listening, team work, co-operation, leadership, initiative, sociability, establishing rapport, motivating others, work with cultural diversity and sense of humour.

Problem Solving Skills

The ability to solve problems in a difficult or perplex situation are termed as problem solving skills. It mainly includes the areas of creativity, flexibility, planning, vision and direction, change, time management, pressure management and stress management. (The draft tool is given in the Appendix - I)

Establishing Validity

The validity of the soft skills tool was established using the following technique.

Content Validity and Face Validity

To establish the content validity and face validity, the tool was given to the experts in NVKSD College of Education, Aatoor and Mar Chrysostom College of Education, Kirathoor. The suggestions and corrections given by the experts were implemented. The assessment of the experts authenticated that the items of the scale were directly related to the concept of soft skills.

Pilot Study

The pilot study was conducted with 75 B. Ed. students from Bethany Navajeevan College of Education, Vencode and Mar Chrysostom College of Education, Kirathoor.

The sample was randomly selected from various optional subjects. The collected tools were scored and the summated ratings were undergone the statistical treatment, item-dimension-whole correlation. The items which were having the correlation value 0.30 and above were retained and the other items were discarded. The details of the selection and rejection are given below:

Table 3. 6

Item – dimension - total correlation values of soft skills scale

Item No.	r Value	Selected Items	Item No.	r Value	Selected Items
1.	0.66	Selected	19.	0.30	Selected
2.	0.61	Selected	20.	0.31	Selected
3.	0.36	Selected	21.	0.42	Selected
4.	0.50	Selected	22.	0.49	Selected
5.	0.48	Selected	23.	0.13	Rejected
6.	0.57	Selected	24.	0.35	Selected
7.	0.52	Selected	25.	0.31	Selected
8.	0.45	Selected	26.	0.12	Rejected
9.	0.29	Rejected	27.	0.11	Rejected
10.	0.44	Selected	28.	0.28	Rejected
11.	0.59	Selected	29.	0.37	Selected
12.	0.49	Selected	30.	0.60	Selected
13.	0.50	Selected	31.	0.45	Selected

14.	0.46	Selected	32.	0.55	Selected
15.	0.27	Rejected	33.	0.58	Selected
16.	0.52	Selected	34.	0.47	Selected
17.	0.31	Selected	35.	0.48	Selected
18.	0.64	Selected	36.	0.67	Selected
37.	0.20	Rejected	57.	0.23	Rejected
38.	0.32	Selected	58.	0.25	Rejected
39.	0.44	Selected	59.	0.63	Selected
40.	0.21	Rejected	60.	0.64	Selected
41.	0.61	Selected	61.	0.12	Rejected
42.	0.21	Rejected	62.	0.19	Rejected
43.	0.69	Selected	63.	0.21	Rejected
44.	0.51	Selected	64.	0.27	Rejected
45.	0.81	Selected	65.	0.24	Rejected
46.	0.46	Selected	66.	0.34	Selected
47.	0.47	Selected	67.	0.21	Rejected
48.	0.48	Selected	68.	0.26	Rejected
49.	045	Selected	69.	0.20	Rejected
50.	0.55	Selected	70.	0.28	Rejected
51.	0.40	Selected	71.	0.10	Rejected
52.	0.44	Selected	72.	0.27	Rejected
53.	0.55	Selected	73.	0.60	Selected

54.	0.57	Selected	74.	0.28	Rejected
55.	0.46	Selected	75.	0.23	Rejected
56.	0.23	Rejected	76.	0.27	Rejected
77.	0.29	Rejected	98.	0.22	Rejected
78.	0.27	Rejected	99.	0.22	Rejected
79.	0.63	Selected	100.	0.63	Selected
80.	0.41	Selected	101.	0.46	Selected
81.	0.21	Rejected	102.	0.43	Selected
82.	0.29	Rejected	103.	0.26	Rejected
83.	0.26	Rejected	104.	0.23	Rejected
84.	0.23	Rejected	105.	0.52	Selected
85.	0.49	Selected	106.	0.25	Rejected
86.	0.49	Selected	107.	0.67	Selected
87.	0.71	Selected	108.	0.23	Rejected
88.	0.65	Selected	109.	0.29	Rejected
89.	0.36	Selected	110.	0.32	Selected
90.	0.52	Selected	111.	0.27	Rejected
91.	0.19	Rejected	112.	0.24	Rejected
92.	0.38	Selected	113.	0.18	Rejected
93.	0.25	Rejected	114.	0.38	Selected
94.	0.27	Rejected	115.	0.28	Rejected
95.	0.15	Rejected	116.	0.23	Rejected
96.	0.29	Rejected	117.	0.74	Selected

97.	0.18	Rejected	118.	0.12	Rejected
119.	0.25	Rejected	122.	0.35	Selected
120.	0.09	Rejected	123.	0.55	Selected
121.	0.69	Selected	124.	0.27	Rejected

After item analysis the tool consists of 70 items.

The distributions of items of the soft skills scale under various dimensions are given below.

Table 3.7

Items of soft sills scale

Dimension	Item Numbers	Negative Items
Intrapersonal Skills	1 - 23	4, 8, 11, 16, 21, 23
Interpersonal Skills	24 - 50 (27)	26, 29, 33, 34, 37,39,42,46,50
Problem Solving	51 - 70 (20)	53,56,59,61,64,66,68,70

Establishing Reliability

The investigator used test-retest method for establishing the reliability of DDSSS. After 15 days, the same tool was administered to the same respondents and the responses were also scored. Using the two sets of data, correlation co-efficient was calculated. It was obtained as 0.87. Thus, the reliability of the tool was established. (The final scale is attached as Appendix - II).

The dimension wise reliability is given below.

Table 3.8

Dimension wise reliability of soft sills scale

S. No.	Dimension	Reliability
1.	Intrapersonal Skills	0.85
2.	Interpersonal Skills	0.88
3.	Problem Solving Skills	0.76
4.	Soft Skills in Total	0.87

Scoring Procedure

Each item in this tool was rated on a five point scale. The options were Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. The respondents were asked to respond to the extent of agreement or disagreement of the items. For negative items reverse scoring procedure was used. The scoring procedure is given in the table below.

Table 3.9

Scoring scheme of positive and negative items in the soft sills scale

S. No.	Options	Scores	
		Positive Items	Negative Items
1.	Strongly Agree	5	1
2.	Agree	4	2
3.	Neither Agree nor Disagree	3	3
4.	Disagree	2	4
5.	Strongly Disagree	1	5

3.6.2 Self-Esteem Inventory

The standardized self-esteem inventory developed by Dr. S. Karunanidhi (1996) was used for finding the self-esteem score. The self-esteem inventory consists of six separate dimensions namely competency, global self-esteem, moral self-esteem, social self-esteem, family self-esteem, body and physical appearance. The total of all these gives the overall self-esteem score.

The inventory contains 83 items. Each item or statement is provided with four alternatives i.e., Always, most of the times, sometimes and never. Out of these 83 items, the dimensions competency, global self-esteem, moral self-esteem, social self-esteem, family self-esteem, body and physical appearance includes 16, 16, 13, 12, 11, 9 statements respectively and 6 statements were lie statements. Responses were obtained on the inventory itself. There was no time limit but generally 45 minutes have been found sufficient for responding to all the items. Instructions were printed on the top of the first page of the self-esteem inventory and it was attached in Appendix - III.

Item numbers for each dimensions of self-esteem was given in the following table.

Table 3.10

Item numbers regarding the dimension of self-esteem inventory

Dimension	Competency	Global Self-Esteem	Moral Self-Esteem	Social Self-Esteem	Family Self-Esteem	Body & Physical appearance
Item No.	1, 8, 15, 22, 29, 36, 43, 49, 55, 61, 66, 71, 75, 78, 80, 82	2, 9, 16, 23, 30, 37, 44, 50, 56, 62, 67, 72, 76, 79, 81, 83	3, 10, 17, 24, 31, 38, 45, 51, 57, 63, 68, 73, 77	4, 11, 18, 25, 32, 39, 46, 52, 58, 64, 69, 74	5, 12, 19, 26, 33, 40, 47, 53, 59, 65, 70	6, 13, 20, 27, 34, 41, 48, 54, 60

The item numbers 7, 14, 21, 28, 35 and 42 were considered as the lie statements.

Positive and negative items of the self-esteem inventory are given below:

Table 3.11

Positive and negative items of self-esteem inventory

Items	Numbers
Positive	1, 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 25, 26, 30, 34, 35, 36, 37, 38, 42, 43, 45, 46, 48, 49, 50, 51, 53, 55, 56, 58, 61, 62, 65, 70, 71, 72, 74, 75, 77, 78, 80, 82, 83
Negative	8, 10, 12, 16, 18, 20, 23, 27, 28, 29, 31, 32, 33, 39, 40, 41, 44, 47, 52, 54, 57, 59, 60, 63, 64, 66, 67, 68, 69, 73, 76, 79, 81

Scoring Scheme Key for the Self-Esteem Inventory

The scoring scheme key for the self-esteem inventory is given in the following table.

Table 3.12

Scoring scheme key for the self-esteem inventory

S. No.	Options	Scores	
		Positive Items	**Negative Items**
1.	Always	4	1
2.	Most of the Time	3	2
3.	Some times	2	3
4.	Never	1	4

If the individual obtained maximum score of 24 in lie scale, then it was considered as invalid for analysis.

3.6.3 Personal Data Sheet

To collect the information on the selected variables like gender, age, marital status, qualified degree, subject, religion, type of residence, parent's educational qualification, occupation of parent's, monthly income, a personal profile was prepared by the investigator and it was distributed to the sample students. Personal data sheet is given in Appendix - IV.

3.7 ADMINISTRATION OF TOOLS

The tools were administered to the B. Ed. students of selected colleges of education personally by the investigator. The investigator has visited the colleges with

self-introduction, and then the Soft Skills Scale and Self-Esteem Inventory were administered. The purpose of the study was explained to the students. The students were assured that their response will be kept confidential and would not be revealed to anybody. They were emphasized not to omit any statement. There is no time limit to complete the test, but they were asked to finish as quickly as possible.

3.8 STATISTICAL TECHNIQUES USED

The investigator has used the following statistical techniques in her research for the purpose of analyzing the data.

Mean

Arithmetic mean is the most widely used measure to represent the entire data in one value. The mean of a distribution is commonly understood as the arithmetic average. It is represented as M. It is the figure obtained by dividing the aggregate if the values of all the items in a series by the total number of all the items in a series by the total number of item otherwise it is calculate as

$$M = A + \frac{\Sigma\ fd}{N} \times c$$

Where,

M	=	Mean
A	=	Assumed mean of the score obtained
f	=	Frequency of each class interval
d	=	Deviation of the scores from the assumed mean
N	=	Total frequency
C	=	Class interval

Standard Deviation

Standard deviation is a better and more widely used measure of dispersion on variability of a distribution. The greater the amount of variability, the greater will be standard deviation. A low standard deviation reveals a high degree of uniformity of observations.

$$\sigma = Cx \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where,

σ	=	Standard deviation
f	=	Frequency
d	=	Deviation of scores from the assumed mean
N	=	Total frequency
C	=	Class interval

t - Test

't'-test is employed to find out the significant difference between the means of the different variables for different sub-groups.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

M_1 = Mean of the first group

M_2 = Mean of the second group

S_1 = Standard deviation of the first group

S_2 = Standard deviation of the second group

N_1 = Size of the first group, and

N_2 = Size of the second group.

Analysis of Variance (ANOVA)

ANOVA is used to find out the significant difference among the means of more than two groups. The formula used for measuring the difference is,

$$F = \frac{\text{Variance between the Groups}}{\text{Varience within the Groups}}$$

$$= \frac{MSV_b}{MSV_w}$$

Where,

MSV_b = Mean square variance between groups and

MSV_w = Mean square variance within groups.

Pearson's Product Moment Correlation

It is used find out the relationship among the variables. The formula is

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N \sum X^2 - (\sum X)^2\right]} \sqrt{\left[N \sum Y^2 - (\sum Y)^2\right]}}$$

Where,

N = Number of the scores

$\sum X$ = Sum of the X scores

$\sum X^2$ = Sum of the X scores squared

$\sum Y^2$ = Sum of the Y scores squared and

$\sum XY$ = Sum of the product of X, Y scores.

Chi-Square Analysis

The chi-square analysis is used to find out the association. The formula is

$$\chi^2 = \sum \frac{(O\text{-}E)^2}{E}$$

Where,

O = Observed frequency, and

E = Expected frequency

CHAPTER - IV

ANALYSIS OF DATA

4.1 INTRODUCTION

The general process of analysis of research data, statistical method has contributed a great deal. It finds a place in almost any research study dealing with large or even small groups of individual. Complex statistical computations form the basis of many types of research, statistics is the body of mathematical techniques or processes for gathering, describing, organizing and interpreting numerical data. It is a basic tool of measurement and research. It is concerned with more than the manipulation data. It goes back to fundamental purpose of analysis. Research in education may deal with two types of statistical data application.

Descriptive statistical analysis is concerned with numerical description of a particular group observed. Any similarity to those outside the group cannot be taken for granted. The data describe one group only. Simple educational research involves descriptive statistics and provides valuable information about the nature of a particular group or class(Kothari, 2004). Inferential statistical analysis involves the process of sampling, the selection for study of a small group that is which it is drawn.

4.2 DESCRIPTIVE ANALYSIS

Percentage wise analysis of soft skills of B. Ed. Students.

Table 4.1

Percentage wise analysis of soft skills of B. Ed. students

Low		Average		High	
No.	**%**	**No.**	**%**	**No.**	**%**
81	27.0	143	47.7	76	25.3

Levels of soft skills of B. Ed. students
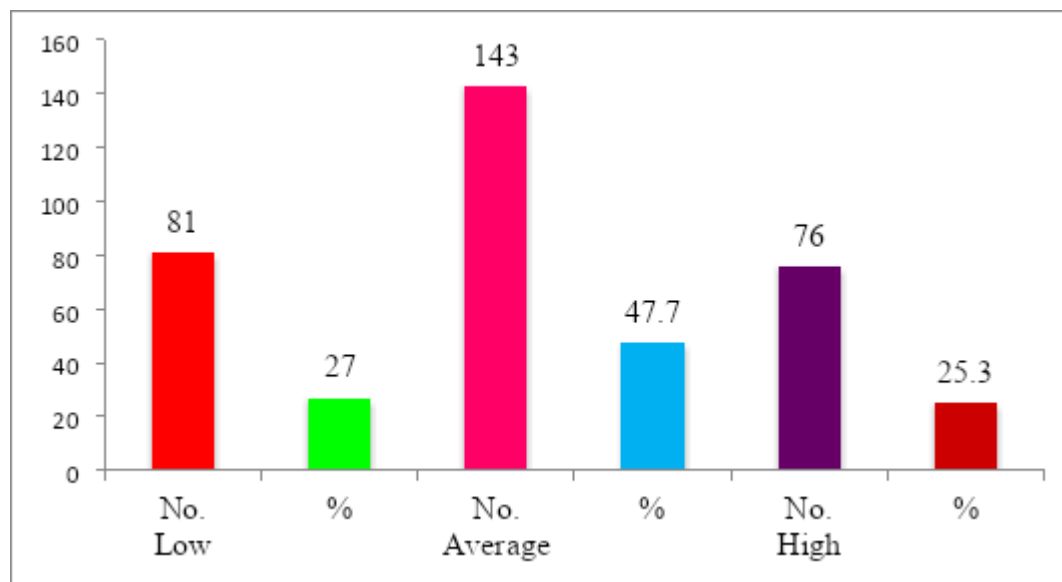
Figure 4.1

It is inferred from the above table that 27.0% of B. Ed. students possess low level of soft skills, 47.7% of B. Ed. students possess average level of soft skills and 25.3% of B. Ed. students possess high level of soft skills.

Percentage wise analysis of self-esteem of B. Ed. students.

Table 4.2

Percentage wise analysis of self-esteem of B. Ed. students

Low		Average		High	
No.	**%**	**No.**	**%**	**No.**	**%**
103	34.3	107	35.7	90	30.0

Level of self-esteem of B. Ed. students
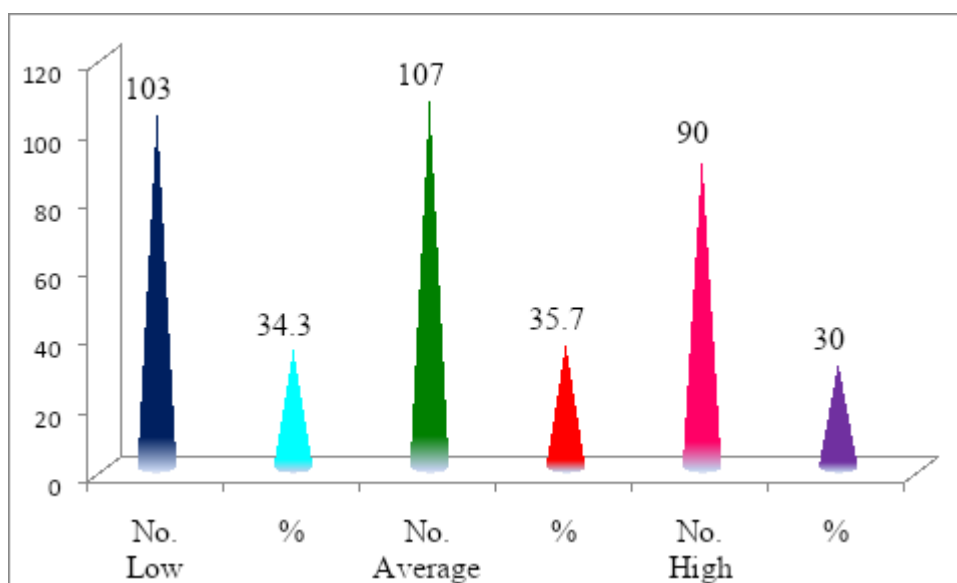
Figure 4.2

It is inferred from the above table that 34.3% of B. Ed. students possess low level of self-esteem, 35.7% of B. Ed. students possess average level of self-esteem and 30.0% of B. Ed. students possess high level of self-esteem.

4.3 DIFFERENTIAL ANALYSIS

Hypothesis 1

There exists no significant difference in the mean soft skills scores of male and female B. Ed. Students.

Table 4.3

Summary of mean, SD, and t value of soft skills scores of B. Ed. students with respect to gender

	Gender	N	Mean	S.D	Calculated 't' value	p value	Remarks
Soft Skills	Male	110	77.00	3.85			
					0.64	0.53	**NS**
	Female	190	77.30	4.20			

From the above table, it is inferred that t value is 0.64 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean soft skills scores of male and female B.Ed. students is accepted. Hence it can be said that male and female B.Ed. students possess more or less same level of soft skills.

Hypothesis 2

There exists no significant difference in the mean soft skills scores of married and unmarried B. Ed. students.

Table 4.4

Summary of mean, SD, and t value of soft skills scores of B. Ed. students with respect to marital status

	Marital Status	N	Mean	S.D	Calculated 't' value	p value	Remarks
Soft Skills							
	Married	85	77.17	4.05			
					0.94	0.35	**NS**
	Unmarried	215	77.13	4.02			

From the above table, it is inferred that t value is 0.94 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean soft skills scores of married and unmarried B.Ed. students is accepted. Hence it can be said that married and unmarried B.Ed. students possess more or less same level of soft skills.

Hypothesis 3

There exists no significant difference in the mean soft skills scores of U. G. and P. G. qualified B. Ed. students.

Table 4.5

Summary of mean, SD, and t value of soft skills scores of B. Ed. students with respect to educational qualification

	Educational Qualification	N	Mean	S.D	Calculated 't' value	p value	Remarks
Soft Skills							
	U. G.	260	77.13	3.99			
					0.79	0.48	**NS**
	P. G.	40	78.75	6.95			

From the above table, it is inferred that t value is 0.79 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean soft skills scores of U. G. and P. G. qualified B.Ed. students is accepted. Hence it can be said that U. G. and P. G. qualified B.Ed. students possess more or less same level of soft skills.

Hypothesis 4

There exists no significant difference in the mean soft skills scores of arts and science subject B. Ed. students.

Table 4.6

Summary of mean, SD, and t value of soft skills scores of B. Ed. students with respect to subject

	Subject	N	Mean	S.D	Calculated 't' value	p value	Remarks
Soft Skills	Arts	182	76.77	3.71			
					2.04	0.00	S
	Sciences	118	77.74	4.41			

From the above table, it is inferred that t value is 2.04 and p<0.01. Therefore it is significant at 0.01 level.   Hence the null hypothesis is rejected. Also, the mean soft skills scores of Sciences stream B.Ed. students (77.74) is higher than that of Arts stream B.Ed. students (76.77). So, it can be said that Sciences stream B. Ed. students possess more soft skills than the Arts stream B. Ed. Students.

Hypothesis 5

There exists no significant difference in the mean soft skills scores of day scholar and hosteller B. Ed. students.

Table 4.7

Summary of mean, SD, and t value of soft skills scores of B. Ed. students with respect to type of residence

	Type of Residence	N	Mean	S.D	Calculated 't' value	p value	Remarks
Soft Skills							
	Day Scholar	225	124.88	10.61			
					0.59	0.56	**NS**
	Hosteller	75	125.66	6.45			

From the above table, it is inferred that t value is 0.59 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean soft skills scores of day scholar and hosteller B.Ed. students is accepted. Hence it can be said that B.Ed. students who are, day scholars and hostellers possess more or less same level of soft skills.

Hypothesis 6

There exists no significant difference in the mean soft skills scores of B. Ed. students with respect to age.

Table 4.8

Sum of scores, mean squares variance, calculated F value of soft skills of B. Ed. students with respect to age

Source of Variation	Sum of Squares	Mean Square	Calculated F Value	p value	Remarks
Between Groups	122.389	30.597			
			1.86	0.16	N.S.
Within Groups	4831.331	16.377			

From the above table, it is inferred that F value is 1.86 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference among B. Ed. students with the age group of up to 25 years, 25-30 years and above 30 years in their soft skills is accepted.

Hypothesis 7

There exists no significant difference in the mean soft skills scores of B. Ed. students with respect to religion.

Table 4.9

Sum of Scores, mean squares variance and calculated F value of soft skills of B. Ed. students with respect to religion

Source of Variation	Sum of Squares	Mean Square	Calculated F Value	p value	Remarks
Between Groups	16.413	8.206	0.59	0.55	N.S.
Within Groups	7602.971	13.899			

From the above table, it is inferred that F value is 0.59 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference among Hindu, Christian and Muslim B. Ed. students in their soft skills is accepted.

Hypothesis 8

There exists no significant difference in the mean self-esteem scores of male and female B. Ed. students.

Table 4.10

Summary of mean, SD, and t value of self-esteem scores of B. Ed. students with respect to gender

	Gender	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem							
	Male	110	58.85	2.85			
					1.39	0.28	**NS**
	Female	190	59.43	4.28			

From the above table, it is inferred that t value is 1.39 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean self-esteem scores of male and female B.Ed. students is accepted. Hence it can be said that male and female B.Ed. students possess more or less same level of self-esteem.

Hypothesis 9

There exists no significant difference in the mean self-esteem scores of married and unmarried B. Ed. students.

Table 4.11

Summary of mean, SD, and t value of self-esteem scores of B. Ed. students with respect to marital status

	Marital Status	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem	Married	85	66.41	3.28			
					0.61	0.49	**NS**
	Unmarried	215	59.22	5.21			

From the above table, it is inferred that t value is 0.61 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean self-esteem scores of married and unmarried B.Ed. students is accepted. Hence it can be said that married and unmarried B.Ed. students possess more or less same level of self-esteem.

Hypothesis 10

There exists no significant difference in the mean self-esteem scores of U. G. and P. G. qualified B. Ed. students.

Table 4.12

Summary of mean, SD, and t value of self-esteem scores of B. Ed. students with respect to educational qualification

	Educational Qualification	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem							
	U. G.	260	77.12	3.99			
					0.79	0.52	**NS**
	P. G.	40	78.75	6.94			

From the above table, it is inferred that t value is 0.79 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean self-esteem scores of U. G. and P. G. qualified B.Ed. students is accepted. Hence it can be said that U. G. and P. G. qualified B.Ed. students possess more or less same level of self-esteem.

Hypothesis 11

There exists no significant difference in the mean self-esteem scores of arts and science subject B. Ed. students.

Table 4.13

Summary of mean, SD, and t value of self-esteem scores of B. Ed. students with respect to subject

	Subject	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem							
	Arts	182	76.76	3.71			
					2.04	0.00	**S**
	Sciences	118	77.73	4.41			

From the above table, it is inferred that t value is 2.04 and p<0.01. Therefore it is significant at 0.01 level. Hence the null hypothesis is rejected. Also, the mean self-esteem scores of Sciences stream B.Ed. students (77.73) is higher than that of Arts stream B.Ed. students (76.76). So, it can be said that Sciences stream B. Ed. students possess high self-esteem than the Arts stream B. Ed. Students.

Hypothesis 12

There exists no significant difference in the mean self-esteem scores of day scholar and hosteller B. Ed. students.

Table 4.14

Summary of mean, SD, and t value of self-esteem scores of B. Ed. students with respect to type of residence

	Type of Residence	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem							
	Day Scholar	225	26.60	4.65			
					0.50	0.53	**NS**
	Hosteller	75	26.92	5.11			

From the above table, it is inferred that t value is 0.79 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference in the mean self-esteem scores of day scholar and hosteller B.Ed. students is accepted. Hence it can be said that day scholar and hosteller B.Ed. students possess more or less same level of self-esteem.

Hypothesis 13

There exists no significant difference in the mean self-esteem scores of B. Ed. students with respect to age.

Table 4.15

Sum of scores, mean squares variance and calculated F value of self-esteem of B. Ed. students with respect to age

Source of Variation	Sum of Squares	Mean Square	Calculated F Value	p value	Remarks
Between Groups	17.010	8.505			
			0.05	0.95	N.S.
Within Groups	50628.597	170.409			

From the above table, it is inferred that F value is 0.05 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference among B. Ed. students with the age group of up to 25 years, 25-30 years and above 30 years in their self-esteem is accepted.

Hypothesis 14

There exists no significant difference in the mean self-esteem scores of B. Ed. students with respect to religion.

Table 4.16

Sum of Scores, mean squares variance and calculated F values of self-esteem of B. Ed. students with respect to religion

Source of Variation	Sum of Squares	Mean Square	Calculated F Value	p value	Remarks
Between Groups	27.936	9.312			
			0.41	0.55	N.S.
Within Groups	3994.18	13.29			

From the above table, it is inferred that F value is 0.41 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant difference among Hindu, Christian and Muslim B. Ed. students in their self-esteem is accepted.

4.4 ASSOCIATION ANALYSIS

Hypothesis 15

There exists no significant association between soft skills of B. Ed. students and father's educational qualification.

Table 4.17

Association between father's educational qualification and soft skills of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Soft Skills	6	3.052	0.802	N.S.

From the above table, it is inferred that 'χ^2' value is 3.052 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between father's educational qualification and soft skills of B. Ed. students is accepted.

Hypothesis 16

There exists no significant association between soft skills of B. Ed. students and mother's educational qualification.

Table 4.18

Association between mother's educational qualification and soft skills of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Soft Skills	6	2.185	0.902	N.S.

From the above table, it is inferred that 'χ^2' value is 2.185 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between mother's educational qualification and soft skills of B. Ed. students is accepted.

Hypothesis 17

There exists no significant association between soft skills of B. Ed. students and father's occupation.

Table 4.19

Association between father's occupation and soft skills of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Soft Skills	8	21.748	0.001	S.

From the above table, it is inferred that 'χ^2' value is 21.748 and p<0.01. Therefore it is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, it can be said that there exists significant association between father's occupation and soft skills of B. Ed. students.

Hypothesis 18

There exists no significant association between soft skills of B. Ed. students and mother's occupation.

Table 4.20

Association between mother's occupation and soft skills of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Soft Skills	8	15.53	0.04	S.

From the above table, it is inferred that ' χ^2 ' value is 15.53 and p<0.05. Therefore it is significant at 0.05 level. Hence the null hypothesis is rejected. Therefore, it can be said that there exists significant association between mother's occupation and soft skills of B. Ed. students.

Hypothesis 19

There exists no significant association between soft skills of B. Ed. students and parent's monthly income.

Table 4.21

Association between parent's monthly income and soft skills of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Soft Skills	4	2.996	0.558	N. S.

From the above table, it is inferred that ' χ^2 ' value is 2.996 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between parents' monthly income and soft skills of B. Ed. students is accepted.

Hypothesis 20

There exists no significant association between self-esteem of B. Ed. students and father's educational qualification.

Table 4.22

Association between father's educational qualification and self-esteem of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Self-Esteem	6	4.130	0.659	N.S.

From the above table, it is inferred that 'χ^2' value is 4.130 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between father's educational qualification and self-esteem of B. Ed. students is accepted.

Hypothesis 21

There exists no significant association between self-esteem of B. Ed. students and mother's educational qualification.

Table 4.23

Association between mother's educational qualification and self-esteem of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Self-Esteem	6	8.648	0.194	N.S.

From the above table, it is inferred that 'χ^2' value is 8.648 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between mother's educational qualification and self-esteem of B. Ed. students is accepted.

Hypothesis 22

There exists no significant association between self-esteem of B. Ed. students and father's occupation.

Table 4.24

Association between father's occupation and self-esteem of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Self-Esteem	8	17.532	0.001	S.

From the above table, it is inferred that ' χ^2 ' value is 17.532 and p<0.01. Therefore it is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, it can be said that there exists significant association between father's occupation and self-esteem of B. Ed. students.

Hypothesis 23

There exists no significant association between self-esteem of B. Ed. students and mother's occupation.

Table 4.25

Association between mother's occupation and self-esteem of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Self-Esteem	8	19.73	0.001	S.

From the above table, it is inferred that ' χ^2 ' value is 19.73 and p<0.01. Therefore it is significant at 0.01 level.   Hence the null hypothesis is rejected. Therefore, it can be said that there exists significant association between mother's occupation and self-esteem of B. Ed. students.

Hypothesis 24

There exists no significant association between self-esteem of B. Ed. students and parent's monthly income.

Table 4.26

Association between parent's monthly income and self-esteem of B. Ed. students

Variable	df	Calculated χ^2-value	p value	Remarks
Self-Esteem	4	3.586	0.465	N. S.

From the above table, it is inferred that 'χ^2' value is 3.586 and p>0.05. Therefore it is not significant at any level. So the null hypothesis there exists no significant association between parent's monthly income and self-esteem of B. Ed. students is accepted.

4.5 CORRELATION ANALYSIS

Hypothesis 25

There exists no significant correlation between soft skills and self-esteem of B. Ed. students.

Table 4.27

Correlation between soft skills and self-esteem of B. Ed. students

Variable	No.	Calculate 'r' Value	p Value	Remarks
Soft Skills and Self-Esteem	300	0.375	0.000	S.

From the above table, it is inferred that '*r*' value is 0.375 and $p<0.01$. Therefore it is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, it can be said that exists significant positive low correlation between soft skills and self-esteem of B. Ed. students.

CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

This chapter enumerates the findings, interpretations, recommendations and suggestions for further research. The last step in research reporting is to sum up the findings of the study based on the analysis of data. The investigator has used survey method to study the Soft Skills and Self-Esteem of B. Ed. students and the collected data were statistically analyzed and the results are serialized.

5.2 FINDINGS

5.2.1 Descriptive Analysis

1. Percentage analysis revealed that 27.0% of B. Ed. students possess low level of soft skills, 47.7% of B. Ed. students possess average level of soft skills and only 25.3% of B. Ed. students possess high level of soft skills.

2. Descriptive analysis showed that 34.3% of B. Ed. students possess low level of self-esteem, 35.7% of B. Ed. students possess average level of self-esteem and only 30.0% of B. Ed. students possess high level of self-esteem.

5.2.2 Differential Analysis

1. Differential analysis indicated that there exists no significant difference in the mean soft skills scores of male and female B. Ed. Students.

2. There exists no significant difference in the mean soft skills scores of married and unmarried B. Ed. Students.

3. There exists no significant difference in the mean soft skills scores of U. G. and P. G. qualified B. Ed. Students.

4. There exists a significant difference in the mean soft skills scores of science and arts subject B. Ed. students. By comparing the mean values, science subject B. Ed. students (77.74) are better than the arts subject B. Ed. students (76.77) in their soft skills.

5. There exists no significant difference in the mean soft skills scores of day scholar and hosteller B. Ed. students.

6. There exists no significant difference in the mean soft skills scores of B. Ed. students with respect to age.

7. There exists no significant difference in the mean soft skills scores of B. Ed. students with respect to religion.

8. Differential analysis showed that there exists no significant difference in the mean self-esteem scores of male and female B. Ed. Students.

9. There exists no significant difference in the mean self-esteem scores of married and unmarried B. Ed. Students.

10. There exists no significant difference in the mean self-esteem scores of U. G. and P. G. qualified B. Ed. Students.

11. There exists significant difference in the mean self-esteem scores of science and arts subject B. Ed. students. By comparing the mean values, science subject B. Ed. students (77.73) have better self-esteem than the arts subject B. Ed. students (76.76).

12. There exists no significant difference in the mean self-esteem scores of day scholar and hosteller B. Ed. students.

13. There exists no significant difference in the mean self-esteem scores of B. Ed. students with respect to age.

14. There exists no significant difference in the mean self-esteem scores of B. Ed. students with respect to religion.

5.2.3 Association Analysis

1. There exists no significant association between soft skills of B. Ed. students and their father's educational qualification.

2. There exists no significant association between soft skills of B. Ed. students and their mother's educational qualification.

3. There exists a significant association between soft skills of B. Ed. students and their father's occupation.

4. There exists a significant association between soft skills of B. Ed. students and their mother's occupation.

5. There exists no significant association between soft skills of B. Ed. students and their monthly income.

6. There exists no significant association between self-esteem of B. Ed. students and their father's educational qualification.

7. There exists no significant association between self-esteem of B. Ed. students and their mother's educational qualification.

8. There exists a significant association between self-esteem of B. Ed. students and their father's occupation.

9. There exists a significant association between self-esteem of B. Ed. students and their mother's occupation.

10. There exists no significant association between self-esteem of B. Ed. students and their monthly income.

5.2.4 Correlation Analysis

1. There exists a significant positive low correlation between soft skills and self-esteem of B. Ed. students ($p \leq 0$).

5.3 INTERPRETATIONS

Percentage Analysis

Percentage analysis showed that nearly one fourth of the B. Ed. students possess low level soft skills and nearly one third of the B. Ed. students possess low level self-esteem. This may be due to the reason that in college of education the need and importance of soft skills were less emphasized. The colleges may give importance to the curricular and co-curricular activities prescribed by the university and not able to think or act apart from this. Also, B. Ed. students have lack of confidence and feel inconvenience to present their ideas and views. This may restrict their soft skills and thus self-esteem, which were reflected in the result.

Gender

The differential analysis revealed that that soft skills and self-esteem of male and female B. Ed. Students are not found to be significant. This may be due to the reason that in the present situation educational opportunities are available for all irrespective of their

gender. The colleges of education provide equal chances to both males and females in the curricular activities and co-curricular activities.

Marital Status

The differential analysis revealed that soft skills and self-esteem of married and unmarried B. Ed. Students teachers are not found to be significant. This may be due to the reason that soft skills and self-esteem are the psychological process and may mostly influence by the internal factors. But marital status acts as an external factor, which has lesser impacts on these variables. Also soft skills and self-esteem are of internalized abilities which can be imbibe as it's an internal attribute but can't be affected by the external forces or factors and this were rightly reflected in these findings.

Qualification

Differential analysis showed that soft skills and self-esteem of U. G. and P. G. qualified B. Ed. Students teachers are not found to be significant. This may be due to the reason that soft skills and self-esteem are innate abilities and that they may not developed through enhancing qualifications or obtaining degrees. Degrees may improve the knowledge level, but need not be the skills.

Subject

t test result revealed that there is significant difference in the soft skills and self-esteem of B. Ed. students with respect to their subject. The mean values showed that science subject B. Ed. students are better than the arts subject B. Ed. students in their in their soft skills and self-esteem. This may be due to the reason that, even though soft skills are common features of every individual it may change or develop depends on the intellectual, emotional and thinking, which may be acquired through studies and thus subject of study has a prominent role to play in the soft skills of every individual. By the

nature of study, the science subject students may possess more skills than the arts subject students and are clearly reflected in the findings.

Type of Residence

The study results revealed that soft skills and self-esteem of hosteller and day scholar B. Ed. Students teachers are not found to be significant. This may be the reason that, soft skills and self-esteem are common but unique process of human beings irrespective of the geographical region and social group. Individuals may become skillful and esteemed wherever they are, whether they are in home or society or in working place, and also they can develop or exhibit the soft skills and enhance self-esteem wherever they are irrespective of the place of living.

Qualification of Fathers' and Mothers'

The Chi-square test revealed that there is no significant association between parents' qualification and soft skills and self-esteem. This may be due to the fact that soft skills and self-esteem to a large extent is determined by the acquired experience from different circumstances and environments in which the individual face in day-to-day realities of life in the society at the larger level and in home at the smaller level, and at home the primary role is played by father and mother.

Occupation of Fathers' and Mothers'

The Chi-square test revealed that there is significant association between parents' occupation and soft skills and self-esteem. This may be due to the reason that soft skills are the factors related to the job or profession of an individual and the possession of these skills may enhance their quality in their job or profession and tend to develop a positive self-esteem among the students since they imbibe and observe the profession or job or occupation of their parents.

Monthly Income of the Family

The Chi-square test revealed that there is no significant association between monthly income of the family and soft skills and self-esteem. This may be due to the fact that people who are soft spoken and who move with others gently are liked and loved than others who are rough and tough. But it may not be the matter of financial status but a matter of attitude, so it was very clearly witnessed in the findings.

Correlation between Soft Skills and Self-Esteem

Correlation analysis revealed that there is significant correlation between soft skills and self-esteem of B. Ed. students. This may be due to the fact that in soft skills may create a welcoming and positive attitude towards the entire process of personality development and may help to contribute to the development of self-esteem. Thus, there will be a direct relationship between soft skills and self-esteem.

5.4 RECOMMENDATIONS

On the basis of the findings, the following recommendations are made by the investigator to the teacher and education system for the betterment of quality in teacher education and for the future teachers.

To Government

➢ Most of the B. Ed. students possess moderate level of soft skills and its self-esteem. It is not a healthy status in the field of teacher education, because the B. Ed. students need soft skills and self-esteem to a great extent as they are going to be future teachers. In order to improve the situation the government may change the practical components of the B. Ed. course by including many skills oriented programmes and activities.

➢ An educational panel of committee may have to be framed, which may reframe the objectives of teacher education by giving due importance to all domains such as cognitive, affective and psychomotor, which may help to develop the soft skills. Based on those ideas the curriculum of teacher education may be revamped with skill oriented content and plenty of situations which induce the soft skills of B. Ed. students.

➢ The recruitment system of teaching profession may also need a revision. Because the current system of recruitment give much emphasis on knowledge. Teaching is a skill oriented profession, so that the recruitment may be modified by giving due consideration to the competency and skills of teachers. The meritorious students who secured the best grades in the theory and practical may be interviewed directly and recruited if they are competent and skillful. This may act as a motivating factor to enhance the soft skills of B. Ed. students and thus self-esteem also.

➢ The B. Ed. students get the first chance to mould and improve their skills in the practice teaching schools. The role of guide teachers and practice teaching schools thus play a vital role in shaping them as skillful teachers. Taking necessary actions to establish proper liaison between the teacher education institutions and practice teaching schools for the betterment of B. Ed. students.

To University

➢ Skills are the trade mark of any teachers which reflects the quality of teachers and their teaching. It is a known fact that most of the teachers are not born as teachers but they are made as teachers through teacher education. It's not so easy to create skillful teachers. The process of making skillful teachers with competency is a tedious task. To enhance soft skills and self-esteem workshops, seminars, conferences and symposiums should be arranged for the teacher educators and B. Ed. students. In-

service training programmes and orientations must be arranged for teacher educators in the areas of development of soft skills and self-esteem.

> Citizenship training camps, special camps, educational clubs and educational tours should be executed as compulsory programmes in teacher education. All these activities play a vital role in the promotion of interpersonal skills and thus soft skills and thus promote self-esteem.

To Teacher Educators and Teacher Education Institutions

> Computer lab with internet facilities must be provided to the B. Ed. students in the daily time table.

> Teacher educators must be able to integrate the use of technology in their teaching learning process.

> Communicative English classes could be conducted to enhance their LSRW skills.

> Reflective report on their teaching of B. Ed. students could be encouraged.

> Constructive feedback could be given to enhance their self-esteem.

> The teacher educators are advised to use the innovative methods such as inductive method, deductive method, analytic method, synthetic method, scientific method, problem solving method and heuristic method. Interdisciplinary approach may be considered when framing the syllabus/course.

> Create a conducive environment in the educational institutions, so that the students could be in a position to develop healthy skills. Opportunities that provide chances to express the creativity of B. Ed. students could be created in the institutions.

➢ Activities which demand team works could be encouraged by teacher educators in their institutions. Intercollegiate, intra-collegiate, interdepartmental, and intradepartmental and district level programmes and competitions could be organized which may serve the role of promoting soft skills.

➢ Soft skills training programmes could be organised to improve the soft skills management of B. Ed. students.

To B. Ed. Students

➢ The B. Ed. students could use the library and spend more time in the library for reading and reference.

➢ Develop a healthy rapport with the teacher educators, which may help them to develop all the skills and competency required for their profession. Also, develop a healthy friendship with the peer group, which may contribute much for the professional and personal wellbeing with interpersonal skills and self-esteem.

➢ Usage of technical gadgets and habit of reading newspaper are advocated to update their knowledge.

➢ Develop a positive attitude towards life and develop deep passion towards the teaching profession.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The investigator would like to give the following suggestions for further research.

➢ Relationship between Soft Skills Management and Teaching Competency of Primary Teachers.

➢ A Study on Self-Esteem and Techno-Pedagogical Skills of Prospective Teachers.

➢ A Study on Attitude towards Teaching Profession and Soft Skills of College Teachers.

➢ Soft Skills Management and Role Performance of Higher Secondary teachers.

➢ Soft Skills and Role Performance of Higher Secondary teachers.

➢ Relationship between Multiple Intelligence and Soft Skills of Prospective Teachers.

➢ Self-Esteem and Problem Solving Ability of Prospective Teachers.

➢ Relationship between Soft Skills and Learning Styles of Arts and Science College Students.

➢ Influence of Professionalism and Organisational Climate on Soft Skills of Teacher Educators.

➢ Impact of Soft Skills on Academic Achievement of Higher Secondary School Students.

➢ Soft Skills Management and Emotional Intelligence Prospective Teachers.

5.6 CONCLUSION

Conducting this research has confirmed the investigator that, there is significant relationship between soft skills and self-esteem of B. Ed. students. This shows that, soft skills and self-esteem are interrelated and are essential factors that decide the success in their personal and professional life. Besides the current levels of soft skills and self-esteem as reveled, emphasizing their importance in the educational process. Based on the findings, the investigator suggested some of the recommendations for the benefits of teachers and teacher education. The investigator thus, believes that this research endeavor would open new ways for the future researchers to focus more on these areas.

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Appendix – I

SOFT SKILLS SCALE

Please tick (√) which is suitable to you.

SA- Strongly Agree, **A**- Agree, **NAD-** Neither Agree nor Disagree, **D**- Disagree

SD- Strongly Disagree

Sl. No.	STATEMENTS	SA	A	NAD	D	SD
	I. Intrapersonal Skills					
1.	I am an optimistic person.					
2.	I approach everything positively.					
3.	I have a clear conscience.					
4.	I find it difficult to take care of myself.					
5.	I respect myself for what I am.					
6.	I am patience enough to handle my own problems.					
7.	I have self-confidence.					
8.	I am anxious when I fail to know about things.					
9.	I have an intrinsic motivation capacity.					
10.	I possess sympathy towards poor students.					
11.	I use my strengths in a proper way, while I am doing my works.					
12.	I think I am easily depressed.					
13.	I consider my weakness and strive to rectify it.					
14.	I analyse myself through self-evaluation.					
15.	I hate myself for my present position.					
16.	I love myself in all circumstances.					

17.	I am assertive enough to express my views.					
18.	I feel difficult to manage my emotions.					
19.	I am punctual in all my works.					
20.	I act as happy, even I am unhappy.					
21.	I can easily adopt in any situation.					
22.	I am an enthusiastic person.					
23.	I am very intelligent.					
24.	I am short tempered.					
25.	I keenly observe the things happening around me.					
26.	I consider optimism is a necessary attitude to achieve the goal.					
27.	I am unhappy about myself.					
28.	I am conscious enough to keep myself as a role model to my students.					
29.	I have doubt about my abilities and potentialities.					
II. Interpersonal Skills						
30.	I have adequate ability to communicate well with others.					
31.	I easily establish friendship with new persons.					
32.	I use harsh words to talk with others.					
33.	I speak in a concise manner.					
34.	I use civilized language.					
35.	I tell lies while talking with others.					
36.	My hand writing is legible.					
37.	I convey the information without any barriers.					
38.	I won't bother about others feelings.					
39.	My speech is easy to understand by others.					

40.	I use wits, funs and jokes while talking with others.					
41.	I feel shy to talk with others.					
42.	I create a pleasure full environment through my communication.					
43.	I am afraid to speak in front of crowd.					
44.	I motivate others through my inspirational talk.					
45.	I listen the words of others.					
46.	I don't like to work in group.					
47.	I have the capacity to manage a team.					
48.	I won't accept others ideas.					
49.	I speak simple and clear.					
50.	I have the capacity to build a team.					
51.	I won't cooperate with others.					
52.	I respect the views of others.					
53.	I accept the feedback of others with pleasure.					
54.	I always encourage others.					
55.	I dominate others in group discussion.					
56.	My teaching is easily understandable to students.					
57.	I will motivate my students.					
58.	I refuse to cooperate with others in teamwork.					
59.	I encourage and help others to identify and fix a goal in their life.					
60.	I am able to lead a group or team.					
61.	I find it difficult to maintain friendship.					
62.	I encourage team work to my students.					

No.	Statement					
63.	I take initiative to any task.					
64.	I won't consider others point of view for a common issue.					
65.	I give individual attention and care to my students.					
66.	I have a good sense of humour.					
67.	I hurt others through my words.					
68.	I listens the words of others patiently.					
69.	I prefer to get suggestions from my students and fellow teachers.					
70.	I feel shy to communicate my ideas.					
71.	I supervise the works allotted to my students.					
72.	I respect each and every one.					
73.	I criticize others for their faults.					
74.	I appreciate my students for their attempts.					
75.	I treat everyone equally.					
76.	I have a negative mindset to work with others.					
77.	I use timely wits while teaching.					
III. Problem Solving and Decision Making						
78.	I am confident of coping with disappointment.					
79.	I pre-plan to finish any task with in time.					
80.	I plan everything before doing.					
81.	I am punctual in all my works.					
82.	I don't have the habit of planning any activity.					
83.	I make the best use of time and resources.					
84.	I schedule important activities and execute in right time.					

No.	Statement					
85.	I spend the time worthlessly.					
86.	I know the importance of time.					
87.	I design any task according to the availability of time.					
88.	I keep my works pending.					
89.	I organize any task in a proper way to achieve the goal.					
90.	I have the ability to solve problems.					
91.	I take correct decision during problematic situations.					
92.	I become easily depressed.					
93.	I approach any problem systematically.					
94.	I show positive attitude towards any problem.					
95.	I am able to manage the stress.					
96.	I manage any conflict without fear.					
97.	I don't have the ability of taking correct decision under pressure.					
98.	I stay cool and confident under pressure.					
99.	I resolve conflict rationally and effectively.					
100.	I execute the steps needed to solve the problem correctly.					
101.	I feel difficult to solve any problem.					
102.	I find out the origin of the problem before solving it.					
103.	I find it difficult to maintain discipline inside my classroom.					
104.	I spend the time wisely.					
105.	I prepare unit plan and lesson plan for the proper execution of my teaching.					
106.	I feel nervous to face any problem.					
107.	I allot proper time for theory and practical aspects of curriculum.					

108.	I face the problems courageously with a smiling face.					
109.	Pressures in my life make me inactive.					
110.	I think divergently for the solution of any problem.					
111.	I take wise decisions in time.					
112.	I feel stressful, if I meet any failures.					
113.	I am flexible enough to execute a decision.					
114.	As I am adjustable, I can avoid unnecessary problems.					
115.	I feel tensed in a new circumstance.					
116.	I deal with the classroom problems with the future in my mind.					
117.	I find more than one solution for any problem.					
118.	Working under stressful condition is quite difficult for me.					
119.	I won't show anger immediately to my students even if they commit any mistake.					
120.	I am confident enough to change the plan, if it fails when implemented.					
121.	I get frustrated when confronted with any problems.					
122.	I am able to make rational decisions even under pressure.					
123.	I have a clear vision and mission about my future.					
124.	I am irregular in my works.					

Appendix - II

SOFT SKILLS SCALE

By Dr. R. P. Deepa and V. Delwin Mary (2017)

Instruction

      The following statements are related to assess the soft skills abilities of an individual. Read the statements carefully and mark your response by a tick (√) against the column (**SA**- Strongly Agree, **A**- Agree, **NAD-** Neither Agree nor Disagree, **D**- Disagree **SD**- Strongly Disagree) preferred by you.

Sl. No.	STATEMENTS	SA	A	NAD	D	SD
1.	I am an optimistic person.					
2.	I approach everything positively.					
3.	I have a clear conscience.					
4.	I find it difficult to take care of myself.					
5.	I respect myself for what I am.					
6.	I am patient enough to handle my own problems.					
7.	I have self-confidence.					
8.	I feel anxious, when I meet failures.					
9.	I have sympathy towards the poor.					
10.	I use my strengths in a proper way to do my works.					
11.	I easily get depressed.					
12.	I turn my weakness into strength.					
13.	I analyze myself through self-evaluation.					
14.	I love myself.					
15.	I am assertive enough to express my views.					
16.	I find it difficult to manage my emotions.					
17.	I am punctual in all my works.					

18.	I act happily, even if I am in unhappy contexts.					
19.	I can easily adapt to any situation.					
20.	I am an enthusiastic person.					
21.	I am short tempered occasionally.					
22.	I keenly observe the things that happen around me.					
23.	I doubt about my abilities.					
24.	I communicate well with others.					
25.	I establish friendship with others easily.					
26.	I use harsh words when talking with others.					
27.	I speak in a concise manner.					
28.	I use civilized language.					
29.	I often lie when talking to others.					
30.	I write legibly.					
31.	I am least bothered about others.					
32.	Others understand my speech easily.					
33.	I feel shy when talking to others.					
34.	I am afraid to speak with others.					
35.	I motivate others through my inspirational talks.					
36.	I am a good listener.					
37.	I don't like to work in groups.					
38.	I have the capacity to manage a team.					
39.	I won't accept the ideas of others.					
40.	I speak clearly.					
41.	I have the capacity to build a team.					
42.	I won't cooperate with others.					
43.	I respect the views of others.					

44.	I accept the feedback of others happily.					
45.	I always encourage others.					
46.	I dominate others in group discussions.					
47.	I encourage others to fix their goals in life.					
48.	I am a good leader.					
49.	I have a good sense of humour.					
50.	I criticize others for their faults.					
51.	I pre-plan to finish any task on time.					
52.	I plan everything well with accuracy.					
53.	I spend the time worthlessly.					
54.	I make the best use of time and resources.					
55.	I schedule important activities in right time.					
56.	I keep my works pending.					
57.	I analyze all the possible solution before solving the problem.					
58.	I have got problem solving abilities.					
59.	I feel nervous in facing problems.					
60.	I know problem solving steps.					
61.	I feel difficult to solve complex problems.					
62.	I find out the origin of the problem before solving it.					
63.	I have positive attitude towards problem solving.					
64.	Problems in my life make me inactive.					
65.	I think divergently for the solution of any problem.					
66.	I feel tensed in a new circumstance.					
67.	I find more than one solution for any problem.					
68.	I get frustrated when confronted with any problems.					
69.	Problems don't bother me much.					

70.	I take all problems seriously					

Appendix - III

SELF-ESTEEM INVENTORY

By Dr. S. Karunanidhi (1996)

Instructions

Read every item carefully

It is important that you answer the way you really feel and not how somebody else thinks you should feel.

Please indicate your responses by putting a tick mark (√) in the appropriate number which is suitable to you. There is no time limit, but please try to answer the question as early as possible. Do not omit any question.

1. Always   2. Most of the Time   3. Sometimes   4. Never

S. No.	Statements	1	2	3	4
1.	I am Happy that I am talented.				
2.	I am pleased with myself.				
3.	I feel that I have a good conscience.				
4.	Other people have high regard for me.				
5.	I am happy about my parents relationship.				
6.	I feel good because I am physically fit and healthy.				
7.	I do everything perfectly.				
8.	I feel inferior as I am a dull student.				
9.	I respect myself.				
10.	I feel unhappy as I am unable to concentrate.				
11.	I feel others give importance to me.				
12.	I feel that I am not needed in the family.				
13.	I like my physical features.				
14.	I feel I cheat others.				
15.	I like myself as I am intelligent.				
16.	I feel I am worthless.				
17.	I respect others as respect myself.				
18.	I feel inadequate to participate in group activities.				

19.	I am proud of my family				
20.	I feel inferior due to my physical appearance.				
21.	I have complete control of my life.				
22.	I am capable of passing the examination easily.				
23.	I do not like myself.				
24.	I am confident as I have the ability to manage difficult situations.				
25.	I am happy that many of my friends like my company.				
26.	I feel proud of my college.				
27.	I worry as I am not an energetic person.				
28.	I tell lies.				
29.	I feel depressed when I fail in familiar tasks.				
30.	I feel confident about myself.				
31.	I feel bad because I am not disciplined.				
32.	I fee nobody cares for me.				
33.	I worry about my family's economic conditions.				
34.	I think I capable enough to participate in sports.				
35.	I do not have any bad habits.				
36.	I am pleased with myself as I can think and act independently.				
37.	I am happy about my conduct.				
38.	I think I am able to concentrate inspite of distractions.				
39.	I am worried about what others think of me.				
40.	I feel ashamed because of my parent's occupation.				
41.	I worry when I tired easily.				
42.	I do not break any rules.				
43.	I feel that I am incapable of studying.				
44.	I am not happy about myself.				
45.	I feel that I am able to control my anger.				
46.	I feel happy that my friends help me.				
47.	I am ashamed about my parent's education.				
48.	I feel I am a good looking person.				
49.	I think I have the ability to achieve with little effort.				
50.	I am happy about my education				

51.	I feel I am honest.				
52.	I am afraid to meet the new people				
53.	I feel happy as I born in my family.				
54.	I am worried about my skin complexion.				
55.	I have adequate ability to achieve something.				
56.	I am happy about the way I am.				
57.	I dislike myself when I leave my task incomplete.				
58.	I am not embarrassed to express my opinion in a group.				
59.	I wish I was born in some other caste.				
60.	I worry about my inability to perform any physical activity.				
61.	I think I earn complete tasks accurately and rapidly.				
62.	I am happy about myself.				
63.	I feel guilty when I tell a lie.				
64.	I feel hurt when others criticize me.				
65.	I feel happy about my study habits.				
66.	I am not satisfied with my study habits.				
67.	I am not confident enough to face the future.				
68.	I feel bad as I find it difficult to control my emotions.				
69.	I feel that my friends are rejecting me.				
70.	I am happy because my parents care for me.				
71.	I am confident of coping with disappointment.				
72.	I think that I have better memory.				
73.	I feel that I am doing activities which are immoral.				
74.	I feel I have trustworthy friends.				
75.	I appreciate myself when I am able to learn new skills quickly.				
76.	I think I am not able to anything well.				
77.	I am a good person.				
78.	I am competent enough to master a skill.				
79.	I feel useless as I cannot perform well in difficult tasks.				
80.	I thank I am able to understand ideas discussed in a group.				
81.	I feel I had more failure than success.				
82.	I feel I am a successful individual.				

| 83. | I feel that I can think positively. | | | | |

NVKSD COLLEGE OF EDUCATION, Attoor

Dear Friend,

      As a part of my M.Phil. Dissertation entitled, Soft Skills and Self Esteem of B.Ed. Students, I would like to collect your personal details from you. Kindly read the following items carefully and fill the details accordingly. I assure you that data collected will be kept confidential and will be used for the purpose of research only.

<div align="right">

Yours truly,
V. Delwin Mary

</div>

<div align="center">

PERSONAL DATA

</div>

Please fill up the following

1. Name of the Institution   :

2. Name of the Student Teacher :

3. Gender   :   Male ☐   Female ☐

4. Age   :   Up to 25 Yrs. ☐   25-30 Yrs. ☐   Above 30 Yrs. ☐

5. Marital Status   :   Unmarried ☐   Married ☐

6. Qualified Degree   :   U. G. ☐   P. G. ☐

7. Subject   :   Arts ☐   Science ☐

8. Religion   :   Hindu ☐   Christian ☐   Muslim ☐

9. Type of Residence   :   Day scholar ☐   Hosteller ☐

10. Father's Qualification   :   Illiterate ☐   School Level ☐
                                 College Level ☐   Professional ☐

11. Mother's Qualification   :   Illiterate ☐   School Level ☐
                                 College Level ☐   Professional ☐

12. Father's Occupation   :   Unemployed ☐ Farmer/Coolie ☐ Private Sector ☐
                                 Govt. Sector ☐   Business ☐

13. Mother's Occupation   :   Unemployed ☐ Farmer/Coolie ☐ Private Sector ☐
                                 Govt. Sector ☐   Business ☐

14. Monthly Income of Family   : Below 10,000 ☐ 10,000-20,000 ☐ Above 20,000 ☐