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A STUDY ON SOFT SKILL MANAGEMENT OF PROSPECTIVE TEACHERS

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ABSTRACT :

The research study focuses the study on soft skill management of Prospective Teachers. The survey method is adopted in this present study. The sample consists of 300 prospective teachers in Coimbatore District. The investigations on the perception levels of soft skill management with the demography of prospective teachers, their gender, locality, educational qualification and specialized subject have highlighted. The various descriptive and inferential statistical techniques and tests such as independent sample t-test, ANOVA and percentage analysis have used to calculate and interpret the obtained data. The findings revealed that the prospective teachers have an average level of soft skill management. The findings have also discussed in the light of the relevant literature.

Keywords: Soft Skill Management of Prospective Teachers

INTRODUCTION

Soft skill management involves the acquisition, development, application, and continuous improvement of these essential competencies in professional settings. In teacher education, soft skill management helps prospective teachers become self-aware, emotionally balanced, communicative, cooperative, and capable of handling diverse classroom challenges. Skills such as communication, leadership, time management, critical thinking, empathy, creativity, and decision-making are considered indispensable for effective teaching and lifelong professional success.

LITERATURE REVIEW

Imtiyaz Ahmad Mir & Dr. Vk Saravanan (2017) this present study conducted on “Importance of soft skills in teaching and learning.” The professional world of learning has undergone a tremendous change. Scores of graduates are losing out in the job market because of lack of soft skills. Having mere hard skills are not sufficient to make one’s profession all life complete, successful and satisfactory. The young generation is having enough qualification and an appreciable percentage of youth are getting good job opportunities also.

But the category which is on the average level is just having the dream of getting an employment. Employers’ skills and experience are not enough for the ingress and escalation in the corporate world as well as in academics. In spite of such great significance of soft skills, many institutions are reluctant to include soft skills training in the curriculum. The issue of employability of graduates has become very serious and critical. Soft skills are important for employees to retain in their positions as leadership, communication, teambuilding and entrepreneurial interest.

JEYAPARVATHI (2018) has conducted a study on “soft skill: a tool to improve teaching competency among prospective teachers.” Teachers are said to be the architects of the future generations and teachers can act as role models in the lives of learners and guide them in the process of education for development. The purpose of teacher education is to generate teachers who have academic and professional competencies. The role of teachers is no longer limited to teaching alone. They need to be thorough professional, high academic standard, pedagogical and practical skills. Teacher education emphasizes the development of specific knowledge, attitude, skills and behaviour patterns which an individual requires performing a job sufficiently. Therefore, teacher education should develop soft skills which are needed for a prospective teacher to become an excellent professional teacher. Students bring excellence in teaching competency through training in soft skills of teacher education.

SIGNIFICANCE OF THE STUDY

The significance of this problem lies in the growing recognition that teaching extends beyond academic content delivery, requiring teachers to possess strong interpersonal and emotional skills. Soft skills such as communication, empathy, and teamwork are crucial for fostering a positive classroom environment and effectively managing student behaviours. Prospective teachers who lack these skills may struggle to connect with students, manage classroom dynamics, and collaborate with colleagues, ultimately affecting their overall teaching effectiveness. Teacher education programs often prioritize content knowledge over soft skills, leaving future educators underprepared. By addressing this gap, the study can inform curriculum improvements, ensuring that prospective teachers are adequately prepared to meet the diverse needs of students. Enhancing soft skill development will contribute to better classroom management, increased student engagement, and improved educational outcomes. Furthermore, equipping teachers with essential soft skills can lead to their personal growth, job satisfaction, and long-term career success. This research is vital for shaping teacher preparation programs that are aligned with the evolving demands of modern education.

STATEMENT OF THE PROBLEM

“A Study on Soft Skill Management of Prospective Teachers”.

OPERATIONAL DEFINITION OF THE TERMS

SOFTSKILL MANAGEMENT

According to the investigator, the soft skill management refers to the most important soft skills for leaders include emotional intelligence, clear communication, empathy, adaptability and conflict resolution skills. These interpersonal skills enable leaders to build trust, foster, collaboration, motivate teams, and make effective changes.

PROSPECTIVE TEACHERS

According to the investigator, the Prospective teachers refers to students enrolled in the B.Ed programme who are undergoing professional teacher training.

OBJECTIVES OF THE STUDY

1. To find out the level of Soft Skill Management of Prospective Teachers.
2. To find out the difference of Prospective teachers on soft skill management with regard to
 - Gender
 - Location of College
 - Type of Management
 - Type of College
 - Degree
 - Marital status
 - Subject
 - Father's Occupation
 - Mother's Occupation
 - Father's Occupation
 - Mother's Qualification
 - Family Annual Income

NULL HYPOTHESES

The following are the major null hypothesis framed for the present investigation. The following hypotheses are framed for the present study.

1. There is no significant difference between male and female of the prospective teachers in their soft skill management.
2. There is no significant difference between rural and urban of the prospective teachers in their soft skill management.

3. There is no significant difference between government, government aided, private of their prospective teachers in their soft skill management.
4. There is no significance difference among Boys, Girls and Co-Education of the prospective teachers in their soft skill management.
5. There is no significance difference between undergraduate and postgraduate of the prospective teachers in their soft skill management.
6. There is no significance difference between Married and Unmarried of the prospective teachers in their soft skill management.
7. There is no significance difference between Arts, Science and Other of the prospective teachers in their soft skill management.
8. There is no significant difference between father's occupations of the prospective teachers in their soft skill management.
9. There is no significant association between Mother's occupations of the Prospective teachers in their soft skill management.
10. There is no significant association between father's qualifications of the Prospective teachers in their soft skill management.
11. There is no significant associate between mother's qualifications of the prospective teachers in their soft skill management.
12. There is no significant association between Family Annual Income of the prospective teachers in their soft skill management.

POPULATION FOR THE STUDY

The population of the study consists of the prospective teachers in Coimbatore district.

SAMPLE OF THE STUDY

A Sample of 300 prospective teachers from three types of managements namely government, government aided, and private of Coimbatore district were selected by the investigator for the present study. The sample includes both boys and girls from rural and urban colleges.

GENDER	SAMPLE	PERCENTAGE
Male	26	9
Female	274	91
Total	300	100

TOOLS USED IN STUDY

1. Personal Data
2. Soft skill management Scale. (Self-made tool, 2025)

In the present study, the investigator to be use Soft skill Management Scale and personal data sheet for collecting the data. The investigator used self – made tool.

STATISTICAL TECHNIQUES USED

The statistic techniques mean, median, standard deviation, percentage analysis, t-test, ANOVA and Chi-Square test were used for analysis and testing the hypothesis.

DATA ANALYSIS AND INTERPRETATION

TABLE1: LEVEL OF SOFT SKILL MANAGEMENT OF PROSPECTIVE TEACHERS

Level	N	%
High	46	15.3
Moderate	215	71.7
Low	39	13.0
Total	300	100

It is inferred from the above table that 15.3% of the prospective teachers have high soft skill management level, 71.7% of the prospective teachers have moderate soft skill management level, and 13% of prospective teachers have low soft-skill management level.

Table-2 DIFFERENCE AMONG PROSPECTIVE TEACHERS IN THEIRS OF SKILL MANAGEMENT

Demographic Variable	Category	N	Mean	S.D	't' value	Remarks at 5% Level
GENDER	MALE	29	191.90	15.253	0.852	Not Significant
	FEMALE	271	189.45	14.661		
LOCALITY	RURAL	51	190.18	12.831	0.262	Significant
	URBAN	249	189.58	15.089		
DEGREE	UG	193	189.17	14.522	0.810	Not Significant
	PG	107	190.61	15.071		
MARITAL STATUS	Married	67	189.81	14.035	0.077	Not Significant
	Unmarried	233	189.65	14.929		

It is inferred from the above table that the calculated t-values for gender, locality, degree, and marital status are less than the table value of 1.96 at 5% level of significance. Hence, there is no significant difference in the soft skill management of prospective teachers with respect to the variables. The mean scores show only slight variation among the groups. Therefore, the respective null hypotheses are accepted. Thus, demographic variables do not significantly influence the soft skill management of prospective teachers.

TABLE-3 DIFFERENCE AMONG PROSPECTIVE TEACHERS IN SOFT SKILL MANAGEMENT

Variable	Source of variance	Sum of square	df	MSV	F-value	Remarks
Types of Institution	Between Groups	228.713	2	114.356	0.527	Not Significant
	Within Groups	64482.204	297	217.112		
Types of college	Between Groups	836.632	2	418.316	1.945	Not Significant
	Within Groups	63874.284	297	215.065		
Subject	Between Groups	897.809	2	448.905	2.089	Not Significant
	Within Groups	63813.107	297	214.859		

It is inferred from the above table that the calculated F-values for type of college, type of institution, and subject group are less than the table value of 3.00 at 5% level of significance. Hence, there is no significant difference in soft skill management among the groups. The variation between groups is found to be very low. Therefore, the respective null hypotheses are accepted. Thus, the selected institutional variables do not significantly affect the soft skill management of prospective teachers.

TABLE-4 ASSOCIATION BETWEEN DIFFERENT VARIABLES OF PROSPECTIVE TEACHERS IN THEIR SOFT SKILL MANAGEMENT

Variable	df	Calculated Chi-Square value	Table value	Remarks at 5% level
Father's occupation	6	1.889	12.59	Not significant
Mother's occupation	6	6.428	12.59	Not significant
Father's qualification	6	5.501	12.59	Not significant
Mother's qualification	6	1.783	12.59	Not significant
Family Annual Income	4	0.788	12.59	Not significant

It is inferred from the above table that the calculated chi-square values are less than the corresponding table values at 5% level of significance. Hence, there is no significant association between demographic variables and soft skill management of prospective teachers. The obtained values indicate that the variables are independent in nature. Therefore, the respective null hypotheses are accepted. Thus, parental occupation, qualification, and family income do not show significant association with soft skill management.

FINDINGS

1. There is no significant difference between male and female of the prospective teachers in their soft skill management.
2. There is no significant difference between rural and urban of the prospective teachers in their soft skill management.
3. There is no significant difference between government, government aided, private of their prospective teachers in their soft skill management.
4. There is no significance difference among Boys, Girls and Co-Education of the prospective teachers in their soft skill management.
5. There is no significance difference between undergraduate and postgraduate of the prospective teachers in their soft skill management.
6. There is no significance difference between Married and Unmarried of the prospective teachers in their soft skill management.
7. There is no significance difference between Arts, Science and Other of the prospective teachers in their soft skill management.
8. There is no significant difference between father's occupations of the prospective
9. Teachers in their soft skill management.
10. There is no significant association between Mother's occupations of the Prospective teachers in their soft skill management.
11. There is no significant association between father's qualifications of the Prospective teachers in their soft skill management.
12. There is no significant associate between mother's qualifications of the prospective teachers in their soft skill management.
13. There is no significant association between Family Annual Income of the prospective teachers in their soft skill management.

CONCLUSION

The study revealed that there is no significance difference in soft skill management of prospective teachers with respect to gender, locality, type of management, type of college, degree, marital status, subject, qualification, occupation, family annual income. The study concludes that soft skill management are essential for professional development of prospective teachers.

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