

A Study of Soft Skills of Higher Secondary Students

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Abstract:

The present study conducted to find out the Soft skills of Higher secondary students. For the present investigation the investigator adopted normative survey as a method. Random sampling technique was used in the selection of the sample of 200 Higher Secondary Students from Higher Secondary Schools in Nagappattinam District. For this study “The communication skills Inventory” constructed and standardized by Rees (2002) has been used Entire sample shows that the Higher Secondary Students are having high level of Soft Skills.

Keywords —Soft skills, Higher secondary students.

I. INTRODUCTION

Obtaining and keeping clients requires the use of soft talents. Well developed networking skills, presenting skills, and etiquette knowledge can help to win new clients and increase business from current clients. Stronger connections with coworkers, vendors, and other business contacts can result from honing our skills in dispute resolution, issue solving, and outstanding customer service. In the end, having excellent soft skills can aid in developing confidence, which is a crucial quality in the professional world.

On the other hand, a lack of soft skills may restrict a consultancy's potential or possibly spell its demise. A person can operate projects more efficiently, produce outcomes that satisfy everyone, and even favourably influence their personal lives by improving how they connect with people. This is done through increasing their leadership, teamwork, and communication skills. So, the researcher decided to conduct this study in order to learn more about the students' soft skills.

II. STATEMENT OF THE PROBLEM

When soft talents are used throughout the organisation, businesses gain from them. For instance, it's crucial for employees to work together. When workers cooperate by sharing knowledge and resources to complete tasks, efficiency and production increase. For all workers, the capacity to acquire new techniques and technology is a sought soft talent. Firms might benefit from soft skills like effective troubleshooting. For instance, businesses can run more effectively if all employees are capable of resolving software issues on their own rather than relying solely on the information technology (IT) division to do so. Hence, for the students soft skills are essential, in this context, the above discussion has made the present investigator to choose the problem at hand and it is stated as follows: “A Study of Soft Skills of Higher Secondary Students”.

III. OBJECTIVES OF THE STUDY

The following are the objectives:-

1. To find out the Higher Secondary Students' Soft Skills.
2. To find out whether there is any significant difference between Arts and Science Students with respect to their Soft Skills
3. To find out whether there is any significant difference between Male and Female Students with respect to their Soft Skills
4. To find out whether there is any significant difference between rural and urban Students with respect to their Soft Skills
5. To find out whether there is any significant difference between Tamil and English medium Students with respect to their Soft Skills

IV. HYPOTHESES OF THE STUDY

Investigator of the present study framed the hypothesis and Null hypotheses based on the objectives and previous studies

V. METHOD OF STUDY

For the present investigation the investigator adopted normative survey as a method.

VI. SAMPLING

Random sampling technique was used in the selection of the sample of 200 Higher Secondary Students from Higher Secondary Schools in Nagappattinam District.

VII. TOOL USED

For this study "The communication skills Inventory" constructed and standardized by Rees (2002) has been used

In order to find out the Higher Secondary Students' Soft Skills, the mean and S.D have been calculated.

Table No. 1

The Mean and Standard Deviation of Soft Skills scores of Higher Secondary Students

N	Mean	S.D
200	33.53	7.52

From the above Table mean value of entire sample shows that the Higher Secondary Students are having high level of Soft Skills.

Null hypothesis

There is no significant difference between Arts and Science teacher trainees with respect to their Soft Skills

In order to test the above Null hypothesis 't' value is calculated.

Table No. 2

Showing the significance of difference between Arts and Science Higher Secondary Students with respect to their Soft Skills

Sub Sample	N	Mean	S.D	't' value	Significance at 0.05 level	
Group	Arts	107	31.73	7.29	1.63	Not significant
	Science	93	33.51	7.74		

From the above table, since the 't' value is not significant at 0.05 level, the Hypothesis, is accepted and it is concluded that there is no significant difference between Arts and Science Higher Secondary Students with respect to their Soft Skills.

Null hypothesis

There is no significant difference between Male and Female teacher trainees with respect to their Soft Skills

In order to test the above Null Hypothesis 't' value is calculated.

Table No. 3

Showing the significance of difference between male and female Higher Secondary Students with respect to their Soft Skills

Sub Sample	N	Mean	S.D	't' value	Significance at 0.05 level	
Gender	Male	110	33.61	7.87	2.51	Significant
	Female	90	31.32	6.97		

From the above table, since the 't' value is significant at 0.05 level, the above Null Hypothesis, is rejected and it is concluded that there is significant difference between Male and Female

Higher Secondary Students with respect to their Soft Skills.

Null hypothesis

There is no significant difference between rural and urban teacher trainees with respect to their Soft Skills

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 4
Showing the significance of difference between rural and urban Higher Secondary Students with respect to their Soft Skills

Sub Sample	N	M	S. D	‘t’ value	Significance at 0.05 level	
Locality	Rural	109	33.70	7.50	2.65	Significant
	Urban	91	30.68	7.22		

From the above table, since the ‘t’ value is significant at 0.05 level, the Hypothesis, is accepted and it is concluded that there is significant difference between rural and urban Higher Secondary Students with respect to their Soft Skills .

Null hypothesis

There is no significant difference between Tamil and English medium teacher trainees with respect to their Soft Skills

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 5
Showing the significance of difference between Tamil and English medium Higher Secondary Students with respect to their Soft Skills

Sub Sample	N	M	S.D	‘t’ value	Significance at 0.05 level	
Medium	Tamil	105	32.56	7.24	0.12	Not significant
	English	95	32.62	7.94		

From the above table, since the ‘t’ value is not significant at 0.05 level, the Hypothesis, is accepted and it is concluded that there is no

significant difference between Tamil and English medium Higher Secondary Students with respect to their Soft Skills.

VIII. CONCLUSION

The present study made on Higher Secondary Students’ Soft Skills reveals that the Higher Secondary Students’ Soft Skills are in high level. Hence activities are to be included in teacher education to train the Higher Secondary Students to practice Soft skills. Only when Higher Secondary Students get a proper training they will get confidence, and make use of it. The future generations of students are going to depend on the highly developed world, hence due care should be given for the development.

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