

# AWARENESS OF SOFT SKILLS OF THE SECONDARY STUDENTS

Dr. S. MOHAMAD RAFI, Ph.D., (Edu'n)  
Assistant Professor In Education,  
Department of Education,  
Rayalaseema University  
Kurnool, Andhra Pradesh.  
India. Pin Code – 518 007.

## ABSTRACT

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Soft skills were the vital factors, should be consider because new technology simplifies the workload of the human being. So, findings of the present study will yield fruitful result to the society. Normative survey method has been used in the present investigation. 300 secondary students has been selected as the sample using random sampling technique for the present investigation. The tool viz., soft skill awareness scale constructed and validated by Suresh Kumar. M., (2013), has been used in the present investigation. Further the study is delimited to the secondary students and the descriptive and differential analysis has been carried out using the SPSS which gives the findings for the present investigation as the secondary students show high level of soft skill awareness.

**Keywords:** *Soft skill awareness, Secondary students.*

## AWARENESS OF SOFT SKILLS OF THE SECONDARY STUDENTS

Dr. S. MOHAMAD RAFI, Ph.D., ( Edu'n)  
Assistant Professor In Education,  
Department of Education,  
Rayalaseema University  
Kurnool, Andhra Pradesh.  
India. Pin Code – 518 007.

### INTRODUCTION

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with coworkers and customers and are broadly applicable both in and outside the workplace.

For the present study the reviews given below helps the investigator in providing the possible research design and methodological procedures to be used in the present investigation.

Scott A Hurrell (2013) studied about strengthening the conceptualization of soft skills. There is an on-going sociological debate regarding which work activities can be considered 'skilled'. In recent years, this debate has become increasingly controversial due to the growing prominence of so-called 'soft skills', especially when used in interactive service work. This article seeks to strengthen the conceptualization of soft skills, through case study investigation, to determine whether or not they are worthy of the 'skilled' label. An expanded notion of skill is supported, recognizing that in service contexts displaying employer-facilitated worker discretion and requirements for contextual knowledge in the use of soft skills, the term can indeed have real meaning.

Marcel M. (2012) studied about the Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. Hard skills are the technical expertise and knowledge needed for a job. Soft skills are interpersonal qualities, also known as people skills, and personal attributes

that one possesses. Business executives consider soft skills a very important attribute in job applicants. Employers want new employees to have strong soft skills, as well as hard skills. This study identified the top 10 soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

Soft skills were the important components of progress of an individual as well as the nation in many aspects. Soft skills were the vital factors, should be consider because new technology simplifies the workload of the human being. So, findings of the present study will yield fruitful result to the society.

## **OBJECTIVES**

The following were the objectives formulated by the investigator for the present study

1. To study the secondary students' level of soft skill awareness.
2. To study if there is any significant difference in soft skill awareness between the male and female secondary students.
3. To study if there is any significant difference in soft skill awareness between the secondary students studying in the schools located in the urban area and in the rural area.
4. To study if there is any significant difference in soft skill awareness between the secondary students residing in the urban area and in the rural area.
5. To study if there is any significant difference in soft skill awareness between the secondary students studying in the Hindi medium and in the English medium.

## **HYPOTHESES**

The following the hypotheses formed from the formulated objectives for the present investigation.

1. The secondary students show a high level of soft skill awareness.
2. There is no significant difference in soft skill awareness between the male and female secondary students.
3. There is no significant difference in soft skill awareness between the secondary students studying in the schools located in the urban area and in the rural area.
4. There is no significant difference in soft skill awareness between the secondary students residing in the urban area and in the rural area.
5. There is no significant difference in soft skill awareness between the secondary students studying in the Hindi medium and in the English medium.

## **METHOD**

Normative survey method has been employed in the present study.

## **TOOL USED**

Soft skill awareness scale constructed and validated by Suresh Kumar. M., (2013), was used in this study. This scale consists of 22 statements, both positive and negative statements. Each statement have two options, namely YES and NO. The response of the subjects was scored by assigning numerical values or arbitrary weights to the items. The positive statements were having the scoring as 1 and 0 for the responses from yes and no and the scoring is reverent for the negative statement.

An individual score is the sum of all the score of the 22 items. The score ranges from 0 to 22. The maximum score that one can get in this is 22. Also the intrinsic validity found by the author of this tool, Sureshkumar. M., (2013) was 0.90. The reliability found by the author of this tool, Sureshkumar. M., (2013) to be 0.81 by the test-retest method. The investigator has also found the reliability of the tool as 0.76 and the intrinsic validity as 0.87. Thus the soft skill awareness scale has validity and reliability.

**SAMPLE**

Random Sampling technique has been used in the present study to select the sample of 300 secondary student from the total population of 1000 secondary student.

**STATISTICAL TECHNIQUES USED**

The mean and standard deviation for the entire sample and its sub-sample were computed. The test of significance (“t” test) was used in order to find out the significance of the difference between the means if the demographic variable used in the objectives. The collected data were computed with the SPSS 11.5 and the result was furnished accordingly in the table.1.

**TABLE-1**

S.NO	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION	‘t’ VALUE	SIGNIFICANCE AT 0.05 LEVEL
1	Entire sample		300	18.02	3.59	-	-
2	sex	Male students	129	18.27	3.74	1.01	Not Significant
		Female students	171	17.84	3.46		
3	School locality	Rural area	229	18.24	3.42	1.70	Not Significant
		Urban area	71	17.33	4.03		
4	Residence	Rural area	66	17.57	3.78	1.11	Not Significant
		Urban area	234	18.15	3.53		
5	Medium of study	Hindi medium	68	18.11	3.36	0.24	Not Significant
		English medium	174	111.36	17.89		

**FINDINGS**

The following are the important findings of the present investigation which were inferred from the table 1.

1. The secondary students’ shows a high level of soft skill awareness.

2. There is no significant difference in soft skill awareness between the male and female secondary students.
3. There is no significant difference in soft skill awareness between the secondary students studying in the schools located in the urban area and in the rural area.
4. There is no significant difference in soft skill awareness between the secondary students residing in the urban area and in the rural area.
5. There is no significant difference in soft skill awareness between the secondary students studying in the Hindi medium and in the English medium.

## **CONCLUSION**

The present investigation revealed that majority of the secondary students were found to have a high level of soft skill awareness. So it can be revealed from the investigation that the secondary students should keep their soft skill awareness at its height in a constructive way.

## **REFERENCE:**

Best, John. W., (1963), "Research in Education", Prentice hall of India (pvt) Ltd, New Delhi.

Garrett. H.E., (1973), Statistics in psychology and education, Vakils, Feffer and Simons Ltd.,  
Bombay.

Marcel M. Robles. (2012), Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. Business Communication Quarterly, Dec 2012; 75: 453 - 465.

Scott A Hurrell, Dora Scholarios, and Paul Thompson, (2013), "More than a 'humpty dumpty' term: Strengthening the conceptualization of soft skills. Economic and Industrial Democracy, Feb 2013; 34: 161 - 182.