**Adaptability: Role of Soft skill for In-service Teacher Education**

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# Abstract

This study aimed to find out role of soft for adaptability in in-service teacher’s education. In-service teachers are focuses on creating learning environments which enable teachers to develop and demonstrate for the successful completion of a teacher education programmed. Teachers must have skill of adaptation. Teacher must have the up-to-date knowledge of new problems, new methods, and new techniques in education. They are better able to changing nature of teaching, socialization.

Adaptability is a soft skill that means being able to rapidly learn new skills and behaviors in response to changing circumstances. Being able to respond effectively to this change is known as adaptability. In this article, researcher discusses the important of adaptability for in-service teachers and their relationship of soft skill. Researcher has used self-made scale for measurement of relationship of soft skill for adaptability for in-service teachers. Data was collects from serving teachers from Gujarat State, the results showed that serving teachers possessed these four components of soft skills, namely communication skill, technology skill, empathy skill, teamwork work skills This study employs the quantitative method to collect data by using a research instrument which is a questionnaire consisted of 20 items. Communication skills (mean =3.92, SD = 0.71), Technology skill (mean =4.20, SD = 0.76), Empathy skill (mean = 4.15, SD = 0.77) and Team work (mean = 4.20, SD = 0.78). Furthermore, overall soft skills (mean = 4.12, SD = 0.62). Pearson correlation analysis indicated that soft skills components, namely communication and technological skill (r=.54, p<.001), empathy and team work skill (r=.631, p<.001) are significantly and positively associated with adaptability. In conclusion, soft skill must be imparted to the in-service teachers for create adaptability.

Adaptability is characterized by constant change and occurs in a dynamic and unpredictable environment. Adaptability also knows as the capacity of individuals to adjust their thoughts, feelings, and behaviors in response to new, changing, or uncertain situations (Martin et al., 2012).

**Keywords:** Adaptation, soft skill, In service teacher.

# Introduction

The quality of education is very important in recent years. This plays a key tent for the professionals who learn and teach in this modern society with ethnically capable, clever, pioneering, resourceful problem-solvers, skilled and critical philosopher. During teacher training teacher have different skill for adapt all situation and maintained positive environment in class and any place Hence, these skills of the professional teachers help the learners to team up with good decisions, manage their time effectively, respond to one another and decide the right communication strategy,at the right time (OlgaNessipbayeva, 2012).https://eric.ed.gov/?id=ED567059.

“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame.”-R.N. Tagore.

It is the education a teacher receives before he has entered the teaching profession and before he had his education in a Teacher’s college. It includes the entire programmes-educational social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes. During this program teacher’s must have soft skill for development own competency in education and soft skill are important for adaptability. So here following soft skill were taken for find relationship of soft skill of in-service teacher’s adaptability.

Communication, Technological skill, Empathy skill, Team work skill.

# Definitions

**Adaptability**

An [ability](https://dictionary.cambridge.org/dictionary/english/ability) or [willingness](https://dictionary.cambridge.org/dictionary/english/willingness) to [change](https://dictionary.cambridge.org/dictionary/english/change) in [order](https://dictionary.cambridge.org/dictionary/english/order) to [suit](https://dictionary.cambridge.org/dictionary/english/suit) different [conditions](https://dictionary.cambridge.org/dictionary/english/conditions).

Dictionary Cambridge.

Teacher’s relationship of soft skill is very important for adaptability. For In-service teachers are taking training how to handle student’s emotions, problem solving, new skill develops for success in education. An ability to change any different situation for create positive environment, create positive thought, update to own knowledge, new technology for develop education and socialization.

**Soft skills**

Soft skill is defined as interpersonal and behavioral skills in the workplace (Kantrowitz, 2005). Soft skills are a necessity to work in high performance environment and to promote productivity (Wilhelm, 2002). According to Raj (2008), technical and administrative skills needed in the workplace is easily detected and measured but soft skills such as communication, teamwork, problem solving skills are difficult to be detected and taught. Teaching is a process of imparting skills, attitudes and values which in turn will make changes in students' behavior (Ee, 1997). According to Cohen (1981), teaching that can benefit and successfully encouraging pupils to learn effectively.

Teaching competency of serving teachers trainees on going to teaching competency, we have to know the competency first. Competency is defined as a “competency-based” teacher education which includes the knowledge, skills and values of a teacher-trainee to demonstrate for the successful completion of a teacher education programme. Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like establishing a lesson, fluency in questioning, probing questions, amplification, rapidity of lesson, strengthening, sympathetic child psychology, recognizing performances, classroom supervision and generous assignment. Competency development is a continuous process in the institution.

B.K.Passi and M.S.Lalitha defined that the teaching competency is an effective performance of all observable teachers’ behavior that brings about desired novice effects.

Encyclopedia of teacher training and education (Vol.II, 1998) defines teaching competency as a suitable skill, knowledge and experience for teaching purpose, which are appropriately satisfied.

S.Venkataiah (2000), describes the teaching Competency as a solitary knowledge, ability or specialized proficiency which a teacher may say to possess and which was believed to be relevant to the successful practice of teaching. Therefore, the current research was based on the following component’s study.

**Communication skills**

Communication is the ability to [convey](https://www.collinsdictionary.com/dictionary/english/convey) information and [ideas](https://www.collinsdictionary.com/dictionary/english/idea) effectively. He has good communication skills. (Collins English Dictionary)

Communication skills facilitate individuals to understand others and to be understood himself” or “herself. A monotony of aspects is important in the context of these skill, such as listening, clear thinking aids clear speaking, observing and empathy.

**Technological skills**

Technical skills refer to the specialized knowledge and expertise needed to accomplish complex actions, tasks, and processes relating to computational and physical technology as well as a diverse group of other enterprises. Those who possess technical skills are often referred to as "technicians," with the expression referring to audio technicians, electronics technicians, market technicians, computer technicians, (https://www.investopedia.com/contributors/101529/)

Technology skills refer to your ability to interact and complete tasks using computer-based technologies and other connected technologies. These can either be digital or physical. These skills may be referred to as technical skills. They usually fall under the category of hard skills. That means they are usually learned in a classroom setting or through alternative training.

**Empathy skill**

The term empathy was first introduced into the English language by psychologist Edward Titchener in 1909 as a translation from the German word Einfühlung, meaning “feeling into”, or projecting oneself into something else. The construct has become entrenched in philosophical and psychological theory as a central component of human relatedness and morality. The use of the term in philosophy started in the second half of the 18th century. Empathy in its original usage was considered to be the tendency of observers to project themselves “into” that which they observe, typically some object of beauty or works of art (Davis 1996, p.5).

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling

The term empathic has a special emphasis on moods and feelings, and also characterizes people who are especially good at such things. In contrast, the term empathetic covers a variety of responses and capacities, unconscious as well as conscious, involved in perceiving other people. It is good for cognitive, behavior and emotional development. In current situation empathy is very important for progression of socialization, education, unity, and understanding to each other.

**Teamwork work skills.**

Teamwork skills consist of interrelated abilities that let you work effectively in an organized group. Teamwork skills are vital to employers, as teams are a basic organizational unit within many companies. Teamwork happens when people cooperate and use their individual skills to achieve common goals.

Working with a group of people to achieve a shared goal or outcome in an effective way. Listening to other members of the team. Taking everyone's ideas on board, not just your own. Working for the good of the group as a whole. Having a say and sharing responsibility. (<https://zety.com/blog/teamwork-skills>)

**In-service teacher education**

In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985) continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

It is the education a teacher receives after he has entered the teaching profession and after he had his education in a Teacher’s college. It includes the entire programmes-educational social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes. In-service teacher education is the education and training provided to  [teachers](https://en.wikipedia.org/wiki/Student_teacher) before they have undertaken any teaching.

# Importance soft skill for adaptability in term of In-service teacher education.

Adaptability is a quality that allows you to adjust to changes in your environment. Being adaptable in classroom can mean teacher can respond quickly to changing thoughts, responsibilities, expectations, trends, feeling and other processes. The importance of adaptability for In-service teachers’ work involves inherent change and teachers are called upon to regularly adapt in order to manage new or uncertain demands and situations (Collie & Martin, 2016). As such, we suggest that adaptability is a crucial capacity for teachers. Adaptability is the capacity to adjust one’s thoughts and behaviors in order to effectively respond to uncertainty, new information, or changed circumstances. Adaptability encompasses cognitive, behavioral, and emotional adjustments as a disposition and skill, adaptability is essential to an individual’s psychological health, social success, and academic and workplace achievement. Individuals who are adaptable exhibit key behaviors like thinking and acting effectively under pressure, and adjusting timelines, results, and expectations appropriately when needs change.

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# Purpose of the study

Purpose of the study is to comprehensively analyze adaptability factors contributing to relationship of soft skill for in-service teacher’s adaptability.

# Objectives of the study

To identify the overall soft skills acquired by In-service teacher and its components, namely communication skills, technological skills, empathy skill, teamwork skill

To examine the relationship between the overall soft skills acquired by In-service teachers and its components, namely communication skills, technological skills, cultural skill, empathy skill, creative skill, teamwork/collective work skills. Toward Preservice teachers’ perceptions relationship of soft skill on adaptability

# Hypotheses

# H1: There is no significant relationship between empathy and team work skill for in-service teacher’s adaptability.

# H2: There is no significant relationship between empathy and team work skill for in-service teacher’s adaptability.

# Methodology of the Study

This study employ survey questionnaire as a method to collect quantitative data. The questionnaires were distributed to 248 in-service teachers who are serving in school from Gujarat State. The questionnaire was in English language. There were 20 items including demographics items in this instrument. Section A of the questionnaire was intended to gather information regarding demographic factors of the respondents which included information pertaining to their personal background such as Name of teacher, school name, City, State, Gender. Section B was specifically designed based on the components of soft skills as determined by self-made. Section A were scored using a five-point Likert scale. Pilot testing of the instrument was carried out to about 10 percent (25) of the total number (248) of teachers in school who have a similar background to the respondents in the survey. Those In-service teachers involved in the survey study were excluded in the actual study. Revisions were made based on the suggestions and feedback given by these teachers. It could be concluded from the pilot-study results that the instrument had high internal consistency as the Cronbach alpha value ranged from 0.875 to 0.883.

# Findings

**Descriptive analysis**

The mean scores and standard deviations of the soft skills and its components acquired by in-service teacher’s ranged from 3.92 to 4.20 and 0.62 to 0.78 respectively which was considered medium high to high adaptability of soft skills.

**Components N Mean score SD Level**

Communication skill 248 4.12 0.62 High

Technological skill 248 3.92 0.71 M.High

Empathy skill 248 4.20 0.76 High

Team work skill 248 4.15 0.77 High

All over skill 248 4.20 0.78 High

**Hypotheses**

H1: There is no significant relationship between communication skill and technological skill for In-service teacher’s adaptability.

**Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Communication skill | Technological skill |
| Com | Pearson Correlation | 1 | .544\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 248 | 248 |
| tech | Pearson Correlation | .544\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 248 | 248 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

It is vivid that pearson correlation of communication and technological skill for in-service teacher’s adaptability is significant at 0.01 level of significance. Thus the hypothesis that may be rejected. It was find that the correlation way moderately positive which indicate that with increase in communication skill and technological skill for in-service teacher’s adaptability increase vice varsa.

H2: There is no significant relationship between empathy and team work skill for in-service teacher’s adaptability.

**Table 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Empathy skill | Team work skill |
| Empathy skill | Pearson Correlation | 1 | .631\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 248 | 248 |
| Team work skill | Pearson Correlation | .631\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 248 | 248 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

From table 2 It is vivid that Pearson correlation of empathy skill and team work skill for in-service teacher’s adaptability is significant at 0.01 level of significance. Thus the hypothesis that may be rejected. It was find that the correlation way moderately positive which indicate that with increase in empathy skill and team work skill for in-service teacher’s adaptability increase vice versa.

# Discussion and Conclusion

This study in quest to develop an understanding of the importance relationship of soft skills acquisition since it will contribute to enhance In-service teachers' adaptability. Soft skills acquisition is often viewed as something that happens in the normal course of events and it has the potential to transfer and to create knowledge based on local requirement. In order to tackle the challenges of socialization, globalization, soft skills acquisition needs to be highlighted to all educators. This is because lack of soft skills acquisition can affect quality teaching, not satisfaction in any place, no easily find problem solving any situation and student achievement.

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