



A Study and Analysis of Soft Skills of Senior Secondary School Teachers and Related Review of Literature

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Abstract:

The effectiveness of teaching at the senior secondary level depends not only on subject knowledge but also on the soft skills possessed by teachers. Soft skills such as communication, empathy, adaptability, teamwork, and emotional intelligence significantly influence the learning environment, student motivation, and overall classroom interaction. This study aims to analyse the level of soft skills among senior secondary school teachers and their impact on teaching effectiveness. The research explores dimensions including communication competence, leadership qualities, conflict resolution, and interpersonal relationships. A mixed-method approach involving surveys and interviews was adopted to gather data from teachers across different institutions. The findings highlight that teachers with well-developed soft skills contribute to a more positive, engaging, and inclusive learning atmosphere. The paper also provides a comprehensive review of literature emphasizing the growing importance of soft skills in modern educational settings and their implications for teacher training and professional development.

Keywords: *Soft Skills, Senior Secondary Teachers, Communication Skills, Emotional Intelligence, Classroom Management, Teacher Effectiveness, Interpersonal Skills, Personality Development, Pedagogical Competence, Student Engagement*

1. Introduction

Education plays a vital role in shaping individuals and preparing them for the challenges of life. At the senior secondary level, teachers act as facilitators, mentors, and role models, guiding students toward higher education and career choices. Traditionally, emphasis in teacher performance has been placed on subject expertise and pedagogical knowledge. However, in the 21st century, the focus has shifted toward soft skills — the interpersonal and intrapersonal abilities that enable teachers to communicate effectively, manage classrooms efficiently, and foster a supportive learning environment.

Soft skills encompass a broad range of competencies such as communication, teamwork, emotional intelligence, problem-solving, adaptability, and leadership. These skills are essential for teachers to handle diverse classrooms, engage students with different learning styles, and maintain positive relationships with peers and parents. In the context of senior secondary education, where students are at a crucial transitional phase, teachers' soft skills have a profound influence on academic success, motivation, and personal development.

Several studies in educational psychology and pedagogy have emphasized the role of soft skills in improving teacher-student interaction and academic outcomes. Researchers such as Goleman (1998) and Boyatzis (2009) have highlighted emotional intelligence as a key determinant of professional success, while others have stressed communication and empathy as core attributes of effective teaching.

This paper presents a systematic study and analysis of soft skills among senior secondary school teachers, exploring their awareness, application, and training needs. It also includes a review of existing literature to identify prevailing trends, research gaps, and strategies for enhancing teachers' soft skill competencies through professional development programs.

The knowledge that has been gathered over time as a consequence of continuous human effort is used in research. It can never be done independently of previous research on issues that are either directly or indirectly related to the researcher's planned study. The researcher tracked the different categories of research papers such as dissertations, theses, journals and a variety of relevant books on education and psychology published in India and abroad. It enables the researcher to specify the limitations of his or her area of study. According to Best (1963), "A familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved". Reviewing related literature helps people comprehend the issue and its key components better and prevents needless duplication of effort. Reviewing the literature is important task that requires a deep understanding and a clear perspective of the general field. It provides comparative data which can be used by the researcher to assess and interpret the significance of his/her findings. A researcher needs to update his/her knowledge about the studies already done by other researchers associated with the problem. For this purpose, the researcher gathered as many studies as they could on various facets of the issue they were looking into. The studies have been categorised into the following sections-

2. Studies Conducted in India

2.1 Studies related to Soft Skills

Academic Self-Regulation, Reflectiveness, and Soft Skills of Secondary Teacher Education Students were studied by **Nicholas (2021)**. Data were gathered using a survey research method. Results showed that academic self-regulation and reflectiveness had a substantial impact on secondary teacher education students' soft skills. Both academic self-regulation and reflectiveness have a considerable impact on the prediction of soft skills. It follows that emphasis on teaching and learning soft skills ought to be taught in teacher preparation programmes.

A 2019 study by Ahmad et al. examined how secondary school students' soft skills were impacted by school culture and the classroom environment. The study found that on the basis of the nature of schools, there is a significant difference in soft skills of thinking, communication, information technology, leadership, skills, interpersonal and collaborative among students.

Baskaran (2017) investigated research entitled "Influence of Soft Skills on the Teaching Competence of High School Teachers". The study's main objectives were to determine the relationship between soft skills and high school teachers' teaching competence as well as the effect of soft skills on high school teachers' teaching competence. 1000 high school teachers from 50 high schools and 491 higher secondary schools in the districts of Tirunelveli (206), Thoothukudi (179), and Kanyakumari (126) form the sample. The survey technique of research was employed to gather the data for the study. It was discovered that there was a significant relationship between soft skills and high school teachers' teaching competence, as well as a considerable impact of soft skills on high school teachers' teaching competence.

Bhaskar & Balaji (2015) conducted, "An Empirical Study: Opportunities Available for Undergraduate Engineering Students to Groom Their Performance Enhancement Skills (PES) and its usage". The focus of this study was to determine how much instructor and students believed that there was opportunity for students to develop their performance enhancement skills and how much they were actually using them. Study contraptions with a 05-factor scale and 17 statements had been evolved. The facts turned into gathered from 60 teaching school managing UG engineering courses

and one hundred sixty UG engineering students from numerous branches of study. The software program became used to have a look at the gathered data “Statistical package for Social Sciences (SPSS)” by way of undertaking independent sample t-test and paired sample t-test, both item-wise and dimension-wise. From the analysis, it's far concluded that sufficient opportunity is available for UG engineering college students to groom their overall performance enhancement skills and the usage of the opportunity is much less.

Christopher (2015) conducted a study, “Teaching Competency of Higher Secondary Teachers about their Thinking Styles and Soft Skills.” 1000 upper secondary teachers who work in different Tirunelveli higher secondary schools made the sample for this study selected by stratified random sampling method. For the study, the researcher used the survey method of research. A significant influence of Thinking Styles and Soft skills on Teaching Competency was found that can be concluded that soft skills and Thinking Styles play significant roles in one's success in teaching competency, particularly in one's teaching profession.

Ramlall and Ramlall (2014) investigated research entitled “The Value of Soft Skills in the Accounting Profession: Perspectives of Current Accounting Students”. The study's goal was to determine the perspectives of present pupils of accounting on soft skills and their self-assessed competence. This study also suggests ways through which accounting pupils can obtain soft skills. This study consists of a sample size of 313 respondents. The researcher analysed fewer gaps in pupils' perceptions of how significant they are in the accountancy profession, and how well-organized they are to fulfill the opportunities. It was investigated that Universities place more stress on evolving soft skills, which have been revealed to be helpful to pupils' careers.

A conceptual paper by **R. Goswami (2013)** highlighted the need of soft skills for students entering the IT industry. The study emphasises the value of soft skills for both career and personal growth. More and more people in the modern world are realising how important soft skills are. IT students in particular need soft skills because, after completing their studies, they know hard skills but lack soft skills. These "Life Skills" help to define a person's personality. Students that combine soft skills with hard skills have an advantage when searching for jobs.

Vijaya (2013) discussed how to teach soft skills using online technologies and evaluates how beneficial it is for students. The author contrasts technological soft skill learning with practical intelligence and identifies which is more dependable. Finally, teachers should not provide opportunities for students to build employability skills on their own in the hope that the students benefit. Students will take ownership of these projects and increase the likelihood of success if they are aware of how and why their employability skills are being developed, as well as the significance of the strategy.

Agarwal (2013) pointed out that globalization, multi-culturalism, advanced technology, and market demand have emphasized human assets bringing intangible assets such as knowledge and skills. In addition, he highlighted an indisputable detail that an enormous majority of management graduates do not reach an appropriate level of placement as they do not possess the essential soft skills. He attributed the lack of quality in these graduates to the institution's lack of focus on developing these graduates' soft skills. Therefore, he stressed the need for stakeholders of education to adapt and evolve according to the market changes and the advancements in technology. Therefore, he stressed that education stakeholders need to adapt and evolve to market changes and technological advances. In conclusion, he recommended that the focus of those designing this curriculum must remain on the evolving of soft skills, particularly social skills, communication and interpersonal skills.

Shaheen et al. (2012) investigated research on “Importance of Soft Skills for Education and Career

Success". The goal of the study was to find out how students felt about the value of soft skills in both education and the workforce. The study consists of 188 undergraduate students of business management from four universities of Singapore. It was described that the majority of participants found soft skills beneficial for community interface as well as for professional growth. Though, they didn't believe that soft skills contributed significantly to their educational performance. It was also analysed that skills of communication were seeming as the less significant by pupils and that is probably why they didn't try to increase soft skills.

Singh (2012) emphasized the importance of soft skills in engineering colleges for student personality development. It was recommended that soft skills training and the activities related to personality development such as group discussions, presentations, seminars, and interview skills should be a part of technical education, to help engineering students to better employment and placement opportunities.

2.2 Studies related to Teaching Competence

Islam (2020) investigated research to observed the difference between job satisfaction and teaching competence and among female and male educators in western Uttar Pradesh. In this research, survey method was applied by the researcher. 338 teacher educators from western Uttar Pradesh were chosen using simple random sampling method. General teaching competency scale and a job satisfaction scale designed by the researcher were used for data collection. A statistical method of central tendency and independent t test was applied to analyze the facts at a significance level of 0.05. It is concluded that the employment status plays a prominent role in achieving teaching competence and job satisfaction. Female teacher educators are found higher in both teaching competence and job satisfaction as compared to their male counterparts.

Allimuthu, Annadurai and Muthupandi (2018) conducted a research motive to study the teaching competence of B.Ed. students in certain districts of Tamil Nadu. A cluster sampling was applied to draw a sample size of one thousand fifty B.Ed. learners. In the current research, statistical methods of 't-test, standard deviation, mean and ANOVA were applied for data analysis. The findings showed that there are no significant differences in the teaching competence of B.Ed. trainees with regard to sex, location, family type, residence, marital status, college location, college type, browsing habits, internet, smart phone with internet connection in mobile, facebook account, and whatsapp account. However, there are significant difference in the B.Ed. trainees' teaching competence depending on their marital status, preferred method of instruction, and email address.

Alsalem (2016) conducted a study entitled "Increasing teaching competency for teachers of students who are deaf and hard of hearing through the principles of universal learning design". The motive of this research was to improve teaching competency through the execution of UDL principles among teachers of hard of hearing and deaf students in the city of Riyadh. The research investigated to determine the UDL principles most commonly used by teachers and to identify the barriers to the execution of UDL in schools. This research involved collecting the teachers' early perceptions and identifying the barriers to the implementation of UDL. Thus, this research was separated into two main phases in order to obtain complete results. The first phase of this study was to organize a comprehensive evaluation of the present state of execution of the three UDL principles and the main barriers to their implementation in schools. All respondents in this phase were 269 teachers. The two phase was a follow-up to the requirements assessment of the teachers in the first stage. Hence, the researcher designed an involvement that providing training for sixty-seven second-tier teachers. The outcomes of the involvement revealed valuable differences between teachers before and after a training session related to their level of thoughtful and level of concern.

Kartik & Ahuja (2016) conducted "A Comparative Study of Teaching Competency of Male and Female Trainees of Govt. and Self Finance Colleges". The study aimed to determine the teaching

competence of trainees in relationships with gender and type of institution. A sample size of hundred B.T.C. students was drawn 50 from DIET and 50 from self-finance colleges in the Meerut district. To analyse the data, t-ratios, means, and standard deviation were used. The outcomes showed that B.T.C. students from the self-finance colleges were more competent, higher, and superior in their use of instructional and pre- and post-instructional teaching skills. Competent, higher, and superior in the application of pre-teaching, instruction, and post-teaching skills. It was also found that male trainees of BTC were much more competent, higher, and superior in the use of pre instruction, instruction and post instruction teaching skills in comparison to female trainees of BTC.

Maheswari (2016) showed research attempting to analyse the association between multiple intelligence and teaching competency of teachers of training colleges. Multiple intelligence scale and the teaching competence scale for teachers of training colleges, validated and constructed by the researcher, were used for data collection from a sample size of 400 teachers worked in Cuddalore. The stratified random sampling and the method of normative survey was applied. The outcomes of the findings revealed there is positive and valuable association between multiple intelligence and teaching competency. Only 14.7 percent of the total variation in teaching competence is credited to the multiple intelligence of teachers of training colleges.

Sekar (2016) investigated research to assess the teaching competence of female teacher trainees of B.Ed. The research was observed to determine the difference between government and self-finance colleges, rural and urban, co-education and girl's colleges, and degree B.Ed., postgraduation, under graduation and M.Phil. female teacher trainees. The sample of one forty-eight B.Ed. female trainees were selected from the 10 institutions of education in Pudukottai and Thanjavur districts which are, affiliated with Tamil Nadu Teacher Education University. The collection of data was done by using the standardized teaching competence scale developed by Rani Dorathi (2000). The investigation was made using t-test and ANOVA. The results showed a valuable difference in the teaching competence of female trainees of B.Ed. on the basis of location and type of institution. However, no significant difference was found among degree B.Ed., postgraduation, under graduation and M.Phil. female teacher trainees.

Shanmugam (2016) examined the "Differential aptitude and teaching competency of student-teachers in the Kancheepuram district". The sample size includes 300 pupil teachers, turned into decided on by using survey the use of the quota sampling method from SRM teacher training and research faculty and muthukumaran university of training. It was analyzed that teacher-students who showed a higher degree of differential aptitude had higher teaching competency.

Choudhury and Chaudhary (2015) conducted research entitled "Teaching competency of secondary teacher educators about their metacognition awareness". In the current research, researchers attempted to investigate the efficiency of metacognition skills in the enhancement of teaching competence in secondary school teacher educators. The thought of metacognition can be defined as a higher-order cognitive structure. More specifically, metacognition is a responsibility for a correct grasp of the learning process and the knowledge and abilities required, along with the capacity to make the appropriate conclusions about how to execute planned strategy to each situation and to do so competently and reliably. Teacher educators with good metacognition were able to work efficiently in class. The research shows that the most of the secondary school teacher educators, both female and male, in Dibrugarh and Tinsukia districts, Assam, take an optimum level of teaching competency and metacognition awareness. According to the research, there is a strong correlation between teaching competence and metacognition awareness. The study also revealed significant differences in teaching competence and metacognition awareness between secondary school teacher educators who are male and female.

Fatima, Sasikumar & Roja (2014) conducted a study entitled “Enhancing teaching competency of graduate teacher trainees through metacognitive intervention strategies”. In this research, the researcher evolving teaching competence scale along with 5 dimensions, namely assessment, content, induction, pedagogy and organization. The experimental method was adopted by researcher in this investigation. A single group design was accepted. This research was conducted with thirty trainees (17 girls and 13 boys) of physical sciences at the Faculty of Education, Alagappa University, Karaikudi, Tamilnadu, South India. The results showed that there is constant enhancement in all magnitudes of teaching competence and every teacher wants to evaluation and update their capacity in all possible new/novel/innovative plans to change and increase their teaching competence following expected changes in the education system. The researcher recommends that this research will assist prospective teachers take on their tasks with confidence by improving their teaching skills in the classroom. Therefore, there is a vital need to focus on the efforts of implementing metacognitive intervention strategies to raise the quality of teaching competence throughout all stages of teacher education.

Kaur & Talwar (2014) investigated research entitled “Teaching competency of secondary school teachers about emotional intelligence.” The study aims to look into the relationship between secondary school teachers' emotional intelligence and their teaching competency. In order to comprehend the relationship between teaching competency and emotional intelligence in secondary school teachers, a descriptive correlational methodology was adopted. One hundred secondary school teachers from the Amritsar District who efficiently completed the overall teaching Competence Scale (GTCS) and the Emotional Intelligence Scale made up the sample (EIS). The findings revealed a significant and positive relationship between teachers' teaching competency and emotional intelligence. The emotional intelligence and teaching competency of secondary school instructors who work in Govt. and private institutions range simply slightly. The study also revealed that gender has influence on teaching competency and demonstrate emotional intelligence.

Prasad (2014) studied the “Effect of the Teacher Training program on Self-Concept, Self-Confidence, Teaching Competency, and Role Commitment of Special Teacher Trainees”. Experimental research was used for the research. Quasi-experimental research designs were followed by one group and two groups pre-test and post-test. The sample size consists of one hundred fifty Special Education trainees (117 for Orthopaedics and 33 Visual Impaired Special Education trainees) from the department of Teacher training, Jagadguru ramabhadracharya, Disabled University, Chitrakoot, U.P., India, who were drawn using purposive sampling method. For collection of data four standardised tools were used in a group (for orthopaedic disabilities) and individually (for visual impairments) to the trainees for self-confidence, self-concept, and role commitment. A team of experts including investigator, a teacher educator and a teacher from an experimental school observed the teaching competency of these trainees to ensure that the observation could be reliable, valid and scientific. Both inferential and descriptive treatment modes were used for the examination and interpretation of the data. Examination of covariance and t-tests were applied for hypotheses testing and the explanation of data. The finding showed that the teacher training program does increase a positive self-concept among special education teachers in training (as a group), orthopaedic and visually impaired people. However, this outcome is considered statistically irrelevant. TTP builds self-assurance in special needs students as a group and special needs students with visual impairments.

Renugadevi & Nalinilatha (2014) conducted “A study to find the relationship between Social intelligence and teaching competency of higher secondary school teachers concerning the background variables”. Survey research was applied for data collection. Teaching competence scale designed by researcher and the adopted social intelligence scale, constructed by Dr. N. K. Chandha (1986) was applied for the research. The standard deviation, ANOVA, and Pearson's correlation coefficient test are used to calculate the important difference between the means of each pair in the group. Data

analysis is used to determine the outcomes, which are then tabulated. The result revealed that there is no significant relationship between higher secondary school teachers' teaching competency and social intelligence.

Shukla, (2014), investigated "Teaching competency, Professional commitment and Job Satisfaction-A study of Primary School Teachers". Sample size comprised hundred primary school teachers from ten schools (five government and five private) in Lucknow. The results showed that professional commitment correlates positively with job satisfaction. Teaching competency and professional commitment have a weak positive correlation. Teaching competence and job satisfaction are very low and positively correlated. Therefore, committed teachers do not have to be immediately competent, as this also depends on their training.

In her study, Parvathi (2012) examined the metacognition, teaching competency, and attitude of aspiring math instructors. The investigator, in this study, adopted the survey method of research. The population consisted of prospective mathematics 66 teachers and 500 student teachers were selected as sample by using multistage random sampling technique. Metacognition tool, Teaching competency scale and Attitude scale towards teaching profession were the tools used. The statistical techniques applied were percentage analysis, t-test, chi-square analysis, correlation, multiple correlation, factor analysis and graphical representation. It is found out from this study that the meta-cognition of prospective mathematics teachers is moderate (72.40%), the teaching competency of prospective mathematics teachers is moderate (68.20%) and the attitude of prospective mathematics teachers towards teaching is moderate (70.40%). Between teaching competency and prospective mathematics teachers' metacognition as well as their metacognition and attitudes about the teaching profession, there is a strong positive association. Between prospective mathematics instructors' attitude toward the job and their teaching competency, there is no discernible positive association. The metacognition and attitude of prospective math teachers regarding their vocation have a major impact on their ability to teach.

2.3 Studies related to Emotional Maturity

Jobson (2020) studied research entitled "Emotional maturity among adolescents and its importance." The primary goal of this study was to examine the emotional maturity level in teenagers and the reasons that influence it. This research was conducted with hundred respondents, consisting 47 boys and 53 girls in the 17-18 age group. The Singh and Bhargava Emotional Maturity Scale was used to gather the data. The data were examine using SPSS. It was found that 74 percent of the respondents were emotionally very immature. Determinants such as gender and age of respondents, family type, and siblings were not associated with participants' emotional maturity. This research supports to understand the emotional maturity of teenagers that makes awareness to give attention on teenage with unstable emotional maturity.

Rafaqi & Musheer (2019) investigated "Effect of emotional maturity on the study habit and academic achievement of secondary school students." The study focused on evaluating the impact of emotional maturity on high school pupils' academic achievement and study habits. The Study Habit Scale, created by Dimple Rani and M. Jaidka, the Emotional Maturity Scale by Tara Sabapathy, and the overall grades of the preliminary statement are all used to assess academic achievement. A sample size of 336 high school students in the Aligarh district was used to analyse the study. Statistical methods like MANOVA with 3-way designs, mean, and Pearson correlation, were used. According to the study's findings, academic achievement is strongly positively correlated with study habits and emotional maturity. The type of school, gender, and emotional maturity all have nonsignificant multivariate interface effects on the group variables of academic achievement and study habits.

Singh & Kalyan (2019) conducted “A study to find the attitude of undergraduate students toward the use of social networking sites about emotional maturity”. A descriptive method was applied for the research. A stratified random sampling was applied to draw a sample of 300 college students from the Kapurthala district of Punjab. Data were collected using the Attitude Scale Toward Use of Social Networking Sites and the Emotional Maturity Scale. The data were examined using correlation coefficients and t-test. It was observed that female students show more positive attitudes towards using social networking sites than male students. The urban college students show more positive attitudes towards using social networking sites than rural college students. Male college students were emotionally more mature than female college students. Urban college students are more emotionally mature than the students of rural college. There is no relationship between attitudes towards the University students' use of social media and emotional maturity.

Cyril (2018) conducted “A Study on Emotional Maturity Among High School Teachers.” The purpose of this study was to evaluate secondary school teachers' emotional maturity levels. A survey method was used for the research. 800 high school teachers from Dindigul and Madurai districts were drawn for the research. The researcher developed and validated the Emotional Maturity Scale for High School Teachers (AVSEM). The results showed that the degree of emotional maturity and its dimensions in high school teachers is moderate in relation to the total sample, gender, and school location.

Mathew & Joy (2018) investigated research aiming to examined the “Relationship between emotional maturity and the general well-being of adolescents”. Youth is the transitional phase from childhood to adulthood, in which many changes occur in all areas of life that can affect the life of an adolescent. A correlation within group design was utilised to look at the emotional maturity and general wellbeing of adolescents. Self-assessment questionnaires and the PGI scale for assessing emotional maturity were given to 300 high school students between the ages of 15 and 18. The findings of this study demonstrated a significant relationship between emotional maturity and general wellbeing in adolescents. Therefore, it was found that unstable emotional maturity increases, the general well-being decreases in adolescents.

Joshi (2017) conducted a study on "Emotional maturity across gender, locality, and stream of higher Secondary level students" said that there was a large gap between boys' and girls' emotional maturity. Gender plays a significant role but no difference was found in relation to locality.

Singh (2017) enquired about "A study of academic achievement of adolescents in relation to their emotional maturity". He found that majority of the secondary students possessed an average emotional maturity level. Academic achievement and students' emotional maturity were found to be significantly and positive correlated.

Arora & Singh (2016) conducted a study “Occupational Burnout among Secondary School Teachers concerning Organizational Climate and Emotional Maturity.” This research was aimed to study levels of occupational burnout, organizational climate and emotional maturity of teachers in secondary school teachers; and to examine the difference and relationship in working burnout, organizational climate and emotional maturity of secondary schools' teachers regarding gender and locality. For data collection, descriptive survey method was applied. The sample comprise of 260 teachers of secondary schools form the Jalandhar, Kapurthala, and Hoshiarpur districts of Punjab state. The study's findings revealed that most of the secondary school teachers have average levels of occupational burnout and emotional maturity, and prefer a below-average organizational climate. Regarding gender and geography, there were no discernible variations in the secondary school teachers' levels of occupational burnout and emotional maturity. Female secondary school teachers prefer the organizational climate compared to their male counterparts. Rural secondary teachers give more preference to the organizational climate than their urban secondary teacher counterparts. The

organizational climate, emotional maturity, and occupational burnout of secondary school teachers are not significantly correlated.

Datta, Chetia & Soni (2016) investigated “Academic Achievement, Emotional Maturity, and Intelligence of Secondary School Students in Assam.” In the Assamese districts of Lakhimpur and Sonipur, the study involved 1,000 students in Class X, with an appropriate representation of boys (500) and girls (500), as well as rural and urban locations. Data collection is carried out using the descriptive survey method. The Emotional maturity Scale (EMS), created with the aid of Singh and Bhargava in 1984, become used to assess students' emotional maturity, and Dr. S. Jalota's organization examination of intellectual ability became used to assess their intelligence. The findings discovered that there may be a statistically significant difference in emotional maturity among male and female high school students in addition to public and private high student. While there was no significant difference in emotional maturity among students from rural and urban regions, nor between male and female students, or between college students from rural and urban regions, there's a huge difference in intelligence among public and private students.

Kumar and Sunilima (2016) investigated about "Effects of gender and locality on emotional maturity" with the objectives to find out differences between male-female and urban-rural undergraduate students regarding their emotional maturity. According to the study's conclusions, there was no discernible difference between undergraduate students' emotional maturity. On the basis of their gender and locality, male and females of the urban area showed equal levels of emotional maturity, but it was found different regarding the rural area. The emotional maturity of rural male students was found higher than the rural female students.

Menka (2016) seeks to determine the relationship between secondary school teachers' emotional maturity and their efficacy as educators. Both the Emotional Maturity Scale (1999) and the Teacher Effectiveness Scale (1999 Revised) by Singh & Bhargava were used in this study. The descriptive survey method is used in the current study to analyse the problem. Purposive sampling was used to select a sample of 200 students for the research of the study. The results of this study showed that female secondary school instructors are more effective than male secondary school teachers, and there is a strong positive association between teacher effectiveness and secondary school teachers' emotional maturity.

3. Conclusion

The present study and review of literature reveal that soft skills play an essential role in enhancing the professional effectiveness of senior secondary school teachers. Beyond academic knowledge, a teacher's ability to communicate clearly, empathize with students, adapt to changing classroom situations, and maintain positive interpersonal relationships directly influences student engagement, motivation, and learning outcomes. The analysis of previous research indicates that teachers who demonstrate higher levels of emotional intelligence, communication competence, leadership qualities, and teamwork are more successful in creating an inclusive and motivating learning environment. Studies conducted in India and abroad collectively emphasize that soft skills are as vital as technical or pedagogical skills for effective teaching. However, there exists a significant gap in the systematic assessment and development of soft skills among teachers, especially in Indian secondary education. The findings suggest that teacher education programs should not only focus on subject content and pedagogy but also integrate structured soft skill training modules into pre-service and in-service teacher development initiatives. Continuous professional development programs, workshops, and reflective teaching practices can help educators strengthen their emotional and interpersonal competencies. In conclusion, the success of the educational process depends largely on the holistic development of teachers, which includes both intellectual and emotional dimensions. By promoting and nurturing soft skills, educational institutions can foster a more supportive, interactive, and

effective teaching-learning environment that ultimately contributes to the overall growth of students and the quality of education.

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