

Exploring the Landscape: Descriptive Analysis of Prospective Teachers' Awareness of Interpersonal Skills

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Abstract— In education, developing the interpersonal skills of prospective teachers is crucial since it affects not only their effectiveness as professionals but also the growth of the next generation. Using a descriptive analysis methodology, this study explores the awareness levels of interpersonal skills among prospective teachers. The study surveyed 320 (160 male and 160 female) prospective teachers in Ajmer's Bachelor of Education colleges, with 80 from science and 80 from arts disciplines respectively. The research delves into the subtle aspects of interpersonal skill awareness, drawing from several fields such as psychology, social sciences, and organizational behaviour. Using a comparative lens, the study identifies trends and differences in interpersonal skill awareness across multiple institutional and demographic parameters. The results show that prospective teachers have a noteworthy level of awareness, especially in areas like communication and teamwork. Still, they also point out areas where they may improve, like decision-making and cultural awareness. Interpersonal skill awareness is significantly influenced by gender, institutional affiliation, and discipline background, with subtle differences noted across these groups.

Index Terms— Interpersonal Skills, Prospective Teachers, Gender, Institution, Discipline.

I. INTRODUCTION

In the dynamic realm of education, the efficacy of teaching extends beyond the mere transmission of knowledge; it hinges profoundly on the cultivation of interpersonal skills among educators. The awareness and proficiency in these interpersonal competencies among prospective teachers represent fundamental pillars in fostering conducive learning environments, nurturing student engagement, and ultimately shaping the trajectory of educational outcomes. Against the backdrop of evolving pedagogical paradigms, cultural diversity, and technological advancements, the exploration of prospective teachers' awareness of interpersonal skills emerges as a critical endeavor in elucidating the intricacies of effective teaching practices.

II. REVIEW OF LITERATURE

The significance of interpersonal skills in educational contexts has been underscored by a wealth of empirical research spanning diverse educational settings and participant demographics. From Angeles (2012), who illuminated the nexus between teachers' interpersonal skills and teaching efficacy, to Shumaila and Nasir (2013), who unveiled disparities in emotional intelligence between genders among university instructors, the literature abounds with insights into the multifaceted nature of interpersonal competencies and their implications for educational practice. Malik and Ain (2012) provided valuable insights into prospective teachers' awareness of core interpersonal skills, emphasizing the indispensability of collaborative skills, leadership, and social empathy in the teaching profession. Similarly, Atilgan's (2013) investigation into the impact of interpersonal problem-solving abilities on social self-efficacy shed light on the critical role of communication skills in fostering students' sense of efficacy and belonging. The findings of Pandya and Kadu (2014), revealing a significant enhancement in tribal children's interpersonal relationship abilities following a culturally rooted program, underscore the transformative potential of targeted interventions in nurturing interpersonal competencies. Amidst the myriad of empirical studies, the research landscape has also explored the nuances of interpersonal skills among college students, as evidenced by the work of Kumar (2017), Mohanasundaram (2017), and Okwuduba et al. (2021). These studies not only highlight the importance of interpersonal communication abilities among aspiring educators but also underscore the imperative of continual growth and development in this domain. Against this backdrop, this research embarks on a descriptive analysis journey, aiming to unravel the complex tapestry of prospective teachers' awareness of

interpersonal skills. By synthesizing insights from a diverse array of empirical studies, this study seeks to provide a comprehensive understanding of the factors shaping prospective teachers' perceptions of interpersonal competencies. The impetus for this research arises from the recognition of the pivotal role that interpersonal skills play in fostering effective teaching practices and nurturing positive teacher-student relationships. In an era characterized by rapid globalization, cultural diversity, and technological integration, the cultivation of interpersonal competencies emerges as a cornerstone for promoting inclusive, engaging, and student-centered educational environments. Through a systematic exploration of the landscape of prospective teachers' awareness of interpersonal skills, this research not only aims to contribute to scholarly discourse but also seeks to inform policy decisions and educational practices geared towards equipping educators with the requisite competencies for success in the 21st- century classroom. By shedding light on the contours of interpersonal skill awareness and its implications for teacher preparation and professional growth, this study endeavors to pave the way for enhanced teaching effectiveness, student engagement, and educational outcomes.

III. OBJECTIVES

- To find out the awareness level of prospective teachers about Interpersonal skills
- To find out the difference between the awareness level of prospective teachers about interpersonal skills with respect to the type of institution.
- To find out the difference between the awareness level of prospective teachers about interpersonal skills with respect to the academic stream.
- To find out the difference between the awareness level of prospective teachers about interpersonal skills with respect to gender.

IV. METHODS OF THE STUDY

- *Area of the study:* The study has been conducted in urban and rural area of Ajmer district. The data has been collected from different B.Ed. colleges.

- *Sample of the study:* The sample consists of a total of 320 male and female prospective teachers with 80 from science and 80 from arts disciplines from rural and urban areas.
- *Tools used:* Awareness scale to assess the interpersonal skills of prospective teachers (developed by the investigator).
- *Statistical Techniques used:* Data were analyzed using different statistical methods like Mean, SD, t-test.

V. PROCEDURE

As the present study was delimited to the State of Rajasthan only Ajmer district was purposively selected. All prospective teachers enrolled in Bachelor of Education (B.Ed.) colleges of Rajasthan were the population of the study. The data for the study was collected through a convenient sampling technique. The institutions that were easily accessible to researchers were visited for data collection. The data for the study was collected from the government and private B.Ed. College. Tool was given to the prospective teachers to be filled and after getting the data filled by the prospective teachers it was found that a few prospective teachers (12) left a few questions unanswered or did not fill the questionnaire. In the present study, only those respondent prospective teachers were included who responded to all the data collection tools in a complete manner.

VI. RESULTS

Table- 1 Comparison of Prospective Teachers with respect to Type of Institution

Institution	N	Mean	SD	Sig. (2-tailed)	Remarks
Govt.	160	197.21	17.750	.006	*
Private	160	202.21	14.355		

*Significant at 0.01 level

Graph- 1

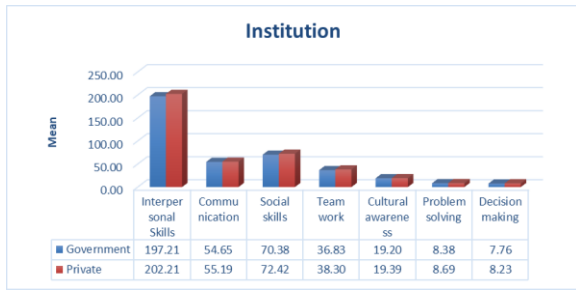


Table No. 1 makes it evident that the t-ratio value at the 0.05 threshold of significance, $p < 0.05$ (.006), was significant. Since the calculated value was lower than the table value, it suggests a significant difference in the interpersonal skills of prospective teachers based on the type of institution.

Table-2 Comparison of Prospective Teachers with respect to Academic Stream

Academic Stream	N	Mean	SD	Sig. (2-tailed)	Remarks
Arts	160	199.96	16.521	.782	NS
Science	160	199.46	16.145		

NS- Not Significant

Graph- 2

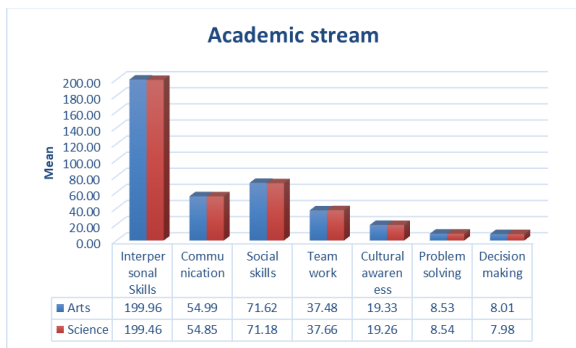


Table No. 2 makes it evident that the t ratio value at the 0.05 threshold of significance ($p > 0.05$) (.782), was not significant. Since the computed value surpasses the tabulated value, it showed that prospective teachers from the arts and science discipline did not differ significantly on the awareness level of prospective teachers about interpersonal skills.

Table- 3 Comparison of Prospective Teachers with Respect to Gender

Gender	N	Mean	SD	Sig. (2-tailed)	Remarks
Male	160	196.97	17.166	.003	*
Female	160	202.45	14.964		

*Significant at 0.01 level

Graph- 3

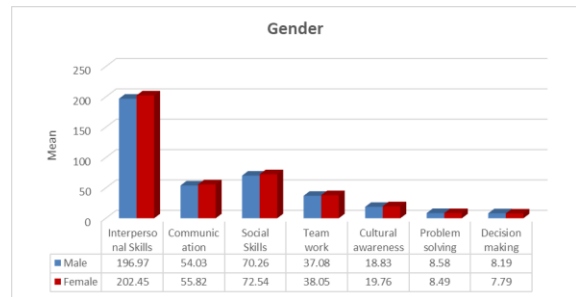


Table No. 3 makes it evident that the t-ratio value at the 0.05 threshold of significance, $p < 0.05$ (.003), was significant. Since the calculated value was less than the table value, it suggests a significant difference in the interpersonal skills of prospective teachers with respect to gender.

VII. DISCUSSION

The results of the study on the attitude of prospective teachers towards interpersonal skills reveal several significant findings:

In the present study, significant difference was found in the attitude of prospective teachers towards interpersonal skills based on the type of institution. The results of the present study are similar to the study of Malik and Ain (2012) who found a significant between the awareness level of prospective teachers about interpersonal skills from different institutions. The findings revealed that the prospective teachers at government and private institutions have significantly different degrees of awareness regarding interpersonal skills. This suggests that prospective teachers' opinions about interpersonal skills are significantly shaped by the institutional framework. These variations could be caused by elements including organizational culture, instructional philosophies, and resources.

According to the present study no significant difference was found between the science and arts streams' prospective teachers' awareness of interpersonal skills. The current study's findings are consistent with Rajesh and Chandrasekaran's (2014) study, which found no significant differences in interpersonal skills, and they differ from Shermila and Lavanya's (2018) study, which found a significant difference in the interpersonal skills of language teachers and. This shows that prospective teachers exhibit similar levels of awareness of the significance of interpersonal skills, irrespective of the academic discipline.

In the present study, a significant difference between the male and female prospective teachers' attitudes towards interpersonal skills was observed. The current study's findings are consistent with those of Shumaila and Nasir (2013); and Rajesh and Chandrasekharan's (2014) investigation, which discovered a difference in interpersonal skills with respect to gender. Different levels of awareness are shown by male and female teacher applicants.

CONCLUSION

In summary, the study's findings provide insight into the intricate relationships that exist between gender, academic stream, institutional context, and prospective teachers' attitudes regarding intrapersonal skills. Designing successful teacher education programs that support the comprehensive development of future educators requires an understanding of these processes.

The study found a significant difference in the attitude of prospective teachers towards interpersonal skills with respect to the type of institution. This suggests that prospective teachers' opinions about interpersonal skills are significantly shaped by the institutional framework. These variations could be caused by elements including organizational culture, instructional philosophies, and resources. The study found no significant difference in intrapersonal skills between prospective teachers from arts and science streams, this shows that teacher candidates exhibit similar levels of awareness of the significance of intrapersonal skills, irrespective of the academic discipline. It emphasizes how intrapersonal talents are universally recognized in teacher education. The study revealed a significant difference between the awareness level of male and

female teachers towards interpersonal skills. It indicates that gender differences in the perception of intrapersonal skills in teacher education may exist. The study can be concluded with a few suggestions:

The present study focused on the awareness of interpersonal and intrapersonal skills among prospective teachers but could be expanded to include D.El.Ed. teachers. Future research could explore 21st-century skills like critical thinking and technology literacy. The study was quantitative, but qualitative studies on internship programs and interventions could be conducted.

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