

SKILL DEVELOPMENT FOR TEACHERS IN EDUCATIONAL INSTITUTIONS - A REVIEW

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Abstract :

Teachers play a pivotal role in developing the future generations. Therefore they have to be properly guided to enhance their competencies. Effectiveness and importance of teacher training programs is to elevate and improve teacher's professional abilities in teaching. The purpose of this paper is to identify how training and development program impact teachers towards developing their soft skills. This paper has reviewed the training and development program among teachers by taking into consideration the soft skills namely problem solving skills, communication skills, decision making skills, negotiation skills and leadership skills of the teachers through systematic review of existing literature review. The research has also developed a framework and set of proposition that represents the impact of training by development programs among teachers to develop the soft skills.

Keywords: Communication skills, problem solving skills, leadership skills, decision making skills, negotiation skills

INTRODUCTION :

Ramsden (2003) claimed that education plays a significant role in developing and shaping the economic and social development for nations in a competitive world. In knowledge-based economics, governments would view universities as a platform for change in the society and expanding prosperity. Therefore there is necessity for highly skillful and trained graduates in nations to plan and execute thoughtful plans for improving the teaching quality in the education as mentioned in Little et al, (2007).

Krneta et al (2007) stated that teacher's education includes pedagogical theory, teaching skills and professional skills. Teaching skills would entail giving practice and training in various approaches, strategies and techniques that would assist the teachers to impart and plan instruction, give suitable reinforcement and carry out effective and efficient assessment. It encompasses effective skills for managing the class, use and preparation of instruction materials skills. Pedagogical theory encompasses the sociological, psychological and philosophical aspect that would allow the teachers to possess a strong basis for practising the skills needed to teach in the classroom. Professional skills encompass the strategies, approaches and techniques that would assist teachers to develop their career and career growth. It encompasses counseling skills, soft skills, computer skills, information retrieving & management skills, interpersonal skills and life-long learning skills. Combination of pedagogical theory, teaching skills and professional skills would serve to develop the right attitude, skills and knowledge in teachers to promote holistic development (Gibbs and Coffey, 2004).

Ameeta et al (2005) pointed out that the major goal of any teacher's education or training programme is to develop teachers for initiating desired results in learning among students to optimize the resources namely material and human. Pre-service teacher education is needed for inducting fresh or new teachers and tries to change them into effective and competent teachers. Apart from these, it was also stated that teachers are the future designers of students and society. Teachers are expected to develop the universal principles and values like equality, justice and peace along with civic and social values as enshrined in

constitution of Indian culture. In order to be competent in career of teaching, teachers are expected to develop and build not only hard skills but also need to develop most significant skills namely soft skills. In the current education system, teachers who possess soft skills would be a role model for teachers in numerous ways like decision makers, team leaders, negotiating stress, effective communication skills, solving the problem effectively and so on (Fulton, 2006).

Aim of the research is to identify how teacher training and development programme influence teachers through development of soft skills namely communication skills, problem solving skills, decision making skills, negotiation skills and leadership skills through systematic review of existing literature.

LITERATURE REVIEW:

> COMMUNICATION SKILLS:

Malmqvist, Gunnarsson and Vigild(2008) pointed out that communication skills plays a significant role in the professional competence development. It was suggested that programs for professional competence development for academics has to be made practical in nature and provided to the whole faculty. It was identified that almost all members of faculty have a need for practising the professional skills. Programs also needed to be carefully deployed to the context of academy.

Tolstykh and Khomutova (2012) developed the communicative competence with specific reference university teaching staff. In this particular study the communicative competence components namely discourse, linguistic, strategic ones and socio-linguistic became the purpose of any acquisition language and compares the integrated-skill approach with task-based or segregated-skill approach based education. In the training programme they would teach strategies for enhancing communication skills, interpersonal skills and other skills related to soft skills. After attending the training programme, it was found that, there exists difference prior and after training period among university teaching staff. It was also found out that teachers had improved their communication skills by attending training and development programme.

Anand (2013) conducted a research to explore the soft skills level among secondary school teachers based on gender. Soft skills as interpersonal relationship skills and communication skills are required at various level in class as well as in society in order to communicate effectively and to develop relationship profoundly. Therefore it is significant that the teachers have to equip themselves through training programme for carrying out the teaching profession effectively and efficiently. It was found out that female teachers are effective communication skills rather than male counterparts.

Al-Hattami et al (2013) carried out a research to analyze the need for programs of professional training for improving teaching skills of faculty members. It was found out that high quality programs regarding professional training for faculty members is essential and will become important to capacity of institutions to compete with the competitive world. A good professional development and training program are significant to integrate with classroom and theoretical practices for achieving the intended learning results. Teachers have to routinely attend training conferences and workshops regarding students' assessment and teaching strategies for understanding the learning process of students and for enhancing learning. By attending training programs teachers could able to develop their generic skills like communication, responsibility and interpersonal, information technology, team work, critical thinking and so on and align assessment with learning results and methods for teaching.

Reddy and Krishnaiah(2014) conducted a research to study about the role of teacher in laboratory of English language communication skills. It is a difficult job for the English teachers to build her or his students or learners communication skills. English teachers must have more patience and hard work with a dedication and commitment for procuring the expected result from their students. It was noticed that for developing the communication skills of their students, teachers have to attend lots of training programmes and practice sessions. The teacher of English language has to play multi roles such as motivator, counsellor, facilitator, mentor, diagnostician and friendly trainer.

Balakrishnan and Raju (2015) explored the relationship between teaching competency and soft skills at high school level. Soft skills encompass skills of effectively communicating with the students. It was noted that teacher must be fluent in communicating the language. Communication skills are the back bone for teacher's personality and career development. Only through practice teachers would become effective and excellent. It was recommended that soft skill training and development programme must be part of teacher's pre-service and in-service training. Teachers have to upgrade themselves with soft skills that are significant for teacher for making it meaningful, effective and for shaping the future generation with good values, understanding power, for sustainable self-development.

Author's Name	Year	Findings			methods for teaching.
Malmqvist, Gunnarsson and Vigild	2008	It was found out that communication skills plays a significant role in the professional competence development	Reddy and Krishnaiah	2014	It is observed that for developing the communication skills of their students, teachers have to attend lot of training programmes and practice sessions.
Tolstykh and Khomutova	2012	It is found that teachers had improved their communication skills by attending training and development programme.	Balakrishnan and Raju	2015	Communication skills are the back bone for teacher's personality and career development. Only through practice teachers would become effective and excellent
Anand	2013	Soft skills as interpersonal relationship skills and communication skills are required at various level in class as well as in society in order to communicate effectively and to develop relationship profoundly			
Al-Hattami et al	2013	By attending training programs teachers could able to develop their generic skills like communication, responsibility and interpersonal, information technology, team work, critical thinking and so on and align assessment with learning results and			

Table 1: Impact of training and development programmes in enhancing the communication skills of teachers

➤ **DECISION MAKING SKILLS:**

According to the research done by Little(2003) he has identified the following notifications seen after attending collaborative continual professional development for teachers. Teachers were empowered as decision makers by learning decision making skills from continual professional development. They had standard for teaching as well as teacher's quality to discuss, describe and adjust their practices respectively. Teachers also developed innovation and risk taking.

According to the study by Erik and Piet (2007) have pointed out that competence of teacher begins with their effect of planning the activities for learning. Planning effect includes the learning circumstances and cordial relationship with students and parents. Competence namely decision making skills among teachers is needed for taking appropriate decisions. Decisions are made for immediate needs, long-term needs or inside the settings of classroom needs. Anyhow, decision making must be basis on professional and fair judgments.

Sougari(2011)pointed out that the student teachers' create their own modes of planning the chapter. Since they had classroom experience, some aspects of chapter planning are challenged on the other hand some remain stable throughout. It was noticed that participants in the course of teaching practice must be urged to accept a crucial stance towards planning the chapter, to question practices for teaching and then challenge the process of decision making skills.

Darvin (2011) examines the perceptions of teachers regarding the effect of political and cultural vignettes and situated activities for performance in their graduate course in teacher’s education. Such vignettes which are political and cultural situations are provided to teachers, thus they will be able to practice the soft skills namely decision making skills which they require to use with colleagues, students, administrators, parents in various classrooms with specific reference to New York city. They deal with sensitive political and cultural issues like class, race, ethnicity, gender, sexual preference, religion and school politics which are designed for helping teachers for reflecting upon their ideologies, values, educational philosophies and biases. Thus it can be concluded that teacher educators could assist beginning tutors to develop decision making skills to tackle problems and take appropriate decisions.

Farooqi (2013) explores how soft skills development among students and teachers of educational institutes play a significant role in maximizing the productivity. Teachers must be able to think in creative, critical, analytical and innovative manners that encompass the ability for applying knowledge. In addition to that, elements that teachers have to possess under problem solving and critical thinking skills are the ability to determine and analyze difficult situation and make estimations that are justifiable. They must also possess the ability to extend and enhance thinking skills, for providing ideas as well as alternative solutions. Laius and Rannikmae (2014) explored the effect of science teacher’s longitudinal training course among 9th grade students. It was found out that teacher’s level of teaching in promoting decision making skills and its effect on student gains and number of teachers combined together in teaching inside the school had a great effect on their student’s enhancement in skills along with scientific creativity and socio-scientific reasoning ability. It was clear that, training programme is needed for teachers to enhance their competencies and skills and this would enhance the students’ achievement level.

Author’s Name	Year	Findings
Little	2003	From the findings of the study, it is noticed that teachers were empowered as decision makers by learning decision making skills from continual professional development.
Erik and Piet	2007	Competence namely decision making skills among teachers is needed for taking appropriate decisions
Sougari	2011	It was noticed that participants in the course of teaching practice must be urged to accept a crucial stance towards planning the chapter, to question practices for teaching and then challenge the process of decision making skills.
Jacqueline	2011	Decision making skills would help in analyzing political and cultural issues like class, race, ethnicity, gender, sexual preference, and religion and school politics. Such training programmes are designed for helping teachers who reflect upon their ideologies, values, educational philosophies and biases.
Farooqi	2013	Teachers must be able to think in creative, critical, analytical and innovative manners that encompass the ability for applying knowledge
Laius and Rannikmae	2014	It was found out that teacher’s level of teaching in promoting decision making skills and its effect on student gains and number of teachers combined together in teaching inside the school had a great effect on their student’s enhancement in skills along with scientific creativity and

socio-scientific reasoning ability

Table 2: Impact of training and development programmes in enhancing the decision making skills of teachers.

> PROBLEM SOLVING SKILLS:

It was pointed out by Goodall et al (2005) and Day et al (2005) that problem solving skills plays an

integral part in the teacher’s professional development. Problem solving skills would bring enhancement or positive change among students.

Broad and Evans (2006) referred that development of professional training for experienced teachers have different professional expertise forms and preferred learning ways. These practices could boost collaborative expert and peer support and problem solving skills with respect to education context and student learning.

Sasi and Anna (2011) mentioned that prospective teachers have major responsibility to develop the society with good values and culture for that training of soft skills is necessary to change the culture to the students. It was observed that problem solving skills are also essential in the soft skills with respect to prospective teachers.

Khan (2012) pointed out that dynamic participation and active role of teachers in the classroom of mathematics could make it more interesting and effective. It was stated that effective mathematic teaching could be done only when tutor has knowledge about subject matter and know the ways for transferring knowledge. It is a general notification that students feel math as a dry subject since tutors fail to make math as an interesting subject. Moreover, it was claimed that courses of math in program of teacher training do not develop conceptual teaching among teachers and students and they join their job with poor pedagogical skills, content knowledge and their teaching relied on their academic qualification than qualification of professional.

It was pointed out by National educational policy (2009) that in-service teacher’s training for the courses of mathematics must be provided with more focus on developing procedural knowledge, conceptual understanding, practical reasoning and problem solving skills (Cited in Khan, 2012). From the findings of the study it was found out both female and male teachers after attending teacher training programmes, indicated their satisfaction about the mathematic content in programs of teacher training. They also opined that mathematic programmes helped them in understanding the school’s mathematic content; provide students strong and effective foundation and so on. Training programmes also trained them in problem solving skills, mathematical principals as well as their interrelationship, provide them core mathematics knowledge and also allow them to test and experiment the mathematical ideas for effective mathematics teaching (Khan, 2012).

Subramaniam (2013) found out that acquirement level for soft skills like creative thinking skills, problem solving skills and other skills are moderate. It was suggested that acquisition of soft skills is pertinent for student for that teachers must be provided a training and course to adopt the acquisition of soft skills more effectively in the process of teaching and learning.

Author's Name	Year	Findings
Goodall et al, Day et al	2005	Problem solving skills plays an integral part in the teacher’s professional development.
Broad and Evans	2006	Professional development practices could boost collaborative expert and peer support and problem solving skills with respect to education context and student learning.
National educational policy	2009	It was suggested that in service teacher’s training for the courses of mathematics must be provided with more focus on developing procedural knowledge, conceptual understanding, practical reasoning and problem solving skills
Sasi and Anna	2011	It was observed that problem solving skills are also essential in the soft skills with respect to prospective teachers
Khan	2012	Teacher’s training program also trained the teachers in
		problem solving skills, mathematical principles, provide them core mathematics knowledge and also allow them to test and experiment the mathematical ideas for effective mathematics teaching.
Subramaniam	2013	It was found out that acquirement level for soft skills like creative thinking skills, problem solving skills and other skills are moderate

Tble 3: Impact of training and development programmes in enhancing the problem solving skills of teachers

➤NEGOTIATION SKILLS:

Madya (n,d) carried out a research to find out whether teacher’s training programme had developed teacher’s competencies. Teachers are expected to attend the programme for developing the curriculum in their school. Programs for teacher’s education would assist to develop negotiating skills and team work. It plays a significant role in the learning and teaching standards.

Mishra and Koehler (2006) have determined that negotiation skills are needed political and social interactions with multiple actors, educational stakeholders and contexts. Sarfaty et al (2007) pointed out that majority of medical faculty are not were aware of or skilled in the process of negotiation and identify main issues to negotiate in academe. Therefore it is significant to enhance the negotiation skills training in academic medicine for maximizing the ability dedications of negotiation to the educational institutions.

Gopal (2009) studied about the impact of pre-service teachers with skill step for developing technology, enhance open and distance learning materials and theme based on skills development. It was suggested that pre-service teachers are required to be equipped with the set of skills in order to negotiate learning and teaching in an open and distance learning environment. In addition to that it was noted that, open and distance learning environment gives learners more flexibility and accessibility.

Pachigalla and Dharmarajan(2013) identified that soft skills are necessary for the technology teachers. Negotiation skills are needed for managing the stress. It was stated that technology teachers has to develop and train in soft skills for effective subject delivery and better performance in the classroom. Soft skills training would assist in enhancing efficiency of the profession as well as learn and spread ethical and moral values among students for reaching their goal.

According to the research by Kumari (2014) have stated that soft skills are personal skills which involves inter personal abilities and personal attributes which drive one’s ability for sustained growth, improves an individual’s job performances, social interactions and career prospects. It was observed that negotiation skills are one of the soft skills which are essential for teacher to interact with others. It was noticed that accountability and soft skills are associated to each other and recommend to have soft skills training in quality school education as an integral part of all in-service and pre-services teacher education programme for strengthening and sustaining soft skills of teachers either indirectly or directly.

Au th or's Nam e	Year	Find in gs
M adya	n,d	T eacher training program m es for teacher's education wou ld assist to develop the negotiating skills, team w ork. It plays a significant role in the learning and teaching standards.
M ishra and Koehler	2006	N egotiation n skills are needed political and social interactions w ith m ultip le actors, education al stakeholders and co ntexts
Sarfaty et al	2007	It is significant to enhance the negotiation skills training in academ ic m ed icine for m axim izing the ability ded ications of
Go pal	2009	It was suggested that pre -service teachers are required to be equ ipped w ith the set of skills in order to negotiate learning and teaching in an open and distance learning environm ent
P achigalla and Dharm arajan	2013	N egotiation skills are needed for m anaging the stress. It w as stated that technolog y teachers has to develop and train in soft skills fo r effective subject delivery and better perform ance in the classroom
Kum ari	2014	It w as observed

Table 4 : Impact of training and development programmes in enhancing the negotiation skills of teachers

➤ **LEADERSHIP SKILLS:**

Mukhtar and Chaudhry(2010) mentioned that term faculty development includes activities that assist faculties to improve their academic competencies. It includes three domains namely professional development, personal development course and instructional development. Factors associated with activities of faculty development are leadership skills, medical education and curriculum development. It was found out that faculty development helps faculties to enhance and develop skills in teaching, leadership qualities, curriculum developing, research and more. It has a positive impact on their attitude and behaviour.

Walter and Briggs (2012) examined that whether teacher professional development makes the difference to tutors. It was observed that effective and efficient teaching makes a difference in the process of learning. It was verified that teacher’s professional development makes vast difference to participants that is teachers. It assists in developing effective leadership skills, enables teachers to work together with peers, and involves teachers in the opportunity of areas to create and activities to undertake. In addition to that, it also provides choices for coaching and mentoring.

Anand (2013a) referred that effective teacher need effective and good leadership skills. In order to make the teaching more effective and efficient a teacher has to improve the leadership skills. It was noticed that leadership training programme is needed for teachers to enhance their competency.

Khan (2013) examined the role of leaders and teacher educators of any teacher educational institution to promote leadership skills and qualities and capacity building among its teacher trainees. It was observed that any programme for teacher education is to provide them needed knowledge, to develop pedagogical and leadership skills and so on.

Kanokorn, Pongtorn and Sujanya(2014) conducted a research to explore developing soft skills would enhance the competencies of teachers in primary schools. It was found out that after deploying soft skills programme teachers had enhanced and changed the chapter plan for more than 80 per cent. It was also noticed that teacher had their own creativity, teacher leadership and innovation development. From the students’ side, it was observed that they had higher level of achievement in learning and were happier with the learning management followed by their teachers.

Pachauri and Yadav(2014) examined the significance of soft skills in institutions of teacher education. Holistic approach was used for planning and implementing the soft skills for students of programme for teacher education. Soft skills development programme enhances more generic skills among teacher education students. One among them was leadership skills. Leadership skills are knowledge about basic leadership theories. It has the ability to understand and lead as a leader. It has the ability to supervise or monitor the members of a group.

Author's Name	Year	Findings
Mukhtar and Chaudhry	2010	It was found out that faculty development helps faculties to enhance and develop skills in teaching, leadership qualities, curriculum developing, research and more. It has a positive impact on their attitude and behaviour.
Walter and Briggs	2012	It was noticed that teacher's professional development makes vast difference to participants that is teachers. It assists in developing effective leadership skills, enables teachers to work together with peers and more.
Anand	2013a	It was suggested that leadership training programme is needed for teachers to enhance their competency.
Khan	2013	It was stated that any programme for teacher education is to provide them needed knowledge, to develop pedagogical and leadership skills and so on.
Kanokorn, Pongtorn and Sujanya	2014	It was found out that after deploying soft skills programme teachers had enhanced and changed the chapter plan for more than 80 per cent
Pachauri and Yadav	2014	Soft skills development programme enhances more generic skills among teacher education students. One among them was leadership skills

Table 5: Impact of training and development programmes in enhancing the leadership skills of teachers

3.FINDINGS AND RESEARCH FRAMEWORK:

It is clear from the above studies that acquisition of soft skills is pertinent for student for that teacher must be provided a training and course to adopt the acquisition of soft skills more effectively in the process of teaching and learning. It was found out that training and development program had enhanced soft skills namely leadership skills, problem solving skills, communication, decision making skills and negotiation skills among teachers.

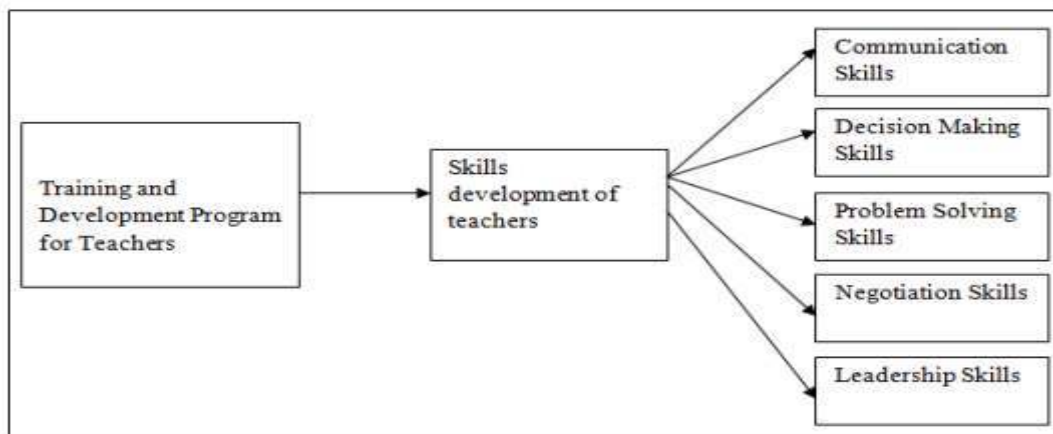


Figure 1: Framework for impact of training and development program among teachers

Source: Author

Figure 1 illustrates the conceptual framework. It was developed based on the impact of training and development program among teachers.

Based on the conceptual framework, the following propositions could be made for the future researchers to test and experiment:

- P1:** Impact of training and development programmes in enhancing the communication skills of teachers.
- P2:** Impact of training and development programmes in enhancing the decision making skills of teachers.
- P3:** Impact of training and development programmes in enhancing the problem solving skills of teachers.
- P4:** Impact of training and development programmes in enhancing the negotiation skills of teachers.
- P5:** Impact of training and development programmes in enhancing the leadership skills of teachers.

4. FUTURE WORK:

In future, other researchers can expand this work in a quantitative manner. The propositions shown in this review can be hypothetically tested by the future investigators using primary collection of data from teachers belonging to specific region and statistical tools can be applied on the collected primary data. Further work can be conducted by quantitatively testing the impact of training and development program based the soft skills namely communication skills, decision making skills, problem solving skills, negotiation skills and leadership skills and the extent to which they are enhanced by the training and development programmes conducted to the teachers.

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