



## Development of Flipped Learning Program for Inculcation of Soft Skills to Enhance Teachers' Competencies in Secondary Schools

**Dr. Shaikh Ejaz Ahmed Abdul Quddus**

Professor, Masumiya College of Education, Ahmednagar.

Email - ejazahmed1463@gmail.com

**Abstract:** *Soft Skills are the important skills for teachers and administrators during the 21<sup>st</sup> Century. The objective of this research is to develop the teachers' Soft Skills during the first 2 years of their work in Secondary Schools in Ahmednagar district. These Soft Skills are: 1) Communication skills 2) Thinking skills and problem-solving skills 3) Teamwork force 4) Life-long learning and information management 5) Innovation development, 6) Ethics and professionalism and 7) Leadership skills.*

*There are 4 Phases of this study. Phase 1: Construction of the flipped learning program, the contextual study by surveying the need, model, and technique in developing soft skills for teachers. Phase 2: Verification of the flipped learning program by experts. The external validity of program is investigated. The tools for evaluation as well as materials for development are constructed. Phase 3: the flipped learning program is implemented in 3 secondary schools under the Ahmednagar district education office. Phase 4: the flipped learning program is implemented in 15 pilot secondary schools in the Ahmednagar district. Data is collected by action research. The improvement and revision have been performed after assessment. After implementation of the flipped learning program it is found that the teachers improved and modified the lesson plan for more than 80%. They have their own innovation, and more soft skills particularly, their communication and presentation skill, innovation development, and teacher leadership respectively.*

**Keywords:** *Soft Skills, Communication, Problem Solving, Flipped Learning programme.*

### 1. INTRODUCTION:

The economic, political, social, cultural, and technology changes, have an impact on various countries around the world including the developing countries have to provide educational reform inevitably. India is a country among many developing countries facing with problem of educational reform continuously. The major rationale of educational reform included the teachers, school administrators, educational staffs, curriculum and learning management. (Ministry of Education, 2009).

The National Commission proposed 5 issues for teacher development as follows: 1) the seriousness relating to the standard in both of teachers and students, 2) the preparation of new readiness and development to be professional for the teachers, 3) the focus on teachers to have various kinds of characteristics and quality in classroom, 4) the stimulation and encouragement for teachers in learning management so that they would have necessary knowledge and skill to enter the 21<sup>st</sup> century, 5) the creation for school with organizational management system for success of students and teachers. (The Institute of Teacher and Educational Staff Development, 2007)

The teachers are a major factor in learning process, management for organizing the content material as well as activity to be congruent with the students' need, practicing their thinking skill, management and application of knowledge in daily life. The teachers are transformational leader who have to explore the correct knowledge, comprehension, belief, and attitude towards students, teachers' learning process which is called the total changes of paradigm on students. The important thing included: 1) the preparation for readiness in instructional media, library, and learning source, 2) the measurement an evaluation skill as well as teachers' understanding in learning process focusing on student-centred.

Cheng (2009) conducted research in teacher management and development including 4 factors as: 1) to attract the intelligent persons to be teachers, 2) to provide teacher developing in order to obtain necessary knowledge and skill, 3) to empower the teachers, 4) to retain the teachers. This study led to revision in teacher development. Specifically, India is in the period of the preparation for population to enter ASEAN Community which have to be prepared as well



as adjust oneself regarding to the body of knowledge, and working technique, lifelong learning, lifestyle, multicultural work practice to be more efficient and effective. The necessary and important skill are not only body of knowledge but also the life skill and soft skills which are both of integral, and indispensable for improving and enhancing the professional of teachers.

The important and necessary skills in the 21<sup>st</sup> century consisted of: 1) the Connection included the information literacy skill digital literacy skill, and communication skill 2) the Creative included the analytical skill, problem solving skill, and creativity & innovative skill 3) the Cooperation included interpersonal skill, collaboration skill, and teamwork skill. 2) the good attitude, right value, 3) the knowledge and comprehension in multi- culture and race, 4) the appropriate leadership, 5) the communication and presentation skill, 6) the responsibility for society as well as transparency and accountability, 7) the team work in multi- culture, and 8) the management of information technology as well as life-long learning.

The teachers' competency development in Soft Skills becomes the crucial factor to improve the teachers' competency in their profession into professional. The teachers' competencies in Soft Skills consisted of the ethics, morality, different bodies of knowledge, interpersonal skill, and responsibility. Therefore, the researcher decided to do research work on the title "Development of Flipped Learning Program for Incultation of soft skills to enhance teachers' competencies in secondary schools".

## 2. Problem of the research:

"Development of Flipped Learning Program for Incultation of soft skills to enhance teachers' competencies in secondary schools".

## 3. Operational Definitions:

- i) **Flipped Learning:** Learning through various audio-visual mode beyond the class room.
- ii) **Program:** Organization of various activities for flipped learning.
- iii) **Soft skills:** Soft skills are practical skills which are needed for day today work and activities.
- iv) **Enhance:** Improvement of quality or values.
- v) **Competencies:** The ability to do something successfully.

## 4. Research Objectives:

The main objectives of this study are:

- i) To know soft skills inculcated among secondary school teachers.
- ii) To develop flipped learning program for inculcation of soft skills among secondary school teachers.
- iii) To enhance teaching competencies among secondary school teachers.
- iv) To know efficacy of developed flipped learning program.

## 5. Assumption of the research:

- i) Secondary school teachers don't have knowledge of soft skills.
- ii) Flipped learning program helps for inculcation of soft skills among secondary school teachers.
- iii) Soft skills help to enhance competencies among secondary school teachers.

## 6. Need of the study:

- This study will provide required evidence about 'flipped learning program' for inculcation of soft skills among secondary school teachers. (<http://www.sakaaltimes.com>)
- Soft skills help to enhance teaching competencies among secondary school teachers because it includes communication skills, problem solving skills, time management skills, leadership skills etc. (<http://www.sakaaltimes.com>)

## 7. Importance of the study:

- Soft skills are personal traits and inculcation of soft skills are needs of today's generation but there are various teaching subjects and methods in secondary schools. 'flipped learning program' allows teachers to acquire soft skills on their own time and at their own pace. ( <http://careerplanning.about.com/od/importantskills/a/soft-skills.htm>)



- Now days teachers feel boredom in teaching profession, there is no brain storming activities in their mind in traditional way of teaching but in ‘flipped learning program’ when teachers watching movies, cartoons, films or online message, brain storming activities arrive in their mind.  
([http://en.wikipedia.org/wiki/Flipped\\_classroom](http://en.wikipedia.org/wiki/Flipped_classroom))
- Maharashtra State Curriculum Framework Board emphasizes on ‘constructivism’, which is completely based on various activities. The ‘Flipped learning program’ in present research will include activities based on ‘constructivism’. This will help secondary school teachers to enhance teaching competencies among teachers.  
(<http://careerplanning.about.com/od/importantskills/a/soft-skills.htm>)

## 8. Methodology of the study:

For the present research the researcher used multi method technique which includes survey, product development and experiment methods,

## 9. Sample of the study:

The sample of present study is 36 teachers 2 teachers from each school total 18 schools for survey and 9 teachers 3 from each total 3 schools for experimental study.

## 10. Tools of the research:

- i) **Data collection tool:** For data collection questionnaires are used.
- ii) **Statistical tool:** For data analysis standard deviation statistical tool is used.

### *Phase I Contextual Study and Program Construction:*

Starting from the survey of teachers who have worked less than 2 years, is performed by using the questionnaire in 18 schools,

The findings from teacher survey in 18 schools, found that the teachers evaluated themselves regarding soft skills ranking in order from high to low as follows:

Soft skills	X̄	SD
Innovation development	3.59	80
Problem solving skills	3.62	56
Communication skills	3.67	55
Life- long learning	4.01	61
Leadership skills	4.03	65
Teamwork force	4.24	49
Ethics and professionalism	4.26	60

In addition, according to the survey of needs, found that the needs for developing soft skills in 18 schools, ranking in order from high to low as follows: 1) Innovation development 2) Communication skills. 3) Life-long learning, and information management 4) Thinking skills and problem-solving skills 5) Leadership skills 6) Ethics and professionalism 7) Teamwork force.

### *Phase II Program construction & developing assessment tools:*

The information from Phase 1, the policy of new teacher development, conceptual framework and theories, related literature review as well as good practices obtaining from interview, were developed and outlined for soft skills development program. The program assessment instruments as well as supplementary learning document that dealt with the performance were prepared.

### *Phase III Verification of the program.*

The external validity of the program was investigated by scholars.

- To identify the qualifications of experts and select 15 experts.
- To plan seminar, determine related issues, prepare document, set appropriate times and make planning to meet the experts.
- To establish a suitable program of development according to research plan.
- To improve components and activities of the program development according to the experts’ suggestions.



#### ***Phase IV Implementation and assessment of program.***

The developed program is used for teacher development in schools. The first group consisted of 3 schools. The second one consisted of 15 schools.

#### **11. Findings :**

According to the contextual study and needs for target group, flipped learning program is developed for target group development including: 1) innovation development 2) communication and presentation skills 3) thinking and problem-solving skills 4) information management, and the technique training as reflection & assessment is also provided.

The findings of program usage found that: For more than 80% of teachers, they improved and modified their lesson plans. They had their own instructional innovation for almost 60% of target group. According to the supervision and following up by researcher team after the teachers go back to their work place, found that they meet and share in their school as well as between the school groups more. Many teachers volunteer to be leaders in collaborated working. According to interviews by questionnaire, found that they improved their problem-solving skill very much, and were able to communicate in both of verbal and written forms.

Besides, they had teacher leadership by suggesting how to work for their co-workers, organizing the discussion for sharing knowledge as well as solving some problems together. As a result, they had moral in collaborative action in order to solve the chronic problem, and try to find appropriate solution for both of parents, and students very well. The students improved their learning achievement. They were happy with their teachers' new styles of learning management.

#### **12. Discussion & Recommendations:**

According to this study, it is found that the new teachers would be able to apply their knowledge, competencies, and potentiality for constructing the innovation. The major soft skills including communication skills are necessary to be based on the important soft skills as both of verbal and written communication skills which are lacked among the teachers. In addition, the thinking skills & problem-solving skills needed to be based on their own abilities and team work skills for being able to use in acquiring management abilities for children. If the teachers are able to develop themselves in the issue of life-long learning & information management, they would be knowledgeable persons, and know how to search for knowledge to be useful for their own profession efficiently and effectively. However, the supportive environment of organization, and the administrators as another key to be the successful factor which would help the teachers to develop the soft skills quickly and effectively so that they would work for their profession efficiently in the 21<sup>st</sup> century.

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