

**EFFECTIVENESS OF SOFT SKILLS ON MOTIVATION, STUDY HABIT AND  
ATTITUDE AMONG THE SCHOOL STUDENTS**

**BY**

**MANIMALA.V  
(16PCP003)**

**A Thesis Submitted to**

**Avinashilingam Institute for Home Science and Higher Education for  
Women (Deemed to be University), Coimbatore-641 043**

**In partial fulfillment of the requirement for the degree of**

**Master of Science  
In  
Counselling Psychology**

**2016-2018 Batch**

**April 2018**

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**Signature of the Head of Department**

*7.4.18*

*N.V. Anudha K 7/4/18*  
**Signature of the Guide**

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# **ABSTRACT**

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*The present study attempts to find out the “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students” . Sixty students aged 13 – 17 years from class VIII and IX were selected as the participants. Case study schedule , Adolescent Consent Form ,Parent Consent Form, Palsane And Sharma Study Habit Inventory ( Palsane and dha Sharma , 1989) ,Achievement Motivation Test (Bhargava , 1994) and Sodhi’s Attitude Scale ( T.S.Sodhi , 1974) were administered on the participants. As part of intervention , the Soft skills training was given to the students for 6 sessions. The participants were instructed to follow the pattern of activities and routine for 3 weeks , after 3 weeks the participants were reassessed using the tools. The results showed that there was significant relationship in Motivation , Study habit and Attitude . It was also found that there was significant difference in their level after the Soft skills programme which stated that the programme was effective.*

*Key words : Soft skills , Motivation , Study habit and Attitude*

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# **INTRODUCTION**

## **CHAPTER I**

### **INTRODUCTION**

*“Skills can be taught or developed, so never think I could never do that. You just need to learn from the best.”*

- Susan Maccan

All are endowed with two types of skills the one is hard skills and the other is soft skills. The academic and practical skills that one learns in schools and colleges constitute their professional skills. These are the consistent and concrete skills also known as “visible skills” are the Hard Skills. The soft skills are essentially the people skills, the non-technical, intangible personality skills. These skills determine one’s strength as a leader, listener, negotiator and conflict mediator. Soft skills also refer to the personality traits, social graces ,facility with language, personal habits, friendliness and optimism which mark people to varying degree.(Alex , 2009).

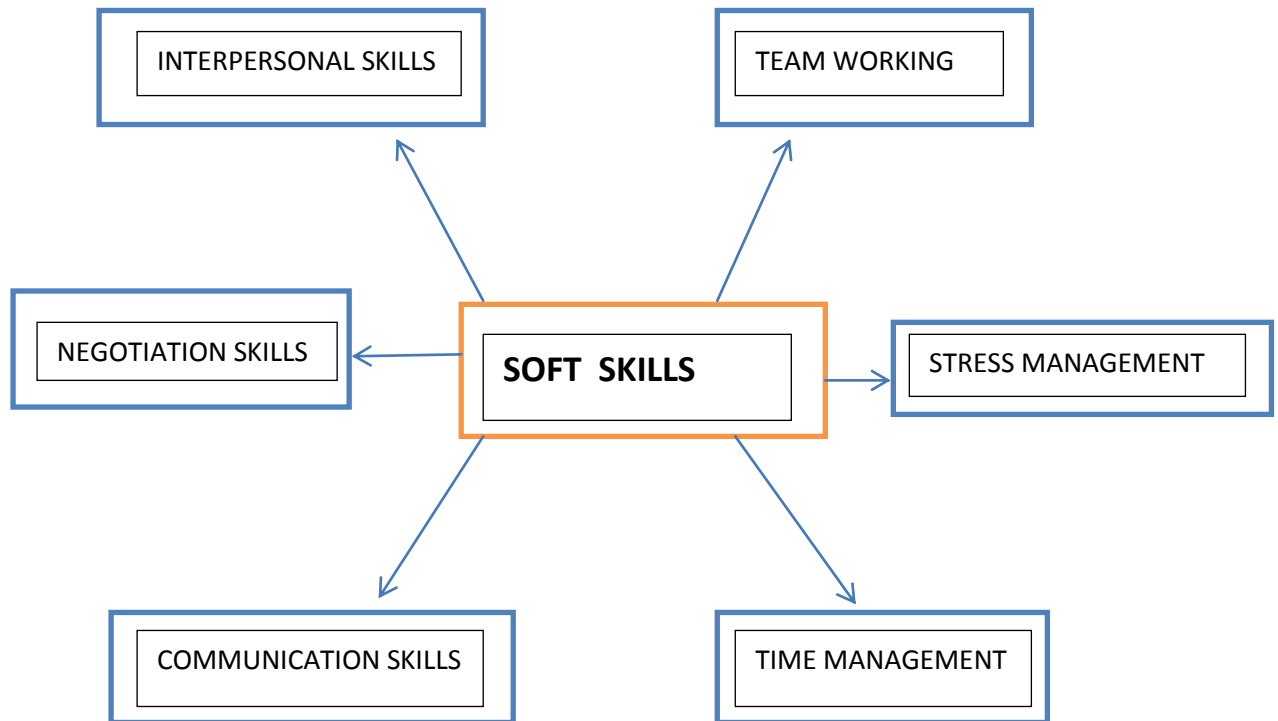
#### **DEFINITION**

Soft skills are the personal attributes, personality traits, inherent social cues, and communication abilities needed for success in the job. Soft skills characterize how a person interacts in his or her relationships with others. (Doyle , 2018).

#### **NEED FOR SOFT SKILLS**

Soft skills play a significant role in one’s success in profession. They help one stand out from the crowd of job seekers. Successful people are always found to be not just professional but they also have certain plus and they are soft skills. Success is not merely defined by their technical expertise or ability to memorize and reproduce technical specification . It is measured more by their ability to motivate themselves and others , to assess the performance, to make informed decision, projecting vision etc. It is the soft skills that facilitates and recognise the ability.

## COMPONENTS OF SOFT SKILLS



### Interpersonal skills

In human interactions ,people often strive for a positive social value which trying to avoid impediments from others. People endowed with better interpersonal skills build healthy relationships by ensuring mutual commitment, open and frequent communication and clear agreements as how one should go with relationships. Interpersonal skills include the ability to co-operate, conflict handling etc.

### Team working

Effective teams are necessary for the continual growth ,development and management of an organization. The success depends also upon the team spirit and group behaviour.

**TEAM** – A team is a group of people who have complementary abilities and are committed to same type of goals and approach for which they hold each other accountable.

#### Aspects of team work

- Team identity
- Team structure
- Team goals
- Team motivation

## **Negotiation skills**

Negotiation means a person is able to achieve desired outcomes and still maintain the successful on-going relationship with others. Influencing positively will help one achieve more of what one want and build relationship based on openness,trust,understanding and mutual respect.

### Aspects of negotiation

- Coping with time
- Coping with stress
- Coping with emotions
- Team work

## **Communication skills**

The ability to communicate ideas to others effectively is an absolutely essential requirement for success in any field. Communication allows one to build bridges with co-workers , persuade others to adopt the ideas and express ones needs .

### Aspects of communication

- Making eye contact
- Body language
- Enunciating words properly

## **Time management**

The busy man only can manage to do many things , which seems to be beyond the reach of ordinary people. The life of great leaders teaches one lesson , they do their things/work in spite of their busy schedule. The secret therefore lies in the scientific management of time.

### Aspects of time management matrix

- Do now(start early)
- Plan to do
- Reject and explain(reject unwanted things/events)
- resist and cease(prioritise)

## **Stress management**

*“Stress is indeed a proxy killer as most of the time it goes unnoticed”.*

Stress is the wear and tear of body experience when one adjusts to the changing environment. Stress is the emotional, physiological and psychological effects caused by an internal or external mental pressure.

#### Aspects of stress management

- Spotting the stress
- Causes of stress
- Managing the stress

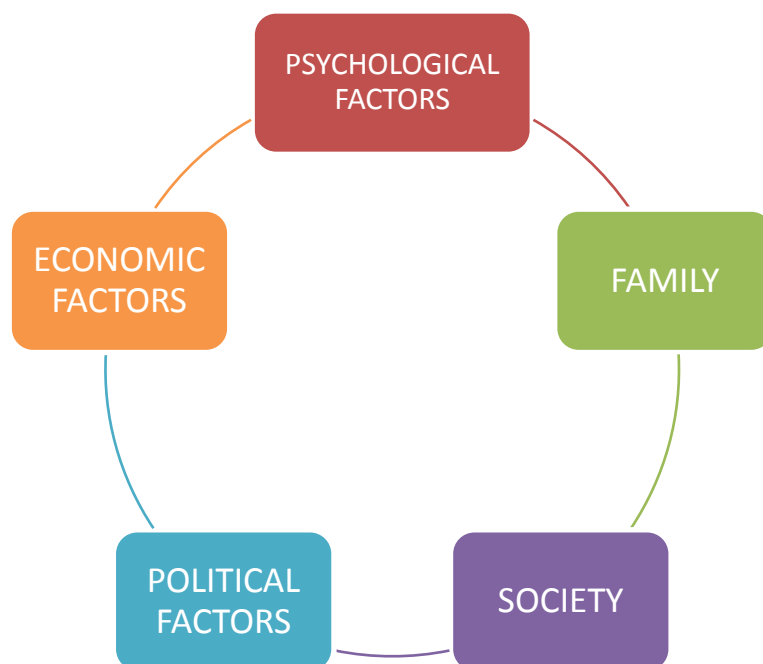
### **ATTITUDE**

*“Attitude can be your best friends and your worst enemy , your greatest asset or greatest liability”*

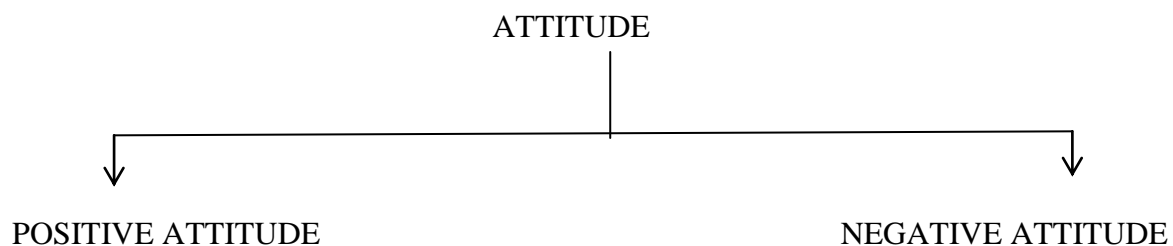
- John C. Maxwell

Attitude is a complex mental state with believes , feelings , values ad dispositions to act in different ways. Attitudes evolve from different forms of judgements. ABC model of attitude is (Affect, Behaviour and Cognition). The psychological response expresses one’s preferences for an entity. The behavioural outcome is a verbal indication of the intention of a person. The cognitive response is a cognitive evaluation of the entity to form an attitude. Most of the time attitudes in individuals are result of observational learning from the environment.

### **FORMATION OF ATTITUDES**



- **Psychological Factors:** The attitude of a person is determined by the psychological factors like ideas , values , beliefs , perception etc. All the above have complex role in determining the person's attitude .
- **Family :** Family plays significant role in the primary stage of attitudes held by individuals. Initially a person develops certain attitudes by his/her parents, brothers , sisters and elders in the family. There is high degree of relationships between parent and children in the attitudes found in them.
- **Society :** Society plays an important role in forming the attitude of an individual. The culture,tradition, the language etc., all of which influences the attitude of a person. It is the society which teaches the individual what is acceptable and what is not.
- **Political Factors:** Political factors such as ideologies of political parties , political leaders and political stability affects the attitude of a person.
- **Economic Factors:** A person's attitudes also depends on issues such as his/her family income , status , work etc.



### **Power Of Positive Attitude**

The way one thinks, affects all aspect of his/her life. Learning to listen to one's internal dialogue will help to recognize the thought patterns and how they may be affecting the way one deals with the stressful situations of life. Positive attitude helps one to deal with the daily life. It brings optimism into life and makes it easier to avoid worry and negative thinking. If one adopts positive changes then it will bring constructive changes into life. It is certainly a state of mind that is well worth developing and strengthening.

### **Positive Attitude Manifests In The Following Ways :**

- Positive thinking
- Constructive thinking
- Creative thinking
- Expecting success
- Optimism
- Motivation to accomplish the goals
- Being inspired

- Choosing happiness
- Not giving up
- Believing in self and ability
- Displaying self-esteem and confidence
- Looking for solutions
- Seeing opportunities

### **The Ways To Develop Positive Attitude**

- Listening to the internal dialogue
- Learning to communicate
- Helping someone out
- Finding spirituality
- Allowing oneself to be loved
- Allowing oneself to laugh and find humour in simplest of things
- Participating in physical and mental activities

ATTITUDE IN ACTION	RESULT
Optimistic	Success
Courage	Recognition
Enthusiasm	Elevation
Cheerful	Happiness
Sincere	Admiration

### **Negative Thoughts**

#### Types of Negative Thinking

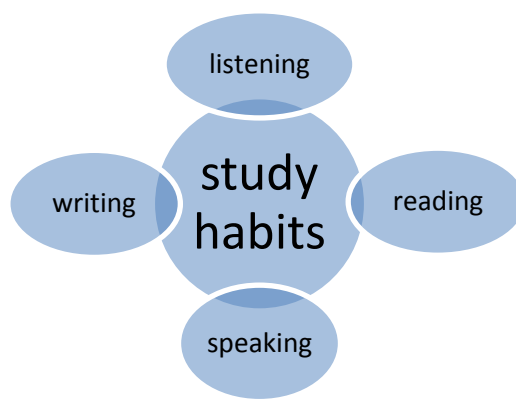
- Magnifying
- Polarized thinking
- Personalization
- Exaggeration
- Over generalization
- Personalization
- Jumping to conclusion
- Ignoring the positive

The research revolves around three main concepts Motivation ,Study habit and Attitude required for the school students. In the adolescent age children face problems dealing with their family, friends and various emotional issues.

## **STUDY HABIT**

According to the dictionary definition study habits are the behaviours used when preparing for tests or learning academic materials.

### **Factors involving study habit**



### **Listening**

Listening happens when the brain absorbs the meaning of words and sentences by the brain. Listening leads to understanding of facts and ideas. Listening plays very bigger part in communication. That's why we say god has given us two ears and one mouth.

Components of listening :

#### 1. Competitive listening -

Competitive listening takes place when a person is very much interested in promoting his/her ideas than in understanding someone else's . One either listens for openings to take the floor , or flaws or weak points one can attack. This type of listening generally ends up in arguments.

#### 2. Passive or attentive listening –

In this type of listening the person is always genuinely interested in hearing and understanding the other person's point of views. The person is attentive and passively listening. He/she assumes that they are listening but stay passive and do not verify it.

#### 3. Active or reflective listening –

In this type of listening the person is interested in understanding what the other person is thinking, feeling , wanting or what the message is meant . People with such type of listening skills always check out their own understanding before they respond. They paraphrase or reassure it and respond back to the sender for verification.

The following are some poor listening habit which hinders the student's study habits :

- Not paying attention
- Pseudo listening
- Rehearsing (listen until they want and then quit listening)
- Interrupting
- Hearing what is expected
- Feeling defensive
- Listening for a point of disagreement (some listeners wait for the chance to attack the speaker) (Alex , 2009)

#### **Advantages of listening :**

- a) Reduces tension
- b) One can learn by listening
- c) Listening can win friends
- d) Listening can solve the problems for the other person
- e) Listening can lead to team work and cooperation
- f) Listening encourages the speaker
- g) Listening gives confidence

#### **READING**

Different types of reading occur in classroom. These may be categorized , as suggested by Brown (1989):

##### A. Oral

##### B. Silent

##### I. Intensive

- a. linguistic
- b. content

##### II. Extensive

- a. skimming
- b. scanning
- c. global

The broad division in reading is oral or silent.

During silent reading, one encounters **intensive** and **extensive** reading. Intensive reading is a method used to teach certain reading strategies or skills. Extensive reading on the other hand, involves reading of more of material, directly and fluently. It includes reading simply for pleasure or reading technical, scientific or professional material. The other type involves two types, **scanning** for key details or **skimming** for the necessary meaning. A relatively quick scanning or skimming, will give a **global** or general meaning. (MacLeod , 2018)

### **Characteristics:**

- It is generally classroom based.
- Reader is involved in looking in the text available.
- Students focus on linguistic or semantic details of a reading.
- Students focus on details such as grammar and discourse markers.
- Students identify key vocabulary present in the text.
- Students may draw pictures to aid them (such as in problem solving).
- Texts are read carefully and thoroughly, again and again.
- The aim is to build more language knowledge rather than simply practice the skill of reading . (Bamford ,1980)

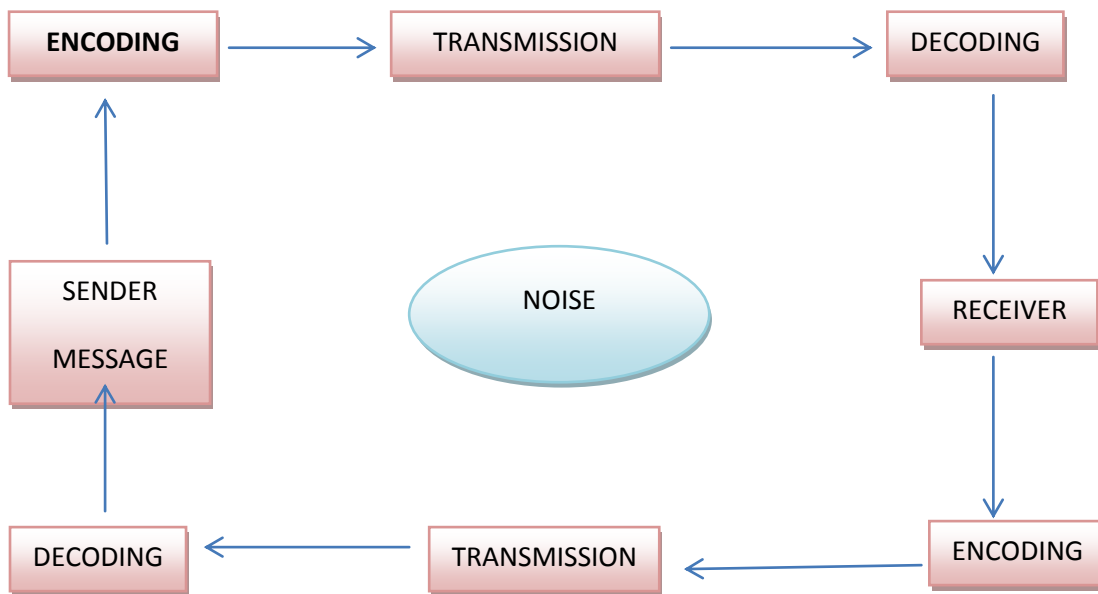
### **SQ3R Technique :**

1. **Survey** – survey involves gathering the information one needs to focus on.
2. **Question** - asking question for each section one reads and clarifying the doubts.
3. **Read** – looking for the answers for the questions one has.
4. **Recite** – after each section one is supposed to stop and recite whatever one has read.
5. **Review** – after all the 4 steps one needs to go through the whole chapter.  
(Adlit.org, 2011)

### **SPEAKING**

Communication is a general phenomenon. Wherever life exists , communication also exists. “Communication is the process of meaningful interaction among individuals”.

## Process of communication



## People communicate through

- symbols
- signs
- behaviours
- signals
- speech
- words
- listening
- silence

## body language in communication

- Eye contact
- Head movement
- Posture
- Mannerism

**1. Listen, listen, and listen.** Everyone is curious to know that they are being heard. One should listen to what the other person is saying, instead of formulating response. While listening to others, the person speaking to should be the most important person. Another important point is to have one conversation at a time. This means that if one is speaking to someone on the phone, there should not be any other activity to be done which disturbs the conversation like responding to an email, or sending a text at the same time. This will make the other person to believe that she/he doesn't have undivided attention.

**2. Who we are talking to matters.** It is fine to use acronyms and informal language when communicating with a friends, but if emailing or texting boss, "Hey," "TTYL" or any

informal language, should not be used. One cannot assume that the other person knows what the acronym means. Some acronyms have different meanings to different people, at this might lead to misunderstand. Effective communicators target their message based on who they are speaking to, so one should try to keep the other person in mind, when trying to get the message across.

**3. Body language matters.** Now a day it is important to participate in face-to-face meetings and video conferencing. Making sure that one appears accessible, so one should have open body language. This means that one should avoid crossing arms, sitting in a bad posture, a loose handshake and not keeping eye contact is always considered negative. Hence the body language should be perfect because this helps in giving a good impression and it is said first impression is the best impression. Therefore body language has to be perfect.

**4. Being brief, yet specific.** For written and verbal communication, brief yet specific message is preferable which makes sure enough information is provided for the other person to understand what one is trying to say. And if one is responding to an email, it should be made sure that the entire email is read before crafting response. With enough practice, one will learn not to ramble, or give way too much information.

**5. Maintain a positive attitude and smile.** Even when speaking on the phone, smile because the positive attitude will shine through and the other person will know it. Smile often and exude a positive attitude, people will respond positively. (Right.com, 2015).

## MOTIVATION

Motivation the students to study is one of the biggest daily struggles for most students. With classes, extracurricular activities, and work, it is no surprise that when they find free time. So the followings are the ways to increase motivation to study.

### 1. Setting goals

Setting goals is one of the *easiest* ways to increase motivation. Setting both long- and short-term goals will help keeping the end in sight as one slog through the most difficult chapters. It is very important to make sure that the goals are both *realistic* and *challenging* so that one is meeting them and getting the full benefit of them.

One should post/stick the goals where one will see them every day is a great way to stay mindful of them and help in progress.

Example : sticking the maths table near the mirror and setting a goal to learn them within five days.

### 2. Creating perfect study space

The environment around one can stabilize the mental state. Organizing the study space with everything required so that everything one need is within reach. This would avoid waste of time and reduce the division of attention

### **3. Setting a schedule**

Setting a time table is a great way to keep procrastination out of daily life. By setting aside a certain of time, one will ensure that there is enough time to complete assignments and study for exams, also begin to make studying a normal part of daily routine.

### **4. Just Doing it!**

The hardest part of pretty much anything is starting. But no matter how much one hate math or history or doing the dishes, it's usually not *so* bad once when started. Set a goal of studying for a particular time say , 30 min without a break. Chances are more that one will be able to commit to another 15-20 minutes.

### **6. Giving a pep-talk**

Self motivation always stays for long. This may make feel silly at first but this gives a good boost to one . Looking in a mirror and talking to oneself up can actually help to feel motivated to complete whatever tasks one has got to do in list. Trying with the goal for a study session, then working out the way up to long term goals. There is nothing better than a confidence boost from a compliment which helps one get into the right headspace.

### **7. Self Rewarding**

Each time one checks off the study goals or make a breakthrough on a tough subject, self reward gives a good motivation to work more. Getting anything from a chocolate to a something bigger depending on the goal. It is depressing to work really hard on something and feel like no one knows or appreciates all of the hard work is been done. So self rewarding is a great way to show some self love.

### **8. Writing down how it feels after**

It feels great when one hits a big goal or finally finish a task. Writing down how good it feels after completing a tough task can work as great motivation for the next time having trouble getting started. Keeping a notebook in backpack and writing down all the triumphs. That way, each time one will get a little extra push for success. (Blissfullsummer ,2017)

### **Activities that make learning better**

Students learn best when the teacher –

- The teacher needs to be interested in what they are teaching and encourage class discussions. Not only does this encourage students to use what they learn, it also helps to see the information in a different way.
- They learn best when the class is interactive and the teacher make it fun and meaningful .
- They learn best when the teacher teaches one-on-one.
- Explains it, then shows it, then asks to demonstrate to make sure the students know how to do it and if they don't then further explains

- Allows to ask questions and goes into detail.
- A teacher should be humorous or shares personal experiences.
- Shows the class what to do by demonstration.
- Shows step by step on how to do things and clarify any misunderstanding.
- Have fun activities that involve interaction and field trips.
- Making the learning fun and cracking jokes around with them in the classroom.
- Interacting with the class and discussing a lot.
- Using audio visual aids to take class.
- Making the students to teach other which improves the learning .(Wiggins , 2016).

### **Learning with Hands-On Classroom Games, Activities**

Reading and writing are two factors which were always an effective way of learning. It's been the main way students are taught since the beginning of time. But research is now showing that students learn better when they are given multiple facets. Studies show that students learn best when learning is active, and when involved in what they learn. Scientists believe that when children use all of their senses it helps the brain create pathways that make it easier and quicker to retain information. In fact, students of all ages can benefit from adding classroom games and activities for learning. Whether learning about math or science, history or languagearts, **classroom games** and activities are always beneficial.

### **Social Studies**

Social studies include history, geographyandCivics among many other topics. Any social studies sub-topic that students are learning about can be turned into an activity. For example, when learning about maps, students can create their own salt map. If they are learning about culture and tradition, students can make meals , wear the costume of the particular tradition assigned to them, or learn a traditional dance and present it to the class. If they are learning about ancient civilizations they can create a model of a civilization, write their own play and present it.

### **Language Arts**

There are large possibilities for activities when it comes to language arts. Lots of ideas could be used. Pipe cleaners, magnetic letters, sand, shaving cream, clay etc., could be used based on the creativity of the teacher to form letters, practice writing letters, sentences, rhyming words, opposites, etc. Plastic eggs could be used to help students to learn opposites, rhyming, or compound words. A small example :

One word on the outside of one of the eggs and the other word on the other egg is written. If the teacher teaches compound words, “base” on one egg and “ball” on the other egg is written. Then students match the eggs.

Older students can benefit from activities as well. They can learn about dialogue, imagery and character development by recreating scenes from a novel they are read.

### **Mathematics**

Abacus, tallies, stones, beads, and wooden counting boards are a just a few of the tools people used to learn math even since ancient times. Here are a few hands-on activities to help students learn math easily.

Students can take a yard stick and go around the classroom and measure items.

Actual shapes could be used while teaching , it is always better to teach the purpose and reason i.e., the use of the topic should be learnt.

### **Science**

For science, hands-on learning can entail observing, predicting, setting up experiments, etc. Here is a simple hands-on experiment for elementary students that examine what items will float and/or sink.

For this experiment, all that is needed is a bowl of water, a cork, a stone, a coin and a grape. Having students first predict what items will float and what items will sink in the water. Then the groups of students are supposed to observe as they place the items in the water one by one. Hands-on science experiments are fun, and keep students actively engaged. Hands-on activities are just one component that will help improve students learning. Active learning will make the students become more effective and efficient learner, which will help them accurately remember the information that they learn.

Gone are the days when a Bachelor or Masters degree would act as a passport to a dream job for a young man or woman. Nowadays, employers want more from employees, especially for graduates. They want individuals who possess a good amount of ‘soft skills’. They are aspects of personality that comes to the forefront as professional assets - problem solving, teamwork and adaptability to change. In this society it is important to have knowledge but now a days equal importance is given to skills as well, like finding solutions to problems and be adaptable in a world that is shrinking rapidly to meld more multiculturalism at the work place. According to Debbie Hence of the Association of British psychologists, “There is a saying that hard skills will enable you to perform well in academics and in interviews, but it’s soft skills that get you the job.” (Cox , 2013).

## **NEED FOR THE STUDY**

In the fast moving world people chase and run towards their career and work. One of the most common causes for unemployment in India is lack of certain skill such as confidence , Team work , Communication skills , Time and Stress management skills etc. these skills have their branches from the tree called Soft skills . Soft skills is also known as life skills as Soft skills is one most important factor because of which the job seekers face number of problems during recruitment and even after recruitment. Therefore most of the colleges and schools have adopted the soft skill courses as a value added course in their institutions. The saddest part is that certain schools are not able to afford such training due to different reasons. The main aim of the study is to prove the importance of Soft skills which helps the students in their personality development by enhancing the Motivation, Study habit and Attitude among the School students. This study is one of the stepping stones for the long path student's future. This study gives a satisfaction because students from a school got an opportunity to learn Soft skills.

# **REVIEW OF LITERATURE**

## CHAPTER II

### REVIEW OF LITERATURE

The literature pertaining to “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students ” has been reviewed and presented under the following categories :

- Soft skills
- Motivation
- Study habit
- Attitude

#### SOFT SKILLS

Tang (2008) conducted a research on “The importance of soft skills acquisition by teachers in higher education institutions.” The aim of the research was to explore the soft skills acquisition of lecturers and to determine the importance of soft skills in the teaching profession. In total, eight lecturers and 163 students from four programs of an international college in KhonKaen, Thailand were selected using a purposive sampling method. The quantitative findings indicated that teamwork and lifelong learning skills were the most important soft skills acquired by lecturers from all of four programs, except for tourism management. In addition, the qualitative findings revealed the importance aspects of soft skills acquisition are: (i) delivery of effective and quality teaching; (ii) career development and enrichment, and (iii) managing student skills. In summary, the findings contribute to and substitute for training and provide significant pronouncements towards the knowledgeable and dexterous development of the country as a total.

Mitchell (2008) conducted a study which was designed to determine (a) the extent to which Alabama business/marketing educators have the skills (b) whether differences occur between Alabama business/marketing educators have perceived importance of soft skills for success in the twenty-first century workforce and the demographics and (c) if there is a relationship between concepts and techniques identified as important by Alabama business/marketing educators and the extent to which the concepts and techniques integrate into the business/marketing education curriculum. Twenty-nine per cent (29%) of the sample (n=530) of business/marketing educators returned usable surveys for analysis. Alabama business/marketing educators perceived all eleven skills to be very important. Most of the participants (77.9%) expressed that they integrate general communication into the classroom on a daily basis.

Shakir (2009) analysed the element of human capital development through seven elements of soft skills. The study looked at the higher education policy of Malaysia, which aimed at incorporating soft skills in the education system. The study traced the aspects of

both hard and soft skills which are complementary to each other. A detail analysis of the framework suggested by the Malaysian institute of higher learning deals with the seven major skills like communication, team work, lifelong learning , entrepreneurship skill, ethics and professional moral and leadership skill. The study dealt with various means of inculcating soft skills as listed under and they are practical means and ways of inculcating soft skills among the students. The post test showed the inculcation of soft skills in the participants.

A study by Kazilan (2009) looked at the skill level among technical and some vocational educational institutes in Malaysia. The sample size was 436 final year students. The questionnaire was framed using SCANS as a basis. The skills identified for the study were basic skill, thinking skill, interpersonal skill, technology related ability and personal skill. Descriptive method of study was used. The population was 2520 students, but based on the strength of the 13 institutes that participated sample size of 450 was chosen. The findings of the study showed different level among gender, branch etc. But the interesting part of the study was the recommendations which suggested that it not just the teachers but parents as well who have a role to shape the attitude of the students. The need for industry and institution to work closely and help students has been emphasized; motivators and counselors too have a major role to play in shaping the personality of the students and improving their skills and abilities.

Young (2011) investigated a study which was to identify the competencies and skills required in the global market place from a historical perspective. It also looked at factors that contributed to the increased demand for such generic skills. Refined transformation in global economy due to globalization, the shift away from agriculture and manufacturing to more white-collared services and the need for people to keep pace with change were some of the main reasons for increased demand of certain skills. The authors took efforts to establish profiles of generic competencies that are important across different work contexts. The results showed the major 15 out of the 58 competencies, which appeared in the framework reviewed in their research study.

Balakrishnan (2015) conducted a study on the topic a study of soft skills of prospective teachers in relation to teaching competency, emotional competency and social competency. The participants were selected by using the simple random sampling technique. The sample includes 800 B.Ed., regular students studying in the affiliated colleges of Tamil Nadu Teachers Education University. It was found that the level of soft skills among the Prospective teachers was average which was similar to the findings Adams and Jean's (2010) study on "The Soft-Skills Learning Triangle: A Learning Model for Supporting Online Management and 177 Leadership Development". It was found that the more competent college teachers were more self-actualized than the less competent college teachers. Teaching competency was significant and highly related to self-actualization and profession perception.

## **MOTIVATION :**

Shivappa (1980) conducted a study on Factors affecting the academic achievement of high school pupils. The main objectives were: to investigate the relationship between the

predictor variables such as self-concept, study habits, personality adjustment, manifest anxiety and socio-economic status of high school pupils of standard X and their academic achievement. The study confined to 900 high school pupils studying in standard X of 27 selected high schools of north Bangalore, south and rural districts. The stratified random sampling procedure was followed in the selection of 900 students (510 boys and 390 girls) from urban and rural schools. The important findings of the study were: Study habits, educational aspiration, socio-economic status, n-achievement, and IQ was significant with positive correlation whereas factors that contributed to predicting to academic achievement were IQ, n-achievement, manifest anxiety, educational aspirations, and study habits: intelligence made the maximum contribution and achievements .

Boggiano et al. (1992) revealed that academic motivation positively influenced academic performance. Fifth-grade children participated in a field study conducted over a 2-year period and examined whether extrinsic and intrinsic children's achievement in an experimental setting paralleled their achievement in 25 the classroom. Motivation orientation was assessed using Harter's (1980, 1981) scale. Children's verbalizations during the final two failure problems were recorded as well as their attributions for their performance. Motivation positively influenced national percentile scores for the math and reading portions of the Iowa Test of Basic Skills I.

Butler (1999) simplified the theory of achievement motivation by dividing it into two different types of achievement-related attitudes include task-involvement and ego involvement. Involvement is a motivational state in which the main goal of an individual is to acquire skills and understanding, the main goal in ego-involvement is to demonstrate superior abilities. The results revealed that Ego-involved individuals were driven to success by outperforming others, and their feelings of success depend on maintaining self-worth and avoiding failure. On the other side, individuals with task involvement adopted their conception of ability as learning through applied effort.

Tabassum (2009) conducted a Study on relationship of academic stress on achievement motivation and study habits among higher secondary students . Totally 400 students were taken as participants and were divided into two groups 200 from U.P Board and 200 from CBSE. Academic Stress Scale by Akbar Husain, TabassumRashid,Deo-Mohan Achievement Motivation (n-Ach) Scale by PratibhaDeo and Asha Mohan and Study Habit inventory by Jain were the tools used for the study. The results showed that Academic stress have negative relationship on achievement motivation among higher secondary students, it indicated that if the academic stress increases than achievement motivation become poor or vice versa.

Saini (2010) conducted a study on academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment. A study on academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment is an attempt to study the effect of home environment, school environment and study habits on

academic achievements of students belonging to scheduled caste. 600 scheduled caste students were selected as the participants. Amongst them 350 were boys and 250 were girls from 30 schools of three districts viz. Jind, Jhajjar and Rohtak. There were three independent variables, home environment, school environment and study habits and one dependent variable, academic achievement. The tools used were Home Environment Inventory, School Environment Inventory by Mishra and Study habit Inventory by Mukhopadhyaya and Sansanwal for the study. Marks of class tenth were considered as academic achievement of respondents. The findings of the study reveal that there was no significant relationship between study habit and academic achievement. Home environment had significant effect on academic achievement but school environment does not play a significant role in academic achievement.

Awan, Naureen and Nazl (2011) conducted a study on the achievement and its relationship with achievement motivation and self-concept. 336 students were selected in total (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9<sup>th</sup> grade were involved in the study. An Urdu translated version of Academic Self-Description Questionnaire II (Marsh, 1990) and General Achievement Goal Orientation Scale (McInerney, 1997) was used as the tools for the study. The results revealed that achievement motivation and self-concept were significantly related to academic achievement. Significant gender difference was found and was in favour of the girls. The suggestions made to the teachers were that they must use motivational strategies to involve students in academic activities for improving their grades.

Jahedi (2012) conducted a study on relationship between motivational beliefs and self-regulated strategies and academic achievement among school students. The study was undertaken to explore and identify the relationship between motivational beliefs (self-efficacy, intrinsic value, test anxiety), self-regulated strategies (cognitive strategy and self-regulation) and academic achievement (marks obtained by students in four tests conducted during that academic year) among school students. The relationship between motivation and self-regulated learning components were examined. The main aim of the study was to find whether motivational beliefs and self-regulated learning components influenced academic achievement. 8th standard students in a group of 12 to 15 years of English medium schools in Pune city were selected as the participants. Students responded to self-report Questionnaire: the Motivated Strategies for Learning Questionnaire (MSLQ). Pearson's product moment correlation, t-test and ANOVA were used. The major findings showed that there was significant correlation between motivational beliefs components and self-regulated learning components of the students.

David and Chako (2014) conducted a study on the effectiveness of yoga on academic motivation adjustment behaviour and self-esteem among adolescents with low scholastic performance. The main objectives of the study were to assess the effectiveness

of yoga on academic motivation, adjustment behaviour and self-esteem among the adolescents with low academic performance. The study also aimed to determine the relationship among academic motivation, adjustment behaviour and self-esteem of the adolescents with low scholastic performance. It aimed to find the association of the academic motivation, adjustment behaviour and self-esteem with the selected background variables . Stratified sampling technique was used to select the participants. The size of the sample was 300 adolescents. Both boys and girls with low academic performance and adjustment behaviour were focused. 150 students for the study group and 150 students for the control group were divided. Manipulation included the lecture cum demonstration on yoga for 5 school days and a booklet was issued followed by supervised practice on yoga for 89 days. The tests were administered using demographic variables, Academic Achievement Motivation Questionnaire (AAMQ), pre-quarterly test, quarterly examination marks and pre-half yearly test and half-yearly examination marks, Bells Adjustment Inventory (BAI) Indian adaptation , Self-Esteem Inventory (SEI) . The results revealed that there was a high level of improvement in academic motivation .

## **STUDY HABIT**

Biswal et al. (1987) conducted a study on Creativity in Mathematics as a function of study habits and pupils perception of teacher's impressions about their performance in Mathematics. The main aim of the study was focused on the pupil's functional relationship of study habit in Mathematics, pupil's perception of teacher's impression on their performance in Mathematics and Creative abilities in the subject. The tools used were Mathematical Creativity Search Battery, Study habit in Mathematics Scale were the main tools used the study. 585 students of class 10 were selected for the study among which 323 were boys and 262 were girls. The results showed that there was relationship between pupil's functional habit in mathematics, pupil's perception of teacher's impression on their performance in Mathematics and Creative abilities in the subject

Guravaiah (2004) conducted a study on the topic study habits of residential and non-residential pupils of x class in relation to certain psycho sociological factors. The main aim of the study was to make a survey of the study habits of residential and Non - Residential pupils of X class studying in different regions of Andhra Pradesh State. The tools used were Study Habit Inventory and High School Personality Questionnaire . 400 participants of class 10 participated in the study. The results were that the whole of tenth class pupils had positive and better study habits. Residential pupils had significantly better study habits than the Non - Residential pupils. The total achievement obtained also did not have significant influence on study habits of the pupils. Hence, Residence of the pupils had significant influence on study habits of the pupils.

Kaur (2004) conducted a study on academic interests and study habits in relation to creativity among secondary school students. The main aim of the study was to measure the academic achievement and the study habit of the children with relation to the creativity. Stratified random sampling technique was used and total of 500 secondary school students participated in the study. The tools used were a new test of creativity (Verbal) by Roma Pal (1986), Educational Interest Record by Kulshreshtha (1985) and PSSHI (Palsane and Sharma Study habit Inventory) by Palsane and Sadhna. The results said that Rural students showed more interest for agriculture, science, humanities and home science but urban students were more interested in technology and home science whereas both rural and urban student's interest in commerce and fine arts was nearly same.

Rai (2013) conducted a study on attitude towards mathematics and study habits in relation to the achievement in mathematics of class X students in east and south Sikkim." The study comprises all the students studying in Class X in various Secondary and Senior Secondary Government Schools in East and South districts of Sikkim, affiliated to the Central Board of secondary Education (CBSE). As per the list obtained from the Human Resource Development Department (HRDD) of Sikkim, Gangtok. There were total 94 Secondary and Senior Secondary schools in both the districts and 2,789 (approx) students enrolled in class X in the year who were selected as participants. Attitude towards Mathematics Scale (ATMS) and Study Habit Inventory (SHI) were the tool used in the study. The findings of the study reveals that majority of students have favourable attitude towards mathematics. A very negligible number of student (around 1%) have unfavourable attitude towards mathematics. None of them have strongly unfavourable attitude towards mathematics.

Nagaraja and Reddy (2013) conducted a study on the topic "Academic Achievement In Relation To Study Habits Mental Health And Intelligence Among High School Students." Systematic random sampling technique was used. Subjects were divided into two groups' i.e. Urban and rural, government and private schools) including both boys and girls. Of the 1400 subjects 700 were boys and 700 were girls. From each category 350 from rural and 350 from urban were taken in to consideration. Study habit inventory by Nagaraju (2001) Mental health Analysis Questionnaire re-standardized by Reddy und Sagathnomma (1992) and Raven's Progressive matrices (1970) were used as the tools for the study. The results say that Study Habits, Mental Health and intelligence are significantly related to academic achievement of high school students in all subjects. Students with good study habits. High mental health.

Lawrence (2014) presented a study to find the significant relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by V.G. Anantha (2004) and the Quarterly

Achievement Test Questions. The significant difference between the means of each pair of group was computed using Standard Deviation, 't' test, ANOVA and Pearson's Co-efficient Correlation. The findings were established and tabulated from the analysed data. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students. Finally, Interpretations were given by the investigator based on the findings.

Solanki(2017) conducted a study on study habit of school going students. 240 boys and 240 girls of high and senior secondary schools of Rajkot districts were selected as the participants for the study. Random sampling technique was used. Study Habits Inventory by M. N. Palsane and S. Sharma was used as the tool for testing of the study habits of the students. The results revealed that the main effect was on urban students and their study habits was highly significant.

## **ATTITUDE**

Das et al.(2014 ) conducted the study which highlight that there were some prime factors like anxiety, socio-economic status etc., which created barrier for academic achievement. In the study, the researchers made an attempted to study the difference, between boys and girls students belonging to minority community in respect to their attitude towards education and academic achievement. The study aimed to find out the correlation between attitude towards education and academic achievement. 257 (127 boys and 130 girls) students of secondary level minority students of class-X were selected as participants. Random sampling technique was used. The result showed that there was no significant difference between boys and girls in attitude towards education and academic achievement scores. It was also found that attitude towards education and academic achievement have very low negative relation (-0.10) which is not statistically significant.

Marwaha 2015 conducted a research to analyse and compare the attitude of adolescents studying in cities with that of the adolescents who were school dropouts and lived in slum areas. The research was conducted in Chandigarh and Mohali. 100 adolescents between 15-23 years of age were selected as participants. The participants were divided into four groups. The first group included adolescent girls studying in cities, the second group comprised of adolescent boys studying in cities. The third group included adolescent school drop-out girls living in slums, and the fourth group comprised of adolescent school drop-out boys living in slums . T S Sodhi's Attitude Scale was used as tool. The groups were compared in terms of their attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and their attitude towards Religion.

The study was divided into five phases. In the first phase, adolescent girls studying in cities were compared with the adolescent boys studying in cities. The second phase included comparing adolescent school drop-out girls living in slums with the adolescent school drop-out boys living in slums. In the third phase, adolescent girls pursuing their

studies in cities were compared with the adolescent school drop-out girls living in slum areas. In the fourth phase, adolescent boys pursuing their studies in cities were compared with adolescent school drop-out boys living in slum areas. The fifth phase involved comparison of adolescents pursuing their studies in cities with the school drop-out adolescents living in slum areas. It was reported that Adolescents pursuing their studies in cities had significantly higher positive attitude as compared with the school drop-out adolescents living in slum areas.

## **METHOD**

## CHAPTER III

### METHOD

The procedure pertaining to study, “**Effectiveness of Soft Skills on Motivation, Study habit and Attitude among the school students**” was carried out involving the following steps

- Objectives
- Hypotheses
- Area
- Sample
- Tools
- Procedure
- Training Programme
- Analysis of data

#### Objectives

- To assess the level of Motivation among the school students.
- To assess the Study habit among the school students.
- To measure the level of Attitude among the school students.
- To find out the relationship between Motivation , Study habit and Attitude among the school students
- To find out the effect of soft skills on Motivation, Study habit and Attitude among the school students.

#### Null Hypotheses

- Soft skills programme do not have any effect on Motivation of the participants.
- Soft skills programmedo not have any effect on Study habit of the participants.
- Soft skills programme do not have any effect on Attitude of the participants.
- There will be no relationship between Motivation and Study habit of the participants.
- There will be no relationship between Motivation and Attitude of the participants.

#### Inclusion criteria

- Participants between the ages 13 – 17 years.
- Both male and female participants.
- Only school students.
- Participants with no cases of psychotic illness.

#### Exclusion Criteria:

- Students below 13yrs and above 17 yrs.
- Patients with psychotic illness.

- Students from CBSE / ICSE schools.

### **Participants**

Sixty participants aged 13 – 17 years were selected as participants for the study from KovaiKalaimagal Matriculation Higher Secondary School , Coimbatore , Tamil Nadu. Purposive sampling method was used to select the participants.

### **Institutional Human Ethics Committee**

As the study involves human subjects , all procedure described in the study was reviewed and approved by the Institutional Human Ethics Committee, Avinashilingam Institute for Home Science and Higher Education for Women , Coimbatore. The approval number for the research proposal is AUW/ IHEC/ PSY -17-18/XPD/02 (Annexure 1).

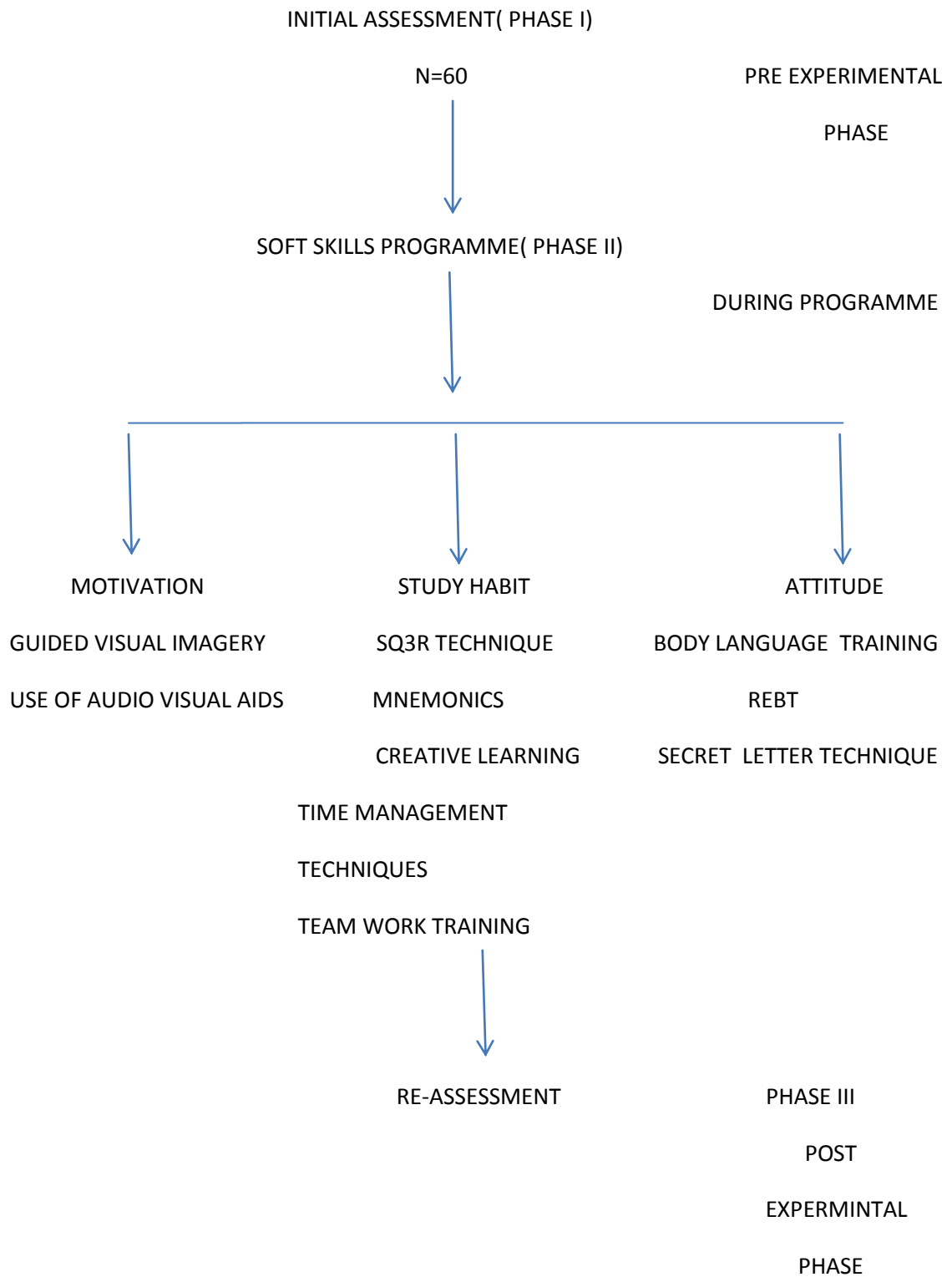
### **Tools Used**

- Case study schedule (Annexure 2) was used to collect the personal details from the participants.
- Adolescent Consent Form (Annexure 3) was used to get the consent from the participants.
- Parent Consent Form (Annexure 4) was used to get the consent from the parents of the participants.
- Palsane And Sharma Study Habit Inventory ( Palsane and Sharma , 1989) was used to measure the Study habit of the participants . It consists of 45 statements with 3 alternatives . The subjects were asked to read each statement carefully and give their response by marking ( ✓ ) on the options available. The scoring was done by referring to the scoring key. The results were interpreted according to the norms provided by the author.
- Achievement Motivation Test (Bhargava , 1994) was used to measure the Motivation of the participants . It consists of 50 incomplete statements with 3 options for each statement. The subjects were asked to read each statement carefully and give their response by marking ( ✓ ) on the options available. The scoring was done by referring to the scoring key. The results were interpreted according to the norms provided by the author. The scale had a reliability of 0.91 and the scale is found to be 0.78 valid.
- Sodhi's Attitude Scale (Sodhi ,1974) was used to measure the Attitude of the participants. It consists of 71 statements in total including 12 statement in Part II , 10 in Part II , 19 in Part III , 10 in Part IV and 20 statements in Part V with two alternatives Yes / No . The subjects were asked to read each statement carefully and give their response by marking ( ✓ ) on the options available. The scoring was done by referring to the scoring key. The results were interpreted according to the norms provided by the author. The reliability and validity for part I is 0.72 , 0.50 , Part II is 0.80,0.70 , Part III is 0.85,0.73 , Part IV is 0.80,0.70 and Part V is 0.86, 0.70 respectively .

**Procedure**

From the KovaiKalaimagalMatriculation Higher Secondary School,Coimbatore, Tamil Nadu sixty students from class VIII and IX were selected as the participants for the study. The Rapport was build up with the subjects. Consent was taken before proceeding with the assessment. Personal data was collected in the Personal Data Sheet. The questionnaires were handed over to the participants and were asked to rate themselves based on their past experiences using the Achievement Motivation Test , Study Habit Inventory and Sodhi's Attitude Scale. Later various techniques under soft skills were given to the students as the part of intervention. Each session consisted of 45 min of activities. The training was given to the students for 6 sessions. The subjects were instructed to follow the pattern of activities and routine for 3 weeks , after 3 weeks the participants were reassessed using the Achievement Motivation Test , Study Habit Inventory and Sodhi's Attitude Scale.

# EXPERIMENTAL DESIGN



## SOFT SKILLS PROGRAMME

### STUDY HABIT

With the help of the pre assessment it was found that the students had lack of interest in subjects like Mathematics , Science and English. Therefore these three subjects were focused . The activity for study habit basically included certain criteria such as Creativity , Concentration , Memory techniques , Special abilities , Mnemonics , Time management , Team work and Goal setting.

- **Mathematics** :Since the students were lagging behind in multiplication and tables so team work and memory techniques was used . The activity started with the 7 table were the students have to recite the numbers from 1 to 70 but say dot for the multiples of seven. The same was followed for tables till 15. This activity brought enthusiasm and concentration among the children and the spirit of togetherness to win the game.
- **Science** :During the process of rapport building it was found that half of the students did not understand the concept but blindly memorized various topics. Therefore in this activity the students were divided into group of six and asked to select any difficult topic . All they had to do was to understand the topic and draw it on the sheet of chart provided. Later they had to explain the topic in form of a story. This enhanced their creativity , special talents and team work among the students.
- **English**: Some of the students found English difficult because of lack of exposure to the subject. Some of the words were selected and the meanings was explained to the students using different techniques such as mnemonics and flash cards were used . A lesson was taken and each group was asked to enact the story in English. Negative marks were given for using any language other than English.
- **SQ3R Technique**
  - **survey** – survey involves gathering the information one need to focus on.
  - **Question** - asking question for each section one reads and clarifying the doubts.
  - **Read** – looking for the answers for the questions one have.
  - **Recite** – after each section one is supposed to stop and recite whatever one has read.
  - **Review** – after all the 4 steps one need to go through the whole chapter.

The SQ3R Technique was used for each subject in the beginning of session and were asked to follow the same while studying and revising in their daily study routine.

**Gamification**-Learning through the use of games is one of the teaching methods that has already been explored especially in elementary and preschool education. By using

games, students learn without even realizing. Therefore, **learning through play** or ‘*Gamification*’ is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

## **MOTIVATION**

### **Guided Visual Imagery**

- Guided imagery was given to the students where their future and ambition was focused. The students were asked to follow the instructions :
- “ Take a deep breath and relax yourself.
- Picture a setting that is calm and peaceful. This could be a beach, a mountain setting, a meadow, or a scene that you choose.
- Imagine your ambitions getting true and you succeeded in your dream. All are praising you and celebrating your success.
- It often helps to add a path to your scene. Your parents are very happy with your success. Those who criticized you are now singing your positives.
- When you are deep into your scene and are feeling relaxed, take a few minutes to breathe slowly and feel the calm.
- Think of a simple word or sound that you can use in the future to help you return to this place. Then, when you are ready, slowly take yourself out of the scene and back to the present. Tell yourself that you will feel relaxed and refreshed and will bring your sense of calm with you.
- Count to 3, and open your eyes. Notice how you feel right now.”

### **Use of Audio Visual Aids**

For motivating the students videos of great leaders and successful people were shown to the students .Before the use of these aids SWORT analysis was done which revealed the strength of the students . Later the videos were shown and a quiz was organized and questions were asked from the video shown. Finally each student was asked to prepare a chart about their field of interest and their work strategies towards the same. The students were instructed to learn new things regarding their field of interest.

## **ATTITUDE**

Basic body language coaching was given to the students . To improvise the attitude towards teachers, they were asked to write letters to their teacher including the positives and negatives of the teacher along with this , they were also asked to make a thank you card for their teachers .

REBT was given to them to rationalize certain false believes regarding religion .

When teaching each of these core competencies of a positive attitude these basic principles for developing a positive attitude were explained :

- Avoid negative thinking and complaining
- Spend time with people who have a positive attitude
- Be thankful for job
- Give a chance to recharge oneself
- Self-reward for doing a good job

A habit is a behavior that is repeated often without thinking about it. Here is a simple procedure for developing a habit:

- Change what to say—positive affirmations
- Verbal statements control the feelings hence speak positive
- feelings control thoughts so think positive
- On following the above behaviours tend to change as behaviors control habits and finally habits will change the attitude.

### **REINFORCEMENT**

The participants were encouraged with small gifts as reinforcement enhances learning. After every activity the winners of the task were selected and given a prize. This motivated other participants to do the best.

### **Analysis of Data**

Mean, Standard Deviation, t-test and Correlation was computed to analyse the data using SPSS 16.0 package.

# **RESULTS AND DISCUSSION**

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

A study on “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students” was conducted in Kovai Kalaimagal Matriculation Higher Secondary School , Coimbatore , Tamil Nadu. Sixty students from class VIII and IX were selected by purposive sampling method . The method adopted to collect the data included case study and psychological testing . After initial assessment , intervention involving Soft Skills programme was given to the participants for three weeks . After the intervention , the entire participants were re-assessed using the same set of questionnaire.

The results of the study are analysed , tabulated and discussed below.

**Table No 1 Shows the Socio Economic Status of the participants**

(N=60)		
INCOME GROUP	FREQUENCY	PER CENT
Low	<b>32</b>	<b>54</b>
Middle	<b>22</b>	<b>36</b>
High	<b>6</b>	<b>10</b>

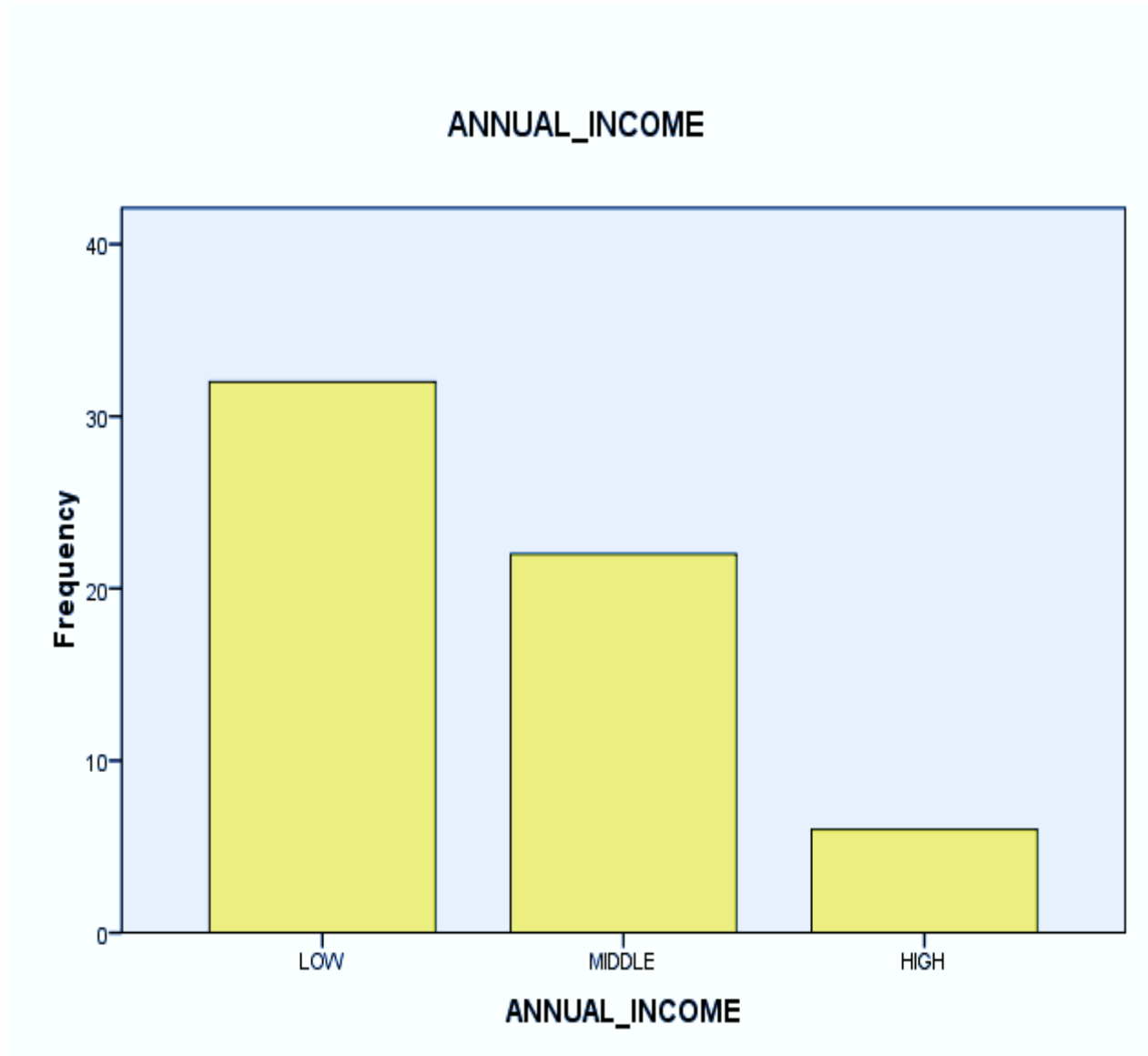
Percentages are rounded off

Table 1 show the Socio Economic Status of the participants. It can be noted that more than half of the participants i.e. , 54 % belong to the low income group. 36% of participants belong to middle income group and only 10% of participants belong to high income group.

**Figure 1**

**Socio Economic Status**

(N=60)



**Table No 2 Shows the subjects the participants do not like**

SUBJECTS	FREQUENCY	PER CENT
Like all subjects	3	5
Science	13	22
Social science	2	3
Maths	31	52
English	10	16
Tamil	1	2

\*Percentages are rounded off

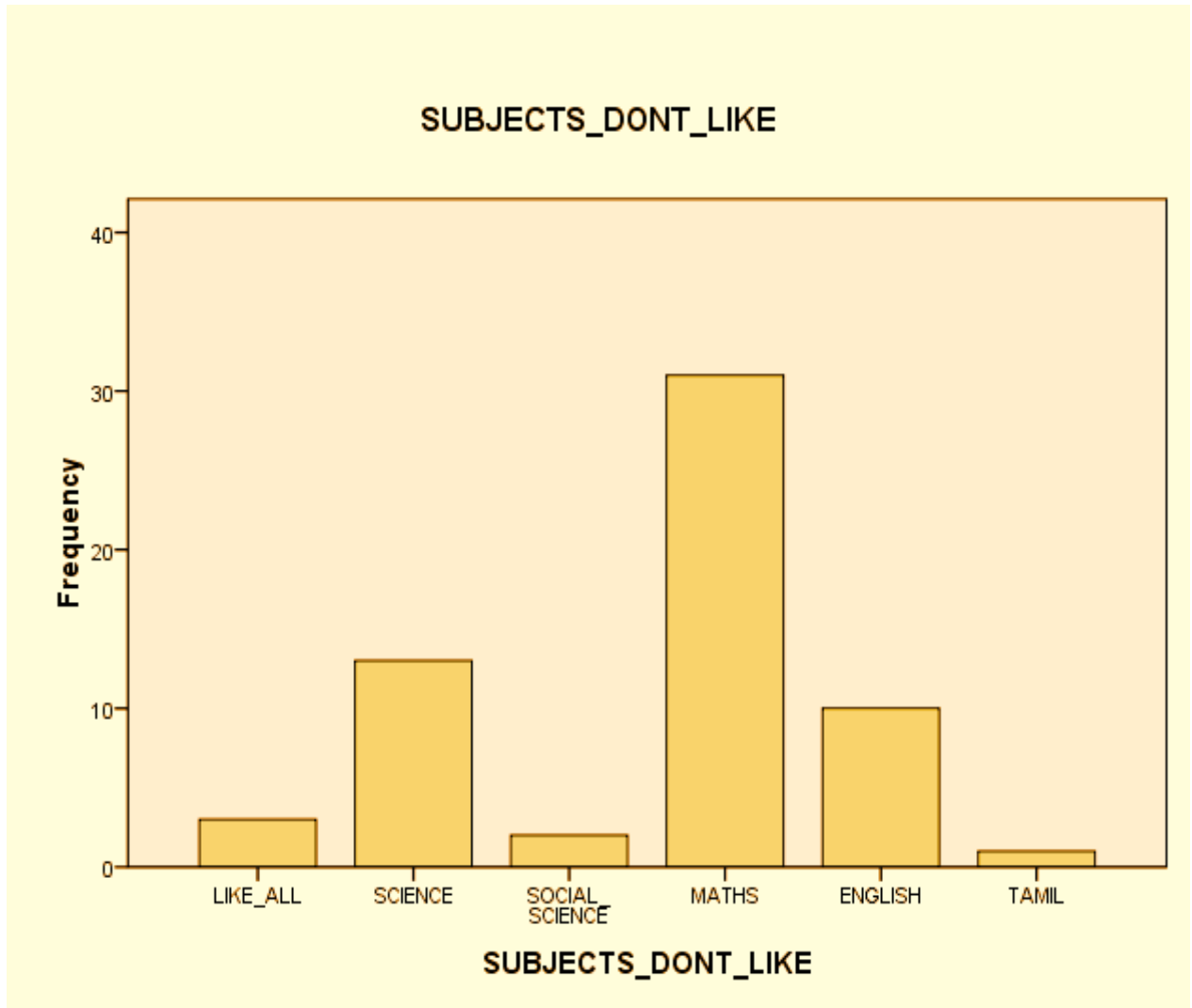
Table 2 shows the subjects participants don't like . It is clear that most of the participants do not like Mathematics, 52% of the students do not like mathematics. 22% of the participants do not like Science , 16% of the participants do not like English , 5 % of the participants like all the subjects , 3% of the participants do not like Social Science and only 2% of the participants do not like Tamil.

Hence Mathematics is the subject which most of the students do not like and Tamil is the subject that most of the participants like.

**Figure 2**

**Subjects participants do not like**

**(N=60)**



**Table No 3 Shows the relationship between the Study habit and Motivation among the participants**

( N = 60)

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VARIABLES	r
STUDY HABIT	
ACHIEVEMENT MOTIVATION	.702**

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Significant at 0.01 level

According to Table 3 , the participants show significant relationship between Study habit and Achievement motivation . It means the Study habit is effected by the Achievement motivation or vice versa .Therefore the null hypothesis , “There is no relation between Motivation and Study habit of the participants” is rejected.

Lawrence( 2014) presented a study to find the significant relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of group was computed using Standard Deviation, ‘t’ test, ANOVA and Pearson’s Co-efficient Correlation. The findings were established and tabulated from the analysed data. The finding shows that there was no significant difference between study habits and academic achievement of higher secondary school students. Finally, Interpretations were given by the investigator based on the findings.

**Table No 4 Shows the relationship between the Motivation and Attitude among the participants**

**N=60**

	Achievement motivation	Teacher and parent	Discipline	Humanity	Country	Religion
Achievement motivation	1	.104	-.050	-.091	.189	.091
Teacher and parent	.104	1	.434**	-.003	-.129	-.219
Discipline	-.050	.434**	1	.043	-.083	-.007
Humanity	-.091	-.003	.043	1	-.083	.056
Country	.189	-.129	-.083	-.083	1	.484**
Religion	.091	-.219	-.007	.056	.484**	1

\*\* . Correlation is significant at the 0.01 level

According to Table 2 , the participants have a positive correlation between the attitude towards Teacher and Parent and Discipline at a significance of 0.01 . There is also correlation between the attitude towards country and Religion at 0.01 level significance. Therefore the null hypothesis , “ There is no relationship between motivation and Attitude of the participants” is accepted.

Das ( 2014 ) conducted the study which highlight that there were some prime factors like anxiety, socio-economic status etc., which created barrier for academic achievement. In the Investigation, the researchers made an attempt to study the difference, if any, between boys and girls students of minority community in respect to their attitude towards education and academic achievement. The researchers also made an attempt to find out the correlation between attitude towards education and academic achievement. A sample of 257 (127 boys and 130 girls) of secondary level minority students of class-X were selected randomly. Analysing the data, the result showed that there was no significant difference between boys and girls students in attitude towards education and academic achievement scores. It was also found that attitude towards education and academic achievement have very low negative relation (-0.10) which is not statistically significant.

**Table No 5 Shows the Significant difference in Study habit of the participants after the Soft skills programme**

		<b>N</b>	<b>Mean</b>	<b>std deviation</b>	<b>t test</b>
Study habit	Before	60	2.20	.500	3.201*
	After	60	2.43	.443	

\*Significant at the 0.05 level

Table 3 shows the mean difference of the Study habit of participants before and after intervention. The mean of the study habit of the participants before intervention was 2.20 and after intervention the mean is 2.43. The t-test was found to be 3.20 which clearly indicates the effect of the Soft Skills in improving the study habit of the participants. Therefore the null hypothesis , “Soft skills does not have any effect on Study habit of the participants” is rejected .

Different creative and playful methods were used as intervention which resulted in the improvement of study habit of the participants .Therefore this proves that the soft skills are a good technique to teach students even to improve their study skills.

Solanki(2017) conducted a study on study habit of school going students. The random sample consisted of 240 boys and 240 girls of high and senior secondary schools of Rajkot districts. In the study , Study Habits Inventory by Palsane and Sharma for testing of the student’s study habits. The results reported that the main effect of urban and rural area, types of school study habits was very highly significant.

**Table No 6 Shows the Significant difference in Motivation of the participants after the Soft skills programme**

		N	Mean	Std deviation	t test
Achievement Motivation	Before	60	2.87	1.214	3.50*
	After	60	3.58	1.154	

\*Significant at the 0.05 level

Table 4 shows the mean difference of the Motivation of participants before and after intervention. The mean of the Motivation of the participants before intervention was 2.87 and after intervention the mean is 3.58. The t-test was found to be 3.50 which clearly indicates the effect of the Soft Skills in improving the study habit of the participants. Therefore the null hypothesis , “Soft skills does not have any effect on Motivation of the participants” is rejected .

The participants were showed certain videos regarding motivation and also visual guided imagery technique was used . They were also asked to tell something that motivated them and their friends as well. They were taught certain techniques regarding intrinsic and extrinsic motivation.

Awan( 2011 )conducted a study which examined the achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9<sup>th</sup> grade were involved in the study. An Urdu translated version of ‘Academic Self-Description Questionnaire II’ (Marsh, 1990) and ‘General Achievement Goal Orientation Scale’ (McInerney, 1997) was used. The results revealed that achievement motivation and self concept are significantly related to academic achievement. Significant gender differences were discovered which were in favour of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

**Table No 7 Shows the Significant difference in Attitude of the participants after the Soft skills programme**

N=60

Attitude (Towards)		Mean	Std Deviation	t-test
Teachers and parents	Before	3.34	1.143	5.76*
	After	5.23	1.640	
Discipline	Before	3.62	1.42	6.50*
	After	3.82	1.71	
Humanity	Before	3.68	1.70	5.28*
	After	3.83	1.42	
Country	Before	5.82	1.22	3.11*
	After	6.08	1.30	
Religion	Before	3.93	1.56	8.84*
	After	6.02	1.09	

\*Significant at the 0.05 level

Table 5 shows the mean difference of the Attitude of participants before and after intervention. Since Attitude is divided into five different categories i.e , Attitude towards Teachers and parents , Discipline , Humanity , Country and Religion.

Taking the Attitude towards Teachers and Parents , the mean before intervention was 3.47 and after intervention the mean is 5.23. The result of t-test was found to be 5.76 which clearly indicate the effect of the Soft Skills in improving the Attitude of the participants.

Attitude towards Discipline, the mean before intervention was 3.62 and after intervention the mean is 3.82. The result of t-test was found to be 6.50 which clearly indicates the effect of the Soft Skills in improving the Attitude of the participants.

Attitude towards Humanity, the mean before intervention was 3.68 and after intervention the mean is 3.83. The result of t-test was found to be 5.28 which clearly indicate the effect of the Soft Skills in improving the Attitude of the participants.

Attitude towards Country, the mean before intervention was 5.82 and after intervention the mean is 6.08. The result of t-test was found to be 3.11 which clearly indicate the effect of the Soft Skills in improving the Attitude of the participants.

Attitude towards Religion, the mean before intervention was 3.93 and after intervention the mean is 6.02. The result of t-test was found to be 8.84 which clearly indicate the effect of the Soft Skills in improving the Attitude of the participants. Therefore the Null hypothesis , “Soft skills does not have any effect on Attitude of the participants” is rejected .

(Marwaha2015 ) conducted a research to analyse and compare the attitude of adolescents studying in cities with that of the adolescents who were school dropouts and lived in slum areas. The sample consisted of 100 adolescents between 15-23 years of age. The sample was divided into four groups. The first group included adolescent girls pursuing their studies in cities, the second group comprised of adolescent boys pursuing their studies in cities. The third group included adolescent school drop-out girls living in slum areas, and the fourth group comprised of adolescent school drop-out boys living in slum areas. The tool used in the study was T S Sodhi’s Attitude Scale. The groups were compared in terms of their attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and their attitude towards Religion.

In order to get the refined results, the study was divided into five phases. In the first phase, adolescent girls pursuing their studies in cities were compared with the adolescent boys pursuing their studies in cities. The second phase included comparing adolescent school drop-out girls living in slum areas with the adolescent school drop-out boys living in slum areas. In the third phase, adolescent girls pursuing their studies in cities were compared with the adolescent school drop-out girls living in slum areas. In the fourth phase, adolescent boys pursuing their studies in cities were compared with adolescent school drop-out boys living in slum areas. The fifth phase involved comparison of adolescents pursuing their studies in cities with the school drop-out adolescents living in slum areas. It was reported that Adolescents pursuing their studies in cities had significantly higher positive attitude as compared with the school drop-out adolescents living in slum areas.

# **SUMMARY AND CONCLUSION**

## CHAPTER V

### SUMMARY AND CONCLUSION

The study on “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students” was carried out with following objective :

- To assess the level of Motivation among the school students.
- To assess the Study habit among the school students.
- To measure the level of Attitude among the school students.
- To find out the relationship between Motivation , Study habit and Attitude among the school students
- To find out the effect of soft skills on Motivation ,Study habit and Attitude among the school students

From the Kovaikalaimagal Matriculation Higher Secondary School , Coimbatore , Tamilnadu sixty students from class VIII and IX were selected as the participants for the study. The Rapport was build up with the subjects. Consent was taken before proceeding with the assessment. Personal data was collected in the Personal Data Sheet . The questionnaires were handed over to the participants and were asked to rate themselves based on their past experiences using the Achievement Motivation Test , Study Habit Inventory and Sodhi’s Attitude Scale. Later various techniques under soft skills were given to the students as the part of intervention. Each session consisted of 45 min of activities. The training was given to the students for 6 sessions. The subjects were instructed to follow the pattern of activities and routine for 3 weeks , after 3 weeks the participants were reassessed .

#### Conclusion

- According to the result 54 % of the participants belong to the low income group. 36% of participants belong to middle income group and only 10% of participants belong to high income group.
- Fifty two per cent of the students do not like mathematics. 22% of the participants do not like Science, 16% of the participants do not like English , 5 % of the participants like all the subjects , 3% of the participants do not like Social Science and only 2% of the participants do not like Tamil.
- The participants show significantrelationship between Study habit and Achievement motivation. It means the Study habit is not effected by the Achievement motivation or vice versa .Therefore the null hypothesis , “There is no relation between Motivation and Study habit of the participants” is rejected..
- There is correlation between the attitude towards country and Religion at 0.01 level significance but no correlation between Achievement Motivation and Atittude. Therefore the null hypothesis , “ There is no relationship between motivation and Attitude of the participants” is accepted.

- . The t-test was found to be 3.20 which clearly indicates the effect of the Soft Skills in improving the study habit of the participants. Therefore the null hypothesis , “Soft skills does not have any effect on Study habit of the participants” is rejected .
- The t-test was found to be 3.50 which clearly indicates the effect of the Soft Skills in improving the motivation of the participants. Therefore the null hypothesis , “Soft skills does not have any effect on Motivation of the participants” is rejected .
- The t test for Attitude revealed that the Soft skills programme was effective as the results showed 5.76 for the Attitude toward Teachers and Parents, 6.50 for the Attitude towards Discipline , 5.28 for the Attitude towards Humanity , 3.11 for the Attitude towards Country and 8.84 for the Attitude towards Religion. Therefore the null hypothesis “Soft skills programme do not have any effect on Attitude of the participants” is rejected.

### **Limitations**

- A large number of participants could not be taken for study as it was difficult to obtain permission from the authorities of the schools.
- Long period of soft skills training could not be given as it effected the daily routine of the school.
- The study could not be generalized as it was limited only into Coimbatore location .

### **Recommendations**

- Teachers could be trained with Soft skills to make learning more interesting and also to teach students many other things.
- The researcher could also compare the effectiveness of the training by comparing with the exam results and participation of students in various events.
- The researcher could include more number of participants from different locations .

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# **ANNEXURES**

## ANNEXURE 1

### INSTITUTIONAL HUMAN ETHICS COMMITTEE



*Avinashilingam*

Institute for Home Science and Higher Education for Women

*University*

(Estd. u/s 3 of UGC Act 1956)

#### **Chairman**

Dr. S. Ramalingam  
Principal, PSG Institute  
of Medical Sciences  
& Research, Coimbatore

#### **Member Secretary**

Dr.S.UmaMageshwari  
Associate Professor,  
Department of Food Service  
Management & Dietetics

#### **Members**

Dr. S. Kowsalya  
Dr.P.R.Padma  
Mr. K.Arulmoli (Legal Expert)  
Dr. N.S. Rohini  
Dr.A. Saraswathy  
Mrs. V. Mangayarkarasi  
Dr.Subhashini K. Sripathi  
Mrs. S. Radha Devi  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr.AnithaSubash

19<sup>th</sup> March 2018

To  
Ms. V. Manimala  
Department of Psychology  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Manimala,

Ref: Your proposal No. IHEC/17-18/PSY/02 entitled  
“Effectiveness of Soft Skills on Motivation, Study Habit and  
Attitude among the School Students” submitted for approval  
of the IHEC on 14<sup>th</sup> December.

The Institutional Human Ethics Committee of our University hereby  
grants approval to your research proposal No. IHEC/17-18/PSY/02  
“Effectiveness of Soft Skills on Motivation, Study Habit and  
Attitude among the School Students” submitted by you. The  
Approval number for the same is AUW/ IHEC/ PSY -17-  
18/XPD/02.

We wish you all the best in your research endeavours.

Regards,

*Dr.S.Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary



## ANNEXURE 2

### CASE STUDY SCHEDULE

Name :

Age :

Gender : Male / Female

Class :

Area of residence : Rural / semirural / urban

Father's occupation :

Mother's occupation :

Annual income :

Hobbies :

Subjects you like :

Subjects you don't like:

Ambition :

### ANNEXURE 3

#### ADOLESCENT CONSENT FORM

#### CONSENT TO PARTICIPATE IN A RESEARCH STUDY

**TITLE OF PROJECT :**Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students.

**Researchers :**Ms Manimala . V , II M.Sc Counselling Psychology , Avinashilingam Institute for Home Science and Higher Education for Women , Coimbatore – 641043

**Research Guide :**Dr.N.V.Amudha Devi , Assistant Professor , Dept. of Psychology , Avinashilingam Institute for Home Science and Higher Education for Women , Coimbatore – 641043

I have been asked to participate in a research study conducted by Ms Manimala .V(8807780838) and Dr.N.V.Amudha Devi (9791902331 ).

#### **Introduction**

In this consent form , I will learn about the proposed research and my rights , if I agree to participate in it. I will read this form carefully and if I agree to be interviewed , I will sign this form.

#### **Purpose**

I understand that Ms.Manimala.V and Dr.N.V.AmudhaDevi , propose to study the “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students”.

#### **Right to refuse and to withdraw**

I understand that participation in this research is voluntary. I may agree for an interview or I may refuse/decline an interview. If I disagree for an interview , I may refuse to answer any question and I may end the interview at any time.

#### **Offer to answer any question**

If I have any questions about the study , I may call any of the listed researchers : Ms.Manimala.V (8807780838) . If I have any questions about my rights as a participant , I may call the research guide Dr.N.V.Amudha Devi (9791902331 ).

I agree to participate in this research

Name\_\_\_\_\_ Date\_\_\_\_\_

**Researcher’s statement :**I have explained the nature and purpose of this research. I agree to answer any question regarding the rights of the participant.

Name\_\_\_\_\_ Date\_\_\_\_\_

## ANNEXURE 4

### PARENT CONSENT FORM

#### CONSENT TO PARTICIPATE IN A RESEARCH STUDY

**TITLE OF PROJECT :**Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students.

**Researchers :**Ms Manimala . V , II M.Sc Counselling Psychology , Avinashilingam Institute for Home Science and Higher Education for Women , Coimbatore – 641043

**Research Guide :**Dr.N.V.Amudha Devi , Assistant Professor , Dept. of Psychology , Avinashilingam Institute for Home Science and Higher Education for Women , Coimbatore – 641043

My child is been asked to participate in a research study conducted by Ms Manimala .V(8807780838) and Dr.N.V.Amudha Devi ( 9791902331)

#### **Introduction**

In this consent form , I as a parent learn about the proposed research and our rights , if my child agree to participate in it. I will read this form carefully and if I agree to let my child be interviewed , I will sign this form.

#### **Purpose**

I and my child understand that Ms.Manimala.V and Dr.N.V.AmudhaDevi , propose to study the “Effectiveness of Soft Skills on Motivation , Study habit and Attitude among the school students”.

#### **Right to refuse and to withdraw**

I and my child understand that participation in this research is voluntary. My child may agree for an interview or may refuse/decline the interview. If my child disagree for an interview , he/she may refuse to answer any question and may end the interview at any time.

#### **Offer to answer any question**

If I and my child have any questions about the study , we may call any of the listed researchers : Ms.Manimala.V (8807780838) . If we have any questions about my rights as a participant , we may call the research guide Dr.N.V.Amudha Devi (9791902331).

I agree for my child to participate in this research

Name\_\_\_\_\_ Date\_\_\_\_\_

**Researcher’s statement :**I have explained the nature and purpose of this research. I agree to answer any question regarding the rights of the participant.

Name\_\_\_\_\_ Date\_\_\_\_\_

## ANNEXURE 5

### ACHIEVEMENT MOTIVATION TEST (V.P.BHARGAVA)

1. What I want most in my life is.....

- a) To get an ideal home life.
- b) To be a popular man in the society
- c) To do something requiring efforts.

2. I would like to solve.....

- a) Those problems which will give new experiences.
- b) The social economic problems of my country.
- c) Very difficult puzzles and quizzes.

3. I am happiest when.....

- a) Making others happy.
- b) I become the center of others attention
- c) Successful in my work.

4. I often strongly think of.....

- a) Being one respected political leader
- b) Being a famous social worker
- c) Accomplishing something great

5. My aim of life is.....

- a) To make a long record of successful achievements
- b) To attain high status in society
- c) To serve the nation

6. I like to praise those who.....

- a) Have earned a name of repute in their own field
- b) Have some principles in life

c) Have devoted themselves in service of mankind.

7. I want to know.....

a) How can be successful in whatever I undertake

b) The honest means of accumulating wealth

c) The easiest way of achieving the World peace

8. Before starting a difficult task.....

a) I would plan to work out its details

b) I would think about the difficulties that may come in way

c) I would invite suggestions from others.

9. It is my nature to.....

a) Do things for my friends

b) Undertake tasks which require great skills

c) Keep things neat and clean

10. I wish I could always be.....

a) Eager in successfully doing difficult jobs.

b) Eager to be sympathetic to sick and poor people.

c) Eager to visit new places , see new persons and get new things.

11. I feel upset when.....

a) I am blamed by my own people.

b) I am neglected.

c) I fail to reach my desired goal.

12. I want to accomplish the task.....

a) In a neat and clean fashion.

b) To do it better than others.

c) To finish it before the fixed time.

13. I like to.....

- a) To read fiction and do courageous work.
- b) Think of my future.
- c) Visit different places of the world.

14. I usually think.....

- a) That I should get honour and respect like the leaders.
- b) That I should perform something great and unique.
- c) That I should help and look after sick and injured.

15. I like to be.....

- a) Very systematic and orderly in the work I undertake.
- b) Very faithful and sincere to my friends and colleagues.
- c) Best in my performance and assignments.

16. I like that.....

- a) I may earn money.
- b) I may do most important work.
- c) I may become the master of myself.

17. I am always.....

- a) Ready to fight for the noble and reasonable causes.
- b) Ready to enhance and develop my abilities.
- c) Prepared to remove casteism and other social evil.

18. I am sure that during next five years.....

- a) I will be earning ;ot of money.
- b) I will be Expert in my field.
- c) I will be independent.

19 I want that.....

- a) My institution may be more democratic.
- b) The environment of my town be more peaceful and healthy.
- c) The environment of my house may allow me to study more and more.

20. I like things which.....

- a) May make me rich and possessing.
- b) May make me get respect like a leader.
- c) May be achieved by others with great difficulty.

21. I get satisfaction most in .....

- a) Remaining in the company of most famous and popular people.
- b) Doing the most difficult task.
- c) Testing others and give guidance to them.

22. I give preference to.....

- a) Difficult task over simple and easy task.
- b) Remaining in the company of elderly and experienced.
- c) I get encouragement from my friends and others.

23. I genuinely believe that for me.....

- a) It is possible to attain high social status in society.
- b) It is possible to get enough power.
- c) It is possible to get desired maximum achievements.

24. I wish that I may be.....

- a) Liberal and kind to my friends all the time.
- b) Sympathetic to sick and poor people.
- c) Successful in doing difficult tasks.

25. I am most happy when.....

- a) I get a chance to enjoy with others by wits and humour.

- b) Get honour and respect after performing difficult tasks.
- c) Get the chance to get a high position.

26. I feel.....

- a) Upset when I am not getting success in examination despite of hard work.
- b) Sad at the death of somebody near and dear to me.
- c) Enraged when some of my friends do not get justice.

27. in general I may be describes as a .....

- a) Tolerable person.
- b) Humble and polite person.
- c) Optimistic person.

28. I sincerely wish.....

- a) To be most wealthy person.
- b) To be happy and fortunate person.
- c) That I may achieve the high position in a surprizing manner.

29. While working in a group I wish that.....

- a) I may perform the best than others
- b) I may be the leader of the group.
- c) I may do the work in most systematic way.

30. I consider myself better than others who.....

- a) Are unsocial by nature
- b) Do not feel the responsibility.
- c) Do not fix ant aim in life and do not work to get it.

31. I get pressure in .....

- a) The company of children.

b) Solving difficult problems.

c) Living with jovial people.

32. I believe.....

a) Love is better than justice.

b) My future depends on some special achievements.

c) It is better to be sincere and faithful than to be popular.

33. Generally, I .....

a) Critically analyse others decision.

b) Am polite in behaviour.

c) Do the work till I complete it successfully.

34. In the most important in the social situation , I .....

a) Try to be traditional

b) Try to become a bit able to do work in accordance with the social tradition.

c) Try to attract and get attention by my work.

35. I like to.....

a) Become a big authority in some business or work.

b) Do my activities in systematic way.

c) Make friends with sympathetic behaviour with sad people.

36. My real wish.....

a) Is to get the highly paid job.

b) Is to enjoy the bliss of happy married life.

c) Is to attain reputable attainments.

37. I want that I should become so able.....

a) I may use such words the meaning of which nobody should be able to understand.

b) I may be able to work better than others.

c) I may forgive him who wants to harm me.

38. I.....

a) May try my level best to become a big person in my field.

b) May try to remain firm in following the truth.

c) May try to help the helpless people to the best of my capacity.

39. Generally I wish that.....

a) I may be worshipper of god.

b) I may serve the poor without caring for any return.

c) I may get additional success in some work.

40. I avoid.....

a) Such persons who are pleasure seekers only are without responsibility.

b) Those situations which are not competitive.

c) Those people who are mentally illumined and unsystematic.

41. I want that others may think about me as.....

a) Laborious person.

b) Very good natured person.

c) Very intelligent and capable person.

42. I feel good when.....

a) I relate my personal experience to others.

b) I am told to make others to understand something.

c) I have to do any difficult work.

Item. No		Item. No	
1	C	26	A
2	C	27	C
3	C	28	C
4	C	29	A
5	A	30	C
6	B	31	B
7	A	32	B
8	B	33	C
9	B	34	C
10	A	35	A
11	C	36	C
12	B	37	B
13	B	38	C
14	B	39	C
15	C	40	B
16	B	41	C
17	B	42	C
18	B	43	A
19	C	44	B
20	C	45	B
21	B	46	B
22	A	47	C
23	C	48	C
24	C	49	B

25	B	50	A
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Each item indicating Achievement Motivation is given a score of 1 and the total score earned on all the items is summed up .

**ANNEXURE 6**  
**PALSANE AND SHARMA STUDY HABIT INVENTORY**

S.no	STATEMENTS	ALWAYS	SOME TIMES	NEVER
1	I study everyday			
2.	I study at the particular time of the day			
3	I do my homework daily.			
4	If I have to study for a longer time , I take rest in between.			
5	I have all the required books and all the relevant materials of study with me.			
6*	For the time of study , I get disturbed by the surroundings at the time of the study.			
7	I develop automatic interest in subjects as I start studying.			
8	I realize the importance of the subjects for my career.			
9*	Other stray thoughts gradually stay in as soon as I settle down for studying.			
10.	I read the main points before I read the chapters.			
11.	I take down notes while reading.			
12.	I try to recall the matter after reading it.			
13*.	I continue the reading despite difficulties in understanding meaning of some of the words.			
14.	I read very carefully in order to understand every point.			
15.*	I never read silently.			
16.	According to the importance and difficulty of the subject matter , I change and adjust the speed of my reading.			
17	I study figures and graphs carefully.			
18.	During the classroom teaching , I take down notes			

	sincerely .			
19.	At home , I compare my class notes with the note from the text book.			
20.	I take help of anybody if I do not follow anything.			
21.	I study the subject matter at home thoroughly before it is taught in the classroom.			
22.	I read books whenever I get free time whether at home or in school.			
23.	I attend my classes regularly in time.			
24*.	I frequently remain absent from classes.			
25.	If a matter is to be learnt by heart , I memorize it part by part.			
26.*	I cram certain things without understanding.			
27.	I revise the subject matter from time to time.			
28.	I study in the library regularly.			
29.	During examination time , I sleep as usual in the night.			
30.	Before writing the answers to the questions in examination, I read very carefully the entire question paper.			
31.	In the examination , I answer the question in their serial order.			
32.	I divide the time according to the matter to be answered in respect of the number of the questions.			
33.	Before examination I read my own notes carefully.			
34.*	I prepare for the examination from guides/notes available in the market.			
35.	I draw an outline of the answers of each question ,before writing answers to the questions in the examination.			

36*.	I feel tense at the beginning of the examination			
37.*	After the examination I realize that I have made some mistakes in the answers I have written or I have forgotten some important points.			
38.	I carefully record my examination results.			
39.	I single out my weak subjects on the strength of my examination result.			
40.	I try to make up my deficiency in the weak subjects to my best.			
41*.	I get disappointed if the exam results are nit favourable.			
42*.	I have a tendency to compare my marks with others after the results are declared.			
43.	I think that I can improve fairly my study habit from my teachers.			
44.	I get guidance about proper study habit from my teachers.			
45.	I will take advantage if a guidance programme in study habit is arranged.			

Always = 2

Sometimes=1

Never = 0

Reverse scoring:

Question no. 6,9,13,15,24,26,3,36,37,41 and 42

Always = 0

Sometimes=1

Never = 2

## **ANNEXURE 7**

### **SODHI'S ATTITUDE SCALE (Dr.T.S.SODHI)**

#### **PART I**

1. I have great regards for my teachers and use respectable language for them even in their absence.
2. The days are gone when teachers were GURUS . Now they are money makers.
3. It is safe to act upon the advice of the teachers in all matters.
4. I have great consideration for the opinions which my teachers have about me.
5. The lack of discipline in students is due to weakness and shortcomings in teachers.
6. My teachers are my ideals.
7. Teachers unreasonably deny even legitimate freedom to students.
8. We should be guided by our parents even in the choice of our friends.
9. Unreasonable orders of parents need not be obeyed.
10. Even when the parents are unreasonable they should be respected.
11. We should happily marry with the person selected by our parents.
12. Parents should not interfere much in the affair

#### **PART II**

1. There is a fun in breaking the rules of traffic when police constable is not watching.
2. There is nothing wrong in travelling in first class with a second class ticket when the seats are vacant there.
3. It is good fun to give wrong coins to the short sighted shopkeeper at night.
4. Discipline curtails freedom.
5. All the rules should be obeyed even if they appear to be unreasonable.
6. We must respect our office bearers.
7. Acts of discipline by the brilliant students should be pardoned.
8. In a match even the wrong decisions of the referee should be accepted.
9. Nothing is wrong in not standing at attention when the national anthem is going on , if you are getting late for school or class.
10. We should not bother about local values , but di in Rome as Romans do.

#### **PART III**

1. In spite of failures and frustrations we should be cheerful.
2. I feel as if the whole world is unsympathetic toward me.
3. Life without love for others is parasite.
4. We should not pick up quarrels with the person with whom we have differences.

5. I do not like to take responsibility for the welfare and safety of the children and the older persons.
6. A thing is good only if it does good to me.
7. I must not tune my radio at a high pitch as it might disturb my neighbours.
8. If anyone commits a serious mistake, he should be punished, even if he feels sorry for it and expresses regrets for it.
9. I do not feel discouraged even when other people disagree with me.
10. It is quite difficult for me to accept my mistakes.
11. I want to get the maximum pleasure out of this life.
12. "Honesty is the best policy." May be a good motto but it will not work in real life.
13. The highest type of service is a service of the needy and the ill.
14. Everybody in the world should look after himself, others will manage for themselves.
15. People under the pretext of service unnecessarily interfere in the affairs of others.
16. You should not say unkind things to others even when they tease you.
17. The best way to live a successful life is to plan individual career without bothering others.
18. If you bother too much for others you will fail in your own achievements.
19. If a person is unhappy because of his own faults, nobody needs to bother about him.

#### **PART IV**

1. We should believe in universal brotherhood.
2. The land of my country is as sacred to me as my place of worship.
3. My nation is a nation of friends and philosophers.
4. If I get a job in America, I will not like to stay in my country of poverty and diseases.
5. It would have been better if I was born in some progressive country.
6. Our cultural traditions should be maintained to preserve the integrity of the country.
7. I do not hesitate to pay the taxes as it is to be used for administration, development and protection of my motherland.
8. In a nation of the corrupt people, it is very difficult to be honest, we should do in Rome as Romans do.
9. We are proud of the achievements of our country in the international field.
10. I am ashamed of being an Indian.

#### **PART V**

1. Love for God gives solace to heart and mind.
2. God is always present everywhere.
3. Those who say that they love God are all hypocrites.
4. What God does is always the best.
5. It is incorrect to attribute our failure to the will of God.
6. Fear of God makes us do the right thing.

7. Prayer sustains us in the time of trouble.
8. Religion is one of the strongest causes of war.
9. Religion makes a man coward and lethargic.
10. Only noble deeds and devotion to god can lead us to salvation.
11. As you sow so shall you reap. God has nothing to do with it.
12. God watches our actions and punishes us for our lapses.
13. There is nothing like heaven, everything ends with death.
14. One who leads a sinful life goes straight to hell.
15. Religious priests are noble personalities.
16. Study of religious books purifies the soul.
17. Our religious ceremonies purify our way of living.
18. It is essential to practice religious conventions for purification in life.
19. Those who are intellectually sharp do not believe in religion.
20. By dint of good actions one goes straight to heaven.

1	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
2	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
3	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
4	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
5	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
6	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
7	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
8	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
9	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
10	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
11	Yes ? No		Yes ? No		Yes ? No
12	Yes ? No		Yes ? No		Yes ? No
13			Yes ? No		Yes ? No
14			Yes ? No		Yes ? No
15			Yes ? No		Yes ? No
16			Yes ? No		Yes ? No
17			Yes ? No		Yes ? No
18			Yes ? No		Yes ? No
19			Yes ? No		Yes ? No
20					Yes ? No

## SCORING

Area Item no.	PART I	PART II	PART III	PART IV	PART V
1	+1	-1	+1	+1	+1
2	-1	-1	-1	+1	+1
3	+1	-1	+1	+1	-1
4	+1	-1	+1	-1	+1
5	-1	+1	-1	-1	+1
6	+1	+1	-1	+1	+1
7	-1	-1	+1	+1	+1
8	+1	+1	-1	-1	-1
9	-1	-1	+1	+1	-1
10	+1	-1	-1	-1	+1
11	+1		+1		+1
12	-1		-1		+1
13			+1		-1
14			-1		+1
15			-1		+1
16			+1		+1
17			-1		+1
18			-1		+1
19			-1		-1
20					+1

For each area only the value of 'Yes' has been given as + or - , against each item. If the value shown for the item is positive and the student has marked 'Yes' , +1 is given. If 'No' is marked then -1 is given and for ?zero is given. Conversely if the value shown for the item is negative and the student has marked 'Yes' , -1 is given . If 'No' is marked then +1 is given and for ?zero is given.