TRANSFERABLE SKILLS FOR TEACHERS IN POST COVID PERIOD – A PHENOMENOLOGICAL STUDY

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Abstract: The present century is known as the Century of skills. Generally speaking, the 21st century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today's schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students. Transferable skills are skills that are relevant and helpful across different situations and areas of life. Such skills are often seen as a crucial factor adding to the employability of individuals. The current piece of investigation is delineate the transferable skills among teachers in post-COVID period. It is based on a phenomenological approach, descriptive in nature. Nealy 140 teachers were selected ,out of which 137 responses were recorded. The results of the study revealed that there was no stark difference in their transferable skills but a majority of them are good at working with technology. Further, female teachers found to be more creative and male teachers are good at working with technology. Implications along with directions for future research were also portrayed.

***Index Terms* - Transferable skills; phenomenal approach; managing people; being creative; working with technology; working with facts.**

I. INTRODUCTION

The present century is known as the *Century of skills*. Generally speaking, the 21st century skills concept is motivated by the belief that teaching students the most relevant, useful, in-demand, and universally applicable skills should be prioritized in today's schools, and by the related belief that many schools may not sufficiently prioritize such skills or effectively teach them to students. 21st century skills are a range of skills that can help a professional better navigate a career in the modern workplace. The term transferable skills tends to be preferred when people are talking about the application of skills across different social contexts.

Typically, Transferable skills are proficiencies that are useful in a variety of jobs. They are qualities that can transfer from one job to another. Transferable skills have different names, reflecting different perspectives on these skills and also different eras. The terms used to describe transfer-able skills vary, such as basic skills, generic skills, employability skills, key skills, key equalizations or even essential competencies or key competencies . The definitions of the terms vary considerably; what they have in common, though, is that all assume that the skills considered are transferable between different contexts and situations. Simply, transferable skills are various skills that can be transferred and adapted to different needs and work environments,

Some essential components of transferable skills are self-management, planning and organizing, communicating, working with others, problem-solving, initiative and enterprise, applying numeracy, design and technological skills, and learning (Marsono,2017).

The office of career services at the University of Texas (2016) defines transferable skills as "areas of development that will transfer from one environment to another, such as home, school, work, or co-curricular activities". The National Association of Colleges and employers (NACE) Job Outlook Survey (2016) orders the top transferable skills employers seek as follows: (1) leadership, (2) ability to work in a team, (3) written communication skills, (4) problem solving skills and (5) verbal communication skills (Ayman,2017).

Need and significance of Transferable skills

Knowledge of transferable skills can especially help people who are making the transition into the workforce. Isaacson and Brown (1997) suggested that many different types of people need assistance in identifying transferable skills, including displaced homemakers re-entering the workforce, ex-offenders, students, and downsized employees (Nitin Vaidya,2019).

Teachers may use skills they developed during their work or training as an educator and apply them in new ways to succeed in other jobs in the education field. We often hear about a range of skills, attributes, competencies or strengths that are needed for teachers in their future careers such as adaptability, communication, decision making, flexibility, initiative, innovation, leadership, negotiation, problem solving. teamwork. time management etc.,

Moreover, the COVID pandemic has impacted our working lives more than anything most of us have ever experienced. In this context, institutions and organizations are looking for people who are equipped with transferable skills to meet the academic demands.

Objectives of the Study

1. To appraise the transferrable skills among teachers in post-COVID period.

2. To assess the transferrable skills among teachers in post-COVID period with special reference to the element of managing people, being creative working with technology and working with facts.

3. To evaluate the transferrable skills among teachers in post-COVID with special reference to gender.

Hypotheses of the Study

1. There is no significant difference in the transferrable skills among teachers in post-COVID period.

2. There is no significant difference in the transferrable skills among teachers in post-COVID period with special reference to the element of managing people, being creative working with technology and working with facts.

3. There is no significant difference in the transferrable skills among teachers in post-COVID period with special reference to gender.

2. Review of Literature

Suriyani Muhamad (2012) in a paper 'Graduate Employability and Transferable Skills: A Review' underlined the significance of transferable skills in relation to the employability. Moreover, this paper attempts to review the needs of transferable skills for employability of graduates.

Liliya Terzieva1, Elena Luppi, and Ivan Traina (2015) developed and piloted a framework for the methodical assessment for two competences that are very important for working life - namely the Sense of Initiative and Entrepreneurship, and Social competences. In this respect the paper has the objective, based on multiple project outcomes as well as on the evolution of existing educational and assessment practices, to outline and provide food for thought for defining and analyzing innovative ways of teaching and assessing transferable/transversal competences in the context of higher education.

Christof Nägele and Barbara E. Stalder (2017) in a chapter (34-Competence and the Need for Transferable Skills) explains an overview of the manifold definitions of 'transferable skills', which are used in research, practice and policy. It was argued that transferable skills play an important role in the recruitment and selection process, as well as during organizational entry. The assumption that transferable skills are easily transferable will be questioned, as this transfer depends on individual and contextual factors. It was concluded with a reflection on how transferable skills can be developed in school based and company based education and training.

Marsono, Purnomo, Tuwoso, Maftuchin Romlie, Solichin (2017) investigated the transferable skills development of vocational teachers by identifying the specific employability skills that helping students compete in a rapidly social changing and economic environment. This study was used literature review for research procedure from the online database. Finding revealed that transferable skills include communication, collaboration, problem-solving, entrepreneurship, and learning to learn.

Ayman Mohamed El-Esery (2017) studied transferable communication skills of a group of ESP learners at King Marriott Higher Institute for Computer Science, Alex., Egypt. Participants of the study sat for a pre-post oral/written communication skills test. Independent samples t-test proved that treatment was effective. It was concluded that the training on transferable communication skills is ideal since it permits ESP learners to fundamentally enhance their oral and written communication skills as well as apply the content knowledge in the field of their professional practices.

Haaniyah Ali and Jeffrey Harris (2019) argued key skills that have been developed and/or transferred to the workplace from previous school experience, and how these relate back to a student's school term. The most transferable skills were communication, time management, organization, responsibility and problem solving. Some students also specified skills such as diligence, focus and the need for initiative as vital for a successful work placement. One consistency was that students did not find that their technical skills transferred between terms, but rather that there was far more emphasis and transferability of general skills. Therefore, general skills were the most transferable, both to and from the workplace.

Thomas Kirnbauer and Allison BrckaLorenz (2020) discussed how faculty emphasis of transferable skills, through analytical writing and problem-solving, is related to deep approaches to learning in higher education. Data come from a large-scale, multi-institutional study that surveys faculty at four-year institutions. Findings indicate that the intentional development of transferable skills has a positive relationship with emphases on deep approaches to learning. The study reinforces the importance of collaboration between multiple stakeholders to foster student learning.

Rebecca Collins et al (2022) explored student assessments of their own development of transferable skills after participation in a co-curricular, experiential volunteer program (McMaster Children and Youth University) in Canada. Using pre/post-survey methods, it was found statistically significant increases in participants' self-assessments of leadership, problem solving, knowledge translation, and knowledge mobilization. Adaptability emerges as an unexpected skill several participants report developing as a result of working with young people. It was concluded that co-curricular programs play an important role in transferable skill development. Further, it was argued that social contexts of experiential learning opportunities play a significant role in shaping transferrable skill development.

From the above perspective it is evident the research on transferrable skills in India is in its embryonic stage. As a consequence, the present study is titled as "*Transferable Skills for Teachers in Post-COVID Period–A phenomenological Study*".

3.Reesearch Methodology

The present study is based on a phenomenological approach, descriptive in nature. The population of the study consists of 140 teachers who attended an **orientation Programme conducted at St. George's Institutions, Hyderabad in Telangana State on 09.06.2023**, out of which one hundred and thirty seven (137) responses were recorded.

Instrument

The inventory was developed by Sarah Cool (2007) on transferrable skills which contains forty (40) statements divided into four categories viz., managing people (being creative; working with technology and working with facts); being creative (working with technology and working with facts); working with technology (technology and facts) and working with facts. To be more specific:

Areas /Elements	Items
1. Managing people	1,5,9,13,17,21,25,29,33,37
2.Managing people and being creative .	
3. Managing people and working with technology.	
4. Managing people and working with facts	
5. Being creative	2,6,10,14,18,22,26,30,34,38
6. Being creative and working with technology.	
7. Being creative and working with facts	
8. Working with technology	3,7,11,15,19,23,27,31,35,39
9. Working with technology and facts	
10.Working with facts	4,8,12,16,20,24,28,32,36,40

Table.1 showing variables in the tool

The instrument is based on a Five-point Likert Scale as follows: 4 (very competent); 3(Competent); 2 (still developing competency; 1 ((Not competent) and 0 (Do not know/Not sure of competency).

4. Data Analysis and Findings
Table No.2 showing perceptions of respondents

Areas	N	Mean	Median	Mode	Std. Deviation	Skewness	Min	Max	Variation
Managing People	137	29.38	30.00	26[a]	4.546	0.197	21	40	15.16
Being Creative	137	19.99	20.00	19	3.560	-0.368	9	40	17.81
Working with technology	137	28.15	29.00	30	5.136	-0.719	8	40	18.25
Working with facts	137	30.34	31.00	32	5.243	1.064	17	40	17.28

The table demonstrates the perceptions of teachers on transferable skills. It is evident from the table that co-efficient variation (18.25) is high with regard to 'teachers working with technology'. Conversely, the co-efficient variation is found to be at low (15.16) in respect of the area 'managing people'. A negative skewness is found with regard to the areas 'being creative'(-0.368) and a positive and high skewness is found 'working with facts' (1.064).

Table No.3 shows male and female perceptions

Areas	N		Mean		SD		Co-efficient variation		Skewness	
	F	M	F	M	F	M	F	M	F	M
Managing People	127	10	2.79	3.01	0.29	0.46	10.32	15.33	0.09	0.139
Being Creative	127	10	2.74	2.89	0.28	0.50	10.07	17.41	1.785	-0.326
Working with technology	127	10	2.9	2.81	0.38	0.52	13.21	18.63	-0.89	-0.695
Working with facts	127	10	2.87	3.05	0.31	0.54	10.91	17.59	0.32	1.023

It can be inferred from the table that female teachers average score is slightly higher than that of male teachers except in the area 'being creative'. With regard to 'working with technology' male teachers mean value is high, contrary to female teachers in the area of 'managing people'. Further, uniformity is found to be high male teachers in 'being creative ' and 'working with facts'.

5.Major Findings

1. The results of the study revealed that there was no stark difference in their transferable skills of teachers in in post- COVID period.

2.It was demonstrated that a good majority of the teachers are good at working with technology.

3. Further, female teachers found to be good at 'being creative', conversely, male teachers are at 'working with technology'.

6. Educational Implications

The findings of the present study are of practical as well as theoretical importance to teachers, as well as to the administrators/ authorities.

Teachers are harbingers of change and transferable skills can be sharpened through capacity building programmes. Hence, the teachers should proactively engage with transferable skills training, rather than taking a purely remedial approach. Transferable skills of teachers certainly impact the learning outcomes of the students. The teachers when teaching professional subjects should try to integrate transferable skills.

Transferable skills should be taught in context and students should be made aware of how the skills will play a part in their future. Learning outcomes must be made clear to both staff and students, and without clear assessment of transferable skills students are likely to focus exclusively on knowledge. Students and staff should proactively engage with transferable skills training, rather than taking a purely remedial approach.

Effective transferable skills development requires learning environments where all learners can participate, and feel physically, socially and emotionally safe, and where skills can be reinforced through positive interactions. To achieve this cherished goal, the School authorities/ administrators should try to provide good governance and accountability mechanisms in schools, including parent and child participation. Moreover, teachers should be expose to recent trends in education from time to time to inculcate transferable skills among teaching community.

7. Directions for further research

1. A similar study can be conducted with a larger sample to have in- depth knowledge on transferable skills among teachers.
2. There is a need to explore the transferable skills for students for their academic success.
3. An explorative study can be taken up on the perceptions of parents on the transferable skills.

8. Conclusion

It is argued that transferable skills are the glue of all skills. Transferable skills are the life-skills allow the teacher and taught to become more agile, adaptive equipped to navigate social and academic challenges. They also build resilience in the face of adversity. One thing is certain, transferable skills do not operate in isolation, instead they function in acquisition of other skills. Thus, they stand as an elixir in post-COVID period.

Competing Interests

Author has declared that no competing interests exist.

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