

# The Soft Skills Assessment of Pre-service Teachers in the Faculty of Industrial Education, Thailand

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## Abstract

Everyone must have soft skills, especially teachers who provide knowledge and cultivate students so that they can have skills as well. It is essential to assess the skills of pre-service teachers to ensure they are prepared and skilled enough to manage the classroom: teaching strategies and self-management. The study aims to assess the soft skills of pre-service teachers in the faculty of Industrial education and provide recommendations about the development program. Using purposive sampling, data were collected from 140 pre-service teachers in two universities. The participants were asked for consent and voluntary to answer the 195 questionnaires on web based. The results showed the mean and standard deviation of thirty-three soft skills. The assessment results showed that there were high-scoring skills. The first three orders are Emotional control, Understanding diversity and Stress management. The three lowest scores are Empathy, Expressing opinion and Accomplishment. From the above results, it is recommended that the development program be organised in an integrated learning format. Not only formal training but the group of pre-service teachers should have actual practice to gain direct experience leading to understanding—the opportunity to practice skills and use them in real work. In addition, the assessment results must consider the context to make the most appropriate adjustments.

**Keywords:** Pre-service teacher, Generic skill, Soft skills