

AN EMPIRICAL STUDY OF LEARNING HOW SOFT SKILLS IS ESSENTIAL FOR MANAGEMENT STUDENTS IN THEIR CARRIER LIFE

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ABSTRACT:

Education means learning, many students learn for the sake of marks, hence soft skills is partially opposite for academic studies. This paper is made to know the importance of soft skills in students' life both at college and future carrier life. It tends to know how soft skills tribute hard skills, which are the technical requirements of a job for which the student is trained to do it. Assimilation system of training for soft skills into hard skills courses is completely effective and efficient method of achieving both in an engaging way of teaching and a particular gratified manner to enhance the soft skills. A decade ago, individuals who were highly qualified with an excellence performance in their academic record with work experience were well recognized and talented by most of the corporate sectors. Therefore today hard skills and experience does not matter much at all and are not sufficient enough for the inner development to work effectively and rapid increase in today's corporate world. Employers prefer to hire and promote those persons who are highly beneficial, talented, quicker, resourceful, ethical, and self-driven individual with good communication. This paper is based on an empirical study conducted between students regularly exposed to soft skills sessions and those who are impoverished of the same.

Keywords: Integrated system, enhancement, rapid increase, self-driven, impoverished.

INTRODUCTION:

As the present scenario of business demands tremendous strengths among the employees to achieve the goals, everyone in the organization has to contribute towards the direction of success by knowing the basic effective soft skills knowledge. The main key aspect of soft skills is communication. It happens only through formal way of learning things respectively. Hence, present professionals need to surround a high soft skills computation, apart from the specialists or expert's knowledge in assurance to get succeed in this challenging world. Teaching is the process of multidimensional performance, challenging a huge range of knowledge and skills containing language skills, time management skills, team work skills, social behavior skills, emotional intelligence skills, character or personality traits. Teaching is a process of sharing knowledge and experience, with enhances both learning and gaining two way of communication for both faculties and students. Teaching style can be adopted by directing, discussing, delegating and correcting the errors of students by their necessary requirements. As a result, the talent of teaching does not only comprise a self-deprecating transmission of knowledge from lecturer to students. In its place, it is a multidimensional procedure that relive and affects the process of student learning.

Soft skill is successful only if it happens in two ways that is one person should always be a listener and another should always be observer only then he/she can be a good advisor. Soft skill is mainly needed for direction it happens only through communication, so soft skills plays a vital role in craving each individual's personality. Such that it is completely important for every student to acquire adequate skills beyond academic or technical knowledge. The education as well as the current trend market scenario is constantly developing faster day by day in the business field. So soft skills is necessary and essential for every individuals to work smoothly in their work field.

OBJECTIVE OF THE STUDY:

1. To know the most important soft skills training strategy.
2. To find out and develop the most effective communication skills.
3. To know the appropriate and responsible training strategy.

REVIEW OF LITERATURE

According to Schulz (2008), lecturers play a vital part in enhancing the soft skills of a student. Education beyond learning and its creative thinking capacity of knowledge to enhance the better quality of gaining knowledge conducted between students regularly sessions of soft skills training and guiding process.

SA Dean (2017), soft skills is mainly needed for 21st century due to workforce scholar works, the focus of research is to identify the successful of soft skills as an academic professional course by its ethical values and norms for newly graduated management students in recent days.

STATEMENT OF PROBLEM:

As world is changing rapidly day by day there are many technologies that are emerging in all industries among them education industry is also one where there are new effective pedagogies focus on developing higher way which introduced for effective learning. Few decades ago **India is the country which was lagging behind in education system. But today it has reached the level of 37.4 million students enrolled in higher education that is 74.04% hence changes in education system is essential and necessary** Since many decades ago subject wise teaching and learning is happening. Hence technology is booming at peak stage. Latest trend education system in order to work efficiently in organization. Candidates must be highly talented and efficient to work smoothly and faster. Such that due to oldest form of learning is not effective and sufficient due to change in situations it has become compulsory to cope with the changes and students should adopt to the new education system. By learning Soft skills which enhances the quality of every student in knowing the skills to work in today's challenging world smoothly and efficiently. This paper focuses on to what extent teachers and students know the importance of soft skills learning and its usage benefits to persuade students to increase their learning process.

RESEARCH METHODOLOGY:

a) Research Design:

The research design used in this study is Empirical type of research.

b) Method of data collection:

For conducting this research, we used both **primary data** and **secondary data**

- ✓ Primary data: It was obtained through a survey conducted on Fifty respondents.
- ✓ Secondary data: It was collected from websites, internet, books and various papers

c) Sample size: The study was conducted by **50** respondents only.

d) Sampling area: Bangalore south area.

QUALITIES THAT CAN HELP TEACHERS TO GUIDE THEIR STUDENTS EFFECTIVELY BY USING SOFTSKILLS

Student success should be a teacher's number one priority and success as well. For some students, success will be getting as a good grade. For others, it might vary increased involvement in class. Teachers can help all their students in class for their betterment of knowing things clearly.

Such that teachers can follow these steps mentioned below:

- ✓ To set high expectations mainly.
- ✓ Conduct competitive tasks in training sessions.
- ✓ Establish a classroom different session routine.
- ✓ Provide them basic skills.
- ✓ Help students climb their skills step by step.
- ✓ Vary your instruction.
- ✓ Should show the interest on every individual student.
- ✓ Be transparent and ready to help them in the assignments.

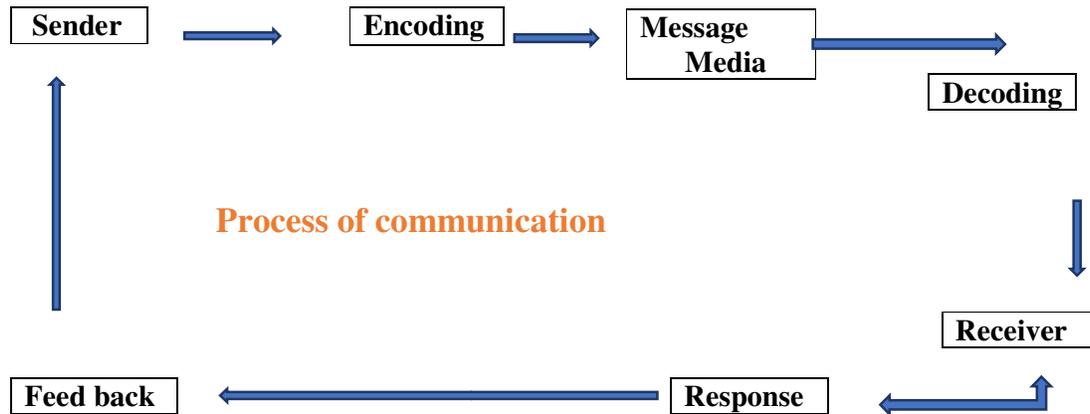
WHY ARE SOFT SKILLS IMPORTANT FOR INDIVIDUALS?

Soft skills are completely based on the individual mind set and personal attributes which influences how well each individuals can work or interact with others. Soft skills make it easier to form relationships with people in order to function smoothly, create trust and dependability, and lead teams. It is an essential part of knowing, finding, attracting, and retaining clients. Since soft skills is completely about each and every individual dyadic communication and its instructiveness among their independent strength, and work ethic, this will help you in accordance with gaining the superiority power for your own carrier life as on how you value them. Such that each and every job role definitely requires some or the other way of interactions between people, whether it might be with their managers, colleagues, Team members, customers etc. Hence soft skills is important to each and every people sufficiently in the work place as a whole.

Mainly soft skills is important by its **Communication skill**. It enhances the quality of elements of communication, non-verbal communication, public speaking, Interview techniques, Meetings etiquettes, Business communication and career planning in future.

Hence communication is important in every place in order to communicate the facts, ideas, options or emotions by two or more persons in reality.

PROCESS OF COMMUNICATION



ANALYSIS AND INTERPRETATION:

Table 1. Table showing the course of the Respondents.

SL.NO	COURSE	NO. OF RESPONDENTS	% OF RESPONDENTS
1.	MBA	20	40%
2.	Faculties	18	36%
3.	BBA	12	24%
	TOTAL	50	100%

Interpretation: From the above table, it is clear that **40%** of respondents has perused MBA and **36%** of respondents are faculties and the remaining respondents are BBA that is **24%**.

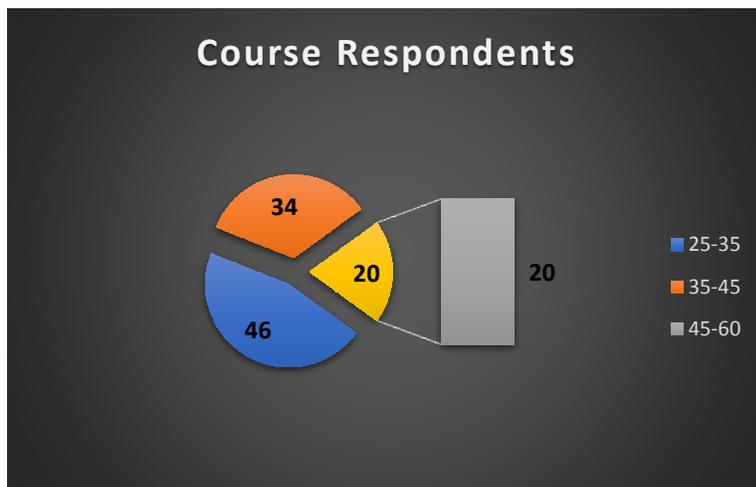


Table 2: showing the age factor of the response given.

SL. NO	AGE	NO. OF RESPONDENTS	% OF RESPONDENTS
1	25-35	23	46%
2	35-45	17	34%
3	45-55	10	20%
	TOTAL	50	100%

Interpretation: From the above table it is clear that **46%** of respondents are age group of 25-35, and **34%** of respondents are of 35-45 they are teachers, **20%** respondents are age group of 45-55 which are senior teachers opinions.

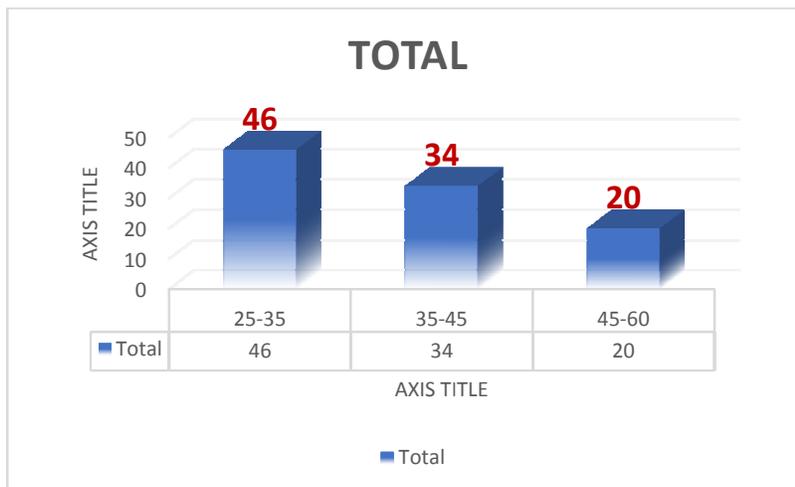


Table 3: showing strategy you consider most important respondents.

Particulars	Frequency	Percentage
Focus	24	48%
Learning mindset	20	40%
Practical assessments	6	12%
Total	50	100%

Interpretation: From the above table it is clear that **48%** of the respondents that is **24** are convenient with focus, **40%** of the respondents those are **20** who are comfortable with learning mindset and rest **12%** respondents those are **6** who is somewhat convenient with practical assessments in strategy they consider most important in respondents.

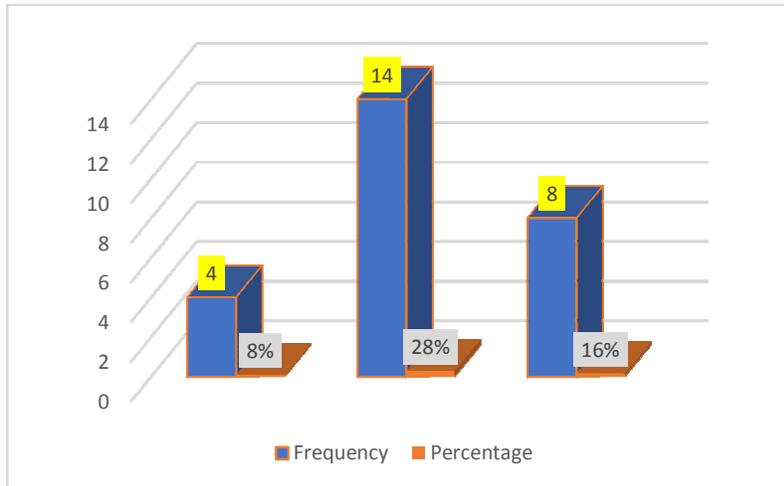


Table 4: Showing the most successful soft skills training strategy

Particulars	Frequency	Percentage
Coaching skill	20	40%
Critical thinking	18	36%
AV class room teaching	12	24%
Total	50	100 %

Interpretation: From the above table it is very simple and clear that **40%** of respondents that is **20** people feel coaching skill is most successful strategy and **36%** of respondents that is **18** of them feel critical thinking is successful strategy, rest **24%** that is **12** of them feel AV classroom teaching is beneficial for the successful soft skills strategy.

Table 5: Showing the most important soft skills you consider.

Particulars	Frequency	Percentage
Time management	4	8%
Self-motivation	10	20%
Communication	36	72%
Total	50	100%

Interpretation: From the above table it is clear that 8% of the respondents that is 4 of them are familiar with time management 20% of respondents that is 10 of them feel comfortable by self-motivation 72% of respondents that is 36 feel communication is the most important aspect of soft skill which they consider the most.

FINDINGS:

1. Majority of the respondents are management students and faculties related to management studies.
2. Various challenges must be faced to be effective among others creatively, hence majority of the respondents feel that coaching skills helps them to get more beneficial knowledge.
3. So there is an requirement of every individual students and teachers to adopt soft skills hence maximum people agrees no it is not huge and complicated for learning and teaching soft skills is difficult.
4. Many People are aware about soft skills, so communication is the most important tool and aspect that many respondents feel.
5. Each individual emotional behavior differs hence many respondents feel the best strategy with dealing emotional behavior by being attentive in their job.
6. Hence due to fastest development of technologies and competitive world it has become compulsory for both teachers and students to get exposure to the new education system to adopt soft skills to their career for their development and to know its importance in their life.

Table 6 Descriptive Analysis of demographic variables

Descriptive Statistics							
	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
COURSE	50	1.94	0.818	0.113	0.337	-1.496	0.662
AGE	50	1.74	0.777	0.497	0.337	-1.161	0.662
STRATEGY	50	1.66	0.688	0.564	0.337	-0.728	0.662
MSS	50	1.84	0.792	0.298	0.337	-1.333	0.662
MIS	50	2.64	0.631	-1.571	0.337	1.345	0.662
Valid N (listwise)	50						

Table 6 shows that the highest mean belongs to most important soft skills (2.64) and least for strategy (1.66). Also, that the values of Kurtosis ranged between (1.345 to -1.496). It is highest for most important soft skills and the lowest for course. Additionally, the highest skewness value (-1.496) is for most important soft skills and the lowest for course. As all the skewness and kurtosis values are between ± 3.5 , we can assume that the adapted constructs fulfil the requirement of univariate normality (Hair et al, 1998).

Table 7 Descriptive Analysis of factors of soft skill training

Descriptive Statistics						
	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Speaking clearly and succinctly	4.12	0.849	-1.071	0.337	2.134	0.662
Working very well on a team	4.08	0.665	-0.089	0.337	-0.652	0.662
Working well with diverse groups of people	3.68	0.819	-0.263	0.337	0.935	0.662
Showing lot of empathy toward others	3.94	0.998	-0.646	0.337	-0.574	0.662
Having a positive attitude	3.98	0.869	-0.544	0.337	-0.294	0.662
Thinking that people can become more intelligent	3.64	1.025	-0.277	0.337	-0.503	0.662
Having good self-control	3.4	1.143	-0.598	0.337	-0.049	0.662
Engaging in positive out of college activities	3.3	1.165	-0.218	0.337	-0.561	0.662
Valid N (list wise)	50					

Table 7 shows that the highest mean belongs to S1 (Speaking clearly and succinctly, mean = 4.12) and least for S8 (Engaging in positive out of college activities, mean = 3.3). Also, that the values of Kurtosis ranged between (2.134 to -1.496). It is highest for ‘Speaking clearly and succinctly’ and the lowest for ‘Having good self-control’. Additionally, the highest skewness value is for ‘Speaking clearly and succinctly’ and the lowest for ‘Working very well on a team’.

Hypothesis Testing

1. H₀: There is no significant difference between courses with respect to factors of soft skill training.

Table 8 ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
S1	Between Groups	0.443	2	0.222	0.299	0.743
	Within Groups	34.837	47	0.741		
	Total	35.28	49			

S2	Between Groups	1.402	2	0.701	1.625	0.208
	Within Groups	20.278	47	0.431		
	Total	21.68	49			
S3	Between Groups	0.977	2	0.488	0.719	0.492
	Within Groups	31.903	47	0.679		
	Total	32.88	49			
S4	Between Groups	0.32	2	0.16	0.155	0.857
	Within Groups	48.5	47	1.032		
	Total	48.82	49			
S5	Between Groups	0.776	2	0.388	0.504	0.607
	Within Groups	36.204	47	0.77		
	Total	36.98	49			
S6	Between Groups	0.038	2	0.019	0.017	0.983
	Within Groups	51.482	47	1.095		
	Total	51.52	49			
S7	Between Groups	0.92	2	0.46	0.343	0.712
	Within Groups	63.08	47	1.342		
	Total	64	49			
S8	Between Groups	2.902	2	1.451	1.072	0.35
	Within Groups	63.598	47	1.353		
	Total	66.5	49			

Since p-value is greater than 0.01, the null hypothesis is accepted with regard to factors of soft skill training.

Hence there is no significant difference between courses with respect to factors of soft skill training.

2. H_0 : There is no significant difference between age groups with respect to factors of soft skill training.

Table 9 ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
S1	Between Groups	1.541	2	0.771	1.073	0.35
	Within Groups	33.739	47	0.718		
	Total	35.28	49			
S2	Between Groups	2.741	2	1.371	3.401	0.042
	Within Groups	18.939	47	0.403		
	Total	21.68	49			
S3	Between Groups	1.038	2	0.519	0.766	0.471
	Within Groups	31.842	47	0.677		
	Total	32.88	49			
S4	Between Groups	5.065	2	2.532	2.72	0.076
	Within Groups	43.755	47	0.931		
	Total	48.82	49			
S5	Between Groups	3.994	2	1.997	2.845	0.068
	Within Groups	32.986	47	0.702		
	Total	36.98	49			
S6	Between Groups	7.101	2	3.55	3.757	0.031
	Within Groups	44.419	47	0.945		
	Total	51.52	49			
S7	Between Groups	0.139	2	0.07	0.051	0.95
	Within Groups	63.861	47	1.359		
	Total	64	49			
S8	Between Groups	5.648	2	2.824	2.181	0.124
	Within Groups	60.852	47	1.295		
	Total	66.5	49			

Since p-value is greater than 0.01, the null hypothesis is accepted with regard to factors of soft skill training.

Hence there is no significant difference between age groups with respect to factors of soft skill training.

Table 10 Correlation Analysis										
		S1	S2	S3	S4	S5	S6	S7	S8	Overall
S1	Pearson Correlation	1	0.163	-0.002	.298*	.529**	.449**	-.282*	.293*	.531**
	Sig. (2-tailed)		0.257	0.987	0.036	0	0.001	0.047	0.039	0
S2	Pearson Correlation	0.163	1	0.085	.345*	0.144	0.253	-0.097	0.126	.397**
	Sig. (2-tailed)	0.257		0.555	0.014	0.318	0.077	0.504	0.382	0.004
S3	Pearson Correlation	-0.002	0.085	1	0.226	-0.009	0.225	0.249	0.167	.436**
	Sig. (2-tailed)	0.987	0.555		0.115	0.95	0.117	0.082	0.247	0.002
S4	Pearson Correlation	.298*	.345*	0.226	1	.375**	0.098	-0.211	0.244	.517**
	Sig. (2-tailed)	0.036	0.014	0.115		0.007	0.498	0.141	0.088	0
S5	Pearson Correlation	.529**	0.144	-0.009	.375**	1	.519**	0.07	.611**	.752**
	Sig. (2-tailed)	0	0.318	0.95	0.007		0	0.63	0	0
S6	Pearson Correlation	.449**	0.253	0.225	0.098	.519**	1	0.091	.485**	.721**
	Sig. (2-tailed)	0.001	0.077	0.117	0.498	0		0.532	0	0
S7	Pearson Correlation	-.282*	-0.097	0.249	-0.211	0.07	0.091	1	0.077	0.261
	Sig. (2-tailed)	0.047	0.504	0.082	0.141	0.63	0.532		0.597	0.068
S8	Pearson Correlation	.293*	0.126	0.167	0.244	.611**	.485**	0.077	1	.726**
	Sig. (2-tailed)	0.039	0.382	0.247	0.088	0	0	0.597		0
Overall	Pearson Correlation	.531**	.397**	.436**	.517**	.752**	.721**	0.261	.726**	1
	Sig. (2-tailed)	0	0.004	0.002	0	0	0	0.068	0	
	N	50	50	50	50	50	50	50	50	50
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

Table 10 shows that the highest correlation ($r = 0.752$) is between the variables, ‘Having a positive attitude’ and over all training. In addition, the lowest correlation ($r = .009$) is between ‘working well with

diverse groups of people' and 'having a positive attitude'. As the correlations are substantially lower than 0.80 in absolute value, there is unlikely to be any statistical issue of multi collinearity (Hair et al., 1998)

CONCLUSION:

Digital teaching is a new trend these days which are acquired and are following by all the teachers and students, Hence higher education in INDIA is grown more, as many students clear their higher education courses with subject knowledge it is not that effective and knowledgeable to get the job easily in Multinational companies, Thus it can be concluded that by learning soft skills which is highly effective and which benefits both the students and teachers to get well trained and making students to get realistic knowledge of the concepts they learn. By knowing the concepts in detail what , why and it is necessary use of it.

Hence by learning soft skills for business effectively or efficiently it is convenient for them to work easily and smoothly Both teachers and students are using digital teaching which is somewhat convenient. Soft skills help to access and manage the time to work effectively and to be different compare to others in order to be a successful person among competitors in organization or at work place.

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ANNEXURE

1. NAME: _____
AGE: 20-30 _____ 30-40 _____ 40-50 _____

2. Designation: MBA _____ FACULTY _____ BBA _____

3. What strategy do you consider most important to learn soft skills? a) Focus b) learning mindset c) practical assessments.

4. What is your most successful soft skills training strategy?
a) Coaching skills b) critical thinking c) AV class room teaching

5. Is soft skills huge and complicated for learning and teaching? a) Yes
b) No

6. What soft skills do you consider the most important?
a) Self-motivation b) communication c) Time management

7. What are your strategies for dealing with emotional behaviour's?
a) meditation b) take a deep breath c) Be attentive

8. Do you think soft skills learning benefits your career to develop in your life?
a) Yes b) No

*******THANK YOU*******