



THE IMPACT OF SOFT SKILL TRAINING PROGRAM ON THE SOFT SKILLS DEVELOPMENT OF THE B.B.A. STUDENTS

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ABSTRACT

Both the business and educational landscapes are evolving rapidly. Ten years ago, most businesses actively sought for people who combined exceptional academic performance with relevant professional experience. However, these days, these kinds of hard talents and expertise aren't enough to get into or advance in the corporate sector. Professionals with strong communication and interpersonal abilities are in high demand, and they tend to advance more quickly within an organization. Fewer people are being hired by corporations because applicants lack necessary soft skills. Still, many schools of management are hesitant to include soft skills instruction in their curricula, despite the obvious value of such instruction. The data presented here comes from a research comparing the outcomes for students who get regular instruction in soft skills versus those who do not.

KEYWORDS: *Soft skills training Need of Developing Soft Skills, BBA Students*

INTRODUCTION

The current educational landscape is evolving rapidly. In the business world, technical expertise is not enough to guarantee success; instead, the ability to effectively interact with coworkers and customers is essential. In the corporate sector, communication abilities are among the most crucial of all soft talents.

In today's competitive job market, those with strong soft skills are in high demand across all industries. Having the ability to develop and use soft skills is increasingly important in the corporate world, and Serby Richard (2003) argues that this makes the difference between getting an offer and actually enjoying your new job. Competition for jobs is higher and harder to maintain now that soft skills are more necessary. Applicants who want to stand out from the pack should work to improve their soft skills so that they may succeed in spite of, rather than because of, any difficulties they may encounter throughout the hiring process or while on the job. Hewitt Sean (2008) supports this idea, arguing that employers place high importance on soft skills since they are a good indication of work success. Professionals in the modern day need to have strong interpersonal and communication skills in addition to deep expertise in their fields.

Trainings must be offered as part of the professional curriculum in order to instill soft skills in today's management professionals. In the end, this will help students become more well-rounded people, increasing their chances of finding success in the business world via networking and other professional endeavours.

The ability to communicate effectively and work well with others are two of the most important skills for professionals to have in today's market. According to research by Michael Watts and Russell K. Watts (2008), "soft skills" 85% of success may be attributed to soft talents and 15% to hard abilities. Some of Jaipur's management schools have yet to include training in soft skills into their curricula, despite the widespread recognition of the need of such training in the modern business environment.

This article's goal is to shed light on why it's so crucial for management schools to include training in soft skills in their curricula if they want to produce graduates who get great jobs. Students' overall levels of soft skills were compared between those who frequently attended soft skills workshops and those who did not for the purpose of this study.

OPERATIONAL DEFINITION

Soft skills, often known as people skills, are those that are unique to each individual. The ability to lead, listen, negotiate, and mediate conflicts are all examples of "soft skills," which are "non-technical, intangible, personality-specific skills," as defined by Hewitt Sean (2008). In contrast to hard skills, such as knowledge and technical proficiency, soft skills consist of attitudes and behaviors (Tobin, 2006).



The Purdue University Center for Career Opportunities describes "soft skills" as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees." Work ethic, politeness, collaboration, self-discipline, confidence, social conformance, and fluency in at least one language are among the "soft talents" they identify.

Hard talents are not the same as soft skills. Soft talents are those that make a person more marketable beyond the hard abilities they already possess. Unlike hard talents, which are more "along the lines of what might appear on your resume," soft skills are a "cluster of personality traits, social graces, personal habits, friendliness, and optimism," as noted by Martin Carole (2008). Soft skills are not a replacement for technical or hard abilities, but they do complement them and help individuals with average or below-average hard talents reach their full potential.

NEED OF DEVELOPING SOFT SKILLS

Having solid people skills is essential in today's fast-paced corporate world. Competition for both entry-level and experienced roles is higher than ever because of the expanding number of qualified people looking for work in today's society. In order to demonstrate their true potential and get an edge over the competition, they must rely on their soft talents in addition to their hard abilities. One certain way to stand out from the crowd of applicants for management positions is to have superior soft skills.

Thacker and Yost (2002), writing on the significance of teaching "soft skills" in business schools, stressed the need of preparing students to work well in teams. The phrase "business graduates lack good team leadership skills" is one that many employers hear often. Knell et al. (2007) state that businesses consistently need employees with high levels of creativity, communication, and cultural awareness in the workplace.

According to the 2003 National Employers Skills Survey, employers are more concerned with a lack of "soft skills" such as communication, collaboration, and customer focus and responsiveness than a lack of "hard skills" like programming or database administration (Watkins, 2004).

Graduates with strong technical abilities may be disqualified from consideration for employment due to their lack of "soft skills," which include the ability to interact effectively with others (Pauw and et al, 2006).

SOFT SKILLS TRAINING

Regardless of the target group or the context in which the training is delivered, Assertiveness, negotiating prowess, communication skills, and the ability to build and sustain connections are just some of the soft skills that training programs attempt to hone.

Generally speaking, people believe that soft talents are a person's innate abilities. All humans are born with a certain base level of these skills. A person's innate abilities will go to waste if they aren't put to good use or if the person who has them doesn't realize they have them. To put it simply, the aim of any training program designed to improve soft skills is to help the trainee overcome the obstacles that hinder them from doing so. The goal of developing one's soft skills is to help one become more self-aware of one's own potential and to improve one's own growth and success. No matter how much or how little natural talent one may have received, everyone may benefit from training in soft skills.

OBJECTIVES OF THE STUDY

1. The purpose of this study is to investigate the effect that training in soft skills has on the proficiency levels of students majoring in management.
2. Determine which aspects of soft skills were most affected by soft skills training.

HYPOTHESIS

1. Training in soft skills would greatly enhance management students' interpersonal and communication abilities.

RESEARCH METHODOLOGY

Research Method: Experimental research method is used the research study

Research Design: One control group was employed in this 'post-test' experimental investigation. The study included an experimental group and a control group, both of which were randomly assigned to different conditions. The independent variable was the provision of soft skills training to the experimental group, whereas the dependent variable was the provision of the usual content related and management training to the control group. Study participants were carefully chosen to have similar characteristics across demographic categories such as age, gender, socioeconomic status, and level of education. All other factors,



such as parental influence and the nature of the college setting, are assumed to affect students in the control group and the experimental group similarly.

Sample Selection: There are a total of 8 BBA institutions in Nashik; 5 of them require students to take courses in soft skills, while the other 3 put more of an emphasis on developing analytical abilities. One college offering soft skills training was chosen as the experimental group and the same institution was chosen as the control group. Second-year BBA students from Nashik's management institutes were surveyed; they were all between the ages of 18 and 22.

Sample Size: There were 80 total samples taken. Using a purposive selection technique, A total of 80 students were split evenly between a control group and an experimental group.

TOOLS OF DATA COLLECTION

Employers' preferred soft skills scale was used to evaluate students' levels of proficiency in these areas. There were a total of 25 questions on the scale, all of which assessed various aspects of soft skills. The scale went from one to five. Each respondent's total score on the scale will reflect their general level of soft skills because of the way the scale was scored.

OBJECTIVE OF SOFT SKILLS TRAINING PROGRAMS

The primary goals of the soft skills instruction given to BBA students were:

1. Learn to express yourself clearly both orally and in writing.
2. Second, train them to give compelling speeches, write professional letters, and compile accurate business reports.
3. Improve your social, group-management, and leadership abilities.
4. Fourth, improve the student's employability by teaching them new skills that are in demand in the labour market.

The experimental group management universities' successful completion of these objectives was directly attributable to the content of their soft skills curricula. The course was designed to help students become more in tune with themselves, and by extension, to foster in them the drive and determination to succeed no matter how challenging the circumstances.

DATA ANALYSIS AND INTERPRETATION

All participants in the Experimental and Control groups are assumed to have been of similar backgrounds at the start of the research, any differences between the Experimental group and the Control group in terms of soft skills may be traced back to the instruction they received. The significance and character of the effect will be determined by utilizing the paired samples 't' test. The same was achieved using SPSS 17. Hypothesis 1 will be validated or refuted based on the results of this investigation. Researchers gathered information from both groups at the same time to rule out confounding factors including personality training, placement-related education, and the age of the respondents.

LIMITATION OF THE STUDY

One problem with the study is that the researchers didn't compare the demographics of the control and study groups, personalities, and exposure to educational materials.

RESULT AND DISCUSSION

The average worth of experimental group members' soft talents was deduced independently from that of the control group. The study's primary aim was to characterize the effects of soft skills instruction on the control group's management undergraduates.

To evaluate the efficacy of the soft skills training, after each group had taken a post-test, researchers compared their scores. The t-test was used to compare the post-test results of the control and experimental groups to find out whether there was a statistically significant difference between them. The results of the 't'-test will either corroborate or refute the hypotheses being tested.

Comparison of the soft skills scores of experimental and control group.

	Mean	SD	N	t
Experimental group	84.2	8.4	40	3.89
Control group	75.1	7.9	40	
Impact score				

The average value of the experimental group's soft skills is shown to be 84.2 in the table above, whereas the average value of the control group's soft skills is shown to be 75.1. However, when comparing the experimental and control groups, individuals in the experimental group had significantly higher levels of soft skills (t value 3.89, significant at the 0.01 level).



If we provide training in these areas, we can greatly improve the soft skills of future managers. This research shows that educational institutions in the field of management may significantly increase their students' chances of finding gainful employment by focusing on teaching them soft skills. The above finding supports H0, that students majoring in management may benefit greatly from participating in soft skills training.

Once this was established, studies looked for the specific aspects of soft skills that may benefit most from training of this kind.

CONCLUSION

Soft skills, in addition to technical/hard abilities, are now a must-have for today's modern managers. Managers in today's businesses need to be perceptive, able to fill in the gaps when there are discussions lacking, socially adept, and able to rally their teams around a common goal. Good teamwork and communication skills are essential for any business leader looking to advance in their career. The study's findings suggest that students' soft skills may be improved with the help of training sessions at management colleges that are properly structured and standardized.

The results of this paper show that providing students with frequent opportunities to attend training sessions on soft skills may greatly improve both their soft skills and their chances of being hired after graduation.

Students who have access to soft skills training on a regular basis will have a leg up on their peers in terms of both employability and personal growth. It seems to reason that this would show up in their performance in job interviews and elsewhere in their lives. To get started in management, technical abilities are essential. However, a manager's soft skills and conceptual talents are what will take him or her to the next level.

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