

CHAPTER - I

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Training is not only essential but inevitable; training in any form is the primary activity that any organization in the field of Education, Manufacturing, Information Technology, IT enabled Services or any such services imparts to people who join them immaterial of their demographic variables.

The term training “refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies”. It forms the core for apprentice and is the backbone of content at institutes of technology (also known as technical colleges or polytechnics).

According to Robert Mathis & John Jackson (2006) “Training is defined as a process where by people acquires capabilities to aid in the achievement of organization goals”. Because this is tied to a variety of organizational purposes, training can be viewed either narrowly or broadly. It means that training provide employees with specific, identifiable knowledge and skills for use in their present job.

For many employers, training expenditures average at least 1.5 to 2 % of payroll expenses according to a study by the American society for Training and Development. In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize today the need to continue training beyond basic degree: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Again, hiring fresh talent is a great challenge as all companies participating in a recruitment drive are vying from the same pool of aspirants and all companies seek for day zero or day one status to recruit the best. Naturally, the competition is tough, not only for

the students but for the employers as well. Today, Professional or Personal Development forms a part of one's graduation life. Training that moulds students to corporate job specifications is the need of the hour.

Team Work, Leadership Skills, Writing Skills, Verbal Communication, Mind Set, Attention to details, Attitude, Assertiveness, integrity, Business etiquettes, Cultural Sensitivity, Stress(Self) Management, Open, inquisitive mind, Creativity are soft skills demanded as per NASSCOM

These form the key soft skills that need to be imparted to any individual willing to join the corporate world. Today in engineering colleges these skills are imparted to students to ensure that they get a job in hand before they graduate. This factor has become the focus for the stakeholders. The engineering colleges leverage on this as a Unique Selling Proposition for its growth and development. The graduate's perspective is that it's not only his or her career but also their bread and butter.

The dual challenges of competing in a world market and rapid technological advancements have necessitated redesigning of the workplace making it an innovative work environment known as the high-performance workplace. This environment requires knowledge workers capable of solving problems, creating ways to improve the methods they use, and engaging effectively with their co-workers. In the 21st century, workers will need transferable core skills necessary for career success at all levels of employment and for all levels of education. NASSCOM in its report states that only 25% of graduating engineers in India are employable.

It has also been observed that students who appear for the campus interviews are not ready for the industry. Some are excessively ambitious while others are plainly confused. To make things worse, campus recruitment, often make the students complacent and they lose their determination to excel. Besides, there is a huge gap between the demands of the industry and the academic curriculum. This leaves the students puzzled and frustrated.

Keeping these facts in mind and the researcher working as a placement officer for the past 10 years felt the need to design a training module that could benefit engineering students, the engineering colleges, recruiting companies and the society at large.

The stupendous growth of IT industry in the last two decades has brought about significant changes in the process of recruitment employed by the corporate houses in India. They have introduced the concepts like campus recruitment or campus placement which is a stark deviation from the traditional method of hiring a company's workforce. While the traditional approach required aspirants to scrutinize the "wanted" column of newspapers and tabloids, the new approach offers them the opportunity to appear for an interview even before the completion of their education. Interestingly, with the introduction of the campus recruitment policy, the candidates do not need to approach the potential employers anymore. Instead, the employers reach out to the prospective and deserving candidates with jobs and offer letters.

Campus recruitment drives are organized for the final year students of various educational institutions. The placement officers of those institutions interact and coordinate with several IT and non-IT companies to streamline the entire recruitment process. This process usually begins with pre-placement talks and presentations which typically include an overview of the company, an insight into its milestones and achievements, a reference to employment benefits and identification of the scope of growth for an employee. However, the actual process of selection involves the evaluation of a candidate's academic records which is followed by written tests, group discussions, technical interviews and the final formal interview.

The growing popularity of campus placement has been attributed to many reasons. It provides an excellent platform for the organizations to recruit young, dynamic and committed resources with specific skill sets. Besides, it also offers a huge pool of talented and promising aspirants who can make great contributions with their knowledge and enthusiasm. Their talent can be easily groomed and nurtured according to the demands of their profiles. Campus recruitment drastically reduces the incredible expenditure incurred

by the administrative charges of bulk recruitment drives. It saves the recruiters many hours of tedious recruitment blues by expediting the entire process.

Campus Recruitment Process

1. Identification of requirements
2. Short listing of Colleges / Universities to visit for hiring
3. Finalizing of a date or slot of visit.
4. Conducting a presentation about the company, why should one join the company – its benefits, role and nature of job, compensation or cost to company, other fringe benefits such as higher education sponsorship etc.
5. Tests to shortlist candidates – Online or paper pen test, Group discussions, technical and HR interview.
6. Offer. The final selects are extended with an offer inviting them to join the company.

The process being in place, there are different soft skills kept in mind to shortlist candidates among these Communication Skills, leadership Skills and Stress management play a vital role in determining the candidature

1.1 STATEMENT OF THE PROBLEM

A survey by news.sky.com states that “Young people are less employable than they were 10 years ago, because of a lack of skills due to poor education. The poll, by the Chartered Management Institute (CMI), said 76% of executives agreed that failures in the education system were fueling a skills crisis that was damaging the economy. A high number of employers said they had encountered problems with young people's discipline and punctuality (61%), workplace skills (63%) and attitude and ambition (66%). Of the 600 managers surveyed, 47% agreed that business involvement in the education process would improve the employability of young people.

It has also been observed that students who appear for the campus interviews are not ready for the industry. Some are excessively ambitious while others are plainly confused. To make things worse, campus recruitment, often make the students complacent and they lose their determination to excel. Besides, there is a huge gap between the demands of the industry and the academic curriculum. This leaves the students puzzled and frustrated. Less than 8% of final year engineering students in six Indian metros make the cut for a design engineering job, and Chennai has the least number of employable engineers, a national report says. The study among 1, 50,000 final year engineering students did not consider IT jobs, and looked at newer careers. 'National Employability Report 2016' prepared by Aspiring Minds, an employability evaluation and certification company, 2.52% of Chennai students were deemed employable in design engineering, 1.03% in civil design engineering, 3.7% in electrical design engineering, 2.42% in electronics design engineering and 2.2% in mechanical design engineering. About 25% of colleges (30 to 50 institutions) were chosen in each city. Students from 32 colleges in and around Chennai participated in the assessment done as per industry standards. Keeping these facts in mind and the researcher felt the need to design a training module that could benefit engineering students, the engineering colleges, recruiting companies and the society at large.

1.2 COMMUNICATION SKILLS: MEANING AND DEFINITION

The word communication is derived from the Latin word “communis” which means to make common. Communication may be defined as giving, receiving or exchanging information, opinions or ideas by writing, speech or visual means so that the material communicated is completely understood by everyone concerned.

Definitions of Communication

Theo Haimann (1978) “Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others”

Arensdorf, J. (2009) defined communication as “Verbal, written, and listening skills that encourage effective interaction with a variety of individuals and groups to facilitate the gathering, integrating, and conveying of information”

1.3 LEADERSHIP SKILLS: MEANING AND DEFINITION

Leadership is an activity of leading a group of people with a sharp vision that is being shared with others with a belief that they would also follow the same. It involves providing necessary information to the people and giving them the knowledge to teach them the ways of accomplishing the vision.

Leadership also involves balancing the conflicts and interest of all stakeholders. Though it is believed that leadership cannot be like management, it can be developed through training and mentoring.

Definitions of Leadership

Management is doing things right; leadership is doing the right things.” Peter F. Drucker, *Essential Drucker: Management, the Individual and Society*

Leaders are individuals who establish direction for a working group of individuals who gain commitment from this group of members to this direction and who then motivate these members to achieve the direction's outcomes.”- Conger, J.A. ‘Learning to Lead’ San Francisco: Jossey-Bass (1992, p18)

"Leadership (according to John Sculley) revolves around vision, ideas, direction, and has more to do with inspiring people as to direction and goals than with day-to-day implementation. A leader must be able to leverage more than his own capabilities. He must be capable of inspiring other people to do things without actually sitting on top of them with a checklist.”- Bennis, W. ‘On Becoming a Leader’ Reading, MA: Addison-Wesley Publishing, (1989, p.139)

"Leadership is a development of a clear and complete system of expectations in order to identify evokes and uses the strengths of all resources in the organization the most important of which is people."- Batten, J.D. 'Tough-minded Leadership' New York: AMACOM (1989 p. 35)

1.4 STRESS MANAGEMENT: MEANING AND DEFINITION

Definitions of Stress

According to ScheldonKorchin (1965) stress neither by the conditions acting on the person (Stressor) nor by the state of the person (coping resources, ego, strength etc.,) nor by his reactions (stress responses) but rather by the interplay of all the three. Stress arises when individuals perceive that they cannot adequately cope with the demands being made on them or with threats to the wellbeing.

Lazarus (1966) and Hans Selye(1970) defines stress as "any external event or internal drive which threatens to upset the organismic equilibrium".

(Ogdan Tanner 1977) defines stress as "any action or situation that places special physical or psychological demands upon a person – anything that can imbalance his individual equilibrium.

Cox (1978) argues that stress can only be sensibly defines as a perceptual phenomenon arising from a comparison between the demand on the person and his or her ability to cope. An imbalance in this mechanism, when coping is important, gives rise to the experiences of stress and the to the stress response.

1.5 AIM OF THE RESEARCH STUDY

- 1.The Dual challenges: of competing in a world market and rapid technological advancements have necessitated redesign of the workplace into an innovative work environment known as the high-performance workplace. In the 21st century, workers will need transferable core skills necessary for career success at all levels of employment and for all levels of education.
- 2.Placements today have become a Unique Selling Proposition (USP) for the colleges.
- 3.Need to identify what sort of training needs to be given to students to succeed in Campus recruitment process to secure an employment offer.
- 4.Students are inexperienced and need ample guidance.
- 5.Only 17% of Engineering graduates are employable in India, based on the Article “Only 17% techies Employable” published in The Asian Age, New Delhi, Saturday, February 25, 2012.
- 6.Automation and current trends in the IT and ITES industry has started reducing employment opportunities. Hence the present study aimed to find out the “Efficacy of Training Programme in improving engineering students’ communication skill, leadership skill and managing stress in relation to campus recruitment.”

1.6 OBJECTIVES OF THE RESEARCH STUDY

Based on the reviews available in the field of investigation, the investigator has proposed the following objectives:

- 1.To develop a comprehensive scale to measure a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 2.To associate the variables of a) Communication Skill, b) Leadership skills and c) Symptoms of Stress to that of Engineering Students

- 3.To find out the relationship of personal variables of students namely: gender, branch of study, religion, community, nativity, parental education, parental occupation, type of family, No of training programmes attended and the medium of study in school on a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 4.To know the personal variables of the students would be the function of a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 5.To find out the significant contribution of personal variables of students on a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 6.To find out the significance of mean difference before the training programme of the Experimental group on the variable of a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 7.To find out the significance of mean difference before the training programme of the Control group on the variables of a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 8.To find out the significance of the mean difference between Experimental group and Control group before the training programme on the variables of a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress
- 9.To find out the significance of the mean difference between Experimental group and Control group after the training programme on the variable of a) Communication Skills, b) Leadership Skills and c) Symptoms of Stress

1.7 RESEARCH QUESTIONS

Based on study objectives, the following research questions were formulated.

1. Is there any need to develop a questionnaire on communication skills, leadership skills and stress symptoms in the study?
2. What are the relationships among the variables of communication skills, leadership skills and symptoms of stress of engineering students?
3. Is there any relationship of personal variables of students on the study variables of communication skills, leadership skills and symptoms of stress?
4. What are the significant contributions of personal variables of students on study variables?
5. Do the experimental and control groups differ on the study variables before training programme?
6. Do the experimental and control groups differ on the study variables after training programme?

1.8 SIGNIFICANCE OF THE STUDY

Today the engineering graduates are not only need to score good marks but also, they need to have employability skills for their future. Ultimately, the students are given academic activities to acquire knowledge on their respective subjects and less importance is being given on employability skills during their stay in the college.

The AICTE also strongly recommends the need for “Soft Skills training Programme” as one of the papers in the curriculum and these recommendations are not fully implemented in many of the engineering specializations.

Moreover, the need of the hour is Personality Development Training Programme, which is being felt more important during the final year engineering students who would be

confronting campus recruitments. This motivated the investigator to develop and administer the appropriate questionnaires to measure their levels on communication skills, leadership skills, and symptoms of stress. These three behavioral qualities are highly considered as “Employability Skills” for Engineering Students. Further, the detailed reviews of earlier studies were highly useful in the development and formulation of the hypotheses in the study.

In view of several studies related to “Soft Skills training” on improving employability of students has motivated the investigator to experiment in this direction. In the present study, an attempt was made to relate the personal variables of students on the variables of employability skills namely: - (a) Communication Skills, (b) Leadership Skills and (c) Symptoms of Stress. In the present study, attempt also is made to identify the students who have the potential to develop employability skills through the well-disciplined training programmes catering to their needs.

1.9 OPERATIONAL DEFINITION OF VARIABLES

The investigator has operationally defined the following variable in the present study are:

- i) **Communication Skills** - The communication skill is operationally defined as “two or more people interacting to share, facilitate information.
- ii) **Leadership Skills** – The leadership skill is operationally defined as “a person who initiates action and motivates others to accomplish,
- iii) **Symptoms of Stress** -It is the manifestation of internal disparity and it is shown in both physical and psychological sign.

1.10 ORGANIZATION OF THE STUDY

CHAPTERS	CONTENT
I	INTRODUCTION: Background of the study, statement of the problem, Communication skills: meaning and definition, Leadership skills: meaning and definition, Stress management: meaning and definition, aim of the research study, objectives of the research study, research questions, significance of the study, operational definition of variables.
II	REVIEW OF LITERATURE: This chapter deals with theoretical framework of communication skills, leadership skills, Stress and stress management, studies related to of communication skills, leadership skills, Stress and stress management, studies related to communication skills, leadership skills and managing stress, Summary of reviews.
III	METHODOLOGY: This chapter highlights the statement of the problem focused in the study and followed by the Formulation of the hypotheses in the study deals with Research Design, Population of the Study, Sampling method, Pilot study, tools used, main study, statistical analysis used and its description.
IV	RESULT & DISCUSSION: The chapter discusses the student's response on various aspects of communication skills, leadership qualities and symptoms of Stress. The results are made from statistical analysis and supported by relevant studies in the field.
V	SUMMARY AND CONCLUSIONS: The last chapter provides the summary, major findings of the study, conclusions drawn, limitations of the study and ends with suggestions for the study.