Chapter Three

Objectives, Variables, Hypotheses and Sample Size
Introduction to the Chapter

This chapter states the objectives of the study, description of the independent and dependent variables, the hypotheses of the study and description of the Sample Population that was selected for the research.

3.1 Objectives of the Study

The objectives of the study were as follows

1. To understand whether there is a difference in perceptions of the importance of various soft skills’ training programmes among managers and potential managers.

2. To understand whether there is a difference in the perceptions of the role of soft skills’ training in bringing about a change in attitude.

3. To understand whether there is a difference in perceptions about the benefits of soft skills’ training for performance.

4. To understand the preferred training methods by trainees and factors that would enable transfer of the skills learned to the workplace.

5. To understand perceptions of whether there is a link between soft skills’ training and job performance.

6. To develop a framework of relevant soft skills’ training programmes which would help in bringing change in attitude and enable learning transfer and performance.
3.2 Variables of the Study

The following independent and dependent variables were selected for the study.

3.2.1 Independent Variables

a. Age  
b. Educational background  
c. Educational Faculty

3.2.2 Dependent Variables

a. Perceptions of importance of different soft skills’ training programmes  
b. Change in attitude  

Parameters of Change in Attitude

As change in attitude is a result of different behavioural attributes, the following behavioural were selected to determine change in attitude

Changing outlook towards life; Building a global perspective; building relationships at the workplace; bringing change at the workplace; facilitating self-awareness

c. Usefulness of different soft skills’ training programmes

Parameters of performance

As performance is a result of different behavioural attributes, the following indicators were selected to determine performance

better use of judgment; better use of knowledge and acumen; ability to lead people; bring changes at the workplace; ability to build better relationships; develop oneself; grow in one’s career, take quicker decisions; know oneself better; speak and write better; work better in a team; say no to things assertively; do
the right things at social gatherings; solve problems faster; comment and act on key issues at work

d. Types of Soft Skills Training Programmes

1. Communication Skills’ Training - Verbal
2. Communication Skills’ Training - Non Verbal
3. Communication Skills’ Training - Written
4. Leadership Skills’ Training
5. Self-Awareness Training
6. Team Working Skills’ Training
7. Problem Solving Skills’ Training
8. Conflict Management Training
9. Assertive Skills’ Training
10. Business Etiquette Training
11. Time Management Training
12. Presentation Skills’ Training

e. Training Methodology Variables

1. Role Play
2. Simulation
3. Lecture Discourse
4. Brainstorming
5. Exercises and Activities

3.3 Hypotheses of the Study

The hypotheses and sub-hypotheses of the study were as follows

\( H_{01} \) There is no relationship between age and perception towards importance of soft skills’ training.

\( H_{01.1} \) There is no relationship between age and perception towards importance of soft skills training in verbal communication skills.
**H₀1.2** There is no relationship between age and perception towards importance of soft skills training in non-verbal communication skills.

**H₀1.3** There is no relationship between age and perception towards importance of soft skills training in written communication skills.

**H₀1.4** There is no relationship between age and perception towards importance of soft skills training in leadership skills.

**H₀1.5** There is no relationship between age and perception towards importance of soft skills training in self-awareness.

**H₀1.6** There is no relationship between age and perception towards importance of soft skills training in team-working skills.

**H₀1.7** There is no relationship between age and perception towards importance of soft skills training in problem-solving skills.

**H₀1.8** There is no relationship between age and perception towards importance of soft skills training in conflict management.

**H₀1.9** There is no relationship between age and perception towards importance of soft skills training in assertive skills.

**H₀1.10** There is no relationship between age and perception towards importance of soft skills training in business etiquette training.

**H₀1.11** There is no relationship between age and perception towards importance of soft skills training in time management training.
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\( H_{0.1.12} \) There is no relationship between age and perception towards importance of soft skills training in presentation skills training.

\( H_{0.2} \) There is no relationship between age and the role of soft skills’ training in bringing change in attitude

\( H_{0.2.1} \) There is no relationship between age and the role of soft skills training in changing outlook towards life.

\( H_{0.2.2} \) There is no relationship between age and the role of soft skills training in building global perspective at the workplace.

\( H_{0.2.3} \) There is no relationship between age and the role of soft skills training in building relationships at the workplace.

\( H_{0.3} \) There is no relationship between age and perception towards usefulness of soft skills’ training.

\( H_{0.3.1} \) There is no relationship between age and perception towards usefulness of verbal communication skills training.

\( H_{0.3.2} \) There is no relationship between age and perception towards benefits of non-verbal communication skills for performance.

\( H_{0.3.3} \) There is no relationship between age and perception towards usefulness of written communication skills for performance.

\( H_{0.3.4} \) There is no relationship between age and perception towards usefulness soft skills training in leadership skills for performance.

\( H_{0.3.5} \) There is no relationship between age and perception towards usefulness soft skills training in self-awareness for performance.
$H_0.6$ There is no relationship between age and perception towards soft skills training in team-working skills for performance.

$H_0.7$ There is no relationship between age and perception towards soft skills training in problem-solving skills.

$H_0.8$ There is no relationship between age and perception towards usefulness of soft skills training conflict management for performance.

$H_0.9$ There is no relationship between age and perception towards usefulness of assertive skills training for performance.

$H_0.10$ There is no relationship between age and perception towards usefulness of soft skills training in business etiquette training for performance.

$H_0.11$ There is no relationship between age and perception towards usefulness of time management training for performance.

$H_0.12$ There is no relationship between age and perception towards soft skills training in presentation skills training for performance.

$H_0.13$ There is no relationship between age and the role of soft skills training in enabling career growth.

$H_0.14$ There is no relationship between age and the role of soft skills training in facilitating quick action orientation.

$H_0.15$ There is no relationship between age and the role of soft skills training in improving business performance.
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\( H_{0.3.16} \) There is no relationship between age and the perception of a positive relationship between soft skills training and performance.

\( H_{0.4} \) There is no relationship between educational background and perception towards importance soft skills’ training.

\( H_{0.4.1} \) There is no relationship between educational background and trainees‘ perceptions of importance of soft skills training in verbal communication.

\( H_{0.4.2} \) There is no relationship between educational background and trainees’ perception of importance of soft skills training in non-verbal communication.

\( H_{0.4.3} \) There is no relationship between educational background and perception of importance of soft skills training in written communication.

\( H_{0.4.4} \) There is no relationship between educational background and perception of importance of soft skills training in leadership skills.

\( H_{0.4.5} \) There is no relationship between educational background and perception of importance of soft skills training in self-awareness.

\( H_{0.4.6} \) There is no relationship between educational background and perception of importance of soft skills training in team-working skills.

\( H_{0.4.7} \) There is no relationship between educational background and perception of importance of soft skills training in problem solving.
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\( \text{H}_0\text{4.8} \) There is no relationship between educational background and perception of importance of soft skills training in conflict management skills.

\( \text{H}_0 \text{ 4.9} \) There is no relationship between educational background and perception of importance of soft skills training in assertive skills.

\( \text{H}_0\text{4.10} \) There is no relationship between educational background and perception of importance of soft skills training in business etiquette training.

\( \text{H}_0\text{4.11} \) There is no relationship between educational background and perception of importance of soft skills training in time management.

\( \text{H}_0\text{4.12} \) There is no relationship between educational background and perception of importance of soft skills training in presentation skills.

\( \text{H}_0\text{5} \) There is no relationship between educational background and change in attitude through soft skills’ training.

\( \text{H}_0\text{5.1} \) There is no relationship between educational background and the role of soft skills training in bringing change at the workplace

\( \text{H}_0\text{5.2} \) There is no relationship between educational background and the role of soft skills training in helping to build relationships at the workplace

\( \text{H}_0\text{5.3} \) There is no relationship between educational background and the role of soft skills training in bringing a change in outlook towards life

\( \text{H}_0\text{5.4} \) There is no relationship between educational background and the role of soft skills training in facilitating self-awareness
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$H_{0.5}$ There is no relationship between educational background and the role of soft skills training in developing assertive skills

$H_{0.6}$ There is no relationship between educational background and perception of usefulness of soft skills’ training for performance.

$H_{0.6.1}$ There is no relationship between educational background and perception of usefulness of verbal communication skills training at the workplace

$H_{0.6.2}$ There is no relationship between educational background and determination of usefulness of non-verbal communication skills training at the workplace

$H_{0.6.3}$ There is no relationship between educational background and determination of usefulness of written communication skills training at the workplace

$H_{0.6.4}$ There is no relationship between educational background and determination of usefulness of leadership skills training at the workplace

$H_{0.6.5}$ There is no relationship between educational background and determination of usefulness of self-awareness skills training at the workplace

$H_{0.6.6}$ There is no relationship between educational background and determination of usefulness of team-working skills training at the workplace

$H_{0.6.7}$ There is no relationship between educational background and determination of usefulness of problem solving skills training at the workplace
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$H_{0.6.8}$ There is no relationship between educational background and determination of usefulness of conflict management skills training at the workplace

$H_{0.6.10}$ There is no relationship between educational background and determination of usefulness of business etiquette training at the workplace

$H_{0.6.11}$ There is no relationship between educational background and determination of usefulness of time management training at the workplace

$H_{0.6.12}$ There is no relationship between educational background and determination of usefulness of presentation skills training at the workplace

$H_{0.7}$ There is no relationship between educational faculty and perception towards soft skills’ training.

$H_{0.7.1}$ There is no relationship between educational faculty and perception of importance of verbal communication skills

$H_{0.7.2}$ There is no relationship between educational faculty and perception of importance of non-verbal communication skills

$H_{0.7.3}$ There is no relationship between educational faculty and perception of importance of written communication skills

$H_{0.7.4}$ There is no relationship between educational faculty and perception of importance of leadership skills

$H_{0.7.5}$ There is no relationship between educational faculty and perception of importance of self-awareness skills training
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\( H_{0.7.6} \) There is no relationship between educational faculty and perception of importance of team working skills training

\( H_{0.7.7} \) There is no relationship between educational faculty and perception of importance of problem solving skills training

\( H_{0.7.8} \) There is no relationship between educational faculty and perception of importance of conflict management training

\( H_{0.7.9} \) There is no relationship between educational faculty and perception of importance of assertive skills training

\( H_{0.7.10} \) There is no relationship between educational faculty and perception of importance of business etiquette training

\( H_{0.7.11} \) There is no relationship between educational faculty and perception of importance of time management skills training

\( H_{0.7.12} \) There is no relationship between educational faculty and perception of importance of presentation skills training

\( H_{0.7.13} \) There is no relationship between educational faculty and importance of interpersonal skills on managees’ job KRAs

\( H_{0.8} \) There is no relationship between educational faculty and the role of soft skills in bringing change in attitude.

\( H_{0.8.1} \) There is no relationship between educational faculty and the role of soft skills training in improving discerning skills

\( H_{0.8.2} \) There is no relationship between educational faculty and the role of soft skills training in enabling use of cognitive ability and knowledge.

\( H_{0.8.3} \) There is no relationship between educational faculty and the role of soft skills training in enabling leadership.
H_{0.4} There is no relationship between educational faculty and the role of soft skills training in enabling change at the workplace.

H_{0.5} There is no relationship between educational faculty and the role of soft skills training in building relationships at the workplace.

H_{0.6} There is no relationship between educational faculty and the role of soft skills training in building global perspective at the workplace.

H_{0.8} There is no relationship between educational faculty and the role of soft skills training in bringing a change in outlook towards life

H_{0.9} There is no relationship between educational faculty and the role of soft skills training in bringing a facilitating self-awareness

H_{0.10} There is no relationship between educational faculty and the role of soft skills training in improving team-working skills

H_{0.9} There is no relationship between educational faculty on perception of usefulness of soft skills’ training for performance.

H_{0.9.1} There is no relationship between educational faculty and perception towards usefulness of verbal communication skills training.

H_{0.9.2} There is no relationship between educational faculty and perception towards usefulness of verbal communication skills training.

H_{0.9.3} There is no relationship between educational faculty and perception towards usefulness of written communication skills training.

H_{0.9.4} There is no relationship between educational faculty and perception towards usefulness of leadership skills training.
H₀.9.5 There is no relationship between educational faculty and perception towards usefulness of self-awareness skills training.

H₀.9.6 There is no relationship between educational faculty and perception towards usefulness of self-awareness skills training.

H₀.9.7 There is no relationship between educational faculty and perception towards usefulness of problem solving skills training.

H₀.9.8 There is no relationship between educational faculty and perception towards usefulness of conflict management training.

H₀.9.9 There is no relationship between educational faculty and perception towards usefulness of assertive skills training.

H₀.9.10 There is no relationship between educational faculty and perception towards usefulness of business etiquette skills training.

H₀.9.11 There is no relationship between educational faculty and perception towards usefulness of time management training.

H₀.9.12 There is no relationship between educational faculty and perception towards usefulness of presentations skills training.

H₀.9.13 There is no relationship between educational faculty and a positive relationship between soft skills and performance

H₀.9.14 There is no relationship between educational faculty and transfer of soft skills training for performance.

H₀.9.15 There is no relationship between educational faculty on the role of soft skills training in enabling use of technical skills for performance

H₀.9.16 There is no relationship between educational faculty on the role of soft skills training in facilitating quick action orientation
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\( H_{0.17} \) There is no relationship between educational faculty on the role of soft skills training in improving team working skills

\( H_{0.18} \) There is no relationship between educational faculty on the role of SS training in improving writing and speaking skills at work

\( H_{0.19} \) There is no relationship between educational faculty on the role of soft skills training in developing assertiveness skills

\( H_{0.20} \) There is no relationship between educational faculty on the role of soft skills training in facilitating self-awareness

\( H_{0.21} \) There is no relationship between educational faculty on the role of soft skills training in helping trainee to take quick decisions

\( H_{0.22} \) There is no relationship between educational faculty on the role of soft skills training in helping trainee to develop social graces

\( H_{0.10} \) There is no relationship between type of soft skills’ training and change in attitude.

\( H_{0.10.1} \) There is no relationship between soft skills training in verbal communication skills and change in attitude by bringing in change in outlook.

\( H_{0.10.2} \) There is no relationship between soft skills training in non-verbal communication skills and change in attitude by bringing in change in outlook.

\( H_{0.10.3} \) There is no relationship between soft skills training in written communication skills and change in attitude by bringing in change in outlook.

\( H_{0.10.4} \) There is no relationship between soft skills training in leadership skills and change in attitude by bringing in change in outlook.
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\( H_0 \textbf{10.5} \) There is no relationship between soft skills training in self-awareness and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.6} \) There is no relationship between soft skills training in team management and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.7} \) There is no relationship between soft skills training in problem solving and change in attitude.

\( H_0 \textbf{10.8} \) There is no relationship between soft skills training in conflict management training and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.9} \) There is no relationship between soft skills training in assertive skills training and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.10} \) There is no relationship between soft skills training in business etiquette skills training and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.11} \) There is no relationship between soft skills training in time management training and change in attitude by bringing in change in outlook.

\( H_0 \textbf{10.12} \) There is no relationship between soft skills training in presentation skills training and change in attitude by bringing in change in outlook.

\( H_0 \textbf{11} \) There is no relationship between soft skills’ training and performance.
3.4 Sample Population

3.4.1 Sample Size

Data was collected from 752 respondents and the description of the sample population is as mentioned below.

The Sample population for the study was done through stratified random sampling method.

3.4.2 Characteristics of Sample Population

The description of the sample based on socio-demographic details of the respondents is as under.

3.4.2.1 Age Groups

In order to analyse the data, the sample population was segregated into the following age-groups. The age-groups were segregated on the basis of the nature of training content that needs to be included for each training groups based on the literature review.

<table>
<thead>
<tr>
<th>Age group</th>
<th>No of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 to 23 years</td>
<td>216</td>
<td>29</td>
</tr>
<tr>
<td>24 to 29 years</td>
<td>292</td>
<td>39</td>
</tr>
<tr>
<td>30-39 years</td>
<td>153</td>
<td>20</td>
</tr>
<tr>
<td>40 to 49 years</td>
<td>60</td>
<td>8</td>
</tr>
</tbody>
</table>
Chapter Three - Objectives, Variables, Hypotheses and Sample Population

3.4.2.2. Gender wise breakup of Sample Population

The sample population had the following gender breakup.

<table>
<thead>
<tr>
<th>Gender</th>
<th>No of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>480</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>272</td>
<td>36</td>
</tr>
</tbody>
</table>

Table 3.1(B)- Genderwise breakup of Sample Population

3.4.2.3. Educational Background of Sample Population

The sample population had the following educational background.

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Number of Respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>188</td>
<td>25</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>487</td>
<td>64.8</td>
</tr>
<tr>
<td>Doctorate</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>Vocational Course Holders</td>
<td>68</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>752</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3.1(C)- Educational Background of Sample Population
3.4.2.4. Educational Faculty of Sample Population

The sample population was taken from the following educational faculty segments:

<table>
<thead>
<tr>
<th>Educational Faculty</th>
<th>No of respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>358</td>
<td>48</td>
</tr>
<tr>
<td>Engineering</td>
<td>82</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>59</td>
<td>8</td>
</tr>
<tr>
<td>Arts</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>Commerce</td>
<td>106</td>
<td>14</td>
</tr>
<tr>
<td>Others</td>
<td>101</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>752</td>
<td>100</td>
</tr>
</tbody>
</table>

3.4.2.5. Sectors from which the Sample Population were selected

The sample population was taken from the following industry sectors


b. Interviews with 30 HR and Training Professionals