CHAPTER 2

REVIEW OF RELATED LITERATURE
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REVIEW OF RELATED LITERATURE

In this chapter, the previous researches related to this study are abstracted and their contributions to the field are presented. An attempt is made to show how the present investigation arose from contradictions or inadequacies of earlier investigations. The research workers need to acquire up-to-date information about what has been thought and said in particular area, to benefit from the work of their predecessors. The present study is based upon the Soft Skills Praxis Pedagogic Package and its effectiveness on developing soft skills among secondary students. In this chapter, an attempt has been made to organize theoretical overview of variables and studies that related to the problem.

A true effective review will be a pace setter that stimulates further research efforts and also plays a very significant role in shaping the nature of that research the review of related literature enables the researcher to further clarify the objectives and to define the limits of the field avoiding unfruitful and useless problem areas. This chapter presents the empirical background for formulating the study. The classification of related literature is made under the following heads;

- Studies related to Soft Skills Abroad & India
- Studies related to component skills Abroad & India
2.1. THEORETICAL OVERVIEW

2.1.1. SOFT SKILLS

Dale Carnegie (1936) who spearheaded the crucial significance of soft skills in his book, 'How to win friends and influence people’ set the motion for soft skill training and development. Even today Dale Carnegie training system is practiced world over in order to improve skill endowments. Soft skills not only empower hard skills and create new opportunities, but also help to advance personal development and ethics in professionalism.

Soft skills were grouped into personal, interpersonal and situational skills. The personal skills include punctuality, language, enterprise and motivation, while innovativeness, mentoring and taking responsibility develop the competence of the individual toward organizational development. The interpersonal skills refers as recognizing the worth of others and respecting them, communicating effectively with team members, conflict management and decision making enable the individual to be creatively thinking under diverse capacities and aid in team excellence and organizational competency. Situational skills are developed when both personal and interpersonal skills become critical, wherein learning, planning, goal setting, negotiations, empathy, time management and reliance assume utmost importance in any situation.

Dr. Phan Quoc Viet, one of the most famous speakers of Vietnam after synthesizing international and national studies, listed 10 basically and most important soft skills. They are:
• Learning-to-learn skills
• Self leadership and personal branding skills
• Initiative and enterprise skills
• Planning and organizing skills
• Listening skills
• Presentation skills
• Interpersonal skills
• Problem solving skills
• Teamwork skills
• Negotiation skills

As the package is praxis on classroom situations, the investigator selected sixteen skills under four title skills.

Dash (2001) in his study considered soft skills comprise a cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism which individuals acquire as they grow and mature. Other soft skills are active listening, negotiating, conflict resolution, problem solving, reflection, critical thinking, ethics, and leadership skills.

Moss and Tilly (2001) viewed soft skills “as skills, abilities and traits that pertain to personality, attitude and behaviour rather than to formal or technical knowledge”. These skills refer to a person's psychological traits, social graces and other behavioural patterns like motivation, communication, team spirit and self-confidence. The study investigates the term soft skills in an extended form.

Simpson (2006) viewed the term ‘soft skill’ has two origins. The first originated from employers identifying the need for non-traditional skills which relate to the individual and how they interact with others. He points out the criticality of soft skills in any teaching and training programme toward achievement of lifelong learning.
Wikipedia (2007) found a very broad definition of soft skills.” Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.

2.1.2. STUDIES ON THE ACTIVITIES OF SPPP

Lyman’s (1981) explained the implementation of think-pair-shares, cross pollination of answers, role plays, circle voice views and fogging are more successful when students have strengths on soft skills, as these activities involve listening, teamwork, assertiveness, self esteem interpersonal interaction and responsibility. Incorporating movement and chunking content and activities are consistent with brain-based learning. These activities also help build a collaborative and psychologically safe learning environment where students are more comfortable to take risks and ask for assistance when interpreting the statistical significance of data calculations. This package encompasses some of these activities and the praxis is the result of it.

Edleson (1981) investigated on the skills training for the children. He asked the children to write down their problems and reactions to the problems. After the problems and current solutions have been written down the children then present the problem to the group to brainstorm. Then the children discussed the possible solutions and consequences involved. Role playing allows them an avenue in which they can try out their solutions and retries others. He also discussed listening as an active skill that involves many processes. He characterizes listening comprehension as a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills. Evolving the ideas from the study the investigator infused problem solving activities in the package.
Kolb’s (1984) investigated typology of learning styles is based on the concept of experiential learning, which is derived from the manner in which an employee tends to grasp new information and the methods that he or she tends to use when processing new ideas. Experience leads to observation and reflection, followed by concept formation, wherein new ideas and concepts may guide choices for new experiences. In all these courses of events, soft skills play a crucial role as illustrated by the case studies and narratives. So it is imperative need to enhance soft skills for the secondary students.

Williams (1989) examined the techniques of communication skills. As an effective method in the classroom he allowed children to learn to express themselves and gives them time to think about a given situation. He discussed about effective communication which is crucial to compete successfully in today’s environment. The topmost objective of the package is to give students the much needed communicative skills.

Gorman (2000) suggested that owing to the changing nature of business and industry where soft skills play a dominant role and when unemployed people have to be inducted into employment, the target groups have to be identified with specific skills which are different from hard skills. The importance of the soft skills emerges from the demand by employers looking for nontechnical skills in the individuals which facilitate interaction with others. The present study made a pedagogical study as a solution for the problem and to tailor learning experience along with soft skills development.

Abernathy & Reardon, (2002) in their study suggested the ways of teaching soft skills embedded in each lesson as think-pair-shares, teamwork, and positive
reinforcement of desired soft skills. Soft skills such as interpersonal communication, business ethics, effective presentations, e-mail etiquette, self-awareness, persistence, confidence, self-motivation, trustworthiness, adaptability and a talent for collaboration now weigh higher importance and can no longer be ignored. So the present study incorporated 16 skills to reach the optimum level of secondary students.

Fidler (2008) evaluated the impact of the experiential learning exercises which enable the sample respondents to enhance their soft skills and contribute to personal and institutional development. Learning at the workplace, which stems out of soft skill endowment and results in its enhancement in turn takes place through work processes and is motivated by challenges and by consulting or working. Learning styles depend on the nature of intervention programmes and reflect how far personal development and group actions would be effective in achieving the required level of competence. Competence represents the totality of knowledge, skills and abilities that are essential for professional work.

Dhanavel S.P (2010) summarized in his “English and Soft Skills” a practical approach to help students acquire and practice the soft skills they will need in their working lives. It aims at bridging the gap between the teaching learning situation in the classroom and the professional expectations current in industry. It provides students with a variety of challenging and interesting activities that focus on a set of ten interlinked soft skills-listening, teamwork, emotional intelligence, assertiveness, learning to learn, problem solving, attending interviews, adaptability, non-verbal communication and written communication. The praxis is comprehensive answer to the suggestions of the study.
The praxis on Soft skills training is an excellent movement to incorporate pedagogy through breaks from teaching hard skills which is consistent with brain-based learning. The present study attempts to have such a notion and tries to develop a pedagogical package on soft skills for secondary students.

2.1.3 STUDIES ON SOFT SKILLS FROM VARIOUS EDUCATIONAL PERSPECTIVES

It has been observed that most of these studies were focused on a few skill components and did not attempt to frame a comprehensive list of performance enhancement skills. Some of the studies closely related to this topic of research are reviewed hereafter.

Benson (1986) highlighted the centrality of social interaction and skills of persuasion. He argues that ‘you persuade customers to buy by introducing the products well, to persuade them to buy you must explain very well, when they hear that what you say is reasonable they will buy’. Researcher adds, at times, customers were portrayed as blank sheets or empty vessels, ready and willing to be led by sales staff provided that they possessed the requisite skills.

Ford (1990) examined the internationalization of demand has meant organizations to transform themselves to provide greater quality, improvement and innovation; adaptability and reliability; and better services. Ford argues that’ skill formation should be viewed as an emerging holistic concept that embraces and integrates formal education, induction , continuous on the job learning, recurrent of the-job learning and personal development’. By pointing to the importance of continuous on-the-job learning in in skill formation Ford is endorsing a wider notion of learning in the workplace that applied in the previous industrial era.
Frenkel et.al. (1995) discussed the social and people skills, which 'include the capacity to organize and communicate with, to learn from, work with and impart knowledge to others, are especially important. Although there was a tendency in the companies for social skills to be taken-for-granted, it was recognized that they are selected for during recruitment, and also that they could be honed.

Calitz, Watson, & Dekock (1997) found the predictors of success in matriculating high school students. They identified several new performance and psychometric criteria useful in selecting IT students. In addition they identified non-technical skills that are important for success in a business environment including business knowledge, social skills and communication skills as important criteria. They particularly noted the importance of English language, especially technical English.

Luria (1997) assessed the skill development that involves the educational mission of the college as opposed to more specific task training such as the type of skill development that is durable and more likely to contribute to sustain employment and productivity. All of them agree to the point that soft/ interpersonal skills contribute to the organizational productivity and often act as the differentiating tool in the competitive business environment. Soft skills have been found as a crucial element in the overall skills set.

Salzman, H. et al. (1998) focused his study on how structural changes in firms and jobs affect the skills needed and the involvement of firms in skill development efforts. This research identifies multiple factors that shape and influence firms’ involvement in skill development. The major skill needs as the selection criteria identified in the interviews are for ‘soft skills’ for lower level employees / managerial skills for professional / managerial level employees.
Hager, Garrick and Coweley (2000), in their study ‘The generic Competencies and Workplace Reform in the Australian Construction Industry’, identified teamwork, communication and planning and organizing as prominent amongst the critical skills for performance. This research project identified significant progress in the development of various skills as a workplace reform in the building and construction industry. The findings were derived mainly from interviews with employees of large companies that are undertaking major projects. This research challenged the common view that these skills are inborn and cannot be developed. Many instances were identified where workers had been able to improve and refine their soft skills with experience and practice. This study identified a wide range of strategies that both organizations and individual workers can employ successfully to further improve their own and others’ soft skills.

Thompson et al. (2001) acknowledged that social skills are crucial in interactive service work. Front-line staff would transfer effective styles of interacting in their personal life into dealings with customers. Such an approach can be construed as widening the potential for employees to utilize, at the very last, their social skills.

Jones (2001) undertook a similar study using matched employee/employer data in Ghana and finds that education is positively correlated with productivity. This study is closest in spirit to Abowed et al (2002) where strong positive correlation between skills and productivity was observed. They also find that the most skilled workers have a disproportionate impact on productivity and that the least skilled workers have a disproportionate negative effect on productivity.

National Council for the Accreditation of Teacher Education (NCATE, 2001) commented on college students who have changed over the last several years, and
these changes are suggesting a need to teach soft skills concurrently with the other curriculum. Teaching soft skills with methods consistent with adult and brain learning theories maximize the learning of soft skills. In teacher education, the soft skills of social justice, caring, responsibility, and fairness are called dispositions and are part of the triad of knowledge, skills.

**Prasad Kaipa et al. (2002)** conducted a study on the role of soft skills development in the entrepreneurial success. They categorized important soft skills as leadership, decision making, conflict resolution, negotiation, communication, creativity and presentation skills, and observed that soft skills are essential for entrepreneurial success and maximizing human capital in any enterprise. The study highlighted the development soft skills as a key factor to all facets of any venture. It described the soft skills as the keystones to success and good leadership presupposes refined ‘soft skills’

**Mason & Wilson (2003)** found that an additional year of skill based education among the work force of firms in the manufacturing and service industrious in the UK increased each firm’s productivity. A clear collection between higher skills and higher productivity was identified, particularly at the intermediate level of skills.

**Gamble Jose (2004)** in his study explored training and skills development in UK-and Japanese-invested retailer operations in China. It has been found that it required good interpersonal skills to strike the right balance between persuasions, creating a basis of trust. It was found that the main reason customers go to a retail store is because of the customer service, the sales staff are very enthusiastic and patient about explaining the product. The study confirms the role of soft skills.
Kumara, Vasantha SA and Sahasranam (2004) made a study on students’ soft skills such as creativity, research orientation, ability to work with numbers and text, ability to manage people organizing and marketing capabilities. The study ends with the conclusion that it is possible to tune, shape and develop creativity and soft skills among all students with well planned training programmes.

Fan et al., (2005) made a survey upon the importance of the soft skills. It emerges from the demand by employers looking into nontechnical skills in the individuals which facilitate interaction with others. The other reason for their emergence is the need for soft outcomes where the progress of the individuals is described as ‘distance travelled’. In the absence of soft skills people get fired when they do not show for work or show up late. Even if they show up they are not ready to work because they are either sleepy or hung over. The study shows on which background the term soft skills acquired this much importance. It focuses on the necessity of soft skills in the workplace and in any profession validates the importance of soft skills.

Nealy, Chynette. (2005) in the study “Integrating Soft Skills through Active Learning in the Management Classroom” discusses how active learning can be used to develop soft skills required by managers of contemporary organizations. The active learning activities provided an opportunity to develop soft skills and other skills needed for productive performance in the 21st century workplace.

Simpson (2006) defined soft skill as an ability or competence, either inherent or acquired which can be repeatedly performed. It is a skill which can be verified and assessed through its performance only and can be demonstrated, learnt, taught, trained or coached but acquired only by performing them and can be improved through
repetition and practice. This particular study concentrated up on the demonstration of soft skills.

**Jojo Joy N & Merin Simi Raj (2007)** recommended a synergy between education and skill development. Their focus is on newer forms of pedagogical experiences that are concomitant to the changing phases of education and employment. The paper takes from three major points of reference mainly curriculum, pedagogy and employability. The investigators explored through the terms learning the soft way. Teacher centered pedagogy and learner centered pedagogy. They concluded their study with a notion of result oriented experiential pedagogy as well as the tangibility and measurability of the soft skills in the employment scenario allow room for competency mapping, thus enabling the convergence of curriculum and career at a pragmatic level.

**Hillmer (2007)** explained the two approaches of sustainability in soft skill endowment. He favours the stand-alone model of skill development. The model uses the approach of training and providing opportunities to develop soft skills through specific courses that are carefully planned for this purpose. Embedding soft skills in the teaching and learning activities across the curriculum or workplaces is the precinct of another model. Each element of soft skills is spelled out in the learning outcomes and then translated into the instructional. This is followed by implementing several teaching and learning activities.

**Divya Jain (2008)** in her detailed write up “Soft Skills; the Wake UP Call” interviewed well known personalities in the field and emphasized the increasing significance of soft skills. She pointed out from industry to the students; everybody is talking about soft skills and its importance. She examined the alarming reports where
industries and b schools realized the dire need of training freshers with soft skills to some extent. Her discussion and interviews were in the areas like initiatives in imparting soft skills, soft skills for prospective employee, emotional intelligence as a soft skill, honing soft skills: make a head programmes. The study confirmed soft skills as a wakeup call for 21st century.

Bernd Schulz (2008) makes a survey of the importance of soft skills in students’ lives both at college and after college. It discusses how soft skills complement hard skills. The study exhorts educators to take special responsibility regarding soft skills. It is assessed that embedding the training of soft skills in to hard skills courses is a very effective and efficient method of achieving both an attractive way of teaching a particular content and an enhancement of soft skills. This survey again determined the need for a soft skills oriented acquisition process in our education system.

Dharmarajan. P.V., Rajkumar. Pachigalla., Koudinya Lanka (2008) in their study, “The significance of inculcating Soft skills in students in the process of teaching hard skills” discussed the impact of soft skills from the students to professionals. The study explored the need of dedicated trainers in the field of soft skills. The faculties of institution should take the individual responsibility. The paper urges teachers and trainers from various levels to withstand our students with the time through soft skills.

Susima Samudrika Weligamage(2009) in his study “Graduates’ Employability Skills: Evidence from literature review” highlighted enhancing employability skills as an important task. The study is based on the literature survey of educational reports, empirical and theoretical research papers. It suggested those employers’ needs and also employers the learners’ skill enhancement capabilities should be taken in to
account in formulating future skills assessment. The study emphasizes the imperative need for developing ways to train the soft skills within the teaching process.

Christie Brungardt (2011) examined the relationship of soft skills gained to the amount of leadership education completed by graduates. Those who received no leadership education were compared with those who received a leadership certificate and those who received a bachelor’s degree in organizational leadership. The study provided insight into whether academic leadership education enhances graduates’ soft skill development and assessed the impact this had on their perception of teamwork proficiency. This study also examined the urgent need for soft skills in our academic sector.

James J. Heckman (2012) in his paper “Hard evidence on Soft Skills” summarizes the important skills that achievement tests miss or measure, and how much these skills matter in life. Achievement tests miss, or perhaps more accurately, do not adequately capture, soft skills. The study shows that success in life depends on many traits, not just those measured by IQ, grades, and standardized achievement tests. It concludes with the need for a broader framework of measurement for monitoring school progress and creating programs to enhance skills.

Dr. Sukhwinder Singh Jolly (2012) in the study “Developing Soft skills for enhancing employability of engineering graduates” shared the present state of engineering graduates. They are expected to be employable and ready for workplace when they complete their studies. Engineering students are often equipped with technical knowledge but lack of soft skills leaves them not prepared for contemporary requirements of workplace. This study also examined the urgent need for soft skills training which is essential yet not the part of academic curricula so far.
All the studies and reports suggested the need for soft skills centered agenda which emphasize the personal, the subjective, and the constructivist point of views. Being a teacher in English language, the investigator selected the area of language teaching to explore the possibilities of soft skills. It must challenge the expected, the usual, the traditional and the positivist. An authoritarian and teacher dominated style of teaching will certainly not come in terms with the objective of conveying extra linguistic skills through language teaching. These skills vary depending upon the needs and characteristics of the students attending the various schools, but there are some skills that may be common to many students.

2.1.4 COMMUNICATION SKILLS

Communication is the vital part this Soft skill Praxis Pedagogic Package. Communication is sending and resending of ideas, thoughts or feelings from one person to one or more persons in such a way that same way that the sender wants him/her to understand. Hence it is a two-way process for which the binding force is the feedback loop. Unless the receiver gives feedback verbal or non-verbal- to the speaker, the speaker will not be able to continue the information for too long. In this cluster we include listening skill, written communication skill, interview skills and presentation skill.

In today’s information overload world, it’s vital to communicate clearly, concisely and effectively. People don’t have time to read book-length e-mails, and they don’t have the patience to scour badly –constructed e-mails for ‘buried points. The better your writing skills are, the better the impression you will make on people around you. The first step to writing clearly is choosing the appropriate format. Start by identifying who will read your message. Once you know what you’re writing, and
for whom you’re writing if you actually have start writing.. More than ever, it’s important to know how to communicate your point quickly and professionally. Many people spend a lot of time writing and reading, so the better you are at this form of

Hackett (1955) in his study warranted the perennial question: "Can listening skills are taught?" This issue was raised by and still seeks an answer. Students must be convinced that printed or verbal information is worth knowing and therefore worth having. In this venture the student can learn to expend the necessary effort to grasp the multitude of messages of interest to them in their daily life.

Devine (1967) supported the idea that speaking rates can be increased without loss in listening comprehension. They found that time-compressed speech at rates up to 475 words per minute produced no significant loss in comprehension.

A lemon (1974) in his review on listening skills suggested the ways that could indeed improve in listening comprehension. As noted, both the listener and the speaker play grave roles in the act of listening. In conclusion, research indicated that most students, particularly low achievers, do improve their listening and reading skills with listening skill instruction.

Nichols and Stevens (1983) stated that "listening is a skill that can be improved through training and practice, just as reading, writing, and speaking."

Kadushin and Kadushin (1997) provided a useful general description of the importance of communication. Communication is the sharing of thoughts, feelings, attitudes, and ideas through the exchange of verbal and nonverbal symbols. We share our private thoughts and feelings with others through communication. The four major areas of communication skills included in the package.
Lynch (1998) discussed current understanding of the nature of listening comprehension draws on research in psycholinguistics, semantics, pragmatics, discourse analysis, and cognitive science. Research into listening over the past three decades has, above all, highlighted the fundamental intricacy of the processes involved. In order to comprehend speaker / messages, listeners may need to integrate information from a range of sources: phonetic, generally acknowledged as an important facet of language learning. Much more novel techniques for developing listening is one of the highlights of the package.

Pierson and Thomas (2000) highlighted the importance of communication in social work in detail. In social work and social welfare agencies, good, clear, accurate communication is essential in several contexts. First, all organizations should provide quality information about services that they offer, which should be widely accessible. This will involve not only a range of languages relevant to their local community but also in electronic, Braille and perhaps taped formats. Secondly, all workers need to develop appropriate communication skills both for face-to-face and for written communications. The ability to avoid jargon and to communicate in good, clear English and Welsh is of paramount importance. When using other languages, it is equally important that the clear meaning is fully communicated. In the present study the classroom process is entirely moves through English language acquisition process

Writing skills are an important part of communication skills in the package. Various studies conclude with the following points. Good writing skills allow us to communicate our message with clarity and easy to a far larger audience than through face to face or telephone conversations. Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have
an immediate negative reaction if they spot a spelling or grammatical mistake. Correct grammar, punctuation and spelling are the major keys in written communication. The reader will form an opinion of the author, based on both the content and presentation. The errors are likely to lead them to form a negative impression. Checking for poor writing and spelling mistakes should be seen as a courtesy.

Written communication skills are an important part of communication. Good writing skills allow us to communicate our message with clarity and easy to a far larger audience than through face to face or telephone conversations. Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake.

Interestingly the use of visual aids generally heightens retention of the spoken word - it is said by some up to 70%, although this figure is without scientific reference. That said; do not reject its validity. The figure is demonstrably and substantially more than 70% for certain things, for example: try memorizing a person's face from purely a verbal description, compared with actually seeing the face. A verbal or written description is only fractionally as memorable as actually seeing anything which has more than a basic level of complexity.

Some people refer to the following figures on the subject of information retention, which are taken from Edgar Dale's theory called the Cone of Experience: Read 10% - Heard 20% - Seen 30% - Heard and Seen 50% - Said 70% - Said and Done 90%. The original work by Edgar Dale was considerably more than a line of statistics. The ideas date back to 1946, and are subject to debate and different interpretation. These figures should therefore be regarded as much more symbolic.
than scientifically accurate, especially when quoted out of the context of Edgar Dale's wider work.

Interviewing is an art and you are there to sell yourself and the services that fit in the requirement of the employer. When an employer is interviewing a potential employee they are usually looking for hard as well soft/behavioral skills that an employee can apply on the job. The soft skills are not technical nature related to the job, for which they are looking at the candidates, e.g. your personality and how you fit in with other co-workers etc. They usually only have between 15 minutes to a half hour to try to figure out that you are all about. The more you can sell yourself in this time frame, the better your potential for being hired.

Interview is one of the skills included in the package. It is a specialized form of communication. It involves two people, each of whom possesses a receiving system, a processing system, and a transmitting system. We can describe the general purposes of most social work interviews as informational (to make a social study), assessment (to arrive at an understanding), and therapeutic (to effect change). These are discrete categories only for the purpose of analysis; the same interview can, and often does, serve more than one purpose.

2.1.5 INTERPERSONAL SKILLS

The package focused on Interpersonal skills because those soft skills we use every day to communicate and interact with other people, individually and in groups. Interpersonal skills include not only how we communicate with others, but also our confidence and our ability to listen and understand. Problem solving, decision making and personal stress management are also considered interpersonal skills. People with strong interpersonal skills are usually more successful in both their professional and personal lives. They are perceived as more calm, confident and charismatic qualities.
that are often endearing or appealing to others. Being more aware of your interpersonal skills can help you improve and develop them. Skills You Need provides an extensive library of articles to help you learn about and improve your interpersonal skills. The list of Interpersonal Skills include in the package are; team working skills, adaptability skills and emotional intelligence skills.

**Knowles (1980)** defined teamwork as production of a response or product resulting from joint responsibility of the collaborating team members. The teamwork environment built during soft skill acquisition contributed to a positive classroom climate and rejuvenated learning readiness for tackling the Chi Square. Responsibility was defined as participants turning in assignments on time, completing assigned reading prior to class, and taking responsibility for one’s words and behaviors as evidenced by the lack of demonstration of thinking errors in verbalizations. A theoretical foundation for this study was formed by examining literature on soft skills’ trends in today’s college student population, and characteristics of adult learners.

Team working skills involve working with others in a group towards a common goal. This requires cooperating with others, being responsive to others' ideas, taking a collaborative approach to learning, and taking a responsibility for developing and achieving group goals. Teamwork uses the Background skills of collaboration, mentoring, decision making and delegation.

**Gardner (1983)** in his ‘The Multiple Intelligences Theory’ conveyed that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success. In the work place all kinds of articles are written, workshops and conferences are held to help doctors, employees and managers become aware of the components of emotional intelligence so that they improve themselves. If emotional
intelligence is considered nowadays vital for success, then why don’t we start teaching its components to our students at school? If it affects student achievement, then it is imperative for schools to integrate it in their curricula, hence raising the level of student success. Hence the package selects this study on its vital importance.

Salovey & Mayer, (1993) assessed an emotionally intelligent person as skilled in four areas identifying, using, understanding, and regulating emotions). They work upon the components defined by Goleman. Emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relations.

Daniel Goldman (1995), a psychologist and former New York Times reporter, published the international best-seller, Emotional Intelligence: Why It Can Matter More Than IQ (Bantam Books, 1995). In it, he brought together years of research to show that emotional intelligence which can loosely be described as a person's ability to manage his or herself and relate to other people matters twice as much as IQ or technical skills in job success. In his Working with Emotional Intelligence , revealed data from studies of more than 500 organizations that proved factors such as self-confidence, self-awareness, self-control, commitment and integrity not only create more successful employees but also more successful companies. Observing the crucial significance of emotional intelligence the present study took it as a major skill in the package.

Goleman (1995) evaluated that on some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions can help us make better decisions, cope with setbacks and interact with others more effectively. But thanks to the work of Goleman and other researchers, we now have hard data to prove it. The investigator tried to work upon the statistics revealed in Goleman's book:
Research on 181 jobs at 121 companies worldwide showed that two out of three abilities vital for success were emotional competencies such as trustworthiness, adaptability and a talent for collaboration.

According to a study of what corporations seek when they hire MBAs, the three most desired capabilities are communication skills, interpersonal skills and initiative -- all of which are elements of emotional intelligence.

Emotional intelligence matters in surprising places such as computer programming, where the top 10% of performers exceeded average performers in producing effective programs by 320%, and the superstars at the 1% level produced an amazing 1,272% more than average. Assessments of these top performers revealed that they were better at such things as teamwork, staying late to finish a project and sharing shortcuts with coworkers. In short, the best performers didn't compete they collaborated.

Studies of close to 500 organizations worldwide indicate that people who score highest on EQ measures rise to the top of corporations. Among other things, these "star employees" possess more interpersonal skills and confidence than "regular employees" who receive less favorable performance reviews. All the points lead the investigator to choose emotional intelligence as one of the component skills.

2.1.6 ASSERTIVE SKILLS

The package comprises assertive skills, personal integrity skills, learning skills and positive attitude skills. The studies related Assertive skill is the ability to express your thoughts and future ideas, ability to identify and express your feelings, define and respect limits, communicate and listen in an open, direct and honest way. No one
will be able to achieve these goals at once. Before you try to develop skills for assertive behavior you have to believe that you have the legitimate rights to have these needs:

- The right to your own values, opinions and emotions
- The right to change, enhance and develop your life in your own way
- The right to decide how and where to lead your life and establishing own priorities and goals.
- The right not to justify feelings or behavior to others
- The right to respect your needs and limits
- The right to tell other how you wish to be treated
- The right to say "NO"
- The right to take the necessary time and support to formulate your ideas and wishes before expressing them.
- The right to ask for help and information without having negative feelings of shame or guilt
- The right to make mistakes
- The right to change your mind or sometimes act illogically
- The right to like yourself even through you are not perfect

Assertiveness is a skill often referred to “Forthright, positive, insistence on the recognition of one sight”. It means standing up for your personal rights- expressing thoughts, feelings and beliefs in direct, honest and appropriate ways. Assertive individuals aim to be neither passive nor aggressive in their interaction with other people. Although everyone acts in passive and aggressive ways from time to time, such ways of responding often result from a lack of self Confidence and therefore are inappropriate expressions of what such people really need to say. Non assertiveness may be seen as the use of inefficient communication skills, where as assertiveness is considered a balanced response, being neither passive nor aggressive.
A personal quality that is vital to one’s overall success is integrity. It is a set of traits that will make a person trustworthy, highly regarded, and reliable, in any situation. Integrity is a broad concept that serves many purposes. First of all, integrity is one’s own choice to commit to universal values and principles. This means that regardless of what the situation may be, no matter what others are doing, a person with integrity will stick to his commitments to do the right things in accordance to values and principles accepted by all to be good and appropriate. Second, integrity is also about doing something to right a wrong. A person with integrity actively involves himself in activities that will enable him to uphold values and principles. Lastly, integrity is absolute and whole in a sense that it should not only manifest in thoughts and beliefs, but should also be evident in everything the person does. Essentially, a person with integrity does what he says he will do, all the time. Integrity can be apparent because of the following traits that every person with integrity has:

Conscience - People with integrity are principled individuals; they work hard and can be depended upon for every responsibility that is given to them. They are concerned not only of themselves, but also of other people’s welfare.

Honesty - Honest people are always seeking the truth; it is a feature of one’s moral character wherein every decision, thought, and action is grounded on what is perceived to be good and true.

Compassion and Empathy - People who have integrity genuinely care for others, not as a means to impress but rather, because it is what their heart dictates. Empathy is having the ability to put oneself in another's shoes, and a person with integrity is always someone who seeks to understand what others feel and think first before passing judgment or making choices.
Equality - These people are fair and just in their dealings. They give equal treatment and opportunities to everyone and do not make biased decision.

On a general perspective, this particular quality is deemed important because without it, without people with integrity, the world we live in will become more tolerant to wrong doings and evil acts. The package gives due importance on this skill to reach our children with excellence.

Assertiveness is one of the soft skills that allow individuals to assert their personal rights without undermining the rights of others. Assertiveness is considered a balanced response, being neither passive nor aggressive, with self confidence playing an important part. An assertive person response as an equal to others and aims to be open in expressing his or her wishes, thoughts and feelings.

Adaptability included in the package as a skill which enables the individual to keep calm in the face of difficulties. It is persisting in the face of difficulties, taking on new challenges at short notice, saying “YES’ to challenges, dealing with changing priorities and workloads. It is the ability of bouncing back from setbacks and showing a positive attitude. By building confidence and self esteem, the package helps the students to feel better and handle situations better.

Positive thinking marks as a major skill in the package which enables to accept the ideas, images, and words in a positive way. The praxis in the positive thinking prepares the individual to get positive results that will lead to success. In other words, those who have positive thinking skills see the good things in every situation and they get anything they want in their life. The package exhibits a strong vision to develop positive thinking by developing a strong mental image.
2.1.7 PROBLEM SOLVING SKILLS

Problem solving skills, Decision making skills, Conflict resolution skills become a major part in this pedagogic package. The approach referred to is generally designed for problem solving in an organization or group contest, but can also be adapted to work with individuals. A problem is a doubtful or difficult matter requiring a solution” and “something hard to understand or accomplish or deal with”. All problems have two features in common: goal and barriers. The problems involve setting out to achieve some objective or desired state of affairs and can include avoiding a situation or event is the goal. If there were no barriers in the way of achieving a goal, then there would be no problem. Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goal. In the cluster of problem solving includes decision making, conflict resolution and interaction skills. The intentions of the package on problem solving are;

- Creating the right environment for effective problem-solving
- Introducing a framework for assessing and solving problems in a systematic way
- Exploring of a range of techniques for:
  - defining the problem
  - data gathering and analyzing the problem
  - generating possible solutions
  - selecting an optimum solution
  - implementing and evaluating the solution
  - strategies to overcome obstacles, encourage participation, and promote effective decision-making in groups
Decision making is the act of choosing between two or more courses of action. However, it must always be remembered that there may not always be a “correct” decision among the available choices. There may have been a better choice that had not been considered, or the right information may not have been available at the time. Because of this, it is important to keep a record of all decision and the reasons why decision were made. So that improvements can be made in the future. This also provides justification for any decision taken when something goes wrong. Hindsight might not be able to correct past mistakes, but it will aid improved decision making in the future.

**Edleson (1981)** discussed that groups can present situations more similar to the real world and can offer a wider variety of activities for teaching effective conflict resolution. One of the sub skills involve in the package is conflict resolution skills. The package builds the skills that can turn conflicts into opportunities. Conflict is a normal part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Learning how to deal with conflict - rather than avoiding it is crucial. When conflict is mismanaged, it harms the relationship, but when handled in a respectful, positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people learning these skills for conflict resolution; you can keep your personal and professional relationship strong and growing. Conflict resolution skills have also been taught successfully in a group environment. This has proven effective because it allows for children to interact with their peers.

**McClure et al. (1992)** viewed conflicts in group setting. In dealing with children in a group setting conflict is inevitable and is important to know how to control the
conflict and maximize learning for those involved. He explained the developmental stages that all groups progress through: forming, storming, performing, and adjourning. The stage that is most important is the storming stage because this is where the children will set the stage for how to react, communicate, and resolve conflict for the remainder of the group. In children's groups, as in adult groups, the members confront the leader to establish the structure of the group. Because children have not developed the necessary verbal skills to express their feelings, as children get accustomed to the idea of how the process works, they are allowed to lead the group. They are given a sequence card listing the problem observation, brainstorming, and feedback response. Allowing the children to lead the group helps the children to generalize the problem-solving and conflict resolution process to the "real" world. By teaching children how to verbalize their feelings, they are better able to resolve conflict without resorting to fighting, verbal criticism, or avoidance. The present study tried maximum to make the learning experiences real.

Russo, McFarland (1992) explained their views on Conflict Resolution skill in their study. In life, conflict is unavoidable. It occurs between two people, between groups, and even within an individual. Conflict is everywhere: in schools, organizations, marriages, and a plethora of other places, relationships, and age groups. How the conflict is handled, whether positively or negatively, is the main concern regarding the outcome of the particular conflict. In the past, conflict has been viewed as negative and not beneficial to the counselling relationships as well as other relationships.

The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:
Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.

Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.

Improved self-knowledge: Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

Zhang (1994) conducted an empirical study by the intervention model of constructive resolution and cooperative learning were implemented and tested at three high schools. One high school received training in constructive conflict resolution. Another high school received both constructive conflict resolution and cooperative learning. The last high school received only cooperative learning. The study discusses that if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination. Conflict can be seen in the public high schools across the nation. Several techniques have been developed for use with adolescents in an attempt to teach conflict resolution skills.

Burnside (2008) in his study explored conflict is certain as long as there is a human element present. The present study views conflict as not a phenomenon but is inevitable when more than one person is involved in any enterprise or endeavor. Conflict is normal, natural, necessary and the problem is not the existence of conflict
but how we handle it. With the absence of a comprehensive definition of conflict, various definitions have been offered by many researchers from multiple disciplines. Some of these have originated from disciplines such as psychology, behavioral sciences, sociology, communication and anthropology.

Decision-making is an important skill for business and life. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions. Decision-making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions. The package considers in its simplest sense, decision making as the act of choosing between two or more courses of action. However, it must always be remembered that there may not always be a “correct” decision among the available choices. There may have been a better choice that had not been considered, or the right information may not have been available at the time. Because of this, it is important to keep a record of all decision and the reasons why decision were made, so that improvements can be made in the future.

Johnson. N. & Ramganesh.E (2012) in their study “Self Regulated Learning: Examining Relations in Context of Problem Solving through Interactive Multimedia” explored the importance of teaching problem solving to students. They explain the role of multimedia which has changed the landscape of problem-solving instruction. The sample of the study consisted of 90 higher secondary students. The results of the study revealed that the orientation on self –regulatory strategies with multimedia learning materials is effective for problem solving skills.

Regarding the evaluation procedures, the package used **SKILL WHEELING**
as the best evaluation tool for assessing soft skills. In a skill wheel which consists of
five circles pinpointing scores in a 5-point scale, if a student scores nil in all the skills
(which is not likely), then his score will be at the centre of the circle meaning nil.
When the score is on the first inner circle line, it is equal to one. When the
performance is evaluated as on the second inner circle line, it equals two and so on. A
student who performs such that is awarded a score of five in all the skills, then the
scoring will be positioned on the outer circle line.

This package will provide best results when used on a regular basis in the
classroom. Most activities can be modified for either large or small groups. Likewise,
activities can be used for remediation purposes with individuals who have a
deficiency in soft skills related areas.

2.2 AN OVERVIEW OF THE REVIEW OF THE STUDY

The investigator had tried to collect as much as review as possible by
exploring all the possible resources. During this time, the investigator could find out
the theories of soft skills in general and in particular. This helped to evolve the
conceptual framework based on which decided tools and strategies for the pertinent
study. The reviews emphasize the importance of developing soft skills and the need
for practical experience. There were no massive attempts have seen to study the
integration of soft skills with the pedagogy of the time. Generally, it could identify
from the studies that, there is a large gap between the pedagogy of the time and soft
skills especially in secondary level. Though there are many studies on soft skills in
the area of human capital theory and empirical studies; the pedagogical studies are
only few. The studies revealed that training on soft skills benefit students to watch
their own self, how they talk-walk and behave. It will promote a sense of
accomplishment, provide difference and create an impression among others.
After reviewing the studies, the investigator found eight aspects of Soft Skills as; definitions of soft skills, the significance of soft skills, expectations of researchers and student community, activities for classroom praxis, international perspective on soft skills development and studies upon the cluster skills of the package. The reviewed studies inspired the investigator to mould the framework of the activities.

While surfing for soft skills related pedagogic packages, the investigator found little in the literature available among recent investigations. So this also added a reason to the need for this present study and hence this investigation is carried out. From the theories and studies the investigator could sensitize that the time warrants implementation of soft skills among our secondary students. Time urgently warrants conducting a research to see whether it is possible to develop an interweaving pedagogic praxis on soft skills among secondary students.

CONCLUSION

Among the literature gathered and studied from various perspectives is presented in the chapter. In this review of literature we studied what researchers have published about soft skills so far and how they have linked it to the development. We also covered how important soft skills have become nowadays in the learning environment. The literature indicates that a justifiable need does exist. Out of these needs the literature also suggests that objectives are appropriate for a pedagogic package in soft skills to emphasize.

If the results turn out to be positive, then, in order to prepare better students for this new century, it might be better to include soft skills in the school and even in the university curricula. From the inferences drawn out from the research reviews, with the help of the research supervisor, the investigator could frame the methodology of the study.