



SOFT SKILLS TRAINING ON THE BEHAVIOR MODIFICATION OF ADOLESCENTS

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ABSTRACT:

Soft skills can be understood as “a cluster of personality traits, social graces, communication skills, language skills, personal habits, friendliness and optimism that mark people and make them distinct and distinguished.” Soft Skills are very often termed as “people skills” or “interpersonal skills”, as they relate to people interaction and human behavior. However, soft skills encompass much more than inter- personal skills. Behavior modification is the field of psychology concerned with analyzing and modifying human behavior. Analyzing means identifying the functional relationship between environmental events and a particular behavior to understand the reasons for behavior or to determine why a person behaved as he or she did. Modifying means developing and implementing procedures to help people change their behavior. It involves altering environmental events so as to influence behavior. Behavior modification procedures are developed by professionals and used to change socially significant behaviors, with the goal of improving some aspect of a person’s life.

KEY WORDS: *Soft Skills, Behavior Modification, Adolescents, Skill Development Centers.*

INTRODUCTION:

1.CHARACTERISTICS OF BEHAVIOUR MODIFICATION:

Following are the characteristics of behaviour modification:

1.1 Focus on behaviour: Behaviour modification procedures are designed to change behaviour, not a personal characteristic or trait. Therefore, behaviour modification deemphasises labelling. For example, behaviour modification is not used to change autism (a label); rather, behaviour modification is used to change problem behaviours exhibited by children with autism. Behavioural excesses and deficits are targets for change with behaviour modification procedures.

1.2 Procedures based on behavioural principles: Behaviour modification is the application of basic principles originally derived from experimental research with laboratory animals. The scientific study of behaviour is called the experimental analysis of behaviour, or behaviour analysis.

1.3 Emphasis on current environmental events: Behaviour modification involves assessing and modifying the current environmental events that are functionally related to the behaviour. Human behaviour is controlled by events in the immediate environment, and the goal of behaviour modification is to identify those events. Once these controlling variables have been identified, they are altered to modify the behaviour.

2.ADOLESCENTS:

Adolescence is an essential phase in the life cycle. It is an intricate maturational and developmental progression with immense variation across individuals and cultures. Successful passage through this threshold to adulthood results in biological maturity, a sheltered sense of self, the capability to benefit from close friendships and group belonging; and the mental capacity to deal with the trap of life's challenges. The development of familial, interpersonal and institutional relationships at this vital stage in life may have lasting influences throughout the life-course (**Wheaton and Clarke 2003**).

It is a phase that is characterized by the increasing importance of social circumstances beyond the home. Moreover, it represents a complex and sometimes disturbing psychological transition, accompanying the prerequisite for the accepted social behaviour of the particular adult culture. This transition wherein the childish attitudes and behaviour are shed for mature ones, is not consistently progressive, but is marked by shifting backward and forward from old to new behaviour, from old to new attitudes. Adolescence symbolizes the intermediary stage from childhood to adulthood marked by prominent physical, cognitive, emotional and social changes. In order to make a successful conversion into adulthood, adolescents must discover how to engage in tasks that occur both within and between these interrelated social contexts (**Duncan and Raudenbush 1999; Brofenbrenner 1989**).

The highly competitive world of today and the non-existence of traditional norms and support have escalated the stress among adolescents, resulting in numerous concerns such as depression, anxiety, loneliness, rejection, hesitancy, anger, confliction in interpersonal relationship, alcohol abuse and criminal behaviour. This adolescence is recognized as a heightened risk taking period in a person's life. The frequent news and reports appearing in the social media are the witnesses of the crimes and the behaviors of adolescents which become a solid proof that our adolescents lack critical thinking and emotional stability to handle their behavioral issues. Life skills should equip the learners with psychosocial competencies to know themselves, the ability to make informed decision, work out problems, think creatively and critically, communicate effectively, as well as to build healthy interpersonal relationships during this life stage. Since there is an urgent need to help the adolescents in dealing with the life events, it seems to be important for providing Life Skills education in schools. At present our adolescents are facing a lot of stress and they are struggling to find their identity. The main issue aroused was the imbalanced behaviors and emotional stability of adolescents.

3.SOFT SKILLS:

Soft skills can be understood as “a cluster of personality traits, social graces, communication skills, language skills, personal habits, friendliness and optimism that mark people and make them distinct and distinguished.” Soft Skills are very often termed as “people skills” or “interpersonal skills”, as they relate to people interaction and human behavior. However, soft skills encompass much more than inter- personal skills. The scientific basis for these skills is very often drawn from concepts of social and applied psychology such as personality, attitude, perception, emotions, motivation, group behavior and leadership. Soft skills include any skill that can be classified as a personality trait or habit. Interpersonal skills and communication skills are more specific categories of soft skills, which many employers look for in candidates seeking employment.

3.1 Importance of Soft Skills:

Soft skills are considered as skills of time management, communication skills, interaction skills, interpersonal skills, the ability to work, the cooperation, the feeling of sympathy and belongingness with others, and so on. In a broader sense, soft skills can be understood as “a range of abilities including work ethics, courtesy, teamwork, self-discipline and self-confidence, professional presence, language proficiency, cultural sensitivity, communication skills, ability to accept and learn from criticism, ability to handle client relationships, networking, creativity, ability to motivate yourself and lead others, time management, leadership and interpersonal skills”. The relative importance of each skill is associated with its profession. In the IT Services industry, communication skills (particularly listening skills), business communication skills, problem solving skills and team skills are considered crucial and complex to understand. In organized retail, the main required skills are communication skills, selling skills, advertising and distribution skills, customer service skills. This also holds good even for the financial services sector. Soft skills are those that incorporate all aspects of generic skills that include the cognitive elements associated with non-academic skills. Soft skills are identified to be the most critical skills in the current global job market especially in a fast-moving era of technology. The re-orientation of education, which is one trust of education for sustainability, also relates the importance of these so-called Soft Skills. Vast research

and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institutions

- of higher learning. These skills include:
- Communicative skills.
- Thinking skills and Problem-solving skills.
- Team work force
- Life-long Learning and Information Management
- Entrepreneur skills
- Ethics, moral and professionalism
- Leadership skills

Each of the above Soft skills comprises of several sub-skills. These Subskills are divided into two categories in implementation. The first category delineates the Soft skills that every individual must have and the second category represents Soft skills that are good to have. Despite the emphasis being put on the Soft skills that student is required to acquire, it is also encouraged to inculcate the Sub-skills that are good to have. All elements of Soft skills must be acquired by each individual student and evaluated effectively and comprehensively. Given below shows the seven Soft skills and the two categories of Sub-skills respectively. These Soft skills must be acquired by each and every individual in the institutions of higher learning without which, the student is regarded as incompetent. The two categories of Sub skills can be regarded as the additional generic skills and a bonus to the student. If these skills are acquired by the students, it is understood that the students have obtained the necessary proficiency in their course of study with regard to the component, 'soft skills'.

Table Gives a detailed description of the different categories of implementation for each of the Sub-skills for the respective seven Soft skills.

No.	Soft Skills	Elements every individual must have (Sub-Skills) Category 1	Elements Good To Have (Sub-Skills) Category 2
1	Communicative Skills	Ability to deliver idea clearly, effectively and with confidence either orally or in writing Ability to practice active listening skill and respond. Ability to present clearly and confidently to the audience.	Ability to use technology during presentation. Ability to discuss and arrive at consensus. Ability to communicate with individual from a different cultural background. Ability to expand one's own communicative skill. Ability to use non-oral skills.
2	Thinking Problem and Solving Skills	Ability to identify and analyze problems in difficult situation and make justifiable evaluation. Ability to expand and improve thinking skills such as explanation, analysis and evaluate discussion. Ability to find ideas and look for alternative solutions	Ability to think beyond. Ability to make conclusion based on valid proof. Ability to withstand and give full responsibility. Ability to understand and accommodate oneself to the varied working environment

3	Team work force	Ability to build a good rapport, interact and work effectively with others. Ability to understand and play the role of a leader and follower alternatively. Ability to recognize and respect other's attitude, behavior and beliefs.	Ability to give contribution to the planning and coordinate group work. Responsible towards group decision.
4	Life-Long Learning & Information	Ability to find and manage relevant information from various sources. Ability to receive new ideas that perform autonomy learning.	Ability to develop an inquiring mind and seek knowledge.
5	Entrepreneurship skills	Ability to identify job opportunities.	Ability to propose business opportunity. Ability to build, explore and seek business opportunities and job.
6	Ethics, Moral & Professional skills	Ability to understand the economy crisis, environmental cultural social aspects professional ability to analyzes make problem solving decisions related to ethics.	Ability to practice ethical attitudes besides having the responsibility towards society.
7	Leadership skills	Knowledge of the basic theories of leadership. Ability to lead a project.	Ability to understand and take turns as a leader and a follower alternatively. Ability to supervise that members of a group.

It can be observed that education is an essential tool for achieving sustainability. We all realize that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only a quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of soft skills among the students will be Andhra University, two prongs – to produce quality human capital and to develop their knowledge, understanding, values and skills as well. How the two skills blend together is discussed here.

3.2 Soft Skills Training:

Soft skills' training draws inferences from language studies, linguistics, phonetics and stylistics. Although Soft Skills are generally considered to be a soft domain, there is a strong case for soft skills having a hard impact on individual and organizational performance, going beyond merely developing people. The right implementation of soft skills training by the organisation can show its impact on the business revenue and profits; and reflect in hard outcomes such as productivity, customer satisfaction, brand image of the organisation, work processes, employee turnover and on other areas which are equally important to business success and individual performance. On the personal, social and community front, soft skills training should help individuals face issues related to life skills and interact positively in society, engage in community activities and aspire to meet their life's goals and ambitions on a positive and confident note.

In India, soft skills training programmes flourished with the growth of the IT industry, especially with the growth of BPO (ITES) industry, when effective communication skills became a primary business requirement.

Training Programmes in soft skills cover Communication Skills– Verbal; Communication Skills-Non-Verbal; Communication Skills– Written; Leadership Skills; Self-Awareness; Team building/Team Management; Problem Solving skills; Conflict Management; Assertive Skills; Business Etiquette; Time Management; and Presentation Skills. The difference between Organisational Behaviour and Soft Skills is that the former is more of a systematic study of the behavior and attitudes of both individuals and groups within an organization. Organisational Behaviour is more theory-based and scientific in the sense that it gives managers or management students detailed knowledge on the origin and impact on behavioural theories and how they manifest themselves in organizational and work

contexts. The study of organizational behaviour is more of an objective domain study and takes its origins from social sciences such as Social Psychology, Applied Psychology, Anthropology and Sociology.

Soft Skills Development includes in its content, aspects of language development as part of communication skills and also includes finer aspects of lifestyle development and actual life skills in the form of corporate grooming and business etiquette. Soft Skills Development aims at delivering a finished product in the form of an individual with the best proportion of desirable attributes thrown up by the study of organizational behaviour. It aims at refinement, polish, excellence, sophistication on the external front and aims at sustainable and continual change in cognitive, emotional and behavioural

attributes of an individual. Training and learning of soft skills is considered a laboratory activity or exercise because it needs constant practice and drilling. Soft Skills Training Courses are, therefore, referred to as Soft Skills Labs. To help professionals learn these skills, experiential methods such as role-play, simulations, outbound and inbound training programmes, team games and other activities are used.

3.3 Soft skills training in different sectors:

In India, Soft skills training grew with the growth of the IT industry especially call centres, when the need to communicate with the countries outsourcing nations became a pressing requirement. Soft Skills Training in the telecom sector such as that of the MTNL Centre for Excellence in Technology and Management, which conducts technical and management development programmes which cover the content required to have an interface with the customers. The training in soft skills is very much required in Education field. The development of personality of an individual is said to be incomplete

without acquiring soft skills by the individual.

Soft Skills Training in B-Schools focuses on equipping potential managers to move into entry-level managerial positions and after getting in, to sustain in the jobs by exhibiting good performance. Courses in soft skills in management Institutes primarily focus on Business Communication and Presentations Skills., while some B-Schools train their students in-depth in all soft skills, realizing that corporate growth comes not with technical skills but with the required behavioural attributes necessary for effective performance.

3.4 Learning and Development of Soft Skills:

Soft Skills Development has also become an integral part of management education in many institutions, which believe that attitude behaviour and personality can be sculpted at an early age and training management students in soft skills would help them to grow faster as executives. Soft skills' Training Programmes are also conducted to help individuals develop social skills by foreign language institutes and by independent training professionals in the open market for children and youth. There is also an increase in the scope of soft skills training at outbound locations (outside of the working environment) for managers to develop team working skills and overcome inter personal conflict for effective execution of work. Training programmes in team-building are being conducted through outbound training programmes, sometimes conducted as adventure sports and learning to survive and escape through critical situations. Such training programmes help in patching differences and also in identifying leadership skills in the most unexpected people.

3.5 Training Modules in Soft Skills:

Owing to the high level of importance attributed to use of the right soft skills for performance by industry and academia, there is a considerable rise in the market for soft skills training programmes. Simultaneously, there is considerable debate on the utility and impact of the training programmes. Soft

Skills, it is argued, can be learned in school, through family upbringing, cultural milieu or could be just genetic. Yet, utility of these training cannot be over-ruled and organisations must do their bit to help their employees imbibe these skills, if they have not had an opportunity to learn these earlier.

3.6 Leadership and Training in Leadership Skills:

Leadership has been defined as a process by which a person influences others to achieve an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership Skills Training forms a separate discipline in soft skills and training for leadership is mostly conducted for senior executives benchmarked for growth in corporate through structured management programmes. Leadership training includes leadership theories and models, important qualities and behaviour of effective leaders, styles and patterns, communication skills for

leadership, mentoring and counseling techniques, motivation and social responsibility training and strategies to help aspiring leaders.

3.7 Team Building, Team Work and Team Management:

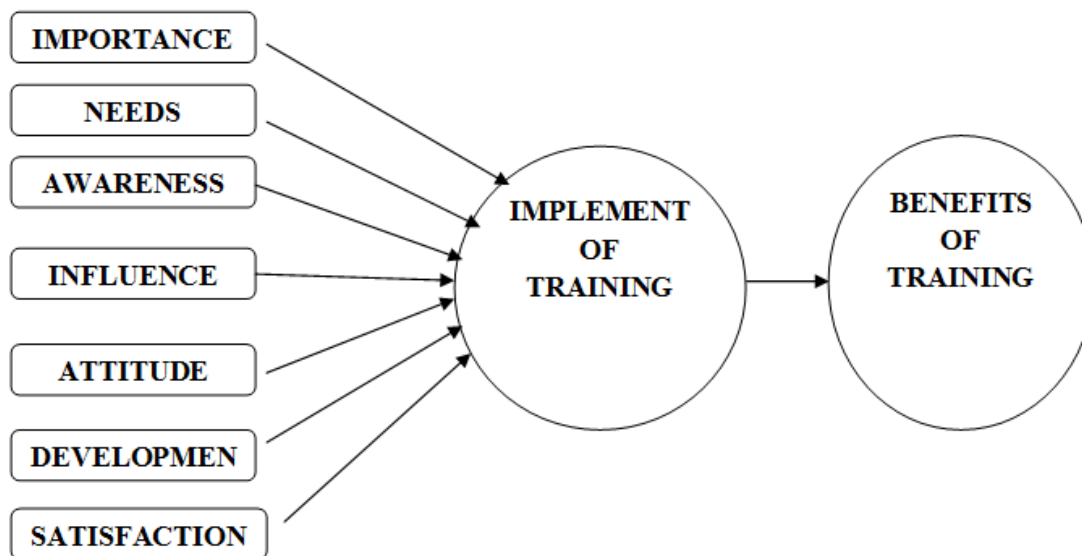
A Team is defined as a set of people with complementary and corresponding skills required to complete a task, job, or project. Team members work at a high level of interdependence, share authority and responsibility for self-management within the team. Team members are accountable for the collective performance, and they are expected to work towards a common goal and share team rewards. A team is supposed to be effective when it has a strong sense of mutual commitment, when it creates synergy, thereby resulting in performance that is greater than the sum of individual performance.

3.8 Growth of MSMEs in India:

The Micro, Small and Medium Enterprises (MSMEs) play a pivotal role in the overall industrial economy of India. MSMEs constitute more than 80% of the total number of industrial enterprises and support industrial development. MSMEs contribute nearly 45% to manufacturing and about 40% to the Indian export sector. Their contribution to the Indian GDP is 8% and the sector has registered growth rate of 10.8%. Indian MSMEs have moved up from the manufacture of traditional goods including leather, gems and jewellery, agricultural goods to much more value addition in the manufacturing sector to its entry in the value added services as well. It is one of the major growth drivers of Indian Economy. It is based on the Model of Socio economic policies of the Govt. of India. It develops appropriate indigenous technology. It possesses the second largest sector after agriculture. It includes more than 26million units which are producing more than 8000 products within the country. It provides employment to over 59million.

3.9 Role of MSME's in the Development of India:

MSME's definitely help in the growth of Indian Economy by creating opportunities for Entrepreneurs and by creating a number of employment opportunities.



Structural Equation Model

4.SKILL DEVELOPMENT CENTRES OF EXCELLENCE (SDCES)

Skill Development Centres of Excellence (SDCEs) are known as 'Youth Training Centres (YTCs) in India. Policy, has proposed to strengthen infrastructure for Skill up-gradation and training to tribal youth and for necessary placement. In the combined state of Andhra Pradesh, the state government sanctioned 47 Youth Training Centres

(YTCs) for Unemployed Adolescent Youth. After bifurcation of the State, 28 Youth Training Centres are in newly constituted Andhra Pradesh and the remaining 19 Youth Training Centres are in Telangana State.

In view of the Globalization and Technological changes it has been observed that the Soft Skills Training Programmes Development and Job Creation are paramount now as professional skills and domain knowledge are the driving forces of Socio-economic development; that acquiring Professional Skills including Soft Skills and domain knowledge have become even more important.

As the State economy is set to transform, mature and diversify, significantly different and specialist skill sets, which require training and soft skill development, has become inevitable; and therefore the Government of Andhra Pradesh has set up Skill Development Centres of Excellence (SDCEs) in co-ordination with Andhra Pradesh State Skill Development Corporation (APSSDC) with a vision to meet the quality Human Resource requirement and to ensure gainful employment to all those who seek employment either in Public Sector or Private Sector or through Self-employment programmes of the Government.

The Andhra Pradesh State Skill Development Corporation has made field inspection of the Youth Training Centers and during the course of discussions, it was proposed to equip those Youth Training Centers with the necessary infrastructure and convert them as full-fledged training Centers to serve as Skill Development Centres of Excellence (SDCEs) for conducting skill up-gradation activities for employability of the Adolescent youth. It was also decided that these Youth Training Centres constructed by Welfare Department in rural areas shall be managed and put to effective use jointly by Welfare Department and Andhra Pradesh State Skill Development Corporation (APSSDC).

4.1 Operational Plan of Skill Development Centres of Excellence (SDCEs):

The following is the operational plan of Skill Development Centres of Excellence (SDCEs) in Tribal areas:

4.2 Deliverable Services and Training Programmes:

1. Soft Skills Training Programmes
2. Life Skills Training Programmes
3. Spoken English
4. Vocabulary Training
5. Personality Development
6. Computer Training, Web browsing, Type writing
7. Career Guidance and Counselling.
8. Online application for Government/ Private Jobs.
9. Online tests for any recruitment.
10. Trainings for wage employment.
11. Trainings for Self-Employment.
12. Pre-Examination coaching for formal employment.
13. Imparting Entrepreneur Development Training Programmes (EDP) for youth availing self-employment loans

4.3 Human Resource Structure of SDCEs:

The management of Skill Development Centers of Excellence (SDCE) would be handed by three-way services i.e., Regular Govt. functionaries at senior level, manned by contract / out sourcing staff at intermediate level and services outsourcing at lower level. One dedicated person would be positioned at each SDCE as Manager / Caretaker on outsourcing basis through Mandala Mahila Samakhyas (MMS) to take care of day-to-day requirement of Skill Development Center of Excellence (SDCEs). Other services like housekeeping, security services, gardening and sanitation would be outsourced to Mandala Mahila Samakhyas (MMS)/other private agencies as decided by the District Level Monitoring Committees.

5.NEED AND IMPORTANCE OF SOFT SKILLS TRIANING:

Soft skills such as time management, communication skills, interaction skills, interpersonal skills, the ability to work, the co-operation, the feeling of sympathy and belongingness with others and so on play a very significant role in the life of an individual. Soft skills can be understood as a range of abilities including work ethics, courtesy, teamwork, self-discipline and self-confidence, professional presence, language proficiency, cultural sensitivity, skills of communication, ability to accept and learn from criticism, ability to handle client relationships, networking, creativity, ability to motive oneself and lead others, time management, leadership and interpersonal skills. Training Transfer and Effectiveness depends to a large extent on the active belief that it is important and useful to those who get trained in respective areas and that the outcome of the training will lead to positive change in the form of career growth, attitude change or performance. While this is true of all training, that is, both technical and soft skills, the domain of soft skills training, because of its behavioural and intangible nature and because of the constant debate and difference of opinion whether it provides returns in tangible terms, is always subject to attack or criticism. While it is believed that soft skills are required, there is always controversy over the allocation of budgets for soft skills training in organizations. An often ignored but very important issue in nominations and organizing of Soft Skills Training Programmes is that they tend to get generalized with no clear-cut idea of the aim, content, scope and methodology of different areas of soft skills training.

Organizations and Human Resource Managers tend to expect all aspects of soft skills development in short duration training programmes without an idea that each training is a specialized area and needs special attention and commitment in terms of time spent by each training participant in the programme. Certain training areas like time management and business etiquette training programmes get trivialized by assuming that they are superficial. This could lead to a lack of specific training objectives for the training. Owing to the lack of knowledge of the focus of different areas, soft skills training tends to tilt towards communication skills training and leadership skills not knowing that there are other skills which need development before embarking on leadership. Line managers also tend to expect immediate results out of their team members and feel that a one-time training in any random area in soft skills will bring about magical results. Sometimes, a general training in soft skills is expected to cover all areas of soft skills within a generic training module of four to eight hours. In order to address these concerns, it is imperative to conduct a systematic study of specific training programmes in soft skills and know the perceptions of different groups with differences in their educational background and educational faculties on how important each training programmes is to each group and also to find out how useful it is. There is a need to determine whether all age-groups, educational backgrounds and educational faculties find each training programme important and useful. There is also a strong need to test whether it is felt that soft skills training programmes help to bring about desirable change in the attitude of people.

6. OBJECTIVES OF THE SOFT SKILLS TRAINING:

The main objective of the present investigation is to study the “Soft Skills training on the Behaviour Modification of Adolescents”.

The following are the other specific objectives of the study:

1. To find out the influence of different dimensions of Soft Skills Training on the perceptions of Adolescent youth in Skill Development Centres of Excellence in India.
2. To study the differences, if any existing in the perceptions of Adolescent youth on soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of Tribe, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution on the dimensions, ‘Importance of YTC training’, ‘Need for YTC Training’, ‘Awareness on YTC training’, ‘Influence of YTC training’, ‘Attitude of trainees on YTC training’, ‘Development of skills in YTC training’, ‘Satisfaction towards YTC training’, ‘Implementation of YTC training’; and ‘Benefits of YTC training’.

7. HYPOTHESES OF THE STUDY:

1. There is no significant relationship between different dimensions of soft skills on the perceptions of Adolescent youth towards YTC training through SDCEs in Andhra Pradesh
2. There is no significant difference in the perceptions of Adolescent youth towards soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of Tribe, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution with regard to the dimension, ‘Importance of YTC training’.
3. There is no significant difference in the perceptions of Adolescent youth towards soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of Tribe, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution with regard to the dimension, ‘Need for YTC training’.
4. There is no significant difference in the perceptions of Adolescent youth towards soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of social status, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution with regard to the dimension, ‘Awareness on YTC training’.
5. There is no significant difference in the perceptions of Adolescent youth towards soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of social status, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution with regard to the dimension, ‘Influence of YTC training’.
6. There is no significant difference in the perceptions of Adolescent youth towards soft skills training in respect of different demographic variables – Gender, Age, Marital Status, Educational Qualifications, Category of Tribe, Qualifications and Occupation of Parents (Father & Mother), Annual Income of parents and Location of the institution with regard to the dimension, ‘Satisfaction with YTC training’.

8. LIMITATIONS OF THE STUDY:

The study is limited to find out the perceptions of Adolescent Youth undergoing soft skills training in Skill Development Centres of Excellence across 8 (eight) districts, in Andhra Pradesh taking 30 adolescent tribal students from each of the 22 centres resulting in a total of 660 respondents in all.

9. EDUCATIONAL IMPLICATIONS:

The following are the educational implications of the present study.

- (i) The Skill Development Centres of Excellence (SDCEs) should aim at providing to the trainees life skills education in terms of effective communication, interpersonal relations, working in teams, adaptability to circumstances, problem-solving efficiencies and self-awareness skills apart from discipline specific skills.
- (ii) The curriculum in SDCEs should be framed in such a manner that it should cater to the needs of the industry. This would provide employment opportunities to the Adolescent youth.
- (iii) The study would certainly help the administration to provide favorable working conditions in SDCEs to make the training programmes more effective.
- (iv) The study would help the Higher Education Institutes to create linkages between theory and practice while developing soft skills among the youth.
- (v) The study would help the instructors of SDCEs to improve quality in the functioning of Youth Training Centres (YTCs) in rural areas for the benefit of the trainees.
- (vi) This study would help to develop strategies for providing better instruction to the trainees in SDCEs.
- (vii) The study would help the managers/employers to take necessary measures in developing theme-specific skills to be developed among the trainees.
- (viii) The present study suggests measures to motivate the Adolescent youth towards undergoing Soft Skills Training in SDCEs to enhance their employability opportunities.

10. SUGGESTIONS FOR FURTHER RESEARCH:

The following are some of the suggestions made by the investigator for purpose of conducting further research in this area.

- (i) The present study is confined to the perceptions of Adolescent Youth Trainlines undergoing Soft Skills training in SDCEs. It is suggested that a similar study can be conducted on the perceptions of instructors, Lecturers, Professors teachers working in SDCEs on the Soft Skills Training provided for the benefit of Adolescent Youth.
- (ii) The sample of the study is limited to 660 Adolescent youth undergoing Soft Skills Training in 22 SDCEs located in eight districts of Andhra Pradesh. It is suggested that a similar study can be undertaken on a broader sample in a broader geographical area.
- (iii) The present study is confined to the perceptions of trainees on the training programmes conducted by the SDCEs. A similar study can be conducted on the infrastructural and instructional facilities available in SDCEs.

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