

Training Methods for Communication Skills: A Comparative Study on MBA Students in Guwahati-Assam and Tiruchirappalli-Tamil Nadu

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Abstract- In India, many MBA Colleges including B' Schools are actively engaged with Campus training programmes offered to students. Among multiple programmes, one such programme is soft skill - the ability to communicate in English has been notably increased. Here the researcher has attempted in making a study to find out the effectiveness of the communication programme based on training methods offered to students; group discussion, 1-1 communication, storytelling, audio, video, dialogue telling, lecturer for MBA students from Guwahati in Assam and Tiruchirappalli in Tamil Nadu with a sample size of 300 students as respondents for the study purpose: 150 respondents from Guwahati city MBA colleges and another 150 respondents from Tiruchirappalli city, Tamil Nadu MBA colleges. Descriptive design is adopted. The sampling method used was stratified random sampling method. This study has proved that among various methods used, Group discussion is arrived at the first preferred training and then followed 1-1 Communication in the 2nd place and Audio training in the 3rd place from the Weighted Average. This study has also concluded that the mean rank for BE graduates is high with 157.04 and BBA students mean score is high with 165.80 which means that BE graduates and BBA students do better than others in both States.

Keywords: Training Methods, Communication skill, MBA students

I. INTRODUCTION

The current scenario of MBA Colleges in India is found in conducting various campus training programmes and the concept of Campus Training Programme has emerged an appealing phrase for the students to choose their destination to study MBA. The problem arises with regard to the expectation and requirements of the organizations in India from MBA graduates. Every organization is searching for students with skills and capabilities required for a particular job as to enhance and establish their performance level towards the organizational growth. It has become very difficult for the MBA Colleges to accomplish the greater expectations from the changing situation of the organizations. MBA Colleges and business schools have started offering various campus training programmes for the MBA graduates during their period of MBA studies. Having realized and understood the need and demand, soft skills trainings are being provided by the MBA Colleges and Business Schools to students. In spite of such trainings, the problem remains the same and students still face difficulties. Thus, the researcher tries to investigate and explore on a comparative study between Guwahati-Assam and Tiruchirappalli-Tamil Nadu in terms of campus training methods used for the development of communication skills among MBA students.

The researcher would like to highlight a few definitions and explanations as described below;

1.1. Communication Skill: The ability to convey or share ideas and feelings effectively.

1.2. Campus training program: The training program undertaken in educational institutes to provide job related training to students pursuing or in the stage of completing their studies.

1.3.Group discussion: Group discussion is also known as GD, is a method used to test whether the candidate has certain qualities. GD helps trainees to discuss and communicate with other trainees to develop English

1.4.One- One Communication: To communicate effectively is possibly the most important of all life skills. It facilitates us to deliver information to other people, and to understand what is said to us. 1 to 1 communication helps trainees to get rid of fear and hesitation in speaking English.

1.5.Audio: Training with Audio aids helps trainees to increase their listening skill thereby increase in vocabulary and able to understand the language.

1.6.Storytelling: The activity of telling stories which enhance the trainees to practice language while giving them freedom to use their imagination.

1.7.Reading: Reading helps trainees to learn different ways to frame sentences and learn new words which assist them to communicate easily.

1.8.Lecture: An educational talk to a set of audience with a long serious speech. It helps the trainees to understand and clear the doubts related to the topic.

II. REVIEW OF LITERATURE

While manifold literatures are available, the researcher would like to pin-point a few important ones directly related to the study purpose.

The researcher **Marc. J. Rieme**(2007), concludes that the students skills in communication and EQ should be initiated and inculcated at least at the stage of secondary school level and if it lacks in the school curriculum then it should be provided at the tertiary level.

He also points out some methods by using which we can develop communication skills,

- Presentation
- Peer review
- Role play
- Video
- Technology

He also states that the Emotional Intelligence has a very important role to play to strengthen our communication skill. This helps to improve team working skill along with the increase of learning potential of foreign language acquisition. The researcher also identifies that oral communication skill, listening skill, written communication skill, video communication skill are very important aspects to have a good communication skill.

He further states that oral communication and presentation skills are considered one of the best career enhancer and one of the single biggest factor in deterring a students' career success and failure.

He also states that like verbal and written communication skill, listening skill is very important to improve one's communication skill.

It has been asserted that we spend 70% of our time in mode of communication, which is given as following proportions:

- 10% writing
- 15% reading
- 30% talking
- 45% listening

Also the researcher throws some importance on written communication skill, it is a skill which involves more of active rather than passive learning method. Further it is found that ineffective and poor written communication in engineers workplace were found to have a misinterpretation, inefficiency and time wastage, thereby adverse affecting problem solution, which in result created mistrust and aggression and was unprofessional and unproductive.

Through visual communication skill one can learn a lot since it consists of drawing, diagrams, real and symbolic pictures, etc. it helps to perceive visual images like icons and understand them correctly.

Arif Ahmed M. H. Al-Ahdal(2014), concluded that even though English is being taught in the Arab region for a few decades or so now, the results are nowhere near the expected results: Young adults are poorly prepared to utilize the language as confidently or efficiently as can be desired. This is especially troublesome when one sees that many, if not all, factors present are favorable to effective learning of English as a foreign language: encouraging administration, well qualified teachers, effective curriculum, suitable books. What is lacking is the approach of the language teachers. Further, unless learning of a language is necessary little can be attained. Majority of the institutions and at most levels in the region the medium of instruction is the mother tongue.

It is an approach that places the freedom to decide upon the methodology into the hands of the language teacher who may decide in the classroom itself which approach to accept. A method that worked with one set of students may not yield any result at all with another set: the classroom being an active setting the teacher alone can decide upon the pedagogy. Speaking and writing skills are as essential as listening and reading. English language learners are ought to develop those four skills equally. There should be extra focus on the productive skills (speaking and writing) if not equal to the receptive skills (listening and reading).

III. METHODOLOGY

The general objective is to investigate on the campus training programmes offered for or the MBA students towards enhancing communication skills.

3.1. The Specific objectives of the study are as follows:

- To study the learning aspect of MBA students through different training methods.
- To identify which method of training is more suitable for learning/acquiring communication skill.
- To suggest probable measures for further improvement.

3.2. Research Question:

- Do the different training methods help MBA students to develop communication skill?

3.3. Significance of the Study:

The significance lies in the employability of the MBA students. As the students lack required skills for managerial levels of leadership and other qualities, the rate of placement goes down in the colleges. Such students who lack skills face difficulties to get a job even after the MBA studies. Skills and placement go hand in hand and the students with good communication skills are more likely to get better employment.

3.4. Operational Definition: The researcher by its operational definition limits herself only to MBA students in selected colleges in Guwahati-Assam and Tiruchirappalli-Tamil Nadu.

3.5. Area of the Study: Five Colleges in Assam and Five Colleges in Tamil Nadu

3.6. Research Design: Descriptive method is being adopted.

3.7. Sampling Method: The researcher has applied stratified random sampling method. At the initial stage, colleges from each city are being stratified with the population.

Table 1: List of Colleges with Students Strength

	Colleges in Guwahati	Total Students	Unit of Study		Colleges in Tiruchirappalli	Total Students	Unit of Study
i	Girijananda Chowdhury Institute of Management & Technology	34	30	i	Bishop Heber College	120	30
ii	Don Bosco Institute of Management	34	30	ii	St. Joseph's Institute of Management	116	30
iii	Royal Institute of Business	40	30	iii	JJ College of Engineering and Technology	39	30
iv	Gauhati Commerce College	55	30	iv	Shivani School of Business Management	30	30
v	NEF College of Management & Technology	30	30	v	Indra Ganesan College of Engineering	40	30
	Total	183	150		Total	345	150

(Source: Colleges' Register Book)

At the next stage, the total population of the study is 528 (183+345). The unit of study is 300 respondents; one hundred and fifty respondents from Guwahati city in Assam and one hundred and fifty respondents from Tiruchirappalli city, Tamil Nadu. The researcher has adopted disproportionate sampling of 30 respondents from selected colleges as this study is a comparative study. Then five MBA colleges from Guwahati city and five colleges from Tiruchirappalli city, Tamil Nadu were identified based on the basis of educational index development of India 2011. The average literacy level shows 91.47 per cent in Guwahati city and 91.37 per cent in Tiruchirappalli city. Following this standard in mind i.e. the researcher selected these two cities' MBA colleges. The researcher has adopted stratified random sampling method. The researcher met the principals/directors of those colleges and collected data from the students in a random method. Here the researcher went to each college, met the students and collected data through the questionnaire from them.

3.8. Sources of Data Collection: The researcher has used both primary and secondary data for the research purpose.

Primary data: As primary data the researcher has used direct questionnaire filled by the respondents.

Secondary data: As secondary data the researcher has used journals, articles, reviews, books and different sources from internet.

3.9. Tools of Data: The researcher has used statistical tools like Mann-Whitney Test for the research.

3.10. Limitations of the study:

The researcher has found that a few staff members in some colleges were not ready to cooperate with the researcher. College timing was also a concern as each college's timing was different.

IV. DATA ANALYSIS AND INTERPRETATION

Table 2: Methods of Training (Prioritizing the method by Weighted Average)

Rank	P28A. Lecturing		P28B. Group Discussion		P28C. 1-1 Communication		P28D. Story telling		P28E. Games methods		P28F. Dialogues telling		P28G. Audios		P28H. Videos		P28I. Word puzzle		P28J. Debates		P28K. Reading	
1 st	24	8.0	22	24.0	16	5.3	23	7.7	14	4.7	6	2.0	12	4.0	33	11.0	14	4.7	19	6.3	26	8.7
2 nd	28	9.3	40	13.3	70	23.3	31	10.3	39	13.0	13	4.3	31	10.3	35	11.7	11	3.7	17	5.7	19	6.3
3 rd	26	8.7	36	12.0	25	8.3	19	6.3	26	8.7	16	5.3	64	21.3	30	10.0	20	6.7	23	7.7	24	8.0

4 th	22	7.3	30	10.0	30	10.0	86	28.7	36	120	24	8.0	31	10.3	16	5.3	21	7.0	19	6.3	20	6.7
5 th	21	7.0	15	5.0	25	8.3	26	8.7	33	110	32	10.7	26	8.7	26	8.7	16	5.3	21	7.0	23	7.7
6 th	19	6.3	19	6.3	22	7.3	25	8.3	18	60	27	9.0	27	9.0	81	27.0	22	7.3	23	7.7	21	7.0
7 th	19	6.3	21	7.0	30	10.0	24	8.0	71	237	25	8.3	25	8.3	22	7.3	99	33.0	19	6.3	21	7.0
8 th	22	7.3	24	8.0	27	9.0	18	6.0	20	67	30	10.0	27	9.0	10	3.3	20	6.7	93	31.0	17	5.7
9 th	21	7.0	12	4.0	29	9.7	25	8.3	17	57	73	24.3	21	7.0	20	6.7	26	8.7	17	5.7	20	6.7
10 th	27	9.0	19	6.3	16	5.3	14	4.7	13	43	26	8.7	20	6.7	15	5.0	28	9.3	23	7.7	74	24.7
11 th	71	23.7	12	4.0	10	3.3	9	3.0	13	43	28	9.3	16	5.3	12	4.0	23	7.7	26	8.7	35	11.7
Result	11 th		1 st		2 nd		4 th		7 th		9 th		3 rd		6 th		7 th		8 th		10 th	

(Primary Source)

The above table.2 illustrates that 24 per cent of the respondents from Tamil Nadu and Assam prefers Group Discussion. 23.3 per cent of the respondents prefer 1-1 Communication. 21.3 per cent of the respondents choose Audio base training. Story telling is preferred by 28.7 per cent of the respondents. 27 per cent of the respondents like Video based training. 33 per cent of the respondents prefer Word puzzle. Game Method as liked by 23.7 per cent of the respondents. 31 per cent of the respondents prefer Debate. 24.3 per cent of the respondents prefer dialogue telling. 24.7 per cent of the respondents prefer reading. 23.7 per cent of the respondents choose lecture.

It is concluded that both in Tamil Nadu and Assam, students mostly preferred Group discussion followed by 1-1 Communication, Audio, Storytelling, Video, Word puzzle, Game Method, Debate, Dialogue telling, Reading, and Lecture. Here the researcher has taken the analysis with higher rank of **Group Discussion**.

H0: Null Hypothesis: There is no significant association between Group discussion students had in MBA and the course they studied in Under-graduation.

H1: Alternative Hypothesis: There is a significant association between Group discussion students had in MBA and the course they studied in Under-graduation.

Test applied – Chi-square test

Coursed studied in UG	Mean Rank	Chi-Square	df	Statistical inference
Group Discussion				
BA (n=40)	121.03	9206	4	.056>0.05 Not Significant
B.Sc (n=14)	128.79			
B.Com (n=117)	148.03			
BBA (n=106)	165.80			
BE (n=2)	157.04			

(Source: Primary Data)

From the Chi-square test applied above, it is understood that the calculated value is greater than the table value i.e .056>0.05, which is non-significant, i.e in Guwahati and Tiruchirappalli, the Under-graduate students are not provided training with Group Discussion. The curriculum and the syllabus are oriented towards only on exams and marks and they never give chances for having Group Discussion in the classes. Thus concentrating on their personal growth takes a back seat and students cannot improve their communication skills. Perhaps it is concluded from the Chi-square test, the students from both states preferred Group discussion as the most proffered one. Yet the mean rank for BE graduates is

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- https://www.google.co.in/search?safe=ff&source=hp&ei=yR7EXMKoEKvXz7sPraC8AU&q=storytelling+definition&oq=&gs_l=psy-ab.1.035i39l6.0.0.8346...4.0.0.198.198.0j1.....0.....gws-wiz....6.G7S1jLTz9Qs