

# “IMPACT OF THE SOFTSKILLS ON THE COMMUNICATION PROCESS AND ON THE JOB PERFORMANCE OF EMPLOYEES OF THE PRIVATE COMPANIES OF MYSORE”

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## **ABSTRACT:**

Soft skills are very important for all the professionals in junior, Mid-Level and senior cadre. Importance of soft skills depends on the context and personal perception. These skills are important for every person in an organization. They may be employees or staff members or even sales and marketing professionals also.

*Soft skills* complement hard *skills* (part of a person's IQ), which are the occupational requirements of a job and many other activities. A person's *soft skill* is an important part of their individual contribution to the company. Soft skills is a term relating to a collection of personal, positive attributes and competencies that enhance relationships, job performance, and value to the market. Soft skills refer to a set of skills that determine how we interact with each others. Soft skills play a highly important role in the work place as well as in one's career success. These skills are applicable to every field of work, and are usually professional and behavioral traits inherent in an individual.

Soft skills are typically hard to observe, quantify and measure. Soft skills are needed for everyday life as much as they're needed for work. Some of soft skills are: communication skills, critical and structured thinking, Problem solving skills, Self Motivation, Decision Making skills, creativity, teamwork capability, negotiating skills, self-management, time management, conflict management, cultural awareness, common knowledge, responsibility, etiquette and good manners, courtesy, self-esteem, sociability, integrity, empathy, work ethic, project management, business management.

As there is a high level competition in the job market and there is a big gap between the education and the skills required to join the industry. Currently, even the universities are providing these types of skills to all the category of the students through training and develop their skills competitively, to succeed both academically and professionally. Soft skills training is provided to the students while studying at the universities in the form of finishing schools through recruiting the industrial experts.

Organizations are also providing soft skills Training for the graduates/Post graduates or non-graduates who are joining the company in the entry level after their selection, Appointment and Induction program.

Certain companies are providing very few topics of soft skills training due to the lack of time. They are also not evaluating properly whether the employees have acquired those skills or not.

The paper conceptualizes how the soft skills are affecting the employee Communication process and their work performance positively in their organizations in the present competitive business environments.

*Key Words:*

Softskills, Hardskills, Employee Performance, Participation, Communication, EQ-Emotional Intelligence, Motivation, Graduate, Time Management, Interpersonal skills, SocialSkills, Performance, Graduates, Academic, Attitude, Professional, Organization, Training,Leadership,Formal and informal communication

### **What Are Soft Skills?**

Soft skills are the personal character traits or qualities each of us has. They make up who we are, generally encompassing our attitudes, habits and how we interact with other people. They are much less tangible than hard or technical skills, and unlike them, you do not learn soft skills by enrolling in a training program.

**Soft skills** are a term often associated with a person's "**EQ**" (**Emotional Intelligence Quotient**) which is the cluster of personality traits that characterize one's relationships with other people. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, and leadership traits.

The phrase '*soft skills*' is often used to describe the skills which characterize relationships with other people, or which are about how you approach life and work.

Others phrases that are often used for these types of skills include: 'people skills', '**interpersonal skills**', '**social skills**' or '**transferable skills**'.

'**Hard skills**', by contrast, is a phrase usually used to describe job-specific skills. Examples of such skills include professional skills like bricklaying or accountancy, medical expertise such as diagnosis and treatment, or other skills that can be taught and whose presence is testable through exams. Ironically, for many people, the so-called soft skills are often some of the hardest skills to develop.

You can, however, acquire them through educational, work and life experiences but it will take a concerted effort on your part. Let's say for example, you are terrible at

managing your time but find yourself enrolled in a class that requires you to complete numerous projects. If you want to do well you will have to improve your time management skills in order to meet your deadlines. You can learn how to better manage your time by seeking advice from faculty and fellow students or reading helpful articles.

### **Examples of Soft Skills:**

- **Verbal Communication:** People with good verbal communication skills have the ability to convey information to others by speaking.
- **Interpersonal Skills:** Having good interpersonal skills means that one has not only the ability to communicate with others, but is willing to listen to people without judging them, share ideas and pitch in when co-workers need help.
- **Writing:** Good writing skills allow you to relate information using the written word.
- **Problem Solving and Critical Thinking:** Problem solving is the ability to identify a problem and then come up with possible solutions. Critical thinking skills allow you to evaluate each possible solution, using logic and reasoning, to determine which one is most likely to be successful.
- **Active Listening:** Good listeners make an effort to understand what others are saying, interrupting only when appropriate to ask questions that will help clarify the information being shared.
- **Active Learning:** Active learners are willing and able to acquire knowledge and then apply it to their jobs.
- **Organizational:** Those who have strong organizational skills know how to take a systematic approach to every task.
- **Time Management:** Those who are good at managing their time know how to schedule their tasks in order to complete projects according to deadlines. They are good at prioritizing their work.
- **Team Player:** Those who are team players are cooperative and can be leaders or participants, as necessitated by the situation at hand. They are willing to share responsibility with other team members, whether that means taking credit for successes or responsibility for failures.
- **Attitude** – Staying positive at work even when things get a bit challenging, using your initiative to help people out even when you haven't been asked to, owning up if something goes wrong and learning from your mistakes. Again, this shows that you are committed to your work and can take responsibility for your own personal skills.

- **Confidence** – Believing in yourself and all your personal skills can help you work with people better, take on difficult new tasks and generally achieve all the things you need to do to be a master of soft skills.
- **Professionalism**: This characteristic is hard to define, but it's very apparent when someone is lacking it. It's probably the one trait that every employer desires, regardless of what you do or where you work. Professionalism encompasses many things including showing up on time, being polite, being generally pleasant and helpful, dressing appropriately and taking responsibility for your own actions.
- **Reading Comprehension**: Individuals with strong reading comprehension skills have little difficulty understanding the content of written materials.
- **Flexibility and Adaptability**: People who are flexible and adaptable react well to changes in their jobs and work environments. They have a positive can-do attitude about anything that gets thrown their way.
- **Self Motivation** People who are self-motivated get on by themselves. They don't need close supervision and they are good to work with because they are generally positive about life and can be counted upon to keep going. It also helps to work on your personal resilience and adaptability to change.
- **Leadership Skills** these are the set of soft skills that we least expect someone to develop by themselves. There are many leadership training courses available and much has been written about how to develop your leadership skills.
- **Teamwork**: The ability to work well in group settings and demonstrating cooperation and compromise.
- **Integrity & Work Ethic**: Having a good personal reputation and doing whatever it takes to get the job done.
- **Showing commitment**: Employers want people who are dependable, reliable, enthusiastic, and enjoy hard work. Employees that are committed need very little supervision or motivation to do their best and get the job done.
- **Accepting responsibility**: Employers are on the lookout for people who take pride in their work, and are confident enough to put their name to it. They also respect people who can hold their hands up when things go wrong, and don't pass the buck. Everyone makes mistakes - it's how you react and learn from them that count.
- **Ability to work under pressure**: Whether you're trying to hit a challenging deadline or an urgent job has just landed in your lap, employers want to know you can put the stress to one side and focus on the job in hand.

### **Importance of Soft skills:**

### **Why Do You Need Soft Skills?**

Soft skills help us do our jobs. They allow us to effectively and efficiently use our technical skills and knowledge. They improve the way we interact with our bosses, co-workers and customers. They permit us to get our work done on time. They influence how we feel about our jobs and how others perceive us.

For an employee to effectively perform in the workplace, he or she needs to have a specific and unique set of vital technical skills. But what about non-technical skills? Skills that govern an employee's ability to communicate, form relationships, and prioritize tasks are often overlooked in education and training. Unfortunately, these "soft skills" are just as crucial to business success as the more recognized "hard skills." In this article, we focus on why soft skills are important to your business, and what you can do to ensure that your workforce has the personal skills necessary to remain viable during the communication age.

Every single occupation you can think of demands that you have specific character traits, whether you're a doctor who needs to be an excellent communicator in order to convey information to her patients, a janitor who must have good interpersonal skills so that he can get along with his co-workers or an actor who must be persistent in spite of facing rejection over and over. An important thing to note is that soft skills are transferable between occupations. While you may have to go back to school to learn new technical skills if you change careers, you can always take your soft skills with you since they are valued in a variety of fields.

In addition to what is required by your occupation, employers also expect you to have certain character traits. Just look at any job announcement and you will see a laundry list of qualifications that includes not only the technical skills you need to do the job, but qualities like "excellent communication skills," "strong organizational skill," "team player," and "strong listening ability" listed there as well. Even if you have the technical skills required for a job, if you can't demonstrate that you have the specified traits you probably won't get the job. Make sure your resume lists accomplishments that demonstrate the desired soft skills and that you also find ways to discuss them during your job interview.

### **Many Workers Fail to Prioritize Properly:**

Given the competitiveness of today's market, most employees don't have the luxury of being able to focus all of their efforts on a single project before moving on to the next one. Instead, they're given multiple assignments at once, and are then left to their own discretion as to which should take precedence.

The problem is that prioritization is a soft skill that is seldom addressed directly. Colleges don't train in prioritization, assuming instead that students will either naturally adapt to heavy workloads or will fail to graduate. Likewise, companies don't generally bother to instruct employees on how to effectively prioritize, because it is assumed that the skill would have been learned in college! The inevitable result is that workers often choose either to focus their efforts on projects on a first come, first served basis, or they wait to be micromanaged by those higher up in the company.

### **Soft Skills versus Hard Skills:**

A common perception in the employment arena is that companies prefer candidates who can rapidly perform at the same level of momentum as the rest of the organization. Therefore, they place more emphasis on the hard skills. This is not the case. Your soft skills are vital to the organization's ability to function effectively both internally and in their industry. Employers cannot discount soft skills when considering a candidate for hire because these characteristics are necessary for a company to maintain a high level of professionalism and customer satisfaction.

One of the reasons soft skills are so important in the workplace is because the tide is shifting in terms of customer relations. Companies hoping to maintain a position in the marketplace are recognizing that service is the new selling. Rather than talking about themselves and their products and services, companies are focusing more on identifying the problems that their customers face and solving those problems. Therefore, your ability to effectively listen, communicate, and solve problems is extremely valuable in any organization.

### **Communication:**

Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include Message, facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions. Communication is the process of conveying information between two or more people. The communication processes the steps we take in order to achieve a successful communication

### **Communication process:**

The communication process consists of several components. In communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel.

A **channel of communication** must also be selected, which is the manner in which the message is sent. Channels of communication include speaking, writing, video transmission, audio transmission, electronic transmission through emails, text messages

and faxes and even nonverbal communication, such as body language. Lindsey also needs to know the target of her communication. This party is called the **receiver**.

The receiver must be able to **decode** the message, which means mentally processing the message into understanding. If you can't decode, the message fails. For example, sending a message in a foreign language that is not understood by the receiver probably will result in decoding failure.

Sometimes, a receiver will give the sender **feedback**, which is a message sent by the receiver back to the sender. For example, a member of Lindsey's team may provide feedback in the form a question to clarify some information received in Lindsey's message.

Let's put all these components together to build a model of the communication process:

1. A sender encodes information
2. The sender selects a channel of communication by which to send the message
3. The receiver receives the message

### **Types of Communication:**

People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So, there is variety of types of communication.

**Types of communication based on the communication channels used** are:

1. Verbal Communication
2. Nonverbal Communication

### **1. Verbal Communication**

Verbal communication refers to the the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. **In verbal communication remember the acronym KISS** (keep it short and simple).When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case. Usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning.

**Verbal Communication** is further divided into:

- Oral Communication
- Written Communication

### **Oral Communication:**

In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking.

### **Written Communication**

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used. Written Communication is most common form of communication being used in business. So, it is considered core among business skills.

### **Nonverbal Communication**

Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as **gesture, body language, posture, tone of voice or facial expressions**, is called nonverbal communication. **Nonverbal communication is all about the body language of speaker.** Nonverbal communication helps receiver in interpreting the message received. Often, a nonverbal signal reflects the situation more accurately than verbal messages. **Sometimes nonverbal response contradicts verbal communication** and hence affects the effectiveness of message.

Based on style and purpose, there are two main categories of communication and they both bears their own characteristics. Communication types based on **style and purpose** are:

#### **1. Formal Communication**



## 2. Informal Communication

### **JOB PERFORMANCE:**

**Job performance** assesses whether a person performs a job well. The work related activities expected of an employee and how well those activities were executed. Many business personnel directors assess the job performance of each employee on an annual or quarterly basis in order to help them identify suggested areas for improvement.

Work Performance Reports goes a step further by going to the giving more complex data like statistical data based on Work Performance Data and Work Performance Information, and Work Performance Reports could include status, reports, memos, updates, etc.

Performance is a property of behavior, or, plainly stated, what people do at work

- An employee's behavior adds expected value to the organization – that is, an employee's behaviors may be distinguished as helping or hindering an organization, but the outcomes of employee behaviors are rarely measured so their value is merely expected

Performance can further be broken down into two distinct types:

- Task Performance - These are the actions that contribute to transforming raw materials to goods and services, the things that are typically included in job descriptions. Examples include selling clothes, drilling holes, or teaching a class.

- Contextual Performance - These are the behaviors that contribute to overall effectiveness through supporting the social and psychological climate of the workplace. Examples include cooperating with teammates, diffusing conflicts, and cleaning up the conference room (Borman & Motowidlo, 1993).

### **Review of Literature:**

Soft skills play an important role on the Communication Process and on the job performance of the employees. If an employee is given an effective soft skills training, he will improve his communication style, adopt a good professional attitude, and become self motivational professional. He will adopt a good leadership skill and start to take initiative in all the organizational matter. He will begin to perform well as per the expectation of his employer and he will understand the gap of his level of performance and the organization's expectation on him. Something will happen in every organization in case if the proper soft skills training is provided. If all the staff members, employees

and workers understand where they are lacking, they will improve it and become 100% motivated and then we can expect the better performance and higher productivity in the outcome.

Glenda Tannahill, Clifford Butler, Elena Vucetic and Kylee Quinn, 2008 claims that, while being able to interact well with others has provided individuals with the ability to obtain and be successful in a position, soft skills had not necessarily been singled out as a recruitment goal and These skills tended to be more job-specific or more closely related to the actual task being performed. Further they also states that, Because of soft skills, we can have good profound impact on the bottom line, it makes sense that companies would be willing to help employees develop the competencies that contribute to emotional quotient.

Faheem Ahmed, Luiz Fernando Capretz, Salah Bouktif and Piers Campbell, 2013 opined that, the job requirements in the area of software engineering published online or offline normally divide the skill requirements into the two categories of “hard skills” and “soft skills”. Hard skills are the technical requirements and knowledge a person should have to carry out a task which includes the theoretical foundations and practical exposure an individual should have to successfully execute the planned task. They believe that Soft skills have their roots in psychology, and they cover a broad range of characteristics involving personality types, social interaction abilities, communication, and personal habits. Further they opined that in a working environment the people tend to weight that soft skills harmonize the hard skills. Soft skills are the personal individuality that has a major impact on the behavior of a person while having interaction with others in a work setup.

M.Umadevi, 2013 claims that, in the globalised scenario people are giving more importance to soft skills which were, in fact, learnt by living in groups and observation. With the emergence of nuclear family concept, the people, particularly children, are deprived of valuable knowledge of education (life skills) given by family. Further she opines that the need for teaching and training or grooming in soft skills has come into prominence and Soft skills may be described as desirable qualities for certain forms of employment that not only depend on acquired knowledge but also include common sense, the ability to deal with people, and a positive flexible attitude, social capital, friendliness, optimism, listening, ethical behavior, honesty, responsibility, collaboration, and creativity. According to her, Soft skills are something one may have learnt indirectly from one’s family, community and society or from a kind-hearted person.

P.V.Dharmarajan, Rajkumar Pachigalla and Koundinya Lanka, 2012 opined that, each individual has his own perception of Soft Skills and depends on it. Needless to say, whenever we talk about Soft Skills, the first thing that springs immediately to mind is – Communication Skills because that is the skill that is mostly lacking amongst students of all ages and all categories which ranges from colleges to universities and even to small scale basic educational institutions. Further they claim that many cannot even define communications skills properly or are biased with the definition. Further they also claims that, Soft Skill training should begin at the primary school level and should continue till post graduation or at least till graduation and Almost all educational institutions force the

students to pay more attention to technical subjects and leave the training of Soft Skills to the parents.

Laura H. Lippman, Renee Ryberg, Rachel Carney and Kristin A. Moore Child Trends, 2015 opines that “Soft skills” are centrally important for human capital development and workforce success and it is a growing evidence base shows that these qualities rival academic or technical skills in their ability to predict employment and earnings, among other outcomes. That is why unfortunately, there is not a clear consensus about *which* soft skills are most critical for workforce success and developing a common understanding is hampered by a lack of comparability in the constructs, definitions, and measures used to assess youth and monitor progress. Further they also claims that, this confusion obstructs knowledge development and guidance for future investments in youth workforce development programs.

Becci Newton, Jennifer Hurstfield, Linda Miller, Rosie Page and Karen Akroyd ,2005 claims that, Academic qualifications in the past tended to concentrate on building a body of knowledge, and there were often criticisms from employers that graduates did not have the necessary skills required to be effective workers. They also states that the Employers have faced different kind of experience during recruitment and it is important to understand the differences between skills shortages and skills gaps in the labour force. Further they also opines that, Employers are understood to have skills shortages when the external labour market of applicants has a deficit of the experience, skills or qualifications required by the vacancies employers are seeking to fill. In this sense, shortages are caused by a supply-side deficit in the range of potential new recruits to an employer.

Taki Abdul Redha Al Abduwani ,2012 opines that, education has little to do with productivity or equity and when it relate to the poor people, screening will diminish their disadvantage against those where wealth and birth status make higher education easier. Under signaling, even though employers may initially lack information on the productive abilities of the workers they hire, they will acquire the information in due course of time. He states that if education does not improve productivity and identifies productive workers only, then it will become less related with earnings as job experience accumulates. Further he also opines that, Specific investments are expended for hiring costs to execute training and because of this unemployment may be greater among unskilled than skilled workers. College students on the whole tend to be more able than high scholars but gains from college education will vary amongst different groups.

Melih Arat, 2014 opines that, Today Business needs employees who have already acquired hard skills and soft skills and the University educations are mostly concentrated on teaching hard skills to the students. According to him, Students need to learn soft skills as well and contextual learning is a good way of acquiring soft skills. He states that, Soft skills can better be learned at activities during the university years, like long term apprenticeship, sports, voluntary works and projects, art and design projects, long-term workshops and classes, international and domestic travel and learning to play an

instrument during their university education. Further he also opines that, Acquiring soft skills may require changing attitudes, which can be learned through long time training. Therefore universities are suitable places to acquire soft skills both in time manner and activities during the university years contribute more in acquiring soft skills.

Priti vyas and Gajendra Singh Chauhan, 2013 opines that, Soft skills or “people skills” are characteristics that influence an individual’s personal and professional relationships, work performance and career prospects. Soft skills are critical to all facets of the venture. According to him, the term Soft Skills implies critical thinking, interpersonal communication and innovation. These are treated on par with technical skills and expertise and success in the workplace stems from having these abilities, regardless of what kind of work a person does. Soft skills are really the hardest skills to learn and to teach. He also opines that, one must have proficiency in these skills in order to become a good professional in one's chosen fields and to earn decent living and they are bread and butter skills. Hard skills are important and one should never undermine them as they are more rational types. However, soft skills are those that everybody has to varying degrees. Further he also claims that, many soft skills are an inherent part of an individual’s personality, yet many can be acquired or learned. It is well recognized that soft and hard skills go hand in hand in any individual who has proved to be successful in management and business deliberations.

K. R. Vijaya, 2013 claims that, Soft skills can be described as a blend of interpersonal skills like: Team skills, adaptability, social skills and Intra personal skills such as Self-understanding, values, desire to learn and self management. According to her, hard skills are associated with the technical aspects of performing a job and These skills are primarily cognitive in nature and are influenced by a person’s intelligence quotient source, on the other hand, include the technical procedures that is: how to use software, coding a program, producing a learning safety instructions, communicating any online content and the like. Further she also opines that though hard and soft skills differ in many ways, they are complementary and in recent years, many companies have begun to recognize the correlation between employees’ soft skills and the company’s success. She also claims that, Companies spend billions of dollars on training and the identification of soft skills and the methods to develop the skills will increase the productivity as well as the company’s profit.

Daggubati Vasanth Choudary, 2014 opines that, The first step of soft-skills training is to raise the awareness about the importance of soft skills and the consequences of shortcomings and Students should be motivated to be trained in soft skills in latest training methods using Information Technology and advising to read dedicated books, attending courses, joining groups to broaden their horizon, like debating societies, who offer presentations and discussions. According to him, the best way is to incorporate soft skills training along with other subjects in the academics will be more effective. On lower levels a training that requires students to undertake survey or research and present their results afterwards is an excellent idea that is quite effective. Further he also claims that, However, very often the syllabus is already overloaded with Technical syllabus, making hard to add on and other faculties may not be aware of the importance of soft skills and

hence, may not extend their cooperation in imparting the soft-skills to the students in this regard.

### **STATEMENT OF THE PROBLEM:**

Education and Experience were only mandatory scales to appoint the professionals to different positions in the private and public limited companies earlier. That is why there was a big gap between the job and the knowledge which is acquired by the person who is doing that job. Though the Soft skills are very important for all the professionals in junior, Mid -Level and senior cadre, much emphasis was not given to those skills in many Public and Private, Governments and private organizations. That is why, many employees are lacking behind communication skills, Interpersonal skills, decision making skills, Time Management Skills, Leadership skills, Motivational skills and other valuable skills which are very important to do the job and to acquire higher and responsible positions. Even today, in some of the private organizations, Softskills is only used as name sake training tool and it is not taken as serious as hard skills or technical skills as part of the cost cutting initiative. Though many organizations are conducting training for the employees to improve their softskills, it is very limited and it is only theoretical or like theory teaching. Practical implications are very lesser, Role playing, Active Involvement, Employee practical participation is very less and the program is not giving sufficient stuff to boost the skills of the employees, because of the non involvement of the employees or the participants and also very less investment of the company on the training program.

Soft skills have a big impact on the communication process and on the Job performance of the employees. If the proper soft skills Training is provided to all the staff members and the employees, their communication style will become very effective and communication process in the organization will also become very effective and their job performance will be improved a lot.

Though earlier several researches have conducted research on the impact of Soft skills on the employees of the public and private sector organizations, there is a gap between the Communication Process and the job performance of the employees which is directly affecting the organizational growth of Private companies like: Software, BPO and Manufacturing companies. To understand this Gap and Impact of the soft skills on the Communication process and on the job performance, this research is very important.

### **OBJECTIVES:**

1. To identify the relationship between Communication Process and the Job Performance in the private limited organizations.
2. To analyze how the soft skills are influencing Communication Process and the Job Performance in the private limited organizations.

3. To Study whether the soft skills are affecting Communication Process and the job performance positively or negatively in the private organizations.
4. To analyze whether the soft skills much influence either male and female Communication and job performance or it is gender bias in the private organizations.

### **RESEARCH METHODOLOGY:**

The employees working with various organized Software, BPO, KPO, Call Centers and Large and Mid Size Manufacturing companies in Mysore were surveyed with the help of structured questionnaire. The device used for sample size selection process was non probability convenience sampling and the researcher decided on a sample size of 100 employees working with Software, BPO, KPO, Call Centers and Large and Mid Size Manufacturing companies in Mysore city. Our analysis and findings are based on consensus findings from the survey and are supported by quantitative and qualitative inputs from the respondents. As the employees are hesitated to share their opinions and participate in the survey inside their office during the duty hours, their opinions were collected during the lunch, coffee breaks and after their duty hours. The questions focused on the influence of soft skills on the Communication and on the job performance. The data presented in this report is based on information received from the respondents.

### **METHODS OF DATA COLLECTION:**

The primary data collected for the research was by means of questionnaires administered to the Respondents working with Different Software, BPO, KPO, Call Centers and Large and Mid Size Manufacturing companies in Mysore. The questionnaire was designed to fulfill the objectives of the interview. Self-administered questionnaire was useful for the research since the researchers could reach many respondents within a short time. The questions were close ended and both male and Female Respondents were interviewed and collected the opinions through survey Questionnaires. Software, BPO, KPO, Call Centers and Large and Mid Size Manufacturing companies respondent's opinions were categorized into five-point scale, which are given below.

Secondary data was obtained from books, journals, Newspapers, Documentaries, Search Engines [Google, Yahoo Etc] and magazines.

### **Employee opinions were categorized into five-point scale. They are:**

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree [Neutral]
4. Disagree
5. Strongly Disagree

### **Selected Variables:**

- 1) Communication
- 2) Time Management
- 3) Decision Making
- 4) Interpersonal Relations
- 5) Job Performance

### **Tools for analysis:**

- Correlation Studies
- Chi-Square Test

## **DATA ANALYSIS AND INTEPRETATION:**

### **CORRELATION STUDIES:**

Correlation is the primary statistical analysis tool which is being used in the analysis. When two sets of data are strongly linked together we say they have a **High Correlation**.

Correlation can be easily understood as co relation. To define. Correlation is the average relationship between two or more variables. When the change in one variable makes or causes a change in other variable then there is a correlation between these two variables. Types of Correlation. In Research Methodology of the Management, Correlation is broadly classified into six types as follows: Positive Correlation. When two variables move in the same direction then the correlation between these two variables is said to be Positive Correlation.

Negative Correlation. In this type of correlation, the two variables move in the opposite direction. Perfect Positive Correlation., When there is a change in one variable, and if there is equal proportion of change in the other variable say Y in the same direction, Perfectly Negative Correlation, Between two variables X and Y, if the change in X causes the same amount of change in Y in equal proportion but in opposite direction, Zero Correlation, When the two variables are independent and the change in one variable has no effect in other variable, Linear Correlation, If the quantum of change in one variable has a ratio of change in the quantum of change in the other variable Nonlinear correlation, Any correlation in which the rates of change of the variables is not.

Correlation is a statistic that measures the linear relationship between two variables (for our purposes, survey items). The values for correlations are known as *correlation coefficients* and are commonly represented by the letter "r". The range of possible values for r is from -1.0 to +1.0. Numbers less than zero represent a negative relationship between variables and numbers greater than zero represent a positive relationship. You can think of the value of r almost like a percentage.

The word Correlation is made of **Co-** (meaning "together"), and **Relation**

- Correlation is **Positive** when the values **increase** together, and
- Correlation is **Negative** when one value **decreases** as the other increases

The word Correlation is made of **Co-** (meaning "together"), and **Relation**

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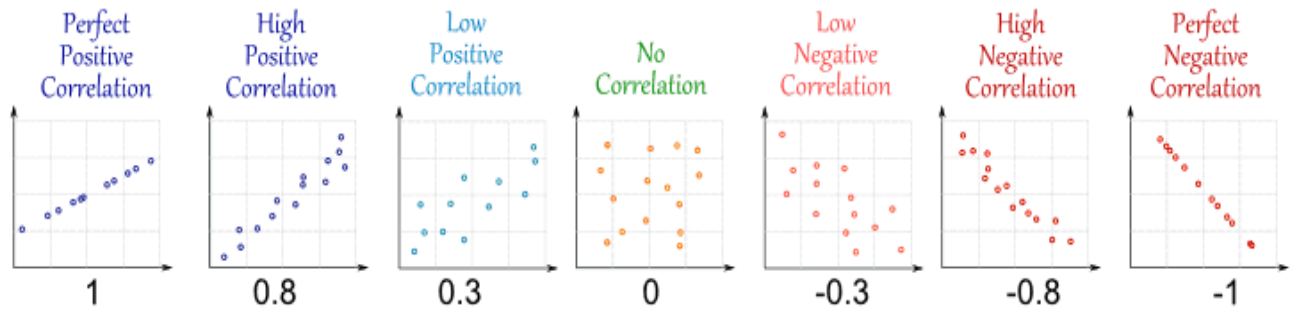
EMPLOYEE SURVEY QUESTIONNAIRE		RESPONSE CHOICES				
		[Mark your opinion in the response box]				
SL No	1.COMMUNICATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Do you agree Due to effective communication there is good cooperation/coordination in your organization?					
2	Your Manager/Supervisor/Colleagues listen to you properly and reacts to it effectively. Do you agree?					
3	Due to effective training on communication, it was able to you to express your idea to your boss Do you agree?					
4	Do you agree that both Verbal and Non Verbal communication are used in your organization?					
5	Do you agree because of effective communication, both senior & junior employees are having Good coordination					
6	Do you agree that most of all the employees are using formal communication in their day-to-day work?					
<b>2.TIME MANAGEMENT</b>						
7	Do you agree that time is sufficient for your job accomplishment in your company?					
8	Do you agree employees are using the time effectively to do their job and manage the time effectively?					
9	Do you agree every employee are attending the duty in time and leave the office after their work is completed?					
10	Do you agree your employer and your seniors are respecting your time and not misuse it for any reason?					
11	Do you agree employees are rewarded or appreciated in time after their successful job accomplishment?					
12	Do you agree that you have got more pressure in your job if you don't accomplish or deliver it in time?					
<b>3.DECISION MAKING</b>						
13	Do you agree that most of yours and your Team decisions are appreciated by your management? <small>IJSER © 2017 <a href="http://www.ijser.org">http://www.ijser.org</a></small>					
14	Do you agree Practical training will be provided for all the employees to learn decision making skills effectively?					
15	Do you agree junior level employees are capable of					



	making the decision after the training in your company?					
16	Do you agree employees are also provided an opportunity to participate in management decision making process?					
17	Do you agree your seniors are providing sufficient ideas to make effective decision on certain issues/areas?					
18	Do you agree employees are capable of solving their problems before making decisions in your company?					
<b>4.INTERPERSONAL RELATIONS</b>						
19	Due to your interpersonal skills, you are able to interact effectively with your client/customer. Do you agree?					
20	All the employees are having better Interpersonal relations due to the training on softskills.Do you agree?					
21	Sometimes you have also guided and supported your junior colleagues/supporting staff .Do you agree?					
22	Due to good Interpersonal relations, there is a harmony between junior & senior team. Do you agree?					
23	Every function can run successfully when there are good interpersonal relations between all .Do you agree?					
24	Due to good Interpersonal relations, there is a good job performance in your company. Do you agree?					
<b>5.JOB PERFORMANCE</b>						
25	Everyone have aggressive attitude when it comes to job performance in your organization. Do you agree?					
26	Your Management is appreciating your performance in time after your job accomplishment. Do you agree?					
27	Performance review is done time to time to measure the performance of all the employees. Do you agree?					
28	Performance Appraisal is done after review, through salary hike, rewards and better position. Do you agree?					
29	Your seniors are providing proper guidelines to perform your job effectively in your area. Do you agree?					
30	Training which is provided by the management has a good impact on your job performance. Do You agree?					

- Correlation is **Negative** when one value **decreases** as the other increases

Like This:



Correlation can have a value:

- **1** is a perfect positive correlation
- **0** is no correlation (the values don't seem linked at all)
- **-1** is a perfect negative correlation

The value shows **how good the correlation is** (not how steep the line is), and if it is positive or negative.

**Employee Demographic Information:**



<b>Demographic Details:</b>		<b>Tick the option in its box</b>	
1)	I am in the Age Group of	<b>25-35 yrs</b>	<b>35-45 yrs</b>
2)	My gender is	<b>Male</b>	<b>Female</b>
3)	My Educational Qualification is-I am a	<b>Under Graduate</b>	<b>Graduate/Diploma Holder</b>
4)	I have got professional Experience of	<b>Less than four years</b>	<b>More than four years</b>
5)	Your current Workload is	<b>Part-Time</b>	<b>Full Time</b>

EMPLOYEE SURVEY DATA

Employee Number	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	Age Group 25-35/35-45	Gender Male / Female	Education: Graduate or Diploma / Under Graduate	Professional Experience Less than 4 Y More than 4 y	Part Time/ Full Time	average score
1	19	23	18	17	24	25-35	Male	Graduate or Diploma	Less than 4 Y	Full Time	20.2
2	22	18	23	20	18	25-35	Male	Graduate or Diploma	Less than 4 Y	Full Time	20.2
3	18	22	20	22	23	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21
4	20	22	19	20	18	35-45	Female	Graduate or Diploma	Less than 4 Y	Part Time	19.8
5	23	20	19	18	21	25-35	Male	Under Graduate	Less than 4 Y	Part Time	20.2
6	20	22	18	22	19	25-35	Male	Under Graduate	Less than 4 Y	Full Time	20.2
7	24	19	18	25	20	35-45	Female	Under Graduate	More than 4 y	Part Time	21.2
8	21	19	20	23	22	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21
9	19	20	24	22	18	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	20.6
10	22	18	20	24	19	25-35	Female	Under Graduate	Less than 4 Y	Full Time	20.6
11	25	17	24	19	17	25-35	Male	Under Graduate	Less than 4 Y	Full Time	20.4
12	22	24	17	20	25	35-45	Male	Graduate or Diploma	Less than 1 Y	Full Time	21.6
13	27	22	19	18	23	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21.8

14	22	24	27	17	19	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	21.8
15	24	21	19	22	20	25-35	Male	Graduate or Diploma	Less than 4 Y	Full Time	21.2
16	22	27	20	24	24	25-35	Female	Under Graduate	More than 4 y	Full Time	23.4
17	23	18	20	19	27	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	21.4
18	21	19	28	24	22	35-45	Male	Under Graduate	More than 4 y	Full Time	22.8
19	19	22	27	25	21	35-45	Female	Under Graduate	Less than 4 Y	Full Time	22.8
20	18	20	23	22	25	25-35	Female	Graduate or Diploma	Less than 4 Y	Full Time	21.6
21	20	22	19	24	21	25-35	Male	Under Graduate	Less than 4 Y	Part Time	21.2
22	18	22	23	25	27	25-35	Male	Graduate or Diploma	More than 4 y	Part Time	23
23	20	19	22	24	28	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	22.6
24	22	18	24	23	19	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	21.2
25	24	18	22	23	25	35-45	Female	Under Graduate	Less than 4 y	Full Time	22.4
26	20	19	22	25	27	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	22.6
27	28	24	19	22	18	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	22.2
28	25	22	18	24	21	25-35	Female	Graduate or Diploma	Less than 4 y	Full Time	22

29	27	20	21	19	23	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	22
30	20	19	18	25	28	35-45	Female	Under Graduate	More than 4 y	Part Time	22
31	22	24	19	20	25	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	22
32	17	19	22	25	23	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	21.2
33	24	22	21	19	20	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21.2
34	21	25	19	27	22	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	22.8
35	20	19	24	22	25	25-35	Female	Under Graduate	Less than 4 y	Part Time	22
36	21	19	24	22	20	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	21.2
37	18	22	23	20	25	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21.6
38	24	27	21	20	23	35-45	Female	Under Graduate	Less than 4 y	Full Time	23
39	22	18	23	28	27	35-45	Female	Under Graduate	Less than 4 y	Full Time	23.6
40	19	22	16	23	17	25-35	Female	Graduate or Diploma	Less than 4 y	Part Time	19.4
41	23	17	19	28	20	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	21.4
42	18	20	23	21	24	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	21.2
43	25	19	27	25	21	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	23.4

44	19	22	25	20	27	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	22.6
45	22	19	20	27	25	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	22.6
46	20	23	27	28	19	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	23.4
47	21	24	22	19	23	25-35	Female	Graduate or Diploma	Less than 4 y	Full Time	21.8
48	19	21	23	28	24	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	23
49	17	19	24	25	23	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	21.6
50	24	27	19	18	27	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	23
51	18	23	28	22	20	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	22.2
52	19	25	23	22	25	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	22.8
53	24	27	18	21	19	25-35	Female	Graduate or Diploma	Less than 4 y	Full Time	21.8
54	25	20	21	23	22	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	22.2
55	17	24	22	25	19	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	21.4
56	22	19	20	25	18	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	20.8
57	24	25	21	20	17	25-35	Female	Graduate or Diploma	Less than 4 y	Part Time	21.4
58	20	22	23	27	18	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	22

59	18	23	21	20	25	25-35	Female	Under Graduate	More than 4 y	Full Time	21.4
60	24	19	18	20	21	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	20.4
61	20	18	17	22	23	35-45	Male	Graduate or Diploma	Less than 4 y	Part Time	20
62	17	22	20	25	18	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	20.4
63	22	20	25	27	19	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	22.6
64	20	27	24	18	17	25-35	Female	Graduate or Diploma	Less than 4 y	Full Time	21.2
65	23	25	28	19	15	35-45	Male	Graduate or Diploma	More than 4 y	Part Time	22
66	18	20	23	25	24	35-45	Female	Under Graduate	Less than 4 y	Part Time	22
67	22	25	28	17	19	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	22.2
68	19	20	24	23	21	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21.4
69	18	23	25	17	22	25-35	Male	Graduate or Diploma	Less than 4 y	Part Time	21
70	22	19	23	27	21	25-35	Female	Under Graduate	Less than 4y	Full Time	22.4
71	23	19	21	22	18	35-45	Male	Graduate or Diploma	More than 4y	Full Time	20.6
72	20	23	27	19	25	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	22.8
73	27	21	22	19	20	25-35	Male	Under Graduate	More than 4 y	Full Time	21.8

74	19	22	21	25	27	25-35	Female	Graduate or Diploma	More than 4 y	Full Time	22.8
75	22	19	23	20	24	35-45	Female	Under Graduate	Less than 4 y	Full Time	21.6
76	18	22	27	19	21	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21.4
77	17	23	25	18	22	35-45	Female	Graduate or Diploma	More than 4 y	Full Time	21
78	21	25	19	27	16	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	21.6
79	23	20	24	19	28	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	22.8
80	25	22	18	21	19	35-45	Male	Under Graduate	Less than 1 y	Full Time	21
81	19	23	22	24	18	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	21.2
82	22	20	19	21	23	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	21
83	18	20	23	21	24	25-35	Male	Under Graduate	More than 4 y	Full Time	21.2
84	20	19	24	18	21	35-45	Male	Under Graduate	Less than 4 y	Full Time	20.4
85	22	24	19	17	21	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	20.6
86	17	19	22	20	25	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	20.6
87	19	22	20	24	18	35-45	Male	Graduate or Diploma	Less than 4 y	Full Time	20.6
88	23	20	21	19	17	35-45	Female	Graduate or Diploma	Less than 4 y	Full Time	20



89	21	22	19	23	20	35-45	Female	Under Graduate	Less than 4 y	Full Time	21
90	18	21	20	22	24	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	21
91	24	19	17	20	21	25-35	Male	Graduate or Diploma	More than 4 y	Full Time	20.2
92	22	20	18	19	23	25-35	Male	Under Graduate	More than 4 y	Full Time	20.4
93	20	17	22	24	19	25-35	Male	Under Graduate	More than 4 y	Full Time	20.4
94	19	21	25	20	18	25-35	Male	Graduate or Diploma	Less than 4 y	Full Time	20.6
95	22	18	20	21	17	35-45	Female	Graduate or Diploma	Less than 4 y	Full Time	19.6
96	21	20	17	22	19	35-45	Male	Graduate or Diploma	More than 4 y	Full Time	19.8
97	17	20	19	23	21	35-45	Male	Under Graduate	More than 4 y	Full Time	20
98	25	19	18	20	22	25-35	Male	Under Graduate	More than 4 y	Full Time	20.8
99	21	23	19	22	18	25-35	Female	Graduate or Diploma	Less than 4 y	Full Time	20.6
100	24	22	19	23	17	35-45	Female	Graduate or Diploma	Less than 4 y	Full Time	21
average score	21.12	21.19	21.54	21.99	21.51						21.47

### General and overall observations

#### Statistics

Total number of employees surveyed – 100 (Population size)

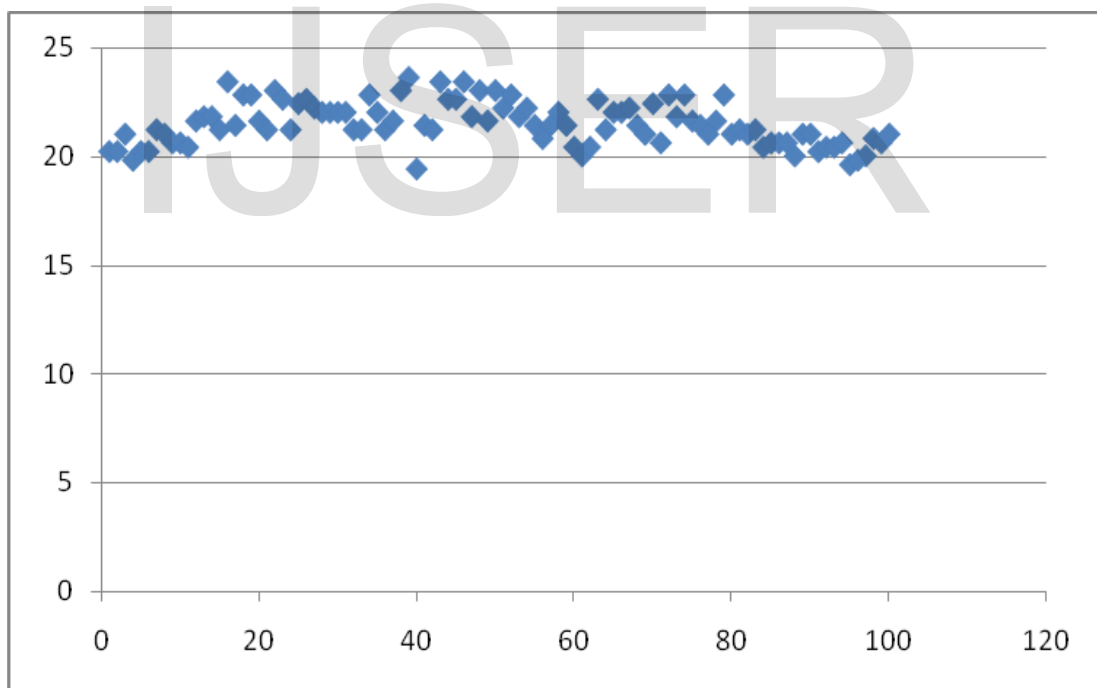
Number of female employees – 38 (38%) or 18 of the first 50 = 36%

Number of male employees – 62– (62%) or 32 of the first 50 =64%

**Tabulation of the survey results**

Gender	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance
Females	21.87879	20.66667	20.84848	22.84848	21.75758
Male	20.70588	21.11765	22.70588	21.70588	23.52941
Overall	21.29234	20.89216	21.77718	22.27718	22.64349

**Overall rating by all employees**



**Scatter diagram of the employee rating**

**Male employee data**

Employee Number	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	Age Group 25-35/35-45	Gender Male/Female	average score
1	19	23	18	17	24	25-35	Male	20.2
3	18	22	20	22	23	35-45	Male	21
4	20	22	19	20	18	35-45	Male	19.8
5	23	20	19	18	21	25-35	Male	20.2
6	20	22	18	22	19	25-35	Male	20.2
7	24	19	18	25	20	35-45	Male	21.2
8	21	19	20	23	22	35-45	Male	21
10	22	18	20	24	19	25-35	Male	20.6
11	25	17	24	19	17	25-35	Male	20.4
12	22	24	17	20	25	35-45	Male	21.6
15	24	21	19	22	20	25-35	Male	21.2
16	22	27	20	24	24	25-35	Male	23.4
17	23	18	20	19	27	25-35	Male	21.4
18	21	19	28	24	22	35-45	Male	22.8
21	20	22	19	24	21	25-35	Male	21.2
24	22	18	24	23	19	35-45	Male	21.2
27	28	24	19	22	18	25-35	Male	22.2
28	25	22	18	24	21	25-35	Male	22
29	27	20	21	19	23	25-35	Male	22
31	22	24	19	20	25	35-45	Male	22
32	17	19	22	25	23	25-35	Male	21.2
34	21	25	19	27	22	25-35	Male	22.8
35	20	19	24	22	25	25-35	Male	22
36	21	19	24	22	20	25-35	Male	21.2
39	22	18	23	28	27	35-45	Male	23.6
40	19	22	16	23	17	25-35	Male	19.4
41	23	17	19	28	20	25-35	Male	21.4
42	18	20	23	21	24	25-35	Male	21.2
43	25	19	27	25	21	25-35	Male	23.4
45	22	19	20	27	25	35-45	Male	22.6
46	20	23	27	28	19	35-45	Male	23.4
48	19	21	23	28	24	35-45	Male	23
	21.71	20.68	20.84	22.96	21.71			21.58

**Female employee data**

Employee Number	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	Age Group 25-35/35-45	Gender Male/Female	Average
2	22	18	23	20	18	25-35	Female	0.2
9	19	20	24	22	18	25-35	Female	0.6
13	27	22	19	18	23	35-45	Female	1.8
14	22	24	27	17	19	25-35	Female	1.8
19	19	22	27	25	21	35-45	Female	2.8
20	18	20	23	22	25	25-35	Female	1.6
22	18	22	23	25	27	25-35	Female	3
23	20	19	22	24	28	35-45	Female	2.6
25	24	18	22	23	25	35-45	Female	2.4
26	20	19	22	25	27	35-45	Female	2.6
30	20	19	18	25	28	35-45	Female	2
33	24	22	21	19	20	35-45	Female	1.2
37	18	22	23	20	25	35-45	Female	1.6

38	24	27	21	20	23	35-45	Female	3
44	19	22	25	20	27	35-45	Female	2.6
47	21	24	22	19	23	25-35	Female	1.8
49	17	19	24	25	23	35-45	Female	1.6
50	24	27	19	18	27	35-45	Female	3
	20.88889	21.44444	22.5	21.5	23.72222			22.01111

**Male female correlation**

**Female**

- Average score of Females(all factors) – 21.6
- Standard deviation of female opinion – 3.93

**Male**

- Average score of males(all factors)– 21.95
- Standard deviation of male opinion – 5.80

Male employees have a higher opinion of the company but female employees’ opinion is more consistent.

**Gender and Communication**

**Correlation between Gender and Communication:**

Gender	Rank correlation coefficient
Male	0.045021
Female	0.47218

Female employees have a higher opinion of the communication skills in the company than the male counterparts.

**Gender and Time management**

	<b>Gender</b>	<b>Rank correlation coefficient</b>
1	Male	<b>0.23649</b>
2	Female	<b>0.1009</b>

**Male employees show a higher time management than female employees.**

### **Gender and Decision making**

	<b>Gender</b>	<b>Rank correlation coefficient</b>
1	Male	<b>0.30865</b>
2	Female	<b>0.11787</b>

Decision making is not very good in the company as the correlation coefficient is low.

### **Gender and Inter personal skills**

	<b>Gender</b>	<b>Rank correlation coefficient</b>
1	Male	<b>0.168499</b>
2	Female	<b>0.083075</b>

Males express a higher opinion on the inter personal skills in the company.

### **Gender and Job Performance**

	<b>Gender</b>	<b>Rank correlation</b>
--	---------------	-------------------------

		<b>coefficient</b>
1	Male	<b>0.224446</b>
2	Female	<b>0.00324</b>

Male employees express a higher job performance level in the company.

Similarly we can do analysis between

- Qualification ( under graduate/ graduate) and the above 5 factors
- Fresher/ Experienced and the above 5 factors

### Chi-Square test

A statistical method assessing the goodness of fit between a set of observed values and those expected theoretically and estimating the probability of bias or error in the survey data. (For studying multiple factors)

- Study done for male/female employee group
- (similar study can be done for other groups (eg professional/non-professional))

**Table: 1**

Group	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	total
male(33/50)	722	682	688	754	718	3564
Female(17/50)	352	359	386	369	400	1866
total	1074	1041	1074	1123	1118	5430

<b>Results</b>	
Chi square value	4.22
Probability value [P Value]	0.34103
degrees of freedom	4

**Table: 2**

**MALE**

Survey Data				
0.672253259	0.655139289	0.640595903	0.67141585	0.642218
Expected Data				
0.64	0.64	0.64	0.64	0.64

**FEMALE**

Survey Data				
0.327746741	0.344860711	0.359404097	0.32858415	0.357782
Expected Data				
0.36	0.36	0.36	0.36	0.36

**Chi-Square Value:**

df/prob.	0.99	0.95	0.9	0.8	0.7	0.5	0.3	0.2	0.1	0.05
1	0.00013	0.0039	0.016	0.64	0.15	0.46	1.07	1.64	2.71	3.84
2	0.02	0.1	0.21	0.45	0.71	1.39	2.41	3.22	4.6	5.99
3	0.12	0.35	0.58	1	1.42	2.37	3.66	4.64	6.25	7.82
4	0.3	0.71	1.06	1.65	2.2	3.36	4.88	5.99	7.78	9.49
5	0.55	1.14	1.61	2.34	3	4.35	6.06	7.29	9.24	11.07

**Result:**

Significant The chi-square value is	<b>4.22</b>
Probability is	<b>34%</b>
So Error or Bias in the survey is	<b>66%</b>



The chi-square test statistic is of the form

$$X^2 = \sum \frac{(\text{observed} - \text{expected})^2}{\text{expected}} \quad 733.8033$$

384.1967

- Chi-Square Value
- P value
- Degrees of Freedom

Male only Data:

Employee Number	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	Age Group 25-35/35-45	Gender Male/Female	average score
1	19	23	18	17	24	25-35	Male	20.2
3	18	22	20	22	23	35-45	Male	21
4	20	22	19	20	18	35-45	Male	19.8
5	23	20	19	18	21	25-35	Male	20.2
6	20	22	18	22	19	25-35	Male	20.2
7	24	19	18	25	20	35-45	Male	21.2
8	21	19	20	23	22	35-45	Male	21
10	22	18	20	24	19	25-	Male	20.6

						35		
11	25	17	24	19	17	25-35	Male	20.4
12	22	24	17	20	25	35-45	Male	21.6
15	24	21	19	22	20	25-35	Male	21.2
16	22	27	20	24	24	25-35	Male	23.4
17	23	18	20	19	27	25-35	Male	21.4
18	21	19	28	24	22	35-45	Male	22.8
21	20	22	19	24	21	25-35	Male	21.2
24	22	18	24	23	19	35-45	Male	21.2
27	28	24	19	22	18	25-35	Male	22.2
28	25	22	18	24	21	25-35	Male	22
29	27	20	21	19	23	25-35	Male	22
31	22	24	19	20	25	35-45	Male	22
32	17	19	22	25	23	25-35	Male	21.2
34	21	25	19	27	22	25-35	Male	22.8
35	20	19	24	22	25	25-	Male	22

						35		
36	21	19	24	22	20	25-35	Male	21.2
39	22	18	23	28	27	35-45	Male	23.6
40	19	22	16	23	17	25-35	Male	19.4
41	23	17	19	28	20	25-35	Male	21.4
42	18	20	23	21	24	25-35	Male	21.2
43	25	19	27	25	21	25-35	Male	23.4
45	22	19	20	27	25	35-45	Male	22.6
46	20	23	27	28	19	35-45	Male	23.4
48	19	21	23	28	24	35-45	Male	23
	21.71875	20.6875	20.84375	22.96875	21.71875			21.5875

**Female only Data:**

Employee Number	Communication	Time Management	Decision Making	Interpersonal relations	Job Performance	Age Group 25-35/35-45	Gender Male/Female	Age Group 25-35/35-45
2	22	18	23	20	18	25-35	Female	20.2

9	19	20	24	22	18	25-35	Female	20.6
13	27	22	19	18	23	35-45	Female	21.8
14	22	24	27	17	19	25-35	Female	21.8
19	19	22	27	25	21	35-45	Female	22.8
20	18	20	23	22	25	25-35	Female	21.6
22	18	22	23	25	27	25-35	Female	23
23	20	19	22	24	28	35-45	Female	22.6
25	24	18	22	23	25	35-45	Female	22.4
26	20	19	22	25	27	35-45	Female	22.6
30	20	19	18	25	28	35-45	Female	22
33	24	22	21	19	20	35-45	Female	21.2
37	18	22	23	20	25	35-45	Female	21.6
38	24	27	21	20	23	35-45	Female	23
44	19	22	25	20	27	35-45	Female	22.6
47	21	24	22	19	23	25-35	Female	21.8

49	17	19	24	25	23	35-45	Female	21.6
50	24	27	19	18	27	35-45	Female	23
	20.88889	21.44444	22.5	21.5	23.72222			22.01111

**Combined  
Data**

1	19	23	18	17	24	25-35	Male	1
2	22	18	23	20	18	25-35	Female	2
4	20	22	19	20	18	35-45	Male	4
9	19	20	24	22	18	25-35	Female	9
6	20	22	18	22	19	25-35	Male	6
13	27	22	19	18	23	35-45	Female	13
7	24	19	18	25	20	35-45	Male	7
14	22	24	27	17	19	25-35	Female	14
10	22	18	20	24	19	25-35	Male	10
19	19	22	27	25	21	35-45	Female	19
11	25	17	24	19	17	25-35	Male	11
20	18	20	23	22	25	25-35	Female	20
15	24	21	19	22	20	25-35	Male	15
22	18	22	23	25	27	25-35	Female	22
17	23	18	20	19	27	25-35	Male	17
23	20	19	22	24	28	35-45	Female	23
18	21	19	28	24	22	35-45	Male	18

25	24	18	22	23	25	35-45	Female	25
25	24	18	22	23	25	35-45	Female	25
26	20	19	22	25	27	35-45	Female	26
28	25	22	18	24	21	25-35	Male	28
30	20	19	18	25	28	35-45	Female	30
31	22	24	19	20	25	35-45	Male	31
33	24	22	21	19	20	35-45	Female	33
34	21	25	19	27	22	25-35	Male	34
37	18	22	23	20	25	35-45	Female	37
35	20	19	24	22	25	25-35	Male	35
38	24	27	21	20	23	35-45	Female	38
40	19	22	16	23	17	25-35	Male	40
47	21	24	22	19	23	25-35	Female	47

**Correlation Study:**

<b>Communication</b>	
male	<b>0.045021</b>
female	<b>-0.47218</b>
<b>Time Management</b>	
male	<b>-0.2289</b>
female	<b>-0.1009</b>
<b>Decision Making</b>	
male	<b>-0.30865</b>
female	<b>-0.11787</b>

<b>Interpersonal relations</b>	
<b>male</b>	<b>0.168499</b>
<b>female</b>	<b>0.083075</b>
<b>Job Performance</b>	
<b>male</b>	<b>0.224446</b>
<b>female</b>	<b>-0.00324</b>

### **Findings:**

#### **Correlation between Gender and Communication:**

Female employees have a higher opinion of the communication skills in the company than the male counterparts.

#### **Gender and Time management**

Male employees show a higher time management than female employees.

#### **Gender and Decision making**

Decision making is not very good in the company as the correlation coefficient is low

#### **Gender and Inter personal skills**

Males express a higher opinion on inter personal skills in the company.

#### **Gender and Job Performance**

Male employees express a higher job performance level in the company.

In table-2, the goodness of fit data shows that, both male and female employees - observed survey data and the calculated expected data are closely matching. This shows that sampling is done by Random Sampling. There is no controlled Sampling and therefore, scattered diagram shows that the range of opinion is in a narrow belt.

### **Conclusions:**

Qualitative data has been converted to Quantitative data which can be analyzed and expressed in terms of numbers. There is uniformity in the opinion of the both. Nobody shows the low opinion and Average opinion is 22.

The lower the chi-square number higher is the significance.

The above methodology provides a quantitative Statistical and objective procedure for analyzing employee opinion data in any organization which can provide useful information to the management for effective decision making.

- The Data collection should represent the overall employee group.
- The data collected should be checked for its consistency and accuracy.
- The data collected should be anonymous and confidential.

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