KEY SOFT SKILLS INFLUENCING THE EMPLOYMENT DECISION OF THE EMPLOYERS: A CASE STUDY ON GRADUATES OF BUSINESS OF DHAKA CITY

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Abstract: This study examines the key soft skills affecting employment decisions among the employers of Dhaka city. After examining 10 key soft skills, 4 soft skills such as good communication skills, problem-solving skills, working well under pressure and comprehension/thinking skills have been observed significantly influencing the employment decisions of the employers of Dhaka city. Factor analysis has been used to identify the most significant skills influencing employment decision. Correlation is also used to identify the most highly correlated skills. Simple descriptive statistics has been used to measure the degree of influence of the soft skills. General Linear Model is also used to examine the differences of employment decision making depending on the soft skills. Non probability random sampling has been considered as a sampling technique for collecting data. Sample size for this study is 201 respondents, 152 respondents from private organizations and 49 respondents from government organizations and 209 respondents from business graduates. It has also been identified that business graduates are aware of such soft skills like good communication skills and multiple choice fashions are the most significant method of judging these soft skills and training is the most influential method of measuring the improvement in learning soft skills. Business students should be assigned relevant tasks for mastering soft skills and also more and more practice of soft skills should be incorporated to the curriculum so that business students could make themselves competent enough to compete in the job market as far as soft skills are concerned and also would be able to meet the requirements of the concerned workplace and hence turn the employment decision in their favor positively and significantly.

Keywords: Soft skills, communications skills, problem solving skills, comprehension/thinking skills, working well under pressure, employment decision

Introduction

Soft skills enable people to work effectively in their working environment that are comprises of several interpersonal skills, social skills, emotional intelligence such as strong work ethic, positive attitude, good communications skills, time management abilities, problem-solving skills, acting as a team leader, comprehension/thinking skills, ability to accept and learn from criticism, flexibility/adaptability and working well under pressure. Every company looks for soft skills in a potential hire. The objectives of this

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paper is to examine the influence of the above mentioned soft skills on the employment decision of the employer of business graduate students of Dhaka city and also this study examined students' awareness regarding the soft skills that significantly influence the employment decision of the employer, to identify the key methods of judging the significant soft skills and to examine the methods of measuring the improvement in learning soft skills. There are few gaps in this research field such as in most of the studies, researchers overlooked the evaluation of the feedback after analyzing these soft skills. This research intended to fill up this gap. For this purpose this study examined not only the influence of these soft skills on the employment decision of the employer but also examined the feedback of such evaluation whether students are aware of these soft skills, whether students' learning of soft skills improving or not, which methods are been used by the employer to judge their soft skills. This study seeks the answers of these aforesaid questions.

The rest of this paper is structured as follows. **Section 2** provides a review of the relevant literature. **Section 3** postulates a theoretical model that captures a General Linear Model. The results of analysis, as well as descriptive statistics are set out in **Section 4**. **Section 5** presents some concluding remarks.

Literature Review

Mustafa et al. (2013) revealed that skill acquisition and competence have a positive relationship to task performance by surveying 220 respondents using inferential correlation analysis. Their descriptive data analysis revealed that employers prefer teamwork and personal management skills.

Ahmed & Crossman (2008) examined employability skills of the business graduates of private universities in Bangladesh and found that business graduates of Bangladesh have tremendous opportunities in employment but there must be an alignment between the qualities of the graduates and the needs of the employers. They suggested that employers in Bangladesh and the business education curriculum developers should come forward for making a positive effect on the graduate employability.

Carpini & Casey (2014) suggested that soft skills are as important as hard skills as an indicator of job performance. Company values soft skill which is comprises of habits, attitudes, personal qualities and social graces.

Pereira (2013) tested several soft skills such as communication skills, decision making ability, inter-personal skills, self trust etc. and suggested that academic curriculum and soft skills should be integrated as they are a vital component for employment. Universities need to play a significant role rather than settling, producing and spreading instrumental skills as there is a need of critical, cooperative, initiative spirit and creativity.

Titumir & Hossain (2003) found that core skills, education and training are the major determinants of employability in the labor market. They argued that work environment has gone through a rapid transformation in the line of globalization and technical changes and there is lack of master and comprehensive plan for skill formation in Bangladesh.

Saunders & Zuzel (2010) found a strong correlation between employers' and graduate students' perception amongst the employability skills. They ranked team work, enthusiasm and dependability as the highest order skills whereas networking, negotiation, commercial awareness and knowledge skills were ranked as lowest order.

Vijayalakshmi (2016) explained soft skills as the need of professional competency in the light of interpersonal and intrapersonal skills. Students need to be trained in soft skills for gaining professional competency as it is more important nowadays than that of technical skills.

Lee & Lee (2011) explored soft skills such as positive attitudes, interpersonal relationships, open-mildness, teamwork, creativity and communication skills by applying factor analysis, t-test and ANOVA and suggested that teachers must be well equipped with soft skills to improve their employability.

Lavy & Yadin (2013) revealed that human interaction skills, common skills, task interaction skills and organization skills are the top most skills by surveying the general and IT employers. Soft skills are equally important as technical skills for the success of the employees. They demonstrated a conceptual shift regarding the importance of soft skills in last decade.

Halim et al. (2013) explored the employability skills required by the employers and identified some employability skills such as thinking skills, interpersonal skills, personal qualities, basic skills, sourcing skills etc in the context of Malaysia. They ranked top 3 most desired skills such as personal qualities, basic skills and interpersonal skills on the basis of the survey mostly of human resource managers.

Rao (2016) suggested to equip with adequate knowledge such as transferable skills, job related skills and management skills to shortlist the employers as they are more concerned to recruit the desired talent for the achievement of organizational effectiveness and excellence considering the fact that there is a huge gap between job seekers and job providers in the context of employer – employee relationship.

Robles (2012) identified top 10 soft skills such as work ethic, integrity, teamwork, flexibility, communication, flexibility, courtesy, professionalism, responsibility, positive attitude, social skills etc that employers want to have in new employees. It was found that communication, integrity and courtesy are the most significant interpersonal skills that are critical in today's job market to communicate effectively on the workplace.

Koka & Rahman (2015) stated that highly skilled employees are demanded as a result of globalization and technological development. They presented the importance and requirements of soft skills as a need of establishing employability skills in IT MNCs. They further investigated whether the attributes that employers seek could be identified by the engineering graduates or not.

Adnan et al. (2012) highlighted real estate graduates' employability in Malaysia by dint of identifying the key soft skills of MOHE, Malaysia. They suggested that soft skills could be developed by developing existing syllabus, developing stand alone subjects, developing campus life, developing support programs, developing schools, developing the faculty activities at formal and informal level and last but not least developing industrial training.

Dharmarajan et al. (2012) explored the essential of soft skills and suggested that without learning soft skills students become a liability. To acquire soft skills, faculties must take initiative to play a major role by imparting the courses and of course making sure that soft skills are being practiced by the students.

Premuzic et al. (2010) assessed the development and importance of 15 soft skills and found a significant link to individual differences in the context of education. They identified a latent relationship between students' performance and soft skills in the context of personality and academic performance. They also replicated an association between academic performance and soft skills inventory structure. They further examined a negative relationship between importance of soft skills and IQ measure.

Pachauri & Yadav (2014) indentified the weakness of teachers developed by teacher education institutions in terms of soft skills. They suggested that teachers must be of excellent attitude, ethical and moral values. They have to be very conscious in designing soft skills as to be live in line of globalization. They identified and chosen some soft skills that must be implemented by in teacher education programme such as leadership skills, ethics, moral and professionalism, entrepreneur skills, life- long learning and information management, team work force, thinking skills and problem solving skills and communicative skills.

Ghosh (2007) suggested that soft skills should be developed to enhance the employability. Thinking out of the box and being genuine are the major soft skills that have an impact on employability. Employees need to practice soft skills in their work place automatically and instinctively.

Zaman & Hasan (2015) described soft skills for entry level employees considering the execution of setting a scale of skill development standard. They examined the relationship between organizational performance and selecting the right employees which is statistically authentic. Organizational outcomes heavily depend on indentifying and executing need and employability skills respectively.

Raihan (2014) established the collaboration between industry and TVET to expedite employability skills. It has been recommended that training should be given on contemporary skills to minimize the gap by forming networks with the institutions of TVET.

Jain (2013) urged a need of a partnership between university and government which should be economic, inclusive, and symbolic and time efficient for achieving skill development goal by analyzing secondary sources of data. It could be the foundation of economic and social development of any country.

Chowdhury & Miah (2016) offered a development method of skill scale of multidimensional employability. Their study found that there were variations remarkable variations between students and employers in opinion regarding entry level employability skills and those skills are negotiation ability, team leading ability, judgment ability, problem-solving ability, pro activity etc. They analyzed these skills based on 620 survey responses.

Pool & Sewell (2007) developed a straightforward and practical employability model. They defined the meaning of employability and suggested directions for interactions among various elements. They depicted the value of employability by the dint of the model titled "Key to Employability" and concluded that no one is perfectly employable which is a lifetime issue.

Corker & Holland (2015) introduced students in the light of experience of working to skills and employability based on an assessment task and a workshop. They presented the prospects of this approach on the basis of the survey of the first year's students came up with the required skills such as time management, independence, planning and organization, written communication, computer skills, self motivation, analysis and investigation, commercial awareness, teamwork, and verbal communication.

Mamun (2012) showed that soft skills such as problem solving skills, positive attitude, effective communication etc are the key to have better chances in the corporate world. Thus this paper provided an overview that is concerned in the workplace among the employers regarding the soft skills of the students.

Jonck & Walt (2015) reported a comparison between the public sector and private sector regarding the employability skills of graduates by testing a sample of employers consisting of 250 from private sector and 253 from public sector of the Mangaung area, South Africa. They found that only interpersonal skills and self-responsibility are the differences between the public sector and private sector. Course curricula could be developed to eradicate the differences between these two sectors.

Chisty et al. (2007) examined the imbalances in the expectations of the employers in Bangladesh in graduate level which has been an alarming problem. They suggested work based education in the country, to develop course curricula, teaching material, to restructure assessment policy, to modernize infrastructure facilities, to train the faculties, to facilitate linkage programs between society and education etc after surveying 215 respondents.

Khan & Chaudhury (2012) presented an overview of the employment in Bangladesh in major employment sectors in the light of English proficiency level and soft skills. Their results revealed that business houses use English extensively by conducting semi-structured interviews on 30 employers. They suggested that ELT curricula should be revised on the basis of the feedback from the stakeholders.

Hamid et al. (2014) identified the significant employability skills the corresponding development approaches in Malaysia. They found English proficiency, writing effective English and critical thinking as the most significant skills. Work-integrated learning was found to be the most effecting approaches for skill development along with campus life activities, non-academic support programs, embedded subject model, academic support programs and stand alone subject model.

Stevens & Campion (1994) reviewed few literatures to assess the requirements for teamwork such as knowledge, skills and ability. They also examined traditional HR systems to consider the implications of personal selection and staffing, research issues, career development, compensation and job analysis and offered some managerial guidance to practice.

Cicekil (2013) focused on the qualities such as willingness to work, interpersonal skills and analytical skills that employers seek and need from undergraduate employees. It was also found that in some cases employers also seek qualities such as education or industry/job specific qualities and the communication skills as the most generic skill. Inter-cultural studies were also recommended for new graduate employees by the organizations.

After reviewing the above literatures, it could be concluded that most of the researchers ignored to evaluate feedback after analyzing the soft skills that influencing the employment decision of the employers. And hence this study not only examined these soft skills but also intended to fill up these gaps by examining the methods of judging these soft skills, by assessing students' awareness regarding those significant soft skills and by examining the methods of measuring the improvement of learning the soft skills among the business graduates.

Objectives of the Study

The broad objective of this study is to analyze the key soft skills that influence the employment decision of the employers in the setting of Dhaka city. The specific objectives are:-

* To find out the most significant skills that influences the employment decision of employers.
* To assess how employers judge the specific soft skills.
* To find out whether students have awareness regarding these soft skills or not.
* To examine the methods of measuring the improvement in learning soft skills.

Methodology

This study is conclusive in nature. This study is based on 10 soft skills, students awareness regarding the 4 significant soft skills, 5 common methods of judging the soft skills employees and 5 parameters of learning soft skills for measuring the improvement in learning soft skills which were been collected through the questionnaire survey. Target population was both male and female business graduates of different private and public universities and employers of Dhaka city from different sectors such as government and private. 201 respondents of employers, 152 respondents from private organizations and 49 respondents from government organizations, 209 respondents of business students both male and female students from different private and public universities have been taken as sample size. As sampling technique, non probability random sampling has been preferred. A questionnaire survey (both open ended and close ended) has been conducted through face to face to collect data. 19 questions have been included to identify the key soft skills, 16 questions have been included to identify the awareness of the students regarding the most significant soft skills, 14 questions have been included to assess how employers judge soft skills and 17 questions have been included to examine the methodology of measuring the improvement in learning the soft skills and these questions have been collected by reviewing several literature. All the respondents responded on the basis of 5 point Likert Scale ranging from 1 strongly disagree to 5 strongly agree and 3 is considered as neutral point. For testing the reliability, Cronbach's Alpha has been applied. Descriptive statistics of soft skills, student's awareness and other variables have also been shown. KMO and Bartlett's tests have been examined to check adequacy of sampling and to measure the strength of the relationship among variables respectively. A

General Linear Model has also been used to investigate the level of significance among the attributes of soft skills. ANOVA has been used to test the variance among or between groups. To accomplish the purpose the following hypotheses have been tested.

H_{1a} - There is significant influence of strong work ethic in employment decision making.

H_{2a} - There is significant influence of positive attitude in employment decision making.

H_{3a} - There is significant influence of good communication skills in employment decision making.

H_{4a} - There is significant influence of time management abilities in employment decision making.

H_{5a} - There is significant influence of problem-solving skills in employment decision making.

H_{6a} - There is significant influence of acting as a team leader in employment decision making.

H_{7a} - There is significant influence of comprehension/thinking skills in employment decision making.

H_{8a} - There is significant influence of ability to accept and learn from criticism in employment decision making.

H_{9a} - There is significant influence of flexibility/adaptability in employment decision making.

H_{10a} - There is significant influence of working well under pressure in employment decision making.

H_{11a} – There is significance of students' awareness regarding good communication skills in employment decision.

H_{12a} – There is significance of students' awareness regarding problem-solving skill in employment decision.

H_{13a} – There is significance of students' awareness regarding working well under pressure in employment decision.

H_{14a} – There is significance of students' awareness regarding comprehension/thinking skills in employment decision.

H_{1b} - There is significance of multiple choice fashions as a method of judging the soft skills of graduates.

H_{2b} - There is significance of self assessment as a method of judging the soft skills of graduates.

H_{3b} - There is significance of focusing on complex scenario as a method of judging the soft skills of graduates.

H_{4b} - There is significance of peer pressure as a method of judging the soft skills of graduates.

H_{5b} - There is significance of team project dynamics as a method of judging the soft skills of graduates.

H_{1c} - There is significance of willingness to change as a method of measuring improvement in learning soft skills of graduates.

H_{2c} - There is significance of training as a method of measuring improvement in learning soft skills of graduates.

H_{3c} - There is significance of evaluation as a method of measuring improvement in learning soft skills of graduates.

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H_{4c} - There is significance of self reflection as a method of measuring improvement in learning soft skills of graduates.

H_{5c} - There is significance of goal setting as a method of measuring improvement in learning soft skills of graduates.

H_{6c} - There is significance of practice as a method of measuring improvement in learning soft skills of graduates.

Theoretical Framework

Employment decision is considered as the dependent variable. Soft skills like strong work ethic, positive attitude, good communications skills, time management abilities, problem-solving skills, acting as a team leader, comprehension/thinking skills, ability to accept and learn from criticism, flexibility/adaptability and working well under pressure and student's awareness regarding these soft skills are considered as independent variables. 5 methods of judging the soft skills such as multiple choice fashion, self assessment, focusing on complex scenario, peer pressure and team project dynamics and 6 methods of measuring improvement in learning soft skills such as willingness to change, training, evaluation, self reflection, goal setting and practice are been considered as variables. Most of the soft skills are identified and peaked from the relevant review of literatures and hence each of the skills and methods are related to the subject. Literature supports these attributes of soft skills based on choice theory. The attributes of the concerned soft skills and methods are listed (Table 1) and defined below:-

Table 1: **Attributes and Methods of Judging and Measuring the Improvement in Learning Soft Skills**

Attributes of Soft Skills	Methods of Judging Soft Skills
• Strong Work Ethic • Positive Attitude • Good Communication Skills • Time Management Abilities • Problem-Solving Skills • Acting as a Team Leader • Comprehension/Thinking Skills • Ability to Accept and Learn from Criticism • Flexibility/Adaptability • Working well under Pressure	• Multiple Choice Fashions • Self Assessment • Focusing on Complex Scenario • Peer Pressure, • Team Dynamics
Students' Awareness regarding the Key Soft Skills	**Methods of Measuring the Improvement in Learning Soft Skills**
• Good Communication Skills • Problem-Solving Skills • Working well under Pressure • Comprehension/Thinking Skills	• Willingness to Change • Training • Evaluation • Self Reflection • Goal Setting • Practice

Source: Authors' Compilation

Definition

Strong Work Ethic: Employees use strong work ethic in the work place that comprises of some moral principles and it's vital for any company to achieve the goals.

Positive Attitude: Positive attitude is such an attribute that helps an employee to think positively which leads to success, optimism and happiness by avoiding worries and negative thinking.

Good Communication Skills: Good communication skills give commercial benefit to organizations, within or outside, as it's the ability to convey messages effectively and efficiently comprises of verbal, non-verbal and written communication.

Time Management Abilities: Time management ability is the ability of making maximum utilization of time by planning and exercising to increase productivity, effectiveness and efficiency.

Problem-Solving Skills: Problem-solving skills are such skills that make an employee worthy of solving the day to day problems at his or her work place within the stipulated time by demonstrating several examples.

Acting as a Team Leader: This ability makes an employee worthy of leading, directing, guiding and instructing for the purpose of achieving the key results by reporting to the managers.

Comprehension/Thinking Skills: It's a mental process of making sense of experience.

Ability to Accept and Learn from Criticism: It's an important life skill that depends on the reaction of the employees in the workplace in a professional way.

Flexibility/Adaptability: Flexibility/Adaptability makes an employee to change environments and circumstances and generate new ideas and also makes worthy of adaptable and resourceful.

Working well under Pressure: It relates to how employees response under pressure in the matter of urgency and stress in the workplace that requires attention, constraints of circumstances and burden of physical and mental distress.

Multiple Choice Fashions: This is a form of objective assessment to test the employees' conceptual thinking abilities.

Self Assessment: This is an assessment to an objective standard of oneself on his or her actions, performance and attitude in the workplace.

Focusing on Complex Scenario: It's a strategic planning method for long term planning in an organization by systems thinking or simulation games.

Peer Pressure: This is the influence from one's own group in the organization.

Team Dynamics: Team dynamics is the behavioral relationship among the members of the team or group that are connected by the assigned task of the group which is affected by roles and responsibilities among the members of the group or team.

Willingness to Change: It is the measure of emotional buy in and of the cognitive to the change.

Training: Training is the action of teaching a particular type of behavior or skill.

Evaluation: Evaluation is the making of a judgment about the value, amount and number of something in the work place.

Self Reflection: Self reflection is the meditation or serious thought about one's motives, characters and actions in the workplace.

Goal Setting: This is the process of identifying something that one wants to achieve in a specific timeframe.

Practice: Practice means doing repeated exercises to maintain or improve proficiency in performance or skill. (Robles, 2012)

Theoretical framework of employment decision of business graduates according to this study has been illustrated below:

Figure 1: Theoretical Framework of Employment Decision
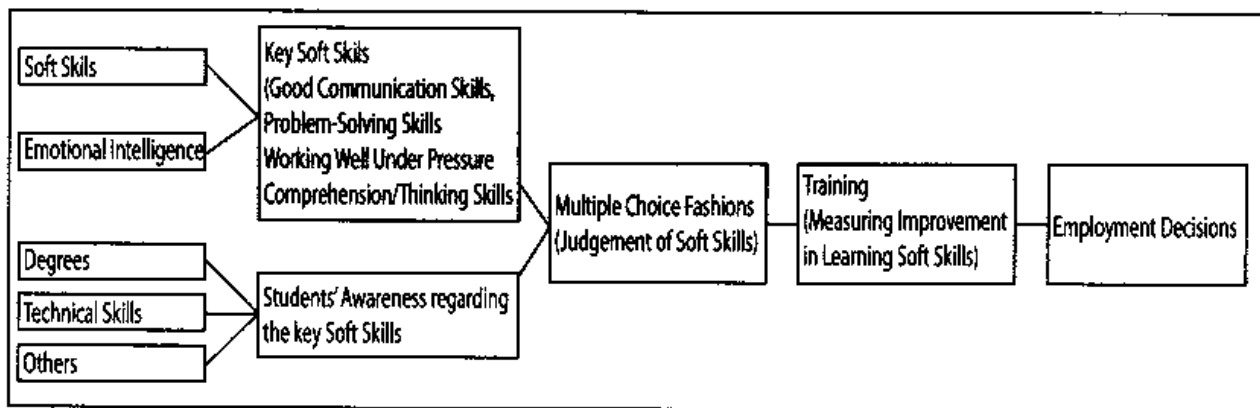
Source: Authors' Compilation

The general structure of the model explaining the relationships among employment decision, key soft skills and students' awareness regarding these key soft skills is depicted as follows:

Employment Decision = f (Key Soft Skills, Awareness of Students regarding these key soft skills)

Analysis:

The Cronbach's alpha values were tested to check the reliability of the key soft skills and it was found that all the key variables are reliable and consistent such as good communication skills (0.856), problem solving skills (0.811), working well under pressure (0.708) and comprehension/thinking skills (0.602) as their alpha values range from 0.00 to 1.00 (Table 2).

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Table 2: **Reliability Statistics**

Key Soft Skills	Cronbach's Alpha
Good Communication Skills	0.856
Problem-Solving Skills	0.811
Working Well Under Pressure	0.708
Comprehension/Thinking Skills	0.602

Source: Estimated

Descriptive analysis of soft skills, students' awareness regarding the significant soft skills, methods of judging soft skills and methods of measuring the improvement in learning soft skills are shown below in Table 3, Table 4, Table 5 and Table 6 respectively:

Table 3: **Descriptive Statistics of Soft Skills**

Attributes of Soft Skills	Mean	Std. Deviation	Analysis N
Strong Work Ethic	2.24	0.748	201
Positive Attitude	2.10	1.100	201
Good Communication Skills	3.44	1.311	201
Time Management Abilities	2.36	1.016	201
Problem-Solving Skills	3.19	1.216	201
Acting as a Team Leader	2.6866	0.66466	201
Comprehension/Thinking Skills	3.111	1.126	201
Ability to Accept and Learn from Criticism	2.5453	0.66300	201
Flexibility/Adaptability	2.6648	0.85541	201
Working well under Pressure	3.170	1.128	201

Source: Estimated

Table 4: **Descriptive Statistics of Students' Awareness regarding the Significant Soft Skills**

Most Significant Attributes of Soft Skills	Mean	Std. Deviation	Analysis N
Good Communication Skills	3.49	1.211	209
Problem-Solving Skills	3.15	1.123	209
Working well under Pressure	3.26	1.105	209
Comprehension/Thinking Skills	3.45	1.117	209

Source: Estimated

Table 5: **Descriptive Statistics of Methods of Judging Soft Skills**

Methods of Judging Soft Skills	Mean	Std. Deviation	Analysis N
Multiple Choice Fashions	3.19	0.566	201
Self Assessment	2.99	0.471	201
Focusing on Complex Scenario	2.87	0.488	201
Peer Pressure	3.12	0.577	201
Team Dynamics	2.95	0.543	201

Source: Estimated

Table 6: **Descriptive Statistics of Methods of Measuring the Improvement in Learning Soft Skills**

Methods of Measuring the Improvement in learning Soft Skills	Mean	Std. Deviation	Analysis N
Willingness to Change	3.11	0.861	201
Training	3.33	1.123	201
Evaluation	3.42	1.234	201
Self Reflection	2.87	0.781	201
Goal Setting	3.62	0.674	201
Practice	3.57	0.740	201

Source: Estimated

The value of KMO test of soft skills is 0.605 which is barely acceptable as far as sampling adequacy is concerned. Bartlett's sphericity shows a significance level which is less than 0.05 meaning that null hypothesis could be rejected. The results of KMO test and Bartlett's tests are shown below in Table 7.

Table 7: **KMO and Bartlett's Test of Soft Skills**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.605
Bartlett's Test of Sphericity	Approximate Chi-Square	245.632
	df	54
	Sig.	0.000

Source: Estimated

To find out the most significant soft skills that influence employment decision we need to estimate the values of extraction methods which are depicted in Table 8:

Table 8: Extraction Method: Principal Component Analysis of Soft Skills Affecting Employment Decision

Attributes of Soft Skills	Initial	Extraction
Comprehension/Thinking Skills	1.000	0.685
Positive Attitude	1.000	0.570
Flexibility/Adaptability	1.000	0.600
Time Management Abilities	1.000	0.600
Strong Work Ethic	1.000	0.536
Acting as a Team Leader	1.000	0.562
Good Communication Skills	1.000	0.761
Working well under Pressure	1.000	0.707
Problem-Solving Skills	1.000	0.750
Ability to Accept and Learn from Criticism	1.000	0.599

Source: Estimated

All the extraction values are more than 0.5 meaning that further analysis should be pursued to find out the most significant soft skills that influence the employment decision (Table 8).

Table 9: Extraction Method: Total Variance Explained in Attributes of Soft Skills.

Component	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.201	21.008	21.008	2.201	21.008	21.008	1.468	15.222	15.222
2	1.501	14.544	35.552	1.501	14.544	35.552	1.464	14.705	29.927
3	1.064	10.568	46.12	1.064	10.568	46.12	1.334	13.526	43.453
4	1.060	9.615	55.735	1.060	9.615	55.735	1.252	12.282	55.735
5	0.713	9.065	64.8						
6	0.523	8.380	73.18						
7	0.473	7.736	80.916						
8	0.441	6.761	87.677						
9	0.400	6.305	93.982						
10	0.617	6.018	100						

Source: Estimated

Only 55.735% variance explained within 4 components in above Table 9 meaning that 4 components will be fitted to the model by factor analysis. From the above Table 9, it is observed that except 4 components each of the components has an Eigen value less than 1. The cumulative variance of extraction sums of square loadings is mostly explained by component 4 which is 55.735% (Table 9). The rotated component matrix is shown in the below Table 10:

Table 10: **Rotated Component Matrix of Soft Skills.**

Attributes of Soft Skills	Component			
	1	2	3	4
Comprehension/Thinking Skills	0.706			
Strong Work Ethic	0.650			
Positive Attitude				
Working well under Pressure		0.820		
Time Management Abilities		0688		
Acting as a Team Leader				
Problem-Solving Skills			0.856	
Ability to Accept and Learn from Criticism			0.726	
Flexibility/Adaptability				
Good Communication Skills				0.900

Source: Estimated

The 4 components which are showing the highest loadings positively are good communication skills as component 4, problem-solving skills as component 3, working well under pressure as component 2 and comprehension/thinking skills as component 1. This Rotated Component test provides support for alternative hypothesis H_{3a}, H_{5a}, H_{7a} and H_{10a} (Table 10). Good communication skills alone have an average correlation 0.404 within the highest correlation 1 which significant with a very small value 0.000 (Table 11).

Table 11: **Correlation of Good Communication Skills with Employment Decision**

		Employment Decision New	Good Communication Skills
Employment Decision	Pearson Correlation Sig. (2-tailed) N	1 201	0.404 0.000 201
Good Communication Skills	Pearson Correlation Sig. (2-tailed) N	0.404 0.000 201	1 201

Source: Estimated

Now, students' awareness regarding these 4 influential soft skills is measured through ANOVA. It is observed that how significantly employment decision varied with the variance of the most important attributes of students' awareness regarding the soft skills. In the below Table 12, ANOVA of students' awareness regarding the significant soft skills is given. Awareness of students regarding good communication skills is significantly influencing employment decision which provides support the hypothesis H_{11a} (Table 12).

Table 12: **Test of Analysis of Variance of Employment Decision on the basis of Attributes of Students' Awareness regarding the Soft Skills**

Attributes of Students' Awareness	Sum of Square	df	Mean Square	F	Sig.
Good Communication Skills	2.828	2	0.870	5.128	0.001
Comprehension/Thinking Skills	2.132	2	0.737	3.760	0.089
Working well under Pressure	1.466	2	0.515	2.603	0.064
Problem-Solving Skills	1.202	2	0.423	2.230	0.039

Source: Estimated

The value of KMO test of methods of judging soft skills is 0.703 which is barely acceptable as far as sampling adequacy is concerned. Bartlett's sphericity shows a significance level which is less than 0.05 meaning that null hypothesis could be rejected. The results of KMO test and Bartlett's tests are shown below in Table 13.

Table 13: **KMO and Bartlett's Test of Methods of Judging Soft Skills**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.703
Bartlett's Test of Sphericity	Approximate Chi-Square	210.521
	Df	55
	Sig.	0.000

Source: Estimated

To find out the most significant methods of judging soft skills, we need to estimate the values of extraction methods which are depicted in table 14:

Table 14: **Extraction Method: Principal Component Analysis of Judging Soft Skills**

Methods of Judging Soft Skills	Initial	Extraction
Multiple Choice Fashions	1.000	0.485
Self Assessment	1.000	0.400
Focusing on Complex Scenario	1.000	0.470
Peer Pressure	1.000	0.400
Team Dynamics	1.000	0.425

Source: Estimated

All the extraction values are less than 0.5 meaning that further analysis need not to be pursued to find out the most significant method of judging soft skills (Table 14). It has been observed from Table 14, that the most significant method of judging the soft skills is multiple choice fashions (0.485) which provide support for hypothesis H_{1b}. The value of KMO test of methods of measuring the improvement in learning soft skills is 0.699 which is barely acceptable as far as sampling adequacy is concerned. Bartlett's sphericity shows a significance level which is less than 0.05 meaning that null hypothesis could be rejected. The results of KMO test and Bartlett's tests are shown below in table 15.

Table 15: **KMO and Bartlett's Test of Methods of Measuring the Improvement in Learning Soft Skills**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.699
Bartlett's Test of Sphericity	Approximate Chi-Square	249.322
	Df	51
	Sig.	0.000

Source: Estimated

To find out the most significant methods of measuring the improvement in learning soft skills, we need to estimate the values of extraction method which are depicted in Table 16:

Table 16: **Extraction Method: Principal Component Analysis of Methods of Measuring the Improvement in learning Soft Skills**

Methods of Measuring the Improvement in learning Soft Skills	Initial	Extraction
Willingness to Change	1.000	0.468
Training	1.000	0.498
Evaluation	1.000	0.469
Self Reflection	1.000	0.420
Goal Setting	1.000	0.449
Practice	1.000	0.485

Source: Estimated

All the extraction values are less than 0.5 meaning that further analysis need not to be pursued to find out the most significant method of measuring the improvement in learning soft skills (Table 16). It has been observed from Table 16, that the most significant method of measuring the improvement in learning the soft skills is training (0.498) which provides support for hypothesis H_{2c}.

Summary of Findings:

The findings of the study are as follows:-

1. Among the 10 soft skills, good communication skills, problem-solving skills, working well under pressure and comprehension/thinking skills have greatly influenced employment decision making of business graduates.
2. Good communication skill is the most influential one and highly correlated.
3. Among the most 4 attributes of students' awareness, business graduates are more aware of good communication skills and comprehension/thinking skills which also affects the employment decision.
4. Multiple choice fashions are the most effective methods of judging business graduates' soft skills.
5. Training is the most effective method of measuring the improvement of learning soft skills.

Conclusions & Recommendations:

This study reveals that employment of business graduates in Dhaka city is greatly influenced by the soft skill such as good communication skill and also influenced by the awareness of business graduates regarding this skill. This study also demonstrated the key method of judging these soft skills such as multiple choice fashions and also identified the most effective method of measuring the improvement of learning soft skills such as training. To ensure the employability of the business graduates, they need to be assigned to the right organizations in accordance with their strength in soft skills such as communication skills, comprehension/thinking skills and problem-solving skills etc. Furthermore, to enhance their employability skills, relevant task should be assigned. Business students need to be integrating soft skills such as communication skills, problem solving skills and comprehension/thinking skills in their academic curriculum more and more so that they could face the test of proving soft skills such as multiple choice fashions and so that they could cope up with the training modules and methods of the aforesaid organizations though it's a very positive sign that business students are aware of these soft skills nowadays. Such soft skills and methodology of identifying and measuring soft skills must be communicated and shared significantly to the academic community so that it could be properly incorporated in the curriculum and practiced to be fitted and in the workplace and to fulfill the requirement of workplace.

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