CHAPTER 5
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Based on the results of T-test, qualitative analysis of business communication syllabus of identified B-schools and interaction with subject faculty, each factor affecting business communication has been evaluated. Please find below the analysis and interpretation using the quantitative and qualitative approaches:

Summary of Quantitative Analysis:

Table 1: Reliability analysis on Corporate Expectations

<table>
<thead>
<tr>
<th>Factor</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>0.728</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>0.893</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>0.727</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>0.783</td>
</tr>
<tr>
<td>Non Verbal Communication</td>
<td>0.792</td>
</tr>
<tr>
<td>Communication Technology</td>
<td>0.854</td>
</tr>
<tr>
<td>Ethical &amp; Cultural</td>
<td>0.868</td>
</tr>
<tr>
<td>Personality</td>
<td>0.712</td>
</tr>
</tbody>
</table>

Table 2: Reliability analysis on Corporate Experience

<table>
<thead>
<tr>
<th>Factor</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
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<tr>
<td>Oral Communication</td>
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</tr>
<tr>
<td>Listening Skills</td>
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</tr>
<tr>
<td>Reading Skills</td>
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</tr>
<tr>
<td>Non Verbal Communication</td>
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<td>Communication Technology</td>
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<tr>
<td>Ethical &amp; Cultural</td>
<td>0.901</td>
</tr>
<tr>
<td>Personality</td>
<td>0.813</td>
</tr>
</tbody>
</table>
Table 3: T-Test (Paired Sample) Summary:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
<th>Corporate Expectation</th>
<th>Corporate Experience</th>
<th>Mean Difference</th>
<th>Sig.(2 Tailed)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>3.38</td>
<td>3.21</td>
<td>0.17</td>
<td>0.000</td>
<td>Null Hypothesis (H01) rejected</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3.22</td>
<td>3.08</td>
<td>0.14</td>
<td>0.001</td>
<td>Null Hypothesis (H02) rejected</td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td>3.37</td>
<td>3.03</td>
<td>0.34</td>
<td>0.000</td>
<td>Null Hypothesis (H03) rejected</td>
<td></td>
</tr>
<tr>
<td>Reading Skills</td>
<td>3.06</td>
<td>2.84</td>
<td>0.22</td>
<td>0.000</td>
<td>Null Hypothesis (H04) rejected</td>
<td></td>
</tr>
<tr>
<td>Non Verbal Communication</td>
<td>3.23</td>
<td>3.10</td>
<td>0.13</td>
<td>0.002</td>
<td>Null Hypothesis (H05) rejected</td>
<td></td>
</tr>
<tr>
<td>Communication Technology</td>
<td>3.47</td>
<td>3.50</td>
<td>-0.03</td>
<td>0.397</td>
<td>Null Hypothesis (H06) Accepted</td>
<td></td>
</tr>
<tr>
<td>Ethical &amp; Cultural</td>
<td>2.98</td>
<td>2.70</td>
<td>0.28</td>
<td>0.000</td>
<td>Null Hypothesis (H07) rejected</td>
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</tr>
<tr>
<td>Personality</td>
<td>3.37</td>
<td>3.18</td>
<td>0.19</td>
<td>0.000</td>
<td>Null Hypothesis (H08) rejected</td>
<td></td>
</tr>
</tbody>
</table>

1. **Written Communication:**

In the contemporary business environment effective written communication is very critical. It is very important to understand the professional way of writing as written messages not only goes into record but also people make perception basis them. Effective writing involves appropriate choice of words, their correct organization in sentences formation as well as sentences cohesion. Written Communication helps in laying down principles, policies and rules for functioning of an organization. (Written communication includes, n.d.)

People ranging from top executives to administrative staff as well as their clients, co-construct their professional identities and relationships through their writing. (Ngwenyama and Lee, 1997)

\( H_1: \) There is no gap in the knowledge of management students and corporate expectations with respect to Written Communication
Quantitative Analysis
Interpretation:
To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for written communication expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly 1978)

SPSS output shows that sig. (2 tailed) value is 0.000(Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on written communication of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.38 and mean for experience of corporate is 3.21 (Table 3), thus it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ written communication.

Qualitative Analysis:
(A) Learning outcome through Faculty interaction
Subject faculty has pointed out that unlike yesteryears; these days’ people give more emphasis on verbal communication rather than written communication. They further elaborated and said “Courtesy technology, people get lesser opportunities for writing as contact is made through face to face interactions. That is the reason people are not skilled in written communication and they try to cover this with superior verbal communication skills.”

Certain suggestions which came from business communication faculty to improve the standard of writing skills are as below,

Written communication should be given more emphasis while designing the syllabus. There should be more practical classes (tutorials / labs) to improve this skill. There should be small groups (Not more than 15 students in each group) for practical classes so that the faculty can give individual attention to the students. Students do not take writing skills seriously so the
faculty must emphasize and create the importance for written communication skills among students. Students are habitual of using short text/casual language in writing, which is not appropriate in professional environment. Corporate should also give their suggestions to improve the pedagogy and syllabus of written communication.

(B) Syllabus Content Analysis
Written communication is part of the syllabus in all the identified colleges. Students are provided with theoretical and practical aspect of written communication in one of the semester/term. Out of the identified sample of 5, only in one college the business communication subject in one of the semester is fully dedicated to written communication while in rest of colleges written communication is part of the subject wherein only few lecture/tutorials are allocated to improve writing skills.

2. Oral/Verbal Communication:
Oral communication implies speeches, presentations, meetings, discussions, conferences, interviews etc. – be it face to face or remote. Oral Communication is generally recommended where direct interaction is required.

Effective verbal communication is very much desired and expected from business professionals. It is important to have cogent oral communication skills as this is most frequently used in business dealings.

(Effective verbal communication, n.d.)

\[ H_2: \text{There is no gap in the knowledge of Management students and corporate expectations with respect to Oral Communication} \]

Quantitative Analysis
Interpretation:
To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for verbal communication expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly (1978))
SPSS output shows that sig. (2 tailed) value is 0.001 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Oral/Verbal communication of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.22 and mean for experience of corporate is 3.08(Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Oral/Verbal communication

To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for verbal communication expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly (1978)

**Qualitative Analysis**

(A) **Learning outcome through Faculty interaction**

Faculty has stated that verbal communication is covered theoretically as well as practically. B-school environment provides lot of exposure to students for verbal communication in their two years course. Mostly students join B-schools with decent verbal communication skills and thereafter the interaction while teaching (Lectures/Presentations/Discussions) gives them required understanding and exposure on verbal communication.

During interaction, business communication faculty has shared certain observations/suggestions to improve the verbal communication further and they are as below:

Mostly students speak in fluent English but they use casual approach while speaking. Students do not pay much attention on the usage of correct grammar. Students use slangs and modern vocabulary abruptly which may not be taken inappropriately in the corporate world. Such usage should be noticed and discouraged by the faculty while teaching. Students realize that in the dynamic and work oriented corporate environment, people hardly bother about verbal communication mistakes and think that maybe it is “cool” to use casual language. Group size in the practical classes (Tutorial/Lab) should not be more than 15 students so that Faculty can pay individual attention and point out the mistakes of the students and emphasize on correct and appropriate use of language. It was also suggested that student’s presentation should be recorded to analyze the
grammatical/punctuation mistakes that they make and the same should be improvised through mentoring and guidance.

(B) Syllabus Content Analysis
It is observed that verbal communication is covered both theoretically and practically in all the B-school of the sample. Not only in Business communication subject but in other subjects also students get many opportunities for individual/group presentations and discussions and through them they get enough exposure to improve their verbal communication skills.

3. Listening skills:
Listening is not same as hearing; it involves the process of selecting, attending, understanding and remembering (Beebe S & Beebe S., 1991). Listening is a significant part of communication process. Focus towards the speaker leads to better listening. From the perspective of fresh B-school campus recruits listening skills are very important to understand and follow instructions. Communication cannot take place until and unless a message is heard and retained thoroughly and positively by the receivers/listeners. Effective listening promotes organizational relationships, encourages product delivery and innovation, as well as helps organization to deal with the diversity in employees and customers it serves.

H3: There is no gap in the knowledge of Management students and corporate expectations with respect to Listening Skills

Quantitative Analysis

Interpretation:
To know the internal consistency, the reliability of the data was checked. The cronbach’s alpha for Listening skills expectations and experiences is greater than 0.70(Table 2&3), which is acceptable reliability coefficient (Nunnaly (1978)
SPSS output shows that sig. (2 tailed) value is 0.000 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Listening skills of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.37 and mean for experience of corporate is 3.03 (Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Listening skills.

Qualitative Analysis

(A) Learning outcome through Faculty interaction
Faculty has confirmed that the theoretical aspect of listening is emphasized in the subject syllabus. They further point out that students have enough exercise on listening skills while attending lectures/discussions on various subjects. As mostly teaching is done through delivering lectures, students have to be attentive listener to score good marks in exams/assessments and to participate in the classroom (Class participation also carries certain marks in the faculty assessment).

They added that this exposure is sufficed to develop basic fundamental listening skills. However listening can be improved significantly if audio visual aids (specifically designed for improving listening skills), are used in tutorial/ lab classes. They also shared that it would be better if we use some scale to measure the reading skills of students.

(B) Syllabus Content Analysis
Listening is very much part of the business communication syllabus in 4 out of 5 B-school samples but its emphasis is limited to only 1 lecture /Session. There are no labs/tutorials to improve the listening skills specifically. In one B-school, listening skills are not at all part of the syllabus
4. **Reading Skills:**

Reading skills are as important as Writing skills. In day to day Business, it is required to read mails, memos, letters etc. and respond to them. Poor reading skills increase the time it takes to absorb and react in workplace. Active reading is asking questions while reading, using recall techniques, structure, annotation and summarizing. For the management professionals it is very important to have the ability to read between the lines and ability to understand the correct perspective.

**H4: There is no gap in the knowledge of Management students and corporate expectations with respect to Reading Skills**

**Quantitative Analysis**

Interpretation:

To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for Reading skills expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly (1978))

SPSS output shows that sig. (2 tailed) value is 0.000 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Reading skills of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.06 and mean for experience of corporate is 2.84 (Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Reading skills.

**Qualitative Analysis**

(A) **Learning outcome through Faculty interaction**

Faculty has pointed out that the students of the B-schools are at the post graduate level and they have well developed reading skills. They further added that reading skills are more to do with the analytical skills and students develop them as a part of the professional training.
(B) Syllabus Content Analysis

It is observed through structuring content analysis that Reading skills are not the part of the business communication syllabus in any B-school of the sample.

They have defended the exclusion of reading skills from the business communication syllabus by pointing out that the reading skills are particularly developed while reading case studies and case studies are a regular feature of almost all the management subjects. They further added that the gap in reading skills is mainly due to the casual approach of the B-school students.

5. Non-Verbal Communication Skills:

According to Burgoon and Saine, nonverbal communication is defined as the “Attributes or actions of humans, other than the use of words themselves, which have socially shared meaning, are intentionally sent or interpreted as intentional, are consciously sent or consciously received, and have the potential for feedback from the receiver.” (Burgoon, J.K. & Saine, T., 1978)

Physical expressions reveal many things about the person using them. For example, gestures can emphasize a point or relay a message, posture can reveal boredom or great interest, and touch can convey encouragement or caution (Engleberg, Isa N, 2006). Managing our own body language is important, the better we manage our body language, the stronger our communication will become. (Cole, K., 2001)

Hs: There is no gap in the knowledge of Management students and corporate expectations with respect to Non Verbal Communication

Quantitative Analysis

Interpretation:

To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for Non-verbal skills expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly, 1978)
SPSS output shows that sig. (2 tailed) value is 0.002 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Listening skills of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.23 and mean for experience of corporate is 3.10(Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Non-verbal communication skills.

**Qualitative Analysis**

**(A) Learning outcome through Faculty interaction**

Faculty has agreed that non-verbal communication is very important and students should give due importance to it. They further added that it is very critical for new joiners in the organization as their seniors are making a perception about them and body language and gesture influence the perception greatly.

They further pointed out that although non-verbal communication is part of the syllabus but it is limited to only 2-3 sessions (Lecture & Tutorial). Considering the criticality of the topic it should have more content and more contact hours. Students tend to take this aspect of communication lightly and commit some obvious “don’ts” while dealing professionally. Content should also cover Vocalics, Haptics and Proximics along with the Kinesics.

**(B) Syllabus Content Analysis**

Non-verbal skills are integral part of the syllabus and it is present in all the B-schools which were included in the sample. Nonverbal skills are explained theoretically and through practical classes also. Non-verbal skills majorly include Kinesics.
6. Communication Technology:

Modern information technologies provide inexpensive, fast, capable and reliable means of supporting communication. Networked computer systems, like the internet, intranet and extranets are the enabling platforms that support communication (Swati.S, 2006)

Advancement in communication and technology has changed the pace and face of business. Internet, email, cell phones and blackberries have made it easy to work from home. Email communication is incontestably a crucial component of everyday business life. (Rice, R.E. & Case,D.,1983)

\( H_6: \text{There is no gap in the knowledge of Management students and corporate expectations with respect to use of Technology in Communication} \)

Quantitative Analysis

Interpretation:

To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for Communication Technology expectations and experiences is greater than 0.70(Table 1 & 2), which is acceptable reliability coefficient (Nunnaly (1978)

SPSS output shows that sig. (2 tailed) value is 0.397 which is more than 0.05(Table 3), thus Null hypothesis is accepted. So it can be concluded that there is no significant difference between corporate expectation and experience on Technological skills of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.47 and mean for experience of corporate is 3.50(Table 3). Thus, it can be concluded that there is no significant difference in the experience of the corporate in reference to B-school campus recruits’ Communication Technology skills.
Qualitative Analysis

(A) Learning outcome through Faculty interaction
Faculty has agreed the importance of communication technology but students at this level are very much aware about the functioning of mentioned essential attributes. These attributes need not be covered along with the subject as students are already very well versed to the usage of technology. They further added that if they realize that there are students who are not familiar with these basic things, then they deal with them separately and make them learn, however there is no need to cover this in the syllabus.

(B) Syllabus Content Analysis
It is observed that communication technology is not covered in the Business communication syllabus with much emphasis. Use of Internet is practiced only in one B-school of the sample. Mostly communication technology is present only to the extent of making good quality audio visual presentations.

7. Ethical & Cultural Diversity:
Increased and improved communication in today’s internet age has led to intercultural communication. These days we have multicultural organizations. An issue of race, gender, ethnicity, language and sexual orientation become hot issue in national politics, so they actually affect the workplace. (Hattersley M. & Mcjannet L., 1997). People talk and communicate across states, cultures, and / or religion. While technology has made communication faster and easier, it is important that intercultural communication is handled with a lot of sensitivity. Since management graduates get the chance to work in different locations and have to interact with variety of people for the business dealing it is very critical for them understand and deal sensibly with ethical and cultural diversity.

H7: There is no gap in the knowledge of Management students and corporate expectations with respect to Ethical & Cultural Diversity
Quantitative Analysis

Interpretation:
To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for Ethical and Cultural diversity expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly 1978)
SPSS output shows that sig. (2 tailed) value is 0.000 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Ethical & Cultural knowledge of B-school campus recruits.
In this case, the mean for expectations of corporate is 2.98 and mean for experience of corporate is 2.70 (Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Ethical & Cultural knowledge.

Qualitative Analysis

(A) Learning outcome through Faculty interaction
Faculty has agreed to the importance of understanding ethical and cultural diversity while communicating. They defended the non-inclusion of this particular topic by mentioning the limited contact hours that are allotted for this subject wherein they will have to cover many aspects of business communication. They further added that ethical and cultural diversity is emphasized in other behavioral subjects.

(B) Syllabus Content Analysis:
This aspect of business communication is covered in only two B-schools as cross cultural communication wherein the emphasis on ethical and cultural diversity is limited to only one session. However in rest of the sample B-schools, it is not the part of syllabus.
8. **Personality:**

Personality is a set of qualities that make a person distinct from others. The word Personality originates from the Latin word “Persona“ which means a mask. (Mitra.B., 2011). Confidence and a positive approach are very helpful in effective communication. Nervousness and over excitement lead to stammering and ineffective communication. One should learn to keep control on self-emotions and be very careful about what is being said and how it is said.

**H₈: There is no gap in the knowledge of Management students and corporate expectations with respect to the importance of good Personality**

**Quantitative Analysis**

**Interpretation:**

To know the internal consistency the reliability of the data was checked. The cronbach’s alpha for Personality expectations and experiences is greater than 0.70 (Table 1 & 2), which is acceptable reliability coefficient (Nunnaly, 1978)

SPSS output shows that sig. (2 tailed) value is 0.000 (Table 3) which is less than 0.05, thus Null hypothesis is rejected. So it can be concluded that there is a significant difference between corporate expectation and experience on Personality traits of B-school campus recruits.

In this case, the mean for expectations of corporate is 3.37 and mean for experience of corporate is 3.18 (Table 3). Thus, it can be concluded that there is a significant difference in the experience of the corporate in reference to B-school campus recruits’ Personality traits.

**Qualitative Analysis**

**(A) Learning outcome through Faculty interaction**

Faculty has pointed out that the Personality is not the direct part of the business communication but has agreed that good personality helps in making effective business communication. They further said in today’s world where interpersonal communication is very critical to become a successful professional, having pleasant personality holds the key. They agreed that more emphasis can be given on personality development especially for the topics like emotional intelligence and professional etiquettes in the syllabus. They also stated that
students can take this as a self-development exercise rather than just depending on syllabus or class room teaching. Faculty further added that mostly students know what the desired personality is in the professional world but they keep a very casual approach towards it and their slackness is more responsible for this gap in personality attributes. They also pointed out that there is limited number of contact hours allocated for business communication and that is why they can only cover the topics which are related to core business communication.

(B) Syllabus Content Analysis
The mentioned attributes of personality are concisely present in the syllabus of business communication. Out of the 5 B-schools considered in the sample, only in one B-school, Business Etiquettes was covered in the syllabus and in another one B-school Emotional Intelligence is covered as a subject. In one of the B-school business etiquettes are emphasized along with employment skills and not as a separate subject. However in all the B-schools of the sample, Business etiquettes and mannerism were emphasized along with appropriate body language and gestures during the non-verbal communication sessions.

Other relevant Observations/Suggestions from the subject Faculty: Subject faculty of the sample B-schools have pointed out certain observations / suggestion related to the Business Communication. Their observations have helped in understanding the issues related to the subject in a better way. Certain key observations/suggestions are as follows,

- Students lack seriousness: Faculty has shared that students take this subject lightly and give more emphasis towards their specialization subject. They perceive business communication as a side subject and have a very casual approach towards it. In spite of knowing the appropriate way of communication they choose to use casual communication.
- Students who have work experience pay more attention towards the subject as they realize the fact that business communication is very important for success and growth no matter what is the specialization.
- Many students after coming from their summer training realize the importance of business communication but then the remaining time allocated to this subject is very less to improve the skills.
• Group size for tutorial classes: Group size should not be more than 15-18 students for tutorial classes then only faculty can give individual attention to them.

• Business Communication Subject in each semester/ Term: Business communication needs to be practiced and learn on continuous basis and that is why it is desirable that in every semester/term there should be a subject related to business communication. Also, all communication subjects should be integrated rather than being treated individually.

• Importance of the subject: Faculty must establish and create the importance of the subject in the very beginning of the course. Faculty should make the students realize the importance of having good communication skills. Faculty should also make the subject interesting and contemporary.

• Feedback from the Corporate: It is very important that corporate share their feedback from B-school and suggest the area of improvement. Corporate executives should be invited to interact with the students and explain the importance of business communication.

• Time slots for the Subject: Faculty has pointed out that usually while allotting the time slots business communication subjects take the back seat and better slots are assigned to the specialization subject. The business communication classes are arranged at such a time when students have a very limited attention.

• Etiquettes and Mannerism: Faculty has stated that in the modern world students don’t have the etiquettes and manners even at the personal level and this is reflected in their professional dealings. Students must be given adequate training on etiquettes and mannerism and this should be imbibed as an integral part of their life by continuous monitoring in the entire duration of their course / training