# EFFECTIVE ENGLISH COMMUNICATION SKILLS OF STUDENTS IN BBA (HONS) AT INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

**[1]MUHAMMAD HUSSAIN KHAN, [2]MUHAMMADADNAN KHAN, [3]SUFI AMIN**

[1]Teaching Research Associate, International Islamic University Islamabad, Pakistan
[2]Director HR, International Islamic University Islamabad, Pakistan
[3]PhD Scholar, International Islamic University Islamabad, Pakistan
E-mail: [1]muhammad.hussain@iiu.edu.pk

**Abstract -** Effective communication skills particularly in English language, lead the students to have better career as well as better job opportunities in the future. In the wake of this importance, the current study aims to investigate the students' English communication skills studying in BBA (Hons) at International Islamic University Islamabad. Survey research design was used to investigate the communication skills of the students. The population of the study comprised of all the students studying at BBA wherefrom a sample of 150 students was drawn. A valid and reliable communication scale developed by Susan Barkman and Krisanna Machtmes, Purdue University (2002), was used to collect data. The data was analyzed via percentage and frequency. The findings of the study indicated students' effective use of most of the non-verbal communication skills like voice, tone and body language. It was concluded the students need to work upon different areas of communication in order to excel in their academic and professional careers. Further research was recommended on larger population, comparative aspects and different disciplines.

**Keywords -** Communication Skills, Business Administration, English for Business Purposes, Verbal and non-verbal communication

## I. INTRODUCTION

The human beings have the ability to communicate on conscious as well as unconscious level. Ideas are expressed through language supported by body gestures. The language is effective when the listener takes interest and listen for information in order to reply. Rasel (2013) considered communication effective can occur in many different forms like written or oral Rasel (2013).

Human beings have the most sophisticated communication system. This is not found anywhere else i.e. in order species. Human beings are distinguished clearly on the bases of the superior communicative capabilities (Naeem, 2011).

In Pakistan, the medium of instruction at higher education level is English. It is due to many solid bases, although, there is a famous debate over the 'medium of instruction'; where some support Urdu and some English. Despite of this, it is the need of the time which must be met by the generation of the time. English language is used across the globe for communication. It takes many forms like emails, letter, telephonic or internet conversations and so on. There are many reasons for English to be the international language of the world. English is a scholarly language and many difficult and different terminologies are easily cleared by the standardized English language version with its phonetic and other scientific aspect. One striking reason is its' use in many beneficial activities of life including economics, market, international visits. In other words, it can be said that English helps people in becoming more modernized. English has become a source of knowing different cultures and enhanced cultural interaction of global scale especially though tourism and media (Honna, 2012).

It is important what is being said but more important than this is 'how something is said'. One of the most striking feature of language is that it is used to communicate. In fact, the language can be best taught through communication. The acquisition of language make one more fluent than the mere learning of it on conscious level. The process of acquisition is effective when the message are interchanged and understood properly where the main focus is upon the content of the message (Nunand, 2003).

## II. REVIEW OF RELATED LITERATURE

English language as a tool of communication is widely used now-a-days which is because of many reasons particularly due to its cultural legacy. Other reasons include travelling abroad, safety, getting educational opportunities and using communication on wider networks on internet. English has become the main language of communication on media as well. News are broadcasted, product and services are advertised, and most of the entertainment industry uses English language as medium of communication to wider audiences.

The developed nations across the globe has taken English as a corporate language. It means the wider business community uses English in companies like Rakusten and Fast Retailing. Discussion are being carried out on corporate level to make it more effective. It is one of the reason that different varieties of English courses have been developed including English for Business Purposes (Takahashi, 2010). Kowner (2002), Goldman (1994) and

Takshashi (2010) have also pointed out English on corporate level as having some benefits along with some problems. The companies have to take all these aspects into consideration. Welch et al., (2005) supported English as having the capacity to engage in cross-cultural communication which may help in expanding business opportunities. Similarly, English language may also be a barrier in communication.

Business across the globe are continuously strive to expand their activities. This lead the companies to advertise their products and services over media especially internet websites and television channels. Most of the audiences know English as being international language. That is the reason, most of the companies use English for that sake (Clark, 2012). Similarly, Bloch (1995) pointed out,The main reasons for business students to learn this language is to get more opportunities in future nationally and internationally in corporate world. Mastering communication in English language would enable the business students to be more successful professionally.

Communication is process that let the individual to coin messages, give them meanings and then interpret them. Interaction is the main factor for effective communication of ideas as forwarded by Aberg (2002). Communication can be considered as exchange of ideas (Castells, 2009). Communication takes two main parts; sender and receiver. The sender coin and send the message with some encoded meaning while the receiver receives and decode the message to unfold the meaning. Similarly, cultural background, the age, mode of conversion and context paly vital role in effective communication.

## III. OBJECTIVE

The study is meant to see and evaluate the communication skills of student.

**a. Questions**

What is the role of language skills in cross-cultural business communication?

How do English language skills affect students' performance?

**b. Hypothesis**

There is no significant.

H1There is no significant difference of interpersonal communication skills between male and female students.

H2There is no significant difference of interpersonal communication skills between MBA students and B-tech Students.

## IV. METHODOLOGY

The present investigation was descriptive and survey type by nature. The main purpose of this study was to examine effective English communication skills of students in BBA (Hons) at international Islamic university Islamabad. The techniques used in this study are quantitative research techniques.

**a. Setting**

The study aimed to investigate the communication skills of the students who study at BBA level in the university.

**b. Sample**

The sample was drawn from the students studying in IIUI in business management department. The total number of students is 360 who were students of BBA and MBA where convenience sampling technique has been used for sampling.

## V. RESEARCH INSTRUMENTS

The research study was survey in nature and the survey research design was used. The research instrument used was a questionnaire developed by Susan Barkman and Krisanna Machtmes, Purdue University (2002) which was also utilized in Youth Life Skills Evaluation Project at Penn State and also cited by the CYFAR Life Skills Project at Texas A&M University. It is a standardized tool to measure the communication skills.

## VI. RESULTS AND DISCUSSION

Questionnaire was used to collect data from 360 students studying in BBA in Islamic International University, Islamabad. The data was collected in fall 2017 semester where the researcher distributed questionnaires personally so to collect data speedily and in a timely manner.

**Demographics of the Sample**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| **Male** | 188 | 52.1 | 52.1 | 52.1 |
| **Female** | 172 | 47.9 | 47.9 | 100 |
| | 360 | 100 | 100 | |

The table shows that out of 360 total respondents, there were 188 male students while there were 172 female students of business administration who participated in the current study. Thus the percentage for male is 52 while for female it is almost 48 percent.

**Analysis of Communication Skills**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| **Total** | 360 | 33 | 73 | 55.96 | 9.24 |

The table shows that majority of the students were good in their communication skills as the average score touches 56 as mean. The students of business administration are well-aware of the importance of communication skills in their academic studies and also in their future prospect of working in some

business related organizations. They know what to say and when to say.

## CONCLUSIONS

The following conclusions can be drawn.

i. It is concluded that students are very good in their communication skills.
ii. The students face some difficulty in communication skills of resolving conflicts and conducting good negotiations.
iii. Students need to develop verbal communication skills as well.
iv. Students do not very well use speaking skills in a cool manner.

## RECOMMENDATIONS

i. It is recommended that the students should be provided training in developing effective communication skills.
ii. The students are recommended to develop the quality of trusting other in adequate manner because this way they would better be in a position to share thoughts, ideas and feelings with others especially in business situations.
iii. The students are recommended to develop their body language in order to communicate effectively.

## REFERENCES

[1] Adil, J. (2016). *Diagnostic Study of English Teaching Practices at Secondary Education Level in Khyber Pakhtunkhwa Pakistan* (Doctoral dissertation, University Of Science And Information Technology, Peshawar–Pakistan).
[2] Crystal, D. (2012). *English as a global language*. Cambridge university press.
[3] Goldman, A. (1994). The centrality of "ningensei" to Japanese negotiating and interpersonal relationships: Implications for U.S.-Japanese communication. *International Journal of Intercultural Relations* 18(1), 29–54.
[4] Kowner, R. (2002). Japanese communication in intercultural encounters: The barrier of status-related behavior. *International Journal of Intercultural Relations* 26(4), 339–361.
[5] Nunand, D. (2003). *Practical English Language Teaching.* Mc Graw Hill.
[6] Honna, N. (2012), "English as a multicultural language for international communication in Asia", in *Languages in a Global World: Learning for Better Cultural Understanding*, OECD Publishing, and Paris.
[7] Naeem, M. I. (2011). *A comparative study of secondary school certificate (SSC) and general certificate of education-ordinary level (GCE O-Level) English language course* (Doctoral dissertation, International Islamic University Islamabad, Pakistan).
[8] Oliver, A. I. (1965). *Curriculum Improvement.* New York: Dodd Mead, Company, 1965, p.6.
[9] Reys, Robert Rasel, R (2013, July 2) 12 principles of effective oral communication Retrieved march 25 2015, from.

★★★