

THE IMPACT OF COMPETENCY SKILLS ON
EMPLOYEES' PERFORMANCE IN
CONSTRUCTION COMPANIES

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Abstract

Employees is an important factor to a company. Without group of performance employees, a company unable to growth further. Training program to increase employee's performance is relative important work to human resource management. Hard skill acting door key to enter certain industry, but soft skill enables them growth further.

This study was studying how the competency skill impact to employee's performance in a construction company. There are many skills that useful and promoting, this study is going to find out skills that more important and useful in construction company.

This study was carried out in Klang Valley, which are having highest construction company quantity and highest project value among Malaysia.

The five selected competency skill which are problem solving, communication, teamwork, negotiation, and leadership was tested positive relation to employee's performance in construction company. This study also allowing us to identify which skill that most important for a team to enable the team's heading success.

This study may give a guideline to human resource management to plan for their employee's skill development. The rank of important skill also may allow human resource management to have sequence of program planning.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Company's performance is very depending to its controller, employees. Although company having good structure which can replace leader (Audenaert et al. 2016), but poor employee's performance will indirectly influence company's performance and profits.

In construction industry, due to the authority requirement, its need a lot certified and qualified people to make certain decision and sign certain document. Therefore, relative certificate if require entering to a construction company. These hard skills are required to delivering a project. However, deliver a project does not mean with profit.

Every company is profit oriented society; it means for profit purposed. If a construction company deliver a project but unable to make profit, the company will not be able to sustain. To increase efficiency of employee's performance and increase company profit, relative soft skill equipped with employees was playing important roles to increase employee's performance.

There are many soft skills which playing important roles in different industries and sector. As according to study by Seetha (2014) which related to important of soft skill in the workplace, the success of organization, soft skill was play an important role. Which to soft kills can increase work performance and project performance. Which are the most important soft skills in construction industry?

Human resource department shall take consideration and identify the soft skill available when recruit new employees and provide some training and briefing for employees to enhance their soft skill and not just hard skill. As mentioned by Heathfield (2008), training is an important factor in creating a high-performance culture in an organization.

1.2 Research Background

Soft skills are important to increase employee's performance in working industries. As according to Lorenz, (2009), soft skills mean the personal qualities, habits, attitude, and social graces that make someone a good employee and a compatible co-worker. Although the hard skills acting a key to enter to industries, but soft skill enable them to complete the task assigned effectively. Soft skills are unable to learn in university nor college. It must be learned in working environment.

Stagnant in certain positional was a problem for many employees. Missing effective soft skills was making them unable to break through their current position. What are the soft skills that needed for these employees to increase their performance? What is the effective way to equip with these soft skills?

Employee's performance is important to company as well as employee itself. Company needs employee's performance to growth further and make profit. Employees need employee's performance in improve their value to get recognition by company for further promotion. It is always having older senior said, we need hard skill to get a job but growth further in the job, we need soft skills.

What are the soft kills could assist construction employee to enhance their value? In the current global market, it is becoming necessary to identify various skill sets to distinguish between high potential and non-high potential workers (Boyatzis, 2006; (Hopkins & Bilimoria, 2008). This research was trying to identify some of the important soft skills and how the soft skill may increase their performance.

1.3 Problem Statement

Construction industry is one of the core industries leading the national economic, it contributes RM 28.2 billion GDP in second quarter 2021 as according to Department of Statistics Malaysia Official Portal. Construction industries needed a lot of professional people involve to delivering quality and on time project. It needs qualified project manager to plan the schedule, it needs qualified engineer to calculate the calculation before applying to the project, it need qualified architect to design overall design and plan, it needs qualified quantity surveyor consultant to calculate the cost and many capable contractors coordinate to deliver the project. Every section needs professional body or society recognize and certified person to endorse before construct. Therefore, hard skill is relative important as hard skill is direct influence the success of the project.

However, in missing soft skill attached to these project teams of employees, there are plenty of unforeseen impact to company. During the construction stages, the whole project team needed frequent meeting and communication to ensure the project is deliver on time with quality as require by client and consultant. Communication, presentation, bargaining and many other soft skills was playing relative important roles to ensure all parties are in the same picture and same direction.

Good bargaining skill can ensure getting a good price or good profit to execute the project. Good communication also allowing project running smooth heading to success as conflict always happened due to lack or miss communication. This study is trying to identify the important soft skill needed in the construction industries and their impact to employees in missing of these soft skills. Soft skills are unable to learn from school, it need to train in the actual practice in the industry. Company was actually paid for the employees as the loss due to lack of necessary soft skills. Organizations are more willing to invest in soft skills development to achieve better job performance, especially at the senior management level (Homer, 2001).

1.4 Research Objective

The objective of this research is to identify the importance of competency skills on employee's performance in construction companies

1. To evaluate problem solving and employee performance.
2. To evaluate communication and employee performance.
3. To evaluate teamwork and employee performance.
4. To evaluate negotiation and employee performance.
5. To evaluate leadership and employee performance.

1.5 Research Question

The detailed research questions are developed to address the main research objectives as follow:

1. What is the relationship between problem solving and employee's performance?
2. What is the relationship between communication and employee's performance?
3. What is the relationship between teamwork and employee's performance?
4. What is the relationship between negotiation and employee's performance?
5. What is the relationship between leadership and employee's performance?

1.6 Significant of Study

This study is to study the importancy of employee performance and how to improve employee performance. This study also develops a guideline to construction company which are the important soft skills require and ease for them to plan series of staff development program for their employees.

1.7 Conclusion

Company's performance is dependence to its employees. To improve company's performance, employee's performance is playing important roles. Company HR need to identify skill require by its industry, and plan accordingly.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Employee's performance is important to increase company performance. Soft skills are one of the important criteria to integrated to employees to enable them to perform better to increase company performance.

There are many soft skills which could learn during our working life, which are the soft skills are more important? How could these soft skills help to improve company performance? This study will be going to find out the which the soft skill is more important and how the soft skill could increase company performance.

2.2 Soft skill

Soft skills refer to an individual attitude and behavior which compatible to both workplace and social relationship (S. Vasanthakumari, 2019). Soft skills is not only an important skills to achieve the high job performance, it is also vital to maintain the employment relationship (Md Atiqur Rahman et al., 2019).

Soft skills refer to the interpersonal skills that describe the relationship between people. Addition, soft skills are also complemented to hard skill. (Kenton, 2020). Soft skills are intangible, difficult to quantify, it refers to a human's emotional, interactive ability, and attitude.

Soft skill refers to a wide range of skills, capabilities and behaviour which able to lead the employee navigate, work, and excel in the workplace (Lippman et al., 2015).

In conclusion, an employee equipped with soft skill is effectively increase the performance and productivity of company. Soft skills might not directly interference to the performance of job allocated. Whereas, soft skills are the main player of the relationship in an organization (Cimatti, 2016).

2.3 List of Core Soft Skill

In this digital era, employee who only competence in technical skills is insufficient to compete in this competitive industry (Susan A. & Julia I., 2019). There are numerous studies highlight the importance of soft skills to workplace. The studied soft skills are summaries and presented in **Error! Reference source not found.** Soft skills are intangible and difficult to quantify. Therefore, summarized soft skills in **Error! Reference source not found.** will be tabulated in frequency for further studies.

Table 1 - Summary of Studied Soft Skills

Author	Studied competencies
(Foster et al., 2019)	Communication, enthusiasm, teamwork, problem-solving, critical thinking
(Apodaca, 2019)	Communication, empathy, adaptable and flexible, problem-solving, leadership, negotiation
(Jian et al., 2018)	Communication, leadership, conflict management, motivation, teamwork
(Gray, 2016)	Complex problem-solving, coordination, critical thinking, negotiation, judgement and decision making, creativity
(Jha, 2015)	Leadership, communication, problem-solving, conflict resolution, negotiation
(Awan et al., 2015)	Communication, coordination, team building, delegation skill, problem finding, analysing & solving
(Seetha, 2014)	Communication, leadership, analytical and problem-solving, teamwork
(Zhang et al., 2013)	Conflict management, teamwork, and cooperation, leadership

Further from the summarized soft skills in Table 1, the frequency of soft skills is tabulated in Table 2.

Table 2 - The Frequency of Soft Skills

Soft skills Author	(Foster et al., 2019)	(Apodaca, 2019)	(Jian et al., 2018)	(Gray, 2016)	(Jha, 2015)	(Awan et al., 2015)	(Seetha, 2014)	(Zhang et al., 2013)	Frequency
Communication	×	×	×		×	×	×		6
Enthusiasm	×								1
Teamwork	×		×			×	×	×	5
Problem solving	×	×		×	×	×	×		6
Critical thinking	×			×					2
Empathy		×							1
Adaptable/ flexible		×							1
Leadership		×	×		×		×	×	5
Negotiation		×		×	×				3
Conflict management			×		×			×	3
Motivation			×						1
Coordination				×		×			2
Creativity					×				1
Delegation						×			1

From the Table 2, there are five (5) soft skills of communication, teamwork, problem solving, leadership and negotiation shortlisted to further study in this research. Soft skills such as communication, teamwork and leadership are the behaviour competency that play an important role to organisation success (Kamaruzzaman et al., 2018).

2.4 Competency skills

Competency generally refers to the combination of skills to an employee to perform the daily task. The skills comprising of knowledge or hard skills, characteristic and behaviours (IAEA, 2016). Whereas competencies of employee may vary depending on job assignment and positions.

2.4.1 Communication

Communication is a skill that very important for the employee to work and well understand of each other (Susan A. & Julia I., 2019). Mixture of generation and educational level lead the expectation of communication skill higher.

The basic communication skills are understanding and writing, and the ability to communicate or process writing. In addition, be able to understand and be understood in everyday spoken conversation. Communication is two-way, effective communication can be defined as transmitting, and receiving information is in the same way. Effective communication may not be possible if the focus is on the fluent language or province. Whereas it able to be achieved by body language, such as a smile.

M.Buhler and Worden, (2011) excerpted the report of David Grossman that a company would suffer a heavy loss due to inadequate communication. From the survey of Seetha, (2014) conducted within Kuala Lumpur, communication was voted the most critical soft skills at the workplace. Effective communication is essential in daily activities, whether formal or informal, written, or verbal. A platform of sharing ideas and concerns is important to improve the work efficiency and reduce conflict.

Accordance to Vasanthakumari, (2019), an effective communication shall comprising of the factors are coordination, accuracy, timeliness, confirmation and information. In the studies, a good communication refers to the accurate information deliver to the right people in right timing.

Communication collapse might happen while perception, cross-gender, different communication style or ego clashes (Tabassum, 2020). Conflict is generated while communication collapse.

In this digital era and pandemic period, reliance of digital device for communication is high. Current lifestyle, working behaviour much influencing by digital communication, which chat group, virtual meeting, email widely use in both workplace and entertainment. Whereas there is no evidence that digital communication able to build trust in the workplace.

Beside digital communication, traditional method which is face to face meet up has effective and long-last connection. A good and healthy communication is effective platform to build a better relationship. Effective communication is good for cross-sharing and cross-learning, and this is the key to build a good relationship. And, good relationship team is essential to perform a given task.

Beside cross-sharing and learning, effective communication benefit to clarity and direction to perform a task given. Communication flow is essential to transmit the company objective and goal. In other words, effective communication able to build a strong team and work towards to same goal.

2.4.2 Teamwork

Chapman, 2008 interpret that teamwork is a group of people with complementary skills which work towards to achieve a mutual objective. Teamwork is not only considered to the individual capability, knowledge and experience, but also interaction and cooperation.

Teamwork is an art of connecting with people and benefit from it, this is because there is the limitation of individual to complete a task or job given. Therefore, teamwork is helps to productivity increment.

To develop and continue growth of employee who equipped with teamwork, selection of employee needs to be considered. From the study of Chapman, 2008, a potential employee with teamwork has the characteristic of mutual committed to a goal, be open to the ideas and concern. It is bonus if the employee able to listen and respond in productive way.

Teamwork ranked number three in the survey of Seetha, (2014). Construction project is like a basketball team, it requires teamwork. Every team member works hard, take responsibility for their role for a perfect shot. Engagement and teamwork are interrelated. The higher the engagement of team members, the more teamwork.

Teamwork or team spirit is built while team members are passionate and committed to the job. With good teamwork, it manages to create positive workplace culture for the working environment. Work together with harmony able to have a well plan and coordination to improve the productivity of the task allocated.

Risk is unavoidable in construction industry. While the team equipped with teamwork, the impact of risk able to minimize.

2.4.3 Problem Solving

Problem solving refers to a process of identify the root cause of problem. Hence, determine and identify the solution before implement the solution (Vasanthakumari, 2019). Construction project able to be described as a combination of technology and human interaction to transform raw material into a useful product. Therefore, in this transition process, solving problems play a crucial role. This is the skills of information gathering, knowledge is required to evaluate the future consequences of the current action (WHO, 2005). With good problem-solving skill, it manages reduce the time taken for the project execution.

Tate & Shone, (1978) introduced that the common barriers of problem solving are perspective, emotion, intellectual, expression, environment and culture. There is not only anger, but fear or guilty may be blockage on the effective problem solving.

Peterson et al., (1995) present a model of problem-solving skills. The effective problem-solving skill are from the problem identification. Expert knowledge acquisition is required to evaluate the root cause of the problem. Generation and evaluation of solution is acquired before implementation.

Time management is important on the process of problem solving. Late decision might affect the progress of task. Therefore, right problem solution in right time is vital. Without the proper training, employee able to increase the knowledge and skills. With the equipped with competence, new, creative and outside the box idea may get the better result.

Pressure at the workplace is common in construction industry due to highly competitive market. Whereas employee with motivated and willingness to learn and work diligently is able to perform colourfully. Keep calm and simplifying the problem is crucial in the process of problem-solving (Joshi, 2017).

Risk addressing is important also in the process of problem solving. Capability of risk addressing able to minimize the risk exposure in future. Risk addressing might can learn through academia, but it is more effective if it from the experience or previous exposure.

2.4.4 Leadership

Leadership and management team are different, leaderships affect organization performance rather than management. Leadership style is varied, different nature of the business, different leadership styles required. Douglas McGregor introduces the Theory X and Theory Y of the management style. Theory X is the management concept that concern on productivity, which is targeted on the output. Whereas, Theory Y tends to employee attitude, which are self-motivated and self-discipline.

Redmond, (2010) present that the leadership behaviours are task-centred and people-centred. Task-centred behaviour refers to emphasis roles and task, plan and schedule work, and set performance standards and procedure.

Whereas people-centred behaviour refers to friendly and supportive, present trust and confidence, concerned with team member's welfare. To have strong leadership, a balance between task-centred and people-centred behaviour is necessary. With good leadership skill, it managed to strengthen the organization teams and heading to success.

The most effective way to achieve the mutual objective in an organization is a group of leaders equipped with leadership (Samera Batao & Mark Anthony Cenas, 2020). Thus, numerous researchers believe that leadership has significant impact to the employee satisfaction and commitment. Which this leads to work towards and achieve organization vision and value. Therefore, leader equipped with authentic able to touch the heart of employee and will impelling the organization vision.

Lockwood (2010) interpret that leadership has positive relationship of motivation. With the help of motivation, leadership positively reaction to both organization and employee's job satisfaction.

Awan et al., (2015) interpret in the studies that a good leadership with communication able to enrich the task information and lead the team toward the high performance.

2.4.5 Negotiation

Negotiation is a process of interaction with two or more parties to create mutual agreement or guidance or regulation (Martin-Raugh et al., 2020). This is the skill that resolves the disagreement towards a mutual agreement to achieve a win-win solution (Trivellas & Drimoussis, 2013). It is not necessary to accept all the requisition, refusal skill is required. Negotiation not only refers to the cost bargaining but also applies to operational negotiation (Peterson et al., 1995). Negotiation is an interactive process to optimize the effectiveness of team members to achieve results.

Negotiation able to be distinguished in three kinds of issue to be agreed upon, which are distributive, integrative and compatible (Martin-Raugh et al., 2020). Distributive refers to parities with the goal of win, the task reviewing is either win or lose in the negotiation. Integrative refers to both parties able to maximise the joint benefit as an outcome. Whereas, integrated refers to priorities are aligned, which mutual interests are achieved.

The negotiation commonly has the model of win-win, win-lose and lose-lose. As named, win-win refers to both parties benefit; win-lose refers to one party benefit and opposite party dissatisfied; lose-lose refers to both parties do not benefit from the outcome. Both win-lose and lose-lose are consider negotiate failure, as there is only single party or none of party enjoy the benefit from the negotiation process. Therefore, win-win model always the priority during negotiation. Better negotiation skills enable better bargaining power to gain better benefits.

Effective negotiation vital to prevent conflict which might be premature judgement. Hence, the conflict might be resolve after negotiation. To increase the bargain power in negotiation, identification of interest to both parties is significant.

Agreement or acceptance of outcome of the negotiation is important. Mutual agree no matter in the form of win-win, win-lose or lose-lose. Only the mutual direction or milestone able to growth the organization healthy.

2.5 Employee Performance

Performance is related to the quantity of output, quality of output, timeliness of output, work attendance, efficiency of work completion and effectiveness of work completion. (Mathis & Jackson, 2009). According to Aguinis, (2009) the definition of performance does not include the results of an employee's actions, but only the actions themselves." Performance is about behavior or what employees do, not what employees produce or the results of their work

Improvement of productivity is important issue for all the organization to obtaining profits while minimum resources and expenses. Employee's performance was playing important rules in the matter. Improve employee's performant was crucial issue for HR and their organization. High employee's performance, also increase the market standard as high employee's performance providing quality of the service and products. Employee performance able to enhance the organization's performance. Therefore, employee performance able to determine the organization's success or failure (Amina et al., 2021).

According to research Pradhan and Jena, (2017), human resource managers and their organization behavior practitioners must use insights from exploration factor to create and maintain a better work environment. From the perspective of applicant, the tools that proposed and their correspondence finding are expected to provide insights into the design of organization-specific policies to improve employee performance.

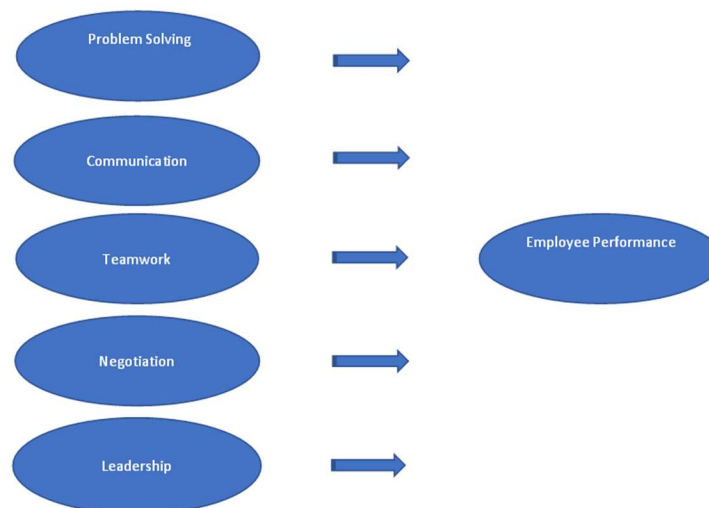
According to earlier finding by Friedman, and Sunder, (1994) suggest deploying lucrative incentive programs to motivate employees to engage meaningfully in the workplace. But There is enough practical evidence to suggest that the effects of financial incentives vary and may not be significant for improving employee performance (Frese & Fay, 2001). If financial incentives are inconsistent in a person's effort and performance, what are the other relevant behavioral factors that influence improving employee performance?

Performance includes the results of employee behavior based on their professional knowledge and skills. In an organizational setting, employee performance is the cumulative result of the skills, efforts and abilities of all employees to improve the productivity of the organization in order to achieve its goals. Improved organizational performance refers to the efforts made to achieve goals, while more efforts are needed to improve employee performance (Ellinger et al., 2003).

Employee performance is one of the important factors for the success of an organization. Learning organization plays an important role in improving employee performance by providing training and development for employees (Gitongu et al., 2016). Management standards that measure employee performance also play a key role in improving employee performance, as they provide a picture of actual performance and are aligned with benchmarks. If discrepancies are found, these criteria help to bring output up to the required level again (Mackay et al., 2004). Employees' performance also depends on their internal satisfaction with their jobs. If employees are satisfied with their jobs and the organization, they will be more interested in achieving the organization's goals (Harter et al., 2002).

2.6 Research Framework

Figure 1 Research Framework



2.7 Hypothesis Development

There are three (5) hypothesis studies in this research

1. Problem solving has a significant relationship with employee performance of employees in construction sector.
2. Communication has a significant relationship with employee performance of employees in construction sector.
3. Teamwork has a significant relationship with employee performance of employees in construction sector.
4. Negotiation has a significant relationship with employee performance of employees in construction sector.
5. Leadership has a significant relationship with employee performance of employees in construction sector.

2.8 Conclusion

From the literature review studies, we are basically concluded soft skills could increase employee's performance. There are many of soft skill available. From these soft skills, we selected top 5 frequent highlighted soft skills by researcher in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a systematic approach to collect and evaluate the data collected. The purpose of this research is to identify, examine the impact of competency skills on construction's employee performance in Klang Valley Malaysia. Targeted respondents will be employees who are working in construction companies.

3.2 Research Design

Quantitative method is adopted in this study. Quantitative analysis is using statistical or numerical data to seek for frequency and importance. Selection of qualitative method is due to time constraint and suitability of this research. Structured questionnaire is designed for this research. This is due to close-ended questions create convenience and easiness to the respondent, which is the purpose of to increase the response rate.

3.3 Data Collection Method

Google Form is adopted for online questionnaire survey to facilitate distribution and monitoring. Online questionnaire can be distributed quickly and conveniently over email or social media. This may increase the response rate as the questionnaire can be accessed by using digital devices at any available time.

3.4 Sampling Design

3.4.1 Target Population

Target population for this research is whoever worked or working in Klang Valley, Malaysia. Background of respondent are from contractor firm.

3.4.2 Sampling Strategy

Sampling strategy has positive relationship to the data accuracy. Convenience and sampling method is adopted in this research. Convenience sampling is adopted as it is expected the questionnaire is distributed among the familiar environments. Besides, non-probability sampling is effective to increase the numbers of respondent. Therefore, respondents are welcoming to recruit others respondents which are from familiar environment.

3.4.3 Sampling Size

Taherdoost, (2017) highlight the balance of sampling size is important. From the study, accuracy of data would be diminished when sampling size is oversize. Therefore, target sample size for this research with minimum of 150 valid responses was proposed. Further from Taherdoost, (2017), population size with 150 able to achieve the confident level of 95% and margin of error with 5%.

3.5 Research Instrument Development

Quantitative method of five-point Likert scale is adapted to this research. Five-point scale provides sufficient scale and able to minimise the conflicting of the respondents' rating. As inspired by Vagias, 2006, the anchors of Likert scale to for this studies is level of agreement and level of satisfaction, which shows as follow. Level of agreement is to identify the relationship of soft skill to work performance. Whereas, level of satisfaction is to evaluate the satisfaction of individual and team performance to the soft skill.

Figure 2 Level of agreement

1	2	3	4	5
Strongly disagree	Disagree	Neither	Agree	Strongly agree

Figure 3 Level of satisfaction

1	2	3	4	5
Strongly dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied

3.5.1 Questionnaire Design

Questionnaire was prepared in three sections, which is section A- demographic, Section B - influence of soft skill to employee performance, and Section C - employee performance status. The quantities of question were prepared in 30 numbers which contained 5 questions for demographic, four (4) numbers of factors for each of five (5) soft skills which are problem-solving, communication, teamwork, negotiation and leadership. Thus, individual and team member's soft skill performance was included in questionnaire Section C. As reference from guide in the Jotform's webpage (<https://www.jotform.com/blog/guides/>), the questionnaire shall set within 10 minute to obtain best result from response, long questionnaire may affect their patience and subsequently affect the accuracy of the result.

Therefore, thirty (30) numbers of question in this questionnaire are manageable to complete within 10 minutes. The questionnaire was prepared based on as below mentioned.

The questionnaire framework was designed with the consideration in Table 3 for Section A, Table 4 for Section B and Table 5 for Section C.

SECTION A – DEMOGRAPHIC

Table 3 Questionnaire Section A Demographic

Item	Questions	Remark
1.	Are you currently working in construction industries?	Our survey targeted only for construction industries person. Questionnaire will be ended when the participants not involving in construction industry.
2.	Age Group	Age group relation with the employee performance. The categories are below 20, 20-30, 30-40, 40-50 and 50 and above.
3.	Working Experience	Year of experience may have difference thought in the experience. The categories are 5 years and below, 11 to 15 years, 16 to 20 years and 21 years and above.
4.	Education Background	Education background may have difference thought in this industry. The categories are secondary, certificate/diploma, undergraduate (degree), postgraduate (master degree)/ doctor (PHD) and others.
5.	Designation	To find out their thought for each level of working position. The categories are senior executive/ manager, project manager, executive/supervisor, workers and others.
6.	Working Environment	To identify what is their thought in different working environment. The categories are site, office, factory and others

SECTION B – INFLUENCES OF SOFT SKILL

Soft skill influences the employee performance in construction industry.

Table 4 Questionnaire Section B Influences of Soft Skill

	Soft skill/ Factor	Remark
	Problem-solving	
1.	Do you agreed the ability to reduce the time taken for the project execution can increase your work performance?	As according to WHO (2005), problem solving may reduce time taken for the project execution.
2.	Do you agreed ability to identify problem can increase your work performance?	As according to Peterson (1995), problem solving skill may assist to identify problem for during task execution.
3.	Do you agreed ability to identify problem can increase your work performance?	As according to Manmohan Joshi (2017), good problem-solving person may keep calm and simplifying the problem.
4.	Do you agreed ability to identify problem can increase your work performance?	As according to Peterson (1995), problem solving skill could assist evaluate the root cause of the problem.
	Communication	
1.	Do you agreed work and well understanding of each other can improve your work performance?	As according to Susan & Julia (2019), person having good communication skill can work and well understanding of each other
2.	Do you agreed inadequate communication may suffer a heavy loss and damage your work performance?	As according to M. Buhler and Worden (2011), inadequate communication skill can suffer a heavy loss and damage during task execution.
3.	Do you agreed ability of provide accurate information deliver to right people in right time can improve your work performance?	As according to Vasanthakumari (2011), good communication can provide accurate information deliver to right people in right time.
4.	Do you agreed collapse of communication resulted conflict?	As according to Tabassum, 2020, collapse of communication resulted conflict.

	Soft skill/ Factor	Remark
	Teamwork	
1.	Do you agreed continue growth is important to improve your performance and bring better business result?	As according to Chaman (2008), equip with teamwork can ensure continue growth.
2.	Do you agreed work hard with every teams member could increase your performance?	As according to Seetha (2014), teamwork could encourage teams member work hard with every teams member.
3.	Do you agreed every team member take their own responsible for their role will increase everyone performance?	As according to Seetha (2014), teamwork can increase team member own responsible
4.	Do your agreed teamwork can increase engagement of teams members?	As according to Seetha (2014), teamwork can increase engagement of team's members.
	Negotiation	
1.	Do you agreed through negotiation to maximize value can increase your performance?	As according to Peterson (1995), good negotiation skill can maximize value when bargain with each other
2.	Do you agreed through negotiation to have better operational position can increase your performance?	As according to Peterson (1995), good negotiation can have better operation position to ensure maximize benefit when bargain with each other.
3.	Do your agreed through negotiation to create mutual agreement can increase your work performance?	As according to Martine-Raugh (2020), good negotiation can create mutual agreement when having conflict.
4.	Do you agreed negotiation able to resolves the disagreement towards a mutual agreement to achieve a win-win solution?	As according to Trivellas & Drimoussis, 2013, good negotiation able to resolves the disagreement towards a mutual agreement to achieve a win-win solution.
	Leadership	
1.	Do you agreed ability to achieve the mutual objective in an organization can increase your work performance?	As according to Samera Batao & Mark Anthony Cenas (2020), having good leadership skill can achieve the mutual objective in an organization.
2.	Do you agreed enrich the task information and lead the team toward the high performance will increase your work performance?	As according to Awan (2015), good leadership skill can enrich the task information in an organization.
3.	Do you agreed motivates employee can increase your performance?	As according to Lockwood (2010), good leadership skill can motivate employee in a organization
4.	Do your agreed leader equipped with authentic able to touch the heart of employee and will impelling the organization vision?	As according to Samera Batao & Mark Anthony Cenas (2020), leader equipped with authentic able to touch the heart of employee and will impelling the organization vision.

SECTION C – EMPLOYEE PERFORMANCE

Table 5 Questionnaire Section C Employee Performance

	Employee Performance	Remark
1.	Are you satisfied your current problem-solving performance?	Bishop (1987) This question tests the participant his / her satisfaction of his / her problem-solving performance.
2.	Are you satisfied your others team member's problem-solving performance?	This question tests the participant his / her satisfaction his / her team member's problem-solving performance.
3.	Are you satisfied your current communication performance?	Bishop (1987) This question tests the participant his / her satisfaction of his / her communication performance.
4.	Are you satisfied your others team member's communication	This question tests the participant his / her satisfaction his / her team member's communication performance
5.	Are you satisfied your current teamwork performance?	Bishop (1987) This question tests the participant his / her satisfaction of his / her teamwork performance.
6.	Are you satisfied your others team member's teamwork performance?	Bishop (1987) This question tests the participant his / her satisfaction of his / her teamwork performance.
7.	Are you satisfied your current negotiation performance?	Bishop (1987) This question tests the participant his /her satisfaction of his / her negotiation performance.
8.	Are you satisfied your others team member's negotiation performance?	This question tests the participant his / her satisfaction his / her team member's negotiation performance.
9.	Are you satisfied your current leadership performance?	Bishop (1987) This question tests the participant his /her satisfaction of his / her leadership performance.
10.	Are you satisfied your others team member's leadership performance?	This question tests the participant his / her satisfaction his / her team member's leadership performance.

3.5.2 Pilot Study

Pilot study is helps to minimize or eliminated the potential problem and misunderstanding of the questionnaire. This is an important stage to increase the accuracy of the data received. Therefore, a small group of potential respondents which approximately 30 respondents was invited to participated in the pilot study. The pilot study was conducted through digital device due to pandemic.

3.6 Data Analysis Method

This is quantitative research. Therefore, Programme of Statistical Package for the Social Science (SPSS) adopted for analysed the data collected from the questionnaire. The data analysis method for this research is tabulated in Table 6.

Table 6 Data Analysis Method

	Analysis Method
Section A Demographic	Frequency analysis
Section B Influence of soft skill	Cronbach's Alpha Test Frequency analysis Relative Importance Index (RII)
Section C Employee performance	Cronbach's Alpha Test Frequency analysis Relative Importance Index (RII)

3.6.1 Frequency Analysis

Frequency analysis used to summaries the occurrences from the participants. However, the data generated may not contribute to the interpretation and analysis of the results (Statistical Consulting, 2012).

3.6.2 Cronbach's Alpha Test

Cronbach's Alpha test is to measure the consistency of the data collected, which this is suitable for questionnaire using Likert scales. Cronbach's alpha test in an instrument to measure the validity of the feedback receive. This is because questionnaire is an instrument to generate the data but the validity is not compromised (Jain & Angural, 2017).

Cronbach's Alpha coefficient is presented between 0 to 1. The closer the value received near to 1, the greater the internal consistency (Gliem & Gliem, 2003). The Cronbach Alpha readings in Table 7 would be used as a reference for data analysis.

Table 7 Cronbach's Alpha Test (Reading Reference)

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Note: Source: Jain and Angural, (2017)

3.6.3 Relative Importance Index (RII)

The data collected by Likert's five-point scale questionnaire were transformed into important index (RII). RII was used to rank the severity of the data collected. The closer the RII result to 1, the importance of soft skills are. In this analysis, important index and mean value is included in this research.

CHAPTER 4

DATA ANALYSIS

4.1 Demographic Information

This survey was having 155 participations. Although was trying to get all participant with construction background, but there are still having 3 participants are not in construction industries. Therefore, we are having 152 valid participants.

Table 8 Age Group

Age Group	Frequency	
Below 20	3	2.0%
20 - 30	65	42.8%
30 - 40	44	28.9%
40 - 50	28	18.4%
50 and above	12	7.9%

Table 8 showing the quantity of each age group of participants. The highest participants come from age between 20 to 30 which having 65 participants. Second highest is age between 20 to 40 which having 44 participants. We only have 3 no's participant which is age below 20.

Table 9 Working Experience

Working Experience	Frequency	
5 years and below	30	19.7%
6 to 10 years	63	41.5%
11 to 15 years	25	16.5%
16 to 20 years	23	15.1%
21 and above	11	7.2%

Table 9 showing the working experience group. Highest quantity are 6 to 10 years working experience. Second highest quantity are 5 years and below which we can say this group are fresh. There are 11 participants which having 21 years and above which are experience group.

Table 10 Education Background

Education Background	Frequency	
Secondary	8	5.3%
Certificate / Diploma	47	30.9%
Undergraduate (Degree)	93	61.2%
Postgraduate (Master Degree) / Doctor (PHD)	4	2.6%

Table 10 showing the education background of the participants. Most of the participants are undergraduate which having 93 participants. Second highest quantity come from certificate / diploma which having 47 nos. we have only 4 nos postgraduate / PHD.

Table 11 Designation

Designation	Frequency	
Senior Executive / Manager	27	17.8%
Project Manager	23	15.1%
Executive / Supervisor	92	60.5%
Worker	10	6.6%

Table 11 showing the designation of the participants. Most of the participant are executive / supervisor which having 92 peoples. Senior executive / manager having 27 peoples, project manager having 23 peoples and worker only 10 peoples.

Table 12 Working Environment

Working Environment	Frequency	
Site	79	100.0%
Office	52	65.8%
Factory	21	26.6%

Table 12 showing working environment of the participants. Majority participants are working at site which having 79 participants. There are having 52 nos participants working at office environment. Only 21 nos participant working at factory.

Table 13 Comparison age group and designation

Age Group	Designation				
	Senior Executive / Manager	Project Manager	Executive / Supervisor	Worker	Total
Below 20	-	-	1	2	3
20 - 30	2	1	60	2	65
30 - 40	8	9	24	3	44
40 - 50	12	9	5	2	28
50 and above	5	4	2	1	12

Table 13 showing the comparison between age group and designation. From this table, 109 or 71.7% are age between 20 to 40. Which are more toward young generation. Out of 109 participants, 84 participants are executive or supervisor position. These positions are always representing middle income range of people.

Table 14 Comparison age group and education background

Age Group	Education Background				Total
	Secondary	Certificate / Diploma	Undergraduate (Degree)	Postgraduate (Master Degree) / Doctor (PHD)	
Below 20	2	1	-	-	3
20 - 30	2	15	48	-	65
30 - 40	2	14	28	-	44
40 - 50	2	10	13	3	28
50 and above	-	7	4	1	12

Table 14 showing the comparison between age group and education. 93 participants are undergraduate and 47 are certificate or diploma. These 2 groups of participants are containing 92.1%.

Table 15 Comparison age group and working environment

Age Group	Working Environment			Total
	Site	Office	Factory	
Below 20	1	0	2	3
20 - 30	39	22	4	65
30 - 40	17	18	9	44
40 - 50	13	9	6	28
50 and above	9	3	0	12

Table 15 showing the comparison between age group and working environment. 79 participants or 52% are working at site and 52 participants or 34.2% are working in office. Only 21 participants or 13.8% are working in factory.

Table 16 Comparison designation and working environment

Designation	Working Environment			
	Site	Office	Factory	Total
Senior Executive / Manager	11	13	3	27
Project Manager	17	6	-	23
Executive / Supervisor	47	33	12	92
Worker	4	-	6	10

Table 16 show the comparison between designation and working environment. Most of the executive / supervisor are working at site. There is no project manager is working based on factory.

Table 17 Comparison designation and background

Designation	Education Background				Total
	Secondary	Certificate / Diploma	Undergraduate (Degree)	Postgraduate (Master Degree) / Doctor (PHD)	
Senior Executive / Manager	-	8	16	3	27
Project Manager	1	9	12	1	23
Executive / Supervisor	2	27	63	-	92
Worker	5	3	2	-	10

Table 17 showing the comparison between designation and background. The only 4 master degree / doctor (PHD) are handling project manager and senior executive / manager position, which proofing that higher education having advantage in working environment.

4.2 Influences of soft skill

Section B is to determine the level of agree to the soft skills which influence the employee performance through data collection from questionnaire.

4.2.1 Problem-solving

There are four (4) factors to determine the influences of problem solving to the employee performance. The factors are (PS-1) ability to reduce the time taken for project execution, (PS-2) ability to identify, (PS-3) keep calm and simplifying the problem and (PS-4) evaluate the root cause of the problem.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.960, which indicates a high level of internal consistency. In this section, keep claim and simplifying the problem has highest consistency which is 0.959, followed by ability to reduce time taken for project execution 0.944. Table 18 presents the scoring of Cronbach's Alpha Test.

Table 18 Cronbach's Alpha Test - Problem-Solving

Problem solving	Cronbach's Alpha	Performance
Overall	0.960	Excellent
PS-1	0.944	Excellent
PS-2	0.941	Excellent
PS-3	0.959	Excellent
PS-4	0.943	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback. Each of the factors are tabulated in Table 19 to Table 22.

Table 19 Frequency Analysis - PS-1

PS-1	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	1	1	3
20 - 30	-	-	-	18	47	65
30 - 40	-	-	2	20	22	44
40 - 50	-	-	-	14	14	28
50 and above	-	-	-	2	10	12
Working Experience						
5 years and below	-	-	1	13	16	30
6 to 10 years	-	-	1	20	42	63
11 to 15 years	-	-	1	9	15	25
16 to 20 years	-	-	-	10	13	23
21 and above	-	-	-	3	8	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	2	20	25	47
Undergraduate (Degree)	-	-	-	30	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	15	12	27
Project Manager	-	-	-	7	16	23
Executive / Supervisor	-	-	2	27	63	92
Worker	-	-	1	6	3	10
Working Environment						
Site	-	-	-	27	52	79
Office	-	-	1	17	34	52
Factory	-	-	2	11	8	21

Table 20 Frequency Analysis - PS-2

PS-2	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	0	3
20 - 30	-	-	1	18	46	65
30 - 40	-	-	1	20	23	44
40 - 50	-	-	-	14	14	28
50 and above	-	-	-	3	9	12
Working Experience						
5 years and below	-	-	2	13	15	30
6 to 10 years	-	-	-	22	41	63
11 to 15 years	-	-	1	9	15	25
16 to 20 years	-	-	-	9	14	22
21 and above	-	-	-	4	7	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	1	23	23	47
Undergraduate (Degree)	-	-	1	29	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	14	13	27
Project Manager	-	-	-	8	15	23
Executive / Supervisor	-	-	2	28	62	92
Worker	-	-	1	7	2	10
Working Environment						
Site	-	-	1	28	50	79
Office	-	-	-	18	34	52
Factory	-	-	2	11	8	21

Table 21 Frequency Analysis - PS-3

PS-3	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	1	1	3
20 - 30	-	-	3	15	47	65
30 - 40	-	-	3	19	22	44
40 - 50	-	-	-	12	16	28
50 and above	-	-	-	3	9	12
Working Experience						
5 years and below	-	-	4	11	15	30
6 to 10 years	-	-	2	18	43	63
11 to 15 years	-	-	1	9	15	25
16 to 20 years	-	-	-	9	14	23
21 and above	-	-	-	3	8	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	3	17	27	47
Undergraduate (Degree)	-	-	3	28	62	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	1	14	12	27
Project Manager	-	-	-	7	16	23
Executive / Supervisor	-	-	5	23	64	92
Worker	-	-	1	6	3	10
Working Environment						
Site	-	-	4	22	53	79
Office	-	-	2	18	32	52
Factory	-	-	1	10	10	21

Table 22 Frequency Analysis - PS-4

PS-4	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	0	3
20 - 30	-	-	-	19	46	65
30 - 40	-	-	-	21	23	44
40 - 50	-	-	-	13	15	28
50 and above	-	-	-	1	11	12
Working Experience						
5 years and below	-	-	1	15	14	30
6 to 10 years	-	-	-	21	42	63
11 to 15 years	-	-	-	10	15	25
16 to 20 years	-	-	-	9	14	23
21 and above	-	-	-	1	10	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	-	22	25	47
Undergraduate (Degree)	-	-	-	29	64	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	12	15	27
Project Manager	-	-	-	8	15	23
Executive / Supervisor	-	-	-	31	61	92
Worker	-	-	1	5	4	10
Working Environment						
Site	-	-	-	30	49	79
Office	-	-	-	16	36	52
Factory	-	-	1	10	10	21

Relative Importance Index

Table 23 present the overall result for rank, important index and mean value. Among the four (4) factors, evaluate the root cause of problem rank the first, it achieves important index of 0.924 with mean value 4.618. Followed by ability to reduce the time taken for project execution with important index 0.920 and mean value 4.598.

Ability to reduce time taken for project execution has important index of 0.917 and mean value 4.586. Even though keep calm and simplifying the problem rank last among the factors, it still achieves the important index of 0.916 and mean value 4.579.

Table 23 Relative Importance Index - Problem-Solving

Problem-Solving	Importance Index	Mean Value	Rank
PS-1	0.920	4.598	2
PS-2	0.917	4.586	3
PS-3	0.916	4.579	4
PS-4	0.924	4.618	1

Further from the result above, it shows all the problem-solving factors (PS-1 to PS-4) studies in the research have positive relationship to work performance.

From the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 24).

Table 24 Mean Value - Problem solving

Problem Solving	PS-1	PS-2	PS-3	PS-4
	Reduce Time for Project Execution	Ability to Identify Problem	Keep Calm and Simplifying Problem	Evaluation the Root Cause of Problem
Age Group				
Below 20	4.00	3.67	4.00	3.67
20 - 30	4.72	4.69	4.68	4.71
30 - 40	4.45	4.50	4.43	4.52
40 - 50	4.50	4.50	4.57	4.54
50 and above	4.83	4.75	4.75	4.92
Working Experience				
5 years and below	4.50	4.43	4.37	4.43
6 to 10 years	4.65	4.65	4.65	4.67
11 to 15 years	4.56	4.56	4.56	4.60
16 to 20 years	4.57	4.61	4.61	4.61
21 and above	4.73	4.64	4.73	4.91
Education Background				
Secondary	4.25	4.25	4.25	4.25
Certificate / Diploma	4.49	4.47	4.51	4.53
Undergraduate (Degree)	4.68	4.67	4.63	4.69
Postgraduate (Master Degree) / Doctor (PHD)	4.75	4.75	4.75	4.75
Designation				
Senior Executive / Manager	4.44	4.48	4.41	4.56
Project Manager	4.70	4.65	4.70	4.65
Executive / Supervisor	4.66	4.65	4.64	4.66
Worker	4.20	4.10	4.20	4.30
Working Environment				
Site	4.66	4.62	4.62	4.62
Office	4.63	4.65	4.58	4.69
Factory	4.29	4.29	4.43	4.43

From the table, it is found that the age group 50 and above has mean value higher than the other age groups, which 4.75 to 4.92 scoring towards to strongly agree. Whereas age group below 20 value between neither to agree, which the score 3.67 and 4.00 only.

Working experience and age group is inter-related, working experience and age are growth concurrently. Therefore, the scoring analysis are similar with age group.

Furthermore, the result shows that the higher the education background, the consent of problem-solving influence work performance is higher. Education with secondary has least agreement to the factors studied, which only 4.25. Whereas the result is growth consistently with higher education background.

Designation of project manager generally score high, there is the gap between the project manager and worker. Which the scoring from 4.20 (workers) to 4.65 to 4.70 (project manager). This might be affected by the natural of job scope and responsible to the designation.

There is three (3) working environment studied in this research. Factory has least score which between 4.29 to 4.43. Whereas site and office are have similar score of approximately 4.63. Similar with designation, this might be affected by the natural of job scope too.

4.2.2 Communication

There are four (4) factors to determine the influences of communication to the employee performance. The factors (CM-1) are work and well understanding of each other, (CM-2) inadequate communication may suffer heavy loss and damage, (CM-3) ability of provide accurate information deliver to right people in right time and (CM-4) collapse of communication resulted conflict may affect work performance.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.960, which indicates a high level of internal consistency. In this section, collapse of communication resulted conflict may affect work performance has highest consistency, which is 0.950, followed by ability of provide accurate information deliver to right people in right time 0.943. Table 25 presents the scoring of Cronbach's Alpha Test.

Table 25 Cronbach's Alpha Test - Communication

Communication	Cronbach's Alpha	Performance
Overall	0.960	Excellent
CM-1	0.942	Excellent
CM-2	0.921	Excellent
CM-3	0.943	Excellent
CM-4	0.950	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback. Each of the factors are tabulated in Table 26 to Table 29.

Table 26 Frequency Analysis - CM-1

CM-1	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	-	19	46	65
30 - 40	-	-	3	19	22	44
40 - 50	-	-	-	11	17	28
50 and above	-	-	-	3	9	12
Working Experience						
5 years and below	-	-	1	16	13	30
6 to 10 years	-	-	1	19	43	63
11 to 15 years	-	-	2	7	16	25
16 to 20 years	-	-	-	9	14	23
21 and above	-	-	-	3	8	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	1	21	25	47
Undergraduate (Degree)	-	-	2	28	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	2	12	13	27
Project Manager	-	-	1	7	15	23
Executive / Supervisor	-	-	-	29	63	92
Worker	-	-	1	6	3	10
Working Environment						
Site	-	-	2	26	51	79
Office	-	-	1	18	33	52
Factory	-	-	1	10	10	21

Table 27 Frequency Analysis - CM-2

CM-2	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	2	19	44	65
30 - 40	-	-	1	21	22	44
40 - 50	-	-	-	13	15	28
50 and above	-	-	-	1	11	12
Working Experience						
5 years and below	-	-	3	15	12	30
6 to 10 years	-	-	1	20	42	63
11 to 15 years	-	-	-	10	15	25
16 to 20 years	-	-	-	10	13	23
21 and above	-	-	-	1	10	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	2	20	25	47
Undergraduate (Degree)	-	-	1	31	61	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	13	14	27
Project Manager	-	-	-	9	14	23
Executive / Supervisor	-	-	3	28	61	92
Worker	-	-	1	6	3	10
Working Environment						
Site	-	-	1	29	49	79
Office	-	-	2	16	34	52
Factory	-	-	1	11	9	21

Table 28 Frequency Analysis - CM-3

CM-3	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	-	20	45	65
30 - 40	-	-	5	17	22	44
40 - 50	-	-	-	13	15	28
50 and above	-	-	-	1	11	12
Working Experience						
5 years and below	-	-	1	16	13	30
6 to 10 years	-	-	3	18	42	63
11 to 15 years	-	-	2	7	16	25
16 to 20 years	-	-	-	10	13	23
21 and above	-	-	-	2	9	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	3	19	25	47
Undergraduate (Degree)	-	-	2	29	62	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	1	13	13	27
Project Manager	-	-	1	7	15	23
Executive / Supervisor	-	-	3	28	61	92
Worker	-	-	1	5	4	10
Working Environment						
Site	-	-	3	25	51	79
Office	-	-	1	18	33	52
Factory	-	-	2	10	9	21

Table 29 Frequency Analysis - CM-4

CM-4	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	0	3
20 - 30	-	-	-	19	46	65
30 - 40	-	-	1	20	23	44
40 - 50	-	-	-	14	14	28
50 and above	-	-	-	3	9	12
Working Experience						
5 years and below	-	-	1	15	14	30
6 to 10 years	-	-	1	19	43	63
11 to 15 years	-	-	-	10	15	25
16 to 20 years	-	-	-	10	13	23
21 and above	-	-	-	4	7	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	1	23	23	47
Undergraduate (Degree)	-	-	-	30	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	15	12	27
Project Manager	-	-	-	9	14	23
Executive / Supervisor	-	-	1	28	63	92
Worker	-	-	1	6	3	10
Working Environment						
Site	-	-	-	30	49	79
Office	-	-	1	17	34	52
Factory	-	-	1	11	9	21

Relative Importance Index

Table 30 present the overall result for rank, important index and mean value. Overall result for communication is high, important index to four (4) factors are above 0.91. work and well understanding of each other and collapse of communication resulted conflict may affect work performance are rank number 1 which have important index 0.918 and mean value 4.592.

Inadequate communication may suffer heavy loss and damage and ability of provide accurate information deliver to right people in right time rank number three (3) and four (40, which are important index 0.916 and 0.914, mean value of 4.579 and 4.572 respectively.

Table 30 Relative Important Index - Communication

Communication	Importance Index	Mean Value	Rank
CM-1	0.918	4.592	1
CM-2	0.916	4.579	3
CM-3	0.914	4.572	4
CM-4	0.918	4.592	1

From the result above, it shows all the communication factors (CM-1 to CM-4) studies in the research have positive relationship to work performance.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 31).

Table 31 Mean Value - Communication

Communication	CM-1	CM-2	CM-3	CM-4
	Work and Well Understanding Each Other	Inadequate Communication May Supper Heavy Loss and Damage	Accurate Information Deliver to Right People in Right Time	Collapse of Communication Resulted Conflict May Affect Work Performance
Age Group				
Below 20	3.67	3.67	3.67	3.67
20 - 30	4.71	4.65	4.69	4.71
30 - 40	4.43	4.48	4.39	4.50
40 - 50	4.61	4.54	4.54	4.50
50 and above	4.75	4.92	4.92	4.75
Working Experience				
5 years and below	4.40	4.30	4.40	4.43
6 to 10 years	4.67	4.65	4.62	4.67
11 to 15 years	4.56	4.60	4.56	4.60
16 to 20 years	4.61	4.57	4.57	4.57
21 and above	4.73	4.91	4.82	4.64
Education Background				
Secondary	4.25	4.25	4.25	4.25
Certificate / Diploma	4.51	4.49	4.47	4.47
Undergraduate (Degree)	4.66	4.65	4.65	4.68
Postgraduate (Master Degree) / Doctor (PHD)	4.75	4.75	4.75	4.75
Designation				
Senior Executive / Manager	4.41	4.52	4.44	4.44
Project Manager	4.61	4.61	4.61	4.61
Executive / Supervisor	4.68	4.63	4.63	4.67
Worker	4.20	4.20	4.30	4.20
Working Environment				
Site	4.62	4.61	4.61	4.62
Office	4.62	4.62	4.62	4.63
Factory	4.43	4.38	4.33	4.38

From the table, it is found that the age group 50 and above has mean value higher than the other age groups, which 4.75 to 4.92 scoring towards to strongly agree. Whereas age group below 20 value between neither to agree, which the score 3.67 only.

Working experience and age group is inter-related. Therefore, the scoring analysis are similar with age group. Working experience group with 11 to 15 years and 16 to 20 years has mean value between 4.56 to 4.67, which is lower than group 6 to 10 years.

Furthermore, the result shows that the higher the education background, the consent of communication influence work performance is higher. Education with secondary has least agreement to the factors studied, which only 4.25. Whereas the result is growth consistently with higher education background.

Designation of project manager and executive/supervisor have similar result which between 4.61 to 4.68. Designation of worker has least mean value which is 4.20.

Working in factory has least score which between 4.33 to 4.43. Whereas site and office are have similar score of approximately 4.62.

4.2.3 Teamwork

There are four (4) factors to determine the influences of communication to the employee performance. The factors are (TW-1) continue growth, (TW-2) work hard with every team's member, (TW-3) team member has own responsible to role and (TW-4) engagement between team members.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.960, which indicates a high level of internal consistency. In this section, team member has own responsible to role has highest consistency, which is 0.971, followed by work hard with every team's member 0.967. Table 25 presents the scoring of Cronbach's Alpha Test.

Table 32 Cronbach's Alpha Test – Teamwork

Teamwork	Cronbach's Alpha	Performance
Overall	0.974	Excellent
TW-1	0.963	Excellent
TW-2	0.967	Excellent
TW-3	0.971	Excellent
TW-4	0.963	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback. Each of the factors are tabulated in Table 33 to Table 36.

Table 33 Frequency Analysis – TW-1

TW-1	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	1	2	16	46	65
30 - 40	-	1	3	18	22	44
40 - 50	-	-	2	11	15	28
50 and above	-	-	2	1	9	12
Working Experience						
5 years and below	-	1	3	11	15	30
6 to 10 years	-	1	-	21	41	63
11 to 15 years	-	-	3	7	15	25
16 to 20 years	-	-	1	8	14	23
21 and above	-	-	3	1	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	6	18	23	47
Undergraduate (Degree)	-	2	2	26	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	4	11	12	27
Project Manager	-	-	1	6	16	23
Executive / Supervisor	-	2	3	26	61	92
Worker	-	-	2	5	3	10
Working Environment						
Site	-	1	4	23	51	79
Office	-	1	3	16	32	52
Factory	-	-	3	9	9	21

Table 34 Frequency Analysis – TW-2

TW-2	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	2	1	-	3
20 - 30	-	1	4	16	44	65
30 - 40	-	1	5	15	23	44
40 - 50	-	-	1	13	14	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	1	5	11	13	30
6 to 10 years	-	1	3	17	42	63
11 to 15 years	-	-	3	7	15	25
16 to 20 years	-	-	1	9	13	23
21 and above	-	-	1	3	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	8	17	22	47
Undergraduate (Degree)	-	2	3	26	62	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	2	12	13	27
Project Manager	-	-	1	6	16	23
Executive / Supervisor	-	2	8	23	59	92
Worker	-	-	2	6	2	10
Working Environment						
Site	-	1	5	23	50	79
Office	-	1	6	13	32	52
Factory	-	-	2	11	8	21

Table 35 Frequency Analysis – TW-3

TW-3	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	1	5	13	46	65
30 - 40	-	1	2	17	24	44
40 - 50	-	-	2	11	15	28
50 and above	-	-	1	1	10	12
Working Experience						
5 years and below	-	1	6	10	13	30
6 to 10 years	-	1	0	17	45	63
11 to 15 years	-	-	2	8	15	25
16 to 20 years	-	-	1	8	14	23
21 and above	-	-	2	1	8	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	5	16	26	47
Undergraduate (Degree)	-	2	4	24	63	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	2	12	13	27
Project Manager	-	-	1	5	17	23
Executive / Supervisor	-	2	6	22	62	92
Worker	-	-	2	5	3	10
Working Environment						
Site	-	1	4	22	52	79
Office	-	1	4	13	34	52
Factory	-	-	3	9	9	21

Table 36 Frequency Analysis – TW-4

TW-4	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	2	18	45	65
30 - 40	-	1	4	17	22	44
40 - 50	-	-	1	14	13	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	-	3	13	14	30
6 to 10 years	-	1	1	20	41	63
11 to 15 years	-	-	3	8	14	25
16 to 20 years	-	-	1	9	13	23
21 and above	-	-	1	3	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	4	21	22	47
Undergraduate (Degree)	-	1	3	28	61	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	2	13	12	27
Project Manager	-	-	1	7	15	23
Executive / Supervisor	-	1	4	27	60	92
Worker	-	-	2	6	2	10
Working Environment						
Site	-	-	4	26	49	79
Office	-	1	3	16	32	52
Factory	-	-	2	11	8	21

Relative Importance Index

Table 37 present the overall result for rank, important index and mean value. From the result tabulated, team member has own responsible to role rank first among four (4) factors which has important index 0.905 and mean value 4.526. Both continue growth and engagement between team member rank number two (2) which has important index 0.903 and mean value 4.513. Work hard with every team member rank last among studied four (4) factors, which has important index 0.895 and mean value 4.480.

Table 37 Relative Importance Index - Teamwork

Teamwork	Importance Index	Mean Value	Rank
TW-1	0.903	4.513	2
TW-2	0.896	4.480	4
TW-3	0.905	4.526	1
TW-4	0.903	4.513	2

From the result above, it shows all the teamwork factors (TW-1 to TW-4) studies in the research have positive relationship to work performance.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 38).

Table 38 Mean Value - Teamwork

Teamwork	TW-1	TW-2	TW-3	TW-4
	Continue Growth	Work Hard with Every Team's Member	Team Member has Own Responsible to Role	Engagement between Team Member
Age Group				
Below 20	3.67	3.33	3.67	3.67
20 - 30	4.65	4.58	4.60	4.66
30 - 40	4.39	4.36	4.45	4.36
40 - 50	4.46	4.46	4.46	4.43
50 and above	4.58	4.67	4.75	4.67
Working Experience				
5 years and below	4.33	4.20	4.17	4.37
6 to 10 years	4.62	4.59	4.68	4.60
11 to 15 years	4.48	4.48	4.52	4.44
16 to 20 years	4.57	4.52	4.57	4.52
21 and above	4.36	4.55	4.55	4.55
Education Background				
Secondary	4.13	4.13	4.13	4.13
Certificate / Diploma	4.36	4.30	4.45	4.38
Undergraduate (Degree)	4.61	4.59	4.59	4.60
Postgraduate (Master Degree) / Doctor (PHD)	4.75	4.75	4.75	4.75
Designation				
Senior Executive / Manager	4.30	4.41	4.41	4.37
Project Manager	4.65	4.65	4.70	4.61
Executive / Supervisor	4.59	4.51	4.57	4.59
Worker	4.10	4.00	4.10	4.00
Working Environment				
Site	4.57	4.54	4.58	4.57
Office	4.52	4.46	4.54	4.52
Factory	4.29	4.29	4.29	4.29

From the table, it is found that the age group with 20 – 30 and 50 and above have similar mean value, which 4.58 to 4.75. Whereas age group below 20 value between neither to agree, which the score between 3.33 to 3.67 only. Age group of 30 – 40 and 40 – 50 has similar mean value between 4.44 to 4.57.

Working experience and age group is inter-related. Therefore, the scoring analysis are similar with age group. Working experience group 5 years and below has lowest mean score which between 4.17 to 4.37. Whereas, other groups has mean value between 4.48 to 4.68.

Furthermore, the result shows that the higher the education background, the consent of communication influence work performance is higher. Education with secondary has least agreement to the factors studied, which only 4.13. Whereas the result is growth consistently with higher education background.

Designation of project manager and executive/supervisor have similar result which between 4.51 to 4.65. Designation of worker has least mean value which is between 4.00 to 4.10.

Working in factory has least score which is 4.29. Whereas site and office are have similar score of approximately 4.55.

4.2.4 Negotiation

There are four (4) factors to determine the influences of negotiation to the employee performance. The factors are (NG-1) negotiation to maximize value, (NG-2) to have better operational position, (NG-3) to create mutual agreement, and (NG-4) resolve disagreement to achieve win-win solution.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.960, which indicates a high level of internal consistency. In this section, resolves disagreement to achieve win-win solution has highest consistency, which is 0.958, followed by to have better operational position 0.935. Table 39 presents the scoring of Cronbach's Alpha Test.

Table 39 Cronbach's Alpha Test – Negotiation

Negotiation	Cronbach's Alpha	Performance
Overall	0.956	Excellent
NG-1	0.943	Excellent
NG-2	0.935	Excellent
NG-3	0.933	Excellent
NG-4	0.958	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback. Each of the factors are tabulated in Table 40 to Table 43.

Table 40 Frequency Analysis – NG-1

NG-1	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	1	3	17	44	65
30 - 40	-	-	4	23	17	44
40 - 50	-	-	2	12	14	28
50 and above	-	-	2	1	9	12
Working Experience						
5 years and below	-	1	4	13	12	30
6 to 10 years	-	-	2	20	41	63
11 to 15 years	-	-	2	11	12	25
16 to 20 years	-	-	1	10	12	23
21 and above	-	-	3	1	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	5	20	22	47
Undergraduate (Degree)	-	1	5	31	56	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	4	11	12	27
Project Manager	-	-	2	7	14	23
Executive / Supervisor	-	1	3	32	56	92
Worker	-	-	3	5	2	10
Working Environment						
Site	-	-	4	27	48	79
Office	-	1	3	16	32	52
Factory	-	-	5	12	4	21

Table 41 Frequency Analysis – NG-2

NG-2	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	7	17	41	65
30 - 40	-	-	5	23	16	44
40 - 50	-	-	2	14	12	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	-	6	14	10	30
6 to 10 years	-	-	4	20	39	63
11 to 15 years	-	-	3	12	10	25
16 to 20 years	-	-	1	10	12	23
21 and above	-	-	2	2	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	7	21	19	47
Undergraduate (Degree)	-	-	7	33	53	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	4	12	11	27
Project Manager	-	-	1	9	13	23
Executive / Supervisor	-	-	9	31	52	92
Worker	-	-	2	6	2	10
Working Environment						
Site	-	-	4	32	43	79
Office	-	-	6	15	31	52
Factory	-	-	6	11	4	21

Table 42 Frequency Analysis – NG-3

NG-3	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	1	2	20	42	65
30 - 40	-	-	3	25	16	44
40 - 50	-	-	4	11	13	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	1	3	15	11	30
6 to 10 years	-	-	2	22	39	63
11 to 15 years	-	-	2	12	11	25
16 to 20 years	-	-	2	9	12	23
21 and above	-	-	2	2	7	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	6	21	20	47
Undergraduate (Degree)	-	1	3	35	54	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	3	13	11	27
Project Manager	-	-	1	8	14	23
Executive / Supervisor	-	1	3	35	53	92
Worker	-	-	4	4	2	10
Working Environment						
Site	-	-	4	31	44	79
Office	-	1	1	18	32	52
Factory	-	-	6	11	4	21

Table 43 Frequency Analysis – NG-4

NG-4	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	3	16	46	65
30 - 40	-	-	4	24	16	44
40 - 50	-	-	1	15	12	28
50 and above	-	-	-	2	10	12
Working Experience						
5 years and below	-	-	4	12	14	30
6 to 10 years	-	-	3	20	40	63
11 to 15 years	-	-	1	14	10	25
16 to 20 years	-	-	-	11	12	23
21 and above	-	-	1	2	8	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	5	22	20	47
Undergraduate (Degree)	-	-	2	33	58	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	2	13	12	27
Project Manager	-	-	1	9	13	23
Executive / Supervisor	-	-	5	30	57	92
Worker	-	-	1	7	2	10
Working Environment						
Site	-	-	3	31	45	79
Office	-	-	2	15	35	52
Factory	-	-	4	13	4	21

Relative Importance Index

Table 44 present the overall result for rank, important index and mean value. Among four (4) studied factors. Resolve disagreement to achieve win-win solution rank number 1 which has importance index of 0.899 and mean value 4.43. Negotiation to maximise value rank second with the importance index 0.892 and mean value of 4.46.

To have better operational position rank third among the factors, which has importance index 0.882 and mean value 4.408. Even though to create mutual agreement rank last among factors, it still achieves 0.880 importance index and mean value of 4.441.

Table 44 Relative Importance Index - Negotiation

Negotiation	Importance Index	Mean Value	Rank
NG-1	0.892	4.460	2
NG-2	0.882	4.408	3
NG-3	0.880	4.441	4
NG-4	0.899	4.493	1

From the result above, it shows all the negotiation factors (NG-1 to NG-4) studies in the research have positive relationship to work performance.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 45).

Table 45 Mean Value - Negotiation

Negotiation	NG-1	NG-2	NG-3	NG-4
	Negotiation to maximize value	To Have Better Operational Position	To Create Mutual Agreement	Resolves Disagreement to Achieve Win-Win Solution
Age Group				
Below 20	3.67	3.67	3.67	3.67
20 - 30	4.60	4.52	4.58	4.66
30 - 40	4.30	4.25	4.30	4.27
40 - 50	4.43	4.36	4.32	4.39
50 and above	4.58	4.67	4.67	4.83
Working Experience				
5 years and below	4.20	4.13	4.20	4.33
6 to 10 years	4.62	4.56	4.59	4.59
11 to 15 years	4.40	4.28	4.36	4.36
16 to 20 years	4.48	4.48	4.43	4.52
21 and above	4.36	4.45	4.45	4.64
Education Background				
Secondary	4.13	4.13	4.13	4.13
Certificate / Diploma	4.36	4.26	4.30	4.32
Undergraduate (Degree)	4.53	4.49	4.53	4.60
Postgraduate (Master Degree) / Doctor (PHD)	4.75	4.75	4.75	4.75
Designation				
Senior Executive / Manager	4.30	4.26	4.30	4.37
Project Manager	4.52	4.52	4.57	4.52
Executive / Supervisor	4.55	4.47	4.52	4.57
Worker	3.90	4.00	3.80	4.10
Working Environment				
Site	4.56	4.49	4.51	4.53
Office	4.52	4.48	4.56	4.63
Factory	3.95	3.90	3.90	4.00

From the table, it is found that the age group of 30 – 40 and 40 – 50 has similar mean value, which between 4.25 to 4.43. Age group of 20 – 30 and 50 and above has mean value above 4.52. Age group below 20 has least mean value which is 3.67.

Working experience and age group is inter-related. Therefore, the scoring analysis are similar with age group. Working experience group 5 years and below has lowest mean score which between 4.13 to 4.33. Experience group which is 21 and above has mean value between 4.36 to 4.64. Whereas, other groups has mean value between 4.28 to 4.62.

Furthermore, the result shows that the higher the education background, the consent of communication influence work performance is higher. Education with secondary has least agreement to the factors studied, which only 4.13. Whereas the result is growth consistently with higher education background.

Designation of project manager and executive/supervisor have similar result which between 4.47 to 4.57. Designation of worker has least mean value which is between 3.80 to 4.10.

Working in factory has least score which between 3.90 to 4.00. Whereas site and office are have similar score, which between 4.48 to 4.63.

4.2.5 Leadership

There are four (4) factors to determine the influences of leadership to the employee performance. The factors are (LD-1) ability to achieve mutual objective in organization, (LD-2) enrich task information and lead team toward high performance, (LD-3) employee motivation, and (LD-4) touch the heart of employee and impelling in organization.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.960, which indicates a high level of internal consistency. In this section, enrich task information and lead team toward high performance has highest consistency, which is 0.959, followed by employee motivation 0.950. Table 26 presents the scoring of Cronbach's Alpha Test.

Table 46 Cronbach's Alpha Test – Negotiation

Leadership	Cronbach's Alpha	Performance
Overall	0.963	Excellent
LD-1	0.947	Excellent
LD-2	0.959	Excellent
LD-3	0.948	Excellent
LD-4	0.950	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback. Each of the factors are tabulated in Table 47 to Table 50.

Table 47 Frequency Analysis – LD-1

LD-1	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	3	18	44	65
30 - 40	-	-	2	21	21	44
40 - 50	-	-	3	11	14	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	-	3	14	13	30
6 to 10 years	-	-	3	19	41	63
11 to 15 years	-	-	1	9	15	25
16 to 20 years	-	-	2	9	12	23
21 and above	-	-	1	3	7	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	2	22	23	47
Undergraduate (Degree)	-	-	7	27	59	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	1	14	12	27
Project Manager	-	-	1	7	15	23
Executive / Supervisor	-	-	5	28	59	92
Worker	-	-	3	5	2	10
Working Environment						
Site	-	-	6	25	48	79
Office	-	-	2	18	32	52
Factory	-	-	2	11	8	21

Table 48 Frequency Analysis – LD-2

LD-2	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	2	1	-	3
20 - 30	-	2	2	17	44	65
30 - 40	-	-	2	20	22	44
40 - 50	-	-	2	12	14	28
50 and above	-	-	2	1	9	12
Working Experience						
5 years and below	-	2	4	11	13	30
6 to 10 years	-	-	2	20	41	63
11 to 15 years	-	-	-	9	16	25
16 to 20 years	-	-	2	9	12	23
21 and above	-	-	2	2	7	11
Education Background						
Secondary	-	-	1	4	3	8
Certificate / Diploma	-	-	6	18	23	47
Undergraduate (Degree)	-	2	3	28	60	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	1	13	13	27
Project Manager	-	-	1	8	14	23
Executive / Supervisor	-	2	5	25	60	92
Worker	-	-	3	5	2	10
Working Environment						
Site	-	2	5	23	49	79
Office	-	-	3	18	31	52
Factory	-	-	2	10	9	21

Table 49 Frequency Analysis – LD-3

LD-3	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	1	3	17	44	65
30 - 40	-	-	3	20	21	44
40 - 50	-	-	2	11	15	28
50 and above	-	-	1	2	9	12
Working Experience						
5 years and below	-	1	3	13	13	30
6 to 10 years	-	-	4	18	41	63
11 to 15 years	-	-	0	10	15	25
16 to 20 years	-	-	2	9	12	23
21 and above	-	-	1	2	8	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	3	20	24	47
Undergraduate (Degree)	-	1	5	28	59	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	-	14	13	27
Project Manager	-	-	2	6	15	23
Executive / Supervisor	-	1	4	28	59	92
Worker	-	-	4	4	2	10
Working Environment						
Site	-	1	6	23	49	79
Office	-	-	2	19	31	52
Factory	-	-	2	10	9	21

Table 50 Frequency Analysis – LD-4

LD-4	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	-	4	15	46	65
30 - 40	-	-	3	20	21	44
40 - 50	-	-	2	12	14	28
50 and above	-	-	2	1	9	12
Working Experience						
5 years and below	-	-	4	11	15	30
6 to 10 years	-	-	3	19	41	63
11 to 15 years	-	-	1	10	14	25
16 to 20 years	-	-	2	9	12	23
21 and above	-	-	2	1	8	11
Education Background						
Secondary	-	-	2	3	3	8
Certificate / Diploma	-	-	6	18	23	47
Undergraduate (Degree)	-	-	4	28	61	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	1	3	4
Designation						
Senior Executive / Manager	-	-	1	13	13	27
Project Manager	-	-	2	7	14	23
Executive / Supervisor	-	-	6	25	61	92
Worker	-	-	3	5	2	10
Working Environment						
Site	-	-	4	25	50	79
Office	-	-	5	16	31	52
Factory	-	-	3	9	9	21

Relative Importance Index

Table 51 present the overall result for rank, important index and mean value. Both abilities to achieve mutual objective in organization and touch the heart of employee and impelling in organization rank first with importance index 0.903 and mean value 4.513.

Followed by employee motivation with important index 0.901 and mean value 4.507. And, enrich task information and lead team toward high performance rank last among studied factors, it has important index of 0.899 and mean value 4.493.

Table 51 Relative Importance Index - Leadership

Leadership	Importance Index	Mean Value	Rank
LD-1	0.903	4.513	1
LD-2	0.899	4.493	4
LD-3	0.901	4.507	3
LD-4	0.903	4.513	1

From the result above, it shows all the leadership factors (LD-1 to LD-4) studies in the research have positive relationship to work performance.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 52).

Table 52 Mean Value - Leadership

Leadership	LD-1	LD-2	LD-3	LD-4
	Ability to Achieve Mutual Objective in Organization	Enrich Task Information and Lead Team Toward High Performance	Employee Motivation	Touch the Heart of Employee and Impelling in Organization
Age Group				
Below 20	3.67	3.33	3.67	3.67
20 - 30	4.63	4.58	4.60	4.65
30 - 40	4.43	4.45	4.41	4.41
40 - 50	4.39	4.43	4.46	4.43
50 and above	4.67	4.58	4.67	4.58
Working Experience				
5 years and below	4.33	4.17	4.27	4.37
6 to 10 years	4.60	4.62	4.59	4.60
11 to 15 years	4.56	4.64	4.60	4.52
16 to 20 years	4.43	4.43	4.43	4.43
21 and above	4.55	4.45	4.64	4.55
Education Background				
Secondary	4.25	4.25	4.13	4.13
Certificate / Diploma	4.45	4.36	4.45	4.36
Undergraduate (Degree)	4.56	4.57	4.56	4.61
Postgraduate (Master Degree) / Doctor (PHD)	4.75	4.75	4.75	4.75
Designation				
Senior Executive / Manager	4.41	4.44	4.48	4.44
Project Manager	4.61	4.57	4.57	4.52
Executive / Supervisor	4.59	4.55	4.58	4.60
Worker	3.90	3.90	3.80	3.90
Working Environment				
Site	4.53	4.51	4.52	4.58
Office	4.58	4.54	4.56	4.50
Factory	4.29	4.33	4.33	4.29

From the table, it is found that the age group of 30 – 40 and 40 – 50 has similar mean value, which between 4.39 to 4.46. Age group of 20 – 30 and 50 and above has mean value above 4.58. Age group below 20 has least mean value which between 3.33 to 3.67.

Working experience and age group is inter-related. Therefore, the scoring analysis are similar with age group. Working experience group 5 years and below has lowest mean score which between 4.17 to 4.37. Experience group which is 21 and above has mean value between 4.45 to 4.64. Whereas other groups has mean value between 4.43 to 4.64.

Furthermore, the result shows that the higher the education background, the consent of communication influence work performance is higher. Education with secondary has least agreement to the factors studied, which between 4.13 to 4.25. Whereas the result is growth consistently with higher education background.

Designation of project manager, senior executive/ manager and executive/supervisor have mean value above 4.41. Designation of worker has least mean value which is 3.90.

Working in factory has least score which between 4.29 to 4.33. Whereas site and office are had similar score, which between 4.50 to 4.58.

4.3 Employee Performance

Section C is to determine the level of satisfaction to employee performance through data collection from questionnaire. Respondents are invited to evaluate to own performance and others team member's soft skill performance. Soft skills of problem-solving, communication, teamwork, negotiation and leadership are included in these studies.

4.3.1 Own Performance

Participants were invited to self-evaluate performance of the soft skills which studied in this research. The five (5) Likert-scale level of satisfaction was used to measure for this section. The measurement is (1) very dissatisfied, (2) dissatisfied, (3) neither, (4) satisfied, and (5) very satisfied.

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.988, which indicates a high level of internal consistency. All the soft skills are achieving high consistency value which above 0.98. Table 53 tabulated the result of Cronbach's Alpha Test.

Table 53 Cronbach's Alpha Test – Own Performance

Own Performance	Cronbach's Alpha	Performance
Overall	0.988	Excellent
Problem solving	0.987	Excellent
Communication	0.984	Excellent
Teamwork	0.985	Excellent
Negotiation	0.983	Excellent
Leadership	0.984	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback.

Each of the factors are tabulated in Table 54 to Table 58.

Table 54 Frequency Analysis – Own Performance: Problem-Solving

Problem-Solving	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	1	1	1	-	3
20 - 30	-	25	18	17	5	65
30 - 40	-	5	9	24	6	44
40 - 50	-	-	2	23	3	28
50 and above	-	1	-	9	2	12
Working Experience						
5 years and below	-	10	5	12	3	30
6 to 10 years	-	19	20	20	4	63
11 to 15 years	-	3	3	15	4	25
16 to 20 years	-	-	2	18	3	23
21 and above	-	-	-	9	2	11
Education Background						
Secondary	-	2	3	2	1	8
Certificate / Diploma	-	7	8	28	4	47
Undergraduate (Degree)	-	23	19	42	9	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	2	2	4
Designation						
Senior Executive / Manager	-	1	3	19	4	27
Project Manager	-	3	2	15	3	23
Executive / Supervisor	-	26	24	35	7	92
Worker	-	2	1	5	2	10
Working Environment						
Site	-	19	13	38	9	79
Office	-	12	10	25	5	52
Factory	-	1	7	11	2	21

Table 55 Frequency Analysis – Own Performance: Communication

Communication	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	1	1	1	-	3
20 - 30	-	25	21	17	2	65
30 - 40	-	5	7	26	6	44
40 - 50	-	-	2	22	4	28
50 and above	-	1	0	8	3	12
Working Experience						
5 years and below	-	10	7	11	2	30
6 to 10 years	-	19	20	22	2	63
11 to 15 years	-	3	2	16	4	25
16 to 20 years	-	-	2	17	4	23
21 and above	-	-	-	8	3	11
Education Background						
Secondary	-	2	3	2	1	8
Certificate / Diploma	-	7	7	27	6	47
Undergraduate (Degree)	-	23	21	43	6	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	2	2	4
Designation						
Senior Executive / Manager	-	1	2	20	4	27
Project Manager	-	3	3	14	3	23
Executive / Supervisor	-	26	25	35	6	92
Worker	-	2	1	5	2	10
Working Environment						
Site	-	19	15	36	9	79
Office	-	12	10	27	3	52
Factory	-	1	6	11	3	21

Table 56 Frequency Analysis – Own Performance: Teamwork

Teamwork	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	1	1	1	-	3
20 - 30	-	25	17	22	1	65
30 - 40	-	5	8	24	7	44
40 - 50	-	-	3	20	5	28
50 and above	-	1	-	9	2	12
Working Experience						
5 years and below	-	10	4	15	1	30
6 to 10 years	-	19	20	22	2	63
11 to 15 years	-	3	3	14	5	25
16 to 20 years	-	-	2	16	5	23
21 and above	-	-	-	9	2	11
Education Background						
Secondary	-	2	2	3	1	8
Certificate / Diploma	-	7	6	28	6	47
Undergraduate (Degree)	-	23	21	43	6	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	2	2	4
Designation						
Senior Executive / Manager	-	1	4	17	5	27
Project Manager	-	3	2	14	4	23
Executive / Supervisor	-	26	22	39	5	92
Worker	-	2	1	6	1	10
Working Environment						
Site	-	19	13	39	8	79
Office	-	12	10	26	4	52
Factory	-	1	6	11	3	21

Table 57 Frequency Analysis – Own Performance: Negotiation

Negotiation	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	1	1	1	-	3
20 - 30	-	25	19	19	2	65
30 - 40	-	5	9	25	5	44
40 - 50	-	0	3	21	4	28
50 and above	-	1	-	10	1	12
Working Experience						
5 years and below	-	10	6	13	1	30
6 to 10 years	-	19	20	21	3	63
11 to 15 years	-	3	3	16	3	25
16 to 20 years	-	-	2	17	4	23
21 and above	-	-	1	9	1	11
Education Background						
Secondary	-	2	3	2	1	8
Certificate / Diploma	-	7	7	30	3	47
Undergraduate (Degree)	-	23	22	42	6	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	2	2	4
Designation						
Senior Executive / Manager	-	1	5	18	3	27
Project Manager	-	3	3	14	3	23
Executive / Supervisor	-	26	23	38	5	92
Worker	-	2	1	6	1	10
Working Environment						
Site	-	19	14	39	7	79
Office	-	12	11	26	3	52
Factory	-	1	7	11	2	21

Table 58 Frequency Analysis – Own Performance: Leadership

Leadership	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	1	1	1	-	3
20 - 30	-	25	18	20	2	65
30 - 40	-	5	10	23	6	44
40 - 50	-	-	4	20	4	28
50 and above	-	1	1	9	1	12
Working Experience						
5 years and below	-	10	5	14	1	30
6 to 10 years	-	19	21	20	3	63
11 to 15 years	-	3	4	14	4	25
16 to 20 years	-	-	3	16	4	23
21 and above	-	-	1	9	1	11
Education Background						
Secondary	-	2	3	2	1	8
Certificate / Diploma	-	7	8	28	4	47
Undergraduate (Degree)	-	23	23	41	6	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	-	2	2	4
Designation						
Senior Executive / Manager	-	1	5	18	3	27
Project Manager	-	3	3	14	3	23
Executive / Supervisor	-	26	23	37	6	92
Worker	-	2	3	4	1	10
Working Environment						
Site	-	19	15	38	7	79
Office	-	12	12	25	3	52
Factory	-	1	7	10	3	21

Relative Importance Index

Table 59 present the overall result for rank, important index and mean value. Among the five (5) studied soft skills, problem-solving and leadership rank the first. Both of this soft skill have importance index of 0.697 and mean value of 3.487. Teamwork rank third with importance index of 0.695 and mean value of 3.474. Followed by negotiation with importance index of 0.670 and mean value 3.349. Thus, communication is last, importance index of 0.666 and mean value 3.329.

Accordance to the reading of importance index, all the importance index were less than 0.700, which this carried the meaning that employee might not satisfied the own performance of soft skill.

Table 59 Relative Importance Index - Own Performance

Own Performance	Importance Index	Mean Value	Rank
Problem solving	0.697	3.487	1
Communication	0.666	3.329	5
Teamwork	0.695	3.474	3
Negotiation	0.670	3.349	4
Leadership	0.697	3.487	1

Similar with the interpretation of importance index, result of mean value toward to the result of 'neither'. Which the satisfaction of own soft skills performance was low.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 60).

Table 60 Employee Performance to Five (5) Studied Soft Skills

	Own Performance Satisfaction				
	Problem Solving	Communication	Teamwork	Negotiation	Leadership
Age Group					
Below 20	3.00	3.00	3.00	3.00	3.00
20 - 30	3.03	2.94	2.98	2.97	2.98
30 - 40	3.70	3.75	3.75	3.68	3.68
40 - 50	4.04	4.07	4.07	4.04	4.00
50 and above	4.00	4.08	4.00	3.92	3.83
Working Experience					
5 years and below	3.27	3.17	3.23	3.17	3.20
6 to 10 years	3.14	3.11	3.11	3.13	3.11
11 to 15 years	3.80	3.84	3.84	3.76	3.76
16 to 20 years	4.04	4.09	4.13	4.09	4.04
21 and above	4.18	4.27	4.18	4.00	4.00
Education Background					
Secondary	3.25	3.25	3.38	3.25	3.25
Certificate / Diploma	3.62	3.68	3.70	3.62	3.62
Undergraduate (Degree)	3.40	3.34	3.34	3.33	3.32
Postgraduate (Master Degree) / Doctor (PHD)	4.50	4.50	4.50	4.50	4.50
Designation					
Senior Executive / Manager	3.96	4.00	3.96	3.85	3.85
Project Manager	3.78	3.74	3.83	3.74	3.74
Executive / Supervisor	3.25	3.23	3.25	3.24	3.25
Worker	3.70	3.70	3.60	3.60	3.40
Working Environment					
Site	3.47	3.44	3.46	3.43	3.42
Office	3.44	3.40	3.42	3.38	3.37
Factory	3.67	3.76	3.76	3.67	3.71

Age group of 40 – 50 and 50 and above having higher mean value, this could mean higher age group people having higher confidence to their performance satisfaction. However, younger group evaluate their own soft skills performance in the range of neither. Similar to age group, higher experience groups have higher performance of soft skills. This can be explained that exposure is important to the performance of soft skills.

Postgraduate (Mater Degree) / Doctor (PHD) having highest mean value of 4.5, this also representing higher education level having high self-confidence to their working performance.

Designation of executive/ supervisor has the least confidence to the soft skill performance, which the scoring in the range of neither. Whereas other groups of designation performance to the range of agree. Soft skills performance at different working environment are similar. All the scores do not achieve the result of agree, which is 4.

Conclude from the data collected, it is no doubt that age and working experience is important to the performance of soft skills. Exposure and experience able to gain the confidence and concrete the performance.

4.3.2 Team Member Performance

Cronbach's Alpha Test

Cronbach's Alpha test for overall is 0.990, which indicates a high level of internal consistency. All the soft skills are achieving high consistency value which above 0.98.

Table 61 tabulated the result of Cronbach's Alpha Test.

Table 61 Cronbach's Alpha Test – Team Performance

Team Performance	Cronbach's Alpha	Performance
Overall	0.990	Excellent
Problem solving	0.989	Excellent
Communication	0.989	Excellent
Teamwork	0.987	Excellent
Negotiation	0.987	Excellent
Leadership	0.987	Excellent

Frequency Analysis

Frequency statistic generated to present the occurrences of the participant feedback.

Each of the factors are tabulated in Table 62 to Table 66.

Table 62 Frequency Analysis – Team Performance: Problem-Solving

Problem-Solving	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	25	12	28	0	65
30 - 40	-	7	10	26	1	44
40 - 50	-	-	8	17	3	28
50 and above	-	3	6	2	1	12
Working Experience						
5 years and below	-	6	4	20	-	30
6 to 10 years	-	23	15	25	-	63
11 to 15 years	-	4	5	13	3	25
16 to 20 years	-	1	6	15	1	23
21 and above	-	1	7	2	1	11
Education Background						
Secondary	-	-	2	6	-	8
Certificate / Diploma	-	9	14	22	2	47
Undergraduate (Degree)	-	26	20	45	2	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	1	2	1	4
Designation						
Senior Executive / Manager	-	2	11	11	3	27
Project Manager	-	4	9	9	1	23
Executive / Supervisor	-	29	16	46	1	92
Worker	-	-	1	9	0	10
Working Environment						
Site	-	25	16	34	4	79
Office	-	9	15	27	1	52
Factory	-	1	6	14	-	21

Table 63 Frequency Analysis – Team Performance: Communication

Communication	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	25	13	25	2	65
30 - 40	-	7	9	26	2	44
40 - 50	-	-	8	19	1	28
50 and above	-	3	4	4	1	12
Working Experience						
5 years and below	-	6	5	18	1	30
6 to 10 years	-	23	14	25	1	63
11 to 15 years	-	4	5	13	3	25
16 to 20 years	-	1	6	16	-	23
21 and above	-	1	5	4	1	11
Education Background						
Secondary	-	-	2	6	-	8
Certificate / Diploma	-	9	11	26	1	47
Undergraduate (Degree)	-	26	21	42	4	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	1	2	1	4
Designation						
Senior Executive / Manager	-	2	8	14	3	27
Project Manager	-	4	7	11	1	23
Executive / Supervisor	-	29	18	43	2	92
Worker	-	-	2	8	-	10
Working Environment						
Site	-	25	15	36	3	79
Office	-	9	12	28	3	52
Factory	-	1	8	12	-	21

Table 64 Frequency Analysis – Team Performance: Teamwork

Teamwork	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	25	13	26	1	65
30 - 40	-	7	10	26	1	44
40 - 50	-	-	6	20	2	28
50 and above	-	3	5	3	1	12
Working Experience						
5 years and below	-	6	4	19	1	30
6 to 10 years	-	23	16	24	-	63
11 to 15 years	-	4	5	14	2	25
16 to 20 years	-	1	5	16	1	23
21 and above	-	1	5	4	1	11
Education Background						
Secondary	-	-	2	6	-	8
Certificate / Diploma	-	9	11	25	2	47
Undergraduate (Degree)	-	26	21	44	2	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	1	2	1	4
Designation						
Senior Executive / Manager	-	2	9	14	2	27
Project Manager	-	4	7	11	1	23
Executive / Supervisor	-	29	17	44	2	92
Worker	-	-	2	8	-	10
Working Environment						
Site	-	25	15	35	4	79
Office	-	9	14	28	1	52
Factory	-	1	6	14	-	21

Table 65 Frequency Analysis – Team Performance: Negotiation

Negotiation	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	25	11	26	3	65
30 - 40	-	7	11	25	1	44
40 - 50	-	-	7	20	1	28
50 and above	-	3	6	1	2	12
Working Experience						
5 years and below	-	6	3	19	2	30
6 to 10 years	-	23	15	24	1	63
11 to 15 years	-	4	6	13	2	25
16 to 20 years	-	1	5	17	-	23
21 and above	-	1	7	1	2	11
Education Background						
Secondary	-	-	2	6	-	8
Certificate / Diploma	-	9	14	22	2	47
Undergraduate (Degree)	-	26	19	44	4	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	1	2	1	4
Designation						
Senior Executive / Manager	-	2	10	12	3	27
Project Manager	-	4	8	10	1	23
Executive / Supervisor	-	29	16	44	3	92
Worker	-	-	2	8	0	10
Working Environment						
Site	-	25	15	35	4	79
Office	-	9	14	26	3	52
Factory	-	1	7	13	-	21

Table 66 Frequency Analysis – Team Performance: Leadership

Leadership	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Strongly Satisfied	Total
Age Group						
Below 20	-	-	1	2	-	3
20 - 30	-	25	12	25	3	65
30 - 40	-	7	10	26	1	44
40 - 50	-	-	7	20	1	28
50 and above	-	3	6	1	2	12
Working Experience						
5 years and below	-	6	3	19	2	30
6 to 10 years	-	23	16	23	1	63
11 to 15 years	-	4	5	14	2	25
16 to 20 years	-	1	6	16	-	23
21 and above	-	1	6	2	2	11
Education Background						
Secondary	-	-	2	6	-	8
Certificate / Diploma	-	9	13	23	2	47
Undergraduate (Degree)	-	26	20	43	4	93
Postgraduate (Master Degree) / Doctor (PHD)	-	-	1	2	1	4
Designation						
Senior Executive / Manager	-	2	9	13	3	27
Project Manager	-	4	8	10	1	23
Executive / Supervisor	-	29	16	44	3	92
Worker	-	-	3	7	-	10
Working Environment						
Site	-	25	16	34	4	79
Office	-	9	14	26	3	52
Factory	-	1	6	14	-	21

Relative Importance Index

Table 67 present the overall result for rank, important index and mean value. Among the five (5) studied soft skills for team performance, communication rank the first with the importance index of 0.689 and mean value of 3.447. Followed by negotiation with mean value of 0.688 and mean value of 3.441.

Both teamwork and leadership rank third among the studied soft skills, which has the importance index of 0.670 and mean value of 3.349. And last is problem-solving with the importance index of 0.668 and mean value of 3.342.

Accordance to the reading of importance index, all the importance index were less than 0.700, which this carried the meaning that employee might not satisfied the team performance of soft skill.

Table 67 Relative Importance Index – Team Performance

Team Performance	Importance Index	Mean Value	Rank
Problem solving	0.668	3.342	5
Communication	0.689	3.447	1
Teamwork	0.670	3.349	3
Negotiation	0.688	3.441	2
Leadership	0.670	3.349	3

Similar with self-evaluation, the scoring for team performance were toward to the result of ‘neither’. Which the satisfaction of team member soft skills performance was low.

Further to the evaluation, mean value is further expanded to the age group, working experience, education background, designation and working environment. (refer to Table 68).

Table 68 Team Performance to Five (5) Studied Soft Skills

	Team Member Performance				
	Problem Solving	Communication	Teamwork	Negotiation	Leadership
Age Group					
Below 20	3.67	3.67	3.67	3.67	3.67
20 - 30	3.05	3.06	3.05	3.11	3.09
30 - 40	3.48	3.52	3.48	3.45	3.48
40 - 50	3.82	3.75	3.86	3.79	3.79
50 and above	3.08	3.25	3.17	3.17	3.17
Working Experience					
5 years and below	3.47	3.47	3.50	3.57	3.57
6 to 10 years	3.03	3.06	3.02	3.05	3.03
11 to 15 years	3.60	3.60	3.56	3.52	3.56
16 to 20 years	3.70	3.65	3.74	3.70	3.65
21 and above	3.27	3.45	3.45	3.36	3.45
Education Background					
Secondary	3.75	3.75	3.75	3.75	3.75
Certificate / Diploma	3.36	3.40	3.43	3.36	3.38
Undergraduate (Degree)	3.25	3.26	3.24	3.28	3.27
Postgraduate (Master Degree) / Doctor (PHD)	4.00	4.00	4.00	4.00	4.00
Designation					
Senior Executive / Manager	3.56	3.67	3.59	3.59	3.63
Project Manager	3.30	3.39	3.39	3.35	3.35
Executive / Supervisor	3.21	3.20	3.21	3.23	3.23
Worker	3.90	3.80	3.80	3.80	3.70
Working Environment					
Site	3.22	3.22	3.23	3.23	3.22
Office	3.38	3.48	3.40	3.44	3.44
Factory	3.62	3.52	3.62	3.57	3.62

Age group of 40 – 50 has mean score value slightly higher than others age group on the satisfaction to team member. The mean scores between 3.75 to 3.82, it is close to satisfaction range.

Working experience group with 11 to 15 years and 16 to 20 years has higher appreciation to the team member performance, which mean score between 3.52 to 3.74. group of 6 to 10 years has least score value which between 3.02 to 3.06.

Education background of postgraduate (master degree) / doctor (phd) has highest mean score of 4.00. Subsequent follow by secondary which has mean score of 3.75.

Designation of worker has highest mean score value between 3.70 to 3.90. Follow by designation of senior executive/ manager with mean score value 3.56 to 3.67. Designation of executive/ supervisor has least mean score between 3.20 to 3.23.

Working environment at factory has highest mean score value between 3.52 to 3.62. Follow by office which has mean value between 3.38 to 3.44.

Conclude from the data collected, team performance to five (5) studied soft skills are not achieve the level of satisfaction.

4.3.3 Summary

As conclude from the data collected, the summary of result as tabulated in Table 69. The result tells the participants are agree to the importancy of soft skills, whereas performance to both individual and team are not meet the requirements.

Table 69 Summary of Data Collected

	Studied Soft Skill	Importance score	Self-Performance	Team Performance
	Problem-solving	4.60	3.49	3.33
PS-1	Reduce Time for Project Execution	4.60		
PS-2	Ability to Identify Problem	4.59		
PS-3	Keep Calm and Simplifying Problem	4.58		
PS-4	Evaluation the Root Cause of Problem	4.62		
	Communication	4.58	3.47	3.35
CM-1	Work and Well Understanding Each Other	4.59		
CM-2	Inadequate Communication May Supper Heavy Loss and Damage	4.58		
CM-3	Accurate Information Deliver to Right People in Right Time	4.57		
CM-4	Collapse of Communication Resulted Conflict May Affect Work Performance	4.59		
	Teamwork	4.51	3.49	3.34
TW-1	Continue Growth	4.51		
TW-2	Work Hard with Every Team's Member	4.48		
TW-3	Team Member has Own Responsible to Role	4.53		
TW-4	Engagement between Team Member	4.51		
	Negotiation	4.45	3.45	3.35
NG-1	Negotiation to maximise value	4.46		
NG-2	To Have Better Operational Position	4.41		
NG-3	To Create Mutual Agreement	4.44		
NG-4	Resolves Disagreement to Achieve Win-Win Solution	4.49		
	Leadership	4.51	3.44	3.35
LD-1	Ability to Achieve Mutual Objective in Organization	4.51		
LD-2	Enrich Task Information and Lead Team Toward High Performance	4.49		
LD-3	Employee Motivation	4.51		
LD-4	Touch the Heart of Employee and Impelling in Organization	4.51		

Comparing the mean value between own performance satisfaction and team performance satisfaction, teams' performance satisfaction is generally lower. This could mean that, employee where satisfy with their own performance and not satisfy with their teams' performance. This situation can find obvious when looking to working environment at site.

Construction site is one of the team performances oriented working environments. The success of the construction project, teams' performance is taking important factor. A project need heading success, supervisor at site was taking important role, as supervisor need to communicate between project manager and worker, solve the project at the site, negotiation with other trade contractor when having interfacing problem, and lead the worker to deliver project. Teamwork is important to supervisor at site. This was able to proof when we are looking at Teamwork performance, supervisor at site having significant high value which averagely more than 4.50. Since the team performance is important, requirement to satisfy will generally higher. Therefore, the mean value will generally lower.

Worker having significant high mean value from 3.70 to 3.90, this could descript that worker are normally following instruction. When facing problem during work execution, they will report to supervisor and let supervisor give them solution to proceed further. But when comparing to working environment, site having significant low mean value, therefore, we can conclude the group of workers who having high satisfaction to teams' performance are majority factory worker and the value may bring lower by the site worker dissatisfaction.

From the data collected, it can be concluded that participants are assume that own soft skills performance is better than team performance.

CHAPTER 5

SUMMMARY

5.1 Conclusion

The purpose of this research is to identify the importance and performance of five (5) selected soft skills. Identify and well understand the current performance of soft skills is important to an organization. To achieve a company goal, individual performance is not sufficient, but a team. From the overall result, most of the responses are dissatisfy with their team's performance, this could affect the company performance.

5.2 Accomplishment of Research Objective

The research was conducted according to the objective which included in Chapter 1. From the 152 valid participance, this research able to be concluded as all the objectives are achieved. The achievement of the research is tabulated in Table 70.

Table 70 Accomplishment of Research Objective

Research Objective	Result	Achievement
Objective 1 To evaluate problem solving and employee performance	Mean score of 4.60 to importance score. 3.49 to self-performance and 3.33 to team performance	Yes
Objective 2 To evaluate communication and employee performance	Mean score of 4.58 to importance score. 3.47 to self-performance and 3.35 to team performance	Yes
Objective 3 To evaluate teamwork and employee performance	Mean score of 4.51 to importance score. 3.49 to self-performance and 3.34 to team performance	Yes
Objective 4 To evaluate negotiation and employee performance	Mean score of 4.45 to importance score. 3.45 to self-performance and 3.35 to team performance	Yes
Objective 5 To evaluate leadership and employee performance	Mean score of 4.51 to importance score. 3.44 to self-performance and 3.35 to team performance	Yes

All the research objectives are achieved in this research. From the mean value, the ranking of soft skills was tabulated in Table 71.

Table 71 Ranking of Soft Skills

Rank	Importance	Self-Performance	Team Performance
1	Problem-solving	Problem-solving Teamwork	Communication Negotiation Leadership
2	Communication	-	-
3	Leadership Teamwork	Communication -	- -
4	-	Negotiation	Teamwork
5	Negotiation	Leadership	Problem-solving

Furthermore, the achievement of hypothesis was tabulated in Table 23. All the hypothesis studied in this research are have positive relationship with the employee performance in construction sector.

Refer to Table 71, problem-solving having highest mean value, which representing most important skill. Problem solving skill is important in construction industry as construction industry always having a lot of the uncertainty during project execution.

Communication in the rank of 2nd. This skill allowing proper communication between own team and other teams. This skill was important as well as construction project was always managed by varies of teams especially in Malaysia, because we are having multi race and nation in Malaysia construction industry. Without proper communication skill, we are unable to resolve many issues.

3rd rank was leadership and teamwork. Leadership and teamwork having similar relation as a team needed a leader. Construction needed a lot worker and teams to participate. With equip of good leadership member in a team, the teams able to proceed further without arguing due to difference opinion.

Lastly will be negotiation. Negotiation is important when facing conflict. Off cause the most important in a team is to avoid conflict. Therefore, negotiation was less favorable compare with other skills as mentioned early.

Self-performance satisfaction representing satisfaction level of responce. Problem solving and teamwork having highest rank of mean value. These 2 skills allowing them solving problem during work execution with assistant of team's members.

Communication skill in the rank of 3. This skill allowing them to communicate with team member as well as other teams during work execution. With good communication skill, many conflict could be avoid.

Negotiation and leadership skills having lower self-performance satisfaction level. The reason could be due to these 2 skills is difficult justify as no people want to be loss. Win-win situation is difficult to justify as everybody wish to win all, as well as leadership, everybody wants to be leader. These 2 skills are not an easy skill to equip. although they are performance well but will still feeling insufficient.

From Ranking of soft skill show in Table 71 was telling us to achieve team performance satisfaction, communication, negotiation, and leadership was taking important role. Which communication able to unite team members heading to same direction of success. Negotiation also playing important role when having conflict between team members.

Good negotiation could reduce conflict between team members. Leadership also playing important role as a good leader, his or her leadership could solve any conflict issue between team members.

Teamwork and problem-solving performance having lowest mean value in team performance satisfaction. This result was total the other way comparing with self-performance satisfaction. This result was telling us most of the respondents are satisfied with their teamwork and problem-solving performance but dissatisfied with their teams teamwork and problem solving problem although they may come from same teams. This situation could be due to insufficient of trust between each other.

Table 72 Achievement of Hypothesis

Soft Skill	Mean Value	Result Hypothesis
Problem-Solving	4.60	Positive relationship
PS-1 Reduce Time for Project Execution	4.60	
PS-2 Ability to Identify Problem	4.59	
PS-3 Keep Calm and Simplifying Problem	4.58	
PS-4 Evaluation the Root Cause of Problem	4.62	
Communication	4.58	Positive relationship
CM-1 Work and Well Understanding Each Other	4.59	
CM-2 Inadequate Communication May Supper Heavy Loss and Damage	4.58	
CM-3 Accurate Information Deliver to Right People in Right Time	4.57	
CM-4 Collapse of Communication Resulted Conflict May Affect Work Performance	4.59	
Teamwork	4.51	Positive relationship
TW-1 Continue Growth	4.51	
TW-2 Work Hard with Every Team's Member	4.48	
TW-3 Team Member has Own Responsible to Role	4.53	
TW-4 Engagement between Team Member	4.51	
Negotiation	4.45	Positive relationship
NG-1 Negotiation to maximise value	4.46	
NG-2 To Have Better Operational Position	4.41	
NG-3 To Create Mutual Agreement	4.44	
NG-4 Resolves Disagreement to Achieve Win-Win Solution	4.49	
Leadership	4.51	Positive relationship
LD-1 Ability to Achieve Mutual Objective in Organization	4.51	
LD-2 Enrich Task Information and Lead Team Toward High Performance	4.49	
LD-3 Employee Motivation	4.51	
LD-4 Touch the Heart of Employee and Impelling in Organization	4.51	

5.3 Limitation of research

The challenge of this research is the evaluation of employee performance. Performance is intangible, the evaluation is tended to personal perception. Therefore, the method of measurement shall be improved to increase the reliability of the result collected.

The research was execution by google form distribute via Whatapps. Improper explanation of questionnaire may affect the feedback from the responses. Face to face may increase the reliability of the feedback by the response.

This survey questionnaire was distributed via friend to friend. Improper planning of distribution of response resultant uneven of quantity in each of the demography group. This may affect the accuracy of the result.

5.4 Research recommendations

This research was conducted in Klang Valley and this is not representative of Malaysia construction industry. Therefore, it is suggested that the research able to extend to the whole country in order to have useful reference for future research. Besides. Adoption of qualitative methods helps to obtain detailed and accurate results for analysis and future reference.

This research was collected 152 responses in 2-week time via friend-to-friend recommendation. Increase the quantity of the responses may help to increase the accuracy of the research. By allocation more time, it should be able to increase the quality of the result.

This research result giving us an idea that, each level of employees may have different thinking and thought. Next survey we might focusing to cert level or position of employees, I shall believe the result may give us new idea each level of employee's opinion.

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APPENDICES

Questionnaire

THE IMPACT OF COMPETENCY SKILLS ON EMPLOYEES' PERFORMANCE IN CONSTRUCTION COMPANIES

Dear Sir/Madam,

I am a postgraduate student of Master of Business Admin from Faculty of Accountancy and Management at Universiti Tunku Abdul Rahman (UTAR). I am currently conducting a research project as part of the requirement to complete the master program. The purpose of this study is to identify and evaluate the impact of competency skill on employees' performance in construction companies.

It will be highly appreciated if you could participate in this research by filling up this questionnaire. Please be assured that your participation will be anonymous, and all information will be kept confidential and for academic purpose only.

Each answer should be based on your own perspective and personal involvement in the Malaysia's construction company. If you have any queries, please do not hesitate to reach me at the contact given below.

Student Name : Tay Ee Lim
E-mail : eelim4u@gmail.com

Thank you for your participation and time.

SECTION A – DEMOGRAPHIC

1. Working Background

- Yes (proceed further)
- No (end the Q.A)

2. Age Group

- Below 20
- 20 – 30
- 30 – 40
- 40- 50
- 50 and above

3. Working Experience

- 5 years and below
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 and above

4. Education Background

- Secondary
- Certificate / Diploma
- Undergraduate (Degree)
- Postgraduate (Master Degree) / Doctor (PHD)
- Others

5. Designation

- Senior Executive / Manager
- Project Manager
- Executive / Supervisor
- Worker
- Others

6. Working Environment

- Site
- Office
- Factory
- Others

SECTION B - INFLUENCES OF SOFT SKILL

Identification of soft skill influences the employee performance in construction industry. Please rate desired competencies with 5 points Likert scale as shown below.

1: Strongly Disagree 2: Disagree 3: Neither 4: Agree 5: Strongly Agree

Soft skill influences the employee performance in construction industry	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
<p>Problem Solving</p> <p>1. Do you agreed the ability to reduce the time taken for the project execution can increase your work performance?</p> <p>2. Do you agreed ability to identify problem can increase your work performance?</p> <p>3. Do you agreed keep calm and simplifying the problem may increase your work performance?</p> <p>4. Do you agreed evaluate the root cause of the problem may increase your work performance?</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>
<p>Communication</p> <p>1. Do you agreed work and well understanding of each other can improve your work performance?</p> <p>2. Do you agreed inadequate communication may suffer a heavy loss and damage your work performance?</p> <p>3. Do you agreed ability of provide accurate information deliver to right people in right time can improve your work performance?</p> <p>4. Do you agreed collapse of communication resulted conflict may affect your work performance?</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>

Soft skill influences the employee performance in construction industry	Strongly disagree	Disagree	Neither	Agree	Strongly agree
<p>Teamwork</p> <ol style="list-style-type: none"> 1. Do you agreed continue growth is important to improve your performance and bring better business result? 2. Do you agreed work hard with every team's member could increase your performance? 3. Do you agreed every team member take their own responsible for their role will increase everyone performance? 4. Do your agreed increase engagement of team's members will increase your work performance? 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>Negotiation</p> <ol style="list-style-type: none"> 1. Do you agreed through negotiation to maximize value can increase your performance? 2. Do you agreed through negotiation to have better operational position can increase your performance? 3. Do your agreed through negotiation to create mutual agreement can increase your work performance? 4. Do you agreed resolves the disagreement towards a mutual agreement to achieve a win-win solution will increase your work performance? 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Soft skill influences the employee performance in construction industry	Strongly disagree	Disagree	Neither	Agree	Strongly agree
<p>Leadership</p> <ol style="list-style-type: none"> <li data-bbox="321 457 1003 573">1. Do you agreed ability to achieve the mutual objective in an organization can increase your work performance? <li data-bbox="321 604 1003 720">2. Do you agreed enrich the task information and lead the team toward the high performance will increase your work performance? <li data-bbox="321 751 1003 825">3. Do you agreed motivates employee can increase your performance? <li data-bbox="321 856 1003 1014">4. Do your agreed equipped with authentic able to touch the heart of employee and impelling the organization vision will increase your work performance? 	O	O	O	O	O

SECTION C: EMPLOYEE PERFORMANCE

Please rate your performance to the key competence list below with 5 points Likert scale.

1: Very Dissatisfied 2: Dissatisfied 3: Neither 4: Satisfied 5: Very Satisfied

Employee Performance	Very Dissatisfied	Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
1. Are you satisfied your current problem-solving performance?	○	○	○	○	○
2. Are you satisfied your others team member’s problem-solving performance?	○	○	○	○	○
3. Are you satisfied your current communication performance?	○	○	○	○	○
4. Are you satisfied your others team member’s communication?	○	○	○	○	○
5. Are you satisfied your current teamwork performance?	○	○	○	○	○
6. Are you satisfied your others team member’s teamwork performance?	○	○	○	○	○
7. Are you satisfied your current negotiation performance?	○	○	○	○	○
8. Are you satisfied your others team member’s negotiation performance?	○	○	○	○	○
9. Are you satisfied your current leadership performance?	○	○	○	○	○
10. Are you satisfied your others team member’s leadership performance?	○	○	○	○	○