CHAPTER 6

FINDINGS AND DISCUSSION

6.1 FINDINGS

6.1.1 Main Findings

Lees (2002) states that the notion of employability challenges traditional concepts of higher education and raises the question of what the point of higher education is; subject knowledge and understanding, or learning how to learn. Forrester (1999) constructs employability as ‘being available for every kind of change, for the whims of fate, in this case the employers.’

Students seek a Business Administration degree for many reasons but they all have one thing in common – the expectation of good employment after post-graduation. B-schools also take in prospective candidates with the aim of producing employable candidates at the end of the course. But many a times the goal is defeated from both ends. The probable reasons could be (as stated in Chapter 1):

1. Inadequate information on student performance as described by workplace requirements. What is the required student performance in terms of workplace requirements and how do you measure it?
2. Inefficient measuring instruments at the point of entry of a student to the management program.

3. Failure to include non-cognitive aspects that influences student performance, at the time of admission and during the course.

4. The program fails to cater to the needs of the industry.

Thus the objectives of this research are:

1. Define student performance in terms of workplace requirements.

2. Identify employability skills defined by the industry and develop a measure for the same.

3. Assess the impact of non-cognitive aspects, in particular, Emotional Intelligence, Locus of Control, and Cognitive Competencies on Performance, MAT Score ($P_1$), Skill Set ($P_2$), BMS, TMS and AS.

4. Bring forth the importance of measuring Emotional Intelligence, Locus of Control, and Cognitive Competencies as part of the selection criteria.

Based on the above, the findings have been categorized as follows:

I. Findings in terms of Performance ($P$)

II. Findings in terms of MAT Score ($P_1$)

III. Findings in terms of Skill Set ($P_2$)

III a. Findings in terms of BMS

III b. Findings in terms of TMS
III c. Findings in terms of AS

I. **Findings in terms of Performance (P)**

21% variation in the performance of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicted a higher performance.

7.1% variation in the performance of a prospective business graduate is explained by Emotional Intelligence. Higher the Emotional Intelligence better the performance.

6.7% variation in the performance of a prospective business graduate is explained by Cognitive Competencies.

II. **Findings in terms of MAT Score (P_1)**

7.8% variation in the MAT Score (P_1) of a prospective business graduate is explained by Emotional Intelligence. Higher Emotional Intelligence predicts a higher MAT Score (P_1).

3% variation in the MAT Score (P_1) of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicts a higher MAT Score (P_1).

1% variation in the MAT Score (P_1) of a prospective business graduate is explained by Cognitive Competencies.

III. **Findings in terms of Skill Set (P_2)**

18.2% variation in the Skill Set (P_2) of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicts better Skill Set (P_2).
8.9% variation in the Skill Set (P2) of a prospective business graduate is explained by Emotional Intelligence. Higher Emotional Intelligence predicts better Skill Set (P2).

7.1% variation in the Skill Set (P2) of a prospective business graduate is explained Cognitive Competencies.

III a. **Findings in terms of Basic Managerial Skills**

17% variation in the BMS of a prospective business graduate is explained by Emotional Intelligence. Higher Emotional Intelligence predicts better BMS.

7.1% variation in the BMS of a prospective business graduate is explained Cognitive Competencies. Higher Cognitive Competencies predicts better BMS.

3.7% variation in the BMS of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicts better BMS

III b. **Findings in terms of Team Management Skills**

11.7% variation in the TMS of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicts better TMS

10% variation in the TMS of a prospective business graduate is explained by Emotional Intelligence. Higher Emotional Intelligence predicts better TMS.

5.9% variation in the TMS of a prospective business graduate is explained Cognitive Competencies. Higher Cognitive Competencies predicts better TMS.
III c. **Findings in terms of Attitudinal Skills**

22.2% variation in the AS of a prospective business graduate is explained by Locus of Control. Internal Locus of Control predicts better AS.

2% variation in the AS of a prospective business graduate is explained Cognitive Competencies. Higher Cognitive Competencies predicts better AS.

1.9% variation in the AS of a prospective business graduate is explained by Emotional Intelligence. Higher Emotional Intelligence predicts better AS.

**Findings in relation to the research objectives:**

**Objective 1: Define student performance in terms of workplace requirements.**

Student performance is defined as a sum total of Core performance and Contextual Performance. Refer Chapter 1 - CONCEPTUAL FRAMEWORK OF THE STUDY – Performance. As per this study the researcher has defined performance as a sum of MAT Score (Core Performance) and Skill Set (Contextual performance in terms of industry requirements).

**Objective 2: Identify employability skills defined by the industry and develop a measure for the same.**

Refer Chapter 4 - MEASURING INSTRUMENTS wherein the researcher has developed the tool to measure skills as defined by the industry.
Objective 3: Assess the impact of non-cognitive aspects, in particular, Emotional Intelligence, Locus of Control, and Cognitive Competencies on Performance (P), MAT Score (P₁), Skill Set (P₂), Basic Managerial Skills (BMS), Team Management Skills (TMS) and Attitudinal Skills (AS)

Summary of the main findings are summarized in the table given below:

Table 6.1  The percentage variation in P, P₁, P₂, BMS, TMS and AS by predictors EI, LOC and CC

<table>
<thead>
<tr>
<th></th>
<th>EI</th>
<th>LOC</th>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>7.1%</td>
<td>21%</td>
<td>6.7%</td>
</tr>
<tr>
<td>P₁</td>
<td>7.8%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>P₂</td>
<td>8.9%</td>
<td>18.2%</td>
<td>7.1%</td>
</tr>
<tr>
<td>BMS</td>
<td>17%</td>
<td>3.7%</td>
<td>12.8%</td>
</tr>
<tr>
<td>TMS</td>
<td>10%</td>
<td>11.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>AS</td>
<td>1.9%</td>
<td>22.2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

The cross tabulation of the dependent variables (P, P₁, P₂, BMS, TMS and AS) and predictors EI, LOC and CC helps to understand the variations in the dependent variables and point out the predictor that causes the maximum variation in the dependent variable.

Thus from the above table the following inferences can be drawn:

- Locus of Control is a good predictor of Attitudinal Skills (AS – 22.2%), Performance (P – 21%), Skill Set (P₂ – 18.2%) and Team Management Skills (TMS – 11.7%).
• Emotional Intelligence is a good predictor of Basic Managerial Skills (BMS – 17%) and MAT Score (P₁ – 7.8%).

Objective 4: Bring forth the importance of measuring Emotional Intelligence, Locus of Control, and Cognitive Competencies as part of the selection criteria

From the Analysis (Refer Chapter 5) and the Findings (Chapter 6) the study concluded that:

Locus of Control (Table 5.5) is a better predictor of Performance (P), Skill Set (P₂), Team Management Skills (TMS) and Attitudinal Skills (AS) (Table 5.6).

Emotional Intelligence was found to be a better predictor of MAT Score (Table 5.3) and Basic Managerial Skills (BMS) (Table 5.4)

The additional analysis done by the study found that of the four components of Emotional Intelligence:

Self Management was a better predictor of Performance (P), Skill Set (P₂) (Table 5.9), Basic Managerial Skills (BMS), Team Management Skills (TMS) and Attitudinal Skills (AS) (Table 5.10).

Social Awareness was a better predictor of MAT Score (P₁) and Skill Set (P₂) (Table 5.9).

6.2 DISCUSSION

Defining student performance in the 21st Century, includes not only academic achievements, but also brings under its umbrella a wide array of skills required to be successful at the work place. Determinants of student’s
performance have been the subject of ongoing debate among academics and Organizations. The industry today feels graduates are lacking in generic skills. The role of management education is not to teach ‘employability, but to make management graduates employable. From the employers’ perspective, ‘employability’ seems to refer to ‘work readiness’, that is, possession of skills, knowledge, attitudes and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment (Mason et al 2006). The main function of a B-school in this context is to raise awareness of soft skills, to improve self confidence and to introduce strategies to cope with problems as well as to deliver vocational skills.

According to this study, it can be concluded that higher Emotional Intelligence and Cognitive Competencies leads to higher performance. It can also be seen that of the components of Emotional Intelligence, Self Management seems to be the better predictor of P and P2. Thus in the working environment where Skill Set is very important it can be concluded that a person with better Self Management will fare better. The study also found that candidates with Internal Locus of Control proved better performers in terms of overall performance (P) and Skill Set (P2) especially with regard to Team Management Skills and Attitudinal Skills. Thus it can be rightly said that the pedagogue should help students to develop their Internal Locus of Control and Emotional Intelligence, which will be beneficial to individual’s academic study and professional life.

6.3 RECOMMENDATION

Based on the findings stated under Objective 4, the researcher suggests that Emotional Intelligence and Locus of Control of the prospective business graduate should be assessed at the entry level along with the MAT
and GDPI score. This is further explained under the following two points of view:

1. **Point of view of the Management school**

   Based on this study it was found that as Emotional Intelligence and Locus of Control in particular and Cognitive Competencies in general, impact performance, measurement of the same will give management institutions a start point with regard to employability of the proposed candidate and this in turn will aid in the selection of candidates who are trainable in the field of management. The institution will be better equipped to train the candidate during the course in terms of enhancing Emotional Intelligence, building their Internal Locus of Control and bettering their Cognitive Competencies. Hence at the end of the course a candidate trained in the above aspects will stand a better chance of being employed. Measurement of the Skill Set will give the institution a good assessment of the candidate in terms of industry requirements and hence training in terms of industry skill requirement can be taken up in a more systematic manner. This again will result in better employability.

   Hence the quality of those graduating from college to work, will improve. As defined by Hillage and Pollard’s (1998) employability is defined as an individual’s ability to gain initial employment, maintain employment, move between roles within the same organization, obtain new employment if required and (ideally) secure suitable and sufficiently fulfilling work.

2. **Point of view of the Industry**

   Employers have constantly been raising concerns about quality of management graduates in terms of their employability skills and overall performance. A management graduate who comes through a revised selection
criteria (inclusive of EI, LOC, CC and Skill Set measurement and testing at the entry level) will be more apt to handle/control/manage self and teams, resulting in employability post completion of the management program.

As cited earlier management graduates have a common aim and that is to pursue a career that generates from that stream of education. Hence the above cited relation between Emotional Intelligence, Locus of Control and the essential people management skills (Basic Managerial skills, Team Management Skills, Attitudinal Skills and Relationship Management) directly affects the way they take on the responsibility as a manager and impact the performance of any organization. A management graduate, who scores high in the Emotional Intelligence and Skill Set training and development of Internal Locus of Control, will be a natural fit to the role of a manager and help close on the existing gap between academia and industry.

6.4 CONCLUSION

Conclusions based on literature review and results of this study are summarized as follows:

Management Education must to include testing/evaluating Emotional Intelligence, Locus of Control, Cognitive Competencies and Skill Set at the entry level, as this will improve the quality of intake and ensure that the efforts put in by students and academicians bear an industry ready management graduate, who can solve more than a decade old issue of dearth of good managers at entry and midlevel.

This will bring a two pronged benefit to the involved parties, i.e. Academia & Industry:
Academia - An institution of quality strives to take on board the best talent, to ensure that the end product brings accolades to the college, which translates into job offers extended to their wards. With the introduction of Emotional Intelligence, Locus of Control, Cognitive Competencies and Skill Set as criteria for selection to the management course, the institution will be churn out graduate who will meet the managerial expectations of the industry. As a result both the recruiters and the student will make a beeline for that institution.

Industry – Indian corporate have been facing lack of managerial skills generated problems for a long time now. Lack of ability to manage self and teams, led to problems like – unionization/politics/attrition (more recent)/burnout that have resulted in higher costs for the firm. If a recruiter is presented a candidate who has scored high on the Emotional Intelligence quotient, Internal Locus of Control and better Skills Set it will enable corporate to recruit ‘Ready to Employ’ rather than ‘Ready to Train’ human capital - candidates who in turn will contribute to the profitability of the firm.

6.5 FUTURE RESEARCH

The crucial aspects that need further research are the evaluation of Emotional Intelligence, Locus of Control, Cognitive Competencies and Skill Set at the pre and post levels of admission in management course and how to blend in these aspects (training/education) with the academic curriculum, to ensure fitment between academia and industry. Other aspects such as personality, demographic details such as ethnic origin, income, education background and the like, can be researched into in order to see if they have any bearing on the performance of an individual.