CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

An overview of the formulation of the research questions and null hypotheses of the research followed by a detailed discussion on instrumentation, methods adopted for the selection of the sample, data analysis and limitations are presented in this chapter.

Managerial talent requires different type of skill sets. The imparting of training to the management graduates goes a long way in nurturing them as well transforming them as the best performing managers. The corporate also requires the person with the talent who could be able to deliver. In this context it has been proved beyond doubt that the transformation process is the determining aspect of the managerial performance at a later date. Scarce evidence and dearth of research efforts reinforces the content of the training being imparted to such management graduates. All over the world the same similar training gives heterogeneous results as well output. It is worth considering the fact that several institutes of management do have their unique imparting proposition. It is mandatory to know whether such efforts do transform the participant of a programme in to effective functioning executive by analysing the capabilities of such persons at the time of entry and on successful completion of the course work.

It is observed that performance of graduates of management education is derived from specific skill set to reflect the managerial characteristics. Performance is defined as an accomplishment of a given task against pre-set known standards (Business Dictionary, 2012). Houthoofd(2009) observed that performance is to be measured with perceptions of the people who are to be evaluated. Pistieau et al.,
(2009) described performance as the ‘best practice’ frontier technique by which it is measured by the productive efficiency. As a recognised accomplishment, performance is an act of performing or doing something successfully using knowledge as distinguished from merely possessing it. For this purpose the acquisition of specific skills is of paramount importance. The specific skills identified in this research are self-monitoring, spiritual intelligence, analytical ability, creativity and problem-solving, communication abilities, academic orientation, general esteem, spiritual values, honesty and emotional stability. The present research aims to study the performance of management students in the form of gaining the knowledge and acquiring the above specific skills at the time of entry to the program as well on completion. The people who leave the coursework need to be assessed as to what extent they show similarity or difference on different characteristics. The present research will testify as an evidence to show the extent of the body of the knowledge and skills gained by the management students.

Spiritual intelligence is the ability of an individual to apply the understanding of the self, others and the interconnectedness with the universe on the day-to-day activities. Spiritual intelligence will benefit individuals. Self-monitoring refers to an individual’s level of sensitivity and ability to adapt to situation cues. It is important to identify the relationship between spiritual intelligence and self-monitoring. It is postulated that self-monitoring facilitates spiritual intelligence and spiritual intelligence and self-monitoring help a person to perform well.

It is interesting to assume that the transformation does take place during the course work would transform the participants as effective management professionals at the global level. Hence, an attempt has been made to study the impact of the inputs given during the programme and the effect of such inputs at the time of exit.
from the programme. In this endeavour the researcher aimed at studying certain characteristics as how they are developed over a period of time.

In an environment with concerns over quality, it is important to have a system in place that can accurately and honestly benchmark standards of excellence. In view of the multiplicity of standards of quality in management education, there is a need to study the impact of managerial characteristics; before and after imparting training skill sets. In order to study the above the following research questions were formulated.

3.2 Research Questions

- Whether the entry and exit levels of the educational and training program differentiate the behavioural characteristics of individuals.
- Whether the high and low levels of self-monitoring differentiate the behavioural characteristics of individuals.
- Whether the number of years of work experience differentiates the behavioural characteristics of individuals.
- Whether the cross section of participants of any specific educational and training programme differentiate among themselves on their behavioural characteristics.
3.3 Hypotheses for the Study

The management programmes are designed in such a way to cater to the needs of the stakeholders to readily employ the trained graduates after a successful completion of the training over a specific time period. In order to study the differences or changes among the participants over a sustained period of controlled training in the past deliverables, it is hypothesized that:

**Hypothesis 1:**

The respondents would not differ on their scores on the various behavioural characteristics between entry and exit levels on their scores on

1. Self-monitoring Scale

2. Spiritual Intelligence Self-Report Inventory
   

   and

3. Self-Description Questionnaire III
   

It is further hypothesised that the extent to which the criterion groups would not show similarities or differences on the managerial characteristics. It is aimed at studying such managerial skill sets and the extent of the transformation happened during the course of experimental period.

In order to find answers to such research questions on the experience and personality characteristics across various criterion groups; the following hypotheses are formulated.
Hypothesis 2

**H<sub>0</sub>:2.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Critical Existential Thinking Sub-scale of Spiritual Intelligence Scale.

**H<sub>0</sub>:2.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Critical Existential Thinking sub-scale of Spiritual Intelligence Scale.

**H<sub>0</sub>:2.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Critical Existential Thinking sub-scale of Spiritual Intelligence Scale.

Hypothesis 3

**H<sub>0</sub>:3.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Personal Meaning Production Sub-scale of Spiritual Intelligence Scale.

**H<sub>0</sub>:3.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Personal Meaning Production sub-scale of Spiritual Intelligence Scale.

**H<sub>0</sub>:3.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Personal Meaning Production sub-scale of Spiritual Intelligence Scale.
Hypothesis 4

H$_0$:4.1 The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Transcendental Awareness Sub-scale of Spiritual Intelligence Scale.

H$_0$:4.2 The respondents belonging to different categories of prior work experience would not differ on the scores on Transcendental Awareness sub-scale of Spiritual Intelligence Scale.

H$_0$:4.3 High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Transcendental Awareness sub-scale of Spiritual Intelligence Scale.

Hypothesis 5

H$_0$:5.1 The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Conscious State Expansion Sub-scale of Spiritual Intelligence Scale.

H$_0$:5.2 The respondents belonging to different categories of prior work experience would not differ on the scores on Conscious State Expansion sub-scale of Spiritual Intelligence Scale.

H$_0$:5.3 High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Conscious State Expansion sub-scale of Spiritual Intelligence Scale.
Hypothesis 6

$H_0$:6.1  The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Analytical Ability Sub-scale of Self-Description Questionnaire III Scale.

$H_0$:6.2  The respondents belonging to different categories of prior work experience would not differ on the scores on Analytical Ability Sub-scale of Self-Description Questionnaire III Scale.

$H_0$:6.3  High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Analytical Ability Sub-scale of Self-Description Questionnaire III Scale.

Hypothesis 7

$H_0$:7.1  The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Communications Ability Sub-scale of Self-Description Questionnaire III Scale.

$H_0$:7.2  The respondents belonging to different categories of prior work experience would not differ on the scores on Communications Ability Sub-scale of Self-Description Questionnaire III Scale.

$H_0$:7.3  High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Communications Ability Sub-scale of Self-Description Questionnaire III Scale.
**Hypothesis 8**

**H0:8.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Academic Orientation Sub-scale of Self-Description Questionnaire III Scale.

**H0:8.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Academic Orientation Sub-scale of Self-Description Questionnaire III Scale.

**H0:8.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Academic Orientation Sub-scale of Self-Description Questionnaire III Scale.

**Hypothesis 9**

**H0:9.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Problem Solving and Creativity Sub-scale of Self-Description Questionnaire III Scale.

**H0:9.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Problem Solving and Creativity Sub-scale of Self-Description Questionnaire III Scale.

**H0:9.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ
on the scores on Problem Solving and Creativity Sub-scale of Self-Description Questionnaire III Scale.

**Hypothesis 10**

**H_0:10.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Spiritual Values Sub-scale of Self-Description Questionnaire III Scale.

**H_0:10.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Spiritual Values Sub-scale of Self-Description Questionnaire III Scale.

**H_0:10.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Spiritual Values Sub-scale of Self-Description Questionnaire III Scale.

**Hypothesis 11**

**H_0:11.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Trustworthiness Sub-scale of Self-Description Questionnaire III Scale.

**H_0:11.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Trustworthiness Sub-scale of Self-Description Questionnaire III Scale.

**H_0:11.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Trustworthiness Sub-scale of Self-Description Questionnaire III Scale.
Hypothesis 12

**H₀:12.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on Emotional Stability Sub-scale of Self-Description Questionnaire III Scale.

**H₀:12.2** The respondents belonging to different categories of prior work experience would not differ on the scores on Emotional Stability Sub-scale of Self-Description Questionnaire III Scale.

**H₀:12.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on Emotional Stability Sub-scale of Self-Description Questionnaire III Scale.

Hypothesis 13

**H₀:13.1** The respondents belonging to high and low levels of self-monitoring would not differ on the scores on General Esteem Sub-scale of Self-Description Questionnaire III Scale.

**H₀:13.2** The respondents belonging to different categories of prior work experience would not differ on the scores on General Esteem Sub-scale of Self-Description Questionnaire III Scale

**H₀:13.3** High and low levels of self-monitors and respondents with different categories of prior work experience would not differ on the scores on General Esteem Sub-scale of Self-Description Questionnaire III Scale
3.4 Instrumentation

To find answers to the above research questions and the specific hypotheses formulated for the purpose of study, the following scales were used. The description of the instruments in details as follows:

1) Self-monitoring Scale (Lenox and Wolfe, 1984)
2) The Spiritual Intelligence Self-Report Inventory (SISRI-24, King, 2008)
3) Self-Description Questionnaire III (SDQ III, Herb Marsh, 1992)

The details pertaining to the number of items in each scale, the scores, the reliability and validity of the instruments are shown in this section.

3.4.1 Self-monitoring Scale

Self-monitoring relates to the dispositional variation in the extent to which individuals strategically cultivate public appearance. To measure this difference Snyder developed the original 25 item Self-monitoring Scale (Snyder, 1972, 1974). After the preliminary empirical success the scale came under a period of scrutiny. Criticisms were included in this dimensionality with scoring format (Briggs, Creek and Buss, 1980), its operationalization (Lennox and Wolfe, 1984) and its typological assumptions (i.e. high / low self-monitors) (Miller and Thayer, 1989). The outcome of this energetic debate resulted in two major scale enhancements. First, Lennox and Wolfe (1984), narrowed down the definition of self-monitoring construct and developed a new 13 item scale that utilize a continuous scoring format. In response Gangestad and Snyder (1985) collide with 7 of the more debatable items from the original scale, sharpening it to 18 items.
The revised self-monitoring scale developed by Lennox and Wolfe (1984) was used to measure self-monitoring. The instrument contains 13 Likert type scale items to be responded to on a 4 point scale starting from ‘strongly disagree’; ‘disagree’; ‘agree’; ‘strongly agree’. Of the 13 items, 11 items are to be scored by the direct method while 2 items are to be scored by the reverse method. Higher scores relate to high self-monitoring and lower scores relate to low self-monitoring tendencies. This scale has been extensively used to study the personality characteristics across various criterion groups. The reliability co-efficient of the Self-monitoring scale using Cronbach’s alpha is 0.74.

3.4.1.1 Relevance of Self-Monitoring Scale

Drawing from theories of impression management, the concept of self-monitoring was introduced 30 years ago by Snyder (1974, 1987) as a social psychological construct reflecting self-observation and self-control guided by situational cues to social appropriateness. Since then, it has become one of the most widely used personality measures for research purposes (Day et al., 2002). Self-monitoring refers to a person’s conceptualization or awareness of a social situation, his /her notion of the proper response and the manner in which he /she actually responds in order to get socially accepted (Wong, 1988; Snyder et al., 1985; Snyder, 1974). People show complex behavioural sequences at different occasions termed as ‘self-monitors’. Self-monitors influences their standards and goals, as well as evaluation of outcomes.

Self-monitoring, as a theory, deals with phenomena of expressive controls. High self-monitors are classified as people who closely monitor themselves and behave in a manner that is highly responsive to the social cues and situational context. They further project images in an attempt to impress others and to receive
positive feedback. The low self-monitors are classified as a people do not participate in expressive control and do not share concerns for situational appropriateness. They are often less observant of social context.

Hence, participants who are high self-monitors presumably should more readily assume top managerial positions in the work place. Compared to low self-monitoring participants, high self-monitoring participants will attain greater professional development. Furthermore, given that the research on self-monitoring provides compelling arguments linking with a range of job outcomes such as workplace performance, leadership emergence, and information technology (Mehra, Kilduff and Brass 2001).

3.4.2 The Spiritual Intelligence Self-Report Inventory (SISRI-24)

Spiritual Intelligence concerns the ability to gain a deep understanding of life and to connect with the nature. However, there is a great deal of disagreement over the measurement of Spiritual Intelligence. Many suggest that this ability cannot be measured by traditional means, while others maintain that, like most psychological constructs, some degree of measurement is possible. However, to measure individual differences in Spiritual Intelligence Wigglesworth (2002) developed the first competency-based Spiritual Intelligence Assessment Instrument, which measures 21 skills through a rigorously validated questionnaire. Following this, Amram and Dryer (2007) developed Integrated Spiritual Intelligence Scale (ISIS), which measures 22 skills. Research has shown ISIS to be a reliable and valid ecumenical measure of Spiritual Intelligence. In addition to this King (2008) developed a self-report measure of Spiritual Intelligence, called the Spiritual Intelligence Self-Report Inventory (SISRI).
The Spiritual Intelligence Self-Report Inventory (SISRI-24) developed by King (2008) was used to measure spiritual intelligence. The instrument contains 24 Likert type scale items to be responded to on a 4 point scale starting from ‘strongly disagree’; ‘disagree’; ‘agree’; ‘strongly agree’. The scale has four sub scales namely, Critical Existential Thinking (7 items); Personal Meaning Production (5 items); Transcendental Awareness (7 items) and Conscious State Expansion (5 items). Of the 24 items, as many as 23 items are to be scored by the direct method while 1 item is to be scored by the reverse method. Reliability co-efficient of the spiritual intelligence scale using Cronbach’s alpha are; Critical Existential Thinking (0.76), Personal Meaning Production (0.74), Transcendental Awareness (0.73) and Conscious State Expansion (0.80) respectively.

3.4.2.1 Relevance of Spiritual Intelligence Self-Report Inventory (SISRI)

Spirituality and intelligence are new creation, hence intelligent behaviour requires a motivated skill person and his capabilities have to support relevant interactions with an environment that has the informational and material properties and resources needed to facilitate goal attainment. Spiritual intelligence can develop skills such as intrapersonal and interpersonal, goal attainment, motivation, commitment, responsibility, self-awareness, team spirit, stress management, time management, leadership and transformation. These skills are necessary for work and be successful at workplace.

Spiritual intelligence need not be a right but can be developed, which results in making life and work more meaningful and enjoyable. Spiritual intelligence would follow four quadrant model consisting of higher self /ego self-awareness, universal awareness, higher self / ego self-mastery and social mastery / spiritual presence.
To access the highest stage of adult development and to become matured leaders, development of spiritual intelligence is a requirement. Flexibility, self-awareness, a capacity to face transcend suffering, being inspired, not causing harm, being holistic, seeking answers to fundamental questions and capacity to work against convention are the essential characteristics of a manager, to achieve this a highly developed Spiritual intelligence is needed.

3.4.3 Self-Description Questionnaire III (SDQ III)

The SDQIII is one of the series of three instruments designed to measure self-concepts for preadolescents (SDQ1; Marsh, 1988), young adolescents (SDQII; Marsh, in press), and late adolescents and young adults (SDQIII). The initial instruments, the SDQ1, and its extensive research basis is described in the original SDQ1 monograph Marsh (1988). Because the SDQII and SDQIII are based upon the SDQI instrument and SDQ research, much of the background for these instruments is also contained in the SDQ1 monograph.

The Self-Description questionnaire (SDQIII Instrument) is designed to measure multiple dimensions of self-concept for students and other adults above 25 years. This instrument contains 88 items to be responded to on Likert type scale items on a 4 point scale starting from ‘strongly disagree’; ‘disagree’; ‘agree’; ‘strongly agree’. The SDQIII comprises a multidimensional structure and is designed to measure self-concepts related to eight sub-scales; Analytical Ability (10 items), Communication Abilities (10 items), Academic Orientation (10 items), Problem Solving and Creativity (10 items), Spiritual Values (12 items), Trustworthiness (12 items), Emotional Stability (12 items), and a single global perception of General Esteem (12 items). Reliability co-efficient of the Self-Description Questionnaire (SDQ III) using Cronbach’s alpha are; Analytical ability
(0.82), Communication abilities (0.70), Academic orientation (0.76), Problem solving and Creativity (0.75), Spiritual Values (0.77), Trustworthiness (0.73), Emotional Stability (0.71), General esteem (0.83) respectively.

3.4.3.1 Relevance of Self-Description Questionnaire III (SDQIII)

The SDQIII (Marsh, 1992) is designed to measure multiple dimensions of self-concept for college students and other adults older than 25. More specifically, the SDQIII is designed to measure self-concepts related to eight non-academic areas, four academic areas and a single global perception of self. Self-concept represents knowledge structures that consist of beliefs about the self, including one’s attributes, social roles, and goals. It emerges from social interaction with others, it is based on the ways others respond to the person and perceptions of how one is perceived by others reflect. The study of self-concept represents one of the oldest researches in social sciences.

Many managerial skills have recently been included in the concept of emotional intelligence. This consists of self-awareness, self-regulation, self-concept, self-control, motivation, the ability to understand others emotion and behavioural cues. There is a need to identify specific skills or characteristics of the most effective managers that are behavioural, controllable, and developable and skills that are contradictory or paradoxical. The longitudinal study of successful interventions designed to enhance self-concept and so findings of this study are important to demonstrate that self-concept can be changed through effective intervention, and these effects can be maintained. In this regard the ability of the SDQIII to clearly differentiate among multiple dimensions of self-concept, some of which were particularly relevant to the goals of the program. Hence SDQIII is relevant to examine short and long term intervention effects on self-concept.
3.5 Pilot Study

Pilot study was conducted to validate the questionnaire and to confirm the feasibility of the study. The pilot study was conducted with a sample of 30 respondents. The management students were drawn from the list of sampling frame which was collected from Singapore Management University, Singapore. The collected responses from 30 students were subjected to reliability testing using split half reliability test using Spearman Brown prophecy formula and Cronbach’s alpha as per the requirement.

The classification of management students for this study includes: students in the age group of 21 to 28 years and with a work experience of 2 to 5 years.

3.5.1 Results of the Pilot Study

The record of transaction that took place while administering the instruments were analysed with reference to the specific objectives of the pilot study. The discussion with the management students prior to the administration of the instruments revealed that the instrument had an adequate stimulus value to gather authentic responses from the respondents. The transactions also suggested that the procedure adopted in administering the questionnaire is practicable. Hence, it was concluded that the instruments used in the study provided the necessary data required from the management students.

The reliability coefficients of all the three scales were determined using Cronbach’s alpha and Spearman Brown split-half method. Cronbach’s alpha test was used to assess internal reliability, essentially assessing whether all the items in a scale measure the same thing. However, it has been suggested that Cronbach’s coefficient alpha represents the lower bound of the reliability coefficient, because it assumes that all individual items measure the true score of the latent variable equally.
well (Bolleen, 1989). The coefficient alpha represents a classic model of reliability estimation where an individual’s true score is viewed as the average of an infinite number of respondent scores of the same test. Therefore, the split-half test also is used. It is a measure of reliability derived from correlating two halves of the scales. It reduces the potential for both random and systematic error by using a single measure on one occasion with one set of subjects. But when a measuring device is divided into two parts and the scores are correlated, the result is a correlation between values on an assessment that is only one half as long as the original.
Table 3.1 showing the reliability and time taken for completion of the research instrument

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Instrument</th>
<th>Reliability</th>
<th>Time taken</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Chronbach’s alpha</td>
<td>Split-half</td>
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<tr>
<td>1</td>
<td>Self-monitoring</td>
<td>0.74</td>
<td>0.77</td>
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<td>2</td>
<td>Spiritual Intelligence</td>
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<td><strong>Sub scales</strong></td>
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<td>- Critical Existential Thinking</td>
<td>0.76</td>
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<td></td>
<td>- Personal Meaning Production</td>
<td>0.74</td>
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<td></td>
<td>- Transcendental Awareness</td>
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<td></td>
<td>- Conscious State Expansion</td>
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<td>3</td>
<td>Self-Description Questionnaire III</td>
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<td><strong>Sub scales</strong></td>
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<td></td>
<td>- Analytical ability</td>
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<tr>
<td></td>
<td>- Communications abilities</td>
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<tr>
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<td>- Academic orientation</td>
<td>0.76</td>
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<tr>
<td></td>
<td>- Problem solving and creativity</td>
<td>0.75</td>
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<td>- Spiritual values</td>
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<td></td>
<td>- General esteem</td>
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**Total Time Taken** | 55 min

*‘min’ indicate minutes*
Total time required to collect data from one management student was about 55 minutes. Considerable time was required to explain the motive behind this research and other details. Also there was substantial amount of operational cost and work involved in the process. On the basis of the pilot study, the necessary modifications were made in the instruments before proceeding to collect data for the final study. The sample for the final study was selected after incorporating the results and modifications generated through the pilot study.

3.6 Sampling Technique

The universe was fixed as the programmes being offered by the institutes at the global level. There were many such institutes with wide geographical area. Countries such as developing and developed do not allow the scope for the comparison for the purposes of the experimental design. A national city and economically developed besides offering quality management programmes were shortlisted. Among such countries it is decided to select Singapore notational city covering all the requirements to carry out an experimental and longitudinal study. Singapore's cosmopolitan position in the heart of Asia surrounds students with their cultural heritage along with capable and transparent public institutions, leaders of high integrity with a clear vision, academicians at the forefront of new research, and facilities that are amongst the best in the world. Education has always been one of the pillars of Singapore Singapore’s education system has grown in diversity and depth.

Today, there is a wide variety of educational pathways available to meet individual needs and talents. Singapore currently has four autonomous universities which are known as Institutes of Higher Learning, they are National University of Singapore(NUS), Nanyang Technological University (NTU), Singapore
Management University (SMU), and Singapore University of Technology and Design (SUTD). Specialized institutions have also sprung up, both local and international level. While scanning for specified sample size for the purposes of matched comparison the researcher has considered the institutes offering management program with global orientation. Of the 16, three refused permission to carry out such endeavour. While the condition to select among the Nation City, the following institutes were considered for inclusion.

1. National University of Singapore
2. Nanyang Technological University
3. Singapore Management University
4. INSEAD
5. S P Jain Center of Management
6. Singapore Institute of Management
7. Management Development Institute Singapore

From among the seven again the problem of securing permission persisted with first two institutions. Among the rest of the institutions the following institution was selected randomly.

1. S P Jain Center of Management

From S P Jain Center of Management a matched sample of 362 respondents were administered the instruments in two phases viz., at the time of registration to the course work and at the time of completing course work. In between for a period of 18 months the respondents were undergoing variety of training. At the end of the course completion it is benchmarked with the entry level scores to find out the differences if any. The researcher has included all the respondents from the institute selected using census method. However such of those incomplete and non-responses
were eliminated. However the final sample resulted in a total number of 302 participants of the management education program having global orientation.

3.7 Sample Characteristics

Percentage analysis was worked out for the data on demographic details. This was to identify the sample characteristics. The mean self-monitoring scale scores of the respondents were arranged in an ascending order. Based on the median score, the respondents were classified as high self-monitors and low-self monitors. The scores corresponding to the median score were removed for further analysis. This classification resulted in the rejection of 45 responses. Hence 113 respondents belonging to low self-monitoring and 144 belonging to high self-monitoring with a total of 257 responses were selected for further analysis.

202 respondents (78.6%) are below 5 years of experience; 55 respondents (21.4%) are above 5 years of work experience. 222 respondents (86.5%) are from private sector; 35 respondents (13.6%) are from public sector. 209 respondents (81.3%) belonged to pre-MBA position – manager; 34 respondents (13.2%) belonged to pre-MBA position – senior manager; 14 respondents (5.4%) belonged to pre-MBA position – top manager. 70 respondents (27.2%) belonged to age group of 20 to 25 years; 178 respondents (69.3%) belonged to age group of 26 to 30 years; 9 respondents (3.5%) belonged to age group of 30 years above.

3.8 Tools used for Analysis of Data

The data was subjected to appropriate statistical analysis depending on the type of data and research questions. The different statistical analysis employed for the present study includes.
• Percentage analysis was worked out for the data on demographic characteristics.

• Z-test was worked out to find out the statistical significance on the scores of entry and exit levels on Self-Monitoring, Spiritual Intelligence and Self-Description Questionnaire III sub-scales.

• Analysis of Variance (unequal numbers) has been worked out to find the significance difference between the level of self-monitoring and the number of years of prior work experience on the scores of Spiritual Intelligence and Self-Description Questionnaire III.

3.9 Limitations of the Study

• Due to experimental design the sample size and types are restricted.

• The scope of the study is extended to only candidates undergoing management education programme under the global specialization stream.

• Finalizing certain experimental variables was extremely difficult and tedious since there was an early attempt made on the longitudinal model.