

Role of Psychological Predisposition on Employability of Management Students: Moderation Analysis through Soft Skills Training

Tanusree Chakraborty^{1*}, Dishari Gupta², Raiswa Saha³

ABSTRACT

Purpose- The present study purports to probe into the nature of psychological predispositions like- leadership, initiative taking, critical thinking, self motivated outlook, risk taking ability and team skills of the aspirants of management programmes who opt for either MBA or PGDM courses and their relation with employability skills. The study attempted to understand the role of psychological predispositions on employability of management students and see whether the training on soft skills received during the management programmes moderates the impact on employability of those students. **Design/methodology/approach** - The study comprises of 330 postgraduate management students from across the four metro cities in India. The data has been collected from the respondents from various management colleges by group administration as well as through Google forms. Overall probabilistic sampling technique was used to collect the samples. Data was collected in three phases. The age group of the participants ranged between 22-27years. **Findings** - Findings suggest that other than leadership ability, all factors- initiative taking, critical thinking, self motivated outlook, risk taking ability and team skills are significant predictors of employability; intensity of soft skills training given by the institute has been found to moderate the relation between psychological predispositions and employability of the students; and among the two categories of educational background covered, management education significantly differentiates the levels of psychological predisposition among management students. **Practical implications** - The practical implication of this paper is that it is highly focusing on the need and indispensability of soft skills training among budding managers who are receiving the technical training in management. The study has clearly demonstrated that intensive soft skills training, in terms of time duration, variety and coverage, moderates the role of psychological predisposition on employability of management students. **Originality/value-**

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This original elementary study gives insight into the role of psychological predispositions and importance of soft skills training in employability of management graduates.

Keywords: *Psychological predisposition, Managerial Skills, Psychometric Tests, Management Studies Aspirants, Employability, Soft Skills Training*

An MBA is often seen as a way to change career fields, not just positions. An expertise in the business field applies to all industry levels but, specific set of technical knowledge requires one to stick to a specific industry. The critical differentiating factor between an engineer and a MBA is that MBA requires knowhow to deal with people-centric issues, but not technical skills. This requires a different skill set. Management education provides an opportunity to transform career from technical jobs to managerial or into areas of interest such as finance or marketing. And that is probably why there is a high prevalence of management aspirants. Top MBA schools are in the lookout for candidates who are innovative, possess analytical skills, has high leadership qualities has entrepreneurial abilities like creative thinking and risk taking ability and has global awareness.

In the past literature on management studies, a broadly used proverb is “change is only constant”. It is always required for continuous up gradation of knowledge, skills and attitude. This is every much true whether in case of senior executives of the corporate, Faculty Members of the Business Schools or students who are pursuing the Management courses. Previous empirical researches on individual differences in career success represent the main psychological contribution to the study of employability.

Studies have proven to include constructs based on educational and psychological measurements, especially Messick, Samuel (1981) have taken three ontological perspectives on the nature of mediating variables underlying consistencies in test and non test behaviors: The results highlight that all three applied to personality traits, situational forces, and their interactions. This study attempts to include a few psychological pre-dispositional perspectives namely - leadership, initiative taking, critical thinking, creative thinking, self motivated outlook and risk taking ability of the management programme aspirants who opt either for MBA or PGDM courses. The risk taking factor may be of relevance to entrepreneurial orientation and is predicted based on the gender. The female aspirants have reported high emotional quotient on ‘hard work’ and ‘social and trust worthy’ as compared to male takers (Kundu, S.C & Rani, Sunita, 2004). In a similar study conducted among Iran students of under graduation highlights of eight traits that were taken under study. The results postulated especially on the trait – risk taking which is taken for this study indicated of a result on an average grade, whereas open mindedness fell low than other characteristics’ (Salamzadeh.A et al., 2014)

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Figure 1: The essential components of employability

Source: Lorraine Dacre Pool and Peter Sewell

Need for probing the psychological pre-dispositions

Psychologists and Non-psychologists alike assume that people have distinct personalities (Mischel, Walter & Shoda, Yuichi, 2008). Most of the findings indicate that there exists few social or any other differences among the personalities. In order to find out the varying range of the differences, it becomes imperative to probe into the psychological pre-dispositions and with specific reference to those management aspirants who are included as subjects of this study. While elaborating on the personality dispositions and processing dynamics, it is evident in the work of Mischel, Walter & Shoda, Yuichi, 2008 that the study has resulted in identifying few broad traits, factors and behavioral dispositions. Hence, in this study the traits that are found to be predominant among the management study takers are attempted to study.

Linking psychometric testing

Psychometric testing is on the increase (Williams, Nadia 2009), though there has been perils in managing and administering the psychometric tool. The success of psychometric testing, whether used internally or externally, depends more than anything on how it is handled (INSEAD, 2014). Solid fact or psychobabble? Sarah Hancock gets to the bottom of psychometric testing as it showcases psychometric testing can be traced back to the end of the last century it was until the 1930s and 1940s that modern methods were developed. The term covers a variety of tests - straight personality profiles, numerical and verbal reasoning tests, motivation tests and value tests, among others - each designed to reveal a certain area of a candidate's personality, attitude or ability (Hancock, Sarah 1983). Advanced approach in psychometric testing is combining it

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with structural equation modeling (SEM) and meta-analysis. A major advantage of combining psychometric meta-analysis with SEM in theory is that not all relationships specified by a theory need to be included in each primary study (Viswesvaran, Chockalingam and Ones, Deinz.S, 1995).

Psychometric testing among students may be viewed from two perspectives. One is that from the academics side and other is most graduates who are considering a career with a large company or public sector organization must face the prospect of undergoing a psychometric test at some stage in their recruitment (Donkin, Ricahrd 2002). While analyzing, use of the P-scale will require (re-) confirmation of its validity in each new cultural context (Stevlink, S.A, Terwee.C.B, Banstola, N., Van Brakel, W.H 2013). Moreover, psychometric testing can provide a more accurate prediction of a candidate's suitability for a particular role (Anonymous, 2011). From the company perspective, companies who make the investment in psychometric testing for identifying development needs can reap the benefits (Corcoran, Catherine 2005). Though much research has been conducted on psychometric testing the accuracy of psychometric measures becomes the question of the hour. Hence, the most important assessment of a psychometric test is its validity - the proof that it measures what it claims to measure (Fletcher, Cliv, 1997).

Relationship between entrepreneurial and psychological factors

In reality, entrepreneurs have demonstrated to have the inert psychological factors as the basis for their achievement. In this study, those factors that are included are more relevant to entrepreneurial factors. The article on "Psychological characteristics associated with performance in entrepreneurial firms and smaller businesses" attempts to examine the prevalence of five psychological attributes in a sample of established entrepreneurs. These attributes are mainly need for achievement, locus of control, risk-taking propensity, tolerance of ambiguity, and Type A behavior (Begley, Thomas. M & Boyd., David.P.1987). Other attributes that are of close relevance is need for achievement and risk taking propensity. The other main factor that is of relevance to a great extent is leadership- the ability to inspire and motivate subordinates, especially in the light of the risky character that surrounds early start-up conditions is highlighted as a critical attribute from the founder point of view (Vecchio.Robert., 2003).

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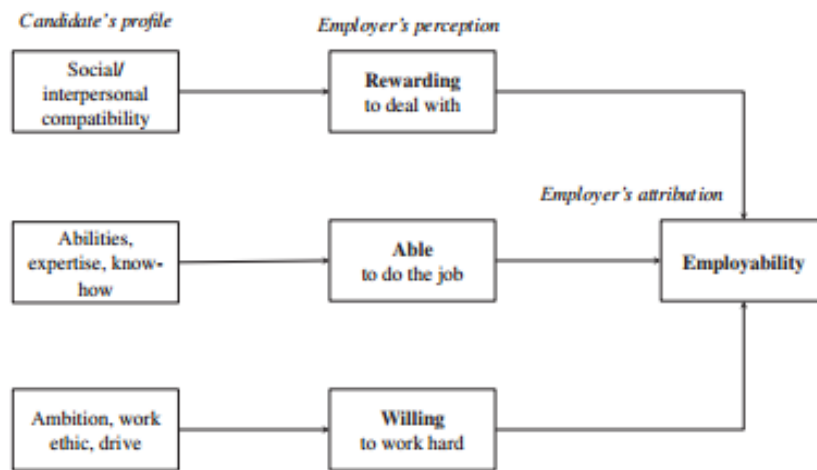


Figure 2: Determinants of employability
 Source: R. Hogan, T. Chamorro-Premuzic and R.B. Kaiser

Table 1: Generic employability skills

Generic “core” or basic skills	“Inter-personal” or “relationship” skills	Personal attributes
Literacy	Communication	Capacity to learn
Numeracy	Team working	Willingness to embrace change
Information technology capability	Customer focus	Independent problem solving and reasoning capability
Understanding of systems relationships	Project and personal management	Practicality and a business orientation

Source: The Allen Consulting Group (1999)

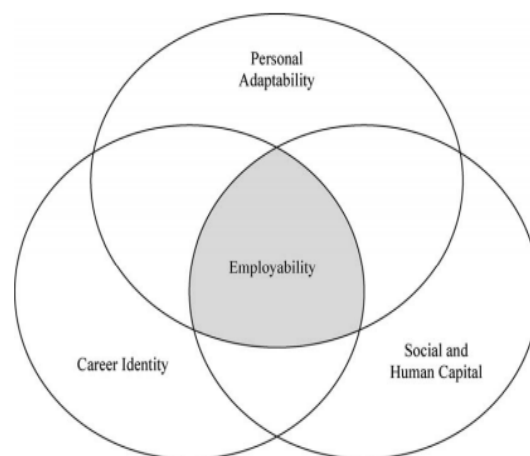


Figure 3: Heuristic model of employability, Source: M. Fugate et al (2004)

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Soft Skills Training

Soft skills are the sets of skills that can otherwise be termed as people's skills or personality specific skills. According to Hewitt Sean (2008) soft skills are "non-technical, intangible, personality specific skills", they help to identify an individual's strength as "a leader, listener and negotiator, or also as a conflict mediator". According to researches, employers consider deficiency in soft skills, like communication, teamwork, and customer focus and responsiveness as more important as hard or technical skills (Watkins, 2004). In any management programme, one of the biggest pillars of success is soft skills training. Soft skills training prepares the individual to understand his/her potentials, do a self analysis, work on deficits refines them for the overall development and success of the individual. Whatever professional qualification an individual has today, he has to have a high Soft Skills quotient so that he can succeed in this competitive age.

Employability

Employability can be defined as a management philosophy, which has been given developed Sumantra Goshal (1997), which refers to the employment and market performance stem from the existing initiative, creativity and competencies of the employees, it would include the ability to procure initial employment; so is the interest in ensuring that the 'key competencies', careers advice and a thorough understanding about the world of work are embedded in the education system. In the present paper employability of management students would be gauged through the recruiters' feedback about them in terms of communication skills, fire in the belly, the cost the company is ready to incur on him/her and the subject (technical) knowledge that the candidate exhibits during placement interview. Employability calls for soft skills and attitudes that help employees to get along smoothly with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong assets in the organization.

REVIEW OF LITERATURE

Past research is indicative of using psychological trait as pre-disposition to initiate business as an occupational choice (Sexton.D.L & Upton. N.B, 1990). The following small table shows the necessity of psychological predisposition for acquiring management skills.

Psychometric tests these days are used as one of the major tools in selecting students for management programmes as well as they are effectively being used by organizations in selecting and hiring processes across the globe. The primary predispositions of the management aspirants in terms of the soft skills required for management education can be explicit from the psychometric tests administered prior to admission in the management programmes. Various bodies of researches have come up with the fact that psychometric test results in terms of the behavioural predisposition of an education or job aspirant have yielded positive correlations with the outcomes of performances later in work life.

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Boyatzis (1982) in his study in a consulting firm, compared partners with decidedly high EQ to their partners with average emotional intelligence, it has been found that 41 percent of the high EQ group got their promotions after two years while for those with low EQ, it was ten percent. He also added that partners with high EQ gave nearly double the revenue to the company as compared to low EQ partners (Boyatzis, 1982). The final assertion was that, successful managers exhibited higher levels of competencies, among which emotional intelligence was the most primary one. Exceptional managers were compared with average counterparts and found that 90 percent of the difference between the two groups has been because of difference in Emotional Quotient (Spencer, 1997). In a global study of what companies were expecting in their new incumbents it has been found that 67 percent of the preferred characteristics were Emotional Quotient (Jacobs & Chen, 1998).

Carland et al (1995) in their study examined the risk taking tendency among of 114 entrepreneurs, 347 small business owners, and 387 managers using the Risk Scale of the Jackson Personality Inventory. Entrepreneurs demonstrated a significantly higher risk taking tendency than did small business owners or managers with not a significant difference. The researchers suggested that entrepreneurs displayed a greater predisposition for risk taking than either small business owners or managers. According to Owen and Taljaard (1996), psychometric tests can contribute to the efficiency of selection and placement in industry, if used carefully and responsibly.

Powell and Ansic (1997) investigated if there are gender differences in risk taking tendency was a general attribute of an individual or happening because of the situation he is in. In the first half of the experiment participants were told to make 12 completely disconnected insurance choices. From amongst student's population, 62 male and 64 female were employed as sample. Results suggested that male and female participants did not differ significantly in the risk taking ability i.e. decision choices here. In another part of the study it has been found that females have lower risk taking susceptibility as compared to their male counterparts.

In their researches, Jones et al. (1997) and Rosenthal et al. (1997), showed that managers pursued policies desired to increase employee commitment flexibility and of course motivation. He asserted that, in hotel chain management; elevated quality of service, genuine and more passionate social interactions between employees and visitors were the explanation in gaining competitive advantage (Jones et al. 1997).

Psychometric tests are the most commonly employed as aids in occupational decisions, including the selection and classification of human resources. From the assembly line operator or bank clerk, to top management, there is hardly any type of job for which some kind of psychometric test has not proved helpful in matters of hiring, job assignment, transfer, promotion, or

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termination (Anastasi & Urbina, 1997). Thus researchers claim that results of psychometric tests are quite reliable in occupational decisions.

Turner (2001), in his study found that the skill set necessary for Information Science professionals to execute their tasks successfully and competently, thrust should be given to a couple of soft skills, among which attitude is very important factor, and those soft skills which have been influenced by life and experiences gained by the person at work. Ilana Lavy and Aharon Yadin (2013), in their study “Soft Skills – An Important Key for Employability in the "Shift to a Service Driven Economy" Era” map the soft skill requirements for IT graduates. The study found that human interaction skills were high on the demand list (41.2% of the soft skills ads), common (or general skills) were in second place (22.8% of the ads), task interaction took third position (20.2% of the ads) and organization skills were the least requested (15.8%). Schulz (2008) from his research says that, soft-skill training is still predominantly not so much emphasized in science and engineering courses, and that led to poor growth of the professionals in these fields (William 2011).

Thompson et al. (2001) asserts that social skills are central in interactive service work. Front-line staff would transmit valuable styles of interacting in their individual life into communication with customers and result in better performances. This approach can be interpreted as widening the latent capacities for employees to utilize their social skills. Prasad Kaipa et al. (2002) researched on the role of soft skills development in the entrepreneurial success. Their constructs for success in business were negotiation, leadership; conflict resolution, decision-making, communication, creativity and presentation skills, and they found that those soft skills are indispensable for entrepreneurial accomplishment and making the most of talents in any venture. The summary of findings is that is soft skills are often ignored due to which entrepreneurial success might be questioned; without soft skills companies cannot prosper.

In his book, Bailey (2002) suggests using Kouzes and Posner’s (1987) leadership practices and gives simple explanations of these practices. For example, “challenging” could be to ask questions, rethink ideas, find alternatives, and improve. “Inspiring” could be to describe a picture of the company in a few years and the motivation for employees. “Enabling” involves fostering collaboration, communication, and giving employees motivation. “Modeling” includes setting an example and being financially responsible. “Encouraging” embodies motivation from immediate feedback, listening, showing respect, and appreciation for employees (Bailey, 2002). Bickelhaupt (2003) explains that leadership is a hot topic today and since communication and integrity are the keys to success.

Subhash C. Kundu and Sunita Rani (2010) in their article termed “Female aspirant human resources’ entrepreneurial orientation: A study in Indian context” found the highest score of the

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female respondents in achievement motivation as compared to other three personality descriptors and lowest but positive score on the self-esteem dimension. Among attitude components, cognition had emerged as highest. MBA pass outs showed comparatively less entrepreneurial orientation than other categories of female aspirants. Results indicated that lower age, lower educational qualifications and high socioeconomic status were supporters of entrepreneurship.

The conceptualization of entrepreneurial orientation consists of three dimensions: proactiveness, risk taking, and innovativeness. A literature review verified that the above mentioned three dimensions are used quite commonly in entrepreneurial research (Covin et al.,1989,1991; Knight, 1997; Morris et al.,1987; Miller,1983; Zahra & Covin, 1995; Zahra, 1993). Innovation implies the seeking of creative solutions to problems and needs. These solutions appear in the guise of new processes and technologies besides taking the form of new products and services (Vesper, 1980). According to many risk taking implies willingness to commit huge resources to opportunities which involve probability of high failure (Stewart,2001; Gasse,1982), Proactiveness is the tendency to anticipate and prepare to meet the future needs and opportunities of the market (Schwartz, Teach, and Birch, 2005; Kouriloff ,2000; Lumpkin and Dess, 1996) and has advantage to become a trailblazer and also always struggle to have an upper hand over their competitors (Kerin, 1992).

Finally employability of management aspirants studying management courses is a big question in today's employment market. A few literatures in the following table would signify the importance of this matter.

Table 2: Summary Table for Highlights from Literature Review

Researchers/ Paper Type	Findings
Robert Hogan, Tomas Chamorro- Premuzic, Robert B. Kaiser, 2013/ Empirical	IQ and personality predict educational performance. Personality traits predict all of the work-related outcomes Research should be focused on HR's need for recruitment, selection, training, outplacement, management practices, and the entire employee life cycle.
Donald L. Sexton, 1990/ Experimental	Psychological propensities of female and male entrepreneurs are more similar than they are different, but are not a basis for sexual stereotyping.
Talibova Shelale Rasim, 2008/ Analytical	Human resources and psychology together is the prime factor delineating HRM theory and practice from its more traditional personnel management origins. Psychometric tests, Simulation, assessment tests and even handwriting analysis were found important.
Steve McKenna, 2004/ Conceptual	The education of business students and managers, on courses at university and in-company, dealing with managerial skills are deficient because "skills" cannot be abstracted from either the person or the context.

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Sweta Jha, Manoj Kumar, 2011/ Analytical	Need for Indian B-Schools to amend relevant critical issues and revitalize management education
Natarajan. S, Bijoy Kumar Kandel, 2014/ Experimental	Highly important skill is communication followed by Leadership skills, Decision making skills, Team building skills, Ability to analyze qualitatively, Problem solving skills and Ability to analyze quantitatively. Computing skill is required to a lesser extent; interpersonal skills lacking among job aspirants
Sujoy Kumar Dhar, 2012/ Literature Review Paper	Institutions should focus on corporate visits and rural visits, offering V-Sat based program, soft skill and personality development courses, tie-up with foreign campuses are some of the things
Daggubati Vasant Chowdhury, Mahesh Ponnuru, 2015/ Survey based report	67% of human resources managers said they would hire an applicant with strong soft skills whose technical abilities were lacking. 92% felt that technical skills are easy to acquire rather than soft skills. Communication helps to reduce conflicts in the organization.

After studying the extant literature and building the theoretical understanding, the present study has undertaken a few variables that together compose a psychological predisposition of a management aspirant. They are-

1. **Risk Taking Behavior:** refers to the tendency to engage in activities that have the potential to be harmful or dangerous. On one hand, such behavior puts those who engage in it in risks; on the other hand, it gives managers the chance to experience an outcome they perceive as positive.
2. **Critical Thinking:** Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. For managers, it entails effective communication and problem-solving abilities.
3. **Team Skills-**Teamwork is usually referred to the willingness of a group of people to work in a togetherness situation to achieve a common aim. Those who are strong in teamwork are assumed to possess high team skills
4. **Self Motivated Outlook-** **Self motivated outlook can be defined as a characteristic by virtue of which individuals feel motivated to do or achieve something because of one's own enthusiasm or curiosity, without needing pressure from external sources.**
5. **Initiative Taking Behavior:** Researchers Michael Frese and Doris Fay define initiative as "work behavior characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal." Initiative has become increasingly important in today's workplace. Organizations want employees who can think on their feet and take action without waiting for someone to tell them what to do.
6. **Leadership Skills:** Leadership skills are an essential component in positioning executives to make thoughtful decisions about their organization's mission and goals, and properly

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allocate resources to achieve those directives. Valuable leadership skills include the ability to delegate, inspire and communicate effectively.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

The present study conceptualizes that psychological predispositions of the management programme aspirants have an impact on their employability when they are finally placed in jobs after the completion of the management programmes. Whatever background of education they come from, technical or non technical education has no impact on their composite psychological predisposition; however if they have undertaken some management programme, prior to joining masters in management programme they are expected to differ in terms of their composite psychological predisposition. Taking into consideration the six sub factors of psychological predisposition which are deemed to extremely important in literature of managerial success, the factors of leadership ability, risk taking behavior, self motivated outlook, team skills initiative taking behavior and critical thinking are conceptualized to have positive relation with employability.

Construction of Hypotheses

1. There is no significant impact of education (technical/non technical) on composite psychological predisposition of management program aspirants.
2. There is no significant impact of background (management/non-management) on composite psychological predisposition of management aspirants.
3. There is a positive relation between Leadership Ability and Employability Skills.
4. There is a positive relation between Risk Taking Behavior and Employability Skills.
5. There is a positive relation between Self Motivated Outlook and Employability Skills.
6. There is a positive relation between Team Skills and Employability Skills
7. There is a positive relation between Initiative Taking Behavior and Employability Skills
8. There is a positive relation between critical thinking and Employability Skills.

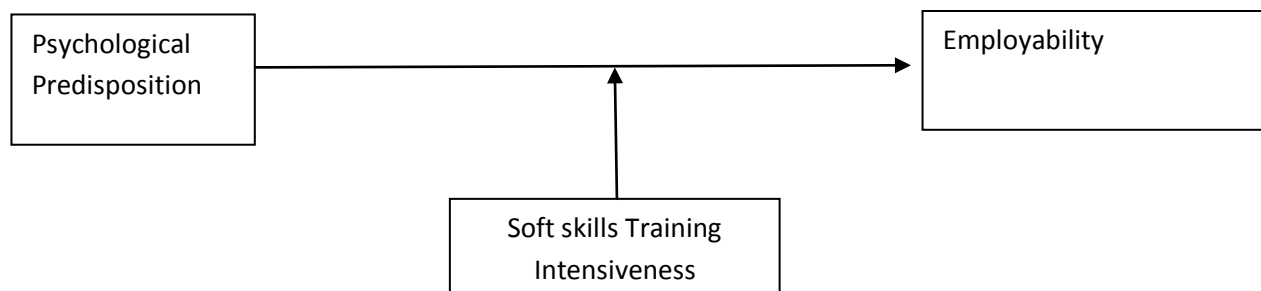


Figure 4: Conceptual Framework

Source: Authors compilation

METHODOLOGY

Participants and Procedure

A cross-sectional survey design was administered and survey was collected through online Google forms and also individual administration over 15 management institutes. A total of 750 impressions were circulated through online and we received a filled-in response from 330 management students across the country. We used overall probabilistic sampling technique to collect the samples. Data was collected in three phases, one in the first semester when they just entered the course, second phase after they completed their training, and third set was collected after their placements, on the basis of the recruiters' feedback collected by the placement officer; both students and placement officers (in charge of training and placement records) were engaged in data collection. The age group of the participants ranged between 22-27years.

Measures

The instruments used for the study are the following:

1. **Psychological Predisposition-** Psychological Predisposition was measured by a 60 item scale developed specially for this purpose. The scale consisted of 60 items of Likert type, responses in the form of Strongly Disagree to Strongly Agree. It consisted of 10 items in each factor, namely, Leadership Ability (10 items), Critical Thinking (10 items), Self Motivated Outlook (10 items), Team Skills (10 items), Initiative Taking (10 items) and Risk Taking (10 items). When the instrument was developed, it was tested among 50 students of MBA Programme from business management colleges, as pilot study. According to their suggestions, few items were revised to improve the clarity and understandability. The Cronbach alpha for the scale was found to be 0.76.
2. **Soft Skills Training Intensiveness-** For measuring Soft Skills Training Intensiveness, three factors were chosen- Training Time in Hours (3 items), Coverage of Training Content (3 items), and Variety of Training Provided (3 items). The Cronbach alpha for the scale was found to be 0.75.
3. **Employability-** For measuring employability a 12 item Likert type scale was developed where recruiters for final placements were required to fill the data after the selection process. The factors covered were Communication Skills (3 Items), Subject Knowledge (3 Items), CTC Offered (3 Items), Fire in the Belly (3 items). The Cronbach alpha for the scale was found to be 0.77.

Table 3: Summary of factors, number of items and reliability (N= 350).

Constructs	Factors	Abbreviations	No. of Items	Cronbach alpha (α)
	Leadership Ability	LA	10	0.75
	Critical Thinking	CT	10	0.89
	Self Motivated Outlook	SMO	10	0.69
	Team Skills	TS	10	0.84

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Constructs	Factors	Abbreviations	No. of Items	Cronbach alpha (α)
Psychological Predisposition	Initiative Taking	IT	10	0.65
	Risk Taking	RT	10	0.78
Soft skills Training Intensiveness	Time in hours	TH	3	0.74
	Coverage	C	3	0.76
	Variety	V	3	0.75
Employability	Communication	COM	3	0.74
	Subject Knowledge	SK	3	0.72
	CTC offered	CTC	3	0.86
	Fire in the belly	FIB	3	0.79

Source: Authors Compilation

DATA ANALYSIS AND FINDINGS

The data collected for the purpose of the study were scrutinized and finally employed for analysis. Finally 330 responses were utilized for the purpose of the study.

Table 4: Descriptive Statistics for Variables under study

S. No.	Factors	N	Mean	SD
1.	Leadership Ability	330	37.70	4.57
3.	Self Motivated Outlook	330	40.03	5.61
4.	Team Skills	330	37.94	5.33
5.	Initiative Taking	330	38.02	6.33
6.	Risk Taking	330	32.71	8.67

From the above table, it is evident that critical thinking has the highest mean followed by self motivated outlook, initiative taking behavior, thinking style, leadership abilities and finally risk taking behavior. The distribution is depicted in the following diagram.

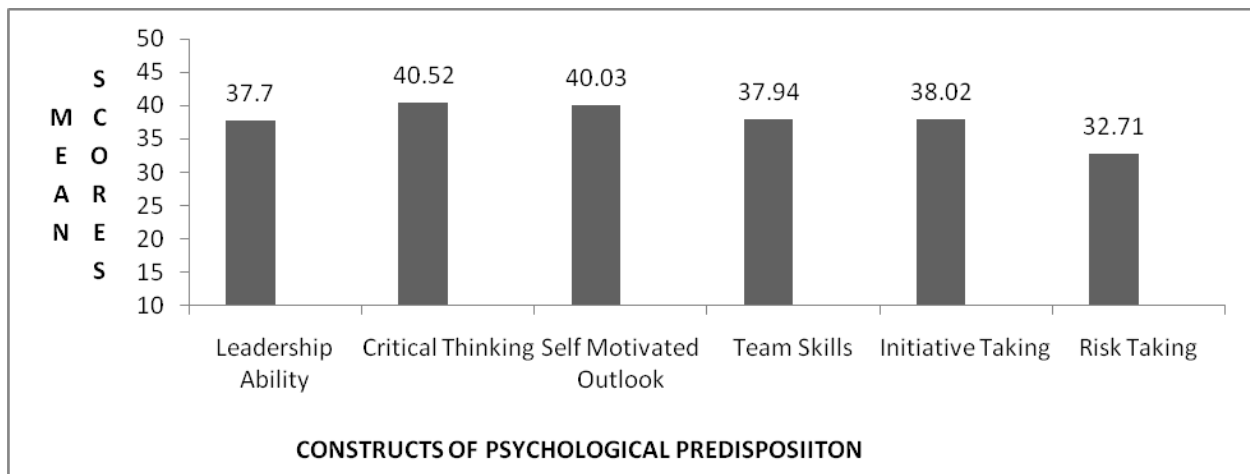


Figure 5: Graphical Representation of the Levels of Six Categories of Psychological Predispositions

Source: Authors Compilation

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Regarding hypothesis 1 since the result of the Levene's test of equality of error variance does not indicate homogeneity of variance for background on psychological predisposition [16.042 (0.000)], Brown-Forsyth test was conducted instead of one way ANOVA to test the hypothesis. The Brown-Forsyth value [.748 (.388)] shows background whether technical or non technical does not have any impact on composite psychological predisposition of management aspirants. Thus H1 is supported.

Regarding hypothesis 2 since the result of the Levene's test of equality of error variance does not indicate homogeneity of variance for education on psychological predisposition [7.336 (0.007)], Brown-Forsyth test was conducted instead of one way ANOVA to test the hypothesis. The Brown-Forsyth value [128.826 (.000)] shows education whether management or non management does have impact on composite psychological predisposition of management aspirants. *Thus null hypothesis is rejected and alternative hypothesis is accepted.*

Table 5: Hierarchical structural equation estimates

Predictors of Employability	Model 1	Model 2	Model 3
Leadership Ability	0.051 ^{ns}		
Critical Thinking	0.723***		
Self Motivated Outlook	0.074**		
Team Skills	0.830***		
Initiative Taking	0.075***		
Risk Taking	0.072**		
R ²	0.61		
Psychological Predisposition		0.82***	
Time in hours X Psychological Predisposition			0.074***
Coverage X Psychological Predisposition			-0.006 ^{ns}
Variety X Psychological Predisposition			0.053***
R ²			0.286
ΔR^2			0.281
<i>Model 1 fit: cmin/df = 4.435 (met the condition); CFI = 906 (Good fit), RMSEA = 0.069 (Good fit)</i>			
<i>Model 2 fit: cmin/df = 4.435 (met the condition); CFI = 906 (Good fit), RMSEA = 0.069 (Good fit)</i>			
<i>Note:</i>			
<i>*** denotes significance at 0.001 level</i>			
<i>** denotes significance at 0.01 level</i>			
<i>^{ns} denotes estimates not significant at 0.05 level</i>			

Source: Authors Compilation

For the purpose of the present study, hierarchical linear regression analysis were run following the recommendation of Aiken and West; for this purpose the obtained data were mean centered and was done by creating new centered independent and moderator variables after deducting the mean values of respective independent and moderator variable term. The results obtained, tell us that the β value for Psychological Predisposition has been found to be 0.82*** ($p < 0.001$), as individual predictors, β for Leadership Ability 0.051^{ns} and has not been found to be significantly

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impacting employability; for others factors it has been found that all the sub categories of psychological predisposition have been found to be significantly contributing to employability. (Table 5). While looking into the interaction between psychological impact and intensiveness of training offered to the students, it has been found that time in hours and variety of training provided do have significant impact on employability.

Table 6: Hypotheses and Model Validation

Hypotheses	Definition	p/β values	Significance	Results
H1	There is no significant impact of education (technical/non technical) on composite psychological predisposition of management program aspirants.	0.748**	P< .001	Supported
H2	There is a impact of background (management/non-management) on composite psychological predisposition of management aspirants.	128.82**	P< .001	Supported
H3	There is a positive relation between Leadership Ability and Employability Skills.	0.051 ^{ns}	<i>not significant at 0.05 level</i>	Not Supported
H4	There is a positive relation between Risk Taking Behavior and Employability Skills.	0.072**	< 0.01	Supported
H5	There is a positive relation between Self Motivated Outlook and Employability Skills.	0.074**	< 0.01	Supported
H6	There is a positive relation between Team Skills and Employability Skills	0.830***	<0.001	Supported
H7	There is a positive relation between Initiative Taking Behavior and Employability Skills	0.075***	<0.001	Supported
H8	There is a positive relation between Critical Thinking and Employability Skills	-0.007 ^{ns}	<i>not significant at 0.05 level</i>	Not Supported

DISCUSSION

Initiative taking skills is one of the important life-skill for success of many multinational companies. They look out for job aspirants having employability skills and soft-skills such as initiative taking skills and risk taking behavior to add value to the organization. We often come across the employees having negative attitude of saying "it is not my job ". Initiative taking by the employees and having a self motivated outlook with certain leadership abilities help business organizations in improving productivity, increase profits, increase business development, and new product development, problem solving and most importantly cost reduction.

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The present survey clearly indicates that education whether technical or non technical leaves no marked impact on psychological predisposition of management aspirants i.e. the perception level regarding psychological predisposition remains uniformly negligible for both the categories. But those who have had exposure to Management related subjects show different response to psychological predisposition compared to those students who come from streams having no or little exposure to management related subjects. Since most of the students opting for management studies are driven by a motivation of getting a good job and are presumably ignorant of different aspects of the new terrain, they show a naivety towards psychological predisposition. However the sections already exposed to part of the study content display some kind of instinct towards psychological predisposition. The general courses and the technical courses that different universities offer do not incorporate soft skill development and other alive training for the potential management aspirants. This lack has to be compensated by incorporating soft skill development in the management syllabi. This way their deficiencies in psychological predisposition may be compensated.

Our study also suggests that regarding response to psychological predisposition, there is no recognizable difference between male and female students. This may be because both male and female management aspirants enroll themselves for MBA for lucrative job prospects. Nurturing one's psychological predisposition to be a future manager does not occur to them. Training on these areas might develop them to be emotionally and psychologically better prepared managers.

Research suggests proactive people or people who take initiative actively seek information and opportunities for improving things; they don't just passively wait for information and opportunities to come by their way. Frese et al. (1997) described the concept of personal initiative as "involving an active and self-starting approach to work". Bateman and Crant (1993) argued that proactive individuals actively create environmental change, while less proactive people try to take a more reactive approach toward their jobs. Research has established relationships between proactive personality and individual job performance (Crant, 1995), career outcomes (Seibert, Crant, & Kraimer, 1999), leadership (Bateman & Crant, 1993; Crant & Bateman, 2000), organizational innovation (Parker, 1998), team performance (Kirkman & Rosen, 1999), and entrepreneurship (Becherer & Maurer, 1999; Crant, 1996). A study of MBA students found a positive relationship between a student's Proactive Personality Scale Score and being nominated by peers as a transformational leader (Bateman & Crant, 1993). So these studies conform to the fact that initiative taking behavior, leadership abilities, innovation and outlook all these factors do make up a successful entrepreneur. Even a manager working in higher capacity needs these dispositions to be a dynamic resource for the company. Soft skill training would probably boost up these covert psychological predispositions in students. The result is evident from the data where students coming from non technical background but has studied

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management in undergraduate level varied significantly than students not from management background in undergraduate level in terms of psychological predisposition.

Crant (1996) also presented data from undergraduate and MBA students demonstrating a positive correlation between proactive personality and intentions to own one's own business ($r = .48$). Proactivity in the data explained an additional 17% of the variance in entrepreneurial intentions after controlling gender, education, and whether the students had a parent who was an entrepreneur. A study on 215 presidents of small scale companies explained the relationship between proactive personality and entrepreneurial behaviors (Becherer & Maurer, 1999). Analysis of variance on the data showed that proactivity was related to initiating a business rather than buying or inheriting a business, and especially with the number of businesses started. Becherer and Maurer concluded that proactive presidents use their firms to actively shape the environment, and they aggressively grow their companies as a part of business strategy. All these research suggests a probe into the psychological predisposition of potential entrepreneurs or managers to prepare them for a better future.

The present study also suggests that regarding response to psychological predisposition, there is no recognizable difference between male and female students. That the male and female students respond almost in an identical way to psychological predisposition may be attributed to the fact that the choice of a career by a management aspirant is not affected by gender lines. Women's position in relation to the market has shifted dramatically during the twentieth century with a workforce participation rate for females at the national level at 25.51% compared with 53.26% for males. A total of 20.5% women were employed in the organized sector in 2011 with 18.1% working in the public sector and 24.3% in the private. Also alarming is the share of women swarojgaris in the total swarojgaris assisted under the Swarnjayanti Gram Swarojgaar Yojna (2012-13) which is 81.4%. Such economic demands are mediated by the complexity of family-work balance. IndiaStat: Statewise Enrolment at various levels of Higher Education in India-Part 1 (2012-13) indicates 45.9% of all enrolled undergraduate students in India are women, 40.5% of all enrolled Ph.D students are also women. Nurturing one's psychological predisposition to be a future manager does not occur to most of the students. Role of soft skills training has been established to be a crucial factor in terms of employability. So management institutes should take due care in this regard. Training on these areas might develop them to be emotionally and psychologically better prepared managers. In sum, soft skills training is actually about enabling and empowering. With added emphasis on soft skills training, and already identifying the psychological predispositions among the budding managers, it would be a very successful metamorphosis of management students to future managers whom the industry is looking forward to embrace with positive expectation.

CONCLUSION

Management courses develop skillful workforce which constitute leaders of future as well as competitive managers. It is imperative to Indian B-Schools to make management education context specific. Professional Education now needs to move beyond conventions in order to catch up with a rapidly changing context. Given the developments in today's business environment, preparing students for their future will require significant change in the curriculum and pedagogy. A longitudinal study to track changes in the student's perception of psychological predispositions taken over a period of time can provide more insights into the research.

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