## ACKNOWLEDGEMENT

I express my deep sense of gratitude to my guide, **Dr. J. Anitha**, Associate Professor, Department of Management, PSGR Krishnammal College for Women, who has been extremely thoughtful and have guided throughout my research work.

I owe my gratitude to our Principal, **Dr. S. Nirmala** for the provision of all necessary amenities in doing the research work.

I record my profound thanks to our Dean, Department of Management, **Dr.P.Sadhasivam** for his constant support throughout the research. I thank **Dr.P.Santhanakrishnan**, Dean-Research, Consultancy and Publication for the constant inspiration in the research program.

I bestow my gratitude to **Dr.S.Poornima**, Head of the Department, Department of Business Administration, for intimating the guidelines to proceed successfully with the research activities.

I record my sincere thanks to **Dr. B. Sripirabaa**, Associate Professor, GRG School of Management Studies, for her valid suggestions during the review sessions.

I bestow my thanks to my beloved colleagues and all for their support by giving their suggestions.

Last but not least, I thank my son **S. Kaushik**, for being a constant inspiration.

Kavitha Ramu

## TABLE OF CONTENTS

Chapter No.	Title	Page
	List of Tables	
	List of Charts	
1	INTRODUCTION	14
	1.1 Skills	14
	Types of Skills	14
	1.2 Transferable Skills	15
	Generation Y	19
	Generation Y in India	20
	Generation Y as Students	23
	Generation Y as Workforce	26
	Higher Education in India	28
	Arts and Science Colleges	31
	1.4 Factors influencing Transferable Skills	32
	a. Personality	33
	b. Self-efficacy	35
	1.5 Statement of the Problem	39
	1.6 Need for the Study	41
	1.7 Chapter Scheme	46
2	REVIEW OF LITERATURE	48
	2.1 Skill	49
	2.2 Transferable Skills	51
	Skills that are Transferable	51
	Structure of transferable skills profile	55
	2.3 Personality	61
	Personality Theories	61
	Genesis of Big Five Personality	69
	Personality Measurements Scales	72
	2.4 Self Efficacy	75
	Dimensions of Self Efficacy	76
	Self-Efficacy Scale	78
	2.5 Reviews relating to Study Variables	80
	2.6 Proposed model of the study	88
	2.7 OBJECTIVES OF THE STUDY	90
	Primary Objective	91
	Secondary objectives	91

3	RESEARCH METHODOLOGY	92
	3.1 Research Design	92
	3.2 Instrument development and Validation	93
	3.2.1 Contents of the Instrument	93
	Personal Information	93
	Personality Scale to measure Big Five Personality	93
	Scale to measure Transferable Skills	95
	Item generation for Transferable Skills	96
	(a) Personal skills	96
	(b) Communication Skills	101
	(c) Problem Solving Skills	102
	Scale to measure general Self- efficacy	104
	3.2.2 Content Validity	105
	3.2.3 Pilot study	107
	3.2.4 Reliability Analysis	108
	3.2.5 Construct Validity	115
	3.2.6. Criterion Validity	120
	3.3. Path Validity and Model validation	121
	3.4. Population, Sample Size determination and Sampling	122
	3.5 Data collection	123
	3.6. Data analysis	123
	3.6.1 Descriptives	123
	3.6.2 T – test	124
	3.6.3 Chi-square test	124
	3.6.4 ANOVA	124
	3.6.5 Pearson Correlation	124
	3.6.6 Regression analysis	125
	3.6.7 Discriminant analysis	125
	3.7 Hypothesis to be tested	126

4	ANALYSIS AND DISCUSSIONS	128
	4.1 Demographic details of the respondents	129
	4.2 Confirmation of grouping of transferable skills scale items based	132
	on total sample	
	4.3 Overall perception about the existing level of transferable skills	134
	and self-efficacy among students	
	4.4 The difference in personality, self efficacy and transferable skills of	139
	students based on certain demographics	
	4.4.1 Difference in the students' personality based on their stay	140
	statistics during schooling	
	4.4.2 Difference in the students' personality based on their stay	141
	statistics during schooling	
	4.5 Relationship between monthly income of the students' family and	143
	their part time work experience	
	4.6 The influence of gender on transferable skills and self-efficacy	145
	4.6.1 The extent to which transferable skills vary among gender	146
	4.6.2 The extent to which self-efficacy vary among gender	147
	4.7 Inter relationship between transferable skills, self-efficacy and	148
	personality of students	
	4.7.1 Relationship between personality characteristics and transferable	149
	skills	
	4.7.2 Relationship between personality characteristics and self-efficacy	151
	4.7.3 Relationship between components of transferable skills and self-	153
	efficacy	
	4.8 Measuring the impact of personality characteristics on	155
	transferable skills of students	4
	4.8.1 Impact of personality characteristics on transferable skills	155
	4.9 Identifying the personality characteristics that distinguish highly	159
	skilled students	1.50
	4.9.1 Discriminating Students with high transferable skills based on	159
	indicators of personality characteristics	1.00
	4.10 Estimating a path model relating to personality, transferable skills	166
	and self-efficacy.	1.67
	Estimation of the path models	167
	4.10.1 Overall influence of big five personality characteristics on	167
	personal skills	1.60
	4.10.2 Overall influence of big five personality characteristics on	168
	communication skills	170
	4.10.3. Overall influence of big five personality characteristics on	170
	problem solving skills	171
	4.10.4. Impact of big five personality on transferable skills through the	171
	mediation of self-efficacy	

5	RESEARCH FINDINGS AND SUGGESTIONS	
	5.1 FINDINGS	176
	5.1.1 Overall perception about the existing level of transferable skills	176
	and self-efficacy among students	
	5.1.2 Difference in the students' personality based on their stay	176
	statistics during schooling	177
	5.1.3 Difference in the students' personality based on their stay statistics during schooling	177
	5.1.4 Relationship between monthly income of the students' family and their part time work experience	177
	5.1.5 The influence of gender on transferable skills and self-efficacy	177
	5.1.6 Relationship between personality, transferable skills and self-efficacy	177
	5.1.7 Measuring the impact of Personality Characteristics on Transferable Skills of Students	178
	5.1.8 Identifying the Personality Characteristics that Distinguish Highly Skilled Students	178
	5.1.9 Estimating a path model relating to personality, transferable skills and self-efficacy.	179
	5.2 SUGGESTIONS	179
	5.2.1 Personality Development	180
	5.2.2 Transferable Skill enhancement	180
	5.2.3 Self -efficacy	182
6	CONCLUSION	183
	6.1 Implications of the Study	183
	Implications to the millennial generation	183
	Implications to the Higher Education providers	184
	Implications to the job market	184
	6.2 Limitations of the study	185
	6.3 Scope of the study	185
	6.4 Conclusion	185
	Bibliography	
	Annexure	

## LIST OF TABLES

Table No.	Table Title	Page No.
1.1	Clusters of skills	19
1.2	Who are the Millennials?	22
1.3	Characteristics of Students	24
1.4	Strengths and weaknesses of Generation Y (Schofield and Honore, (2010)	25
1.5	University Categories in India	29
1.6	Enrolments in Higher Education in India	30
1.7	Colleges under Bharathiar University	30
1.8	Bharathiar University Colleges by district	31
2.1	Skill Categories	56
2.2	Framework of 21st Century skills	60
2.3	Erikson's Psychosocial Stages	65
2.4	The Big Five Model	70
2.5	Literature reviewed for Personality Measurements Scales	74
2.6	Determinants of Self-Efficacy	76
2.7	Literature reviewed for self-efficacy scales	79
3.1	Personality Scale Items developed by Buchanan (2001)	94
3.2.	The constructs measuring various skills identified by Binks and Exley (1992)	95
3.3	The General Self- Efficacy Scale developed by Schwarzer and Jerusalem (1995)	105
3.4	Item description, CITC and Alpha Value	109
3.5	Reliability analysis – Value of Cronbach Alpha	115
3.6	Composite Reliability and Average Variance Extracted (AVE)	116
3.7	Discriminant Validity between Constructs	116
3.8	Factor Structure Matrix of Loadings and Cross-Loadings	117
4.1	Demographic details of the respondents	128
4.2	Factor Structure Matrix of Loadings and Cross-Loadings	132
4.3	Mean and Standard Deviation of Transferable Skills	136
4.4	Mean and Standard Deviation of Overall Transferable Skills	137

4.5	Mean and Standard Deviation of self-efficacy among students	138
4.6	T- test association between the students stay in hostel during school and the personality	140
4.7	T- test association between the students stay during school and transferable skills	142
4.8	Cross Tabulation of monthly income of the students family and their part time work experience	144
4.9	Chi-Square Tests output	144
4.10	Transferable Skills sorted by Gender	146
4.11	Self-efficacy among students sorted by gender	147
4.12	Correlation between personality characteristics and transferable skills	150
4.13	Correlation between personality characteristics and self-efficacy	152
4.14	Correlation between transferable skills and self-efficacy	154
4.15	Regression analysis model summary of characteristics of personality	156
4.16	Coefficient of regression model	157
4.17	Results of Discriminant Analysis (1)	160
4.18	Results of Discriminant Analysis (2)	164
4.19	Functions at Group Centroids	165
4.20	T value and R <sup>2</sup> value between the constructs	172
	1	1

## LIST OF FIGURES

Figure	Figure Title	Page	
No.	Figure Title		
1.1	Factors affecting skill development and transfer	32	
1.2	Essential components of employability developed by Pool and Sewell, 2007	37	
1.3	India's unemployment rate till January 2014	43	
1.4	Factors affecting employability	45	
2.1	Leadership Effectiveness Framework (LEF) of Gregory and Park 1992).	54	
2.2	Structure of skills	55	
2.3	Maslow's need hierarchy	67	
2.4	Conceptual model of the study of Taher and Chen(2011)	83	
2.5	Concept of competency developed by Chouhan and Srivastava (2014)	84	
2.6	A model of entrepreneurs' personality characteristics and success	85	
2.7	Model of Lyons et al., (2012)	85	
2.8	Leader Traits and Attributes, by Zaccaro (2004)	86	
2.9	Relationships among assigned goals, self-set goals, self-efficacy, and	87	
	performance (Locke and Latham, 2002)		
2.10	A moderated mediation model of the roles of self-efficacy and time-on- task on the relationship between personality and performance	88	
	Proposed conceptual model depicting the relationship between big five		
2.11	personality traits, transferable skills and self-efficacy.	89	
3.1	Tested conceptual model depicting the relationship between big five		
	personality traits and transferable skills and the moderating role of self-	121	
	efficacy.		
4.1	Figure showing the degree pursued by the respondent students	130	
4.2	Courses pursued by the respondents	131	
4.3	Impact of all big five characteristic on personal skills	167	
4.4	Impact of all big five characteristic on communication skills	169	
4.5	Impact of all big five characteristic on problem solving skills	170	
16	Impact of all big five characteristic on transferable skills with the	170	
4.6	moderating effect of self-efficacy	172	