# CHAPTER – 5

## RESEARCH FINDINGS AND SUGGESTIONS

This chapter focuses on findings of the research and suggestions derived from the findings.

## 5.1 Findings

The present study links personality and self-efficacy to explore the level of transferable skills. Understanding the crucial nature of transferable skills, the findings are important for the students and the higher education providers in order to be successful in career and placements respectively.

### 5.1.1 Overall perception about the existing level of transferable skills and self-efficacy among students

The mean scores of most transferable skills were above 3.5 out of 5. The transferable skills of both male and female students did not find much difference. But female students are better in all the skill sets of personal, communication skills and problem solving skills than male students.

The self-efficacy level of the students reveals that the students are highly efficacious. The mean analysis has found that students are self-efficacious as their rating is between 3 and 5. Further from the analysis about the genders male students are highly efficacious than female students.

### 5.1.2 Difference in the students' personality based on their stay statistics during schooling

An independent samples t-test revealed that stay status does have an effect on students' personality. Conscientiousness characteristic ($t = 3.022$ and $p = 0.003$) is highly influenced by the students stay status during their schooling. Other characteristics had no significance.The hypothesis H $1_a$ (a) is disproved that there is no significant difference in personality characteristics based on the respondents' stay in home or hostel except for conscientiousness characteristic.

### 5.1.3 Difference in the students' personality based on their stay statistics during schooling

The t-test proved the hypothesis H $1_a$ (b) that there is significant difference in transferable skills based on the respondents' stay in home or hostel as it is found that the mean scores are higher for day scholar (M=3.44) than the hosteller (M=3.43) and it is also at the level of statistical significance (t = .287, p = .005).

### 5.1.4 Relationship between monthly income of the students' family and their part time work experience

There is significant association ($\chi^2$ = 21.868, p < 0.001) between part time work experience and family income per month. As the chi-square significant value (p = 0.000) is less than 0.01, the hypothesis (H $2_a$) is proved and it is inferred that the students do part time jobs when their family income is lesser.

### 5.1.5 The influence of gender on transferable skills and self-efficacy

a. The extent to which transferable skills vary among gender

The ANOVA result reveals that gender does not significantly differentiate the personal skills, communication skills and problem solving (F=1.593, p > 207), (F=.248, p > .618) (F=.177, p > 674). This has proved that there is no significant statistical difference H $3_a$ (a) in the perception of transferable skills level among male and female students.

b. The extent to which self-efficacy vary among gender

The differences in the self-efficacy level between the gender male and female is found as F = .118, p = .731. This implies that there is no significant difference in the perception of the self-efficacy among male and female. Hence the hypothesis H $3_a$ (b) is disproved

### 5.1.6 Relationship between personality, transferable skills and self-efficacy

a. Relationship between personality characteristics and transferable skills

There exists correlation between neuroticism and personal skills (r = **.389**, p = 0.01), agreeableness and personal skills (r = **.382**, p = 0.01), extroversion and personal skills (r = **.318**, p = 0.01), neuroticism and communication skills (r = **.312**, p = 0.01), and agreeableness and problem solving skills (r = **.303**, p = 0.01). This proved the hypothesis H $4_a$ (a) that there is significant association between the different personality traits and transferable skills.

b. Relationship between personality characteristics and self-efficacy

Correlation was identified between self-efficacy and agreeableness and ($r = $ **.277**, $p = $ 0.01), followed by neuroticism ($r = .275$, $p = 0.01$) and conscientiousness ($r = .247$, $p = 0.01$). As the correlations are lesser it can be interpreted as the hypothesis $H4_0$ (b) is partially significant.

c. Relationship between Components of transferable skills and self-efficacy

The higher r values and significant p values confirms $H4_0$ (c) that there is significant association between self-efficacy and transferable skills. The correlation results between components of transferable skills and self-efficacy are: problem solving skills and self-efficacy ($r=0.849$, $p<0.000$), personal skills and self-efficacy ($r=0.630$, $p<0.000$) and communication skills and self-efficacy ($r=0.531$, $p<0.000$).

## 5.1.7 Measuring the impact of Personality Characteristics on Transferable Skills of Students

The personality characteristics explain transferable skills of the students to the extent of 24.5% (Adjusted R square value = 0.245). All the personality characteristics have significant $\beta$ and p values: Neuroticism $\beta = .215$, $t = 7.946$, $p < 0.000$, Agreeableness $\beta = .194$, $t = 7.134$, $p < 0.000$, Extroversion $\beta = .154$, $t = 5.772$, $p < 0.000$, Conscientiousness $\beta = .127$, $t = 4.821$, $p < 0.000$, and Openness to Experience $\beta$ .056, $t = 2.133$, $p < 0.033$.This validates 24.5% variability in the transferable skills is predicted by characteristics of personality. As a result, the hypothesis H $5_a$ is proved.

## 5.1.8 Identifying the Personality Characteristics that Distinguish Highly Skilled Students

The influence of personality characteristics on transferable skills was also viewed with a perspective of identifying the items that signifies a highly skilled student. The items pertaining to conscientiousness are found to distinguish the highly skilled students from the less skilled students with regard to personal skills. The discriminatory power was found to be higher for extroversion and neuroticism items in case of communication skills. The items belonging to agreeableness, extroversion, neuroticism and conscientiousness discriminated better the students with regard to problem solving skills. The hit ratio of personal skills,

communication skills and problem solving skills revealed that the discrimination function has classified 71.2%, 68.8% and69.2% of the original grouped cases correctly.

## 5.1.9 Estimating a path model relating to personality, transferable skills and self-efficacy.

Partial Least Squares technique examined the path models. Model was validated through the structural model fit. It was evaluated on the basis on the t statistics and $r^2$ values. The statistically significant values of $r^2$ for personal skills (40.8%), communication skills (28.5%) and problem solving skills (85.1%) substantiated the hypothesis H $6_a$ that there is a significant moderating impact of self-efficacy in the relationship between personality traits and transferable skills of students.

The findings of the study are significant and contribute to tomorrow's workforce. The study also will be useful for the higher education providers. The research has identified the various types of skills to be possessed by individual/students in order to face this turbulent job market. The skill sets include three types. They are personal skills, communication skills and problem solving skills.

As the Generation Y students perception of their personality is of sceptical nature and optimistic about their perception of efficacy level. Hence the results are intriguing.

In sum, the findings offer insights to address the skill gap of the students. Firstly, the existing level of transferable skills of Generation Y was moderate despite the development of technology and its impact on them. Secondly, the demographics of the Generation Y did not much alter their personality, level of self-efficacy and level of transferable skills. Thirdly, the research attempted to integrate the study variables and examined for their relationships and impact of one on the other. As expected, there results proved the existence of relationships and influence. Fourthly, it was found that certain personality traits distinguished students with high skills from the others. Finally there was a perfect model fit depicting the relationship of personality with transferable skills of the students and improved such relationship when self-efficacy acts as a moderator.

## 5.2 SUGGESTIONS

From the findings of the research, it is suggested that the millennial students need the have the critical skills in order to sustain in the career they wish to be. Also the educational

institutions shall focus on honing the skills of the students along with personality development and making a student more efficacious.

### 5.2.1 Personality Development

Personality gets groomed if individuals' listen, have new interests, communicate well, socialise, mould themself, have positive attitude, have integrity and treat others with respect. Stefanie *et al.,* (2015) suggest that the personality of any individual changes over a period of time among young people.

Higher education does not shape those personality traits associated with a strong work ethic and intellect. But Higher education can balance the increase or decrease in the type of personality characteristics. Personality is represented through behaviour, emotions and inner qualities. Their research concludes that higher education shall concentrate on inculcating aspects like which are other than field specific knowledge and also there is a need to improve students' creativity, socio emotional skills, attributes of ownership, and the ability to learn. When a student observes his own self he understands best about his personality. Higher education providers need to focus on interventions that allow an individual to know more about one self.

### 5.2.2 Transferable Skill enhancement

The present study has found the skills that are crucial for the millennial generation Y students. These skills would enable a graduate or post graduate student to be an independent thinker, excellent communicator, deep knowledge in discipline, able to navigate new circumstances, aware of social and cultural diversity and sustain as an able global citizen. The findings show that the identified three transferable skills such as personal skills, communication skills and problem solving skills as the key skills required in ensuring employability of the students. These skills were developed through the influence of their personality characteristics. Hence upon graduation, the program outcomes of the educational institutions need to assess the level of such skills. The Higher Education concentrates on the syllabus, teaching methods, learning activities and the assessment tools. These aspects help 90% of the students to acquire the skills through active learning processes. Furthermore the active learning processes need to enable the students to gain knowledge or key competencies. The finding of this study suggests providing platforms which would bring in active learning

processes like reading, writing, discussion, or problem solving that promote analysis, and synthesis. This is also supported by the previous researches.

Dharmarajan *et al.,* (2012) suggested that the students can be enrolled on a soft skills training course on rhetoric, languages, presentation skills, conflict or cultural management and the students also can acquire skills is by self-training via books that through reading habits. He also stresses that the educational institutions to recognize the needs of the students. In order to find the actual requirements in students a self-SWOT analysis and the same analysis by the peer group would serve the purpose.

Shikha (2012) found that soft skills program is about enabling and empowerment of the students. With these training programs students' would have a smooth transition from aspiring students to become young successful persons. Therefore the Higher Education Institutions need to provide these skills training programs as the part of the students' graduate curriculum initiatives more effective for developing students fully equipped with relevant soft skills.

Personal skills of the students may be honed through better understanding of the students about the situations, allowing autonomy in their actions (choice based learning programmes, self-study courses), leadership activities through co-curricular activities, designing group based projects, making them prepare individual based study schedules, flexi time learning and through more interventions.

A communication skill of the Gen Y is incomparable with other cohorts. But their way of communicating is neither excellent nor bad. The world of today requires more than what they possess as communication skills. It is not only being net savvy, but much more. The conduct of group discussions, use of latest technology for oral communication, digital writing assignment would actually develop thinking, vocabulary and analysing skills of the students.

Problem solving skill is the one crucial skill to face the constant changing times of today. There is a gap between what is learnt and what is faced in reality. The intervention of presenting real time cases, and asking the students to solve, it can be ensured that the student is prepared to face challenges. Also interventions like brain storming, problem solving games can be used to enrich the problem solving skills of students. Higher education should aim to provide training for problem solving skill not just a skill but into a habit.

### 5.2.3 Self-efficacy

An efficacious individual is developed through strategies like engaging them in critical thinking, positive reinforcement and providing chances to experience on tasks. This study also comprehends the beliefs of Albert Bandura in contributing to the development of self-efficacy. Few other studies have stated suggestions that would suit the Millennial Generation Y. The MUVE (Multi User Virtual Environment) would enable to improve students' self-efficacy level. Jass (2007) suggest that embedding science inquiry curricula in novel platforms like a MUVE might act as a catalyst for change in students' self and learning processes. Fencil and Scheel (2005) advice that teaching strategies used in the classroom can foster and make a difference in student's self-efficacy. Goal determination and also verbalising goals would allow in continuing the tasks and would challenge the students.

At student level, self-efficacy can be increased by enhancing their confidence in themselves. Strategies like open forums, positive reinforcement, flipped classrooms, self-evaluation of class participation etc. can be used. Further at college level, teachers can provide for setting goals for the students which are attainable, immediate feedbacks, group building etc. which would instil the students.

These suggestions would help in grooming the personality characteristics, improving the skills and increasing the self-efficacy level of the students.