

Personality Traits among Professional Students with Special Reference to Self-Motivation

*** Dr. Nagaraju Battu**
**** Inaganti Bade Saheb**

* Assistant Professor, Department of Human Resource Management, Acharya Nagarjuna University, Guntur

** Research Scholar, Department of Human Resource Management, Acharya Nagarjuna University, Guntur

Abstract

This paper makes an attempt on Personality traits among the professional students with special reference to Self-Motivation. The study elaborates the self-motivation and employability skills for the students in KLU AND VIGNAN. The data collected from KLU and Vignan are 310 and 200. The reactions of the students in responding to the questions, time involved in administering each questionnaire and the scope of the issues to be covered etc have been observed meticulously during the pilot survey. This helped the researcher to make necessary improvements in the final questionnaire. The researcher has used the statistical tools of ANOVA and Correlation to obtain the results. Finally, the results shown self motivation and employability skills in KLU and Vignan are correlated.

Introduction

The research focuses on principal difficulties in engineering and management syllabus under the jurisdiction of different universities and preparing new syllabus for the professional graduates to develop the employability skills for strengthening syntactic, lexical accuracy as well as communication skills, corporate etiquette. Because there is a big shortage of skills in the country. Global market is looking towards India because, it has young professional graduates. The professional students need to develop language fluency to interact with colleagues and to develop job related correspondence like letter, report and e-mail writing. To cope up with industry requirements, students should furnish themselves with employability skills to get a right job in MNCs. It is inevitable to focus on need and outcome based syllabus according to the nature of the job.

The Profile of the KLU

This university is popularly known as K L University, officially the Koneru Lakshmaiah Education Foundation, is a deemed university located in the Vaddeswaram Guntur District of Andhra Pradesh, India. K L University consists of 11 academic departments and six schools, with a strong emphasis on scientific and technological research.^[1]

Established in 1980, at Vaddeswaram by the late Sri Koneru Lakshmaiah and Sri k.Satyanarayana the college is located on a (100-acre 40 ha site) adjacent to Buckingham Canal, and is about 8 kilometres (5.0 mi) from Vijayawada in Krishna District and 20 km from Guntur City. The institution is recognized by the All India Council for Technical Education, New Delhi, has been accredited by the National Board of Accreditation, and is certified by ISO 9001 - 2000.

One of the main objectives of establishing the institute was to develop facilities of education in a variety of specialized engineering and technological sciences. Affiliated to Acharya Nagarjuna University, Guntur, the college was granted autonomy in 2003. It has acquired the status of deemed university in 2005,^[3] and is now known as Koneru Lakshmaiah Education Foundation

Profile of Vignan University

Vignan University is an Institute, which is well known for its dedicated faculty, state-of-the-art infrastructure and excellent Placement Record. As a University, it is in the process of improving its standards to the level of a global technical institution. The latest curriculum has been prepared after consulting the institute's illustrious alumni working across the world, veterans from industry and distinguished academics possessing a rich teaching and research background.

Vision

"To evolve into a center of excellence in Science & Technology through creative and innovative practices in teaching-learning, and to make the students psychologically strong and emotionally balanced imbued with social consciousness and ethical values."

Mission

"To provide high quality academic programs, training activities, research facilities and opportunities supported by continuous industry - institute interaction aimed at employability, entrepreneurship, leadership and research aptitude among students".

Concept of Self-Motivation

Self-motivation is the ability to satisfy a desire, expectation, or goal without being influenced to do so by another person. Self-motivation is the key to a paradigm shift or behavior changes amongst individuals. Many motivation courses or peak performance training mainly address this aspect but the cumulative effect is temporary and the key factor always is the presence of a constant reminder.

Self-motivation is a difficult concept to grasp, though comparable to the key concepts and idealisms of many central religions and other such belief systems. Examples would be faith in Christianity, where "through God all things are possible." Taoism also expresses a similar concept through the realm of meditation and focus, where one draws energy from the universe and the world. Bushido also relies on a similar concept, focusing the warrior mind through intense meditations and practices, all of which are meant to bend the mind in such a way as to increase the warriors reaction time and skill. Each of these ideals teaches the person on how to become independent in order to better realize their tasks (though the 'through God' concept is dependent on God, it does require the individual to focus their own beliefs and energy).

As mentioned in these ways of life, self-motivation is the act of calling an eternal "energy". By learning how to focus one's mind on his tasks, one can achieve much more with less strain than if one were unfocused, or distracted. A familiar term, "mind over matter", comes into play here; if the mind is in control of itself, the body will have better control over its own realm. So, in short, self motivation is finding a way of transforming the energy within into energy without, allowing for one to accomplish difficult tasks, or express ideas more thoroughly.

Objectives of the Study

1. To Assess the Employability skills and self motivation among the professional Students
2. To analyse the statistical tools of ANOVA and Correlation by comparing the students of KLU and Vignan
3. To improve the employability skills among the professional students

Statement of the Problem

Today the professional students after their higher education they face many problems lack of employability skills in securing job. In this regard, the researcher has taken 12 issues

for employability skills for professional students. They are Self-Motivation, Interpersonal Skills, Problem solving skills, working in team, Leadership qualities,. Result Oriented, Goal Setting, Time Management Skills Ethics, Communication Skills, Interview skills. Self-motivation is the force that keeps pushing us to go on; it's our internal drive to achieve, produce, develop, and keep moving forward. When we think we are ready to give up, or we just don't know how to start, our self-motivation is what gets (and keeps) us going.

Self-motivation is linked to our level of initiative in setting goals for ourselves, we believe that we have the skills and abilities needed to achieve those goals, if we put in enough effort, we will succeed in improving.

Limited ability with self-motivation may solve the difficulties as following:

Demonstrating initiative - being able to identify new work opportunities, challenges and responsibilities;

Planning - setting achievable and realistic goals, then implementing a systematic and organized strategy to achieve these objectives;

Identifying priorities and organizing workload to maximize results;

Pursuing tasks with energy, drive and enthusiasm;

Showing determination by working towards a goal despite difficulties, setbacks or distractions;

Taking personal responsibility to exceed standards and expectations;

Taking responsibility to enhance one's professional development by addressing and overcoming these weaknesses and utilizing full strengths

Review of Literature

Mark R. Young (2014) Students can be proactive and engaged or, alternatively, lack initiative and responsibility for their learning. Self-regulated learning involves learning strategies and mental processes that learners deliberately engage to help themselves learn and perform better in academically.

The results of this study provide empirical support for the theoretical relationships among cognitive evaluation theory, achievement goal theory, and self-regulated learning strategies in the context of the classroom. Superficial learning strategies were linked to extrinsic motivation, while intrinsic motivation determined deep cognitive and meta-cognitive strategy of the usage. Perceived autonomy, perceived competence, and task mastery orientation mediated the classroom environment's effect on intrinsic motivation.

Aureliana-Loredana Petre (2015) Stimulating Learning Motivation Of Early Education And Primary School Students Through Alternative Methods Of Assessment student's learning motivation is a topic that has been addressed by many experts in the field. Also, efficient methods to increase and stimulate learning motivation among students are still a very actual topic. Through the studies on this subject, we have identified some research articles that approach the relationship between assessment in higher education and increased motivation for learning among students. Some researches investigate the relationship between alternative methods of assessment and the way the active involvement of students stimulate both teaching and evaluation, and more, are leading to an increased motivation for learning. Prior to an experimental research on this subject-stimulating Early Education and Primary School student's learning motivation through alternative assessment methods in higher education, we chose to use qualitative meta-analysis method to identify efficient alternative methods of assessment. We focused on the most often methods used in universities that have a positive impact on increasing student motivation for learning.

Research GAP

Since it is find that very less study and research has been made on employability traits of the professional students. The present trend of the private, public and globalization context. There is a skill demand. Therefore there is a wide scope and need of the study on the current issue to make the suggestions and recommendations to fill the gap between the industry and government policies and professional education system to be focused on development of employability traits and skills of the professional students.

Need of the Study

In the present scenario, employability traits and skills acquired much importance for the employability of professional students. There is a big gap between the education and job market or industry requirements it is observed that many students who gained more than 80% are unable to secure the jobs. But the students those who secured only 50% to 65% are able to secure good job ever in MNC's. In order to find out the gap and confusion the researcher has been started, the research and it is certain that the present study is an essential topic.

Scope of the Study

The study was conducted on Employability skills of Four Universities ANU, JNTU, KLU and VIGNAN The title of the study is to entitled as *AN ASSESSMENT OF PERSONALITY TRAITS FOR THE EMPLOYABILTY AMONG THE PRFESSIONAL STUDENTS OF THE SELECT UNIVERSITIES IN A.P.*

Data Collection

The primary data has been collected the data by distributing the questionnaire to respondents in Four universities of ANU, JNTU, KLU AND VIGNAN The data was collected through observation and interviewing the respondents.

The Secondary data has been collected through the websites of Public and Private Universities.

Processing of the Data

The study of professional students through the qualitative and quantitative of the data .

Qualitative Data

The data was collected through questionnaires/interview schedule itself and the time of constructing the research instrument. The collected data through structured questionnaire by means of in-depth interview, focus group interviews narratives for editing the data.

Quantitative Data

The quantitative data can be displayed by using the numerical form of the data. By entering into the computer and formulates into the tables by using the SPSS 20.0 VERSION

Universe and Sample Size

Among the Two Universities of KLU AND VIGNAN the Total employees are 5100 the sample size was taken at 10% for STUDENTS in KLU and Vignan. In KLU are 310, VIGNAN are 200.

Concurrent Validity

The researcher has used the concurrent validity test for the study to identify the co-relation between the Personality traits among the professional students with special reference to self-Motivation. Concurrent validity is judged by how well an instrument

compares with the second assessment concurrently done. 'It is usually possible to express predictive validity in terms of the correlation coefficient between the predicted status and the criterion. Such a coefficient is called as a validity coefficient'

Hypothesis of the Study

For Correlation

1. Ho: (Accepted) There is no significant correlation between the Self Motivation and Medium of Education
2. H1: (Rejected) There is a significant correlation between the Self Motivation and Medium of Education

Anova

3. Ho: (Accepted) There is no significant difference in means of opinion between the Self Motivation and Age
4. H1: (Rejected) There is a significant difference in means of opinion between the Self Motivation and Age

Statistical Tools For this study the researcher has used the Correlation, T-test, Chi-square Test, ANOVA

Table 1.1 Self-Motivation and Medium of Education of KLU AND VIGNAN by using Correlation

		KLU						VIGNAN					
		q1	q2	q3	q4	q5	Medium	q1	q2	q3	q4	q5	Medium
q1	Pearson Correlation	1	-.014	.005	.000	.168**	-.147**	1	-.015	.063	.093	.076	-.070
	Sig. (2-tailed)		.811	.924	.988	.003	.009		.835	.374	.190	.286	.327
	N	310	310	310	310	310	310	200	200	200	200	200	200
q2	Pearson Correlation	-.014	1	.159**	.134*	.110	.034	-.015	1	.104	.193**	.160*	-.008
	Sig. (2-tailed)	.811		.005	.018	.053	.549	.835		.144	.006	.023	.908
	N	310	310	310	310	310	310	200	200	200	200	200	200
q3	Pearson Correlation	.005	.159**	1	.343**	.096	.017	.063	.104	1	.359**	.154*	.016
	Sig. (2-tailed)	.924	.005		.000	.091	.764	.374	.144		.000	.030	.827
	N	310	310	310	310	310	310	200	200	200	200	200	200
q4	Pearson Correlation	.000	.134*	.343**	1	.155**	.053	.093	.193**	.359**	1	.169*	.020
	Sig. (2-tailed)	.988	.018	.000		.006	.351	.190	.006	.000		.017	.782
	N	310	310	310	310	310	310	200	200	200	200	200	200
q5	Pearson Correlation	.168**	.110	.096	.155**	1	-.036	.076	.160*	.154*	.169*	1	-.104
	Sig. (2-tailed)	.003	.053	.091	.006		.530	.286	.023	.030	.017		.143
	N	310	310	310	310	310	310	200	200	200	200	200	200
Medium	Pearson Correlation	-.147**	.034	.017	.053	-.036	1	-.070	-.008	.016	.020	-.104	1
	Sig. (2-tailed)	.009	.549	.764	.351	.530		.327	.908	.827	.782	.143	
	N	310	310	310	310	310	310	200	200	200	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).													
*. Correlation is significant at the 0.05 level (2-tailed).													

In the above table reveals that the correlation of using self-Motivation and Medium of Education in KLU and VIGNAN. In the KLU the student can accept their innocence and ignorance without any hesitation the Pearson value is (-0.147), it shows that there is a weak and negative relationship. The significant value is (0.009) so it proves that the hypothesis is rejected, so there is a significant relationship between the self-Motivation and Medium of Education in KLU. In the VIGNAN the students can accept their innocence and ignorance without any hesitation the Pearson value is (-0.070) , it shows that there is a weak and negative relationship. The significant value is (0.327) so it proves that the hypothesis is accepted, so there is no significant relationship between the self-Motivation and Medium of Education in VIGNAN. In KLU the student believe that hard work, plan and discipline can take to the highest place the Pearson value is (-0.036), it shows that there is a weak and negative relationship. The significant value is (0.530) so it proves that hypothesis is accepted, so there is no significant relationship between the self-Motivation and Medium of Education in KLU. In VIGNAN the student believe that hard work, plan and discipline can take to the highest place the Pearson value is (-0.104), it shows that there is a weak and negative relationship. The significant value is (0.143) so it proves that the hypothesis is accepted, so there is no significant relationship between the self-Motivation and Medium of Education in VIGNAN.

Table 2: Anova Table for Self-Motivation in KLU and VIGNAN

Null Hypothesis: There is no significant difference between means of opinion between the age and self-Motivation in KLU and VIGNAN

Alternate Hypothesis: There is significant difference between means of opinion between the age and self-Motivation in KLU and VIGNAN

	KLU						VIGNAN					
		Sum of Squares	df	Mean Square	F	Sig.	Sum of Squares	df	Mean Square	F	Sig.	
q1	Between Groups	1.948	2	.974	1.028	.359	1.491	2	.746	.692	.502	
	Within Groups	290.829	307	.947			212.384	197	1.078			
	Total	292.777	309				213.875	199				
q2	Between Groups	12.063	2	6.032	7.503	.001	13.421	2	6.710	8.637	.000	
	Within Groups	246.805	307	.804			153.059	197	.777			
	Total	258.868	309				166.480	199				
q3	Between Groups	4.549	2	2.275	2.258	.106	1.760	2	.880	.816	.444	
	Within Groups	309.270	307	1.007			212.435	197	1.078			
	Total	313.819	309				214.195	199				
q4	Between Groups	5.886	2	2.943	3.155	.044	6.698	2	3.349	3.152	.045	
	Within Groups	286.423	307	.933			209.302	197	1.062			
	Total	292.310	309				216.000	199				
q5	Between Groups	.658	2	.329	.462	.631	1.873	2	.937	1.128	.326	
	Within Groups	218.813	307	.713			163.627	197	.831			
	Total	219.471	309				165.500	199				

Analysis

From the Above table shows that self-motivation and means of opinion of age group in the universities of KLU and VIGNAN.

1. In KLU, The students believe that one can grow step by step to the top level the significant value is (0.359) the null Hypothesis is accepted so it proves that There is no significant difference between the means of opinion between the age and self-Motivation in KLU. In VIGNAN, The students believe that one can grow step by step to the top level the significant value is (0.502) the null Hypothesis is accepted so it proves that There is no significant difference between the means of opinion between the age and self-Motivation in VIGNAN.

2. In KLU, the student can find quickly good situations to any problem the significant value is (0.001) the null Hypothesis is rejected so it proves that There is a significant difference between the means of opinion between the age and self-Motivation in KLU. In VIGNAN, the significant value is (0.000) the null Hypothesis is rejected so it proves that There is a significant difference between the means of opinion between the age and self-Motivation in VIGNAN.

3. In KLU, the students can accept their innocence and ignorance without any hesitation the significant value is (0.106) the null Hypothesis is accepted so it proves that There is a significant difference between the means of opinion between the age and self-Motivation in KLU. In VIGNAN, the significant value is (0.444) the null Hypothesis is accepted so it proves that There is no significant difference between the means of opinion between the age and self-Motivation in VIGNAN.

4. In KLU, the students are ready to learn anything from any one the significant value is (0.044) the null Hypothesis is rejected so it proves that There is a significant difference between the means of opinion between the age and self-Motivation in KLU. In VIGNAN, the significant value is (0.045) the null Hypothesis is rejected so it proves that There is a significant difference between the means of opinion between the age and self-Motivation in VIGNAN.

5. In KLU, the students strongly believe the hard work, plan and discipline can take to the highest place the significant value is (0.631) the null Hypothesis is accepted so it proves that there is no significant difference between the means of opinion between the age and self-Motivation in KLU. In VIGNAN, the significant value is (0.326) the null Hypothesis is accepted so it proves that there is no significant difference between the means of opinion between the age and self-Motivation in VIGNAN.

Findings

1. 86.2% of the respondents from KLU and 84.5% of the respondents from Vignan are satisfied and believe in the idea of that one can grow step by step to the top level.

2. 61.7% of the respondents from KLU and 62% of the respondents from Vignan are satisfied and believe in the idea of that the students can find quickly good solutions to any problem.

3. 73.9% of the respondents from KLU and 70 % of the respondents from Vignan are satisfied and believe in the idea of that the students can accept the innocence and ignorance with out any hesitation.

4. 86.4% of the respondents from KLU and 75.5% of the respondents from Vignan are satisfied and believe in the idea of that the students are ready to learn anything from anyone.

5. 86.4% of the respondents from KLU and 75.5% of the respondents from Vignan are satisfied and believe in the idea of that hard work, plan and discipline can take to the highest place.

Suggestions

1. The Universities should adopt self motivation classes to the students weekly once in the campus through guest lectures and electronic media
2. The University should provide the career guidance cell and counselor to the students by motivating them for their career, by adopting and creating a special department of career and competition.
3. Parents should encourage the students by motivating and inspiring them through autobiographies of the great people.

Conclusion

A range of employability skills have been identified apart with the qualifications, skills (of various types), values, characteristics and job-related competences and self motivation. Adaptability is significance to enhancing employability. Self-efficacy and confidence are also important for employability, as individuals possessing these attributes are more likely to be proactive in their career, open to learning and development opportunities and adapt to change easily. Basic skills and new basic skills are the foundation for employability and the development of self-motivation is necessary for enhancing employability. Yet there remains some confusion about terminology and measurement of particular facets of employability. Thus, it is possible that an employability inventory would contribute to improvements in shared understanding and measurement of the concept of self-motivation.

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