

# THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

## Personal Effectiveness: A Study of Management Students in the University of Kashmir, India

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### **Abstract:**

*The purpose of this study is to investigate the personal effectiveness of the students of MBA in the University of Kashmir. The Study has been carried out to select a sample of 240 MBA students 40 students each year starting from year 2011 to 2016 from South Campus University of Kashmir. The instrument called personal effectiveness (PE) scale to measure effectiveness of students has been taken from book Training Instruments in HRD and OD by Udai Pareek. The results indicate student's distribution in every category of personal effectiveness given by Udai Pareek. However interesting part of this study shows students both in effective as well as ineffective category. More than 1/4<sup>th</sup> of students fall in the ineffective category. There is need to carry out such exercise individually for each student to access his effectiveness so that he can improve his effectiveness as suggested by Udai Pareek.*

**Keywords:** *Personal effectiveness, Personality, Self-discloser, Openness to feedback and Perceptiveness*

### **1. Introduction**

Personal effectiveness plays a very important role in the student's life to improve his or her academic standard and overall personality development. The competitive and chaotic environment in today's education puts lot of pressure on the students to perform and succeed. Therefore a student has to avail whatever resources he has and increase their skills in order to succeed. Parents and teachers have an enduring role in this regard to provide guide and support to them. Personal effectiveness has been defined as employee's sense of direction and goal-oriented behaviors, beliefs related to the degree to which employees have control over what happens to them, the degree to which employees feel they can trust others, and their general outlook toward the future. (Donald et al., 2005)

### **2. Review of Literature**

Personal effectiveness is often perceived by students as the extent to which they have met the requirements to perform any kind of job. The institutional environment can have strong effect on their productivity. (Arthur, 1994; Donald et al, 2005). One of the most important precondition for personal effectiveness is better self awareness and not mere self-understanding (Udai Pareek, 2001). In order to improve personal effectiveness one has not only to know himself well but to make others aware about those aspect of self which are important for productivity (Luft, 1973). Masculinity and femininity are separately responsible for some aspects of personal effectiveness as masculinity has been associated with instrumental cognitive orientation focused on problem solving approach and femininity with an expressive orientation (Tarcott Pearson, 19955). Locus of control has a direct relation with personal effectiveness as internality is related to effectiveness and adjustment. Internals have been found to be more sensitive to new information more observant, more likely to attend cues that help resolve uncertainties (leftcourt and wine, 1969). Internals have been reported to be more prone to both intentional and incidental learning than externals. (wolk and ducette, 1984). It has also been found that internal locus of control leads to academic achievement of students (Crandall, katkovsky and Crandall 1965; Harison, 1968; Lessing, 1969). The casual attribution of locus of control has been associated with many aspects of personal effectiveness. For example, persons who perceive their active role in the process of weight loss (internal locus) make it faster than persons with External locus (Saltzer). Another important variable for personal effectiveness is optimism in individual in all aspects of life (Seligman, 1991). Optimism in individuals helps them to focus on problems, sought social support and saw positive aspects of the situation (scheir, weintral and carver, 1986). Rumination that is recalling and sharing our miseries, misfortunes, failures is dysfunctional and damaging for personal effectiveness. However, Flow that is recalling and sharing good experiences has positive effect on personal effectiveness (udai Pareek, 2001). A person's perception of power has an influence towards his or her effectiveness, a person's perception of having and using power empowers him while the need for power shows a sense of lacking power (udai Pareek, 2001). Organizational culture that enhances students' abilities to approach their tasks in ways that they perceive as constructive and fulfilling are likely, therefore, to be positively related to personal effectiveness. On the other hand, it has been shown that increased stress in the institution tends to decrease personal effectiveness

(Jamal & Baba, 1992). Personal effectiveness may be measured using productivity as a standard, but all jobs do not lend themselves to quantitative assessment of a specific output. Employees attitude towards their job and work environment have been identified as related to personal effectiveness, which result from the institutional culture. (e.g., Cooke & Szumal, 1993, 2000; Szumal, 2001) Personal effectiveness is fundamentally the result of institutional culture, institutional norms promoting productive employee behaviors leads to higher levels of goal orientation, self-control, and trust in the institutions (Schneider, 1995)

### 3. Research Methodology

#### 3.1. Sampling

The sample of the study was students of MBA from the department of management studies, South Campus, University of Kashmir. Six batches of students joining the Campus from the year 2011 to 2016 were given the questionnaire each batch consists of 40 students. These students were given questionnaire of personal effectiveness for recording their responses. The individual results from their responses were shared with them for their self understanding and knowledge in the class room. Responses of every batch of students were preserved for further analysis and interpretation. A total of 240 responded questionnaires were obtained from total of six batches of which 230 questionnaires were selected for data analysis.

#### 3.2. Instruments

This study is based on personal effectiveness scale given by Udai Pareek in his book training instruments in HRD and OD to analyze the personal effectiveness of students. The scale consists of total 15 items to measure three dimensions of personality as self-discloser, openness to feedback and perceptiveness. The students were asked to respond to each item on a five point likert type scale ranging from (0)strongly disagree to (4) strongly agree. These three personality dimensions were measured using 5 items each from this effectiveness scale. The scores from these three personality dimensions of a particular student categorizehim in one of the eight effectiveness type given by U. Pareek. These effectiveness types are effective, insensitive, egocentric, dogmatic, secretive, task-obsessed, lonely Empathic and ineffective.

#### 3.3. Data Analysis

Analysis of data was performed by the same procedure as given by U. Pareek. The 15 items have been divided in three categories of 5 items each measuring one of the three personality dimensions as self-discloser, openness to feedback and perceptiveness. The response of every student would give some score ranging from Zero (0) to Twenty (20) to these three dimensions depend upon his response. Score ranging from 0 to 11 means low score labeled as (L) and score from 12 to 20 labeled (H) means high score. The students will be scoring either low or high on these three dimensions which will categories each student in any of the effectiveness type as given below in table-1.

S. No	Category	Self Discloser	Openness to feed back	Perceptiveness
1	Effective	High	High	High
2	Insensitive	High	High	Low
3	Ego centric	High	Low	Low
4	Dogmatic	High	Low	High
5	Secretive	Low	High	High
6	Task-obsessed	Low	High	Low
7	Lonely Empathic	Low	Low	High
8	Ineffective	Low	Low	Low

Table 1: Effectiveness types based on different scores

#### 3.4. Results

The overall results of this study generate interesting results as 64 percent of students fall in two extreme categories that is effective (18%) and ineffective (26%). Which indicate more than 1/4<sup>th</sup> of students belong to ineffective category as for as personal effectiveness is concerned. The other two big categories are Task –obsessed students that constitute (15%) and Ego centric (13%). The rest (18 %) belong to insensitive (10%), Dogmatic (5%), Secretive (6%) and Lonely Empathetic (7%). Among 138 total male students only 19(14%) male are effective, while among 92 total females 22(24%) females are effective. However 41 (30%) males are ineffective while only 19(21%) females are in effective. Similarly (11%) of male and (9%) of females are insensitive. Results also indicate (17 %)of male and 12% of females are task obsessed. These results are shown in Table-2 and Graph 1. When the educational background at graduation was considered results indicate (17%) of commerce (19%) of science (13%) of arts and (18%) of management students are effective. Ineffective category has 28% commerce, 23% science, 29% arts and 27% management students. Hence it indicates almost similar composition of effective, ineffective and task obsessed students in all the four areas of subjects. The results of subject areas are presented in table-3 and graphically shown in Figure 2. This study presents similarly results of students when considered batch wise as shown in table-4 and Figure 3.

S.N	Category	Overall		Male		Female	
		No.	%age	No.	%age	No.	%age
1	Effective	41	18	19	14	22	24
2	Insensitive	23	10	15	11	8	9
3	Ego centric	30	13	16	12	14	15
4	Dogmatic	11	5	08	6	3	3
5	Secretive	14	6	5	4	9	10
6	Task-obsessed	35	15	24	17	11	12
7	Lonely Empathic	16	7	10	7	6	7
8	Ineffective	60	26	41	30	19	21

Table 2: Gender wise Personal effectiveness of MBA students

S.N	Category	Overall		Commerce		Science		Arts		Management	
		No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
1	Effective	41	18	8	17	18	19	3	13	12	18
2	Insensitive	23	10	4	09	08	09	5	21	6	9
3	Ego centric	30	13	6	13	11	12	0	00	13	20
4	Dogmatic	11	5	0	0	7	07	1	4	3	5
5	Secretive	14	6	8	17	4	04	2	08	0	0
6	Task-obsessed	35	15	7	15	14	15	4	17	10	15
7	Lonely Empathic	16	07	0	0	10	11	2	08	4	6
8	Ineffective	60	26	13	28	22	23	7	29	18	27

Table 3: Graduation Subject wise Personal effectiveness of MBA students.

S.N	Category	Overall		11 <sup>th</sup> batch		12 <sup>th</sup> batch		13 <sup>th</sup> batch		14 <sup>th</sup> batch		15 <sup>th</sup> batch		16 <sup>th</sup> batch	
		No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
1	Effective	41	18	4	11	6	16	9	23	8	20	9	23	5	14
2	Insensitive	23	10	4	11	0	0	4	10	5	13	4	10	6	17
3	Ego centric	30	13	3	08	5	13	9	23	0	00	7	18	6	17
4	Dogmatic	11	5	4	11	4	11	0	0	2	05	0	0	1	3
5	Secretive	14	6	0	0	2	5	2	5	3	08	3	08	4	11
6	Task-obsessed	35	15	9	25	7	18	5	13	6	15	4	10	4	11
7	Lonely Empathic	16	07	1	03	2	5	3	08	4	10	5	13	1	3
8	Ineffective	60	26	11	31	12	32	08	20	12	30	8	20	9	25

Table 4: Batch wise personal effectiveness of MBA students

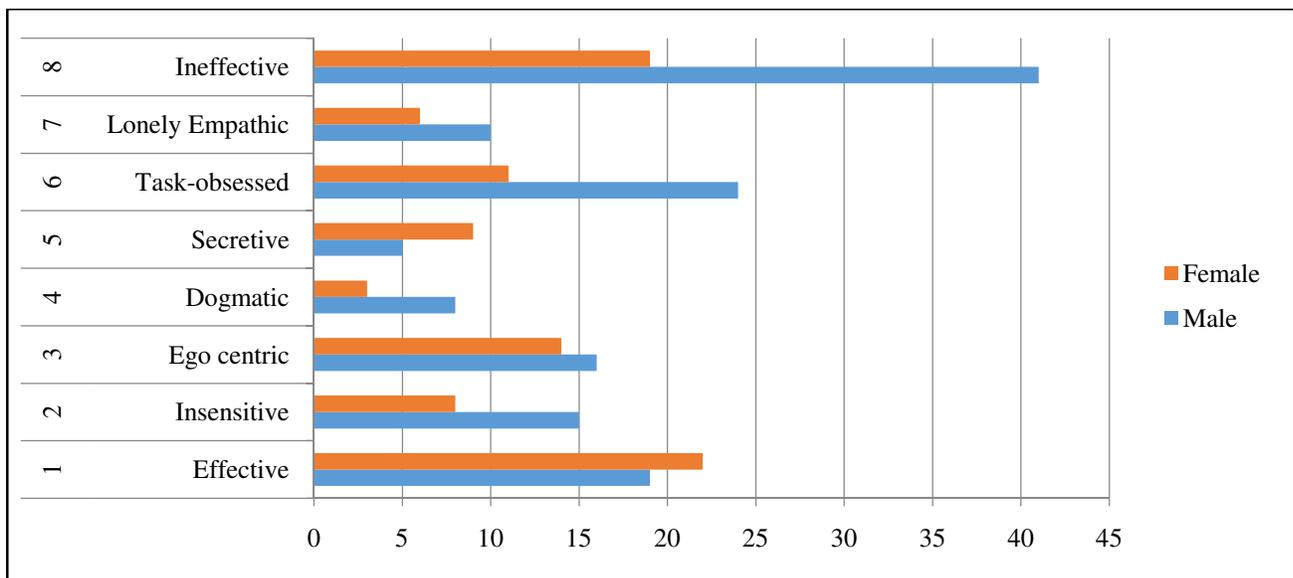


Figure 1: Gender wise Personal effectiveness of MBA students

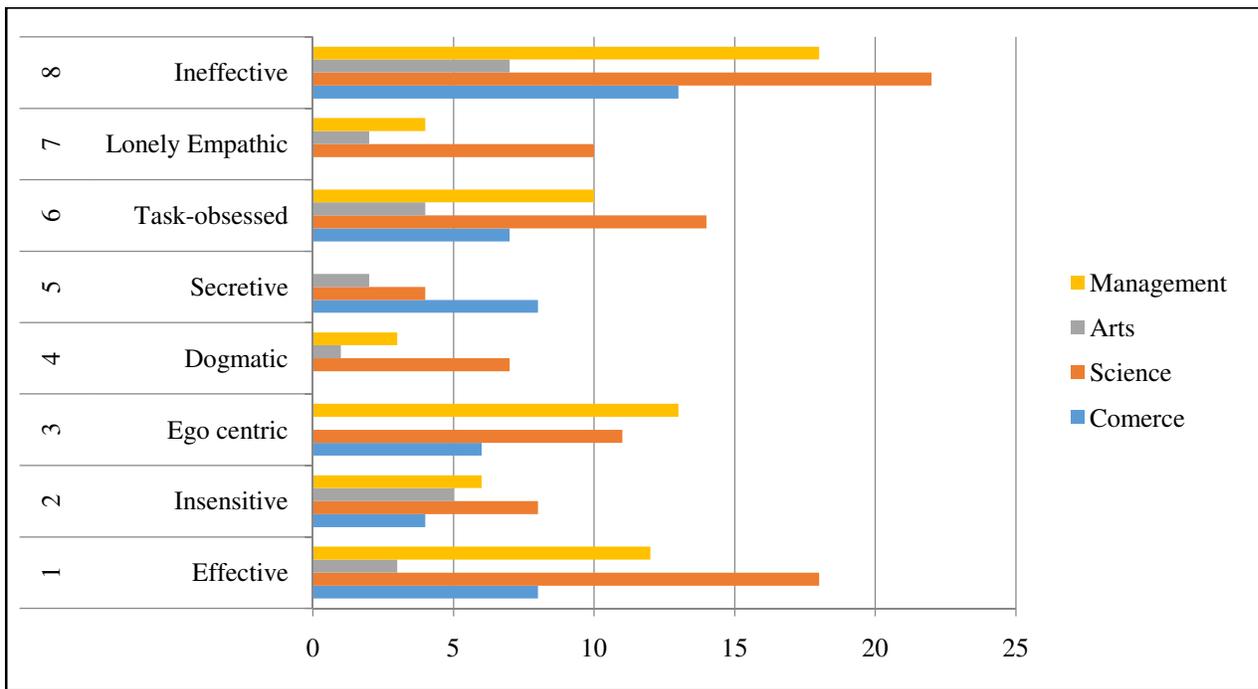


Figure 2: Graduation Subject wise Personal effectiveness of MBA students

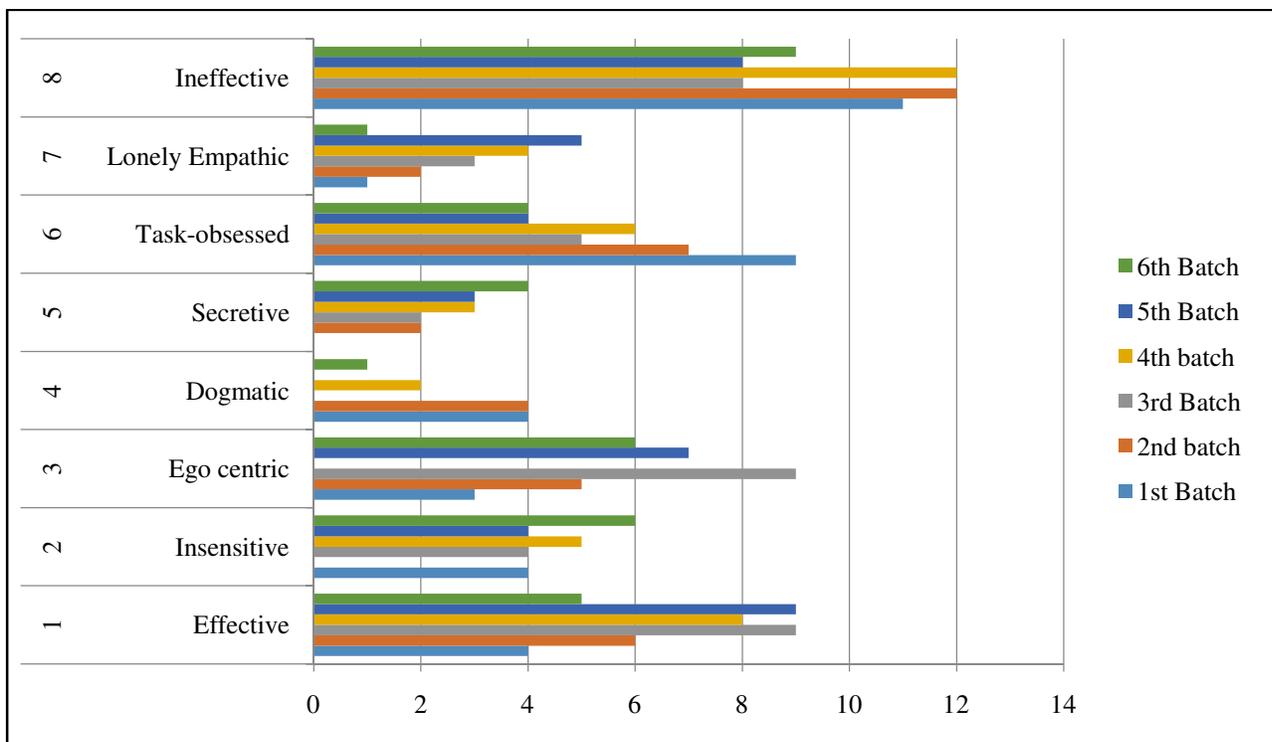


Figure 3: Batch wise personal effectiveness of MBA students

**4. Conclusion**

The study generates some intriguing results for both academicians as well as for teachers. These results show uniformity across gender, educational background and batch. The important findings include firstly we have seen students in two extreme categories effective and ineffective across all assortments. If we have to believe the applicability of instrument then more number of students has been found in ineffective category which can be a grave issue. Second considering our assortment we have seen percentage wise males and arts students are more ineffective. Finally there some assortment of students do not fall in certain categories as arts students do not fall in the insensitive category, commerce students do not fall in dogmatic and lonely Empathic category and managements not in secretive category. There is need to carry out such exercise individually for each student to assess his effectiveness so that he can improve his effectiveness as suggested by Udai Pareek

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