

# An empirical study on Self Management skills among campus- placed college students in Mumbai city

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**Abstract** - Self-management includes the ability of a person to redirect and control disruptive impulses and moods, judging how others might feel before taking action, and postponing gratification of immediate needs for long-term goals. Students of this generation, who are aspiring to build a career and also grow healthily in the career in the current day's competitive world, need to build these self-management skills, so that they can handle themselves as well as their jobs, mental and physical health well. Current study focuses to investigate the level of self management skills present in students enrolled in a college located in the suburbs of Mumbai Metro and suggest ways to hone the same up.

**keywords** - Self-management, career, students, mental health, physical health, Campus Placed

## I. INTRODUCTION

In today's competitive world, in which all kinds of high-tech, high information content of the products are constantly produced, and operation steps of machine, management information, personal autonomy are continuously enhanced, in addition, strong competition in the market, technology and education are stressed on. All these need people to strengthen their self-management skills. Stress has also become a part of the competitive world with the increasing competition and advancement. It is now "survival of the fittest" for individuals. For college students, it is necessary how to overcome the increasing pressure of learning, how to face the increasingly severe employment situation after graduation and the complicated social challenges. It all depends on psychological adjustment and the effective control of emotion, depends on their improving comprehensive quality, depends on the steady improvement of the self-management ability and level, and it depends more on strengthening self-management. Self management, is one of the essential skills for career development. Students' need to be possessing self management skills as they aspire to build a good career in soon after they pass out of their colleges. Yang Ling, He Peiyu, Zhang Guoli (2008) students' self-management status of the independent colleges and universities, which found that the students' different parenting style and the only child have significant differences on various dimensions of self-management. [4] Wu Ling and Wei Hongtao put forward that there are significant differences in the individual dimensions of self-management among gender, grade, the place of birth and one-child

## II. REVIEW OF LITERATURE

Self Management (SM) has been a topic of increasing interest in organizational literature (e.g., Luthans & Davis, 1979; Manz & Sims, 1980; Mills, 1983). However, much of the conceptual and empirical literature has focused on the relationship between external control mechanism and organization structure (Blau & Schoenherr, 1975; Caplow, 1957; Ouchi, 1977; Reves & Woodward, 1970; Van de Ven, Delbecq & Koenig, 1976; Weber, 1947). An increasing amount of organizations are transforming their management strategies from control-oriented management towards self-management. Organizations are encouraging their employees to have more responsibility and to be more independent with their work activities (Renn et al., 2011). Performing well in self-leadership will increase the chances in succeeding in self-management processes. Internal regulation is a very effective approach for management, as well as internal incentives are very effective for employee commitment and motivation (Pihl-Thingvad, 2014) these strategies have been found to increase job satisfaction and therefore they can predict job performance (Marques-Quinteiro & Curral, 2012; Ross, 2014). The organizational performance construct is probably the most widely used dependent variable, in fact, it is the ultimate dependent variable of interest for any researchers concerned with just about any area of management yet it remains vague and loosely defined (Richard et al, 2009; Rodgers and Wright, 1998). people rated highly in self-management are more likely to perform very well in their tasks due to their positive attitudes, self-motivation, willingness to learn and ability to adapt and initiate in times of changes and therefore it is paramount to focus and improve on self-management before thinking of relationships (Victoroff and Boyatzis, 2012). Research in Psychology shows that self-management strategies have proven to be successful in laboratory and non-organizational settings (e.g., Bandura, 1976; Corrigan, Wallace, & Schade, 1994; Bellack, 1976; Eckman, Wirshing, & Marder, 1992; FelixBoard, & O'liary 1973; Litrownik, Franzini, & Skenderian, 1976; Parcel, Swank, & Mariotto, 1994; Speidel, 1974).

**III. RESEARCH METHODOLOGY**

**Source of data:**

**Primary:**

Personal interview was conducted among 150 college students in Mumbai city who were campus, and were prepared to be working for a company in two months to come. Based on the irrelevant responses and no response questionnaires received, it was trimmed down to 108 responses. The questions were based on their age, gender and self management skills.

**Secondary :**

M.Phil/ PhD Thesis, Journals and other periodicals.

The data so collected was statistically analyzed using statistical packages. Statistical tools fit were descriptive, correlation, reliability scale, Confirmatory Factor Analysis.

**Objectives**

The broad objective of the study is to examine the implications of self-management among just passed out college students who are campus recruited by various reputed organisations, residing in Mumbai City. The specific objectives are as follows:

1. To examine the extent of self-management skills present among the respondents
2. To evaluate if age, gender and education level have an impact on the extent of self management skills possessed by the respondents
3. To suggest measures to improve the self management skills of the respondents

**Significance of the study**

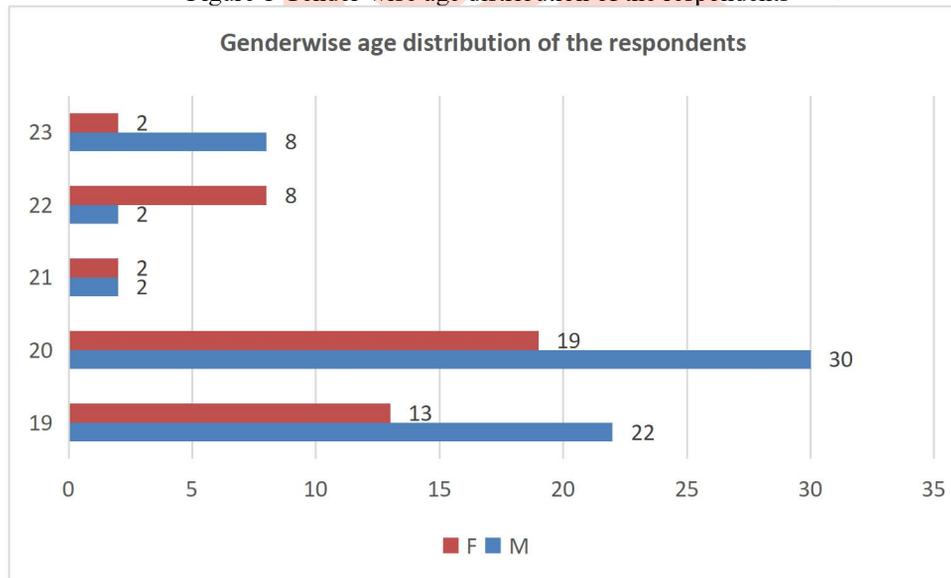
As self-management plays a vital role in healthy building of one’s career, this skill is essential to be built/ honed up while colleges, so that it brings out good managers and leaders for the nation. Present study attempts to investigate, if these skills are present in among college students who will soon be stepping in to the job market.

**Limitations of the study**

The study is conducted among students who are from the marginalized section of the society. So, the findings may not be applicable to students who come from a middle income group or affluent classes of the society.

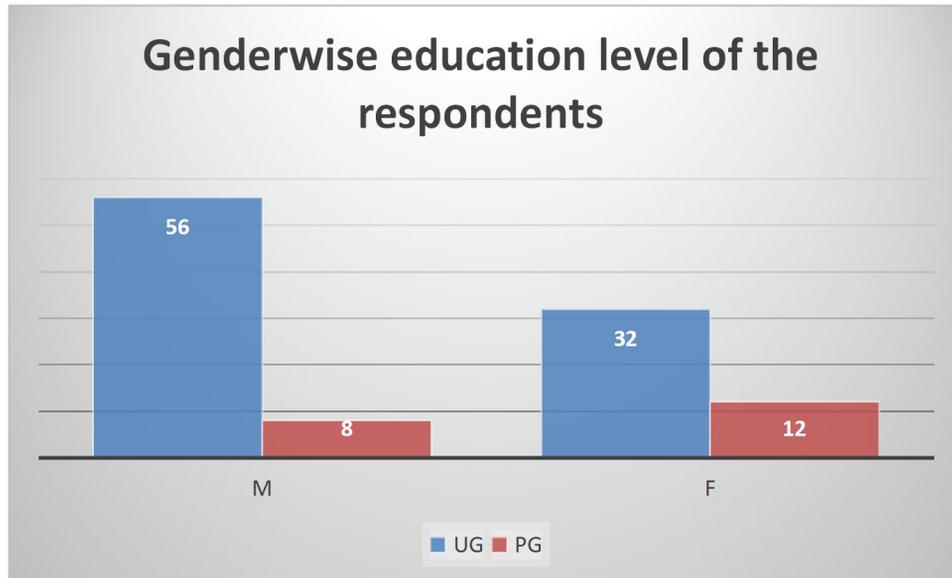
**Results and Discussion**

Figure 1 Gender-wise age distribution of the respondents



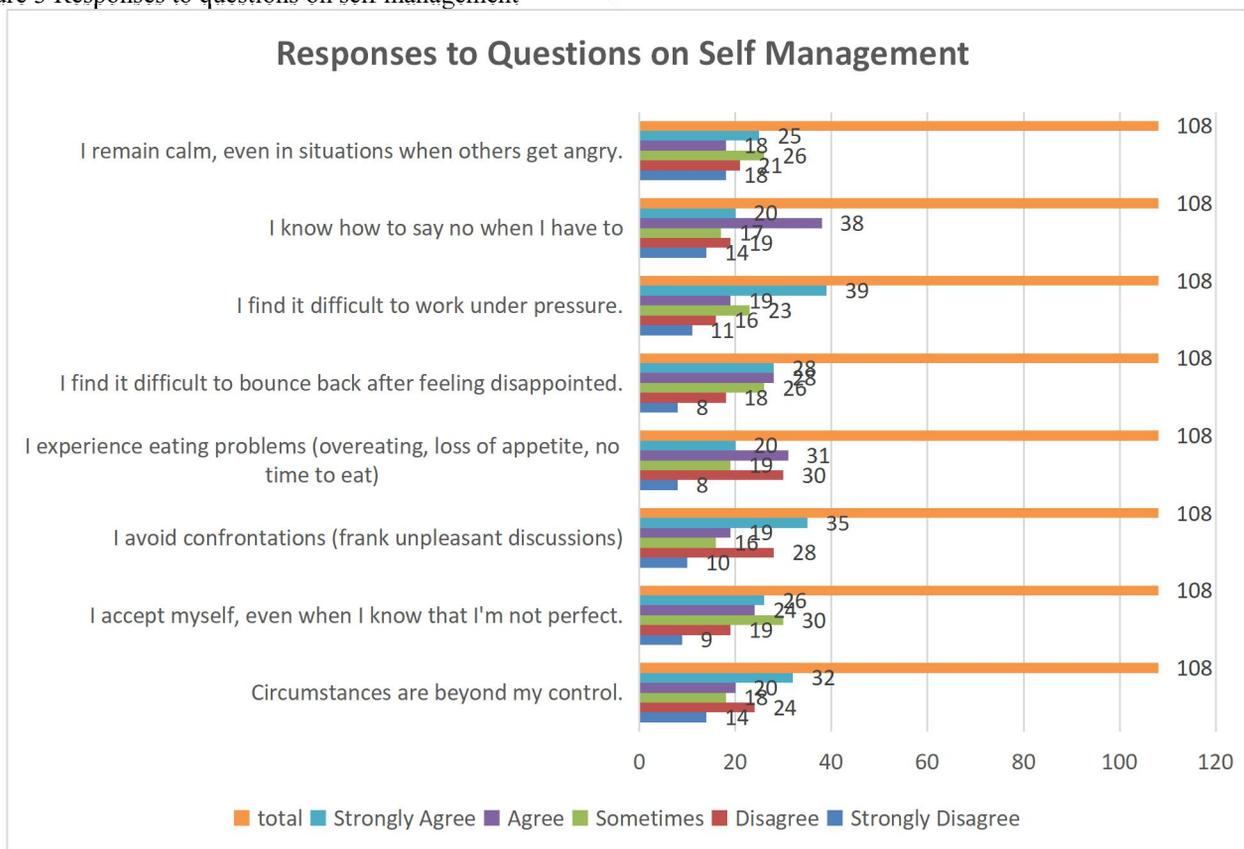
Majority of the students (52 male and 32female) were nineteen and twenty years of age. While only a few (12 males and 12 girls ) were aged twenty one, twenty two and twenty three, respectively.

Figure 2 Genderwise Education level of the respondents



Most of the students (fifty nine percent) surveyed were pursuing their Under graduation while only the rest of them were still pursuing their under graduation.

Figure 3 Responses to questions on self management



**Confirmatory Factor Analysis**

CFA is a confirmatory technique—it is theory driven. Therefore, the planning of the analysis is driven by the theoretical relationships among the observed and unobserved variables. CFA is conducted, to estimate a population covariance matrix that is compared with the observed covariance matrix. Technically, the study wants to minimize the difference between the estimated and observed matrices.

A major component of a CFA is the test of the reliability of the observed variables. Moreover, the study examines the extent of interrelationships and co-variation (or lack thereof) among the latent constructs. As part of the process, factor loadings, unique variances, and modification indexes (should a variable be dropped or a path added) are estimated for one to derive the best indicators of latent variables prior to testing a structural model.

Ho: there is no significant association between age, gender and education level of the respondents

Table1 correlations of the factors considered to be associated with self management skills

	Factors	1	2	3	4	5	6	7	8	9	10	11
1	Age	1.00										
2	Gender	.346*	1.00									
3	Education level	.333*	.603**	1.00								
4	Factor1	.656**	.602**	.442**	1.00							
5	Factor2	.316*	.548**	.882**	.573**	1.00						
6	Factor 3	.523**	.414**	.424**	.606**	.497**	1.00					
7	Factor 4	-.472**	-0.21	-0.17	-.339*	-0.12	-.511**	1.00				
8	Factor 5	-.489**	-.310*	-0.14	-.330*	-0.14	-.424**	0.15	1.00			
9	Factor 6	-0.22	-0.17	-0.22	-.325*	-0.23	-0.24	.488**	0.14	1.00		
10	Factor 7	-.539**	-0.16	-0.20	-.335*	-0.16	-0.10	0.26	.339*	0.27	1.00	
11	Factor 8	-.376**	-0.19	-0.09	-0.19	-0.10	0.07	0.25	0.20	.380**	.469**	1.00

We reject null hypothesis and conclude that age, gender and education level of the respondents have a significant association with their different aspects of self management skills

Circumstances are beyond my control. Factor 1

I accept myself, even when I know that I'm not perfect. Factor 2

I avoid confrontations (frank unpleasant discussions) Factor 3

I experience eating problems (overeating, loss of appetite, no time to eat) Factor 4

I find it difficult to bounce back after feeling disappointed. Factor 5

I find it difficult to work under pressure. Factor 6

I know how to say no when I have to Factor 7

I remain calm, even in situations when others get angry. Factor 8

Table-2 Chi-Square Test of Model Fit

Value	218.75
Degrees of Freedom	100
P-Value	0.00

The null hypothesis is that there is no difference between the patterns observed in these data and the model specified. So, unlike many cases where you are hoping to reject the null hypothesis, in this case we are unable to reject the hypothesis that this is a good fit. As it can be seen that chi-square value above, this model is acceptable.

Another measure of goodness of fit is the root mean square error of approximation (RMSEA).

Table-3 RMSEA (Root Mean Square Error Of Approximation)

Estimate	0.12	
90 Percent C.I.	0.01	0.18
Probability RMSEA	< 0.05	0.00

An acceptable model should have an RMSEA less than .05. The above that the estimate for RMSEA is .012, the 90 percent confidence interval is 0.01 (almost 0), .018 and the probability that the population RMSEA is less than .05. Again, consistent with our chi-square, the model appears to fit.

Table-4 Confirmatory Factor Analysis

Ho: there is no significant association between demographic profile, educational level and factors concerned with self management skills of the respondents

Observed variable	Latent construct	B	SE	Z-values
Age	Demographic	0.68*	0.11	5.32
Gender	Demographic	0.43*	0.047	4.56
Education level	Education	0.34*	0.056	6.22
Circumstances are beyond my control.	Self-management	0.68*	0.2	6.73
I accept myself, even when I know that I'm not perfect.	Self-management	1.56*	0.23	6.45

I avoid confrontations (frank unpleasant discussions)	Self-management	0.83*	0.18	4.10
I experience eating problems (overeating, loss of appetite, no time to eat)	Self-management	-0.29*	0.22	-1.05
I find it difficult to bounce back after feeling disappointed.	Self-management	0.28*	0.19	1.45
I find it difficult to work under pressure.	Self-management	0.72*	0.20	3.28
I know how to say no when I have to	Self-management	0.68*	0.22	4.82
I remain calm, even in situations when others get angry.	Self-management	0.90*	0.21	5.62

Demographic and educational level of the respondents show a significant association with their self management skills and hence we are unable to accept the null hypothesis and conclude that education level, gender and age are strongly associated with the self management skills possessed by the respondents. This finding is in conformity with past studies. Self management skills vary with different age groups (Karlsson et al. 2003; Knutsson 2003; Kantermann et al. 2010).

The result found a negative effect on one factor, eating problems. The study, the response rate was relatively high in comparison with other studies.

#### IV. CONCLUSION

It can be concluded that self management skills are strongly and positively associated with age and education level of the respondents. Those with high level of self managements skills stand a fair chance to be successful in their careers, as they become capable of handling more responsibilities (Pihl-Thingvad, 2014) these strategies have been found to increase job satisfaction and therefore they can predict job performance (Marques-Quinteiro & Curral, 2012; Ross, 2014). For those who possess less amount of these, colleges can conduct confidence building courses, counselling sessions etc. to help the students to hone these skills up.

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