Relationship between Management Students' Creativity, Motivation level and Leadership Skills: An Empirical Study

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ABSTRACT

The present study is an empirical investigation to understand the relationship between students' creativity, level of their motivation and the leadership quality that they have. The sample frame of the study was the B-Schools located primarily the southern region of India. SEM was deployed to test the hypothesized relationships. The study is one of the very few studies conducted in the Indian context to understand the leadership competency of management graduates. Implications for academic and industry were also drawn based on study's findings.

Keywords: Students' Creativity, Students' Motivation, Leadership, Indian Management education.

INTRODUCTION:

Advanced higher education study is a continuing professional education that caters to the needs of individuals from industries and academe to further enhance the knowledge and skills suitable for their respective work assignments. Numerous hypotheses expressly associate the significance of education as one of the methods for interest in human capital arrangement that could result to financial improvement and efficiency development (Janer, Deri, Dio, Marbella & Ricafort, 2015). MBA is a program implied for those students who are setting themselves up with the abilities and competency in the utilitarian territory as business and business law, bookkeeping and fund, advertising and administration, vital basic leadership process and different issues relating to business and societal issues (Menez, 2014). The objective of Master of Business Administration (MBA) program is to enhance the graduates and give them certain capabilities to improve them as administrators and leaders (Baruch, Bell and Gray, 2005).

MBA graduates are required to have great leadership characteristics. A decent leader has the skill to manage his collaborators in a genial manner. He is typically an effective leader and handles critical positions in a firm or association. MBA graduates apply for huge administration positions in surely understood associations and firms. Leadership and management skills are being given emphasis to enhance the confidence of the students to take higher responsibilities in decision making and ownership of whatever outcomes of the project implemented with them as the head of the committee.

Leadership is a procedure by which a man impacts others to achieve a target and coordinates the association in a way that makes it more strong and rational. This definition is like Northouse's (2007, p3) definition — Leadership is a procedure whereby an individual impacts a gathering of people to accomplish a shared objective. However, "Helping students build up the respectability and quality of character that set them up for leadership might be a standout amongst the most difficult and imperative objectives of higher education" (King, 1997, p. 87). Progressively, advanced education is being swung to as a hotspot for potential change given its huge part in creating leadership capacity among the present youth (Astin, 1993). The instruction and advancement of students as leaders has since quite a while ago filled in as a focal reason for organizations of advanced education as prove in statements of purpose and the expanded nearness of both curricular and co-curricular

initiative improvement programmes (Astin and Astin, 2000). Moreover, explore demonstrates that students can and do build their initiative aptitudes amid the school years (Pascarella and Terenzini, 2005) and that increments in administration advancement thus improve the self-adequacy, metro commitment, character improvement, scholastic execution, and self-awareness of graduating individuals (Benson and Saito, 2001; Fertman and Van Linden, 1999; Komives, Owen, Longerbeam, Mainella, and Osteen, 2005; Scales and Leffert, 1999; Sipe, Ma, and Gambone, 1998; Van Linden and Fertman, 1998).

Creativity and Leadership:
Creativity and innovation are the key elements to the achievement and gaining competitive edge (Gumusluoglu and Ilsev, 2009). Innovation and global competition has persuaded organizations to apply creativity to enhance the nature of their products and increment proficiency and viability of their associations (Andriopoulos and Lowe, 2000). As indicated by (Gumusluoglu and Ilsev, 2009) "creativity is the generation of novel and helpful thoughts, and advancement is the fruitful usage of innovative thoughts inside an association" (p. 461). Numerous researchers trusted that leadership is the critical factor in making an organizations innovative (Mumford, et al., 2002; Shin and Zhou, 2003). As of late, researchers have given expanded regard for the impact of transformational leadership on creativity and advancement (Jung, Chow, and Wu, 2003; Shin and Zhou, 2003). Goertz (1991), in her examination on the relationship of leader adequacy and chose attributes of inventiveness, found that powerful individuals in initiative positions exhibit chosen qualities of innovativeness.

Given that business patterns are moving far from deep rooted work to shorter term business contracts, arrangement of occupations, and the worldwide versatility of the workforce, desires are being put on colleges to create graduates who are work-prepared, self-starters, can exhibit activity, self-viability, creativity and leadership in their field of mastery as the setting requires (Lucas, Cooper, Ward, and Cave, 2009; Rhodes, 2008). While viable management is critical to encourage creativity and growth inside organizations, it has additionally been noticed that leaders accused of authority obligations must themselves work in creative routes with the end goal for organizations to be focused (Block and Stumpf, 1992; Sternberg, 2003). Kelsey and Wall (2003) opined that managers are looking for leaders who can guide new innovations and set objectives to effectively adjust to the difficulties of a worldwide society.

H_1 Creativity of Students have a significant and positive effect on Leadership Quality of Students

Students' Motivation and Leadership:
"Transformational leaders" can propel and be propelled by their adherents with the end goal that both are constantly raised to more elevated amounts. These qualities are frequently described by the "4-I" system proposed by Bass (1985). Attributes of the system are delegated: romanticized impact, helpful inspiration, scholarly incitement, and individual thought (Bass, 1985).

Goleman (1995) characterizes motivation as a profoundly installed want for accomplishment. A self-motivated leader achieves thoughts, has energy for work, and has curious direness for idealistic view and imaginative difficulties. Being profoundly energetic the leader remains really dedicated to hierarchical objective. Subsequently, idealism and hierarchical responsibility are basic to solid administration (Goleman, 2004). Transformational leaders, being inside inspired and profoundly dedicated, can enable the adherents to create „a feeling of purpose‟ (pinos et al., 2006, p. 68) in the organization's mission. Stressing on this specific EI competency Sosik & Megerian (1999) referred to in (Barbuto & Burbach, 2006, p. 55) bolster the enthusiastic underpinnings of Transformational administration. They think about inspiration, all the more particularly inside inspiration, a solid essential for successful Transformational authority and call attention to that transformational leaders are effectively connected inside their association and they trust that they can impact their condition. All the more decisively, acting naturally roused the transformational leaders can even create a mutual vision and inspiration to followers. What's more, this fortifies that inherent inspiration is profoundly connected with leadership conduct.
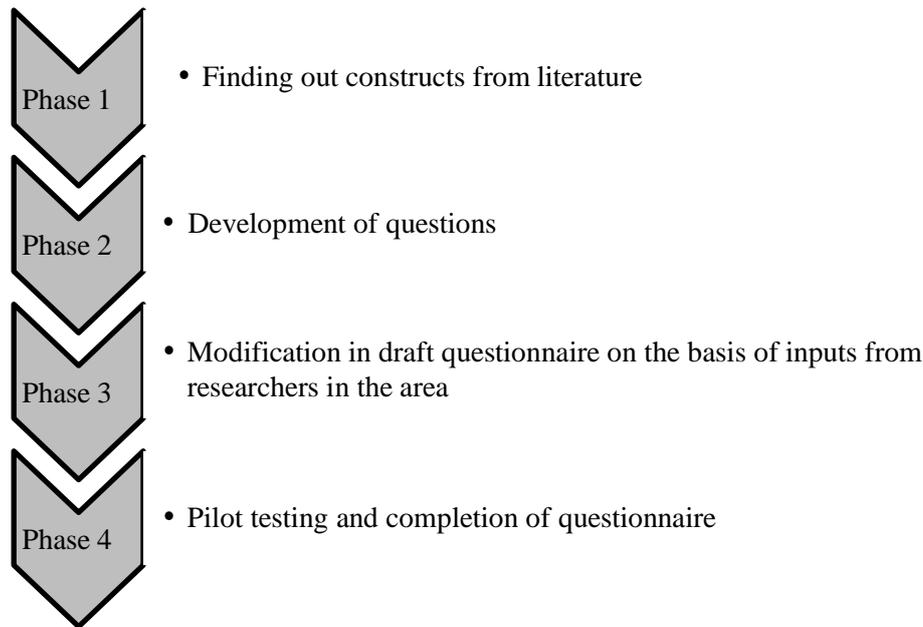
H_2 Students' level of Motivation has a significant and positive effect on Leadership Quality of Students

RESEARCH METHODOLOGY:

The present study is conclusive, descriptive and based on a cross sectional plan. A cross-sectional plan alludes to gathering information that are accepted to have been gathered at one point in time. Students' level of Motivation and Creativity were considered as Independent variables, whereas, Students' Leadership Quality has been considered as dependent variable for the present study.

The questionnaire was created in four stages. Exhibit 1.1 lists down the four stages of research questionnaire development.

Exhibit 1.1: Stages of Questionnaire Development

Phase 1
- Finding out constructs from literature

Phase 2
- Development of questions

Phase 3
- Modification in draft questionnaire on the basis of inputs from researchers in the area

Phase 4
- Pilot testing and completion of questionnaire

The respondents of the study were the second year students of B-schools[1] in India pursuing management programs at post graduate level.

The target population for the study was students of B-schools in India. There are six types of management education organizations all over the country (Knowledge Commission of India, 2005). Some of the B-Schools are set up by central government; some come under the affiliation of different universities whereas some are approved by the All India Council for Technical Education. (AICTE[2]), making it very difficult to cover all of them under one study.

Due to the above cited constraints, it was deemed fit to conduct the study within the geographical limits of the city of Bangalore, Hyderabad and Chennai.Thus, B-schools located in the above specified cities of Bangalore, Hyderabad and Chennai were considered as sample units for the study. There are past studies as well that include samples from specific states or regions (Singer, 1993; Singh & Billingsley, 1996) or focused only on urban towns (Bilingsley et al., 1995; Brownel et al., 1994-95; Gersten et al., 2001; Morvant et al., 1995); or only rural areas (Westling & Whitten, 1996).

Lists of B-Schools having AICTE accreditation in the territory of Bangalore, Hyderabad and Chennai were acquired from the AICTE's site. Both the rundowns were then consolidated and alphabetically arranged. This list was considered as the sampling frame for the present research.

To gather data from the students of B-Schools, systematic random sampling approach was adopted. Students were contacted personally by the researcher. Addresses of the B-Schools were acquired from AICTE's/B-Schools' websites. Systematic random sampling approach was adopted to select the B-Schools from the sample frame. Every 10th B-School was picked up from the list. Thus, in all, 10 B- schools were targeted.

Boomsma (1983) proposes that sample sizes of 100 are solid lower limits while thinking about most extreme probability estimation and recommended samples of at least 200. Gerbing and Anderson (1985), found the additional advantage that with at least three pointers for each factor, a sample size of 100 will more often than not be adequate for meeting, and a sample size of 150 will as a rule be adequate for a concurrent and appropriate arrangement. Sample sizes of no less than 300 are by and large adequate much of the time

[1] B-school is a curtailed shape, which implies a Business school. It is normally a college level foundation that presents degree in Business Administration. It shows themes, for example, bookkeeping, financial matters, hierarchical conduct, human asset administration, technique and so forth. Business college is a typical term, frequently utilized by analysts, and is by and large alluded as a foundation that gives administration instruction (e.g. Cornuel and Kletz, 2011; Lutz, 2011; Noorda, 2011; Sullivan, 2011; Teece, 2011; Thomas and Cornuel, 2011; Thomas and Thomas, 2011).
[2] Having vested with statutory forces, AICTE has a noteworthy part to play in arranging, definition and support of standards and principles, accreditation, financing of need territories, observing and assessment of courses/programs in the field of specialized training to guarantee facilitated and coordinated advancement of specialized instruction in the nation assessment of courses/programs in the field of administration/specialized training.

(Worthington and Whittaker, 2006). Considering the provided justification and an initial targeted sample of approximately 600 respondents was deemed fit.

The researcher personally visited the B-schools to collect data from the respondents, thus ensuring that response rate remains relatively high. Also, questionnaire was administered on e-mail. With 510 final responses generated that can be used (435 via personally and 75 via e-mail) out of 678 contacted, the response rate was close to 75.22% which is relatively high in comparison to studies conducted in similar context and areas.

METHOD OF ANALYSIS:

Descriptive Statistics of the respondents were created through SPSS 17.0 rendition. After estimation of response rate, non-response bias and common method bias, Exploratory Factor Analysis (EFA) was done to check whether things in a scale stack on one single factor. Indicator and scale reliability were assessed. Various types of validity were also ascertained. The relationship between dependent and independent variables was measured using Structural Equation Modeling (SEM) in LISREL 8.50 for proceeding with SEM in LISREL 8.50. For continuing with SEM, Maximum Likelihood Estimation (MLE) technique was utilized. Examinations of estimation strategies demonstrate maximum likelihood (ML) method for the most part perform best, superior to generalized least squares (GLS), and particularly superior to weighted least squares (WLS) (Ding et al., 2004; Olsson et al., 2000). ML has been observed to be moderately vigorous (e.g., to infringement of the multivariate normality presumption) and is by and large embraced for most uses (Hu and Bentler, 1999; Olsson et al., 2000).

DATA ANALYSIS AND INTERPRETATION:

The response rate for the study was near to 75% which was deemed fairly appropriate for survey based research studies of this type (Babbie, 2001; Hager et al., 2002).

Measurement Model was assessed to perceive how well the observed indicators fill in as an estimation instrument for the latent factors. Estimation examination utilizing "Exploratory Factor Analysis (EFA)" was performed on each of the study scales viz. Students' Motivation (SM), Creativity (CR) and Leadership (LD).

EFA: Principal Component factor investigation with Varimax pivot was directed on all things without depending on constrained extraction. EFA was performed on each scale independently to check with reference to whether all things stack on single develop. To decide whether the information is probably going to factor well, before continuing with EFA, Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's trial of Sphericity were performed which were found satisfactory in all cases. All the study variables' scales were observed to be unidimensional.

Once the unidimensionality of scales was built up, an evaluation of the factual reliability quality was performed. Two kinds of reliability gauges were ascertained: (1) Indicator and (2) Scale reliability.

Indicator Reliability:

Most indicators had loadings on the latent variable of more than 0.5 or close to it in case of all the three constructs. Indicator reliability was also close or more than 0.7 in all cases. Thus the indicator reliability was found to be acceptable in light of the prescribed values.

Scale Reliability:

Scale reliability was surveyed by utilizing 'Cronbach's coefficient alpha': Reliability evaluation of the scales returned Cronbach alpha value as higher than the suggested 0.7.

Convergent Validity: Convergent validity was assessed utilizing various methods. Since the seven scales had unidimensionality and high inner consistency, affirmations of at least moderate convergent validity existed. Further, all items were found to stack on their speculated measurements and the estimates were significant and positive. All parameter gauges had loadings of more than 0.50, along these lines likewise demonstrative of moderately high convergent validity

The Structure Equation Modeling (SEM) abilities of 'LISREL 8.50' were utilized to test the hypothesized relationships. It was discovered that structural model fits the data well. The RMSEA value (0.063) falls underneath the suggested most extreme of .08 or 0.10 and estimations of NFI (0.921), NNFI (0.947 and CFI (0.952) all surpassed the prescribed 0.90 level, showing significant match. The relative Chi-square/degrees of opportunity estimation of 2.24 was lower than the prescribed estimation of 3.00. The results are provided in Tabe 1.1

Table 1.1: SEM Fit Indices

FIT INDICATORS	VALUE
Goodness of Fit Index (GFI)	0.81
Adjusted Goodness of Fit Index (AGFI)	0.80
Normed Fit Index (NFI)	0.92
Non-Normed Fit Index (NNFI)	0.94
Comparative Fit Index (CFI)	0.95
Root Mean Square Error of Approximation (RMSEA)	0.06
Chi-Square /Degrees of Freedom	1512.68/675 = 2.24

HYPOTHESES TESTING AND DISCUSSION

- Creativity does not have a significant and positive effect on Leadership Quality of Student as can be inferred from the path value of CR to LD (β= -0.49). Thus hypothesis H1 was rejected.

  This research find was a little surprising assuming that creativity as a skill is at the center of skills required for being successful at corporate level. However, a close examination of the researches done in the past in this regard helped the researcher understand that the finding is more or less is in line with the finding of the previous researches. Researches have noted that while graduate qualities are developing in conspicuousness, the property of innovativeness has been given less consideration in advanced education. Indeed, the training segment has been progressively censured for its disappointment in viably producing inventive leaders, which is basic for riches creation and global competitiveness (Kim, 2011; Kimbell, 2009; Kirby, 2004). Clarke (2013) contends that colleges center too much around narrating approaches about business visionaries, business arranging rivalries or lean start up models barring different models for nurturing creativity abilities. He calls for more thorough ways to deal with teaching creativity. Kuratko (2005) contends that in spite of the fact that colleges have advanced past the fantasy that imagination is a birth attribute and can't be educated, colleges should address the important inquiry concerning how creativity abilities ought to be developed.

- Students' Level of Motivation has a significant and positive effect on Leadership Quality of Student as can be inferred from the path value of MT to LD (β=0.49). Thus hypothesis H2 was not rejected.

  Though researcher did not find any empirical evidence, especially in the Indian context, that studies the relationship between motivation level of students and the leadership quality, the finding of the present investigation is in accordance with one of the past examination that reasoned that inspiration in the education procedure can affect how students learn and their conduct to the course matter (Ormrod, 2003). The prior research additionally inferred that level of motivation of students can coordinate their conduct toward specific objectives, can prompt expanded exertion and vitality, increased inception of, and determination in, exercises, upgrade psychological preparing, figure out what outcomes are strengthening and prompt enhanced execution.

MANAGERIAL IMPLICATIONS AND CONTRIBUTIONS OF THE STUDY:

Leadership has been looked at as a key competency for future management graduates. Several employment surveys and researches have supported this argument. Therefore, the present study is very relevant in the context and is most expected to make contributions to both theory and practice in the following ways; of how to develop leadership among students undergoing management programs.

- ❖ This research aims to expand on ongoing hypothetical work of how leadership among management graduates is characterized and looked into. The examination adds to writing by exactly testing a few theories and by proposing conceivable outcomes for future research.
- ❖ The study's discoveries offer extra bits of knowledge for researchers and specialists worried about developing leadership competency among students and young professionals. By recognizing the significant effects and role of study variables viz., Creativity and Motivation, on leadership competency, B-schools' administrator/s can take measures to develop leadership competency among students by improving on these aspects.

One of the outcome of this study is the creation of a reliable and valid questionnaire for assessing different dimensions of leadership competency among students. It is expected to provide B-schools' administration and researchers with a valuable instrument to aid both in the analysis of factors that leads leadership.

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