Perception of Students of the MBA Batch 2021-23 Regarding Campus Placements

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by

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Under the Supervision of the Mentor

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Date: 29th April 2023

Examined by:

Seal of the School

COMPLETION CERTIFICATE

This is to certify that the internship report **"Perception of Students of the MBA Batch 2021-23 Regarding Campus Placements"** is a bonafide work carried out by **Mr. Jeniton Bosco D'silva** under my mentorship in partial fulfilment of the requirements for the award of the degree of **Master of Business Administration** in the Discipline of Management Studies at the Goa Business School, Goa University.

Dr. Priyanka Naik
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Date: 29/04/23

Prof. Jyoti Pawar
Dean,
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Date: 29/04/2023
Place: Goa University

School Stamp

DECLARATION BY STUDENT

I hereby declare that the data presented in this Internship report entitled, "**Perception of Students of the MBA Batch 2021-23 Regarding Campus Placements** " is based on the results of investigations carried out by me in the discipline of Management Studies at the Goa Business School, Goa University under the Mentorship of Dr. Priyanka Naik and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

I hereby authorize the University authorities to upload this dissertation on the dissertation repository or anywhere else as the UGC regulations demand and make it available to any one as needed.

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Date: 29/04/23
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1. Company Profile

The Goa Business School was formed with the merger of departments that can work better together. Commerce (formed in 1988), Computer Science & Technology (1987), Economics (1968 Centre for Post-Graduate Instruction & Research at Goa - CPIR - connected to the University of Bombay), and Management Studies are the departments that comprise the Goa Business School (1988). Each of these departments has a distinguished history. The Department of Economics is a relic of the University's founding, the Centre for Post-Graduate Instruction and Research (CPIR). The Department of Computer Science and Technology was established with initial financing from the DOE/UGC Manpower Development Plan.

The merger would allow academics and research students to identify new synergies that had previously been concealed within department silos, as well as promote and highlight our joint strengths in research and teaching in these areas. In the past, students from these departments have been absorbed in the industry both in India and overseas. GBS has a total enrolment of over 750 students.

For corporate internship and employment services, the school has built solid ties with industry and business enterprises in and outside of Goa. The programs give extensive knowledge and practice in a variety of areas required by the industry. As a result, Goa University has become one of the chosen universities.

2. Introduction

While enrolling in engineering and business streams as programs of study in India, students give much weight to the placement records of colleges before they decide to join one. Hence, colleges need to make sure that their placements are good.(Ranjan et al., 2022) Campus placement is a process through which employers visit educational institutions to recruit candidates for their organizations. This process is an important aspect of college life, as it

provides an opportunity for students to showcase their skills and knowledge to potential employers. Campus placements are popular because they offer a variety of job opportunities to students, including internships and full-time positions, which can be applied for by final-year students.

Students view campus placement as a key aspect of their education, as it provides them with the chance to secure a job after graduation. For many students, securing a job through campus placement guarantees a stable future. In addition, students view campus placement as a platform to interact with recruiters and learn about different job profiles, company cultures, salary packages, and job requirements, which helps them make informed career decisions.

Campus recruitment is a key element for educational institutions and businesses. Students stand to gain the most from the campus recruitment procedure. They land their first employment on campus, which helps them establish themselves early in their careers. For businesses, campus placements are also economical and time-saving.

Campus placements are important not just for students, but also for firms seeking potential university employees. Goa Business School seems to provide students with placement possibilities, yet students appear to be unresponsive to those opportunities.

3. Literature Review

Businesses look for specific employability skills and personality traits when recruiting and selecting acceptable employees for their firms, and there is a gap between what higher educational institutes are training graduates for. As a result, proactive supervision of students' career development is required.(Attri & Kushwaha, 2018)

The study gathered HR managers' and students' perspectives on some aspects of the campus recruitment process. Campus recruitment is a job-search procedure in which companies come

to educational institutions to hire students. The majority of fresh graduate employment in India occurs through campus recruitment. (Prabhakara Raya et al., 2015)

According to the findings of this study, placements give a highly relevant educational experience that students value and that generally meets their expectations. The fact that there are minimal significant differences between the two student cohorts shows that the outcomes of this study accurately represent the situation for LIS students in general. This study adds to the good perception of the placement and belief in its function in LIS education.(Juznic & Pymm, 2011)

In an article by (Bhatia, S., Singh, J., and Gupta, R. 2019), the study was to investigate students' perceptions and expectations regarding campus placement at a private institution in India. According to the findings, students expect the university to give training and placement assistance and are willing to participate actively in the process.

The study looked into students' attitudes towards campus recruitment in Bangladesh. According to the findings, students see campus recruiting as a chance to get a career and obtain work experience, but they are also concerned about the recruitment process and its fairness.(Mottaleb, K. A., and Kabir, S. M. S. 2019)

According to the research, co-curricular activities, academic achievement, communication skills, and industry projects were the main enablers that made students employable and industry ready. (Attri & Kushwaha, 2018)

4. Research Gaps

There may be an insufficient study on students' impressions of campus placement at Goa Business School, indicating a potential knowledge gap. Longitudinal studies that assess the long-term impact of campus placement on graduates' employment, including factors such as

job satisfaction, career advancement, and salaries, may be necessary. To acquire a more thorough understanding of their experiences and opinions of campus placement, it may be necessary to investigate the perspectives of various student groups, such as students from underrepresented backgrounds.

5. Research Questions

What are the student's perceptions towards campus placement at Goa Business School?

What are the interests of students of Goa Business School?

What are the factors that students look at when it comes to a job/ recruitment?

6. Research Objectives

1. To find out student perceptions of MBA Batch 2021-23 regarding the campus placement at Goa Business School

2. To find out the significance of factors that might affect students' opinions on work placements.

3. To suggest ways on improving the campus placement based on the needs of the students.

6.1 Significance of Study

Many Campus Placement Officers believe that campus placements are critical in today's world. According to an ASSOCHEM report, 62% of India's population is in the working age bracket (18 to 59 years) and more than 54% of the overall population is under the age of 25. As a result, it is critical to redirect these adolescents of working age, ages 18 to 25, in the right direction so that the country can benefit from this circumstance. (Neha Inamdar, 2021)

Campus placements have a significant impact on the economy as it leads to the creation of employment opportunities. This study helps in understanding the effectiveness of campus

placement programs in contributing to the national economy. The study can also highlight areas where institutions are falling short in terms of preparing students for the job market.

This will aid in identifying areas where students require further guidance and support in order to make sound career decisions.

However, this study is limited to students at Goa Business School at Goa University, it is hoped that its results will provide important information that may be extended to other similar situations.

6.2 Benefits of Study

Identifying students' perspectives of campus placements would assist Goa University in better grasping their students' expectations. Universities can change their curriculum and provide greater possibilities to their students by studying student input.

Furthermore, examining student perceptions can assist Goa University in identifying and addressing gaps in its placements process, resulting in improved chances for students. The feedback received from the students can provide valuable insights into what they want to learn and what skills they require to excel in their professional careers. Good campus placements can strengthen the reputation of Goa Business School, which is crucial for attracting more students and high-quality faculty.

Keeping track of students' perceptions can assist Goa Business School in maintaining its reputation as an outstanding school in the field of management education, resulting in a

7. Research Methodology

7.1 Sampling and Data Collection

A focus group of MBA candidates from the classes of 2021–2023 will be used to examine student perceptions toward campus placements. The knowledge could be put to use in order to

give students a better college placement experience. It will also contain details about students' interests, which will aid employers in comprehending the needs, preferences, and kinds of jobs that students are searching for. There are 70 students in the class, and an online Google survey (Annexure I) will be distributed to students to gauge their interest in university placements. This will provide us with a general notion of the students' intentions.

7.2 Questionnaire Design (Refer to Annexure I)

The research instrument utilized to perform this study is an online questionnaire - Google Form.

The questionnaire is divided into two sections.

Section I: Demographic

The first section comprised gathering demographic information from respondents like Roll No, age, gender, and address(district).

Section II: Questions

The second section comprises questions such as, why have you chosen this degree, What are your plans after completing your MBA, Does your college provide placement assistance, do you participate actively in campus placement activities?

Section III: Perception Statements

The third section comprises statements that will be answered with options provided. At the end of each question, the respondent was asked to weigh with the help of a 5-point Likert Scale. That weighed from 1-5, where 1 being the least (strongly disagree), 4 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).
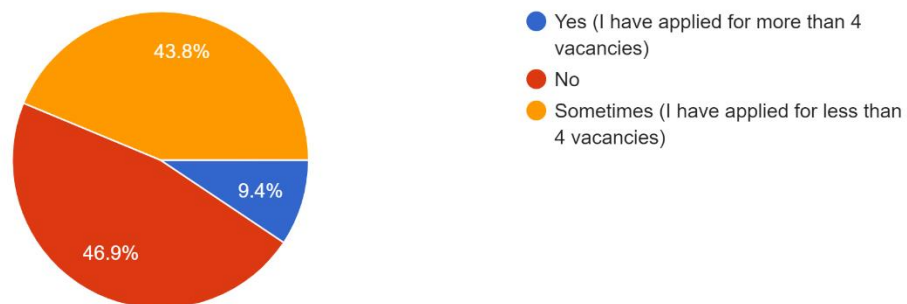
7.3 Data Analysis

Once the data has been collected, a reliability test will be performed to determine whether the data is reliable. A validity test will be performed on the data later, and the Pearson correlation matrix will assist us in analyzing the correlation coefficients between all possible pairs of variables in a dataset. After that, the variables will be examined, and a one-way ANOVA will be performed on them to prove and pick relevant hypotheses.

8. Analysis and Results

8.1 Descriptive

4. Do you participate actively in the Campus Placement Activities?
64 responses

- Yes (I have applied for more than 4 vacancies)
- No
- Sometimes (I have applied for less than 4 vacancies)

43.8% of the 61 students who responded to the survey actively participated in campus placement events and applied for less than four vacancies.9.4% of students applied for more than four positions. 46.9% of students have not applied for any jobs and are not actively involved in campus placement activities.

8.2 Reliability Test

The degree to which a scale produces consistent results after repeated readings is known as its reliability. Cronbach's alpha is the average of all possible split-half coefficients resulting from

various ways of splitting the scale items. Internal consistency is considered good if the number is more than 0.6.

The Cronbach's alpha coefficient is a measure of internal consistency that indicates how well scale or questionnaire items are related to one another. The coefficient has a value between 0 and 1, with higher values indicating greater internal consistency. The Cronbach's alpha coefficient, in this case, is 0.627, indicating a reasonable level of internal consistency among the 16 items in the questionnaire. Cronbach's alpha based on standardized items is slightly higher at 0.635, implying that standardizing the items may have improved the scale's internal consistency.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.627	.635	16

Overall, these findings indicate that the questionnaire has some internal consistency. It is important to note that Cronbach's alpha coefficient of 0.6 is widely regarded as the minimum acceptable degree of internal consistency, and the questionnaire meets this standard.

8.3 Validity Test

Correlation analysis was carried out on a set of variables relating to the campus placement cell, the opportunities it provides, the job profiles it offers, and so on. Pearson correlation coefficients, which measure the linear relationship between two variables, were used in the analysis.

The correlation matrix (see Annexure III) displays the correlation coefficients and significance levels between various campus placement perceptions. The correlation coefficient ranges from -1 to 1, with -1 representing perfect negative correlation, 0 representing no association, and 1 representing perfect positive correlation. The significance level represents the likelihood of discovering such an association by chance.

H0: Null Hypotheses: There is no correlation in the questionnaire.

H1: Alternate Hypotheses: There is a correlation in the questionnaire.

The results of the analysis showed that, the data was considered to be significant, showing that there was a correlation and that the data was valid, and thus we reject the null hypotheses.

Overall, the correlation matrix enables us in understanding the relationship between various campus placement claims and identifying any patterns or trends. According to the findings, students favour campus placement programs that provide appealing job profiles and prefer direct employment interviews over general aptitude exams. They also only apply to well-known companies. As some students expressed interest in fieldwork or tele-calling, the campus placement cell might focus on providing soft skills training and job prospects that incorporate fieldwork or tele-calling.

8.4 ANOVA Single Factor

The findings of a single factor ANOVA (refer to Annexure II, Table 2.0), with opportunities provided by the campus placement cell as the independent variable and students' perceptions of campus placement as the dependent variable. The ANOVA table shows a significant difference in averages between the two groups (perceptions and opportunities) with a p-value of 3.16476E-11, which is less than the alpha level of 0.05.

The ANOVA table (Annexure II, Table 2) indicates the association between students' perceptions of campus placements and the opportunities provided by the campus placement cell.

Null Hypothesis (H0): There is no significant association between students' perceptions of campus placements and the opportunities offered by the campus placement cell.

Alternate Hypothesis (H1): There is a significant association between students' perceptions of campus placements and the opportunities offered by the campus placement cell.

Based on these findings, we would reject the null hypothesis and support the alternative hypothesis that there is a strong relationship between students' perceptions of campus placements and the options provided by the campus placement cell. In other words, the options supplied by the campus placement cell have an impact on students' impressions of campus placement.

The greater the between-groups mean square, the more probable the variations between groups are significant. In this scenario, the between-groups mean square is greater than the within-groups mean square, indicating that the variations between the campus placement cell's opportunities are significant.

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Perceptions	61	167.3333	2.743169	0.479235
Opportunities	61	117.3333	1.923497	0.286642

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	20.4918	1	20.4918	53.5119	3.16E-	3.92012
				7	11	4
Within Groups	45.9526	120	0.38293			
	4		9			
Total	66.4444	121				
	4					

These findings must be considered by the Goa Business School while assessing the performance of their campus placement cell. Furthermore, the school may wish to concentrate on improving the options provided by the campus placement cell in order to improve students' overall view of campus placement. Overall, the ANOVA results show that there is a significant connection between students' perceptions of campus placements and the opportunities provided by the campus placement cell.

9. Project Findings and Conclusion

According to the results of the descriptive analysis, a substantial proportion of the students who answered to the questionnaire are not actively engaged in campus placement activities, with nearly half not applying for any jobs. This could be due to a variety of factors such as a lack of interest, a lack of awareness, or a failure to meet the eligibility criteria. On the other hand, just a few percent of students applied for more than four positions, suggesting a strong desire in finding a career through university placements. The majority of students applied for less than four positions, showing a low level of interest in campus postings.

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Overall, the data reveals that there is room to increase student participation in campus placement events and provide them with more opportunities to apply for job openings.

The ANOVA results revealed a statistically significant difference in the means of the two groups, with an F-value of 53.51197083 and a p-value of 3.16476E-11, both of which are less than the accepted alpha threshold of 0.05. This shows that the campus placement cell's opportunities have a considerable impact on students' perceptions of campus placements. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted, showing that there is a strong relationship between students' perceptions of campus placements and the opportunities provided by the campus placement cell.

In conclusion, the results of the single factor ANOVA show that the options provided by the campus placement cell are critical in moulding students' perceptions of campus placements. As a result, it is critical for Goa Business School management to ensure that appropriate opportunities are provided for students to guarantee that they evaluate campus placements favourably.

Overall, the outcomes of the single component ANOVA and correlation analysis indicate that there is a substantial association, if to varying degrees of strength, between students' perceptions of campus placement and the options provided by the campus placement cell. As a result, it is critical for Goa Business School management to ensure that appropriate opportunities are provided for students to guarantee that they evaluate campus placements favourably.

10. Recommendations

The following recommendations can be made to the Goa Business School based on the information provided by the analysis:

The findings indicate a moderately positive association between students' perceptions of campus placements and the options provided by the campus placement cell. According to the findings, initiatives to invite organisations from various industries had a beneficial impact on students' perceptions of campus placements. As a result, the school can seek to invite more organizations from all sectors, including small and medium enterprises, to provide students with more possibilities during campus placements. To improve students' perceptions of campus placements, it is recommended that Goa Business School focus on improving the quality and quantity of opportunities provided by the campus placement cell.

The quality of pre-placement training was also related to students' perceptions of campus placements. As a result, by merging industry-specific skills and soft skills training, the school may focus on enhancing the quality of pre-placement training.

Through internships, industrial visits, and guest lecturers, the school can also give students with an opportunity to get real industry experience. This will not only improve their learning, but it will also make them more industry-ready, enhancing their chances of obtaining suitable work placements.

It is advised that the Goa Business School continue to evaluate students' perceptions of campus placements and collect feedback on a regular basis to verify that the interventions made are satisfying the students' requirements and expectations. Furthermore, the school may consider performing additional research to uncover any other elements influencing students' perceptions of campus placements that are not included in the current analysis.

11. Work done & Learnings derived

During my internship at Goa Business School, I had the opportunity to collaborate directly with both students and industry professionals. This experience provided me with excellent insights

into students' attitudes towards employment and campus placements, which could be useful in strengthening the campus placement programme at the school.

One of the most important lessons I gained throughout my internship was the necessity of recognising students' interests and preferences in the workplace. During my discussions with students, I noticed that many of them desired to work for organisations that provided a collaborative and supportive work environment, as well as possibilities for growth and development.

In addition to learning about students' interests, I did a survey on Students perceptions regarding Campus Placements to find out how many students wanted to work and what their goals were after finishing their MBA. According to the report, a large majority of students are interested in working, and many of them want to seek for jobs through campus placements. However, the data obtained was limited, and additional research is required to understand the other aspects that may influence students' impressions of campus placements.

As part of my internship, I contacted numerous organisations to learn about their criteria and employment openings. I was able to find over 15 open positions in HR, Marketing, and Finance that were looking for new employees. This material may be beneficial in assisting students in identifying and applying for potential job opportunities.

Aside from these efforts, I organised a placement committee of first-year MBA students and assigned them tasks and responsibilities. Because first-year MBA students were expected to conduct a summer internship in the manufacturing business, I entrusted the placement committee with collecting data on all industries and categorising them as manufacturing or non-manufacturing. After gathering the data, we began contacting manufacturing companies to see if they would be willing to hire interns for two months.

To promote the MBA programme at the Goa business school, I gave presentations at Don Bosco College Panjim and Multi Faculty College Dharbandora. These talks covered a variety of themes, including campus life, exchange programs, academics, and the admissions process. I learned essential abilities in public speaking, presentation design, and effective communication as a result of these experiences.

Overall, my internship at Goa Business School was an excellent chance to learn that provided me with a better knowledge of students' attitudes towards work and campus placements. Through my interactions with students and industry representatives, I was able to uncover possible career prospects and contribute to the school's campus placement programme. I also learnt the value of effective communication and teamwork in attaining common goals, as well as how to use these abilities in any professional context.

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13. Annexure I

Q1)	**Roll No:**
Q2)	**Age**
Q3)	**Gender** • Male • Female • Prefer not to say
Q4)	**Location** • North Goa • South Goa
Q5)	**Why have you chosen this degree?** • Because your parents wanted you to pursue this degree. • Your friends took admission for the same course. • You didn't get admission to any other course. • You just felt that you should pursue this degree.

	• You have a specific goal for which this degree is required.
Q6)	**What are your plans after completing your MBA?** • You have a specific goal for which this degree is required. • Continue with family business. • Taking up a job. • None of the above
Q7)	Does your college provide placement assistance? • Yes • No • Don't know
Q8)	Do you participate actively in the Campus Placement Activities? • Yes (I have applied for more than 4 vacancies) • No • Sometimes (I have applied for less than 4 vacancies)
	The following questions are statements to answer with the options: - **1) Strongly Disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly Agree**
Q9)	The opportunities provided by the campus placement cell are average.
Q10)	The opportunities provided by campus placement are attractive.
Q11)	The job profiles offered by the companies through campus placement cell are as per my expectations.
Q12)	Campus should place the students in the companies offering a high package.
Q13)	Direct employment interviews should be held rather than a general aptitude test.
Q14)	Ready to apply only for well-known companies.

Q15)	We can get a better job on our own/through references than that is offered from campus placement cell.
Q16)	Campus placement cell should provide a job within the vicinity.
Q17)	I want the jobs which involve field work.
Q18)	I want the jobs which involve tele calling.
Q19)	I receive late notices of job openings from the companies.
Q20)	Campus placement cell should focus on soft-skill training program (Mock tests, aptitude GDs and mock personal interviews).
Q21)	I am ready for part time job as well to support my family.
Q22)	The current MBA curriculum is in line with what is needed by the industry.
Q23)	The MBA degree equips me to be industry ready.
Q24)	Campus Placement cell is providing the opportunities matching our expectations.

14. Annexure II

14.1 Table 1.0

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Q1	Pearson Correlation	1	-.097	-.031	.226	.125	.051	.115	.134	-.180	-.053	.176	.295*	.052	-.354**	-.338**	.031
	Sig. (2-tailed)		.459	.811	.082	.341	.697	.380	.306	.169	.690	.178	.022	.694	.006	.008	.812
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q2	Pearson Correlation	-.097	1	.260*	-.080	.073	-.221	.074	.207	.438**	.333**	-.138	-.217	.117	.145	.203	.457**
	Sig. (2-tailed)	.459		.045	.543	.582	.089	.576	.113	.000	.009	.293	.096	.375	.270	.120	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q3	Pearson Correlation	-.031	.260*	1	.105	.245	-.057	.011	.009	.192	.289*	-.091	-.090	-.040	.242	.189	.537**
	Sig. (2-tailed)	.811	.045		.424	.059	.663	.932	.944	.141	.025	.490	.492	.761	.063	.149	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q4	Pearson Correlation	.226	-.080	.105	1	.610**	.385**	-.051	.328*	-.024	-.125	.298*	.370**	.236	-.009	.098	-.001
	Sig. (2-tailed)	.082	.543	.424		.000	.002	.698	.011	.856	.340	.021	.004	.070	.944	.456	.994
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q5	Pearson Correlation	.125	.073	.245	.610**	1	.161	-.132	.329*	.098	-.028	.190	.249	.262*	-.099	.077	.088
	Sig. (2-tailed)	.341	.582	.059	.000		.219	.316	.010	.458	.834	.145	.055	.044	.454	.559	.506
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q6	Pearson Correlation	.051	-.221	-.057	.385**	.161	1	.243	.347**	.129	.003	.388**	.233	.093	-.070	-.027	-.014
	Sig. (2-tailed)	.697	.089	.663	.002	.219		.061	.007	.328	.979	.002	.073	.480	.596	.840	.914
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q7	Pearson Correlation	.115	.074	.011	-.051	-.132	.243	1	.044	.219	.143	.064	-.047	-.227	-.294*	-.331**	-.101
	Sig. (2-tailed)	.380	.576	.932	.698	.316	.061		.741	.093	.275	.627	.721	.081	.022	.010	.444
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q8	Pearson Correlation	.134	.207	.009	.328*	.329*	.347**	.044	1	.032	.041	.330**	.228	.418**	.029	.240	.214
	Sig. (2-tailed)	.306	.113	.944	.011	.010	.007	.741		.810	.753	.010	.080	.001	.829	.065	.100
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q9	Pearson Correlation	-.180	.438**	.192	-.024	.098	.129	.219	.032	1	.425**	-.011	-.275*	.068	-.007	-.062	.093
	Sig. (2-tailed)	.169	.000	.141	.856	.458	.328	.093	.810		.001	.936	.034	.605	.955	.636	.478
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q10	Pearson Correlation	-.053	.333**	.289*	-.125	-.028	.003	.143	.041	.425**	1	.173	-.402**	.017	.069	.055	.189
	Sig. (2-tailed)	.690	.009	.025	.340	.834	.979	.275	.753	.001		.185	.001	.899	.599	.678	.147
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q11	Pearson Correlation	.176	-.138	-.091	.298*	.190	.388**	.064	.330**	-.011	.173	1	.116	.173	-.129	.088	-.041
	Sig. (2-tailed)	.178	.293	.490	.021	.145	.002	.627	.010	.936	.185		.376	.185	.326	.505	.753
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q12	Pearson Correlation	.295*	-.217	-.090	.370**	.249	.233	-.047	.228	-.275*	-.402**	.116	1	.097	-.060	.100	.106
	Sig. (2-tailed)	.022	.096	.492	.004	.055	.073	.721	.080	.034	.001	.376		.461	.651	.446	.421
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q13	Pearson Correlation	.052	.117	-.040	.236	.262*	.093	-.227	.418**	.068	.017	.173	.097	1	.179	.313*	.114
	Sig. (2-tailed)	.694	.375	.761	.070	.044	.480	.081	.001	.605	.899	.185	.461		.170	.015	.388
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q14	Pearson Correlation	-.354**	.145	.242	-.009	-.099	-.070	-.294*	.029	-.007	.069	-.129	-.060	.179	1	.636**	.426**
	Sig. (2-tailed)	.006	.270	.063	.944	.454	.596	.022	.829	.955	.599	.326	.651	.170		.000	.001
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q15	Pearson Correlation	-.338**	.203	.189	.098	.077	-.027	-.331**	.240	-.062	.055	.088	.100	.313*	.636**	1	.327*
	Sig. (2-tailed)	.008	.120	.149	.456	.559	.840	.010	.065	.636	.678	.505	.446	.015	.000		.011
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q16	Pearson Correlation	.031	.457**	.537**	-.001	.088	-.014	-.101	.214	.093	.189	-.041	.106	.114	.426**	.327*	1
	Sig. (2-tailed)	.812	.000	.000	.994	.506	.914	.444	.100	.478	.147	.753	.421	.388	.001	.011	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).