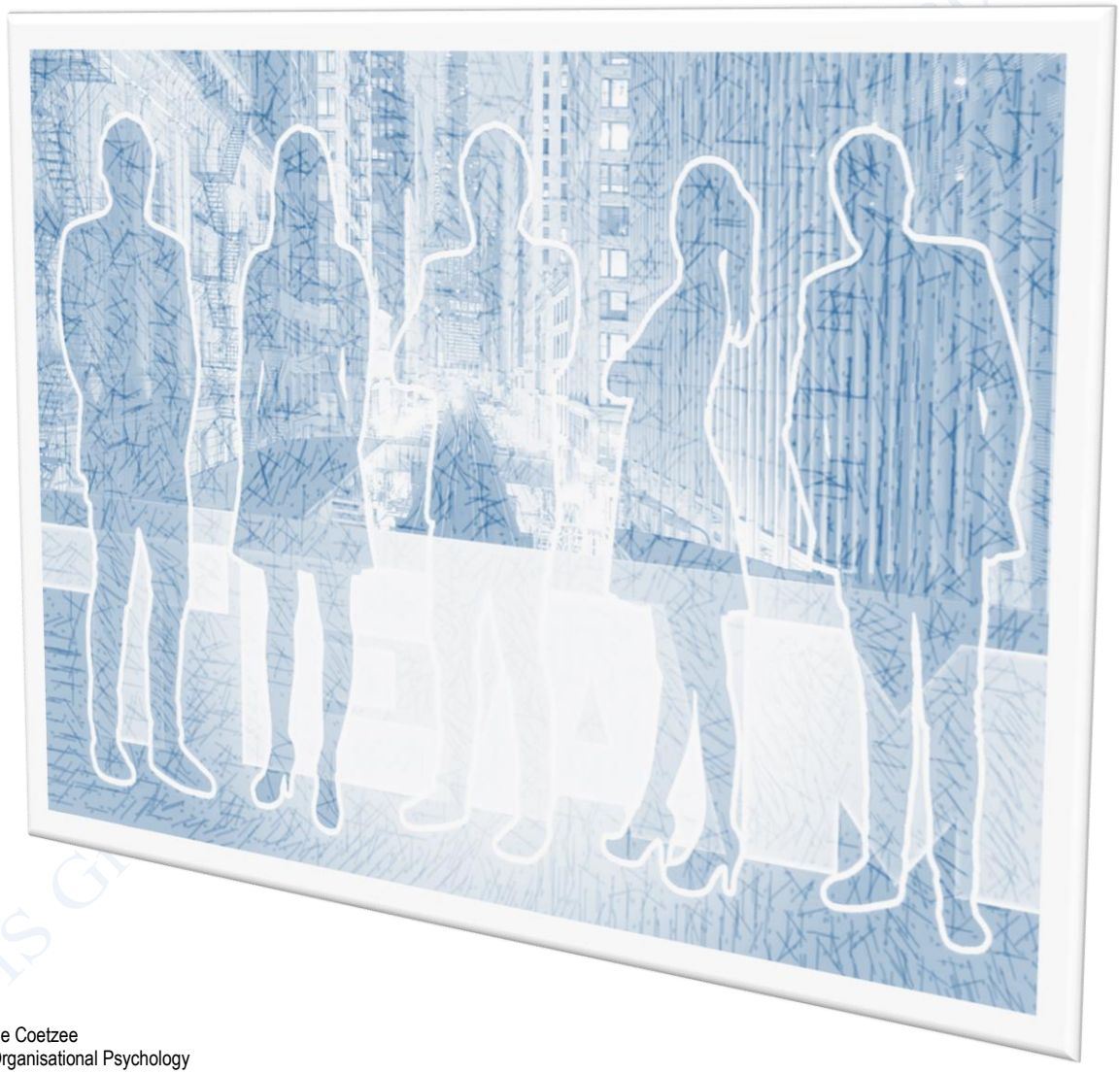
College of Economic and Management Sciences

Student Graduateness/Employability

Pilot Survey 2018

Preliminary Report



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4 February 2019

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Open Rubric

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Section 1

Background to and Rationale for Survey

Sample Characteristics

Conceptual Model of the Research Elements

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1.1 Project Team

- Prof Truida Oosthuizen: Head Tuition and Student Support - CEMS Commissioned Project Coordinator/Manager
- Prof Melinde Coetzee (Department of Industrial and Organisational Psychology): Primary researcher

PROJECT MEMBERS (CO-RESEARCHERS):

- Ms Cebile Tebele (Department of Industrial and Organisational Psychology)
- Prof Ingrid Potgieter (Department of Human Resource Management)
- Prof Nadia Ferreira (Department of Human Resource Management)

1.2 Rationale for the Research Project

The survey is a **CEMS COMMISSIONED RESEARCH PROJECT** which formed part of the CEMS Operational Plan for 2018/2019, involving conducting a graduateness/employability survey amongst CEMS students.

The pilot research project involved post-graduate (Hons, PGDip, M&D) students from the Department of Industrial and Organisational Psychology (IOP) and Human Resource Management (HRM), enrolled for 2018. The current research project served the following purposes:

- Pilot sub-study involving the development of a survey instrument, applying it to a student cohort to assess the instrument's reliability and validity.
- Preliminary assessment of whether the instrument would yield useful information that could give an estimate of the state of graduateness/employability of the relevant student cohort.
- Preliminary assessment of whether the research findings yielded by the survey instrument would be useful in terms of informing module teaching and learning design practices in order to enhance the graduateness/employability of CEMS Unisa students.
- Further refinement of the survey instrument based on pilot study data in order to utilise the refined version of the instrument in a follow-up study in 2019. The follow-up study in 2019 will involve all CEMS postgraduate students enrolled for Honours, PG Diploma, M&D qualifications. Rationale for focusing on postgraduate students: These students are generally employed at professional or managerial levels, and have experience of employer expectations, including knowledge of strategies they utilised to obtain/create employment.

1.3 Background to the Research Project

Assessing student graduateness and their employability is essential to ensure that the College PQM, module design and teaching and learning practices contribute to students' marketability and success. Assessment of student graduateness and employability is a global practice of universities to ensure the relevance and credibility of their qualification offerings (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017). Student graduateness encompasses a range of employability competencies and attributes which contribute to their ability to find and sustain employment opportunities (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017). Employment, including finding a job or creating self-employment, is crucial for human wellbeing and economic sustainability, and being a productive citizen that contributes to the welfare of society. The research speaks to the National Development Plan strategy to address poverty and unemployment and the role of higher education in cultivating the competencies and attributes which enhance students' ability to find or create a job. Various factors (personal, social and contextual) contribute to students not being able to find employment after graduation or while they are studying. On the other hand, institutional support practices and teaching and learning practices, as well the quality and content of qualifications, and the study programmes constituting the qualification, can contribute to student success in the labour market (Tomlinson & Holmes, 2017). Understanding the state of students' perceptions of their

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employability, the factors contributing or impeding them being able to find or create employment will help universities to create learning environments supporting students' graduateness and employability (Frankham, 2017; Moolman, 2016; Sin & Amaral, 2017; Tomlinson & Holmes, 2017).

1.4 Research Problem and Questions

Although a universally well-researched subject, Unisa CEMS lacks current information on the graduateness and employability of their students and how students' self-perceptions of their graduateness/employability relate to their ability to find or create employment. Moreover, no current instrument exists that holistically assesses Unisa students' graduateness and employability.

The research sought to answer the following questions of concern:

- What is the current state of employment of CEMS postgraduate students (Department of IOP and HRM)?
- Which personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impede and contribute to their employability and ability to find employment?
- How does the relevant qualification's study programme (teaching and learning content and practices) contribute to enhancing student graduateness and employability, and state of employment?
- What are the students' self-perceptions of their employability and graduateness?
- What are the students' perceptions of employer requirements of student/graduate employability?
- Is there an association between the impeding and contributing factors and students' perceptions of their employability and graduateness?
- Do the study programme elements predict (1) students' perceptions of their graduateness and employability and (2) current state of employment?
- Do geographical characteristics predict (1) students' perceptions of their graduateness and employability and (2) current state of employment?
- Is the survey instrument a reliable and valid instrument for future use?
- What recommendations can be made to management and staff on enhancing the CEMS student cohort's graduateness and employability?

1.5 Research Aim and Objectives

GENERAL AIM: To assess CEMS students' graduateness and employability for the purpose of constructing an integrated model of student graduateness/employability for improved teaching and learning practices.

SPECIFIC OBJECTIVES:

- To assess students' current state of employment
- To identify the personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impeding and contributing to their employability and ability to find employment
- To assess whether the qualification's study programme (teaching and learning content and practices) significantly contribute to enhancing student graduateness and employability
- To assess students' self-perceptions of their employability and graduateness
- To assess students' perceptions of employer requirements of student/graduate employability
- To assess associations between the measured elements of graduateness and employability
- To assess the psychometric properties of the newly developed survey instrument

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- To make recommendations to management and staff on enhancing the CEMS student cohort's graduateness and employability in the form of a management report
- To publish the findings in an accredited scientific journal

1.6 Statement of Significance

The 2018 research project served as a pilot study involving the development of a survey instrument, applying it to a student cohort to assess the instrument's reliability and validity, and to assess the state of graduateness/employability of the relevant student cohort. The research findings may potentially inform module teaching and learning design practices. The refined instrument mat be used in future studies to further assess other student cohorts' graduateness and employability.

The results of the survey will provide insight into students':

- Current state of employment
- Personal, social and contextual (including University, CEMS PQM, teaching and learning practices) factors impeding and contributing to their employability and ability to find employment
- Study programme (teaching and learning content and practices) contributing to enhancing student graduateness and employability
- Students' self-perceptions of their employability and graduateness
- Perceptions of employer requirements of student/graduate employability

These insights will produce new knowledge and add to the extant literature on the graduateness and employability perceptions and needs of students enrolled for postgraduate qualifications in an African higher education institution. The study findings may inform academic staff and management on the quality of CEMS, Unisa PQM offerings and study materials, and teaching and learning practices in contributing to the graduateness and employability of students. The research will also generate an empirically tested survey instrument that can be used for future research projects in the College and University. The findings of the study will contribute to research outputs and will contribute to new knowledge production on the African-located student's graduateness/employability relevant to the Unisa ODeL context. The management report on the findings will support informed decision making on enhancing student graduateness/employability through teaching and learning practices. For students, participating in the study will create awareness in students of CEMS Unisa concern and interest in the employability of the students, and assessing the factors influencing their graduateness and employability.

1.7 Research Method & Plan

The research project involved the design and application of a survey instrument and a quantitative cross-sectional research design approach. Such an approach is cost-effective. The survey design allowed for statistical analyses to assess various associations among the survey instrument elements/variables. Survey design is more practical for broad group-based data collection and analyses. The reliability and validity of the survey instrument can be empirically tested to provide credibility to the findings.

PHASE 1 involved three sub-steps:

Step	Date	Status
1. Development of the survey instrument	March/April 2018	Completed
2. Identifying target population for pilot study	March/April 2018	Completed
3. Obtaining ethics clearance and permission to conduct study involving CEMS students	May/June 2018	Completed

PHASE 2 involved eight sub-steps:

Step	Date	Status
1. Data collection – administering the survey instrument (e-survey)	July – October 2018	Completed
2. Data collection – administering the survey instrument (Gauteng group session) – *no data yielded	October 2018	Completed
3. Statistical processing of data (in line with achieving research aims)	November 2018 – January 2019	Completed
4. Data analysis, reporting, and interpretation	January/February 2019	Completed
5. Writing management report	February 2019	Completed
6. Feedback to CEMS management & IOP/HRM departments	February/March 2019	In process
7. Refinement of survey instrument	February/March 2019	In process
8. Planning of 2019 survey	February/March 2019	In process

1.8 Data Collection Procedure and Ethical Considerations

Application for ethical clearance and permission to use student data were conducted to ensure the research adhered to the Unisa Research Ethics Policy and Procedures.

CEMS Ethics Committee Clearance obtained 11 May 2018	#2018_CRERC_004 (FA)
RPSC Committee approval to use student data (e-survey): 18 June 2018	#2018 RPSC_026
RPSC Committee approval to use student data (group sessions: Gauteng): 27 September 2018	#2018 RPSC_026 AR

All students enrolled for the post graduate qualifications for IOP and HRM were invited to participate in the research. This approach had the potential to contribute to the external validity of the research and possibility to generalise the findings to the student cohort.

The survey instrument took approximately 30 to 45 minutes to complete. A covering letter was included in the electronic questionnaire inviting respondents to participate in the study. The questionnaire cover letter stated the purpose of the research and informed the participants of their rights. The cover letter outlined informed consent rights as well. The cover letter also stated that completing and returning the questionnaire would be considered informed consent and constituted agreement to use the information for research purposes only. Participation in the study was voluntary whereby respondents had the option to withdraw from the study at any time without fear of any consequence.

Participants were informed of the purpose of the study, the confidentiality of the responses and instructions for completing the questionnaire.

THE FOLLOWING PROCEDURES APPLIED TO THE COLLECTION OF DATA TO ENSURE A USEABLE RESPONSE RATE:

Unisa lime survey facilities were used to create a link to the survey questionnaire. Upon ethical clearance and permission to use student data, the link was sent to students by email requesting them to participate in the research. The purpose of the research was communicated, including requesting informed consent to participate. Data were automatically captured on an excel spread sheet.

Because the response rate of the online data collection was too low (below 50% of total population), group sessions were arranged in the Gauteng region at the Muckleneuk campus (80% of the student cohort resided in Gauteng). However, no students attended the group sessions.

1.9 Measuring Instrument

For the purposes of the pilot research project, a survey instrument has been developed by the primary researcher. The CEMS Graduateness/Employability Survey 2018 Questionnaire is not a psychological test, only a newly developed research instrument to measure self-perceptions on graduateness/employability aspects relevant to the research. The instrument does not measure psychological constructs. It was planned to perform rigorous assessment of the psychometric properties of the instrument as part of the data analyses in order to ensure the reliability and validity of the findings.

Because the final 2018 sample size was too small (N = 153: response rate = 10%), construct validity of the instrument factor elements could not be assessed. However, the sample size was adequate to extract useful factors by means of exploratory factor analysis (EFA) which informed the conceptual research model elements. Internal consistency reliability of the various research model factor elements could be assessed. The survey planned for 2019 is regarded as a useful exercise for assessing the construct validity of the survey instrument.

1.10 Sampling

Purposive sampling was applied to target the total population of postgraduate students (N = 1500) enrolled/registered for 2018 in the Department of IOP and HRM. This sampling approach will enhance external validity and probability to generalise the findings to the student cohort of participants.

- Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351)
- Bachelor of Commerce Honours in Business Management (98452): **HRBUS85 Module only**
- Postgraduate Diploma in Human Resource Development (98227)
- Postgraduate Diploma in Organisation Development (98212)
- Postgraduate Diploma in Human Resource Management (98228)
- Postgraduate Diploma in Labour Relations Management (98209)
- Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM)
- Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580)
- Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594)
- Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM)

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- Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON)
- Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP)
- Doctor of Commerce in Industrial and Organisational Psychology (98595)

1.11 Characteristics of the Final Sample: Sociodemographic Factors

- The **response rate** was very low: **N = 153/1500 = 10%.** **IMPLICATION**: the findings cannot be generalised to the total population 2018 IOP/HRM postgraduate student cohort.
- **IOP PARTICIPANTS: N = 91 (60%) / HRM PARTICIPANTS: N = 62 (40%)**
- The survey responses were therefore regarded as a pilot survey (preliminary study) for:
    - testing the psychometric properties of the survey instrument (reliability and construct validity),
    - assessing whether the instrument yielded useful information,
    - refining the research survey instrument for use in future/follow-up research.
- The **mean age** of the sample was: **Mean = 38 years/ SD = 9.15**. **IMPLICATION**: The participants were predominantly in the establishment career/life stage, with a good foundational basis of work experience and knowledge of employer requirements regarding student employability.
- **PREDOMINANT SOCIODEMOGRAPHIC CHARACTERISTICS**: female, Black African, geographical location = Urban, Part-time students; South African students residing mostly in Gauteng.

SAMPLE QUALIFICATION REPRESENTATIVITY:

- **IOP QUALIFICATION ENROLLED FOR**: Predominantly BComHons IOP 45%; PG Dip OD 3%; M&D IOP: 12% [**SAMPLE: 60% IOP**]
- **HRM QUALIFICATION ENROLLED FOR**: Predominantly BComHons Business Management (HRBUS85: 17%); PG Dip: 14%; M&D: 9% [**SAMPLE: 40% HRM**]

SOCIODEMOGRAPHIC CHARACTERISTIC: N = 153 SAMPLE: POSTGRADUATE STUDENTS (IOP & HRM)	**%**
Age	
21-25 years	6%
26-35 years	**39%**
36-45 years	**33%**
46-55 years	18%
56-65 years	3%
Older than 65 years	1%
Gender	
Female	**69%**
Male	31%
Race	
Black African	**71%**
Coloured	8%
Indian	3%
White	18%
Marital status	
Single/divorced/widowed	40%
Married	**50%**
Living with a spouse/partner	10%

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Geographical location	
Urban	**93%**
Rural	7%
Study: Part-time/Full time	
Part-time	**94%**
Full time	6%
Municipal region (South African students) N = 141	
Gauteng	**56%**
Western Cape	11%
Eastern Cape	9%
Northern Cape	3%
Free State	1%
Mpumulanga	6%
Polokwane	3%
Limpopo	2%
Kwazulu Natal	5%
North-West	4%
Residency (International students) N = 12	
Namibia	**3%**
Australia	2%
Zimbabwe	2%
Ghana	1%
Qualification enrolled for (2018)	
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351)	**45% (n = 69)**
Bachelor of Commerce Honours in Business Management (98452): **HRBUS85 Module only**	17% (n = 26)
Postgraduate Diploma in Human Resource Development (98227)	2% (n = 3)
Postgraduate Diploma in Organisation Development (98212)	3% (n = 5)
Postgraduate Diploma in Human Resource Management (98228)	9% (n = 14)
Postgraduate Diploma in Labour Relations Management (98209)	3% (n = 5)
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM)	7% (n = 11))
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580)	5% (n = 7)
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594)	4% (n = 6)
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM)	2% (n = 3)
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON)	1% (n = 1)
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP)	1% (n = 2)
Doctor of Commerce in Industrial and Organisational Psychology (98595)	1% (n = 2)
Department Representivity	
IOP students (N = 91)	**60%**
HRM student (N = 62)	40%
Predominant field of study	
Industrial and Organisational Psychology	**68%**
Human Resource Management	24%
Business Management	6%
Labour Relations	1%
Human Resource Development	1%
Type of FIRST UNDERGRADUATE QUALIFICATION obtained	
Advanced Diploma in Management	1%
BAdmin HR	9%
BCom Business Management	10%
BCom in Industrial/Organisational Psychology	**24%**
BCom HRM	12%
BCom HRD	1%

B Tech HRM	6%
BA Human Resources and Labour Relations	1%
BA IOP/Psychology/General	20%
BSc Social Sciences	5%
Bed FT	1%
National Diploma in HRM	10%
Year student enrolled for FIRST time for the current qualification	
2002	1%
2004	1%
2006	1%
2008	1%
2009	1%
2010	1%
2011	4%
2012	1%
2013	2%
2014	2%
2015	2%
2016	13%
2017	**36%**
2018	**36%**
University at which student obtained FIRST UNDERGRADUATE qualification	
UNISA	**52%**
UWITS	6%
North West University	5%
University of Pretoria	3%
University of Free State	1%
University of Cape Town	1%
University of Western Cape	2%
NMMU	2%
Rhodes University	1%
University of Venda	2%
University of Johannesburg	2%
University of Kwazulu Natal	3%
University of Limpopo	1%
Vaal University of Technology	1%
Walter Sisulu University	1%
Tshwane University of Technology	3%
Durban University of Technology	1%
University of Namibia	2%
Namibia University of Science and Technology	1%
Polytechnic of Namibia	1%
Abia State Polytechnic	1%
CIDIA City Campus	1%
Durban University of Technology	1%
IIE Rosebank College	1%
Institute of People Management	1%
Keyboards Secretarial College	1%
Midlands State University	1%
PC Training & Business College	1%
University of Cape Coast, Ghana	1%
Year in which FIRST UNDERGRADUATE qualification was obtained	
1994	1%
1996	1%

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1997	1%
1998	2%
1999	3%
2000	1%
2001	3%
2002	2%
2003	2%
2004	2%
2005	5%
2006	3%
2007	5%
2008	4%
2009	3%
2010	5%
2011	3%
2012	5%
2013	8%
2014	8%
2015	**10%**
2016	**12%**
2017	**10%**
2018	1%

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1.12 Conceptual Model of the Research Elements

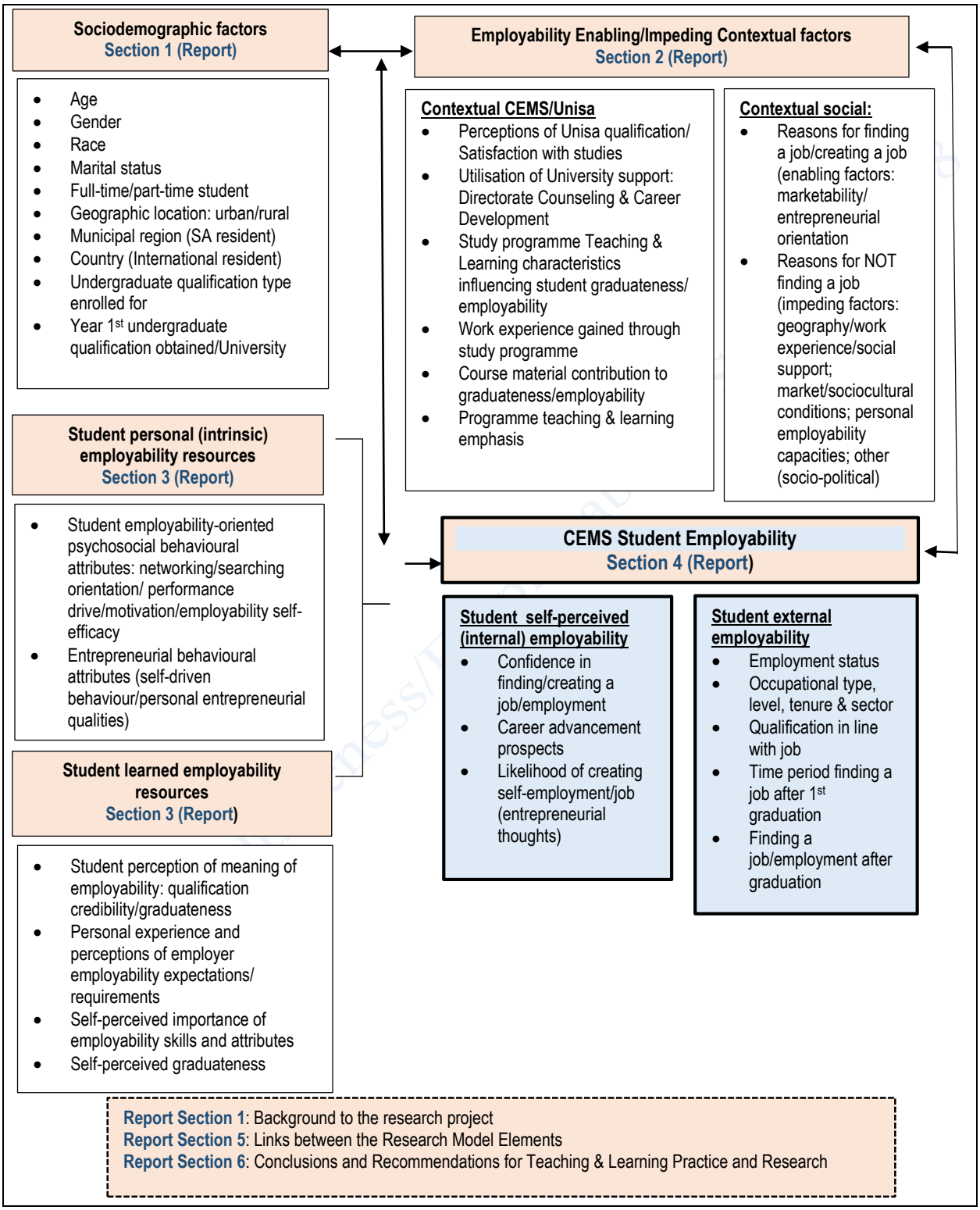

Figure 1.1 Conceptual Model of the Research Elements

Section 2

Empirical Results

Student Graduateness and Employability

Employability Enabling/Impeding Contextual Factors

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2.1 Contextual Factors: CEMS/Unisa

2.1.1 Perceptions of CEMS/Unisa Qualification

Current level of satisfaction with studies at CEMS,/Unisa	
Highly satisfied	**24%**
Satisfied	**58%**
Somewhat satisfied	16%
Dissatisfied	2%
When you look back, would you choose the same study programme, and at Unisa, if you could choose freely?	
Yes, definitely	**82%**
No, I would choose a different study programme at Unisa	9%
No, I would choose the same study programme but at another university	7%
No, I would choose a different study programme and at a different university	1%
No, I would not study at all	1%
Primary reason for studying at Unisa	
Quality (credibility) of qualification	16%
Open and Distance Learning (flexibility)	**55%**
Access to further studies	7%
Help me to be work ready/employable	3%
Career advancement	20%
When you look back, would you choose the same study programme, and at Unisa, if you could choose freely?	
Yes, definitely	**82%**
No, I would choose a different study programme at Unisa	9%
No, I would choose the same study programme but at another university	7%
No, I would choose a different study programme and at a different university	1%
No, I would not study at all	1%

Summary

- Participants indicated predominantly **satisfaction with current studies** at CEMS/Unisa, including the study programme.
- **Primary reason for studying at Unisa**: Flexibility offered by open and distance learning mode. **Note:** The quality (credibility) of the qualification is rated as less important reason, although this aspect is important in terms of enhancing student employability. Employers tend to regard the credibility and quality of the qualification at a reputable institution as important for student employability.

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2.1.2 Utilisation of Unisa Career Development/Guidance Services

How well do you know the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling?	%
Not at all	**51%**
Somewhat familiar	26%
Familiar	14%
More than familiar	2%
Very good	6%
Do you make use of the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling in discussing employment options?	
Not at all	**86%**
Sometimes	11%
Always	3%

Summary

Participants' lack of awareness of the services of the Unisa Directorate: Counselling and Career Development for career, personal and academic counselling could be an area to be addressed/explored by CEMS. The Directorate could potentially add value in supporting students in their search for, and preparing them for job interviews (a need expressed by the participants, including a reason for not being able to successfully find employment).

2.2 Study Programme Teaching & Learning Characteristics Influencing Student Graduateness/Employability

2.2.1 Perceived extent to which current studies help prepare student for world of work and employer requirements

In your opinion, do your current studies help prepare you for the world of work and employer requirements/expectations?	%
Not at all	3%
Somewhat	15%
More can be done	22%
Definitely	**60%**

2.2.2 Working experience gained connected to study programme while studying

Have you gained any working experience connected to your study programme while studying?	%
None	**39%**
Yes, approximately 3 to 6 months	15%
Yes, approximately 6 to 12 months	13%
Yes, approximately 12 to 18 months	33%

Summary

- Although the current studies seem to help prepare students for the world of work, the findings also suggest that more could be done through teaching and learning.
- A concern is the students' general low level of work experience gained through their studies. The findings highlighted work experience as a key requirement from employers, including a reason for not being able to successfully find employment.

2.2.3 PERCEIVED EXTENT TO WHICH CURRENT STUDY PROGRAMME IS A GOOD BASIS FOR DEVELOPING AND SUSTAINING EMPLOYABILITY

In your opinion, to what extent is your current study programme a good basis for the following?	Not at all	Somewhat	Most likely	Very much
Develop employability				
Equipping you with the know-how of how to prepare yourself for employment, job interviews, drafting curriculum vitae, do job searching, and presenting yourself to employers	14%	29%	25%	**42%**
Developing portfolios of learning to showcase your knowledge and skills, and personal qualities needed for employment in a chosen field of study	9%	18%	32%	**41%**
Exposing you to employers and employment options in the field of study	12%	23%	**30%**	**35%**
Broadening your social network contacts that can support you in your career and future employment	7%	22%	34%	**55%**
Gaining the work experience you need for a chosen occupation	8%	12%	29%	**51%**
Developing confidence in your ability to find a suitable job or create self-employment	3%	13%	32%	**58%**
Developing the skills to manage your career and personal/professional development	2%	10%	32%	**57%**
Getting employed/finding a job or form of employment	5%	16%	34%	**46%**
Creating self-employment opportunities	9%	23%	30%	**37%**
Developing knowledge, skills and personal qualities that are transferable to a chosen occupation	1%	7%	33%	**58%**
Sustain employability				
Advancing in your career and excelling in your work/profession	2%	7%	30%	**61%**
Furthering your personal and professional growth and development	1%	4%	24%	**71%**
Sustaining your employment through upskilling and life-long learning	3%	6%	34%	**57%**
Developing entrepreneurial competences in creating/finding employment	5%	20%	**37%**	**39%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Develop employability	.93	3.15 (High)	.72
Sustain employability	.84	3.42 (High)	.60

Summary

- Overall, participants feel positive about the extent to which the IOP/HRM postgraduate programmes form a basis for developing and sustaining their employability.
- Areas to further address appear to be exposing students to employers and employment options in the field of study (career guidance), opportunities in practice to gain work experience (including building portfolios of learning to showcase knowledge and skills, and personal qualities needed for employment in a chosen field of study), and developing entrepreneurial competencies in creating/finding employment.

Descriptive statistics: Study Programme as Good Basis for Developing & Sustaining Employability

SOCIODEMOGRAPHIC VARIABLE	DEVELOPING EMPLOYABILITY		SUSTAINING EMPLOYABILITY	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	2.88(.88)	Moderate	3.25(.48)	High
26 to 35 years (n = 60)	3.06 (.73)	High	3.33 9.68)	High
36 to 45 years (n = 50)	3.32 (.72)	High	3.59 (.55)	High
46 to 55 years (n = 28)	3.19 (.65)	High	3.51 (.50)	High
56 to 65 years (n = 6)	2.78(.38)	Moderate	3.00 (.59)	High
GENDER				
Female (n = 105)	3.12 (.71)	High	3.39 (.64)	High
Male (n = 48)	3.22 (.73)	High	3.51 (.52)	High
RACE				
Black African (n = 108)	3.28 (.65)	High	3.49 (.59)	High
Coloured (n = 12)	3.08 (.75)	High	3.48 (.43)	High
Asian (n = 5)	3.14 (.77)	High	3.70 (.11)	**Very High**
White (n = 27)	2.70 (.82)	Moderate	3.11 (.70)	High
GEOGRAPHICAL AREA				
Urban (n = 142)	3.17 (.72)	High	3.55 (.60)	High
Rural (n = 11)	2.97 (.63)	Moderate	3.25 (.56)	High
CURRENT QUALIFICATION ENROLLED FOR 2018				
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	3.10 (.85)	High	3.37 (.70)	High
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	3.31 (.58)	High	3.62 (.32)	High
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	**3.70 (.26)**	**Very High**	**3.69 (.58)**	**Very High**
Postgraduate Diploma in Organisation Development (98212) (n = 5)	3.12 (.36)	High	3.70 (.41)	**Very High**
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	2.97(.59)	Moderate	3.20 (.56)	High
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.64 (.26)	**Very High**	3.75 (.43)	**Very High**
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	2.87 (..49)	Moderate	3.20 (.52)	High
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	3.23 (.83)	High	3.43 (.80)	High
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	3.28 (. 48)	High	3.58 (.38)	**Very High**
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	3.70 (.30)	**Very High**	3.67 (.58)	**Very High**
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.00 (.00)	**Very High**	4.00 (.00)	**Very High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	2.95 (.63)	Moderate	3.38 (.53)	High

2.2.4 AREAS/ASPECTS OF CURRENT STUDY PROGRAMME PERCEIVED TO STRONGLY CONTRIBUTE TO STUDENT'S EMPLOYABILITY (QUALITATIVE THEMES)

Which areas of your current study programme do you feel strongly contribute to your employability?	**%**
All areas/modules are equally important and relevant to working environment	15%
Research/innovation skills/gathering information and analysing skills/writing up research/publish research/project management skills	**25%**
Doing an Honours/Postgraduate level programme/academic progression route to masters and doctoral studies/qualification/credibility of qualification	5%
Career guidance to help people be aware of variety of careers/career counselling/personnel psychology and employment process	8%
Problem solving skills and analytical reasoning skills/time management skills/analysing data from prescribed materials/entrepreneurial thinking	**20%**
Ethics/morals/application of ethical standards	3%
Practical application of knowledge/skills- transfer to real world problems/case studies/real world scenarios	10%
Assignments based on practical insights – knowledge/skills contribute to workplace	**15%**
Industrial and organisational psychology - all areas of honours/masters modules – becoming a psychometrist or industrial psychologist/applying psychological principles applied to managerial and organisational behaviour/professional registration	**15%**
Human resource management/strategic HRM/talent intervention frameworks/labour-employee relations/negotiation skills/understanding the business market/policy implementation/ application/relevance in workplace	**15%**
Continuous learning/personal development/independent thinking/portfolio of learning/self-reflection after assignments	5%
Employee wellness application in workplace	5%
Training and development/HRD	5%

2.2.5 AREAS/ASPECTS OF CURRENT STUDY PROGRAMME PERCEIVED TO NOT STRONGLY CONTRIBUTE TO STUDENT'S EMPLOYABILITY (QUALITATIVE THEMES)

Which areas of your current study programme do you feel DO NOT contribute to your employability?	**%**
IOP Hons- more can be done where practical experience required to register as psychometrist/ IOP Hons programme not registered with HPCSA- cannot register as psychometrist/ this information is not clearly communicated in IOP Hons programme (website) while one strives to register professionally with HPCSA/ More can be done in IOP on psychometrics (test development and practical experience in workplace)	**10%**
Not to have a compulsory in-service practical training in workplace- can improve chances to obtain employment – need actual real-life practicals in the workplace	**10%**
Employee wellness module has limited information and there is no prescribed book – subject theme superficially dealt with in module – need more depth – important theme in workplace	2%
Scientific writing style required in research methodology and dealing with plagiarism (University policy on plagiarism) etc- this applies more to someone writing a book, and do not add to my employability/threat to my academic achievement	5%
The style of study material presentation is not assisting one to excel in one's studies	2%
Some modules' theoretical aspects do not translate into practical knowledge application	2%
Students need information/practical activities about what to do post studying (career guidance)	5%
Labour relations is not yet explicit on how to manage the employment relation in practical terms in workplace	2%

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2.2.6 PERCEIVED EXTENT TO WHICH COURSE MATERIAL AND ASSIGNMENTS OF CURRENT STUDY PROGRAMME HELP STUDENT APPLY NEW KNOWLEDGE AND SKILLS IN SOLVING WORK-RELATED PROBLEMS AND FINDING INNOVATIVE SOLUTIONS THAT CONTRIBUTE TO THE BUSINESS'S PERFORMANCE

Do the course material and assignments of the current study programme help you apply new knowledge and skills in solving work-related problems and finding innovative solutions that contribute to the business's performance?	**%**
Not at all	3%
Somewhat	18%
More can be done	22%
Definitely	**57%**

2.2.7 PERCEIVED EXTENT TO WHICH CURRENT STUDY PROGRAMME CONTRIBUTE TO PROFESSIONAL WORK ROLE AND EMPLOYABILITY CAPACITY DEVELOPMENT

To what extent are these statements true for your current study programme?	**Not true**	**Somewhat true**	**True**	**Very much true**
Professional work role development				
The study programme enhances my value as an employee or professional	11%	12%	**39%**	**48%**
The teaching and learning materials and activities (i.e. assignments) enhances my understanding of my job/occupational tasks and roles and organisational/societal requirements	1%	12%	**40%**	**47%**
The study programme enhances my role as life-long learner (taking ownership of my career development and personal growth)	1%	7%	**39%**	**54%**
The study programme of the qualification prepares me for important life roles (professional, personal and social)	2%	10%	**37%**	**51%**
The study programme enhances my passion for my job/profession/occupation	1%	14%	**40%**	**45%**
The study programme of the qualification fulfils my expectations	2%	9%	**43%**	**46%**
The teaching and learning materials and activities (i.e. assignments) relate to real-life scenarios relevant to my job/profession/occupation	5%	16%	**36%**	**43%**
The study programme of the qualification has a high academic reputation	3%	9%	**43%**	**46%**
The study programme is focused on a profession/occupation	1%	10%	**42%**	**47%**
Employability capacity development				
The study programme equips me with generic life and work readiness skills (for example, problem-solving, innovative thinking, decision making, analytic thinking, communication, teamwork, business acumen, task completion and time management) which I am able to transfer to my job and profession	0%	12%	**39%**	**49%**
The study programme enhances my role as scholar (bringing innovative solutions to real-life problems)	1%	9%	**45%**	**45%**
The study programme enhances my employability and work readiness	2%	17%	**37%**	**44%**
The study programme equips me with job-specific skills, knowledge and resources that help me excel in my work/profession	1%	19%	**38%**	**43%**
The study programme enhances my role as global/moral citizen (acting responsible and ethical in society)	1%	10%	**43%**	**46%**
The study programme is challenging (stretching my mind and abilities)	1%	7%	**39%**	**54%**
The study programme is demanding (study work load unrealistically high)	16%	27%	**27%**	**30%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Professional work role development	.93	3.33 (High)	.59
Employability capacity development	.92	3.30 (High)	.63

Descriptive statistics: Extent to which Study Programme contribute to Professional Work Role & Employability Capacity Development

SOCIODEMOGRAPHIC VARIABLE	PROFESSIONAL WORK ROLE DEVELOPMENT		EMPLOYABILITY CAPACITY DEVELOPMENT	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	3.17 (.62)	High	3.13 (.62)	High
26 to 35 years (n = 60)	3.22 (.64)	High	3.16 (.70)	High
36 to 45 years (n = 50)	3.41 (.56)	High	3.39 (.61)	High
46 to 55 years (n = 28)	3.46 (.52)	High	3.49 (.52)	High
56 to 65 years (n = 6)	3.42 (.29)	High	3.36 (.38)	High
GENDER				
Female (n = 105)	3.28 (.59)	High	3.26 (.65)	High
Male (n = 48)	3.44 (.57)	High	3.38 (.59)	High
RACE				
Black African (n = 108)	3.35 (.59)	High	3.32 (.66)	High
Coloured (n = 12)	3.38 (.40)	High	3.23 (.59)	High
Asian (n = 5)	3.24 (.65)	High	3.36 (.52)	High
White (n = 27)	3.25 (.62)	High	3.26 (.58)	High
GEOGRAPHICAL AREA				
Urban (n = 142)	3.34 (.58)	High	3.32 (.62)	High
Rural (n = 11)	3.13 (.63)	High	2.94 (.72)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018				
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	3.28 (.65)	High	3.27 (.69)	High
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	3.47 (.55)	High	3.45 (.55)	High
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	3.52 (.46)	High	3.53 (.50)	High
Postgraduate Diploma in Organisation Development (98212) (n = 5)	3.02 (.44)	Moderate	2.92 (.44)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	3.12 (.50)	High	3.11 (.59)	High
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.71 (.41)	**Very High**	3.48 (.50)	High
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	3.14 (.60)	High	3.13 (.68)	High
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	3.56 (.57)	High	3.49 (.83)	High
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	3.56 (.43)	High	3.57 (.52)	High
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	3.44 (.11)	High	3.13 (.12)	High
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.00 (.00)	**Very High**	4.00 (.00)	**Very High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	3.67 (.47)	**Very High**	3.60 (.57)	**Very High**

2.2.8 CURRENT STUDY PROGRAMME'S EMPLOYABILITY TEACHING AND LEARNING EMPHASIS

To what extent is the emphasis on the following ways of teaching and learning in your study programme?	Not at all	Somewhat	Most of the time	All of the time
Type of Content				
The emphasis of my study programme is mostly on the application of universal, discipline-specific paradigms, principles and philosophies in solving real-life challenges/problems	4%	21%	**49%**	26%
The emphasis of my study programme is mostly on the application of problem-solving, analytical reasoning, innovative and entrepreneurial thinking in solving real-life scenarios and challenges relevant to my job/occupation/profession	1%	22%	**45%**	32%
The emphasis of my study programme is mostly on the application of Afrocentric paradigms, principles and philosophies in solving real-life challenges/problems	9%	**34%**	**35%**	22%
The emphasis of my study programme is mostly on real-life scenarios, problems, challenges and scenarios relevant to African/South African context	3%	19%	**44%**	34%
The emphasis of my study programme is mostly on the application of ethical principles and standards in my professional conduct and behaviour	2%	11%	41%	**46%**
The emphasis of my study programme is mostly on learning how to apply theory and reasoning abilities in real-life contexts/practice	0%	12%	36%	**52%**
The emphasis of my study programme is mostly on me mastering facts and practical knowledge in the subject matter	3%	15%	**53%**	29%
The emphasis of my study programme is mostly on me mastering theories and paradigms in the subject matter	3%	18%	**46%**	33%
Type of T&L activity				
The emphasis of my study programme is mostly on group assignments	**74%**	16%	8%	3%
The emphasis of my study programme is mostly on oral presentations	**67%**	15%	13%	5%
The emphasis of my study programme is mostly on practical training in a professional environment	**37%**	**28%**	23%	13%
The emphasis of my study programme is mostly on regular knowledge assessment	12%	28%	**36%**	25%
The emphasis of my study programme is mostly on engaging in collaborative online learning activities	17%	**35%**	22%	26%
The emphasis of my study programme is mostly on compiling portfolios of learning	18%	**46%**	24%	12%
Learner development				
The emphasis of my study programme is mostly on individual written assignments	2%	11%	**42%**	**45%**
The emphasis of my study programme is mostly on me reflecting on my learning through the assignments and activities	3%	18%	**36%**	**43%**
The emphasis of my study programme is mostly on my personal and professional development planning	8%	26%	**35%**	**31%**
The emphasis of my study programme is mostly on developing my graduateness and employability	6%	18%	**41%**	**35%**
The emphasis of my study programme is mostly on self-assessments	8%	**50%**	26%	16%

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Type of content	.86	3.09 (Moderate)	.58
Type of T&L activity	.71	2.07 (Below average))	.64
Learner development	.78	2.91 (Below average)	.68

Descriptive statistics: Study Programme Employability Teaching & Learning Emphasis

SOCIODEMOGRAPHIC VARIABLE	TYPE OF CONTENT		TYPE OF T&L ACTIVITY		LEARNER DEVELOPMENT	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	3.02 (.45)	Moderate	2.16 (.86)	**Low**	2.94 (.69)	Moderate
26 to 35 years (n = 60)	3.03 (.59)	Moderate	2.00 (.59)	**Low**	2.80 (.62)	Moderate
36 to 45 years (n = 50)	3.17 (.54)	High	2.10 (.68)	**Low**	3.07 (.70)	Moderate
46 to 55 years (n = 28)	3.16 (.68)	High	2.08 (.65)	**Low**	2.88 (.78)	Moderate
56 to 65 years (n = 6)	2.89 (.43)	Moderate	2.20 (.73)	**Low**	2.95 (.60)	Moderate
GENDER						
Female (n = 105)	3.06 (.61)	Moderate	1.99 (.65)	**Low**	2.88 (.68)	Moderate
Male (n = 48)	3.18 (.51)	High	2.23 (.60)	**Low**	2.97 (.69)	Moderate
RACE						
Black African (n = 108)	3.15 (.60)	High	2.17 (.64)	**Low**	3.01 (.69)	Moderate
Coloured (n = 12)	3.12 (.47)	High	2.01 (.69)	**Low**	2.82 (.87)	Moderate
Asian (n = 5)	3.09 (.60)	Moderate	1.96 (.50)	**Low**	2.85 (.72)	Moderate
White (n = 27)	2.87 (.49)	Moderate	1.69 (.52)	**Low**	2.54 (.42)	Moderate
GEOGRAPHICAL AREA						
Urban (n = 142)	3.11 (. 57)	Moderate	2.07 (.65)	**Low**	2.94 (.68)	Moderate
Rural (n = 11)	2.83 (.70)	Moderate	2.05 (.61)	**Low**	2.61 (.57)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018						
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	3.10 (.64)	Moderate	1.90 (.55)	**Low**	2.95 (.58)	Moderate
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	3.10 (.64)	Moderate	2.18 (.60)	**Low**	2.97 (.56)	Moderate
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	3.38 (.54)	**High**	2.73 (.1.55)	Moderate	3.08 (.80)	Moderate
Postgraduate Diploma in Organisation Development (98212) (n = 5)	2.97 (.33)	Moderate	1.68 (.52)	**Low**	2.80 (.54)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	2.92 (.64)	Moderate	2.13 (.41)	**Low**	2.86 (.82)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.34 (.37)	**High**	2.72 (.69)	Moderate	3.20 (.54)	**High**
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	2.67 (.70)	Moderate	1.75 (.29)	**Low**	2.45 (.88)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	3.53 (.28)	**High**	2.31 (.64)	Moderate	2.86 (.79)	Moderate
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	3.14 (.44)	**High**	2.70 (.52)	Moderate	3.00 (.45)	Moderate
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	2.81 (.51)	Moderate	2.80 (.80)	Moderate	2.83 (1.04)	Moderate
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.00 (.00)	**High**	3.60 (.00)	**High**	4.00 (.00)	**High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	3.10 (.10)	High	1.80 (.00)	**Low**	2.75 (..00)	Moderate

Summary

- The qualitative themes highlighted research/innovation skills/gathering information and analysing skills/writing up research and project management skill, including problem solving and analytical reasoning skills, entrepreneurial thinking, and time management skills as valuable skills in enhancing their employability.
- Overall, participants feel positive about the extent to which the course material and assignments of the study programme help them apply their knowledge and skills in practice, i.e., solving real-life work-related problems and finding innovative solutions that contribute to the business's performance in African/SA contexts.
- The participants generally seem to feel positive about the extent to which the study programme contributes to their professional work role development and employability capacity development.
- The teaching and learning emphasis of the study programmes appears to be predominantly on content that helps students apply their knowledge and skills in real-life scenarios/contexts/practice in African/SA contexts. This is seen as a positive aspect contributing to students' employability.
- **IOP programmes**- all areas of honours & master's modules appear to contribute to students' employability, especially the programme providing opportunities for becoming a psychometrist or industrial psychologist/applying psychological principles applied to managerial and organisational behaviour/offering professional registration. **Note:** Students also expressed a concern that they still expect the IOP Honours programme to allow them to qualify as psychometrists- the fact that the programme does not provide registration opportunities with HPCSA is according to them not on the qualification website, and they discover this only after registration (discontent expressed).
- **HRM programmes**: most contributing factors to students' employability appear to be knowledge and skills in terms of human resource management/strategic HRM/talent intervention frameworks/labour-employee relations/negotiation skills/understanding the business market/policy implementation/application/relevance in workplace.
- The predominant type of learning appears to be individual assignments and knowledge assessment, although students seem to need enrichment in teaching and learning strategy in the form of collaborative online learning activities and portfolios of learning.
- Learner development seems to be quite an emphasis in teaching and learning, involving self-reflection on learning derived from assignments, personal and professional development planning, and developing graduateness/employability. Students seem to gain through teaching and learning sound awareness of the importance of these aspects in terms of life- long learning and employability (also seen as employer requirements).
- **Areas for further enrichment in study programme emphasis appear to include**:
    - Although the course material and assignments of the study programme are seen to help students apply new knowledge and skills in solving work-related problems and finding innovative solutions that contribute to the business's performance, they also indicate that more could be done in this area (i.e. good foundation in place, but enrichment needed)
    - Greater emphasis needed on the application of Afrocentric paradigms, principles and philosophies in solving real-life challenges/problems
    - Greater emphasis needed regarding compiling portfolios of learning (i.e. showcasing their employability)
    - Greater emphasis needed regarding practical training in a professional environment (i.e. gaining work experience)
    - More self-assessments as part of self-reflection and continuous development planning needed
- **Elements of study programme impeding student employability**:
    - IOP Hons: students feel that more can be done where practical experience required to register as psychometrist/ IOP Hons programme is not registered/accredited with HPCSA- students cannot register as psychometrist/ this information is not clearly communicated in IOP Hons programme (website) while the student strives to register professionally with HPCSA.
    - IOP Hons & Masters: Students also feel that more can be done in IOP postgraduate programmes regarding education and training on psychometrics (new test development and practical experience in workplace), including policy development (this is a requirement for their employability as IOP student).
    - IOP and HRM programmes: Not to have a compulsory in-service practical training in workplace impedes employability while it can improve chances to obtain employment – students express a need for actual real-life practicals in the workplace in order to enhance their work experience which is an employer requirement.
    - IOP and HRM: The study programme is demanding (study work load unrealistically high)

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2.3 Contextual Social Factors Influencing Employment

2.3.1 PERCEIVED ENABLING FACTORS IN FINDING A JOB/EMPLOYMENT/CREATE SELF-EMPLOYMENT

In your opinion, what were/are some of the reasons that you were/are able to find a job/employment/create self-employment?	Not at all	Somewhat	Most likely	Definitely
Student marketability				
The labour market views my qualification as credible/of acceptable quality	2%	15%	30%	**53%**
I have working experience	6%	15%	14%	**65%**
I have the right competencies, knowledge and skills	1%	5%	25%	**69%**
I have the right personal qualities that employers are looking for	1%	3%	29%	**67%**
The knowledge, skills and personal qualities I gained from my study programme are transferable to my job and other occupations	1%	10%	25%	**63%**
Entrepreneurial orientation				
My entrepreneurial competencies help me in finding/creating employment	12%	26%	**37%**	**25%**
I have a personal network of contacts that help me in my career	**39%**	**25%**	20%	16%
I feel confident about my ability to market and present myself to employers	3%	14%	**40%**	**43%**
I receive career guidance and support from Unisa in finding employment	**67%**	17%	11%	4%
The distance learning nature of Unisa provides me with flexibility in working and studying	2%	5%	16%	**76%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Student Marketability	.69	3.50 (High)	.50
Entrepreneurial orientation	.60	2.66(Below average)	.55

CEMS Graduatenes/Employability Survey

Descriptive statistics: Enabling Factors in Finding/Creating a Job/Employment: Marketability & Entrepreneurial Orientation

SOCIODEMOGRAPHIC VARIABLE	STUDENT MARKETABILITY		ENTREPRENEURIAL ORIENTATION	
AGE	Mean (SD)	Mean score level	Mean (SD)	Mean score level
21 to 25 years (n = 9)	3.04 (.42)	Moderate	2.40 (.53)	**Low**
26 to 35 years (n = 60)	3.34 (.55)	**High**	2.57 (.56)	Moderate
36 to 45 years (n = 50)	3.61 (.42)	**Very High**	2.72 (.52)	Moderate
46 to 55 years (n = 28)	3.72 (.37)	**Very High**	2.86 (.57)	Moderate
56 to 65 years (n = 6)	3.80 (.14)	**Very High**	2.24 (.17)	**Low**
GENDER				
Female (n = 105)	3.48 (.48)	**High**	2.64 (.56)	Moderate
Male (n = 48)	3.53 (.53)	**High**	2.70 (.54)	Moderate
RACE				
Black African (n = 108)	3.52 (.46)	**High**	2.69 (.54)	Moderate
Coloured (n = 12)	3.43 (.64)	**High**	2.63 (.61)	Moderate
Asian (n = 5)	3.60 (.40)	**Very High**	2.80 (.28)	Moderate
White (n = 27)	3.42 (.59)	**High**	2.50 (.42)	Moderate
GEOGRAPHICAL AREA				
Urban (n = 142)	3.50 (.50)	**High**	2.64 (.54)	Moderate
Rural (n = 11)	3.43 (.52)	**High**	2.84 (.66)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018				
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	3.43 (.52)	High	2.64 (.57)	Moderate
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	3.65 (.43)	**Very High**	2.67 (.48)	Moderate
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	3.87 (.12)	**Very High**	3.53 (.64)	**High**
Postgraduate Diploma in Organisation Development (98212) (n = 5)	3.16 (.46)	High	2.40 (.37)	**Low**
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	3.31 (.58)	High	2.47 (.51)	**Low**
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.76 (.33)	**Very High**	2.68 (.39)	Moderate
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	3.62 (.26)	**Very High**	2.51 (.46)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	3.60 (.50)	**Very High**	2.82 (.79)	Moderate
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	3.23 (.73)	High	3.07 (.60)	Moderate
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	3.67 (.31)	**Very High**	3.00 (.20)	Moderate
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.00 (.00)	**Very High**	4.00 (.00)	**Very High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	3.70 m(.14)	**Very High**	2.20 (.28)	**Low**

2.3.2 PERCEIVED IMPEDING FACTORS PERTAINING TO NOT BEING ABLE TO FINDING/CREATING A JOB/EMPLOYMENT

In your opinion, what were/are some of the reasons you were/are NOT ABLE to find a job or create employment?	Not at all	Somewhat	Most likely	Definitely
Geography/work experience/career support				
I lack in working experience	1%	3%	29%	**67%**
I lack career guidance and support in finding employment	**67%**	17%	11%	4%
I have limited geographical mobility	**61%**	14%	9%	16%
Market/sociocultural conditions				
The labour market is saturated and does not require my qualification	2%	15%	**30%**	**53%**
The labour market does not view my qualification as credible/of acceptable quality	6%	15%	14%	**65%**
Employment conditions are uncertain	1%	5%	25%	**69%**
Parental, social and cultural influences impede my options	2%	5%	16%	**76%**
Personal employability capacities				
I do not have the right qualifications, competencies, knowledge and skills for available jobs	12%	26%	**37%**	**25%**
I do not have the right personal qualities that employers are looking for	**39%**	**25%**	19%	16%
I lack entrepreneurial competencies	2%	14%	**40%**	**43%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Geography/work experience/career support	.61	1.64 (Low)	.72
Market/sociocultural conditions	.65	1.89 (Low)	.72
Personal employability capacities	.63	1.45 (Low)	.64

2.3.3 OTHER PERCEIVED FACTORS PERTAINING TO NOT BEING ABLE TO FINDING/CREATING A JOB/EMPLOYMENT (QUALITATIVE THEMES)

Factor	%
Age and race (focus on youth employment and Employment Equity)	4%
BBBEE & Affirmative Action/unfair discrimination	6%
Being a foreign national (Zimbabwean)	9%
Companies do not hire inexperienced young graduates	1%
CV, assessment and interview preparation/lack of proper career guidance/lack of confidence due to lack of career guidance/interview preparation support	7%
Employers require job experience – lack of opportunities to gain experience in job/occupation toward which I am studying/reluctance of employers to train and develop people/skills issues	10%
Nepotism in companies, especially Government	3%
Limited employment options in geographical area where I live/market conditions/saturation	5%

Descriptive statistics: Factors pertaining to NOT BEING ABLE to Find a Job

SOCIODEMOGRAPHIC VARIABLE	GEOGRAPHY/WORK EXPERIENCE/CAREER SUPPORT		MARKET/SOCIOCULTURAL CONDITIONS		PERSONAL EMPLOYABILITY CAPACITIES	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	2.22 (.71)	Low	2.22 (.50)	Low	1.67 (.88)	Low
26 to 35 years (n = 60)	1.77 (.73)	Low	1.90 (.75)	Low	1.49 (.63)	Low
36 to 45 years (n = 50)	1.54 (.67)	Low	1.91 (.71)	Low	1.39 (.66)	Low
46 to 55 years (n = 28)	1.38 (.71)	Low	1.77 (.74)	Low	1.34 (.58)	Low
56 to 65 years (n = 6)	1.46 (.18)	Low	1.60 (.49)	Low	1.60 (.68)	Low
GENDER						
Female (n = 105)	1.69 (.76)	Low	1.88 (.72)	Low	1.47 (.67)	Low
Male (n = 48)	1.52 (.60)	Low	1.91 (.70)	Low	1.38 (.58)	Low
RACE						
Black African (n = 108)	1.63 (.72)	Low	1.89 (.77)	Low	1.45 (.64)	Low
Coloured (n = 12)	1.42 (.67)	Low	1.67 (.51)	Low	1.33 (..70)	Low
Asian (n = 5)	1.93 (1.01)	Low	2.13 (.51)	Moderate	1.40 (.72)	Low
White (n = 27)	1.70 (.71)	Low	1.95 (.64)	Low	1.44 (.58)	Low
GEOGRAPHICAL AREA						
Urban (n = 142)	1.62 (.72)	Low	1.88 (.71)	Low	1.43 (.64)	Low
Rural (n = 11)	1.91 (.68)	Low	2.03 (.77)	Moderate	1.61 (.68)	Low
CURRENT QUALIFICATION ENROLLED FOR 2018						
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	1.73 (.77)	Low	1.77 (.61)	Low	1.44 (.63)	Low
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	1.69 (.75)	Low	1.97 (.77)	Low	1.44 (.54)	Low
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	1.77 (.84)	Low	1.66 (1.15)	Low	1.67 (1.15)	Low
Postgraduate Diploma in Organisation Development (98212) (n = 5)	1.80 (.96)	Low	2.13 (.99)	Moderate	1.53 (.84)	Low
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	1.45 (59)	Low	2.02 (.67)	Moderate	1.38 (.61)	Low
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	1.53 (.38)	Low	2.06 (.60)	Moderate	1.33 (.75)	Low
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	1.30 (.41)	Low	2.00 (.83)	Moderate	1.55 (.78)	Low
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	1.57 (.99)	Low	2.09 (1.08)	Moderate	1.67 (.88)	Low
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	1.77 (.40)	Low	1.94 (.99)	Low	1.50 (.84)	Low
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	1.00 (.00)	Very Low	2.22 (.84)	Moderate	1.22 (.38)	Low
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	1.00 (.00)	Very Low	1.33 (.00)	Low	1.00 (.00)	Very Low
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	1.33 (.00)	Low	1.83 (.71)	Low	1.12 (.23)	Low

Summary

Overall, participants perceived the following factors as enabling their ability to find/create a job/employment:

- **Marketability factors**: credible/quality qualification; working experience, right personal qualities and competencies/knowledge/skills with them being sable to transfer these to their job/occupation in practice.
- **Entrepreneurial orientation**: entrepreneurial competencies/qualities; confidence in their ability to market and present themselves to employers; flexibility of ODL to work and study (enhances entrepreneurial capacity)
- Aspects that seems in need of further enhancement (in support of entrepreneurial orientation): learning how to build a network of social contacts to help them progress in their careers/employment searches and career guidance and support.

Overall, participants seem to regard the following factors as impeding their ability to find/create a job/employment:

- **Lack of work experience**; employers require job experience and some employers reluctant to train and develop their employees in skills needed
- **Market/sociocultural conditions**: Labour market is saturated/does not require qualification or views qualification as not being credible/of quality; uncertain labour market conditions; parental/social;/cultural influences that impede options
- **Personal employability capacities**: not having the right qualification, competencies, knowledge and skills for the job/occupation, and lacking in entrepreneurial competencies

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Section 3

Empirical Results

Student Graduateness and Employability

Student Personal (Intrinsic) Employability Resources

Student Learned Employability Resources

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3.1 Student Personal (Intrinsic) Employability Resources

3.1.1 Self-perceived student employability-oriented psychosocial behavioural attributes

To what extent are these descriptions true for your behaviour while studying?	Not true	Somewhat true	True	Very much true
Networking/searching orientation				
I try to join professional societies and attend conferences, seminars or workshops for professional development and to enhance my employability	**30%**	26%	29%	14%
I usually attend conferences and seminars to broaden my knowledge in the field of study	**36%**	33%	20%	11%
I usually make use of the library to read widely about the subject matter of my study programme	10%	26%	**43%**	21%
I use the social network or internet to search for employment opportunities, and familiarise myself with employer requirements	9%	15%	33%	**43%**
Performance drive/motivation				
I usually make an effort to find opportunities to apply my learning in real-life work settings	5%	16%	**45%**	33%
I usually strive to achieve the best marks possible	1%	8%	**43%**	**49%**
I usually work more than is required to pass the assignments and examination	2%	21%	**47%**	30%
Employability self-efficacy				
I feel confident about my ability to find a job/employment or create self-employment opportunities	1%	18%	**44%**	37%
I usually manage my own career development and personal growth	1%	9%	**44%**	**46%**
I have a broad social network that help me find a job/employment	25%	**38%**	23%	14%

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Networking/searching	.71	2.36 (Below average)	.78
Performance drive/motivation	.69	3.23 (Moderate)	.63
Employability self-efficacy	.62	2.93 (Below average)	.62

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Descriptive statistics: Student Employability-Oriented Psychosocial Behavioural Attributes

SOCIODEMOGRAPHIC VARIABLE	NETWORKING/SEARCHING ORIENTATION		PERFORMANCE DRIVE/MOTIVATION		EMPLOYABILITY SELF-EFFICACY	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	2.19 (.77)	Moderate	3.28 (.51)	High	3.03 (.51)	Moderate
26 to 35 years (n = 60)	2.13 (.69)	Moderate	3.17 (.59)	High	2.79 (.59)	Moderate
36 to 45 years (n = 50)	2.43 (.90)	Moderate	3.25 (.69)	High	3.08 (.66)	Moderate
46 to 55 years (n = 28)	2.63 (.66)	Moderate	3.21 (.62)	High	3.00 (.63)	Moderate
56 to 65 years (n = 6)	2.80 (.45)	Moderate	3.60 (.42)	**Very High**	2.60 (.37)	Moderate
GENDER						
Female (n = 105)	2.30 (.78)	Moderate	3.19 (.62)	Moderate	2.92 (.60)	Moderate
Male (n = 48)	2.47 (.78)	Moderate	3.30 (.63)	High	2.96 (.67)	Moderate
RACE						
Black African (n = 108)	2.41 (.82)	**Low**	3.22 (.63)	High	2.94 (.63)	Moderate
Coloured (n = 12)	2.25 (.75)	**Low**	3.13 (.64)	High	3.17 (.56)	High
Asian (n = 5)	2.33 (.78)	**Low**	3.10 (.82)	High	3.06 (.44)	Moderate
White (n = 27)	2.23 (.70)	**Low**	3.29 (.56)	High	2.75 (.60)	Moderate
GEOGRAPHICAL AREA						
Urban (n = 142)	2.38 (.79)	**Low**	3.22 (.62)	High	2.96 (.60)	Moderate
Rural (n = 11)	2.03 (.57)	**Low**	3.27 (.68)	High	2.63 (.78)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018						
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	2.24 (.76)	**Low**	3.28 (.64)	High	3.01 (.62)	Moderate
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	2.23 (.75)	**Low**	3.27 (.51)	High	2.90 (.65)	Moderate
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	2.77 (1.07)	Moderate	3.33 (.57)	High	2.89 (1.08)	Moderate
Postgraduate Diploma in Organisation Development (98212) (n = 5)	2.06 (.72)	**Low**	2.80 (.57)	Moderate	2.53 (.56)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	1.92 (.57)	**Low**	3.18 (.64)	High	2.74 (.51)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.13 (51)	High	3.10 (.41)	High	2.73 (.28)	Moderate
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	2.57 (.73)	Moderate	3.14 (.59)	High	2.57 (.42)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	2.71 (.99)	Moderate	2.93 (1.06)	Moderate	3.19 (.90)	High
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	2.55 (.40)	Moderate	3.00 (.54)	Moderate	3.11 (.50)	High
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	3.55 (.19)	**Very High**	3.67 (.28)	**Very High**	3.33 (.58)	High
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.00 (.00)	**Very High**	4.00 (.00)	**Very High**	4.00 (.00)	**Very High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	3.16 (.24)	High	3.25 (1.07)	High	2.83 (.24)	Moderate

3.1.2 SELF-PERCEIVED STUDENT ENTREPRENEURIAL BEHAVIOURAL ATTRIBUTES

To what extent are these descriptions true for you in your search for employment opportunities?	Not true for me	Somewhat true for me	Definitely true for me	Highly true for me
Self-driven behaviour				
I am determined to make my efforts succeed	1%	1%	31%	**67%**
I can coach others to success	1%	11%	37%	**52%**
I know how to motivate other people	1%	6%	37%	**57%**
I have a strong work ethic	0%	0%	29%	**71%**
I am willing to put in those extra hours to make a business succeed	1%	5%	31%	**63%**
I usually come up with new ideas and solutions for business success	1%	19%	**41%**	**39%**
I am always prepared to put in a constant and consistent effort with plans and goals I set myself	0%	8%	**48%**	**44%**
I am able to plan ahead and follow through	0%	11%	**44%**	**45%**
I easily recognise opportunities for business and go after them	9%	**33%**	**32%**	26%
Personal entrepreneurial qualities				
I know I am worthy of success	0%	1%	30%	**69%**
I see myself as a flexible person	0%	7%	31%	**61%**
I know there will be problems when I start my own line of business; however I believe I will overcome them all	1%	14%	32%	**52%**
I believe it is important to persevere and not quit when starting one's own line of business	1%	6%	31%	**61%**
I am willing to network with others in the same line of business I am interested in	0%	10%	31%	**59%**
I am willing to learn whatever it is I need to know to create my own employment/line of business	1%	5%	29%	**65%**
I believe my income is somewhere "out there" and I need to find a way to create it	4%	9%	32%	**55%**
I believe I am responsible for my future	0%	4%	24%	**72%**
I believe no one owes me anything	1%	5%	28%	**72%**
I can deal with the uncertainties of life	1%	10%	**45%**	**44%**
I see myself as a self-motivated initiator	1%	5%	37%	**58%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Self-driven behaviour	.84	3.38 (Moderate)	.59
Personal entrepreneurial qualities	.81	3.50 (High)	.57

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Descriptive statistics: Student Entrepreneurial Behavioural Attributes

SOCIODEMOGRAPHIC VARIABLE	SELF-DRIVEN BEHAVIOUR		PERSONAL ENTREPRENEURIAL QUALITIES	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	3.34 (.44)	High	3.60 (.40)	**Very High**
26 to 35 years (n = 60)	3.28 (.45)	High	3.47 (.44)	High
36 to 45 years (n = 50)	3.53 (.44)	**Very High**	3.63 (.39)	**Very High**
46 to 55 years (n = 28)	3.38 (.40)	High	3.39 (.41)	High
56 to 65 years (n = 6)	3.11 (.42)	High	2.97 (.29)	Moderate
GENDER				
Female (n = 105)	3.37 (.46)	High	3.52 (.43)	High
Male (n = 48)	3.39 (.40)	High	3.44 (.43)	High
RACE				
Black African (n = 108)	3.41 (.47)	High	3.54 (.40)	High
Coloured (n = 12)	3.36 (.40)	High	3.68 (.48)	**Very High**
Asian (n = 5)	3.56 (.28)	High	3.35 (.50)	High
White (n = 27)	3.23 (.36)	High	3.31 (.45)	High
GEOGRAPHICAL AREA				
Urban (n = 142)	3.39 (.42)	High	3.50 (.42)	High
Rural (n = 11)	3.13 (.63)	High	3.52 (.47)	High
CURRENT QUALIFICATION ENROLLED FOR 2018				
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	3.44 (.41)	High	3.61 (.40)	Very High
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	3.37 (.39)	High	3.47 (.38)	High
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	3.40 (.53)	High	3.54 (.51)	High
Postgraduate Diploma in Organisation Development (98212) (n = 5)	3.04 (.71)	Moderate	3.33 (.45)	High
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	3.09 (.55)	Moderate	3.23 (.49)	High
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	3.44 (.36)	High	3.40 (.30)	High
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	3.31 (.44)	High	3.35 (.49)	High
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	3.58 (.41)	High	3.35 (.49)	High
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	3.31 (.44)	High	3.46 (.42)	High
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	3.77 (.19)	**Very High**	3.54 (.07)	High
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	3.33 (.00)	High	3.38 (.00)	High
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	3.55 (.16)	High	3.19 (.27)	High

Summary

- **Overall, participants seem to feel confident about their capacity to demonstrate the following psychosocial attributes in support of their employability:**
    - Inner drive and motivation to find opportunities to apply their learning in real-life work settings, achieving good marks and pass the examination
    - Self-efficacy: confidence in finding a job/creating self-employment opportunities; managing their own career development and personal growth.
- **Overall, participants seem to feel less confident about their capacity to demonstrate the following psychosocial attributes in support of their employability**:
    - Networking/searching capacities: joining professional societies, networking/attending conferences, seminars or workshops for professional development and employability enhancement; developing a social network to support job/employment searching
- **Overall, participants seem to feel confident about their capacity to demonstrate the following entrepreneurial attributes in support of their employability:**
    - **Self-driven behaviour**: following through/succeeding in efforts/plans/goals; self-driven motivation to succeed/make it happen; work ethic; ideas/solutions; coaching/motivating others to success.
    - **Personal entrepreneurial qualities**: worthiness of success; self-efficacy in overcoming problems; willingness to network with others in line of business/profession; feeling responsible for own future; dealing with uncertainties in life; self-motivation; perseverance.
- **Area for enrichment**: recognising opportunities and going after them.

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3.2 Student Learned Employability Resources

3.2.1 STUDENT PERCEPTION OF MEANING OF EMPLOYABILITY

What does employability mean to you?	Not at all	Somewhat	Definitely
Qualification credibility			
Excellent academic record	13%	**50%**	37%
Graduation from a top university	24%	**45%**	31%
The credibility and quality of the graduate's qualification	3%	25%	**72%**
Qualification which ensures graduates a high salary at entry level and in the long term	34%	38%	28%
Graduateness			
Professional and work experience	5%	30%	**65%**
The graduate's capacity to find a job very quickly after graduating	14%	**43%**	**43%**
Graduates being ready, immediately after graduation for entry level positions in their chosen field of study	6%	34%	**60%**
A set of job-related aptitudes, and generic transferable attitudes, qualities and behaviour representing my graduateness as a Unisa student	3%	32%	**65%**

Descriptive statistics: Total Sample

Variable	Reliability (α)	Mean	SD
Qualification credibility	.71	2.23 (Moderate)	.50
Graduateness	.60	2.51 (High)	.40

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Descriptive statistics: Student Perception of Meaning of Employability

SOCIODEMOGRAPHIC VARIABLE	QUALIFICATION CREDIBILITY		GRADUATENESS	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	2.33 (.33)	Moderate	2.53 (.38)	Moderate
26 to 35 years (n = 60)	2.22 (.46)	Moderate	2.41 (.37)	Moderate
36 to 45 years (n = 50)	2.16 (.59)	Low	2.57 (.45)	Moderate
46 to 55 years (n = 28)	2.37 (.48)	Moderate	2.62 (.36)	Moderate
56 to 65 years (n = 6)	2.45 (.37)	Moderate	2.65 (.29)	Moderate
GENDER				
Female (n = 105)	2.21 (.49)	Low	2.49 (.42)	Moderate
Male (n = 48)	2.29 (.53)	Low	2.56 (.34)	Moderate
RACE				
Black African (n = 108)	2.21 (.51)	Low	2.53 (.40)	Moderate
Coloured (n = 12)	2.27 (.56)	Low	2.33 (.42)	Low
Asian (n = 5)	2.35 (.60)	Low	2.90 (.14)	Moderate
White (n = 27)	2.29 (.43)	Low	2.45 (.35)	Moderate
GEOGRAPHICAL AREA				
Urban (n = 142)	2.24 (.50)	Low	2.52 (.40)	Moderate
Rural (n = 11)	2.09 (.58)	Low	2.45 (.33)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018				
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	2.18 (.50)	Low	2.56 (.38)	Moderate
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	2.25 (.60)	Low	2.53 (.45)	Moderate
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	2.42 (.63)	Moderate	2.42 (.52)	Moderate
Postgraduate Diploma in Organisation Development (98212) (n = 5)	2.20 (.37)	Low	2.30 (.21)	Low
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	2.25 (.59)	Low	2.52 (.40)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	2.45 (.41)	Moderate	2.60 (.34)	Moderate
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	2.32 (.40)	Low	2.45 (.35)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	2.14 (.63)	Low	2.46 (.47)	Moderate
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	2.33 (.26)	Low	2.25 (.39)	Low
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	2.17 (.63)	Low	2.00 (.43)	Low
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	2.50 (.00)	Moderate	3.00 (.00)	Moderate
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	2.38 (.18)	Low	2.38 (.18)	Low

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3.2.2 PERCEIVED IMPORTANCE TO EMPLOYER/PROSPECTIVE EMPLOYER: GENERIC/TRANSFERABLE (EMPLOYABILITY) COMPETENCIES

How important are the following generic and specific transferable (employability) competencies for your employer/prospective employer?	Very low	Low	Somewhat	High	Very high
Graduateness					
Ability to express yourself clearly	0%	2%	3%	43%	**52%**
Displaying good interpersonal/team work skills	1%	0%	2%	39%	**58%**
Ability to work with people from culturally diverse backgrounds	0%	1%	3%	37%	**59%**
Ability to write in English	0%	1%	3%	35%	**61%**
Ability to acquire quickly new knowledge	0%	1%	4%	42%	**53%**
Being trained in your occupational field	0%	1%	5%	43%	**51%**
Being proficient in your occupational field	1%	1%	4%	44%	**50%**
Having job-specific knowledge and skills	0%	0%	5%	46%	**49%**
Having work experience in your occupational field	1%	1%	8%	41%	**48%**
Ability to apply universal, global knowledge, principles, philosophies and paradigms to solve job/work challenges	0%	1%	17%	42%	**40%**
Business/entrepreneurial skills					
Ability to apply analytical thinking skills	0%	0%	3%	43%	**54%**
Having business acumen	1%	4%	14%	**47%**	**34%**
Ability to apply entrepreneurial and innovative thinking that contribute to business success	1%	3%	19%	**41%**	36%
Ability to apply basic accounting, financial, mathematical skills	1%	55	26%	**40%**	28%
Ability to find new ideas and solutions	1%	1%	10%	**40%**	48%
Personal employability qualities					
Ability to work under pressure	1%	1%	1%	40%	**58%**
Ability to manage and use time efficiently/productively	0%	1%	5%	43%	**52%**
Ability to adapt to changing conditions	0%	2%	4%	41%	**53%**
Ability to follow through and deliver results	1%	1%	2%	43%	**54%**
Ability to keep your knowledge and skills updated and relevant	0%	1%	4%	42%	**54%**
Being client-/customer-service oriented	0%	1%	2%	40%	**57%**
Ability to manage your own career development	0%	1%	11%	39%	**49%**
Ability to engage in continuous/life-long learning activities	0%	1%	5%	44%	**49%**
Autonomy/leadership					
Ability to empower self and others	0%	1%	7%	**47%**	**44%**
Ability to build relationships and networks across teams/functions/organisations/industries	1%	1%	11%	**43%**	**44%**
Ability to persuade and influence others appropriately	0%	2%	7%	**48%**	**43%**
Ability to establish your own authority/independent thinking	1%	0%	5%	**48%**	**45%**
Ability to build relationships and networks across teams/functions/organisations/industries	0%	3%	9%	**44%**	**44%**
Being an independent thinker	1%	0%	6%	**43%**	**50%**

Descriptive statistics: Total Sample

Variable (Employer: importance)	Reliability (α)	Mean	SD
Graduateness	.89	4.44 (High)	.47
Business/entrepreneurial skills	.84	4.18 (High)	.62
Personal employability qualities	.90	4.46 (High)	.49
Autonomy/leadership	.90	4.34 (High)	.58

Descriptive statistics: Perceived Importance to Employer/Prospective Employer: Generic/Transferable (Employability) Competencies

SOCIODEMOGRAPHIC VARIABLE	GRADUATENESS		BUSINESS/ENTREPRENEURIAL SKILLS		PERSONAL EMPLOYABILITY ATTRIBUTES		AUTONOMY/LEADERSHIP	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	4.40 (.80)	High	3.87 (.72)	Moderate	4.25 (.86)	High	4.20 (.79)	High
26 to 35 years (n = 60)	4.43 (.42)	High	4.19 (.55)	High	4.46 (.41)	High	4.29 (.51)	High
36 to 45 years (n = 50)	4.50 (.50)	High	4.26 (.68)	High	4.55 (.53)	High	4.43 (.68)	High
46 to 55 years (n = 28)	4.49 (.34)	High	4.25 (.57)	High	4.49 (..39)	High	4.45 (.41)	High
56 to 65 years (n = 6)	4.02 (.42)	High	3.60 (.80)	Moderate	3.87 (.34)	Moderate	3.73 (.35)	Moderate
GENDER								
Female (n = 105)	4.45 (.48)	High	4.16 (.65)	High	4.46 (.52)	High	4.36 (.56)	High
Male (n = 48)	4.40 (.43)	High	4.23 (.57)	High	4.46 (.41)	High	4.31 (.62)	High
RACE								
Black African (n = 108)	4.44 (.49)	High	4.17 (.63)	High	4.48 (.45)	High	4.39 (.57)	High
Coloured (n = 12)	4.43 (.56)	High	4.26 (.59)	High	4.27 (.88)	High	4.25 (.78)	High
Asian (n = 5)	4.52 (.38)	High	3.88 (.77)	High	4.27 (.42)	High	4.33 (.33)	High
White (n = 27)	4.42 (.31)	High	4.22 (.62)	High	4.87 (.42)	High	4.17 (.55)	High
GEOGRAPHICAL AREA								
Urban (n = 142)	4.45 (.47)	High	4.19 (.62)	High	4.47 (.49)	High	4.36 (.57)	High
Rural (n = 11)	4.29 (. 43)	High	4.12 (.62)	High	4.39 (. 50)	High	4.06 (.62)	High
CURRENT QUALIFICATION ENROLLED FOR 2018								
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	4.53 (.42)	High	4.27 (.58)	High	4.52 (.53)	High	4.47 (.55)	High
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	4.42 (..54)	High	4.21 (.58)	High	4.48 (.46)	High	4.37 (.48)	High
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	4.30 (.61)	High	4.60 (.53)	High	4.46 (.51)	High	4.11 (.84)	High
Postgraduate Diploma in Organisation Development (98212) (n = 5)	4.14 (.71)	High	3.84 (1.02)	Moderate	4.37 (.56)	High	3.96 (.71)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	4.43 (.44)	High	3.84 (.56)	Moderate	4.33 (.42)	High	4.18 (.47)	High
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	4.42 (.66)	High	4.16 (.69)	High	4.55 (.64)	High	4.50 (.55)	High
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	4.11 (.36)	High	3.72 (.71)	Moderate	4.19 (.45)	High	3.84 (.84)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	4.75 (.35)	High	4.51 (.61)	High	4.76 (.38)	High	4.67 (.58)	High
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	4.31 (.29)	High	4.23 (.43)	High	4.33 (.39)	High	4.06 (.34)	High
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	4.10 (.40)	High	4.46 (.42)	High	4.25 (13)	High	4.22 (.19)	High
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.50 (.00)	High	4.80 (.00)	High	4.62 (.00)	High	5.00 (.00)	Very High
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	4.50 (.00)	High	4.10 (.98)	High	4.31 (.08)	High	4.00 (.00)	High

3.2.3 SELF-PERCEIVED IMPORTANCE TO STUDENT: GENERIC/TRANSFERABLE (EMPLOYABILITY) COMPETENCIES

How important are the following generic and specific transferable (employability) competencies for you personally?	Very low	Low	Somewhat	High	Very high
Graduateness					
Ability to express yourself clearly	0%	0%	2%	32%	**66%**
Displaying good interpersonal/team work skills	0%	0%	1%	32%	**67%**
Ability to work with people from culturally diverse backgrounds	0%	0%	2%	35%	**63%**
Ability to write in English	0%	0%	1%	32%	**67%**
Ability to acquire quickly new knowledge	0%	0%	1%	37%	**62%**
Being trained in your occupational field	0%	1%	6%	38%	**56%**
Being proficient in your occupational field	0%	1%	3%	36%	**61%**
Having job-specific knowledge and skills	0%	1%	3%	40%	**56%**
Having work experience in your occupational field	1%	1%	5%	38%	**55%**
Ability to apply universal, global knowledge, principles, philosophies and paradigms to solve job/work challenges	0%	1%	9%	42%	**47%**
Business/entrepreneurial skills					
Ability to apply analytical thinking skills	0%	0%	1%	37%	**61%**
Having business acumen	0%	3%	8%	44%	**45%**
Ability to apply entrepreneurial and innovative thinking that contribute to business success	0%	0%	1%	46%	**47%**
Ability to apply basic accounting, financial, mathematical skills	1%	3%	19%	37%	**41%**
Ability to find new ideas and solutions	0%	0%	4%	43%	**54%**
Personal employability qualities					
Ability to work under pressure	0%	0%	1%	38%	**61%**
Ability to manage and use time efficiently/productively	0%	0%	1%	38%	**61%**
Ability to adapt to changing conditions	0%	0%	3%	37%	**60%**
Ability to follow through and deliver results	0%	1%	1%	39%	**60%**
Ability to keep your knowledge and skills updated and relevant	0%	0%	3%	35%	**61%**
Being client-/customer-service oriented	0%	1%	1%	35%	**64%**
Ability to manage your own career development	0%	1%	4%	34%	**61%**
Ability to engage in continuous/life-long learning activities	0%	0%	3%	36%	**61%**
Autonomy/leadership					
Ability to empower self and others	0%	1%	4%	43%	**52%**
Ability to build relationships and networks across teams/functions/organisations/industries	0%	1%	7%	39%	**54%**
Ability to persuade and influence others appropriately	1%	1%	11%	44%	**44%**
Ability to establish your own authority/independent thinking	0%	0%	5%	40%	**56%**
Ability to build relationships and networks across teams/functions/organisations/industries	1%	0%	5%	39%	**56%**
Being an independent thinker	0%	0%	4%	41%	**56%**

Descriptive statistics: Total Sample

Variable (Student: importance)	Reliability (α)	Mean	SD
Graduateness	.92	4.55 (High)	.44
Business/entrepreneurial skills	.85	4.39 (High)	.54
Personal employability qualities	.95	4.59 (High)	.47
Autonomy/leadership	.91	4.46 (High)	.54

3.2.4 STUDENT PERCEPTIONS (PERSONAL EXPERIENCE) OF WHAT EMPLOYERS REQUIRE FROM GRADUATES IN ORDER TO BE EMPLOYABLE (QUALITATIVE THEMES)

According to your personal experience, what do employers require from graduates in order to be employed by them?	%
Ability to implement a strategy or policy/strategic management thinking/translating skills to translate theory into simplified workable solutions that add value to the organisation/application of theory in practice/ Ability to apply learnt skills competencies back at work	10%
Adaptability, change agent, unlearn-relearn new things, emotional intelligence, computer/digital literacy, report writing skills, problem solving and analytical reasoning skills	10%
At least a BCom degree to move into HR Dept or for management level/basic knowledge of concepts and legislation with HRM	5%
Team work, communication skills, punctuality, compassion, team spirit, commitment, dedication	10%
Education/training (reputable qualification) and work/job-related experience/ knowledge and competence in field/ Self-confidence/highly recognised qualifications and skills/knowledgeable and smart, educated people, innovative ideas, life-long learners/affiliation with professional bodies/ Ability to contribute new ideas and be goal oriented/show initiative/self-motivated/innovative and entrepreneurial/autonomy	**50%**
Work ethic, ethical conduct, reliability, integrity, honesty, trust worthy	5%

Summary

- **Perceived meaning of employability:** Qualification credibility/quality and graduateness (i.e. professional and work experience; work readiness after graduation in chosen field of study; job-related aptitudes, generic, transferable attitudes, qualities, and behaviour as Unisa student graduate).
- **Perceived employer requirements ito employability (qualitative themes)**:
    - Education/training (reputable qualification); work/job-related experience/ knowledge and competence in field.
    - Highly recognised, qualifications and skills; knowledgeable and smart, educated people with innovative ideas and reputable qualifications
    - Self-confidence and ability to contribute new ideas and be goal oriented/show initiative/self-motivated/innovative and entrepreneurial/autonomy.
    - Life-long learners/affiliation with professional bodies
- **Overall, the participants seem to experience employers to regard the following generic/transferable employability competencies and attributes as being of high importance**: Graduateness; business/entrepreneurial skills; personal employability qualities, and autonomy/leadership. The participants therefore also regarded these employability competencies and attributes as being important to their employability.

CEMS Graduateness/Employability Survey 2018

3.2 Student Self-Perceived Graduateness

The CEMS Graduateness Skills & Attributes Scale (GSAS) was used to measure students' self-perceived graduateness. The GSAS has proven reliability and construct validity. The GSAS is based on the CEMS graduateness framework. Frequencies are not reported in this section because the GSAS measures current level of self-perceived competency on the eight graduateness skills and attributes summarised in the table below. The GSAS uses a 6-point likert type scale to measure respondents' responses: 1 = Never; 6 = Always.

Descriptive statistics

Competency dimension	Variable	Reliability (α)	Mean	SD
Scholarship	Problem solving/decision making skills	.88	4.94 (Moderate)	.76
	Enterprising skills	.85	4.66 (Moderate)	.85
	Analytical thinking skills	.74	4.78 (Moderate)	.89
	Overall scholarship	.91	4.85 (Moderate)	.71
Global/moral citizenship	Interactive skills	.94	4.97 (Moderate)	.70
	Presenting/applying information skills	.80	4.84 (Moderate)	.75
	Ethical/responsible behaviour	.74	5.46 (High)	.70
	Overall global/moral citizenship	.95	5.00 (High)	.65
Life-long learning	Goal-directed behaviour	.89	4.97 (Moderate)	.75
	Continuous learning	.89	4.95 (Moderate)	.76
	Overall life-long learning	.94	4.96 (Moderate)	.72

Summary

- Overall, participants seem to feel highly confident about their capacity to demonstrate ethical/responsible behaviour and their global/moral citizenship behaviour.
- Overall, the participants seem moderately confident about their scholarship (problem, solving/decision making skills; enterprising skills; analytical thinking skills); interactive and presenting/applying information skills; and life-long learning behaviour (goal-directed behaviour and continuous learning orientation).

CEMS Graduatenes/Employability Survey 2018

Descriptive statistics: Student Self-Perceived Graduateness - Scholarship

SOCIODEMOGRAPHIC VARIABLE	PROBLEM-SOLVING/DECISION-MAKING SKILLS		ENTERPRISING SKILLS		ANALYTICAL THINKING SKILLS		OVERALL SCHOLARSHIP	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	4.68 (.50)	Moderate	4.61 (.51)	Moderate	4.48 (.84)	Moderate	4.66 (.43)	Moderate
26 to 35 years (n = 60)	4.85 (.81)	Moderate	4.49 (.84)	Moderate	4.73 (.89)	Moderate	4.73 (.73)	Moderate
36 to 45 years (n = 50)	5.06 (.77)	**High**	4.83 (.93)	Moderate	4.86 (.96)	Moderate	4.97 (.76)	Moderate
46 to 55 years (n = 28)	5.13 (.67)	**High**	4.76 (.82)	Moderate	4.95 (.78)	Moderate	5.01 (.64)	**High**
56 to 65 years (n = 6)	4.40 (.65)	Moderate	4.33 (.47)	Moderate	4.13 (.51)	Moderate	4.40 (.53)	Moderate
GENDER								
Female (n = 105)	4.94 (.76)	Moderate	4.64 (.82)	Moderate	4.73 (.88)	Moderate	4.83 (.69)	Moderate
Male (n = 48)	4.94 (.76)	Moderate	4.67 (.91)	Moderate	4.86 (.91)	Moderate	4.87 (.75)	Moderate
RACE								
Black African (n = 108)	4.93 (.81)	Moderate	4.63 (.92)	Moderate	4.72 (.94)	Moderate	4.82 (.77)	Moderate
Coloured (n = 12)	4.86 (.65)	Moderate	4.76 (.42)	Moderate	4.83 (.89)	Moderate	5.01 (.56)	**High**
Asian (n = 5)	5.23 (.49)	**High**	5.03 (.52)	**High**	4.80 (.84)	Moderate	5.12 (.54)	**High**
White (n = 27)	4.96 (.64)	Moderate	4.60 (.74)	Moderate	4.88 (.54)	Moderate	5.02 (.60)	**High**
GEOGRAPHICAL AREA								
Urban (n = 142)	4.99 (.54)	Moderate	4.70 (.82)	Moderate	4.83 (.85)	Moderate	4.89 (.67)	Moderate
Rural (n = 11)	4.37 (1.05)	Moderate	3.98 (1.01)	Moderate	4.06 (1.15)	Moderate	4.23 (.96)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018								
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	5.02 (.73)	**High**	4.72 (.86)	Moderate	4.91 (.87)	Moderate	4.92 (.69)	Moderate
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	4.99 (.81)	Moderate	4.58 (.88)	Moderate	4.85 (.87)	Moderate	4.89 (.74)	Moderate
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	5.50 (.44)	**High**	5.22 (.94)	**High**	4.44 (.69)	Moderate	5.20 (.32)	**High**
Postgraduate Diploma in Organisation Development (98212) (n = 5)	4.33 (.69)	Moderate	3.90 (.88)	Moderate	4.26 (1.16)	Moderate	4.20 (.76)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	4.34 (.75)	Moderate	4.23 (.84)	Moderate	4.30 (.97)	Moderate	4.31 (.74)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	5.13 (.98)	**High**	5.23 (.79)	**High**	5.13 (.96)	**High**	5.15 (.90)	**High**
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	4.75 (.73)	Moderate	4.57 (.85)	Moderate	4.51 (1.06)	Moderate	4.67 (.71)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	5.40 (.69)	**High**	5.00 (.79)	**High**	4.90 (.73)	Moderate	5.20 (.64)	**High**
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	4.88 (.42)	Moderate	4.47 (.51)	Moderate	4.77 (.77)	Moderate	4.74 (.34)	Moderate
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	5.33 (.16)	**High**	5.11 (.42)	**High**	4.77 (.69)	Moderate	5.10 (.27)	**High**
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.83 (.00)	Moderate	5.00 (.00)	**High**	4.00 (.00)	Moderate	4.69 (.00)	Moderate
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	5.16 (.23)	**High**	4.66 (.47)	Moderate	4.50 (.70)	Moderate	4.92 (.22)	Moderate

CEMS Graduateness/Employability Pilot Survey 2018 Report_ 4 February 2019

Descriptive statistics: Student Self-Perceived Graduateness – Global/Moral Citizenship

SOCIODEMOGRAPHIC VARIABLE	INTERACTIVE SKILLS		PRESENTING/APPLYING INFORMATION SKILLS		ETHICAL/RESPONSIBLE BEHAVIOUR		OVERALL GLOBAL/MORAL CITIZENSHIP	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	4.75 (.44)	Moderate	4.75 (.44)	Moderate	4.60 (.84)	Moderate	4.77 (.56)	Moderate
26 to 35 years (n = 60)	4.90 (.67)	Moderate	4.73 (.75)	Moderate	5.38 (.77)	**High**	4.92 (.64)	Moderate
36 to 45 years (n = 50)	5.13 (.78)	**High**	5.02 (.77)	**High**	5.65 (.53)	**High**	5.17 (.69)	**High**
46 to 55 years (n = 28)	5.03 (.63)	**High**	4.93 (.68)	Moderate	5.50 (.58)	**High**	5.06 (.58)	**High**
56 to 65 years (n = 6)	4.28 (.58)	Moderate	4.40 (.58)	Moderate	4.73 (.80)	Moderate	4.37 (.57)	Moderate
GENDER								
Female (n = 105)	4.97 (.69)	Moderate	4.83 (.76)	Moderate	5.48 (.69)	**High**	5.00 (.64)	**High**
Male (n = 48)	4.95 (.72)	Moderate	4.85 (.73)	Moderate	5.39 (.71)	**High**	5.00 (.68)	**High**
RACE								
Black African (n = 108)	4.94 (.74)	Moderate	4.86 (.75)	Moderate	5.41 (.73)	**High**	4.98 (.69)	Moderate
Coloured (n = 12)	5.01 (.56)	**High**	4.66 (.85)	Moderate	5.38 (.86)	**High**	4.98 (.62)	Moderate
Asian (n = 5)	5.22 (.59)	**High**	5.00 (.71)	**High**	5.80 (.44)	**High**	5.25 (.58)	**High**
White (n = 27)	5.02 (.60)	**High**	4.79 (.75)	Moderate	5.58 (.51)	**High**	5.04 (.55)	**High**
GEOGRAPHICAL AREA								
Urban (n = 142)	4.99 (.68)	Moderate	4.86 (.74)	Moderate	5.49 (.65)	**High**	5.02 (.64)	**High**
Rural (n = 11)	4.64 (.81)	Moderate	4.54 (.75)	Moderate	5.00 (1.10)	**High**	4.67 (.78)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018								
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	5.08 (.65)	**High**	4.93 (.77)	Moderate	5.50 (.62)	**High**	5.12 (.62)	**High**
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	5.02 (.71)	**High**	4.83 (.74)	Moderate	5.57 (.67)	**High**	5.05 (.67)	**High**
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	5.38 (.88)	**High**	5.06 (.31)	**High**	4.55 (1.34)	Moderate	5.21 (.72)	**High**
Postgraduate Diploma in Organisation Development (98212) (n = 5)	4.20 (.67)	Moderate	4.36 (.65)	Moderate	5.53 (.55)	**High**	4.40 (.55)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	4.61 (.67)	Moderate	4.41 (.73)	Moderate	5.11 (.88)	**High**	4.63 (.65)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	5.13 (.90)	**High**	5.12 (.91)	**High**	5.33 (.81)	**High**	5.15 (.88)	**High**
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	4.57 (.73)	Moderate	4.58 (.78)	Moderate	5.03 (.67)	**High**	4.62 (.68)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	5.38 (.73)	**High**	5.28 (.54)	**High**	5.61 (.55)	**High**	5.39 (.64)	**High**
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	4.77 (.41)	Moderate	4.76 (.66)	Moderate	5.16 (.50)	**High**	4.81 (.42)	Moderate
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	5.18 (.53)	**High**	5.26 (.61)	**High**	5.33 (.66)	**High**	5.22 (.56)	**High**
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	4.75 (.00)	Moderate	4.80 (.00)	Moderate	6.00 (.00)	**Very High**	4.92 (.00)	Moderate
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	4.78 (.04)	Moderate	4.40 (.28)	Moderate	6.00 (.00)	**Very High**	4.85 (.70)	Moderate

CEMS Graduateness Employability Survey

Descriptive statistics: Student Self-Perceived Graduateness – Life-Long Learning

SOCIODEMOGRAPHIC VARIABLE	GOAL-DIRECTED BEHAVIOUR		CONTINUOUS LEARNING		OVERALL LIFE-LONG LEARNING	
AGE	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**	**Mean (SD)**	**Mean score level**
21 to 25 years (n = 9)	4.50 (1.02)	Moderate	4.74 (.55)	Moderate	4.62 (.57)	Moderate
26 to 35 years (n = 60)	4.85 (.74)	Moderate	4.84 (.75)	Moderate	4.85 (.69)	Moderate
36 to 45 years (n = 50)	5.15 (.69)	**High**	5.12 (.82)	**High**	5.14 (.74)	**High**
46 to 55 years (n = 28)	5.15 (.67)	**High**	5.04 (.71)	**High**	5.09 (.66)	**High**
56 to 65 years (n = 6)	4.34 (.65)	Moderate	4.28 (.56)	Moderate	4.31 (.59)	Moderate
GENDER						
Female (n = 105)	4.97 (.76)	Moderate	4.96 (.77)	Moderate	4.96 (.73)	Moderate
Male (n = 48)	4.99 (.67)	Moderate	4.90 (.75)	Moderate	4.92 (.72)	Moderate
RACE						
Black African (n = 108)	4.95 (.75)	Moderate	4.94 (.81)	Moderate	4.95 (.76)	Moderate
Coloured (n = 12)	4.83 (1.10)	Moderate	4.86 (.80)	Moderate	4.85 (.92)	Moderate
Asian (n = 5)	5.28 (.74)	**High**	4.97 (.48)	Moderate	5.12 (.54)	**High**
White (n = 27)	4.99 (.55)	Moderate	4.96 (.59)	Moderate	4.98 (.53)	Moderate
GEOGRAPHICAL AREA						
Urban (n = 142)	4.99 (.74)	Moderate	4.97 (.74)	Moderate	4.98 (.64)	Moderate
Rural (n = 11)	4.64 (.79)	Moderate	4.53 (.95)	Moderate	4.53 (.82)	Moderate
CURRENT QUALIFICATION ENROLLED FOR 2018						
Bachelor of Commerce Honours in Industrial and Organisational Psychology (98351) (n = 69)	5.03 (.76)	**High**	5.01 (.77)	**High**	5.02 (.73)	**High**
Bachelor of Commerce Honours in Business Management (98452): HRBUS85 Module only (n = 26)	5.09 (.62)	**High**	5.12 (.65)	**High**	5.10 (.60)	**High**
Postgraduate Diploma in Human Resource Development (98227) (n = 3)	5.57 (.38)	**High**	5.42 (.75)	**High**	5.50 (.50)	**High**
Postgraduate Diploma in Organisation Development (98212) (n = 5)	4.28 (.76)	Moderate	3.97 (.63)	Moderate	4.12 (.67)	Moderate
Postgraduate Diploma in Human Resource Management (98228) (n = 14)	4.45 (.78)	Moderate	4.39 (.72)	Moderate	4.42 (.71)	Moderate
Postgraduate Diploma in Labour Relations Management (98209) (n = 5)	5.06 (1.05)	High	5.14 (1.01)	**High**	5.10 (1.03)	**High**
Master of Commerce in Business Management (Full Dissertation) Human Resource Management (98582 - HRM) (n = 11))	4.83 (.73)	Moderate	4.72 (.72)	Moderate	4.77 (.72)	Moderate
Master of Commerce in Industrial and Organisational Psychology (Full Dissertation) (98580) (n = 7)	5.33 (.75)	**High**	5.41 (.56)	**High**	5.36 (.62)	**High**
Master of Commerce in Industrial and Organisational Psychology (coursework)(selection degree) (98594) (n = 6)	4.71 (.43)	Moderate	5.00 (.57)	**High**	4.85 (.45)	Moderate
Doctor of Philosophy in Management Studies Human Resource Management (90021 - HRM) (n = 3)	5.23 (.45)	**High**	5.09 (.70)	**High**	5.16 (.57)	**High**
Doctor of Philosophy in Psychology (Consulting Psychology) (90042 - CON) (n = 1)	5.00 (.00)	**High**	5.00 (.00)	**High**	5.00 (.00)	**High**
Doctor of Philosophy in Psychology (Industrial and Organisational Psychology) (90042 - IOP) (n = 2)	4.78 (.70)	Moderate	4.50 (.10)	Moderate	4.64 (.40)	Moderate

CEMS Graduateness/Employability Survey

Section 4

Empirical Results

Student Graduateness and Employability

CEMS Student Employability

CEMS Graduateness/Employability Survey 2018

4.1 Student Self-Perceived (Internal) Employability

4.1.1 Student confidence in finding/creating a job/employment/career advancement prospects

How confident do you currently feel about finding a job or employment, or even better employment than your current job?	
Not confident	12%
Somewhat confident	22%
Confident	**31%**
Highly confident	**33%**
I am not currently interested in finding a job/employment	2%
What are your prospects for advancement in your current occupation/job?	
None	23%
Somewhat good	15%
Most likely to happen	**23%**
Very good prospects	**29%**
I am unemployed, searching for a job	1%
Unknown	9%

4.1.2 Perceived extent to which student consider self-employment/creating own business (entrepreneurial thoughts)

In your personal opinion, what is the probability of you considering self-employment/creating your own business?	%
Not likely to happen for me	10%
Somewhat likely to happen for me	28%
Very likely to happen for me	**54%**
I am already self-employed	8%

Summary

- Overall, the participants seem to feel confident about their ability to find a job/employment. Their confidence in their career advancement prospects seem average, and could likely improve.
- Overall, the participants seem comfortable in considering self-employment/creating their own business which suggests the presence of entrepreneurial thoughts.

CEMS Graduateness/Employability Survey 2018

4.2 Student Perceived External Employability

Employment status 2018	%
Full time employed (permanent employment)	**74%**
Full time employed (contract employment)	7%
Part-time employed (temporary employment)	5%
Part-time job (at least 2 hours per week)	1%
Self-employed	5%
Unemployed (never been employed)	1%
Was employed, but unemployed at the moment	2%
Unemployed, searching for a job	3%
Unemployed, but not searching for a job	2%
Sector in which employed	
Financial services (i.e. accounting/auditing/banking/insurance)	15%
Administration	2%
Education	15%
Engineering services	2%
Consulting services	4%
Health care services	2%
Corporate training & development	3%
Private practice (Industrial psychology)	1%
Law enforcement/Security/SAPS	5%
Local Government/Public Service	**21%**
Human Resources	5%
Manufacturing/Mining/Construction	8%
Marketing/Retail/Sales	3%
Hospitality/Tourism	3%
ICT/Telecommunications/Media	3%
Agriculture	2%
Community/NGO/social services	3%
Services sector	2%
Military	1%
If employed, what is your current occupation?	
Manager	20%
Administrative position (e.g. bank clerk, secretary, admin clerk, book keeper)	20%
Professional occupation (e.g. accountant, psychologist, training officer, teacher, HR officer)	**41%**
Unskilled (e.g. domestic worker, builder's labourer)	1%
Menial occupation requiring limited skills (e.g. waiter, working in fast food outlet)	2%
Skilled occupation (e.g. bricklayer, police officer, receptionist)	7%
Unknown	9%
If employed, is your qualification content in line with your current occupation/job??	
Yes	**49%**
No	24%
Somewhat	18%
Unknown	9%
At which level are you currently employed?	
I am employed at a level consistent with my degree/qualification	**43%**
I am employed at a level higher than my degree/qualification	3%
I am employed at a level lower than my degree/qualification	**43%**
I am unemployed, but not searching for a job	1%
I am unemployed and searching for a job	1%

CEMS Graduateness/Employability Survey 2018

Unknown	9%
How long have you been working in your current occupation?	
Less than a year	13%
One to three years	26%
Four to six years	17%
More than six years	**34%**
I am unemployed and searching for a job	1%
Unknown	9%
How soon after your FIRST GRADUATION did you find a job/employment or create self-employment?	
While studying	**45%**
Right after graduation	19%
Within 6 months after graduation	11%
Within a year (12 months) after graduation	10%
Within 18 months after graduation	9%
Unemployed, but not searching for a job	1%
Unemployed and searching for a job	5%
After your FIRST GRADUATION, how soon did you start to look for employment?	
While studying	**75%**
Right after graduation	18%
Within 6 months after graduation	3%
Within a year (12 months) after graduation	2%
Unemployed, but not searching for a job	2%
After your FIRST GRADUATION, what did you do to find a job?	
I had a scholarship/learnership in an organisation	8%
By working as a volunteer	7%
By working on projects	3%
I applied as unemployed at Employment Services SA (ESSA)	2%
By contacting an employment agency	5%
By doing an internship	12%
By doing contract/part-time jobs	12%
I had help from my social network, relatives, friends, acquaintances	8%
By sending applications and offers to employers	**39%**
I was not interested in finding a job/employment	4%
Was the job/employment you found after your FIRST GRADUATION in line with your qualification?	
Yes	**44%**
No	**42%**
Somewhat	14%
How confident do you currently feel about finding a job or employment, or even better employment than your current job?	
Not confident	12%
Somewhat confident	22%
Confident	**31%**
Highly confident	**33%**
I am not currently interested in finding a job/employment	2%
What are your prospects for advancement in your current occupation/job?	
None	23%
Somewhat good	15%
Most likely to happen	**23%**
Very good prospects	**29%**
I am unemployed, searching for a job	1%
Unknown	9%

CEMS Graduatenes/Employability Survey 2018

Summary

- Overall, the participants **were predominantly in some form of employment** (92%: 74% permanently employed; 12% contract employment; 1% part-time; and 5 % self-employed). **IMPLICATION**: the findings suggest a **sound basis of employability and experience of employer requirements ito employability**.
- **Predominantly employed in professional occupation category** (which is expected when considering that the participants are IOP/HRM postgraduate students).
- The participants' **qualification content seems mostly aligned with the current job/occupation** (67%)
- The **level of employment seems mostly mixed**: 43% employed at level consistent with the degree/qualification and 43% at a level lower than the degree/qualification.
- The participants seem to have **adequate work experience (tenure) in the occupation**: only 13% had less than a year work experience in the occupation
- Most participants seem to have **found employment while studying or within a few months after graduation**- this could most probably be attributed to the ODL flexibility of Unisa. The participants indicated that they generally tend to start to look for employment while studying. The participants were mixed about alignment between the qualification and job found: 44% (aligned) and 42% (not aligned).
- The predominant **actions students engaged in finding a job** involved: traditional way of sending applications and offers to employers, followed by doing contract/part-time jobs or internships.
- Overall, the **participants expressed confidence in finding a job/employment or even to find better employment** than the present job/employment. The participants expressed **sound optimism about their career advancement prospects** in their current job/occupation**. IMPLICATION**: This finding could indicate confidence in their graduateness/employability.

CEMS Graduateness/Employability Survey 2018

Section 5

Empirical Results

Student Graduateness and Employability

Links between the Research Model Elements

CEMS Graduateness/Employability Survey 2018

STATISTICAL ANALYSIS

Stepwise regression analysis was performed to explore preliminary links between the research model elements, and to identify the best significant predictors in terms of the various employability/graduateness research model variables.

Set 1	**Identifying the significant best geographical characteristics predictors**: age, gender, race, marital status, urban/rural geography, part-time/full-time study, current qualification enrolment, reason studying at Unisa, satisfaction with Unisa studies, employment status, current occupation type, level of employment, years in occupation, finding of employment, confidence in finding employment, advancement prospects, starting to search employment. **Outcome variables**: • Social contextual factors (marketability and entrepreneurial orientation) • Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities) • Study programme as basis for developing and sustaining employability • Programme characteristics enabling employability (professional work role development and employability capacity development) • Teaching and learning characteristics of the programme (content, type learning, learner development) • Psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy • Meaning of employability (qualification credibility, graduateness) • Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities) • Graduateness Skills & Attributes Scale dimensions (self-perceived graduateness)
Set 2	**Identifying the significant best employability factors predicting student level of graduateness (GSAS elements):** • Social contextual factors (marketability and entrepreneurial orientation) • Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities) • Study programme as basis for developing and sustaining employability • Programme characteristics enabling employability (professional work role development and employability capacity development) • Teaching and learning characteristics of the programme (content, type learning, learner development) • Psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy • Meaning of employability (qualification credibility, graduateness) • Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities) • Employer: importance of employability competencies/attributes • Student: importance of employability competencies/attributes **Outcome variable**: Overall GSAS
Set 3:	**Identifying the significant best predictors of employability factors:** Qualification, study programme as basis for developing and sustaining employability, programme characteristics enabling employability (professional work role development and employability capacity development), teaching and learning characteristics of the programme (content, type learning, learner development), psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy **Outcome variables:** • Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities) • Meaning of employability (qualification credibility, graduateness) • Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities) • Employer: importance of employability competencies/attributes • Student: importance of employability competencies/attributes

CEMS Graduateness/Employability Survey 2018

5.1 Overview of Core Findings: Best Significant Geographical Characteristics Predictors

Set 1: Identifying the significant best geographical characteristics predictors	
Best significant predictors	**Outcome variables**
Enabling contextual factors: Reasons for finding a job (marketability/entrepreneurial orientation)	
• Career advancement prospects • Age *F* = 6.31; *p* = .003 R^2 = .17 (moderate practical effect)	Marketability
• Career advancement prospects • Satisfaction with Unisa studies • Occupation type (Manager/Admin) negative *F* = 8.97; *p* = .000 R^2 = .31 (large practical effect)	Entrepreneurial orientation
Impeding contextual factors: Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities)	
• Start search job/employment (time period) • Career advancement prospects negative *F* = 9.52; *p* = .000 R^2 = .32 (large practical effect)	Geography/work experience/social support
• Satisfaction with Unisa studies negative *F* = 5.82; *p* = .02 R^2 = .09 (small practical effect)	Conditions (market/sociocultural)
• Satisfaction with Unisa studies negative • Start job/employment search (time period) *F* = 21.01; *p* = .000 R^2 = .41 (large practical effect)	Personal employability capacities
CEMS/Unisa contextual factors: Study programme as basis for developing and sustaining employability	
• Confidence in finding employment • Race negative • Satisfaction with Unisa studies *F* = 8.30; *p* = .000 R^2 = .29 (large practical effect)	Developing employability
• Finding of employment after graduation (negative)	Sustaining employability

CEMS Graduateness/Employability Survey

• Confidence in finding employment • Race negative *F* = 10.87; *p* = .000 R^2 = .35 (large practical effect)	
CEMS/Unisa contextual factors: Programme characteristics enabling employability (professional work role development and employability capacity development)	
• Satisfaction with Unisa studies • Gender negative • Geographical area (urban/rural) negative *F* = 9.18; *p* = .000 R^2 = .32 (large practical effect)	Professional work role development
• Satisfaction with Unisa studies • Confidence in finding employment • Finding of employment after graduation (negative) *F* = 9.29; *p* = .000 R^2 = .32 (large practical effect)	Employability capacity development
CEMS/Unisa contextual factors: Teaching and learning characteristics of the programme (content, type learning, learner development)	
• Race negative • Geographical area (urban/rural) negative *F* = 6.00; *p* = .02 R^2 = .09 (small practical effect)	Type of learning
• Race negative *F* = 4.25; *p* = .02 R^2 = .07 (small practical effect)	Learner development
Student personal employability resources: Psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy	
• Career advancement prospects • Level employed *F* = 4.72; *p* = .01 R^2 = .11 (small practical effect)	Networking/searching orientation
• Gender negative *F* = 4.94; *p* = .03 R^2 = .06 (small practical effect)	Drive/motivation
• Satisfaction with Unisa studies *F* = 11.47; *p* = .001 R^2 = .14 (moderate practical effect)	Self-efficacy
Student learned employability resources: Meaning of employability (qualification credibility, graduateness)	
• Geographical area negative • Gender negative *F* = 5.86; *p* = .01	Qualification credibility

CEMS Graduateness/Employability Survey 2018

R^2 = .13 (moderate practical effect)	
• Age F = 6.38; p = .01 R^2 = .08 (small practical effect)	Graduateness
Student learned employability resources: Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities)	
• Confidence in finding employment • Qualification F = 10.84; p = .000 R^2 = .24 (moderate practical effect)	Self-driven behaviour
• Confidence in finding employment F = 7.30; p = .01 R^2 = .09 (small practical effect)	Personal entrepreneurial qualities
Student learned employability resources: Graduateness Skills & Attributes Scale dimensions	
• Confidence in finding employment F = 5.79; p = .02 R^2 = .07 (small practical effect)	Problem solving/decision making skills
• Confidence in finding employment • Satisfaction with Unisa studies • Geographical area negative • Gender negative F = 11.38; p = .000 R^2 = .35 (large practical effect)	Enterprising skills
• Confidence in finding employment • Race • Marital status negative • Finding employment negative F = 5.87; p = .000 R^2 = .24 (moderate practical effect)	Analytical thinking skills
• Confidence in finding employment • Finding employment negative F = 7.84; p = .001 R^2 = .18 (moderate practical effect)	Scholarship
• Satisfaction with Unisa studies F = 11.81; p = .001 R^2 = .15 (moderate practical effect)	Interactive skills
• Confidence in finding employment F = 4.33; p = .04 R^2 = .05 (small practical effect)	Presenting/applying information skills

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• Satisfaction with Unisa studies • Geographical area negative $F = 5.66$; $p = .01$ $R^2 = .13$ (moderate practical effect)	Ethical/responsible behaviour
• Satisfaction with Unisa studies $F = 10.15$; $p = .002$ $R^2 = .13$ (moderate practical effect)	Global/moral citizenship
• Confidence in finding employment $F = 6.73$; $p = .01$ $R^2 = .08$ (small practical effect)	Goal directed behaviour
• Confidence in finding employment $F = 6.72$; $p = .01$ $R^2 = .08$ (small practical effect)	Continuous learning
• Confidence in finding employment $F = 5.66$; $p = .02$ $R^2 = .07$ (small practical effect)	Life-long learning orientation
• Satisfaction with Unisa studies • Confidence in finding employment $F = 6.25$; $p = .003$ $R^2 = .14$ (moderate practical effect)	Overall graduateness

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Summary of Key Findings

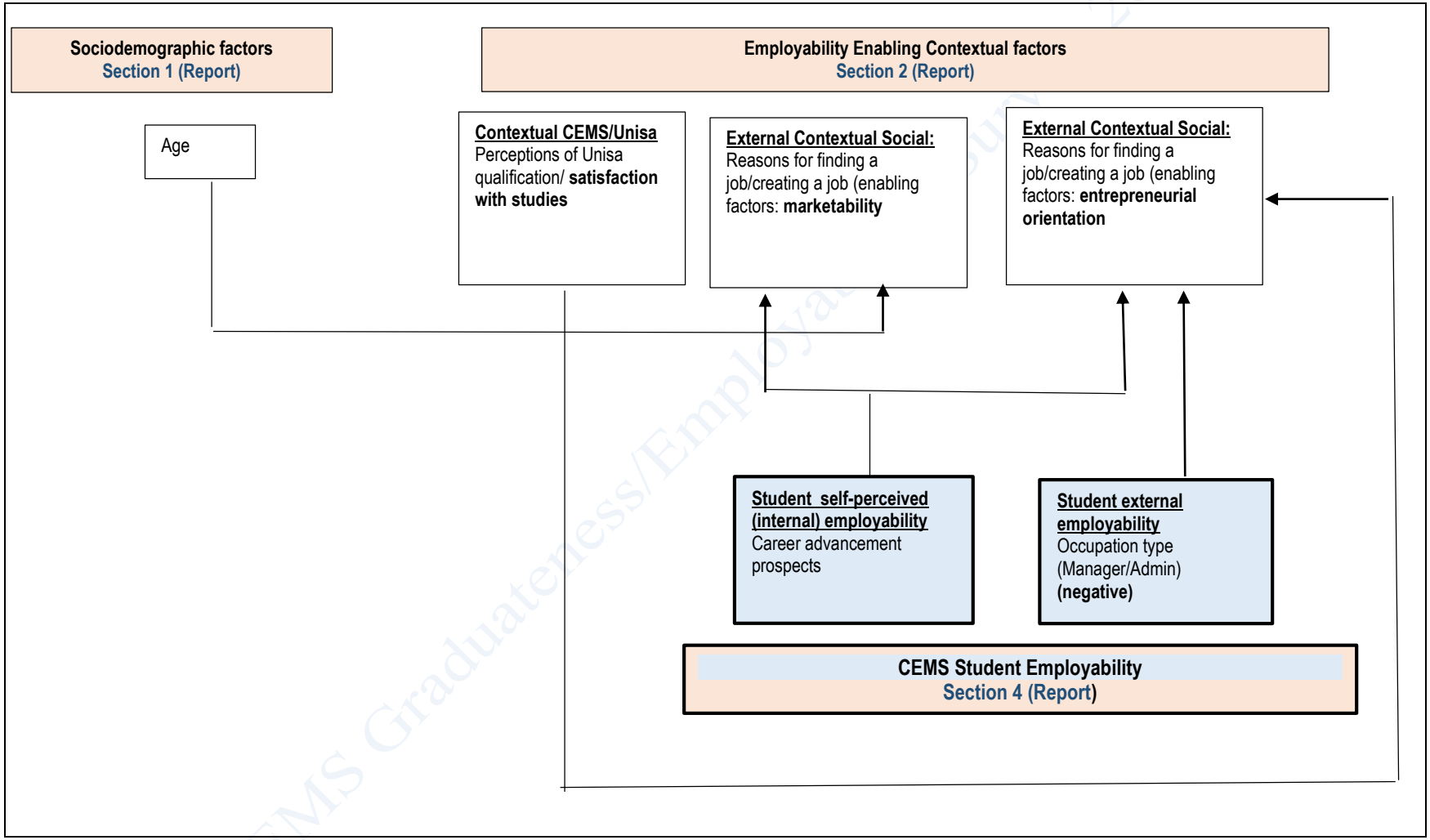

Figure 5.1: Links between Research Model Elements: Best Significant Predictors (Reasons for Finding a Job/Employment)

Summary of Key Findings

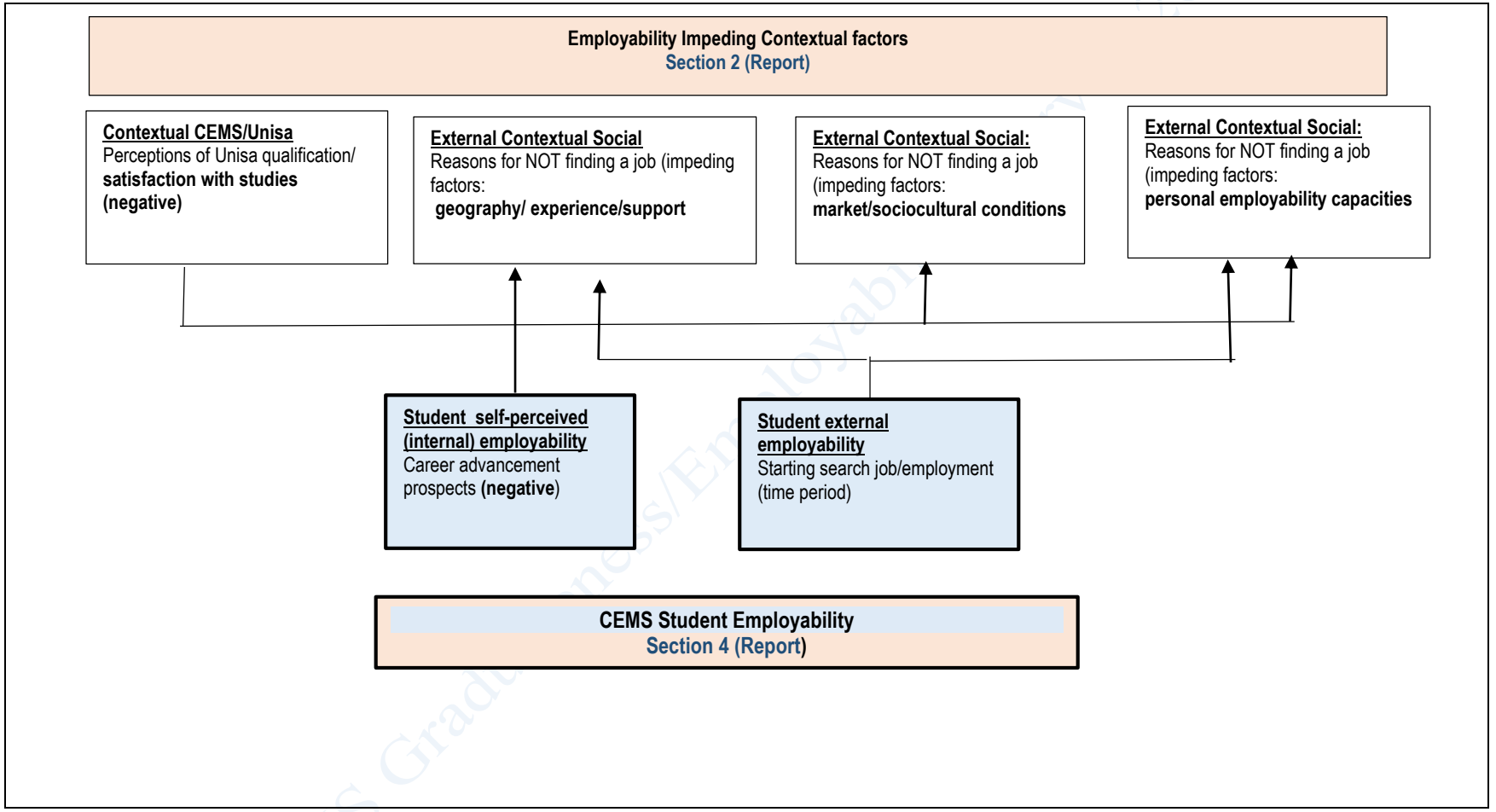

Figure 5.2: Links between Research Model Elements: Best Significant Predictors (Reasons for NOT Finding a Job/Employment)

Summary of Key Findings

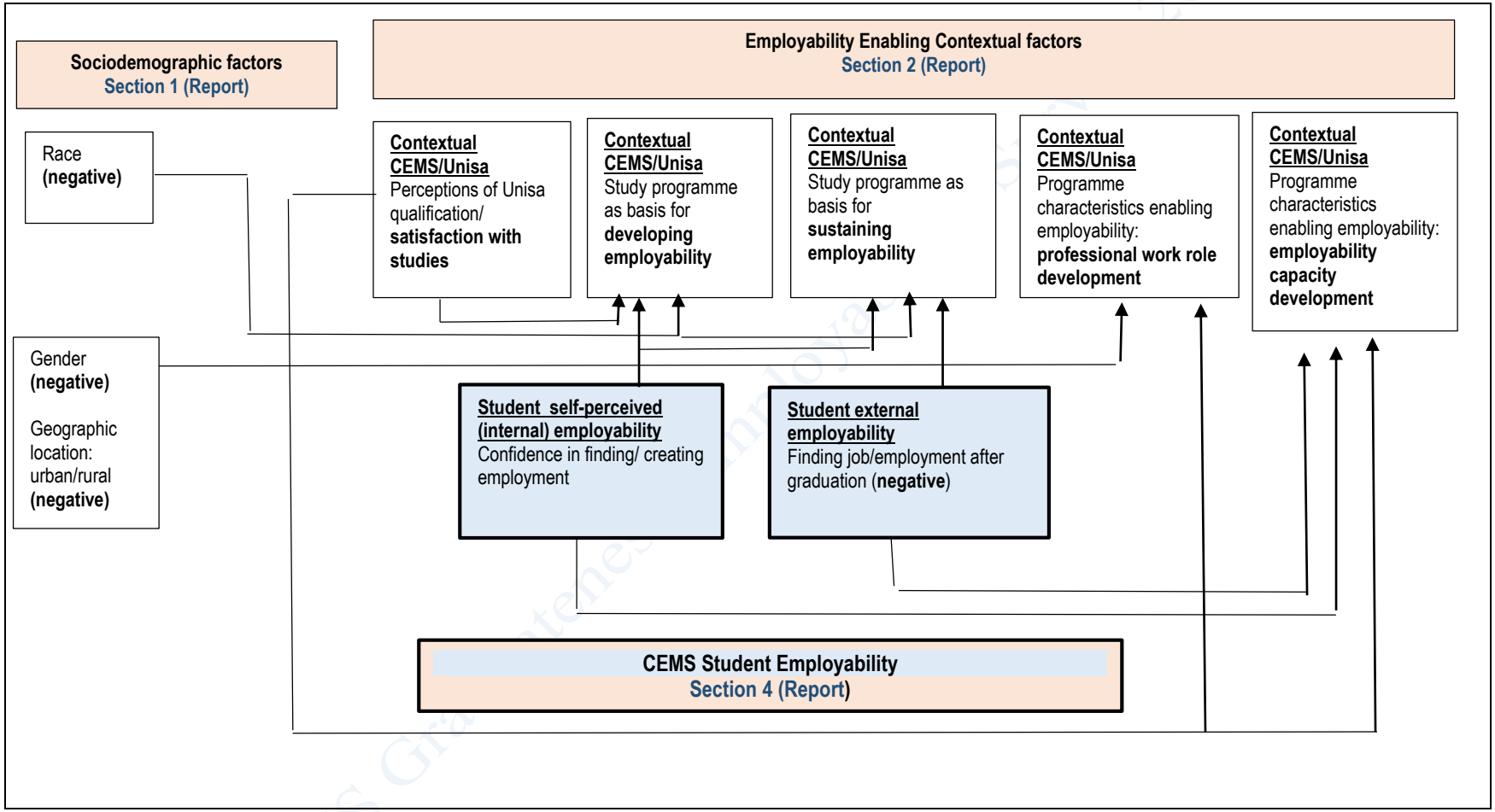

Figure 5.3: Links between Research Model Elements: Best Significant Predictors (Study Programme as Basis for Developing/Sustaining Employability & Enabling Programme Characteristics)

Summary of Key Findings

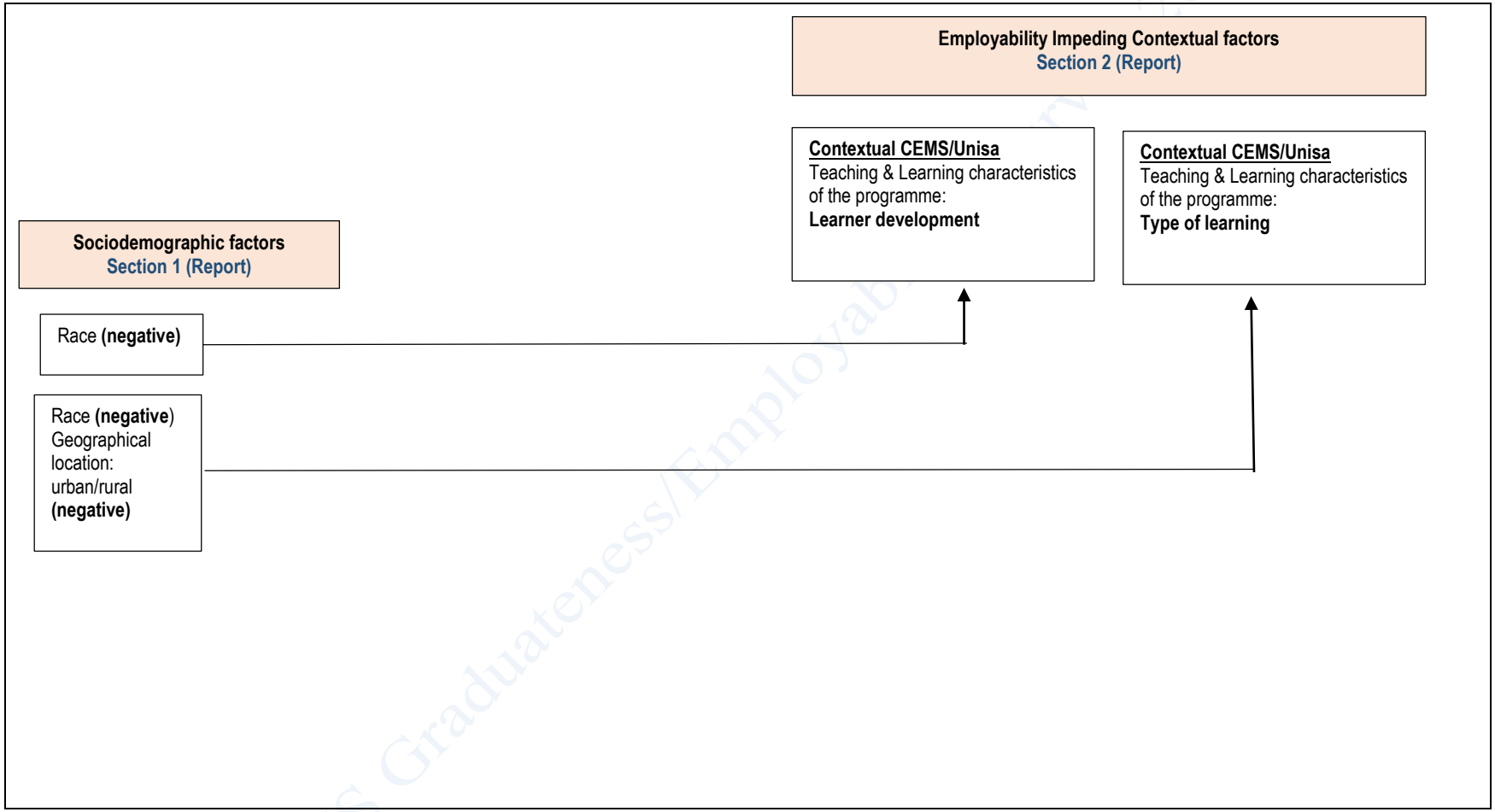

Figure 5.4: Links between Research Model Elements: Best Significant Predictors (Teaching & Learning Characteristics of the Programme)

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Summary of Key Findings

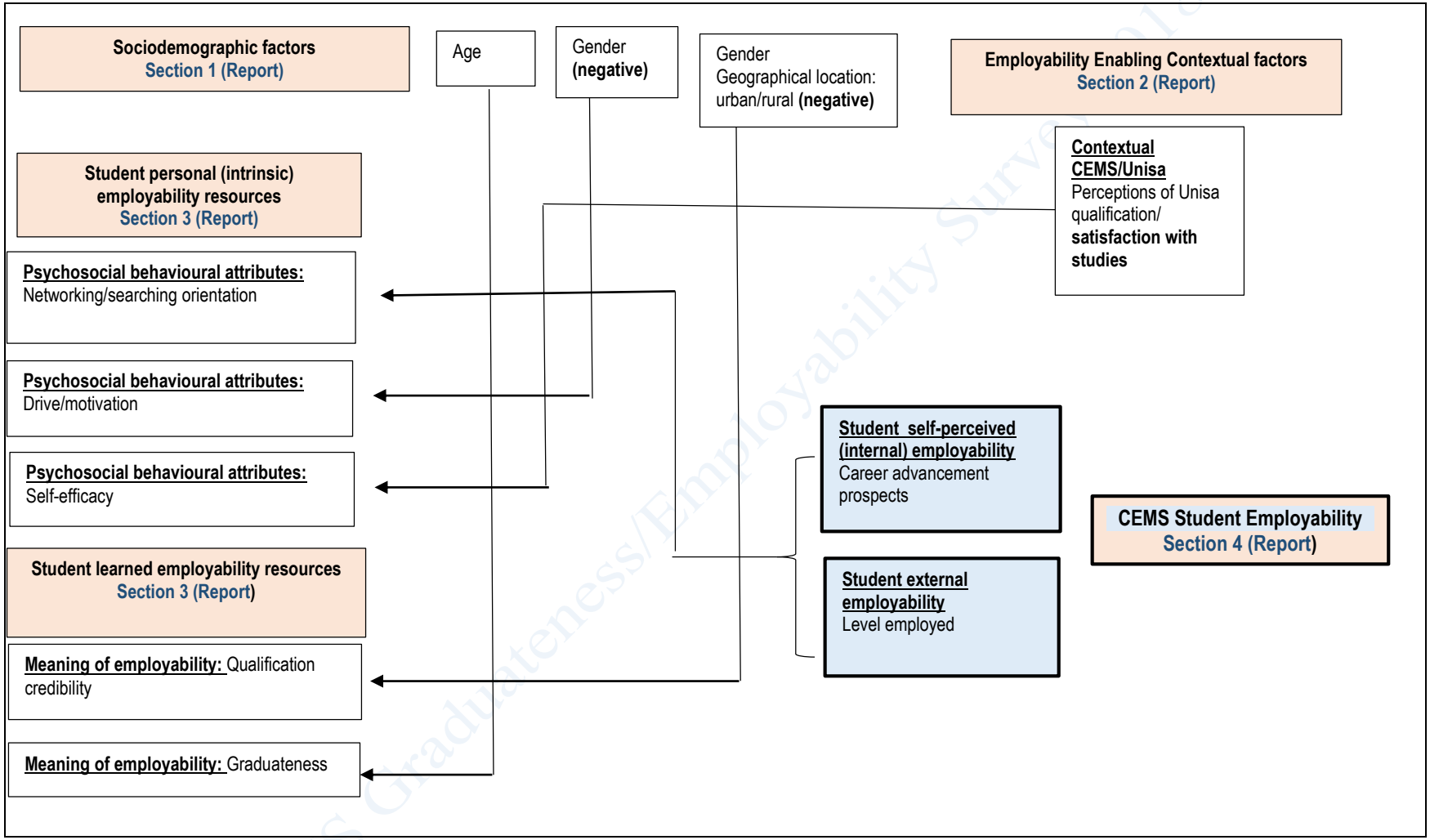

Figure 5.5: Links between Research Model Elements: Best Significant Predictors (Psychosocial Behavioural Attributes/ Meaning of Employability)

CEMS Graduateness/Employability Survey 2018

Summary of Key Findings

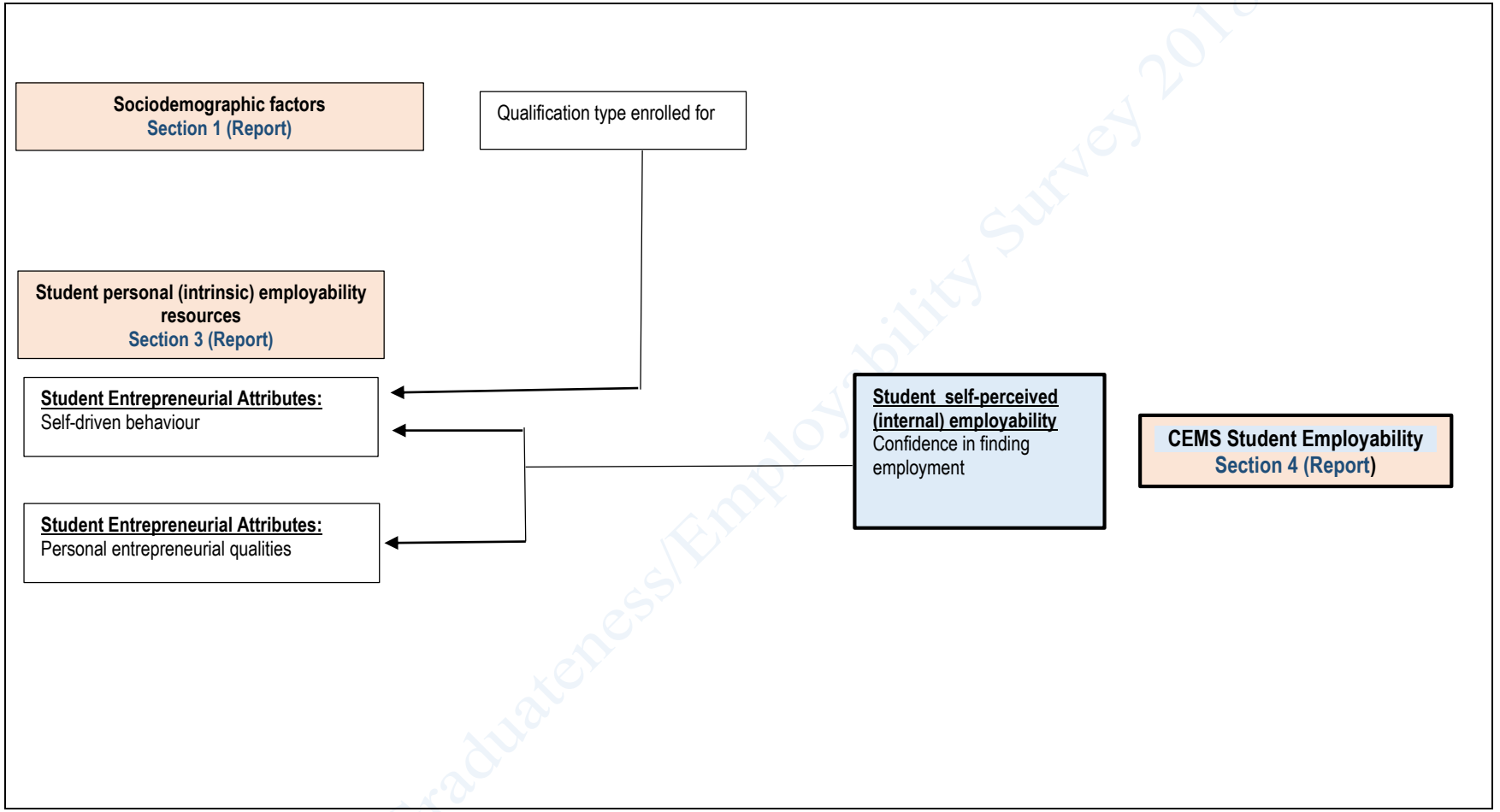

Figure 5.6: Links between Research Model Elements: Best Significant Predictors (Student Entrepreneurial Behaviour)

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Summary of Key Findings

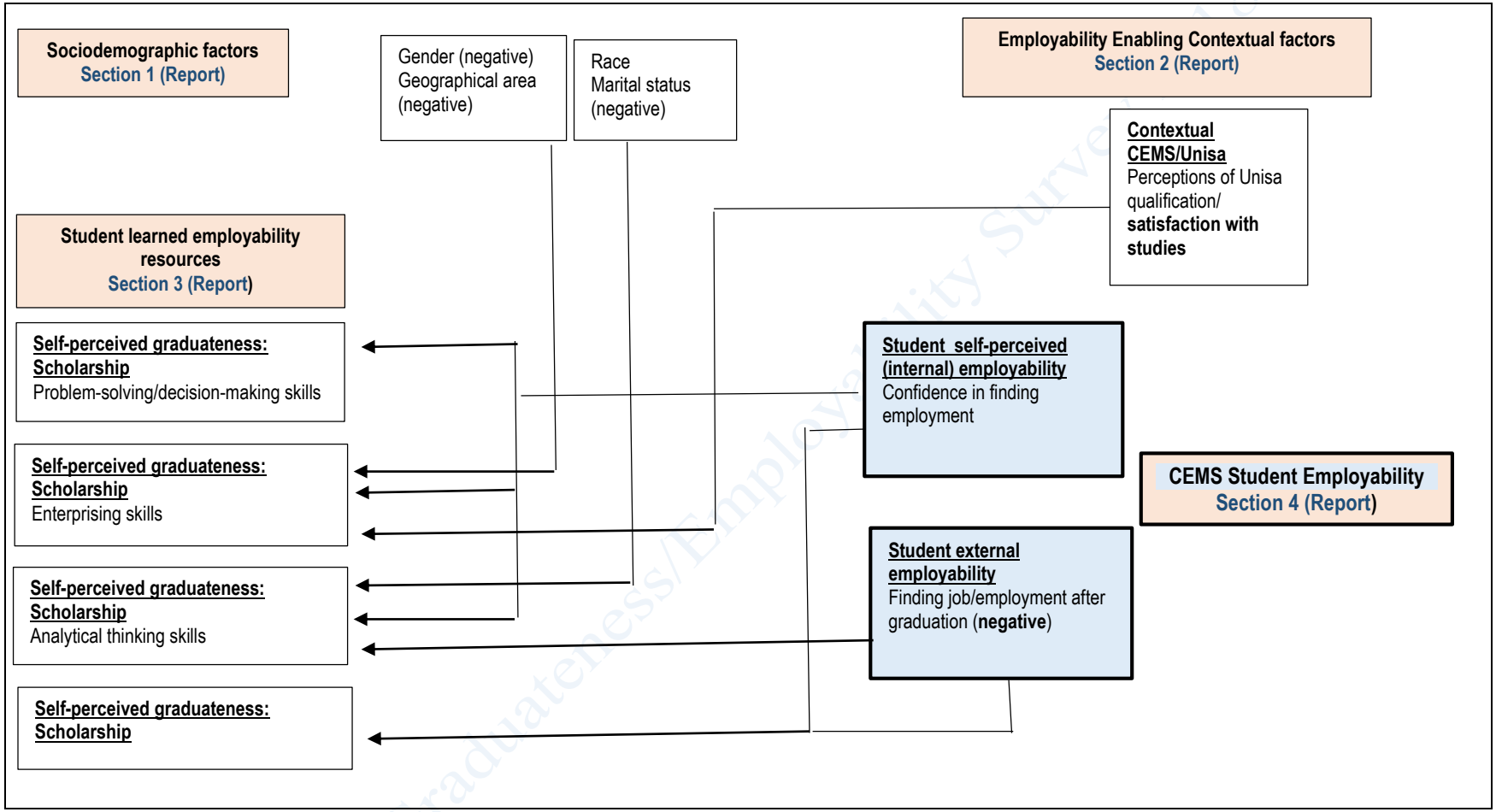

Figure 5.7: Links between Research Model Elements: Best Significant Predictors (Graduateness Attributes & Skills: Scholarship)

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Summary of Key Findings

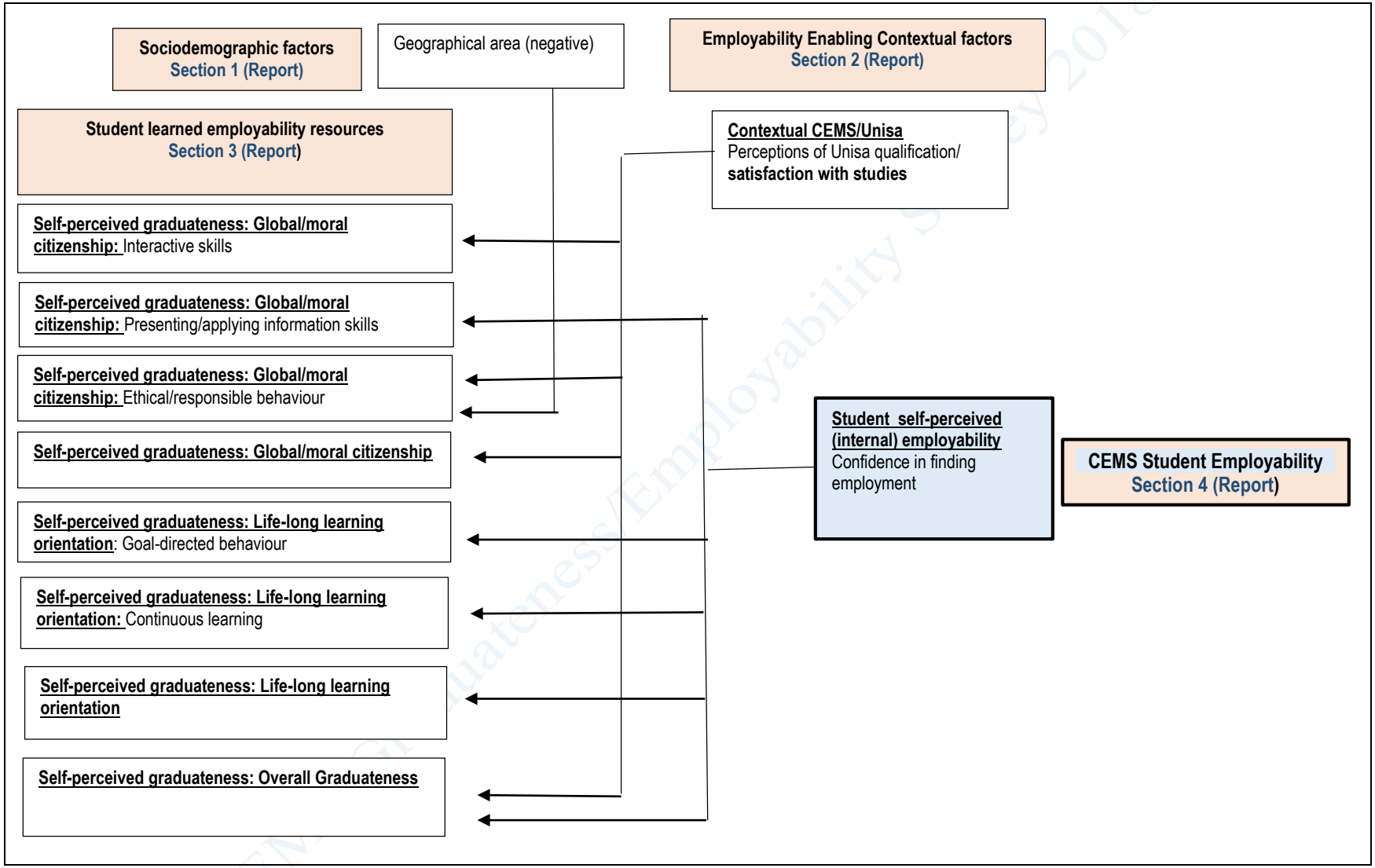

Figure 5.8: Links between Research Model Elements: Best Significant Predictors (Graduateness Attributes & Skills: Global/moral Citizenship & Life-Long Learning Orientation)

5.2 Overview of Core Findings: Best Significant Employability Factors Predicting Student Graduateness

Set 2: Identifying the significant best employability factors predicting student level of graduateness (GSAS elements):

- Social contextual factors (marketability and entrepreneurial orientation)
- Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities)
- Study programme as basis for developing and sustaining employability
- Programme characteristics enabling employability (professional work role development and employability capacity development)
- Teaching and learning characteristics of the programme (content, type learning, learner development)
- Psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy
- Meaning of employability (qualification credibility, graduateness)
- Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities)
- Employer: importance of employability competencies/attributes
- Student: importance of employability competencies/attributes

Best significant predictors	Outcome variables
• Self-driven behaviour (entrepreneurial behaviour) • Employer: importance personal employability qualities (Employability) • Student: importance business/entrepreneurial skills (Employability) • Geographical area (urban/rural) - negative • Student importance personal employability qualities (Employability) • Credibility qualification (Meaning employability) • Employer importance graduateness (employability) negative • Market/sociocultural conditions (reason not finding a job) negative $F = 34.78$; $p = .000$ $R^2 = .67$ (large practical effect)	Self-perceived level of competence on graduateness skills and attributes (scholarship, global/moral citizenship behaviour, life-long learning behaviour)

CEMS Graduateness/Employability

Summary of Key Findings

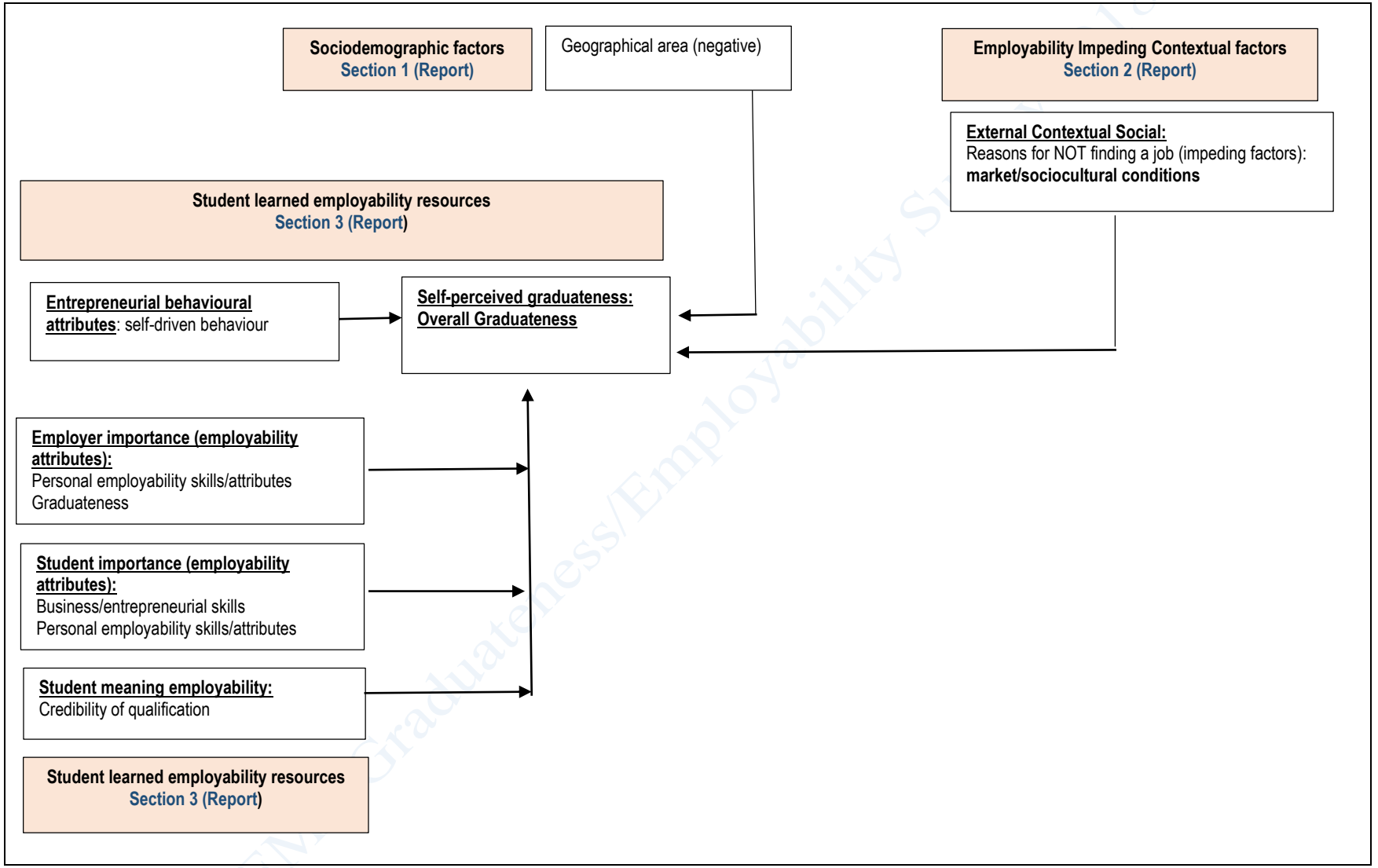

Figure 5.9: Links between Research Model Elements: Best Significant Predictors (Self-perceived Competence on Graduateness Attributes & Skills: Student Graduateness

5.3 Overview of Core Findings: Best Significant Predictors of Employability Factors

Set 3: **Identifying the significant best predictors of employability factors:** Qualification, study programme as basis for developing and sustaining employability, programme characteristics enabling employability (professional work role development and employability capacity development), teaching and learning characteristics of the programme (content, type learning, learner development), psychosocial behavioural attributes (networking/searching orientation, drive/motivation, self-efficacy	
Best significant predictors	**Outcome variables**
• Drive/motivation (psychosocial behavioural attribute) • Self-efficacy (psychosocial behavioural attribute) negative $F = 4.39$; $p = .000$ $R^2 = .18$ (moderate practical effect)	Reasons for NOT finding a job (geography/experience/support; market/sociocultural conditions; personal employability capacities)
• Drive/motivation (psychosocial behavioural attribute) • Content (Teaching & learning programme) • Employability capacity development (programme enabling characteristics) negative $F = 12.31$; $p = .000$ $R^2 = .23$ (moderate practical effect)	Geography
• Employability capacity development (programme enabling characteristics) negative $F = 10.49$; $p = .001$ $R^2 = .06$ (small practical effect)	Conditions
• Drive/motivation (psychosocial behavioural attribute) • Content (Teaching & learning programme) $F = 8.22$; $p = .000$ $R^2 = .09$ (small practical effect)	Meaning of employability (qualification credibility, graduateness)
• Drive/motivation (psychosocial behavioural attribute) • Content (Teaching & learning programme) • Employability capacity development (programme enabling characteristics) negative $F = 6.66$; $p = .000$ $R^2 = .10$ (small practical effect)	Qualification credibility
• Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (psychosocial behavioural attribute) $F = 6.62$; $p = .002$ $R^2 = .07$ (small practical effect)	Graduateness
• Self-efficacy (psychosocial behavioural attribute) • Sustain employability (Study programme as basis) • Drive/motivation (psychosocial behavioural attribute) $F = 22.82$; $p = .000$	Student entrepreneurial behavioural attributes (self-driven behaviour, personal entrepreneurial qualities)

CEMS Graduateness/Employability Study

R^2 = .30 (large practical effect)	
• Self-efficacy (psychosocial behavioural attribute) • Sustain employability (Study programme as basis) • Drive/motivation (psychosocial behavioural attribute) F = 21.78; p = .000 R^2 = .29 (large practical effect)	Self-driven
• Self-efficacy (psychosocial behavioural attribute) • Sustain employability (Study programme as basis) F = 19.89; p = .000 R^2 = .19 (moderate practical effect)	Personal entrepreneurial qualities
• Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (psychosocial behavioural attribute) • Develop employability (Study programme as basis) F = 17.24; p = .000 R^2 = .24 (moderate practical effect)	Employer: importance of employability competencies/attributes
• Self-efficacy (psychosocial behavioural attribute) • Develop employability (Study programme as basis) • Drive/motivation (psychosocial behavioural attribute) F = 10.85; p = .000 R^2 = .16(moderate practical effect)	Employer: importance personal employability qualities
• Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (study behaviour) • Develop employability (Study programme as basis) F = 13.43; p = .000 R^2 = .20 (moderate practical effect)	Employer: importance of business/entrepreneurial skills
• Drive/motivation(psychosocial behavioural attributes F = 13.31; p = .000 R^2 = .14 (moderate practical effect)	Employer: importance of autonomy/leadership
• Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (psychosocial behavioural attribute) • Type learning (Teaching and Learning programme) negative • Content ((Teaching and Learning programme) F = 13.06; p = .000 R^2 = .24 (moderate practical effect)	Employer: importance of graduateness
• Content (Teaching and Learning programme) • Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (psychosocial behavioural attribute) • Type learning (Teaching and Learning programme) negative F = 11.23; p = .000 R^2 = .21 (moderate practical effect)	Student: importance of employability competencies/attributes

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• Content (Teaching and Learning programme) • Self-efficacy (psychosocial behavioural attribute) *F* = 15.03; *p* = .000 R^2 = .16 (moderate practical effect)	Student: importance of autonomy/leadership
• Employability capacity development (Programme characteristics enabling) • Drive/motivation (psychosocial behavioural attribute) *F* = 14.62; *p* = .000 R^2 = .15 (moderate practical effect)	Student: importance of personal employability qualities
• Self-efficacy (psychosocial behavioural attribute) • Drive/motivation (psychosocial behavioural attribute) • Professional work role development (Enabling programme characteristics) *F* = 9.16; *p* = .000 R^2 = .14 (moderate practical effect)	Student: importance of business/entrepreneurial skills
• Content (Teaching and Learning programme) • Drive/motivation (psychosocial behavioural attribute) • Type learning (Teaching & Learning programme) negative • Self-efficacy (study behaviour) *F* = 10.79; *p* = .000 R^2 = .21 (moderate practical effect)	Student: importance of graduateness

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Summary of Key Findings

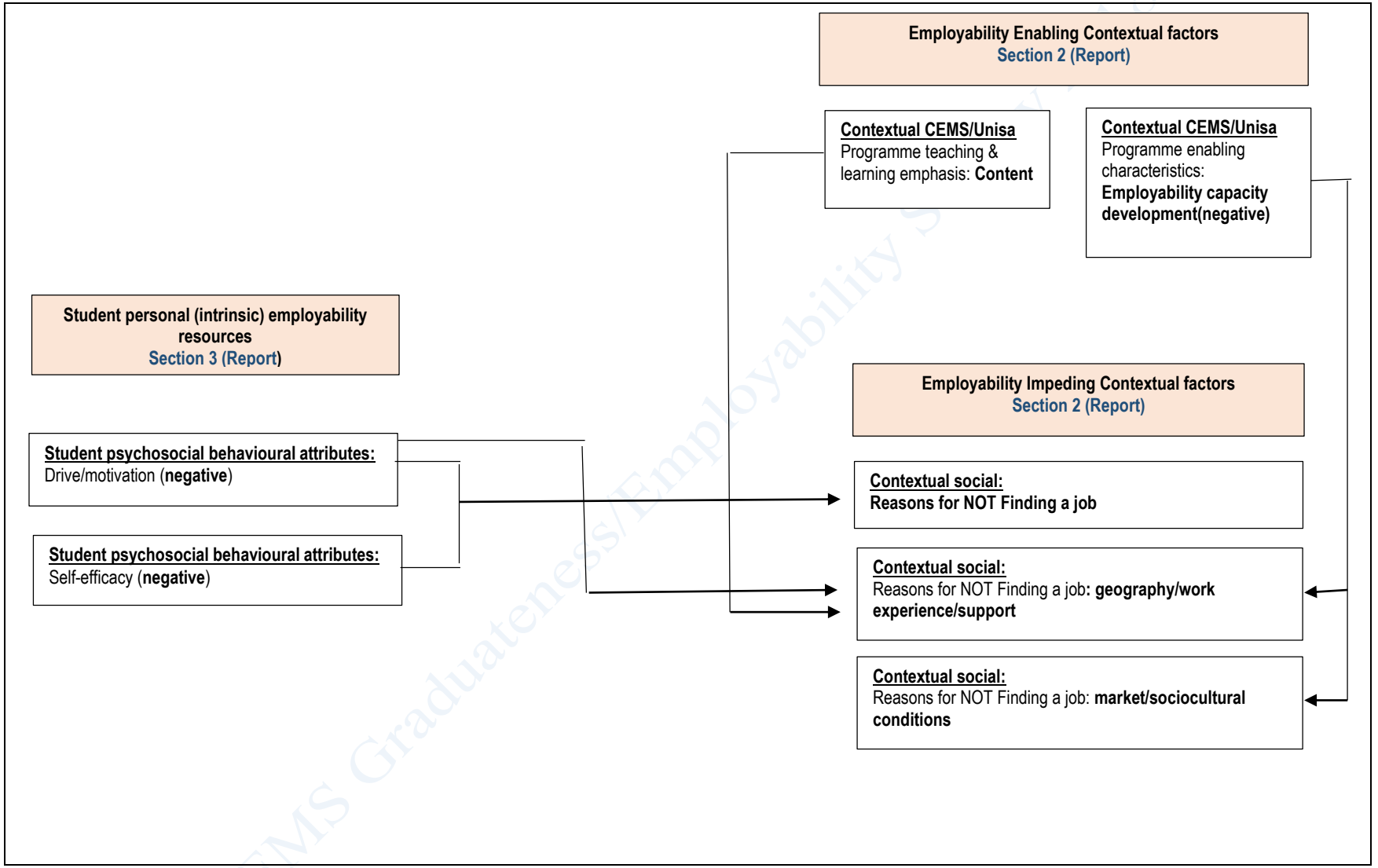

Figure 5.10: Links between Research Model Elements: Best Significant Predictors (Employability Factor: Reasons for NOT finding a job)

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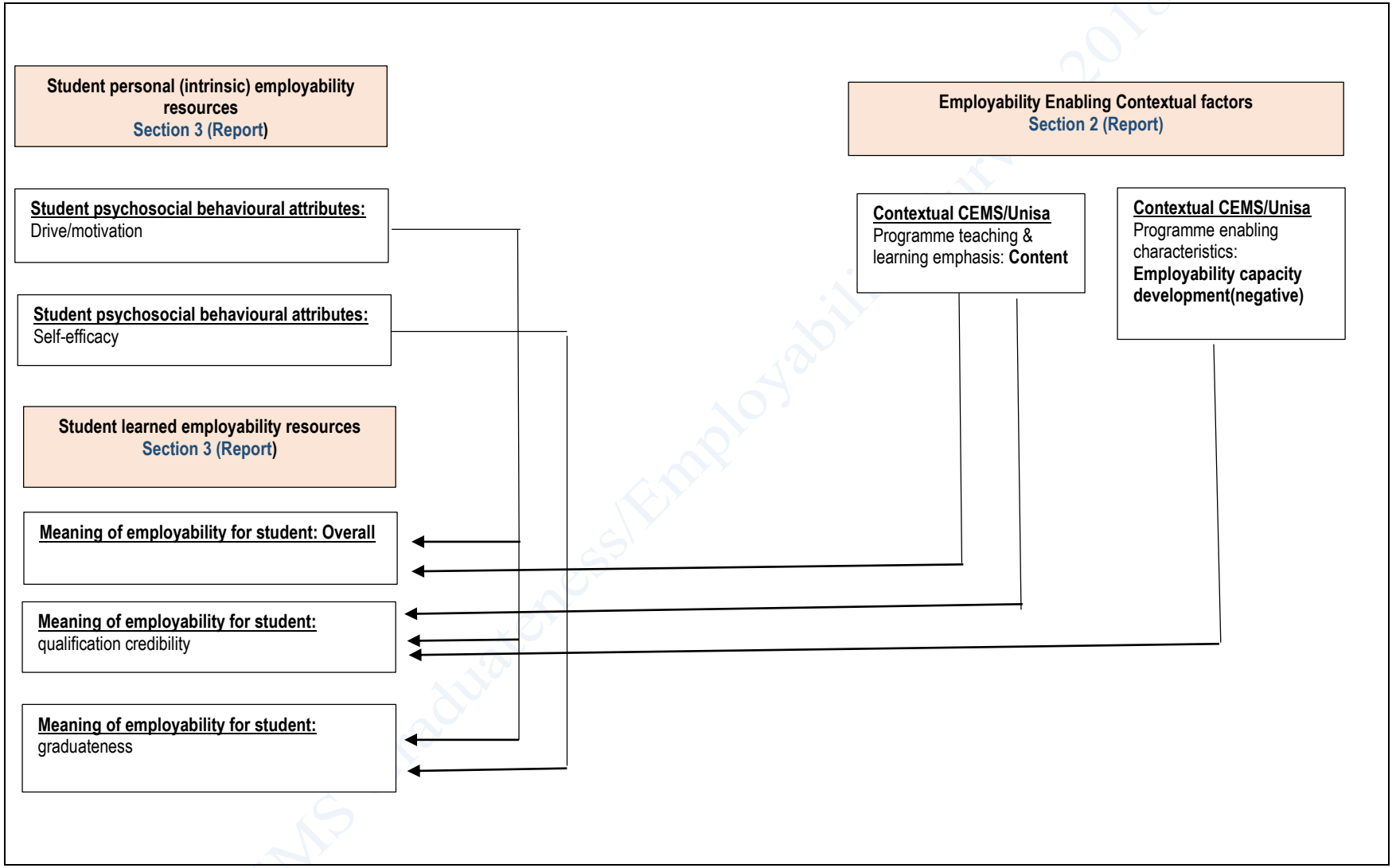

Figure 5.11: Links between Research Model Elements: Best Significant Predictors (Employability Factor: Meaning of Employability)

Summary of Key Findings

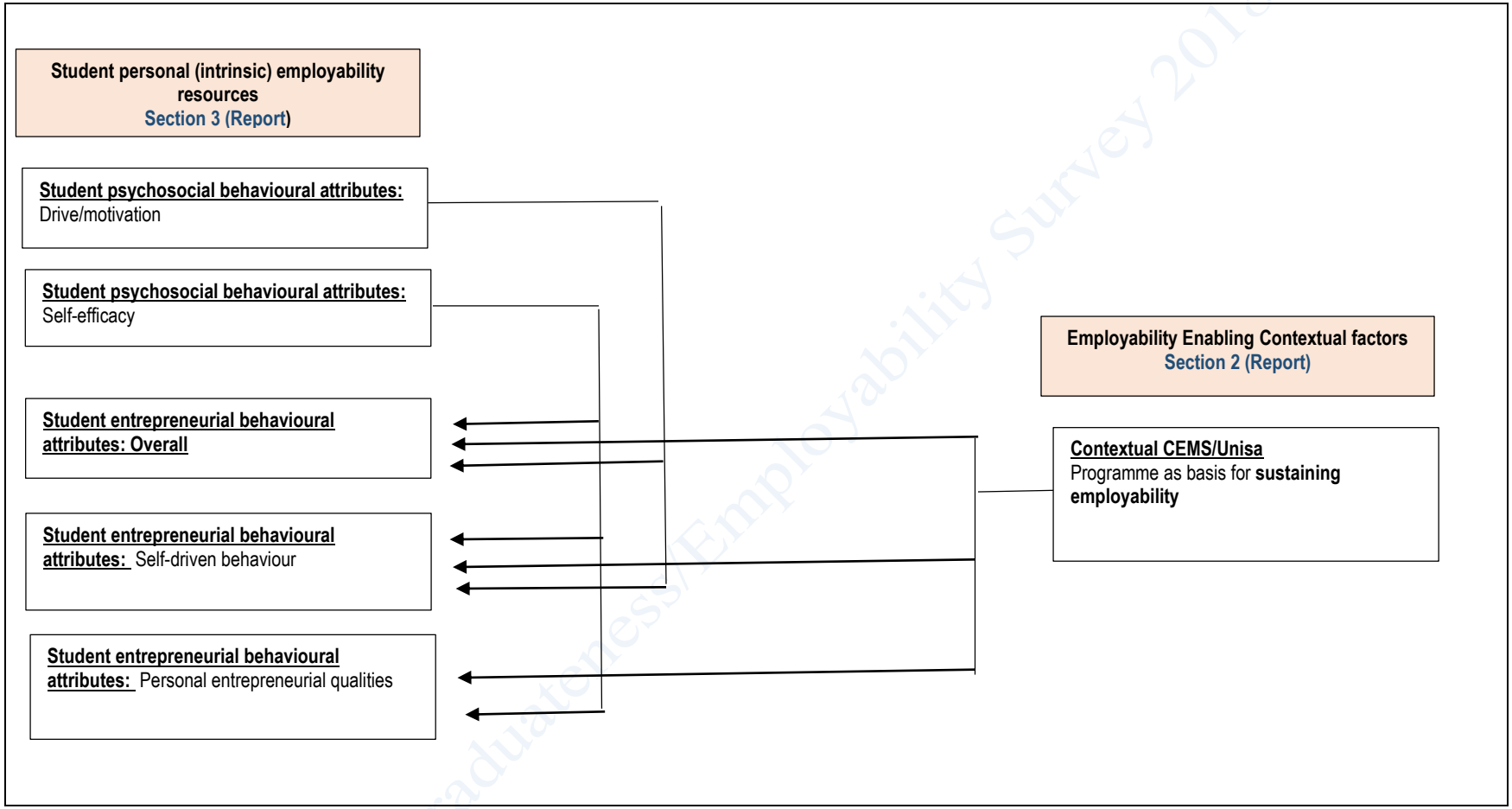

Figure 5.12: Links between Research Model Elements: Best Significant Predictors (Employability Factor: Entrepreneurial behavioural attributes)

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Summary of Key Findings

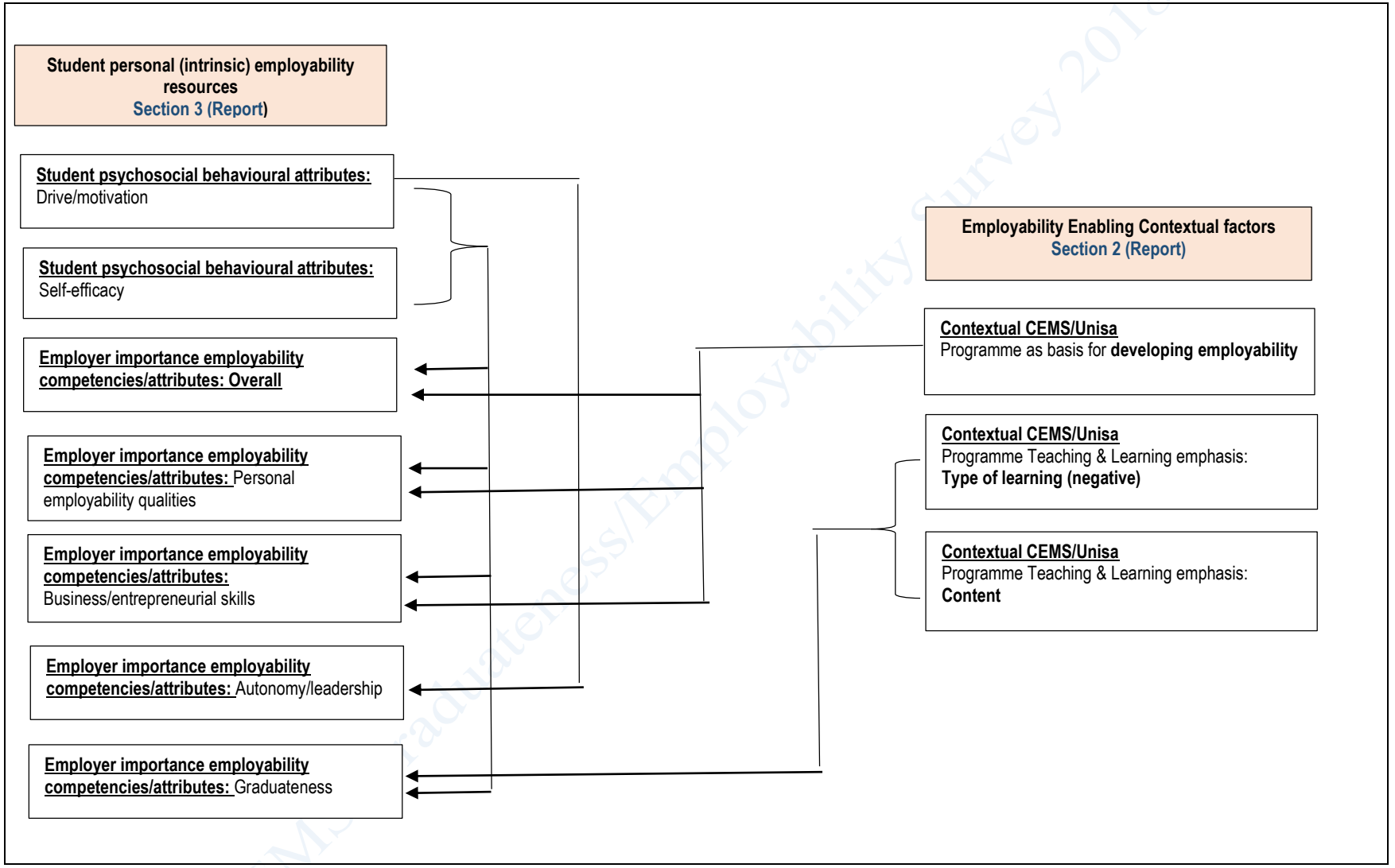

Figure 5.13: Links between Research Model Elements: Best Significant Predictors (Employability Factor: Employer: Importance of employability competencies/attributes)

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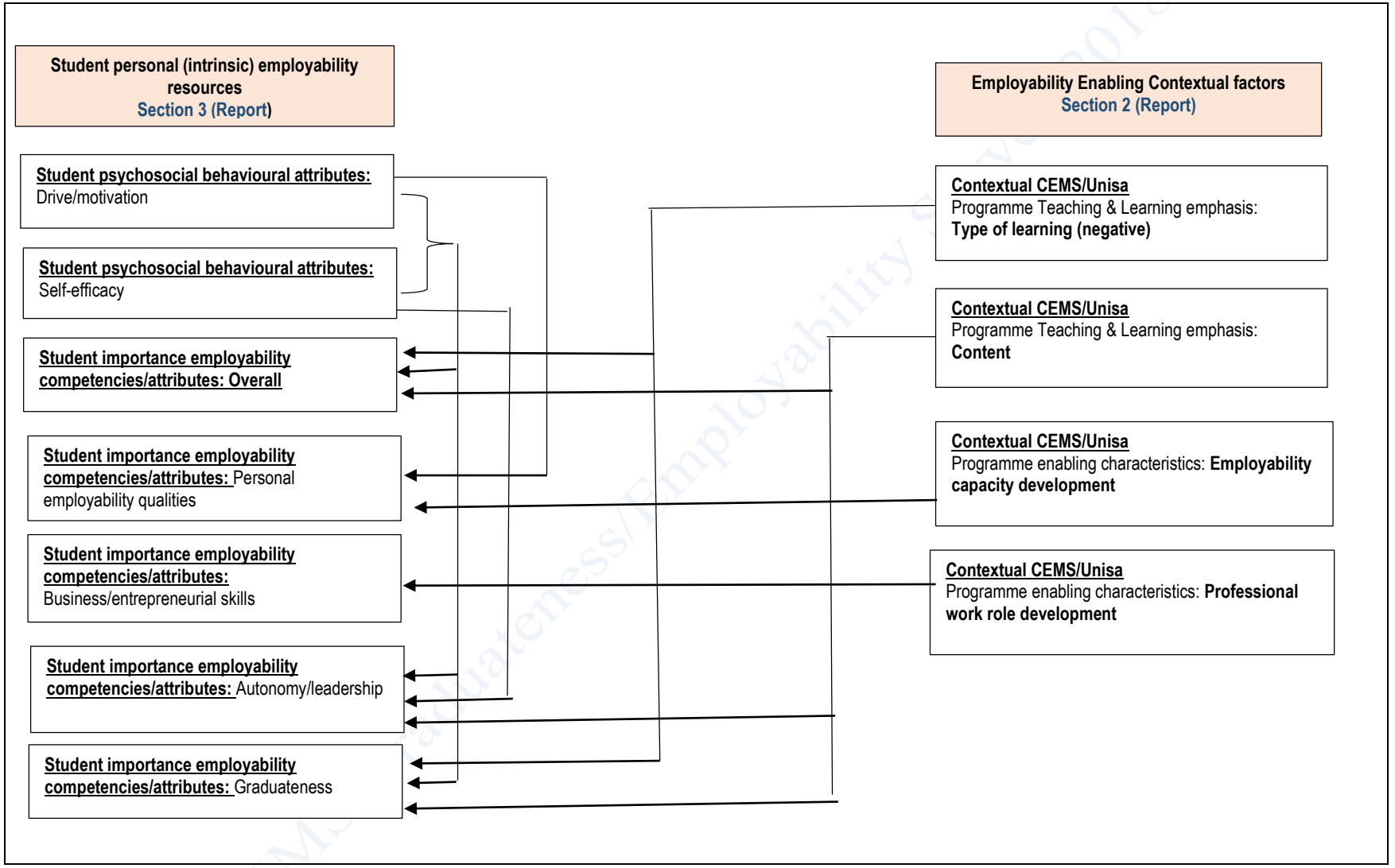

Figure 5.14: Links between Research Model Elements: Best Significant Predictors (Employability Factor: Student: Importance of employability competencies/attributes)

Section 6

Empirical Results

Student Graduateness and Employability

Conclusions and Recommendations for Teaching & Learning Practice and Research

CEMS Graduateness/Employability Survey 2018

6.1 Integration of Findings and Conclusions

NOTE: The narrative conclusions formulated below are only generalisable to the sample of participants. Notwithstanding the limitations of the small sample size, the findings indicated some general patterns that provide a snapshot window on the current state of the IOP/HRM postgraduate student employability, and factors that appeared to have contributed to, or potentially impeded the students' employability.

6.1.1 CEMS STUDENT EMPLOYABILITY

- The CEMS/Unisa IOP/HRM postgraduate student generally appears to feel confident about their graduateness/employability. They described "employability" as meaning that the qualification has credibility in the employment market and is seen to be of high quality, including the graduateness of the student (i.e. having a repertoire of generic transferable competencies, skills and personal qualities sought after by employers as well the ability to transfer those competencies/skills/qualities into the workplace – see **point 6.1.2**). Entrepreneurial orientation and attributes were also emphasised as an aspect of student graduateness/employability and their marketability, or reason for being able to find a job/create employment. Although students indicated confidence in these aspects of their graduateness/employability, some findings point to further and continued enhancement of these aspects.
- The findings indicated significant links between students' perception of the meaning of employability and their perception of study programme teaching & learning content, including employability capacity development.
- Perceiving the study programme, and the type and content of teaching & learning, as basis for developing employability and professional work role development was significantly linked with students' perceptions of both employer and student requirements of employability attributes such as personal employability qualities, business/entrepreneurial skills, autonomy/leadership and graduateness. Entrepreneurial orientation was significantly linked with perceiving the study programme as basis for sustaining employability.
- The findings indicated significant positive links between students' confidence in finding employment, and their perceptions of the study programme being a basis for developing and sustaining their employability, including the teaching & learning contributing to employability capacity development. Being able to find a job/employment after graduation was significantly linked with the teaching & learning characteristics of the study programme (i.e. contribution to employability capacity development).
- The IOP/HRM postgraduate students are predominantly employed in professional IOP/HR occupations with an adequate work experience basis as reflected in their occupational tenure status. Their tenure and employment status allude to the credibility of their perceptions of employer requirements regarding student employability.
- Students indicated work experience as an important aspect of their employability. They in general indicated a level of dissatisfaction with the practical, workplace-based experience offered by the study programmes, which they deemed as important for employability. They further indicated a need to be able to build portfolios of learning and work experience through their study programmes because of these being required by employers. Students highlighted as qualitative themes the need for practical professional training (real-life practicals) in their field of study, especially in IOP field (professional HPCSA registration).
- Lack of work experience, labour market saturation (qualification not required or not being credible), uncertain labour market conditions, and parental/social/cultural factors were reported as the most predominant contextual (external) factors impeding students' ability to find employment. The findings indicated significant links between these factors and students' perceived graduateness, including the teaching & learning content, and employability capacity development of the study programme.
- Some of the perceived internal impeding factors (reasons for not being able to find employment) included not having the right qualification, competencies, skills, knowledge for the job/occupation, work experience, and lacking entrepreneurial competencies.

- The qualification seems generally to be in line with the level of occupation/job that the student is employed at, although some students indicated that they are employed in positions lower than the qualification level.
- The students indicated optimism about their career advancement prospects and confidence in their ability to find employment, or even a better form of employment. The findings indicated significant positive links between perceptions of career advancement prospects, and students' perceptions of their marketability and entrepreneurial orientation.
- However, some findings indicated that students need career guidance and support in enhancing their confidence in job search, employer interviews, and career advancement prospects. In this regard, CEMS could consider creating awareness of the services and potential role of the Unisa Directorate: Counselling and Career Development for Career, Personal and Academic Counselling. In general, students indicated a lack of awareness of the services offered by the Directorate. Students indicated their primary strategies for finding emplyment being the traditional way of sending applications and offers to employers, followed by doing contract/part-time jobs or internships. They indicated a need for support in terms of job searching techniques and employment preparation/guidance, such as writing CVs, building social networks, and presenting themselves to employers.
- The students also indicated entrepreneurial thoughts and the probability of creating self-employment opportunities. The findings indicated significant positive links between confidence in finding employment, and graduateness and entrepreneurial attributes (self-driven behaviour and personal entrepreneurial qualities). Note: The IOP/HRM student's entrepreneurial orientation and thoughts may potentially be attributed to the possibilities of creating self-employment in the form of private practice/consultation roles as psychometrists/industrial psychologists or HR practitioners.
- Students further expressed satisfaction with their studies at CEMS/Unisa and the study programme.
- Students felt positive about the extent to which the IOP/HRM postgraduate programme formed a basis for developing and sustaining their employability. The findings indicated significant positive links between (1) study satisfaction and entrepreneurial orientation, including employability self-efficacy and graduateness; (2) the study programme being a basis for developing employability; and (3) dissatisfaction with studies and personal employability capacities
- The flexibility of the Unisa ODel context appeared to contribute to the students' ability to start searching and finding employment while still studying, or finding employment within a few months after graduation.
- Students also indicated the flexibility offered by the ODeL mode as the primary reason for choosing Unisa as university of choice for their studies. In this regard, CEMS might consider adding marketing the credibility/quality of the CEMS/Unisa qualification and value-added to student employability as an additional element because of the weight the qualification credibility/quality carries in the employment market as an aspect of student employability.

6.1.2 STUDENT PERSONAL (INTRINSIC) AND LEARNED EMPLOYABILITY RESOURCES

- **Overall, participants seem to feel confident about their capacity to demonstrate the following psychosocial attributes in support of their employability:**
    - Inner drive and motivation to find opportunities to apply their learning in real-life work settings, achieving good marks and pass the examination
    - Self-efficacy: confidence in finding a job/creating self-employment opportunities; managing their own career development and personal growth.
- **Overall, participants seem to feel less confident about their capacity to demonstrate the following psychosocial attributes in support of their employability**:
    - Networking/searching capacities: joining professional societies, networking/attending conferences, seminars or workshops for professional development and employability enhancement; developing a social network to support job/employment searching
- **Overall, participants seem to feel confident about their capacity to demonstrate the following entrepreneurial attributes in support of their employability:**

    - **Self-driven behaviour**: following through/succeeding in efforts/plans/goals; self-driven motivation to succeed/make it happen; work ethic; ideas/solutions; coaching/motivating others to success.
    - **Personal entrepreneurial qualities**: worthiness of success; self-efficacy in overcoming problems; willingness to network with others in line of business/profession; feeling responsible for own future; dealing with uncertainties in life; self-motivation; perseverance.
- **Area for enrichment**: recognising opportunities and going after them
- **Overall, participants seem to feel confident about their graduateness skills and attributes including:**
    - The capacity to demonstrate ethical/responsible behaviour and their global/moral citizenship behaviour.
    - moderate confidence regarding their scholarship (problem, solving/decision making skills; enterprising skills; analytical thinking skills); interactive and presenting/applying information skills; and life-long learning behaviour (goal-directed behaviour and continuous learning orientation).
    - The **qualitative themes** highlighted research/innovation skills/gathering information and analysing skills/writing up research and project management skill, including problem solving and analytical reasoning skills, entrepreneurial thinking, and time management skills as valuable skills in enhancing their employability.
- Overall, **perceived employer requirements ito employability attributes (qualitative themes)**:
    - Education/training (reputable qualification); work/job-related experience/ knowledge and competence in field.
    - Highly recognised, qualifications and skills; knowledgeable and smart, educated people with innovative ideas and reputable qualifications
    - Self-confidence and ability to contribute new ideas and be goal oriented/show initiative/self-motivated/innovative and entrepreneurial/autonomy.
    - Life-long learners/affiliation with professional bodies
- **Overall, the participants seem to experience employers to regard the following generic/transferable employability competencies and attributes as being of high importance**: Graduateness; business/entrepreneurial skills; personal employability qualities, and autonomy/leadership. The participants therefore also regarded these employability competencies and attributes as being important to their employability.

6.1.3 PERCEPTIONS OF STUDY PROGRAMME TEACHING & LEARNING CHARACTERISTICS CONTRIBUTING TO/IMPEDING STUDENT EMPLOYABILITY/GRADUATENESS

- Overall, participants feel positive about the extent to which the course material and assignments of the study programme help them apply their knowledge and skills in solving real-life work-related problems and finding innovative solutions that contribute to the business's performance in African/SA contexts.
- The participants generally seem to feel positive about the extent to which the study programme contributes to their professional work role development and employability capacity development.
- The teaching and learning emphasis of the study programmes appears to be predominantly on content that helps students apply their knowledge and skills in real-life scenarios/contexts/practice in African/SA contexts.
- Practical training in professional environment and helping student build portfolios of learning (i.e. showcasing their employability) seem to be an area for enrichment. Students highlighted as qualitative themes the need for practical professional training (real-life practicals) in their field of study, especially in IOP field (professional HPCSA registration).
- Learner development seems to be quite an emphasis in teaching and learning, involving self-reflection on learning derived from assignments, personal and professional development planning, and developing graduateness/employability. Students seem to gain through teaching and learning sound awareness of the importance of these aspects in terms of life- long learning and employability.
- Overall, participants feel positive about the extent to which the IOP/HRM postgraduate programmes form a basis for developing and sustaining their employability.
- **IOP programmes**- all areas of honours/master's modules appear to contribute to students' employability, especially the programme providing opportunities for becoming a psychometrist or industrial psychologist/applying psychological principles applied to managerial and organisational behaviour/offering professional registration. **Note:** Students also expressed a concern that they still expect the IOP Honours programme to allow them to

qualify as psychometrists- the fact that the programme does not provide registration opportunities with HPCSA is according to them not on the qualification website, and they discover this only after registration (discontent expressed).

- **HRM programmes**: most contributing factors to students' employability appear to be knowledge and skills in terms of human resource management/strategic HRM/talent intervention frameworks/labour-employee relations/negotiation skills/understanding the business market/policy implementation/ application/relevance in workplace.
- Areas to further address appear to be exposing students to employers and employment options in the field of study (career guidance), and developing entrepreneurial competencies in creating/finding employment.
- Although the current studies seem to help prepare students for the world of work, the findings also suggest that more could be done through teaching and learning.
- A concern is the students' general low level of work experience gained through their studies. The findings highlighted work experience as a key requirement from employers.
- **Elements of study programme impeding student employability**:
    - **IOP Hons**: students feel that more can be done where practical experience required to register as psychometrist/ IOP Hons programme is not registered/accredited with HPCSA- students cannot register as psychometrist/ this information is not clearly communicated in IOP Hons programme (website) while the student strives to register professionally with HPCSA.
    - **IOP Hons & Masters**: Students also feel that more can be done in IOP postgraduate programmes regarding education and training on psychometrics (i.e. apart from psychological assessment, also an emphasis needed regarding new test development and practical experience in workplace), including policy development (this is a requirement for their employability as IOP student).
    - **IOP and HRM programmes**: Not to have a compulsory in-service practical training in workplace impedes employability while it can improve chances to obtain employment – students express a need for actual real-life practicals in the workplace in order to enhance their work experience which is an employer requirement.
    - **IOP and HRM**: The study programme is demanding (study work load unrealistically high)
- **Areas for further enrichment in study programme emphasis appear to include**:
    - Although the course material and assignments of the study programme are seen to help students apply new knowledge and skills in solving work-related problems and finding innovative solutions that contribute to the business's performance, they also indicate that more could be done in this area (i.e. good foundation in place, but enrichment needed)
    - Greater emphasis needed on the application of Afrocentric paradigms, principles and philosophies in solving real-life challenges/problems
    - Greater emphasis needed regarding compiling portfolios of learning (i.e. showcasing employability)
    - Greater emphasis needed regarding practical training in a professional environment
    - Self-assessments as part of self-reflection and continuous development planning needed
    - The predominant type of learning appears to be individual assignments and knowledge assessment, although students seem to need enrichment in teaching and learning strategy in the form of collaborative online learning activities.

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6.2 Recommendations: Teaching & Learning Practice

It is recommended that the IOP/HRM postgraduate programmes sustain and/or enhance the following aspects in their teaching & learning practice:

- Integrate development of graduateness, employability capacity, professional work role development, and personal and professional growth and development (i.e. life-long learning) in the study programme teaching and learning content, and type of learning (i.e. self-assessments allowing self-reflection on learning, assignments and assessments).
- Integrate the graduateness skills and attributes, including the employability attributes and skills, and entrepreneurial qualities and skills deemed important by employers in the module outcomes, content, teaching & learning, and assessment strategy.
- Integrate teaching & learning, and assessment tasks that enable students to apply/transfer the learned knowledge and graduateness/employability skills and attributes in real-life work contexts. Integrate portfolios of learning regarding building these graduateness and employability capacities.
- Create awareness in IOP/HRM departments of the factors contributing/impeding student employability, including the elements of the study programmes that contribute to, or are perceived to impede students' employability.
- Create awareness in IOP/HRM modules of the qualification's credibility/quality in the market, the factors contributing/impeding student employability, including the elements of the study programmes that contribute to students' employability (i.e. students should be able to link the modules' purpose, outcomes, assessment criteria, and assignment tasks to their graduateness and employability as an IOP/HRM student). Note: IOP/HRM academics should have a knowledge base of employer requirements, i.e. what employers expect of the IOP/HRM student regarding their professional work roles and employability. The Advisory Boards of the departments may potentially play an important role in this regard.
- IOP/HRM programmes to consider engaging postgraduate students in practicals conducted in communities in order to help them build portfolios of learning, and showcasing their work experience and employability.
- Encourage students to join professional societies in the field of study, e.g. SIOPSA and SABPP as students. This should give students more exposure to their field of study and possible work opportunities within and around IOP/HRM. Maybe being exposed to such societies may provide students with the platform to see what opportunities are available in their field of study, including business opportunities.
- Formal and summative assessments should include aspects of work /business ethics and ethical conduct; and students must show how they will continue to be ethical global and organisational citizens.
- Both formal and summative assessment could move away from being venue based and text book based to be more workplace orientated.
    - Formative assessments can be in the form of real life scenarios with a self-reflection component.
    - Summative assessments can be a portfolio assessing not only content knowledge but the application of graduateness skills and attributes (such as problem-solving, decision-making, analytical skills, etc) in a case study scenario.

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6.3 Recommendations: Research

6.3.1 LIMITATIONS OF THE RESEARCH DESIGN

The findings should be interpreted with caution due to the following limitations of the research design:

- No generalisations can be made regarding the findings because of the relative small sample that participate.
- The sample was limited to a relative small sample of IOP/HRM postgraduate students which limited the transferability of the findings to other qualifications/study programmes within CEMS.
- Tests for significant mean differences between age, race, and gender groups could not be reliably conducted because of the small sample size. Although one could have conducted such tests, the results may potentially lack credibility. Larger sample sizes (i.e. N > 350) are need to test the survey instrument factors for structural equivalence across age, race and gender groups before meaningful and credible tests for significant mean differences among these groups can be performed.
- The study was cross-sectional in design, therefore no cause-effect links between the research model factors can be established.
- The construct validity of the survey instrument could not be established because of the small sample size
- The self-reporting, cross-sectional research design could imply elements of common method bias and measurement error. The findings therefore need to be interpreted with caution.

6.3.2 RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations are made in order to address the limitations of the pilot survey:

- A larger sample of CEMS postgraduate qualifications/study programmes should be involved to be able to generalise the findings.
- A larger sample will enable testing for common method bias, and construct validity of the survey instrument, and assist with further refinement of the survey instrument.
- Conduct structural equivalence of the factor structure of the survey instrument on a larger sample of participants (N>350). This will enable testing for significant mean differences among the age, race, and gender groups and between study programmes.
- A multipronged data collection approach should be followed to increase the response rate: e-survey, postal and group sessions.
- Conduct a survey among employers to obtain their requirements of student employability.

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