PERSONALITY AND SELF-ESTEEM AS PREDICTORS OF EMPLOYABILITY AMONG FINAL YEAR STUDENTS AT A PREVIOUSLY DISADVANTAGED SOUTH AFRICAN UNIVERSITY

THE FACULTY OF MANAGEMENT AND COMMERCE

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MINI DISSERTATION

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DECLARATION

I, Cedric Muzerengwa (201104003), hereby declare that the dissertation titled “Personality and self-esteem as predictors of employability among final year university students at a previously disadvantaged South African university” is my own original work and it has not been submitted, and will not be presented at any other University or institution for a similar or any other degree award.

Signature: ___________________                  Date: _______________________

_________________________
ACKNOWLEDGEMENTS

Throughout the entire time of compiling this dissertation, there were some people who provided their support towards its completion.

Firstly, I acknowledge God the almighty, through Him, I am more than a conqueror and for permitting me the chance to not only study well but also be able to complete this research.

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DEDICATION

I dedicate this project to our Lord for His wisdom and strength he gave me to complete this study. Lastly I also dedicate this project to my parents, Pinos Muzerengwa and Emogine Hatitye and my brother Keith Muzerengwa; you will always be my rock, strength and motivation. I will always love you.
ABSTRACT

Orientation: The high unemployment level in South Africa has caused even graduates to be unemployed and yet they hold university degrees. This has increased pressure on the job seeking students to develop factors that influence employability, hence the study seeks to identify whether personality and self-esteem act as predictors of employability among final year university students.

Research purpose: The objectives of this investigation were to examine whether personality, as is typically found in personality type research tool such as the, (Myers Briggs personality indicator) and self-esteem positively predict employability among final year university students. Secondly, to determine the personality types that significantly predict employability among final year university students. The last objective was to determine whether self-esteem significantly predicts employability among final year university students.

Motivation for the study: This investigation is particularly important because it looks at the non-academic attributes that make job-seeking students able to attain a job and also sustain that job. The 21st century workplace is ever changing, and students are required to build proactive personalities that help them increase their employability level and stand a higher chance of getting employed.

Research design, approach and method: A quantitative survey research design was used and a questionnaire was self-administered to a stratified simple random sample consisting of 238 Management and Commerce final year students at the university of Fort Hare. The study used quantitative approach and a positivism paradigm. To measure personality, TIPI scale was used and had 10 items. Employability was measured using the student self-perceived employability scale and self-esteem was measured using the Rosenberg self-esteem scale.
Main findings: The results of this study showed a similarity with others obtained in prior studies. The results drawn from the statistical analysis of this study showed that there is a significant relationship between personality types such as perceiving, extraversion and feeling with employability among final year management and commerce students at the university of Fort Hare. However, the results showed that there is no positive relationship that exists between self-esteem and employability among final year job-seeking students.

Practical implications: The research findings provided evidence that personality had a positive relationship with employability in an academic context. This makes it clear that student career exploration process can only be successful when special attention is given to developing individual’s human capital skills and proactive personalities. Institutions of higher learning should take advantage of some career experts in their countries and in their universities to provide students with employability lessons and guidelines.

Contribution: The most important contribution of this study is that it helps to extend knowledge and understanding on the issues concerning the relationship between personality, self-esteem and employability in an academic setting. The research magnified the frame of information in the area personality in relation to employability in academic contexts. It makes available more literature that looks into these two variables (personality and self-esteem) in an African context.

Key words: Personality, self-esteem, employability
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ETHICAL CLEARANCE DECLARATION

I, Cedric Muzerengwa (201104003), hereby declare that I am fully aware of the University of Fort Hare’s policy on Research Ethics and I have taken every precaution to comply with the regulations. I have obtained an ethical clearance from the University of Fort Hare’s Research Ethics Committee.

Signature: ___________________                      Date: ______________________
ACRONYMS

UFH= University of Fort hare

M&C= Management and Commerce

ACCI= Australian Chamber of Commerce and Industry

SPSS= Statistical Package for Social Sciences
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CHAPTER ONE

INTRODUCTION TO THE STUDY

1. Introduction

The workplace is ever changing and dynamic employees are needed who do not only possess the academic knowledge from universities but employees who exhibit intrinsic attributes that make them employable (Coetzee & Roythorne-Jacobs, 2012). Technical and abstract knowledge from school is very important, but these do not guarantee steady and sustained employment. Graduates are faced with many challenges in the workplace due to the advent of globalisation which brings about technology and diversity (Marock, 2008). As a result of the major challenges job-seeking students come across, it is advisable to be better equipped beyond the scope of academic knowledge and technical skills. This would also help them be employable and secure sustained employment.

It is of paramount importance that job-seeking students enter into the workplace ready to face all the challenges that may come with the job, but academic knowledge limits them only to the book knowledge (Pool, 2008). Proponents such as Marton and Saljo (1976) argued that students adopt a foundation of theoretical knowledge that does not only allow retention of information learnt but that translates into practical and applicable problem solving solutions.

South Africa currently faces a high rate of unemployment, a situation that calls for students to be able to translate the learned skills into practical application (Coetzee & Roythorne-Jacobs, 2012). This study will look into three variables, namely, personality, self-esteem and employability. More research is needed that explores the effects of personality and self-esteem on the employability among job-students since there is a paucity of studies looking into the three mentioned phenomena (Coetzee & Potgieter, 2014).
In this study, personality will be defined using the Myers-Briggs personality types as outlined in the MBTI personality questionnaire, Myers (1998) which was developed from the three Jung personality types. Jung (1921) defined personality as the characteristic psychological type that acts as a motivational force to pursue goals in the unconscious. Myers-Briggs personality types are; judging versus perceiving, extraversion versus introversion, thinking versus feeling, sensing versus intuition. These will be the focus of this study. Higgs (2009) found a relationship that is positive between personality and employability. The relationship hangs on the fact that weaker underdeveloped personality can be developed into behaviours that may make individuals employable.

Another variable that may affect employability is self-esteem. Within the labour market studies have been done that found self-esteem to have a positive relationship with employability (Ellis & Taylor, 1983; Saks & Ashforth, 2000). However, within the South African context, there has not been many studies done on the combined effects of self-esteem and personality on the employability among final year job-seeking students.

The last variable that will be focused on is employability. Rothwell, Jewell and Hardie (2009) defined employability as “the perceived ability to attain employment appropriate to one’s qualification level”. Since job-seeking students are the unit of analysis for this study, employability is defined in terms of the self-perceived employability. The self-perceived employability has three important dimensions; ambition, university commitment and state of the external labour market. Bent (2003) defined ambition as a desire by a student to find ways to deal with challenges. University commitment was defined by Rothwell, Jewell and Hardie (2009) as the perception of students about the strength of their university brand. Lastly, the state of the labour market was defined by John (1998 p.357) as “representing a heterogeneous collection of employment opportunities that might be available as an alternative to any particular person’s current career status”.

This study seeks to examine whether personality and self-esteem positively predict the employability among final year management and commerce (M&C) students at the university of Fort Hare (UFH), a university in the category of previously disadvantaged. A previously disadvantaged university was chosen because many of the unemployed youths are from the townships (Renske, 2015). The employability of job seeking students has been of concern nationally and internationally, hence justifying the need for the study to be carried out therefore investigating factors that influence employability.

1.1 Background to the study

Research has shown that the employers’ insights about the worth of graduates hired mainly rests on the graduates ability to exhibit transferable skills they learn from university (Brown & Scase, 1994). In South Africa, policy makers have increased focus on graduates employability as an important indicator in the higher education decision-making (Oliveira & de Castro Guimarães, 2012). A study was done in Johannesburg South Africa by (Renske, 2015) and found that the people mostly affected by unemployment are those in townships. In order to increase their chances in the labour market, a number of organisations have tried to help them to become employable. An organisation called Afrika Tikkum through its programs initiated a program that stimulates employability, focusing on increasing youth self-esteem. The initiatives were done because literature suggested that high self-esteem has a significant impact on the overall employability of the youth (Renske, 2015). In Eastern Cape, two Technical and Vocational Education (TVET) Colleges namely Ikhala (Queenstown) and King Hinsta (Butterworth) incorporated the employability initiatives programs introduced by Joint Education Trust Services; Social Infrastructure and Youth Employment Creation (Benita, 2015) but these do not stress the instrinsic factors that have influence on employability such as self-esteem in the Eastern Cape.
The trends of increased unemployment rate in South Africa date back to 2011 when the unemployment rate was 24.2 percent and in 2013 it rose to 25.2 percent (Statistics South Africa, 2014). Oluwajodu; Blaauw; Greyling and Kleynhans (2015) recorded an increase of unemployment rate to 26.2% in 2015. The unemployment trends above seek to identify the importance of developing factors that will help job-seeking students to increase their employability level.

In South Africa, organisations are searching for employees who have the ability to merge with the dynamic environment due to globalisation and the world labour market. In addition, Marock (2008) postulated that, as the workplace evolves, the job-seeking students have to be job-ready, employable and maintain their employment. This has led to the increased need for the job-seeking students to not only possess academic and technical knowledge, but also intrinsic factors such as high self-esteem, ambition, interpersonal skills and problem solving skills.

The concept of employability has recently received much attention even internationally, with researchers arguing that the factors that influence employability remain unclear given the dynamic change in the workplace environment and also as a result of globalisation (Brown, Lamp, Telander, & Haker, 2012).

1.2. Statement of the problem

The unabated rise in the unemployment rate to 26.7% (Statistics South Africa, 2016) has increased concern regarding employability of the youth in South Africa. The issue facing South African youth is the students ability to transfer explicit knowledge to tacit knowledge, what the students have learnt at university and transfering that knowledge into practice. Academic and technical knowledge alone is not enough for the job seekers to secure and sustain employment (Kingdon & Knight, 2014). Due to the decrease of graduate
employability level from 14% to 4% in the years 2014 and 2015, StatsSA (2015), there is an increased competition for jobs hence developing factors that influence employability gained importance. Increased competition on obtaining jobs as a result of globalisation and technological advancement has exerted a considerable amount of pressure on the job-seeking students to develop non-academic factors that increase their employability level such as personality and self-esteem.

Moreso, Jenvey (2012) pointed out that a great mismatch between people’s personality types and the nature of the jobs available in the external labour market exists in South Africa, hence it is imperative that job-seeking students build proactive personality behaviours that makes them employable. Mtembu and Govender (2015) later supported the statement above by pointing out that a lack of factors such as problem solving skills, self-esteem and ambition pose a serious concern on the employability among job-seeking students.

The high unemployment level in South Africa has caused even graduates to be unemployed and yet they hold university degrees (Statistics South Africa, 2016). This has increased pressure on the job seeking students to develop factors that influence employability, hence the problem and the reason for the study is to identify whether personality and self-esteem act as predictors of employability among final year university students.

1.3. Research objectives

The overall aim of the study is to examine whether personality, as is typically found in personality type research tool such as the (MBTI) and self-esteem positively predict the employability among final year university students.

Based on the above aim, the specific objectives of the study are as follows:
To determine the personality types that significantly predict employability among final year M&C students at the UFH.

To determine whether self-esteem significantly predicts employability among final year M&C students at the UFH.

To determine whether personality and self-esteem positively predict the employability among final year M&C students at the UFH than each of them separately.

To provide recommendations relating to the relationship between personality and self-esteem on the one hand and employability on the other.

1.4 Hypotheses of the study

Hypothesis 1:

H₀ There is no significant relationship between personality type and employability among final year M&C students at the UFH.

H₁ There is a significant relationship between personality type and employability among final year M&C students at the UFH.

Hypothesis 2:

H₀ There is no significant relationship between self-esteem and employability among final year M&C students at the UFH.

H₁ There is a significant relationship between self-esteem and employability among final year M&C students at the UFH.

Hypothesis 3:

H₀ Personality and self-esteem do not positively predict employability among final year M&C students at the UFH.
Personality and self-esteem positively predict employability among final year M&C students at the UFH.

1.5 Significance of the study

This study will have great significance for all work organisations and universities, especially if the universities pay attention to the results and attempt to assist students in that regard through designing a curriculum that is in line with employability expectations of the students.

Assessing the effects of personality and self-esteem on employability would offer significant information that career counsellors, industrial psychologists and human resources managers would use in promoting the development of careers and to advance the workforce’s employability skills.

This study will be of great significance as it would add scientific knowledge considering that there is such a widespread debate over the factors that influence employability (Tisch, 2015).

Oluwajodu, Blaauw, Greyling and Kleynhans (2015) pointed out that the unemployment rate in South Africa was 24.2% in 2013 and rose to 26.2% in 2015. The significance of the study hangs on the fact that the results would supplement the current literature on the career skills that influence workers’ employability thereby reducing unemployment rate.

According to Chinyamurindi (2016), obtaining an education seems to open doors for graduates to job attainment success; however, even those with education are failing to obtain jobs and this study will be of significance because it would provide information regarding the competencies that graduates should exhibit so as to secure employment.

1.6 Delimitation of the study

The study will look at personality, as is typically found in personality type research tool such as the MBTI and has four elements, namely judging versus perceiving, extraversion versus introversion, sensing versus intuition, and thinking versus feeling. The unit of analysis will be
the final year Management and Commerce students at the University of Fort Hare and this includes third years and honours, both females and males; self-esteem in accordance with Rosenberg’s definition; and employability as self-perceived employability.

1.7 Conclusion

This chapter presented the main contents and issues concerning this research. The underlying premise of this study is to focus on establishing relationships between personality, self-esteem and employability. It is envisaged that the findings from this research will help propose interventions that affect individuals. The following chapter focuses on the literature review of the study.

1.8 Proposed outline of the study

This study will be structured as follows:

Chapter 1: Introduction and Background

This chapter will provide the background of the study and the research problem will be explained. It will address the research objective to be achieved and the hypothesis will be formulated. The importance of carrying out this research will also be explained.

Chapter 2: Theoretical Framework

Relevant Theoretical frameworks will also be provided and discussed in chapter two.

Chapter 3: Literature Review

In Chapter three, the emphasis will be on the literature review relating to the study. The literature will be reviewed from secondary sources such as journals, articles and etc.
Chapter 4: Research Methodology

Chapter four describes the methodology that will be used in the study and it explains how this research will be carried out. The study method, techniques, population and sampling procedures are discussed in this chapter.

Chapter 5: Data Analysis and Research Results

This Chapter will report the results of the statistical analysis conducted in order to establish the reliability of the scales used and to test the hypotheses of the study.

Chapter 6: Findings, Results, Discussion, and Recommendations

This chapter will discuss the findings of the study in relation to the hypotheses and the findings of the previous studies and will also discuss the shortcomings of the study and make recommendations for future study as well as for future professional and or managerial practice.
CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 Trait Theory

Trait theory relates to this study in that it explains the types of personalities that are required for an individual to be successful in his/her career. The personality theory states that personality allows individuals to understand their own dispositions and dispositions of others (Myers, McCaulley, Quenk, & Hammer, 2003). The theory comprises four components that are important for students to have.

Myers et al (2003) pointed out that the theory constitutes attributes that allow individuals to adapt their behaviours and communication styles so they relate with others more successfully. However, (Coetzee 2005) argued that even though personality can have an influence on predicting the behaviour of people in given situations, there are personal qualities that can contribute to one person being successful over the other. These include beliefs about what one can do and their expectations of success that may override their behaviours in certain situations.

Hjelle and Ziegler (1992 p.27), defined personality traits “as enduring and consistent pattern of behaviour within individuals.” The theory mentions the idea that, some personalities are consistent or some change over time”, but of importance to be mentioned is the fact that some personalities can be shaped over time and be moulded to become better. The fact that some personalities can be shaped seeks to explain the relationship between employability and personality because some personalities are predictors of employability. Personalities like extraversion and perceiving have a direct influence on employability (Myers et al, 2003).

Furthermore, The Trait approach acts as a way of organising overt behaviour into dispositions which makes it likely possible to predict the way individuals respond in the same manner to
different situations (Peck & Whitlow, 1975). Researchers have added that the Trait theory does not only emphasise the consistency of behaviour, but also points out how relatively stable personality in one person differs from the other (Mathews, Deary, & Whiteman, 2003). As much as the Trait personality has contributed with regards to psychology, some proponents seem to disagree with the Trait theory. One critic contested that there was not enough evidence to showing individual’s behaviour trait-like consistency over time (Pervin, 1984). Critics went on to argue that behaviours that are linked to certain groups of traits should immensely correlate across different situations (Hillage & Pollard, 1998).

The Trait Theorist however, concedes to the dissimilarities in people’s behaviour across situations. A definition given by (Allvin, 2004) as dynamic organisation of approaches that determines characteristic and behaviour illustrates the above mentioned statement that people’s behaviours are different across situations. It should also be noted from the definition given above that labelling people as dynamic, acknowledges the fact that behaviour changes. Brody (1972) also added that assuming that traits are dispositional features; they would have to determine behaviour in certain circumstances and not others. The trait theory however has been criticised for arguing that people will act the same on separate occasions. Allport’s theory, on the contrary, pointed out that people will also look for circumstances that permit for the showcasing of specific traits. To some extent this means that traits and circumstances interact to yield specific behaviour (Hendrikse & Schalk, 1995).

The Traits theory illustrates what is both alike as well as dissimilar between people. There are two aspects that the trait theory illustrates, nomothetic and individual traits (Carver & Scheier, 1996). Nomothetic traits are traits that are common in all people but then individual traits are those that are fundamental to individual personalities. Nomothetic traits are dealt with by the Cattell trait theory.
Second order factors

The traits theory also focuses on what is called the second order factors. The factors are extroversion and self-control. Ethan and Darwin (2015, p.1) defined self-control as “the capacity to alter one’s thoughts, feelings, and behaviours to align them with one’s goals”. According to the Trait theory, the first global factor of extraversion is made up of traits such as warmth, social boldness and liveliness (Ortega, Brenner, & Leather, 2006).

Extraversion has been defined as the inclination to pursue the company of others. The extraversion trait refers to the tendency of an individual to go through positive moods (Fleeson, Malanos & Achille, 2002) and sensitive to the possible rewards and a tendency to enjoy social attention. The Trait theory described extraversion as having properties such as expressive, outgoing, sociable, and energetic (Barrick & Mount, 1991). Extraversion forms part of the personalities that this research will deal with. The trait theory illustrated the many aspects embedded in the extraversion factor and these are important in this research because they show the link between employability attributes and personality types.

2.2 Employability and human capital theory

The second theory to be applied in this study is the employability and human capital Theory by (Schultz, 1961). The theory stresses the fact that students need to develop skills that can be transferred into practical performance as this helps adapt to real-world situations (Raybound & Sheedy, 2005). The human capital theory consists of individual attributes, knowledge and habits that improve performance and career success. The individual attributes mentioned by the theory pertaining to this study are personality and self-esteem. Furthermore, the theory points out that entering the workplace without the human capital skills has been found to cause individual job hopping, which then leads to underemployment (Cox & king, 2006). The
human capital theory stresses the individual development of attributes that are employable (Boud & Symes, 2000).

In addition, employability as a concept has evolved over time and now the emphasis is placed on comprehending employability through the individual and their qualities (Moreau & Leathwood, 2006).

Employability is being seen as an important aspect of job attainment success within higher education curricula. According to Dunne and Rawlins (2000) self-ratings of employability that are positive can help students prepare for work and to apply transferable skills to the workplace. The human capital theory was relevant to this study because it spoke to the core concepts that were important to employability.

Fitzsimons (1999) pointed out that human capital goes back to the beginning of classical economics in 1776. Soon after the human capital theory was developed, Schultz (1961) regarded the human capital as one of the major factors for national economic growth in the globalised economy. Some researchers argued that the human capital theory was not only important for job seekers to attain a job, but it contributes to socio-political development and freedom (Alexander, 1996; Grubb & Marvin, 2004 &Sen, 1999).

The human capital can be categorised into two groups, individual aspect and human capital itself (Schultz, 1961). The first category views “human capital as something akin to property against the concept of human beings in now vastly larger than all other forms of wealth taken together.” This idea was also accepted by Beach (2009) who argued that the capacity of human beings skills is embedded in an individual. In addition, Griliches and Regev (1995) supplanted Beach (2009) reference by arguing that human capital can be linked to knowledge, ability, skills and education. This concurs with the fact that job seeking students enter into the workplace with human capital skills. Rastogi (2002) added that human capital
likewise, includes dimensions such as competency, attitude, knowledge and behaviour embedded in an individual.

The second viewpoint, individual aspect looks at the knowledge and skills that job seeking students acquire from post secondary school, vocational and tertiary education (Crawford, 1991). Individuals accumulate human capital skills from school and these skills are of importance during the job hunting period. The argument by (Crawford, 1991) seems to neglect the fact that human beings acquire skills and knowledge through their own experience which is not contributed by just education.

Another perspective on the human capital theory was given by Romer (1990) and refers human capital as an important cause of economic productivity. Human capital skills are a fundamental investment that people make within themselves to increase their productivity. Frank & Bernanke (2007) concurred with the argument, adding that the human capital was complex with such as training, energy, education, experience and initiatives affecting the value of a worker’s marginal product. The definitions and arguments mentioned above by researchers made the theory applicable to this study since the theory highlights the importance of job seeking students to be prepared for the world of work and have the human capital skills.

2.3 Impacts of the employability and human capital theory

The human capital impacts have been largely classified into three parts, namely organisational, society and individual. Denison (2001) pointed out that lower levels of human capital affect job-seeking students access to job opportunities and employable opportunities. Individuals with high levels of human capital easily hold the possibility to access job-related information and he/she can easily obtain the occupational chances compared to the others low on human capital skills.
Furthermore, with regards to the organisation human capital is closely linked to core competences and competitiveness of organisation. Human capital can affect an organisation’s collective competency, company culture, organisational routines and relational capital’ as well (Lepak & Snell, 1999).

The last part of the employability and human capital stresses the synthesis of both individual and organisational perspective. According to Beach (2009) human capital can increase social consciousness with communities. The theory largely related to this study because of a number of reasons mentioned above and of relevance to be mentioned about the theory is the fact that, it identifies that individuals have to develop human capital skills in order for them to be better equipped to attain and sustain employment.

2.4 Theory synthesis

The Employability and Human Capital theory relates to the present study because it stresses on the fact that job-seeking students should be able to translate the learned knowledge into practical performance. This also helps job-seeking students to prepare for the real world situation. With regards to the trait theory, its relevance to the study hangs also on the fact that the theory specifies the different types of personality traits within individuals and also that weaker undeveloped personality can be moulded to build proactive behaviours that increases the final years M&C students employability level.
CHAPTER THREE

LITERATURE REVIEW

Definition of terms

3.1 Employability

It is defined as the capability to secure, maintain and sustain employment even when no job exists (Fugate, 2006). An important factor to be mentioned about employability is that it centres on the relationship that exists between the human features and the demands and adaption in the work environment (Fugate, 2006). This research will adopt the self-perceived employability definition by Rothwell, Jewell and Hardie (2009) which states that it is the perceived ability to attain employment appropriate to one’s qualification level.

In addition, Hillage and Pollard (1998) defined employability as a multi-dimensional construct that includes first securing employment, the capability to be mobile between positions at the same employer and the capability to obtain employment at a new organisation.

3.2 Personality

Many approaches exist in defining personality. Personality has been defined as “behaviours that are directly observable as opposed to inferred from behaviour” (Burger, 1997). A further definition was given that personality focuses on the different stages where individual differences are organised as traits (Mathews, Deary & Whiteman, 2003). This study focused on personality, as is typically found in personality type research tool such as the Myers Briggs personality indicator which was developed from the three personality types of Jung. The personalities are extraversion versus introversion, sensing versus intuition, judging versus perceiving and lastly thinking versus feeling (Myers, 2003).
➢ **Extraversion versus introversion**

Potgieter (2012) defined extraversion as an individual interest in the outer world and introversion as an individual interest in the inner world. People with an extraversion trait are more likely to express themselves effectively than those with an introversion trait.

➢ **Sensing versus intuition**

The sensing characteristic was defined by Potgieter (2012) as people who focus on the here and now whereas intuitive people are seen as more future oriented. Furthermore, people perceive things through their senses or through indirect perceptions.

➢ **Thinking versus feeling**

Myers (1998) described people with the thinking personality as individuals who rather use logic to understand things whereas the feeling characteristic in individuals uses subjective values in decision making.

➢ **Judging versus perceiving**

Garrety (2007) defined judging individuals as people who prefer order, things settled and a well organised approach to life. The perceiving personality has been defined as individuals who tend to like a more flexible and spontaneous approach to life. These individuals usually prefer to keep their options open.

3.3 Self-esteem

Potgieter (2012 p.4) defined self-esteem as “the way people feel about themselves”. Kernis (2003) added that self-esteem is a job meta-competence that forms a crucial element of any person’s daily experience. In addition, Rosenberg (1965) states that, self-esteem denotes
positive or negative attitudes that individuals have about themselves. Another definition was given again by Gray-Little and Hafdahl (2000) who pointed out that self-esteem predicts human behavior and it indicates the way people usually act pertaining to certain events. Self-esteem was regarded as a hint of psychological wellbeing.

3.4 The relationship between personality and employability.

The literature below will show the studies done on the relationship between personality and employability in South Africa and internationally. In this study, personality was regarded as is typically found in personality type research tool such as the Myers Briggs personality type, namely the extraversion versus introversion, sensing versus intuition, thinking versus feeling and perceiving versus judging (Myers, McCaulley, Quenk, & Hammer, 2003).

Van der Heijde and Van der Heijden (2006) identified a relationship that exists between extraversion and employability. The relationship stems from the fact that extrovert individuals tend to be more personally flexible and this correlates with employability in the sense that, these individuals are more likely to have a positive self-belief and increased ambition, therefore increasing their employability levels. As a result of the ever-changing labour market, extrovert individuals are more likely to adapt to the changing environment, therefore increasing their employability level (Samantha, 2010).

In addition, Potgieter and Coetzee (2013) supplemented the statement above by pointing out a further relationship that exists between employability and extraversion. People high on extraversion are more likely than others to be confident about their ability to interface with the diverse cultural environment such as South Africa which helps them to be more open to values and beliefs of different cultures. Individuals who demonstrate this personality quality have been found to have high employability levels and also develop high commitment with their universities and academics (Bezuidenhout, 2011). Ang; Van Dyne and Koh (2006)
concur with the findings mentioned above and added that extraverted personality relates positively to employability and plays an important aspect in the 21st century workplace.

A study carried out by Bart (2012) added that individuals high on extraversion have been characterised as assertive and are more likely to take action on dealing with the unsatisfying career situations such as low employability perceptions. From the findings above, this then means that individuals high on extraversion take a proactive action in their perceived employability and are more likely to take responsibility of their career path. A study by Potgieter and Coetzee (2013) further suggests that extraverted individuals take active roles in developing communication networks and maintain mutual supportive relationships. These social networks are important when job-hunting and are called social capital. Introverted individuals tend to be low on social capital and this affects their employability level especially in the uncertain labour market.

Furthermore, due to the high rise of South African unemployment rate of 26.2% in 2015 Oluwajodu; Blaauw; Greyling and Kleynhans (2015), job-seeking students should be willing to take proactive action to improve current circumstances and to create new ones. Individuals high on extraversion are more likely than those who are introverts to take proactive action to improve current circumstances. This is important especially in the South African context where the economy is ever changing and the country is facing economic problems (Statistics South Africa, 2016). The literature above seems to point out the relationship between extraversion versus introversion and employability. Findings suggest that a strong relationship does exist between the two variables and that it is important for job-seeking students to also possess that personality quality.

According to Samantha (2010) certain personality traits such as judging and perceiving, correlate positively with proactive behaviours that shape and create one’s career.
and Hall (2006) mentioned that displaying versatility and flexibility is important in the current workplace and in order for job-seeking students to develop that competitive edge; they need to actively seek out career challenges and build behaviours that are proactive.

In addition, Thompson (2005) stated that proactive behaviour is related to recognising and acting on work opportunities. These activities are important to employability. Job-seeking students should be in a position to develop these personality traits further in order to be successful in acquiring employment. Van der Heijde and Van der Heidjen (2006) supported the findings by pointing out those pro-active personalities, such as extraversion, is specifically linked to the capability to adapt and change behaviours, this in turn leads to increased levels of employability among final year management and commerce students.

A study done by Coetzee and Schreuder (2011) discovered that perceiving personality type has a positive relationship with employability. The relationship stems from the fact that people with a more perceiving personality is always gathering information and are seen to have an open-minded perspective. These characteristics have been found to be positively related to employability. Individuals that have a perceiving personality are also spontaneous instead of following a restrictive plan, this also according to Coetzee and Schreuder (2011) relates positively to high levels of employability.

Furthermore, the South African economy is ever changing and facing some challenges, a 0.6% expansion of the industry was recorded in 2015 (Statistics South Africa, 2015), a situation that poses a challenge to the job-seeking students to attain employment hence proactive personalities are needed in order to increase one’s employability levels. From the literature above, findings suggest that extraversion and perceiving personalities are positively related to employability because of the characteristics of these individuals.
Potgieter and Coetzee (2013) pointed out an important relationship between the sensing type and employability. The relationship was based on the fact that individuals high on sensing tend to show more confidence in their proactive behaviour and entrepreneurial skills and this has a positive relation with employability. These individuals are more likely than others to be active in seeking employment and they also come up with creative ways of attaining employment. Conversely, the sensing type are characterised by increased anxiety about the unknown and unfamiliar events. These individuals tend to be low on employability.

Myers; McCaulley; Quenk and Hammer (2003) also added that individuals high on intuitive, tend to focus on clear, creativity and are keen to change the current circumstances. This has been found to positively relate to employability in that, individuals high on intuitive have characteristics that make them stand out to other job-seeking students, thus increasing their employability level. In addition, individuals with a more intuitive personality are open to risks associated with new and different experiences, therefore having a positive relationship with employability in that these individuals are open to high risks when it comes to their career path and job-hunting. Linking to the final management and commerce students, the literature suggests that proactive behaviours are important and have a positive relationship with employability. The literature above depicts results of studies done on affluent universities yet there is very limited study done on the previously disadvantaged students.

In addition, empirical research has shown the link and correlation between personality and employability with researchers such as Moyo and Theron (2011) arguing that self-perceived employability promotes feelings of being in control of one’s career, but this cannot go alone, relevant personality types need to be present such as extraversion versus introversion and judging versus perceiving. Lately, Choong and Britton (2007) found the Myers Briggs Personality Types to be significantly related to characteristics such as flexibility, open-
mindedness, and creativity. These characteristics are positively related to employability and the success of job-seeking students in acquiring these increases their employability level.

Furthermore, empirical research has also shown that personality forms are an important part of work and life success (Von Stunn & Robins, 2015). Researchers pointed out that personality types such as extraversion and sensing significantly predict work life success including the success on getting employment. Crede (2014) supplemented the statement above by highlighting that personality predicts all of the work-related outcomes. This then suggest that job-seeking students should be able to build and mould personalities such as those mentioned above, that will eventually lead to attaining employment and maintaining that employment.

Furthermore, a study done by Higgs (2009) recorded that if people are given a chance, they could improve their weaker and underdeveloped traits and then build them well in such a way that it leads to employability. Personality is positively linked to employability because it is a driving force that compels people to act in accordance with factors that make job-seeking students employable. The contention above is important in the sense that it points to the fact that job-seeking students need to develop proactive behaviours that assist in securing employment and increases individual employability level.

The importance of personality, as is typically found in personality type research tool such as the Myers Briggs personality indicator, elements in relation to employability has been noted by (Liz, 2010) who argued that individuals with a thinking personality use an objective way of viewing the world and use a thorough analysis of the relevant issues which tend to make them question ideas. This has been found to be positively related to employability and individuals with a more thinking personality are likely to succeed on acquiring a job. Conversely, individuals with a more feeling personality tend to pay most of their attention on
people and their values rather than the task itself, which has been found to affect their job, leading to underemployment and unemployment (Cox & King, 2006).

In addition, looking at the high levels of unemployment rate in South Africa as (Statistics South Africa, 2016) documented, it would make sense if job-seeking students develop intrinsic attributes such as flexibility, interpersonal skills and communication to increase their overall employability levels. Not only is the employability issue a concern locally but internationally too, adding countries such as UK, therefore incorporating employability into their High Education Strategic Direction (ACCI, 2007).

The literature above on the association between personality and employability seems to suggest the importance of personality in order for an individual to increase his or her employability levels. Extraversion has been found to be more positively related to employability than any others according to personality, as is typically found in personality type research tool such as the Myers Briggs personality types. To fight the high levels of unemployment, especially graduate unemployment which rose from 4% to 14% in the years 2014 and 2015 StatsSA (2015), job-seeking students need to be prepared beyond the academic scope by building proactive behaviours that will increase their employability levels.

On the other hand, Coetzee (2005) argued that even though personality can have an influence on predicting how people behave in a given condition, there are some personality qualities such as what people believe and their expectations of success that may supersede their behaviours in certain situations. As much as personality is important in relation to employability, people’s expectation of success can influence how they behave in certain situations. On the whole, personality plays an important aspect in relation to the employability of the final year management and commerce students.
3.5 The relationship between self-esteem and employability

The unstable market environment and scarcity of job opportunities due to economic problems have placed much attention and pressure on the 21st century job-seeking students to develop career meta-competencies that increase an individual’s overall employability level (Coetzee, 2008; Fugate, Kinicki, & Ashforth, 2004). Self-esteem is one of the career meta-competencies that are important in relation to employability and it also forms an important element of this study.

There have been studies done that showed the relationship between self-esteem and employability. Potgieter (2012) and Kalyani (2014) showed that a relationship exists between self-esteem and employability, and that people with a high self-esteem are more likely to feel good about themselves and also be more proactive in managing their careers. This affirms the contention made by Marock (2008) that managing a career is a responsibility and high self-esteem people are more able to do so and show a higher level of employability. Another study was done in Australia that found the same relationship between self-esteem and employability (Griffen & Hesketh, 2005). The findings mentioned above show how important it is for job-seeking students to engage in activities that lead to high self-esteem as this has a positive relationship with employability.

An important aspect to be mentioned is the fact that people who have higher levels of psychological career resources are more likely to manage their career path effectively and adapt to changing circumstances. This seems to concur with the findings by Marock (2008) that high self-esteem individuals are more likely to take responsibility of their careers than those with a low self-esteem. The findings further suggest that self-esteem is an important aspect as far as employability is concerned. Therefore, job-seeking students need to be able to poses the meta-competence in order for them to stand a better chance in getting employment.
Rothwell, Jewell and Hardie (2009) recorded another important relationship between self-esteem and the employability element called ambition. The study found that high self-esteem individuals are more likely to be ambitious about their careers and they have high confidence in their skills and abilities, this in turn increases their overall self-perceived employability. High self-esteem individuals are more likely to be aware of the job opportunities in the labour market. Being aware of the labour market is important as far as employability is concerned and it puts job-seeking students at a better standing with the available job opportunities in the labour market.

A study was done in Johannesburg South Africa by (Renske, 2015) which found that people mostly affected by unemployment are those in the Townships, therefore in order to increase their chances on the labour market a number of organisations have tried to help them become employable. An organisation called Afrika Tikkum through its program initiated a program that stimulates employability focusing on increasing young people’s self-esteem. The initiatives were done because literature suggests that high self-esteem has a significant impact on the overall employability of the youth (Renske, 2015).

The literature above seems to suggest that previously disadvantaged communities are the ones most affected by unemployment and this relates to the study since the population chosen was from a previously disadvantaged university. In the Eastern Cape, two TVET Colleges, namely Ikhala (Queenstown) and King Hintsa (Butterworth) incorporated the employability initiatives programs introduced by JET educations Services: Social Infrastructure and Youth Employment Creation (Benita, 2015).

In addition, of the initiatives introduced, in as much as self-esteem has been found to be important, it is not part of the Eastern Cape Province employability initiative program. A gap exists in the Eastern Cape Province employability initiative between the intrinsic factors
influencing job-seeking student’s employability level and the actual demand of the dynamic external labour market. The employability programs in the Eastern Cape involve construction skills, life skills and business skills. Furthermore, these do not speak to the career meta-competencies important in relation to employability such as self-esteem and personality. The initiatives in the Eastern Cape are different from those of the Gauteng province in the sense that they do not contribute to the important career meta-competence such as self-esteem to increase job-seeking student’s overall employability level (Renske, 2015; Benita, 2015).

To further explain and show the relationship between self-esteem and employability, a model below serves the purpose.

**Figure 1 Employability Model**

The model above clearly shows the various elements linked to self-esteem that eventually increase an individual’s employability level. Bandura (1995) suggested a number of self-esteem factors associated with employability such as mastery, social persuasion and vicarious experience provided by social models. Research done by Lorraine and Peter (2007) further
found that individuals who are high on mastery and social persuasion are more likely to gain a position and be successful in whatever occupation they choose, than those low on mastery and social persuasion. These are elements of self-esteem that have relevance to employability. The model above shows the interconnectedness among various self-esteem elements and employability. Lorraine and Peter (2007) further pointed out that high self-esteem leads to high self-confidence which enables students to present themselves with self-assurance and have the “presence”. This has been found to correlate positively with employability since these individuals with a high self-esteem are able to strive harder for opportunities than those with a low self-esteem.

In the employability context, mastery experiences are activities such as publishing and student practical activities such as consultation with the outside agencies and some learning activities such as making job applications. These mentioned activities have an important relevance to employability as Bandura (1995) highlighted. Mastery experiences are important facets that create a strong sense of self-esteem and play an important role as far as employability is concerned.

South Africa is a multicultural country and this places extra pressure on the job-seeking students to be better equipped to meet the demands of a multicultural environment. Potgieter (2012) found out that self-esteem plays an important factor with regards to multicultural awareness. High self-esteem individuals are able to communicate inter-culturally and are able to maintain relationships with people from diverse cultures. This then means that job-seeking students need to be able to demonstrate cultural awareness which adds to engaging with the diverse workplace.

The findings above showed the relationship that exists between self-esteem and employability and various studies that are mentioned above explained how important it is for
the job-seeking students to engage in activities that create high self-esteem. A gap was noted in the Eastern Cape employability initiatives that the program focuses on the activities that do not necessarily build intrinsic self-esteem. In order to fight high rate of unemployment in the disadvantaged areas, graduates should be able to develop non-academic proactive behaviours that eventually increases individual employability level (Renske, 2015). This research seeks to cover that gap by incorporating self-esteem into the employability programs especially in the Eastern Cape, because self-esteem has been found to have a positive relationship with increased levels of employability. On the whole, high levels of self-esteem have been significantly found to have a positive relationship with employability among the youths.

3.6 The relationship between personality, self-esteem and employability

Australian Chamber of Commerce and Industry (2002) pointed out that employability rests on personality as much as other skills. In their search for the right person for the job, they resorted to personality aided by a computerised profiling system.

According to Higgs (2009), people given the chance could improve on their underdeveloped personalities and then mould them in such a way that it leads to employability. Personality is positively linked to employability because it is a driving force that compels people to act in accordance with factors that make them employable.

There have been studies done that showed the relationship between the above-mentioned variables. Potgieter (2012) and Kalyani (2014) showed that a relationship exists between self-esteem and employability, and that people with a high self-esteem are more likely to feel good about themselves and also be more proactive in managing their careers. This affirms the contention made by Marock (2008) that managing a career is a responsibility and high self-esteemed people are more able to do so and show a higher level of employability.
More so, an important relationship was identified between personality, as is typically found in personality type research tool such as the (Myers Briggs personality indicator) namely extraversion and thinking versus feeling and employability. Potgieter and Coetzee (2013) pointed out that people with extroversion and thinking versus feeling traits, seem to be confident and aware of the environment using logical reasoning and this has a positive relationship with employability. However, this then means that extroverted people are more likely to have a high self-esteem about themselves. Self-esteem and personality are two factors that have a direct relationship with employability.

A study was done on self-esteem by Battistich, Solomon and Delucchi, (1993). They showed that high self-esteem usually makes a person likeable and increases a person’s interpersonal skills. This in turn, will act as an advantage in terms of employability. A more recent study by Kalyani (2014) confirms the above by arguing that high self-esteem people have a more emotional literacy level and much higher levels of overall employability. Further evidence seems to suggest a relationship exists among the three variables and research focuses on which are personality, self-esteem and employability.

3.7 Graduate unemployment

University graduates are being faced with an overwhelming task of searching for jobs in a domain of employment. The world of work has undergone quick changes as a result of the internet, information explosion, and globalisation and this stemmed in uncertainty concerning unemployment (Sheward & Branch, 2012). Work-related prospects look less definable and anticipated. These alterations need employees to improve skills and capabilities that differ significantly from the knowledge and capabilities needed by the 20 century jobs (Altbeker & Storme, 2013).
There is a decline in the number of jobs in South Africa. There are unemployed people with experience who compete with recent graduates, and it is consequently vital that young people are positioned appropriately in terms of employability (Altbeker & Storme, 2013). Job security is now challenging and people want to get ready for an unpredictable working atmosphere. This is now pushing insecure employees to use new and updated skills to keep their employability (Sheward, 2012).

Young South Africans, who are well-defined as people aged 15–34 years (Department of Basic Education [DBE], 2011), have become well educated over the past years. This inclination can be seen in the accumulative enrolment rate at tertiary institutions. 57.9% of the labour force has completed their studies at a tertiary level. Regardless of the growing in the graduate labour force, graduate unemployment in South Africa seems to be increasing with the general unemployment rate of 26.2% (Statistics South Africa, 2016). Even though graduate unemployment only accounts for 5.9% of the variations in total unemployment from 1996 to 2012, the real unemployment rate for this education group amplified from 5.4% during 1995 to 7% in 2012 (Statistics South Africa, 2015).

Graduate, in additional literature, is used to describe individuals with university education (Elizabeth & Lenz, 2010); individuals targeted by corporations in their graduate employment programmes (Broekhuizen & Van der Berg, 2013). Graduate unemployment can also be due to individual graduates with unrealistically high expectations. They commonly assume that their qualifications must guarantee high earnings and executive positions straightaway (Department of Education, 2011). Sirat and Shuib (2012) established that several graduates presume to be paid high wages, but have a depraved attitude to work. Graduates do not realize the significance of the procedure of attainment of employment know-how or experience. With such anticipations, none of the graduates will desire to twitch at a low level.
Therefore, they choose jobs and choose or prefer to stay unemployed till they acquire their delusion employment (Sirat & Shuib, 2012).

Ultimately, the literature above elaborates the high levels of the graduate unemployment rate due to the level of competition for jobs and the unavailability of jobs. Relevant to this study is the fact that, for job-seeking students to gain a competitive edge in terms of employment, they need to develop non-academic attributes that make them employable such as high self-esteem, proactive personality types such as extraversion and thinking versus feeling. These non-academic attributes, as research has found, will increase the overall employability of the youth according to Potgieter (2012) and Kalyani (2014).

### 3.8 Age and employability

Centred on age, the notion might be that many graduates aged from 21 to 24 are jobless. Looking at the newly working graduates, 36% are amongst 25 and 30 of age (Sirat and Shuib, 2012). Another assumption is that many graduates aged between 25 and 30 had occupation in the banking sector (Patel, 2012). Newer graduates are more probable to be without jobs than adult graduates, since managers are hesitant to hire younger graduates (Altbeker & Storme’s, 2013).

Age pertains to explicit life and the variances in psychological occupational progress responsibilities people need to deal with in their occupation stages and occupational growth (Altbeker & Storme’s, 2013). Typical career anxieties comprise settling down in individual’s career, working to create one’s place in a preferred field of work and career (Coetzee & Roythorne-Jacobs, 2012).

The fact that the adult population is not a similar group affects the employability of the youth (Oosthuizen, Coetzee & Kruger, 2015). The challenge with generalising university centred career indecision to the larger adult people is significant to the essential distinctions that
delineate the border between the career indecision of students and older non-student adults. University students do not represent the custom for older adult nor young adult behaviour. In South Africa, about 75% of the student population completed high school and only 50% enrolled in universities. In the first year of tertiary education 27% of all students withdrew or dropped out and of the outstanding students, only 55% graduated with a degree (South African Institute for Race Relations, 2011).

The career-development literature centres on undergraduate student populations in their late teens and early twenties. The exertion with this is that a developmental aspect affects making career decisions (Oluwajodu, 2015). Hence, developmental in adult interests, understanding, self-concept and capabilities move through different stages during their lives (Super, 1990). Undergraduate students, who are usually under the age of 25, are involved in tasks correlated to the exploration stage of their career development. In disparity, older adults (25–44 years old) would be entering the establishment stage. Their task in this stage is to calm their career choices. They attain this by means of their abilities and aptitudes in work environments and by approving that their career choices are suitable. Older adults (45+ older) would also have different developmental stages and tasks to young adults (Coetzee et al, 2015).

The literature seems to suggest that majority of the affected people are in the bracket of the youth, this then means that, these individuals need to develop proactive behaviour that makes them more employable in order to fight the high unemployment rate and to tap into the widely spread competition for jobs especially in South Africa.

3.9 Course of study and employability

Stirring from demographic features and considering educational factors, Moleke (2010) stated that the greatest objective factor of finding employment among graduates is a field of study with commerce and business graduates being the second group to be affected by
unemployment leading by the social sciences and humanity students. Coetzee, & Roythorne-Jacobs, (2012), initiate that in terms of requirement type, the speedy growth in unemployment of those with certificates and diplomas rose from 8% to 13.3% between 1995 and 2005 and much of the growth in graduates being without a job can be ascribed to the strident escalation in unemployment among individuals with a diploma. Moleke (2010) further testified that graduates who have qualifications with a specialised focus tend to have a better optimistic labour market forecasts than those who have qualifications of a common nature. Moleke (2010) did not; however mention which degrees or courses she categorises as having a professional or general focus. Nonetheless, these studies shows that in addition to gender and race, level of study and field of study donate to our understanding of graduate joblessness (Patel, 2012, p. 30).

Moreover, Altbeker (2013), states that commerce graduates are more likely to be without jobs followed by those with a science degree. Difficulties in categorising fields may relatively account for this; there is only an uncertain difference in unemployment rates of graduates with degrees in different study fields. Concerning educational variables, field of study is more linked with parents’ education as parents work as both a role model and a guide to their children (Patel, 2012). For example, it is common for a medical doctor’s child to also study medicine. Families may exercise a solid impact on students’ career choices, most apparently because of the family, specifically more poor families, are unswervingly affected by the outcomes of these choices (Moleke, 2010). The findings above further suggest that course of study does play an important role as far as employability is concerned.
CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Overview of the chapter

This study was conducted to investigate whether personality and self-esteem predict employability among final year M&C students at the UFH. This chapter describes the methodology used in the study. The research design, the population and sample are also described. The tools employed to collect the data, as well as steps used to ensure validity and reliability of the study, are presented. The reliability of findings and conclusions comprehensively depend on the quality of the research design, collection of data, management of data, and analysis of data.

4.2 Objectives

The researcher seeks to address the following objectives.

- To determine personality types that significantly predict employability of final year M&C students at the UFH.

- To determine whether self-esteem significantly predicts employability of final year M&C students at the UFH.

- To determine whether personality and self-esteem combined have a greater influence on the employability of final year M&C students at the UFH than each of them separately.
➢ To provide recommendations relating to the relationship between personality and self-esteem on the one hand and employability on the other

4.3 Research paradigm

4.3.1 Positivism paradigm

This research employed the positivism research paradigm as Rossman and Rollis (1998) pointed out that this paradigm involves the testing of hypotheses in order to obtain the objective truth. Furthermore, this paradigm made it possible to predict what may happen at a future date and this relates to the present study since predictor variables are involved. According to Aliyu (2014, p 81-83) “positivism could be regarded as a research strategy and approach that is rooted on the ontological principle and doctrine that truth and reality are free and independent of the viewer and observer”. Positivism allows independents, self governing and an objective existence of the truth and this has been confirmed by (Gough, 2005). The self-governing is made possible by the fact that, participants are given an opportunity to respond to the questions on a questionnaire without any obstructions and they report the reality of the matter at hand.

There are other methodologes used by a positivist researcher such as nomothetic experiments, laboratory experiments, confirmatory analysis and quantitative analysis (Olesen, 2004). For the purpose of this study, the researcher used a qualitative methodology to carry out the study. Through the use of positivism paradigm, the participants recorded their responses naturally without any interferences and this confirms the notion by (Aliyu, 2014).

4.3.2 Development of positivism paradigm

Kaboub (2004) postulated that the idea of positivism paradigm came about as a truth-seeking paradigm and that was in the 19th century. Then in the 20th century the paradigm was officially recognised as a technical and scientific approach. Aliyu (2014) assumes the natural
world of reality and the ideology that the truth comprised or self-determination or independent events. It is important to mention that the fact that positivism paradigm emphasizes that real, factual happenings could be studied and observed scientifically and could be elucidated by way of rational investigation and analysis. (Gough, 2005).

4.4 Research approach

4.4.1 Quantitative approach

There are two types of research approaches that a researcher can use, namely, qualitative and quantitative research approach. This study utilised the quantitative research approach for a number of reasons which will be explained later. A quantitative approach was utilised using questionnaires in gathering data for this research. In quantitative research, data is collected numerically. The quantitative approach is deemed a suitable way in finalising results and proving or disproving a hypothesis after statistical analysis of the results (Shuttleworth, 2001). Quantitative research approach is a systematic and objective procedure which helps to describe and assess the relationships and examines cause and effect relationships among variables (Smith, Crafford, & Schurink, 2015). Quantitative research data can be collected from an enormous set of respondents and is used in descriptive statistics including averages, correlations, percentages, frequencies and standard deviation to quantify information and project the outcomes from the sample to the populace of concern (Creswell, 2014). In this study, the data was collected using questionnaires distributed to the subjects by the researcher. A quantitative approach was used because it effectively examines the relationship between variables and these variables can be measured using instruments so that numbered data can be analysed using statistical procedures (Creswell, 2014).
4.4.2 Qualitative approach

A qualitative approach is a common technique when one wants to get an in-depth knowledge of a particular phenomenon. A qualitative approach defines either implicitly or explicitly, the role of the researcher, the phases of research, and the technique of data analysis and the purpose of the qualitative research (Creswell, 2014). The qualitative research approach seeks out to recognise a research topic or problem from the angles of the local individuals it involves (Creswell, 2014). The qualitative research approach is particularly operative in finding culturally explicit evidence about the opinions, values, social contexts and behaviours of certain populations.

4.5 Research design

A research design shows the study type whether it is descriptive, correlational, experimental, review, semi-experimental, survey, meta-analytic and a statistical analysis plan (Denzin & Lincoln, 2011). A research design is the structure that has been formed to look for answers in a study (Creswell, 2014).

4.5.1 Quantitative survey design

A quantitative survey design was utilised in order to attain the study objectives. The research utilised the survey research because it is a useful approach when a researcher aims to explain features of a large group or groups (Schmitz, 2013). The survey technique is an excellent way of gathering information from many people.

Kraemer (1991) categorised the survey research design into three categories namely, surveys used to describe certain aspects of a given population, the information collected from the people is subjective, survey designs that uses a portion of the population not the entire population and that results can be at a later stage generalised back to the population.
Creswell (2014) added that when using a survey design, dependent and independent variables define the scope of the research but cannot be controlled by the researcher. Some of the advantages of using a quantitative survey research design are explained below.

Furthermore, McIntyre (1999) pointed out that survey research design is advantageous in obtaining information from a large group of people and also that it makes it possible to access the composition of the population in terms of demographics and gender.

According to Kothari (2005) another advantage that survey design has is that, ecological validity is ensured because materials and methods and setting of the study are real-life situations under investigation. Ecological validity is very important and survey design ensures that it is achieved. Survey design method is fast when collecting data and it allows generalised data to be obtained from participant.

4.6 Research population

Population refers to all fundamentals like objects, individuals and occasions that meet the sample or section criteria for inclusion in a study (Smith et al, 2015). A population is the totality or collective of all the members, objects or subjects that follow to a set of conditions (Carson, Gilmore, Perry, & Gronhaug, 2001).

The research population of the study consisted of University of Fort Hare final year management and commerce students, both females and males. Their ages ranged from 20-24 years, 25-30 years, 31-45 years and 50 years and over and the actual population was 619 obtained from the Fort Hare Registration department.

4.7 Sample

A sample is a sub-group of the population to represent the population (Yin, 2014). A sample size of 238 was obtained from a population of 619 and this was calculated using Raosoft
sample size calculator. It is more or less not possible to study every person in a target population so researchers select a sub-group or sample of the individuals that is probable to be representative of the population targeted he is interested in.

A probability sampling, as a sampling method, was used with stratified sampling as a technique. Yin (2014) probability sampling ensures that each subject of a population has an equal chance of being included in the population. The difference between probability and non-probability sampling is that non-probability sampling does not include random selection and probability sampling involves random selection. The data was collected by means of stratified random sampling (Smith, Gilmore, Perry, & Gronhaug, 2015).

4.7.1 Stratified random sampling

Stratified sampling technique entails that the population will be subdivided into stratus depending on how big the population is (Isaac & Michael, 1997). This particular sampling was chosen because the population of this study consists if two classes namely third and honors students from the UFH management and commerce students. The stratified sampling also includes simple random sampling this then means that simple random samples were drawn from each subgroup namely third years and honours students. The main reason also for choosing this particular sampling technique was that the sub-groups may differ in terms of social class and mortality rates.

4.8 Research procedure

The researcher approached the University of Fort Hare authorities and requested permission to carry out the research. When the researcher received written permission, the research then commenced. The researcher approaches the respondents to participate by completing the questionnaire, and this procedure was suitable for the large sample of 238, as it made it possible for the researcher to generalise the findings (Carson, Gilmore, A, Perry & Gronhaug,
The procedure also works well in recognizing features of groups, to quantify attitudes and define behavioural outlines (Cant; Gerber-Nel; Nel & Kotze, 2005).

4.9 Data collection method

4.9.1 Data collection instrument

Data collection instruments are fact finding strategies and tools for data collection. They include Questionnaire, Interview, Observation and Reading (Cooper & Schindler, 2006). A chosen research instrument must ensure reliability and validity of the study. The validity and reliability of any research project depends, to a large extent, on the appropriateness of the instruments (Elliott, 2013). There are two types of questionnaires, namely, structured and unstructured questionnaires. Structured questionnaires are those in which some control or guidance is given for the answer. This may be described as a closed form because the questions are short, thus requiring the respondent to provide a yes or no response or checking an item out of a list of given responses (Cant et al., 2005).

An unstructured questionnaire is also termed an open-ended or unrestricted type of questionnaire; it calls for free response in the respondent's own words (Cant et al., 2005). The respondent frames and supplies the answer to the question raised in the questionnaire. It also constitutes questions which give the respondent an opportunity to express his or her opinions from a set of options. Postal and electronic questionnaires are known as self-completion questionnaires, that is, respondents complete them by themselves in their own time. The research instrument used for this study was a questionnaire. A questionnaire is a set of cautiously deliberate questions given in a precise and unchanged method to a set of individuals in order to gather information around some subjects in which the investigator is concerned (Elliott, 2013). The questionnaire was formulated to have questions that would measure self-efficacy and career exploration.
Moreover, the advantage of using a questionnaire is that, the results of the questionnaires can quickly and easily be quantified by either a researcher; through the use of a software package, large amounts of information can be collected from a huge number of people in a short period of time and in a relatively cost effective way (Elliott, 2013). One of the main choices in the questionnaire design process is the examining of the questions, thus questions in a questionnaire must be precise and pertinent (Malhotra, 2010). Pertinent refers to avoiding the gathering of redundant evidence and guarantees that only data needed to solve the research questions is acquired (Elliott, 2013).

Furthermore, accuracy of the questionnaire questions refers to data being reliable and valid (Cooper & Schindler 2006). Questionnaire questions were simple and clear (Cooper & Schindler 2006). Furthermore, the questionnaire should not explore complex issues in great depth (Elliott, 2013). The questionnaires were developed to have questions that would measure sources of personality, self-esteem and career employability. The questionnaires used for the study were developed in English. The questionnaire also used a 6 point scale section to source from the respondents the responses that best apply to them.

In this study, the instruments used were TIPI (Ten-item Personality Inventory) to measure personality, Rosenberg Self-esteem Scale to measure self-esteem and Student perceived employability scale to measure employability.

4.9.2 TIPI (Ten-item personality inventory)

To measure personality, the researcher used the Ten-Item Personality Inventory which was developed by John and Srivastava (1999) and was used in a study by Samuel, Goslin, Reintfrow, and William (2003), the scale consists of 10 items and each item is comprised of two descriptors divided by a comma. Each item uses a common stem “I see myself as”. Items
were rated on a 6 point Likert scale with answers ranging from disagree strongly to agree strongly. This shorter version was chosen because it is efficient and reduces item redundancy. The original Cronbach Alpha Coefficient was 0.73 (John and Srivastava, 1999). In the South African context the same test was used by Metzer, De Bruin and Adams (2014) and had a Cronbach Alpha Coefficient of 0.72. A more recent study was done by Naude; Kruger; Saayman and Jonker (2016) using the TIPI scale and had a Cronbach Alpha Coefficient of 0.70.

4.9.3 Rosenberg self-esteem scale

To measure self-esteem, the researcher used the Rosenberg Self-esteem Scale developed by Rosenberg (1978) and has 10 items. Items were rated on a 6 point Likert scale with answers also ranging from disagree strongly to agree strongly. The Original Cronbach Alpha Coefficient ranges from 0.85 to 0.88 across assessment (Rosenberg, 1978). In terms of validity, the factor analysis of Battle (1992) confirms the construct validity of the Self-esteem Scale. However, in the South African context the scale was also used by Potgieter (2012) and had a Cronbach Alpha Coefficient of 0.79. Furthermore, Stander and Mostert (2013) again in a South African context used the scale and had Cronbach Alpha Coefficient that ranges from 0.88-0.90 across assessments.

4.9.4 Student perceived employability scale

To measure employability components the researcher used the self-perceived employability scale developed by Rothwell, Jewell and Hardie (2009) has 22 items that measure ambition and university commitment. The items will be rated on a 6 point Likert scale. The original Cronbach Alpha Coefficient of the scale was 0.84 (Rothwell, Jewell & Hardie, 2009). Furthermore, the scale was used by Christa (2012) with the same reliability of 0.84.
In addition, recently the student perceived employability scale was used in the South Africa Context by Goodman and Tredway (2015) and they recorded a Cronbach Alpha Coefficient of 0.75. This scale was chosen because it is an appropriate scale to measure graduates or students, the other employability scales such as the Employability Attributes scale by Bezuidenhout and Coetzee (2010) mainly measures the attributes of those already at the workplace even though it also has a recommendable Cronbach Alpha Coefficient that ranges between 0.78 and 0.90.

4.10 Data analysis

Analysis of data is a process of transforming, cleaning, modelling and inspecting data with the aim of determining useful information to support decision-making and suggest conclusions. Data was coded, validated, edited, and cleaned before analysis was done. According to Cant et al (2005), these steps are very crucial before data is analysed.

This study used Statistical Package for Social Sciences (SPSS) version 23 as the statistical software for data analysis. SPSS is software for performing statistical procedures in the social sciences field (Thomas, 2004). Data cleaning is the process of preventing and correcting these errors (Warne, 2014). Burns and Bush (2013) define descriptive statistics as the name given to a large body of statistical and graphical techniques.

4.10.1 Descriptive statistics

In analysing data, descriptive statistics was used. Descriptive statistics was also used in this study to give a brief summary of statistics and also utilised to describe the elementary features of the data in a study. In addition, central tendency was used to determine the average score as it is a convenient way of describing a data set. Descriptive statistics also give modest summaries about the measures and the sample (Miller & Droge, 1986). Organised with graphics analysis, descriptive statistics form the basis of every quantitative
exploration of statistics (Salkind, 2010). One can summarize data or information graphically or statistically. Descriptive statistics of mean, mode and median provided simple reviews about the sample and the measures.

4.10.2 Inferential statistics

This study used the inferential statistics to test the research hypotheses. Inferential statistics was also used as it provided straightforward summaries about the sample and the measures (Warne, 2014).

Pearson's correlation was used to specify the relationship between variables; lastly, a step wise regression analysis was also used to determine whether or not personality and self-esteem significantly predict employability. The Pearson correlation analysis is usually used when there are predictor variables in the question (Du Toit & Coetzee, 2012).

4.11 Reliability and validity

Reliability is the consistency at which a tool measures the feature it is intended to measure (Salkind, 2010). Reliability can be guaranteed by reducing sources of measurement inaccuracy such as data gatherer bias. The psychological and physical environment where information was collected was made contented by guaranteeing confidentiality, general physical comfort and privacy. The validity of a tool is the extent to which a tool measures what it is anticipated to measure (Creswell, 2014).

Content validity is defined as the degree to which a tool characterises the aspects under study (Salkind, 2010). To attain content validity, questionnaires include a range of questions on the information of final year Management and Commerce students. Content validity was more guaranteed by reliability in administering the questionnaires.
Questionnaires were given to participants by the researcher. The questions were expressed in simple language for simplicity and understanding. Clear instructions were given to participants and external validity was ensured. External validity is the extent to which study results can be generalized beyond the used sample (Salkind, 2010). Cronbach alpha was used to determine validity and reliability. Cronbach alpha is the measures of internal consistency of how closely interrelated a set of things are as a collection. It is considered to be a measure of scale reliability (Bonett, 2003).

4.12 Ethical considerations

The researcher obtained institutional permission for the research project before any data was collected. Permission was obtained from the University of Fort Hare’s relevant authority – the University Research Ethics Committee (UREC). Ethics has been defined by Creswell (2014), as a set of moral principles which are suggested by an individual or group and are subsequently widely accepted, and offer rules and behaviour expectations about the most acceptable conduct towards respondents /research subjects, and students.

4.12.1 Informed consent

The researcher considered the informed consent. Babbie (2007) defined informed consent as a norm in which participants base their voluntary participation in research projects knowing the probable risks involved. Participants were informed and updated about the study, its aim, the reason of doing the research and they were also informed that the data required is only for academic purposes, this information was on the first page of the questionnaire. The first paragraph of the questionnaires contained consent information asking the participants to participate and letting them know that their participation was voluntary.
4.12.2 Confidentiality and anonymity

Information acquired from the subjects was kept confidential. The data will not be released to the public or published unless an agreement has been obtained from the source. In as much as confidentiality of data should be maintained, however Von Stunn and Robins (2015) argued that confidentiality in research makes little sense as the researcher has a moral duty to report the results of their study, however, this cannot be done if the results are not supposed to be revealed.

In addition, anonymity was also highly considered, respondents were not required to disclose their identity, thereby making sure that data collected were not linked to respondents’ personal names. Anonymity is when subjects cannot be associated, even by the researcher, to their individual responses (Smith et al, 2015). In most cases, if the questionnaire is returned without an indication of who has completed it, the chances are better that respondents have been completed honestly. In this study, anonymity was guaranteed by not revealing the student’s name on the questionnaire.

4.13 Conclusion

In conclusion, the researcher employed a quantitative, descriptive survey design. Close-ended questionnaires were administered by the researcher to gather the data from the participants. A sample of final year management and commerce job seeking students participated in the study. Authorisation to carry on with the study was obtained from University of Fort Hare relevant authority, the university Research Ethical Committee. Confidentiality, informed consent and anonymity were guaranteed during administration of the questionnaires and report writing. Questionnaires were disseminated to participants to ensure reliability and validity. This chapter described the research methodology, including the population, sample, data collection tools as well as strategies used to ensure adherence to ethical standards,
validity and reliability of the study. The next chapter presents findings, data analysis and interpretation of data.
CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION OF RESULTS

5.1 Introduction

The methodology and design of the present study was examined in the previous chapter. Furthermore, the study population, sample size and sampling procedure were deliberated on. The present chapter presents the data analysis of quantitative descriptive statistics concerning the variables under investigation. The results of demographic variables are first presented followed by the results of the three variables of the study, namely personality, self-esteem and employability.

A total of 238 questionnaires were distributed, (20) questionnaires were not returned and (18) were deemed not usable due to missing data. This means that 38 questionnaires, out of 238 distributed, were totally rejected from the data analysis. Only 200 questionnaires were completed and serve the purpose of analysis. The rest of the questionnaires (n=200) were used to analyse the results. Information collected with the questionnaire was subjected to frequency totals. Responses for every single question were added together to look for the highest frequency of occurrence. These responses to the questions were then presented in percentage forms in a tabular format.
5.2 Basic information

5.2.1 Gender distribution of respondents

Figure 2: Gender

Figure 2 shows the gender respondents’ data collected from 200 participants, 53.5% of the respondents were males while only 46.5% were females. From the figure above it can be noted that the majority of the participants were males.
5.2.2 Racial distribution of respondents

Figure 3: Race

Figure 3 above shows that the data collected from 200 participants 96% were blacks, whites were 3% and coloureds constituted a population of 1%. This then seem to suggest that the majority of the population were blacks since the university is located in the Eastern Cape and a previously disadvantaged university.
5.2.3 Age Group Distribution of Respondents

Figure 4: Age Group Distribution

The age distribution of the respondents is presented in Figure 4. According to this Figure, respondents in the age group 19-21 years constitute 49 percent of the respondents. Age groups 22-25 years and 26-30 years are respectively 39 and 10 percent while only 2 percent are older than 30 years.
5.2.4 Educational Level of Respondents

Figure 5: Educational Level

The educational level of the respondents is presented in Figure 5. According to the figure, third year management and commerce students constitute 69 percent of the population, whereas honors students only constitute 31 percent.
5.3 Reliability of instruments and scales

Table 1: Cronbach Alpha Coefficient of the scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE Subscales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambition</td>
<td>.497</td>
<td>.534</td>
</tr>
<tr>
<td>University Commitment</td>
<td>.568</td>
<td>.569</td>
</tr>
<tr>
<td>Employability</td>
<td>.704</td>
<td>.712</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>.557</td>
<td>.561</td>
</tr>
<tr>
<td>TIPI</td>
<td>.459</td>
<td>.459</td>
</tr>
</tbody>
</table>

Table 1 presents the Cronbach Alpha Coefficients of the instruments and its scales. The Student Perceived Employability scale has the highest Cronbach Alpha Coefficient of .712.
Table 2: Significance between two independent groups (Males and Females)

<table>
<thead>
<tr>
<th>T-test</th>
<th>Sig</th>
<th>Sig(2-tailed)</th>
<th>Df</th>
<th>Md</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE</td>
<td>Variance assumed</td>
<td>.647</td>
<td>.171</td>
<td>156 -2.03997</td>
</tr>
<tr>
<td></td>
<td>Variance Not assumed</td>
<td>.172</td>
<td>151.19</td>
<td>-2.03997</td>
</tr>
<tr>
<td>TIPI</td>
<td>Variance assumed</td>
<td>.151</td>
<td>.022</td>
<td>198 -1.68154</td>
</tr>
<tr>
<td></td>
<td>Variance not assumed</td>
<td>.024</td>
<td>180.526</td>
<td>.73607</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>Variance assumed</td>
<td>.559</td>
<td>.461</td>
<td>198 -.59612</td>
</tr>
<tr>
<td></td>
<td>Variance not assumed</td>
<td>.462</td>
<td>191.274</td>
<td>-.59612</td>
</tr>
</tbody>
</table>

Table 2 show the results of the T-test which was used to test the hypothesis that there is either a significant difference between two independent groups or not. In Table2, the T-test was used to test the significant difference between males and females to the SPE, TIPI and Self-esteem scale. The table shows that there is a significant difference between males and female on the TIPI scale with significance of .22. Furthermore, there is no significance between males and females’ responses on the SPE and Self-esteem scale since the significances are greater than .05.

**Hypothesis 1:**

H$_0$ There is no significant relationship between personality type and employability among final year M&C students at the UFH

H$_1$ There is a significant relationship between personality type and employability among final year M&C students at the UFH.
The regression analysis was performed and the results are presented below.

**Table 3: Reliability Statistics of the Personality Scale (TIPI)**

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.448</td>
<td>.459</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 3 shows that after the collected data was analysed, the personality scale was found to have a Cronbach Alpha Coefficient of 0.448 different from the original of 0.73. The diagram shows also that the Cronbach Alpha Coefficient based on standardised items was 0.459. The scale had 10 items.

**Table 4: Regression of Personality on Employability**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 199</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>2282.28597</td>
<td>10</td>
<td>228.228597</td>
<td>Prob &gt; F = 0.0015</td>
</tr>
<tr>
<td>Residual</td>
<td>14267.4829</td>
<td>188</td>
<td>75.8908664</td>
<td>R-squared = 0.1379</td>
</tr>
<tr>
<td>Total</td>
<td>16549.7688</td>
<td>198</td>
<td>83.5846911</td>
<td>Root MSE = 8.7115</td>
</tr>
</tbody>
</table>

A p-value of 0.05 or less would be statistically significant.
The p-value is =>0.0015

A stepwise regression analysis was performed to examine whether personality explained significantly predict employability. Adjusted-R square 13% of variability is being explained by the model to show the relationship between personality variables and employability. Moreover, there is a greater difference between R-square and adjusted R-square meaning the data is redundant. The model has a p value of 0.0015 which is less than 0.05, which means the model has explanatory power; therefore, there is significance. Table 10 summarizes the findings.

**Table 5: The correlation between personality (TIPI Scale) and employability**

| Employability | Coef.     | Std. Err. | t     | P>|t|     | [95% Conf. Interval] |
|---------------|-----------|-----------|-------|---------|---------------------|
| Extraversion  | 1.421588  | 2.614728  | 1.54  | 0.007   | 6.579565            |
| Introversion  | -0.88821  | 1.361181  | -0.65 | 0.515   | 1.796943            |
| Judging       | -3.1756   | 1.854609  | -1.71 | 0.088   | .4829552            |
| Perceiving    | 9.644461  | 3.449424  | 2.80  | 0.006   | 16.44901            |
| Thinking      | 2.682885  | 1.410007  | 1.90  | 0.059   | 5.464352            |
| Feeling       | -2.89958  | 1.346484  | -2.15 | 0.085   | -.2434184           |
| Sensing       | 0.528388  | 1.640237  | 0.32  | 0.748   | 3.764021            |
| Intuition     | 3.637187  | 2.040922  | 1.78  | 0.076   | 7.663238            |
| Feeling       | 3.237028  | 1.869152  | 1.73  | 0.033   | 6.924235            |
Sensing  3.563041  1.858845  1.92  0.057  7.229915
Cons     89.25138   4.978286 17.93  0.000  79.4309

The model shows different significances of the personality types variables in relation to employability. The perceiving personality type has a strong significance with employability and the p-value is 0.006 which is less than 0.05. The feeling personality type also has a moderately higher significance with employability and the p-value is 0.033. The introversion personality type has no significance with employability and the p-value is 0.517 which is greater than 0.05. A summary of this is found in Table 5.

Hypothesis 2:

H₀ There is no significant relationship between self-esteem and employability among final year M&C students at the UFH.

H₁ There is a significant relationship between self-esteem and employability among final year M&C students at the UFH.

The regression analysis was performed and the results are shown below.

Table 6: Reliability statistics of the self-esteem scale

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha based on Standardized items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.557</td>
<td>.561</td>
<td>10</td>
</tr>
</tbody>
</table>
Table 6 shows the Cronbach Alpha Coefficient of the self-esteem scale which was 0.577. The Cronbach Alpha Coefficient based on standardized items was 0.561. The Self-esteem scale had 10 items.

Table 7: Regression self-esteem on employability

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>55.4491388</td>
<td>1</td>
<td>55.4491388</td>
<td>Prob &gt; F = 0.4157</td>
</tr>
<tr>
<td>Residual</td>
<td>16501.4309</td>
<td>198</td>
<td>83.3405599</td>
<td>R-squared = 0.0033</td>
</tr>
<tr>
<td>Total</td>
<td>16556.88</td>
<td>199</td>
<td>83.200402</td>
<td>Root MSE = 9.1291</td>
</tr>
</tbody>
</table>

A p-value of 0.05 or less would be statistically significant.

The p-value is =>0.0015

Table 7 shows that the Adjusted-R square 3% of variability is being explained to show the relationship between self-esteem and employability. Moreover, there is also a greater difference between R-square and adjusted R-square meaning the data is redundant. The model has a p value of 0.4157 which is greater than 0.05, which means the model has no explanatory power; therefore, there is no significance. Table 8 summarizes the findings.
Table 8: The correlation between self-esteem and employability.

| Employability | Coef.  | Std. Err. | t  | P>|t|  | [95% Conf. Interval] |
|---------------|--------|-----------|----|-----|-----------------|
| Self-esteem   | .0928547 | .1138374 | 0.82 | 0.416 | -.1316346 |
| Cons          | 101.0334 | 5.319094 | 18.99 | 0.000 | 90.54405 |

Hypothesis 3:

H₀ Personality and self-esteem do not positively predict employability among final year M&C students at the UFH.

H₁ Personality and self-esteem positively predict employability among final year M&C students at the UFH.

The regression analysis was performed to determine the combined influence of personality and self-esteem on employability and the results are presented below.

Table 9: Overall significance of personality and self-esteem on employability.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+-------+-----+--------+---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F( 2, 197) = 5.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>844.98054</td>
<td>2</td>
<td>422.49027</td>
<td>Prob &gt; F = 0.0057</td>
</tr>
<tr>
<td>Residual</td>
<td>15711.8995</td>
<td>197</td>
<td>79.7558348</td>
<td>R-squared = 0.0510</td>
</tr>
</tbody>
</table>
Adj R-squared = 0.0414

Total | 16556.88  199  83.200402  Root MSE  =  8.9306

Table 9 shows that the overall significance of personality and self-esteem combined is 0.0057 and this suggests that the combined relationship between personality and self-esteem has a higher p-value greater than .005. The Adj R-squared is 5 percent showing the relationship between the three variables. Table 10 below shows that the significance level of personality when combined with self-esteem remains strong but self-esteem still records no significance with a p-value of 0.934.

The table 10 below summarises the results.

Table 10: Correlation of Personality and Self-esteem on employability

| Employability | Coef. | Std. Err. | t     | P>|t|   | [95% Conf. Interval] |
|---------------|-------|-----------|-------|-------|---------------------|
| Self-esteem   | .0094216 | .1144759 | 0.08  | 0.934 | -.216339            |
| TIPI          | .3948899 | .1255083 | 3.15  | 0.002 | .1473776            |
| Cons          | 87.6878  | 6.713224  | 13.06 | 0.000 | 74.44879            |
5.4 Conclusion

This study investigated the influence of personality and self-esteem on employability among final year students at a previously disadvantaged South African university. In this chapter, data analysis methods, study results and a discussion of the findings were presented. Some findings from this study have been found to be consistent with the findings of several related studies on personality and self-esteem on employability. Data findings were described as correlations to the study variables. In the next chapter, recommendations and conclusions are presented, including limitations to this study.
CHAPTER SIX

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This study investigated the influence of personality and self-esteem on employability among final year students at Fort Hare University. In chapter five of this research, hypotheses reflecting suppositions on personality and self-esteem were discussed. Chapter five also dealt with data analysis by interpreting data collected through a questionnaire. In this chapter, the results of various statistical measures exploring the relationship between personality and self-esteem on employability will be discussed. This chapter will present the last goal of the investigation by coming to a conclusion. Furthermore, this chapter will assess limitations presented by this study and present recommendations for future research.

The purpose of this study was to investigate the influence of personality and self-esteem on employability among final year students at Fort Hare university. The empirical investigation was triggered by a high unemployment rate in South Africa especially among the graduates (Stats SA, 2015). The theories underlying this research are for job-seeking students to develop human capital skills to be better equip themselves to face the job market. Students should develop proactive personality that act as competitive edge in the job search market.

Chapter one was primarily focused on the purpose of the research investigation, presenting the study, describing the problem of the study and explaining concepts pertinent to the study. The research methodology and design were also briefly explained. Chapter two concentrated on the theoretical underlying this study. Chapter three looked at the empirical literature. In chapter three, it was revealed that personality has a strong significant relationship with employability. Chapter four was dedicated to research methodology of this
research. Chapter five was dedicated to analysis of data using the SPSS and interpretation of results that led to the results and recommendations. Having discussed the earlier, chapter 6 discusses the findings from the research study and makes conclusions and recommendations.

6.2 Discussion

This study found statistical evidence supporting the first hypothesis of personality having a strong influence on employability and specific personality types showed a strong correlation to employability. Regression analysis was done and a strong significance level of $p=0.006$ was found to the personality type perceiving, which then suggest that the perceiving personality type influences employability. The finding is consistent with previous research which showed a significant association occurs between personality type and employability (Van der Heijde & Van der Heijden, 2006). In comparison with the judging personality type showed no implication on employability and recorded a level of $p=0.088$. Conversely, a study done by Samantha (2010) on the relationship between judging and employability, showed a significant relationship between the personality type judging with employability and the study was carried out at the university of South Africa using 100 employees as the unit of analysis.

In addition, regression analysis results showed that the feeling personality type had a moderately higher significance level of $p=0.033$ which then suggest that job-seeking students with the feeling type personality were more likely to be employed. The findings are consistent with those of Potgieter and Coetzee (2013) who investigated the relationship between employability attributes and personality preferences in an open distance learning higher education institution. Another personality type, the thinking type showed no comportment on employability with the regression analysis showing a $p$-value of 0.059, P
Extraversion personality type influenced employability with a significant p-value of 0.007. This then means that job-seeking students who possess extraversion as a trait are more likely to be employable than the introvert trait individuals. Introversion recorded a significant p-value of 0.515, P<0.05. The findings are consistent with Ang, Van Dyne and Koh (2006) who investigated personality correlates of four model of cultural intelligence.

Sensing and intuition personality types have no significance to employability and both recorded a p-value of 0.748 and 0.076, P<0.05 respectively. The findings on intuition contradicts Potgieter and Coetzee (2013) who found out that intuitive personality type tend to focus on being clever, creative and changing their circumstances.

Findings of the present study refute the second hypothesis, namely, self-esteem significantly predicts employability. The regression analysis recorded a significance p-value of 0.416, P<0.05. Griffen and Hesketh (2005) found that the relationship between self-esteem and employability posits that self-esteem has a strong relationship with employability. However, the present study carried out on the final year management and commerce students at the University of Fort Hare refutes the previously found relationship. There is a lack of statistical relationship between self-esteem and employability among final year management and commerce students at the University of Fort Hare.

When matching the correlation of personality and self-esteem on employability, the present study found that personality held a strong influence on employability compared to self-esteem. The TIPI Scale for personality recorded a statistical p-value of 0.002 overall which showed a strong relationship with employability. Studies done by Potgieter (2012) and Kalyani (2014) postulated that self-esteem has a strong relationship with employability. However, the present study counters the findings and further shows that personality has a
strong influence on employability.

6.3 Theoretical implications

The current study advances understanding to a phenomenon that is not often researched in academic context. There is benefit when universities pay attention to the human capital skills develop by students when at university to better themselves when it comes to the job hunting. The human capital skills include but are not limited to proactive personality types such as perceiving, extraversion and the feeling type. Moreover, the study also concurs with the human capital theory by (Schultz, 1961). The main theoretical underpinning is that there is a benefit in developing the human capital skills among the university graduates. The benefit here is success in job search. Proactive personality increases the capability of job search among individuals.

From the two theories that this current study was centred on, it is evident that if an individual develops the human capital skills and build proactive behaviours, they stand a better chance of finding a job (Schultz, 1961).

6.4 Recommendation for methodological implication

A quantitative survey design was utilised to attain the research objectives. The research utilised the survey research because it is a useful approach when a researcher aims to explain features of a large group or groups (Schmitz, 2013).

Quantitative research provided a platform that was a suitable method in finalising results and proving or disproving this study’s hypotheses after statistical analysis of the results Shuttleworth (2001). It was also chosen because it is a systematic and objective procedure which helps describe and assess relationships and examine cause and effect among variables.
The researcher used the quantitative research approach since it is most suitable for a wider population such as that of personality and self-esteem in an academic context. The researcher used a questionnaire that was designed based on prior research from other practitioners and academics.

The measurement of findings on the influence of personality and self-esteem on employability supported some of the previous studies on personality and self-esteem of the job-seeking students. The instruments used for the study were Rosenberg Self-esteem scale, Self-perceived employability scale and TIPI. The findings of the item analyses showed that the instruments used have a high essential reliability and validity.

The measuring instrument (questionnaire) contained a biographical section, self-esteem section, employability section and personality section. Since there was no noted setback in any of the sub-scales in the questionnaire, the Cronbach rating of the questionnaire is still valid and reliable. Quantitative is compatible with samples and researchers can adopt this method to investigate the relationship between personality and self-esteem in a sample different from the one used in this study.

Assumptions have been brought about on the relationship between personality and self-esteem on employability. The quantitative research method addresses the questions that have arisen regarding the applicability of some assumptions. Evidence from this study and many more Potgieter (2012) and Kalyani (2014) support the assertion that positive relationship exists between personality and employability within an academic context. This explains why the quantitative research methodology and aspects of research design, in view of the research aims and objectives, were successful in addressing the questions raised by the researcher.
6.5 Recommendation for practical implications

The success of students in securing employment has been found to be influenced by how much they develop human capital skills and how much they match their personalities to the jobs available in the labour market. It is imperative for students to engage in activities that build skills such as interpersonal, ambition and multicultural skills. Furthermore, it is also advisable that universities build and introduce workshops that enhance student human capital skills as pointed out by the human capital theory by Schultz (1961) and career development counselling for the development of student employability skills and proactive personalities.

The research findings provided evidence that personality had a positive relationship with employability in an academic context. This makes it clear that student career exploration process can only be successful when special attention is given to developing individual’s human capital skills and proactive personalities such as perceiving, extraversion and feeling. Institutions of higher learning should take advantage of some career experts in their countries and in their universities to provide students with employability lessons and guidelines.

Counsellors can work on ways to assist people to improve an exploratory attitude relative to their general life experiences. An exploratory attitude characterises an open and non-rigid way of relating to the world such that one can approach new circumstances and changes that individuals face in a way that inspires growth and further self-definition in finding employment. By incorporating some of the findings in exploration research and theory from other life roles, Blustein (1990) psycho-educational programs and counselling interventions can be developed to equip individuals to learn from new experiences and relate them to
Counsellors should take into consideration the notion of self-efficacy in preliminary discussions with students. This involves questions concerning the individual's beliefs in their capability in domains significant to performance or advancement and career decision-making. During a counselling session, if an individual is not able to master a domain of behaviour, the counsellors should centre on the causes of these limitations in the individual's background experience (Blustein, 1990).

6.6 Contribution of the study

The most important contribution of this study is that it helps to extend knowledge and understanding on the issues concerning the relationship between personality, self-esteem and employability in an academic setting Potgieter (2012) and Kalyani (2014). The research magnified the frame of information in the area personality in relation to employability in academic contexts. It makes available literature that considers these two variables (personality and self-esteem) in an African context.

It may help academics to have more insight in having a non-conclusive but evolving idea on the relationship between personality, self-esteem and employability. Not only does the study generally contribute to the understanding of the phenomena that is employability, but the study places a contextual emphasis on this phenomenon. The findings of the study can also help universities to realise that for students to have a successful career exploration process, there is need to allow career advisers to assist students develop and improve their career decision-making and employability skills.

Assessing effects of personality and self-esteem on employability may offer significant information that career counsellors, industrial psychologists and human resources managers
can use in promoting the development of careers and to advance the workforce’s employability skills. The study may be of great significance since it adds scientific knowledge considering there is a widespread debate over the factors that influence employability (Tisch, 2015).

6.7 Limitations

The current study did find the relationship between personality, self-esteem and employability amongst final year Management and Commerce University students. Some limitations need to be taken into consideration when interpreting findings.

The study was done using the management and commerce students at the university of Fort Hare. However, the findings of this study may not be applicable to other fields of study such as sciences. Further research needs to be conducted on other faculties like sciences. Moreover, even though the study was conducted in an academic context, further research needs to be conducted on different populations of other organisations as the findings of this study apply only to a population in an academic context.

Studies investigating the influence of personality and self-esteem on employability in academic context are limited especially in South Africa. The results and their inferences obtainable in this report were from a study that focused only on a specific group, which are final year management and commerce university students. Thus, care needs to be taken when simplifying the results and conclusions to different organisations or other groups.

Another limitation of this study is on the possibility of social desirability due to use of questionnaires. Collecting data at a single point does not take care of maturational effects and the use of stratified simple random sampling affects the generalizability of the results. Regardless of these limitations, the findings provide useful preliminary information that
adds to the body of knowledge that focuses on the evolution of the field of organisational career psychology in South Africa. The insights derived from the findings can be employed by academia and researchers in the field to plan future research initiatives that will contribute to the profession and development of employability skills and counselling.

6.8 Future research

This research was done using a quantitative research method. However, further researchers should use both quantitative and qualitative research methods and use interviews. Qualitative research provides a rich, detailed picture on why people act in certain ways and their feelings about such actions, and interviews would give an in-depth understanding and not be limited to questions which they can also be redirected or guided by researchers in real time.

Future researchers should examine the influence of personality and self-esteem on employability among other faculties as this may provide different results and implications. The Management and Commerce students cannot be representatives of all the university faculties. Future research should also replicate this study to determine whether the findings are valid for students enrolled in other universities with faculties of Management and Commerce.

Although this research found a positive relationship between personality and employability, further research is needed that considers other employability attributes like cultural competence and entrepreneurship, especially among the job-seeking students and graduates.

This research was limited only to the third years and honours, future researchers should also focus on postgraduates like masters and PhD students.
6.9 Conclusion

This research focused on the influence of personality and self-esteem as predictors of employability. The results found a positive relationship between personality and employability as indicated by Potgieter (2012) and Kalyani (2014) among final year management and commerce final students at a previously disadvantaged South African university.

Strong empirical evidence exists to show that correlations exist between personality and employability; however, the results also showed that there is no significant relationship between self-esteem and employability. The chapter discussed conclusions centered on the empirical findings and literature review from the study. The section ended by making recommendations and highlighting the limitations to the study.
6.10 References


Blustein, D. L. (1990). Explorations of the career exploration literature: Current status and


McIntre, L.J. (1999). The practical sceptical: Core concepts in sociology. Mountain View,


Potgieter, I., & Coetzee, M. (2013). employability attributes and personality preferences of


APPENDIX A-RESEARCH INSTRUMENT

My name is Cedric Muzerengwa, I am a master’s student in the department of Industrial Psychology at the University of Fort hare. As required for the completion of my studies, I am conducting a study titled “Personality and Self-esteem as predictors of employability among final year students at a previously disadvantaged South African university”.

The research is solely for academic purposes and all information obtained will be kept in the strictness of confidence. Your name is not required and there is no right or wrong answer. Completing the questionnaire may take you about 20 minutes, thank you.

Your contributions are highly appreciated.

Thank you

Section A: DEMOGRAPHIC INFORMATION

Instruction: Tick the correct answer by marking an X in the box of your choice.

1 | Gender | Male | Female |
   |        |      |        |

2 | Race  | Black | White | Colored | Indian | Other |
   |       |       |       |         |        |       |

3 | Age Group | 19-21 | 22-25 | 26-30 | 31+ |
   |         |       |       |       |    |

4 | Educational Level | 3rd Years | Honours Level |
   |                   |         |               |

Section B: Rosenberg Self-Esteem Scale

Instruction: Tick the correct answer by marking an X in the box of your choice.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the whole, I am satisfied with myself.</td>
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<tr>
<td>2</td>
<td>At times I think I am no good at all.</td>
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<tr>
<td>3</td>
<td>I feel that I have a number of good qualities.</td>
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<tr>
<td>4</td>
<td>I am able to do things as well as most other people.</td>
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<td>5</td>
<td>I feel I do not have much to be proud of.</td>
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<tr>
<td>6</td>
<td>I certainly feel useless at times.</td>
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<td>7</td>
<td>I feel that I'm a person of worth, at least on an equal plane with others.</td>
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<td>8</td>
<td>I wish I could have more respect for myself.</td>
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<tr>
<td>9</td>
<td>All in all, I am inclined to feel that I am a failure.</td>
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<tr>
<td>10</td>
<td>I take a positive attitude toward myself.</td>
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</tbody>
</table>

**Section C: Student Perceived Employability Scale**

<table>
<thead>
<tr>
<th>University Commitment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I achieve high grades in relation to my studies</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I regard my academic work as top priority</td>
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<tr>
<td>3</td>
<td>Employers are eager to employ graduates from my university</td>
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<tr>
<td>4</td>
<td>The status of this university is a significant asset to me in job seeking</td>
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<td>5</td>
<td>Employers specifically target this university in order to recruit individuals from my subject area(s)</td>
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<td>6</td>
<td>My university has an outstanding reputation in my field(s) of study</td>
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<td>7</td>
<td>A lot more people apply for my degree than there are places available</td>
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<tr>
<td>8</td>
<td>My chosen subject(s) rank(s)</td>
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<tr>
<td>Employability</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Somewhat Agree</td>
<td>Somewhat Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<tr>
<td>9</td>
<td>People in the career I am aiming for are in high demand in the external labour market</td>
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<tr>
<td>10</td>
<td>My degree is seen as leading to a specific career that is generally perceived as highly desirable</td>
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<tr>
<td>11</td>
<td>There is generally a strong demand for graduates at the present time</td>
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<tr>
<td>12</td>
<td>There are plenty of job vacancies in the geographical area where I am looking</td>
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<td>13</td>
<td>I can easily find out about opportunities in my chosen field</td>
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<tr>
<td>14</td>
<td>The skills and abilities that I possess are what employers are looking for</td>
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<tr>
<td>15</td>
<td>I am generally confident of success in job interviews and selection events</td>
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<tr>
<td>16</td>
<td>I feel I could get any job so long as my skills and experience are reasonably relevant</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ambition</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>I want to be in a position to do mostly work which I really like</td>
<td></td>
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<tr>
<td>18</td>
<td>I am satisfied with the progress I have made meeting my goals for the development of new skills</td>
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<td>19</td>
<td>I have clear goals for what I want to achieve in life</td>
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<tr>
<td>20</td>
<td>I regard myself as highly ambitious</td>
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<tr>
<td>21</td>
<td>I feel it is urgent that I get on with my career development</td>
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<tr>
<td>22</td>
<td>What I do in the future is not really important (reverse-scored)</td>
<td></td>
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</tbody>
</table>

Section D: TIPi (Ten Item Personality Inventory) Scale
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I see myself as: Extraverted, enthusiastic.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I see myself as: Critical, quarrelsome.</td>
<td></td>
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<tr>
<td>3</td>
<td>I see myself as: Dependable, self-disciplined.</td>
<td></td>
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<tr>
<td>4</td>
<td>I see myself as: Anxious, easily upset.</td>
<td></td>
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<tr>
<td>5</td>
<td>I see myself as: Open to new experiences, complex.</td>
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<tr>
<td>6</td>
<td>I see myself as: Reserved, quiet.</td>
<td></td>
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<tr>
<td>7</td>
<td>I see myself as: Sympathetic, warm.</td>
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<tr>
<td>8</td>
<td>I see myself as: Disorganized, careless.</td>
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<tr>
<td>9</td>
<td>I see myself as: Calm, emotionally stable.</td>
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<tr>
<td>10</td>
<td>I see myself as: Conventional, uncreative.</td>
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</tbody>
</table>

Thank you for your time

Column 1
APPENDIX B-LANGUAGE LETTER

TO WHOM IT MAY CONCERN

LETTER OF ATTESTATION

I, Dr. K. E. Monyai, hereby certify that I received and edited the Masters Dissertation of Cedric Muzerengwa, entitled “PERSONALITY AND SELF-ESTEEM AS PREDICTORS OF EMPLOYABILITY AMONG FINAL YEAR STUDENTS AT A PREVIOUSLY DISADVANTAGED SOUTH AFRICAN UNIVERSITY, 63 pages. Proposed corrections to be implemented by the author were 222.

Director/ Editor/ Educator

Dr. K. E. Monyai (Ph D)

PARLONS LA LANGUE – LET US SPEAK THE LANGUAGE cc 2005/072166/23

Tax Clearance Certificate Number: 0007/1/2014/0006506743

Diplôme d'études de la langue française (Ministère de l'Education Nationale, Paris)

Post Graduate Diploma RE (Corpus Christi College, London)

B Th (Urbaniana, Rome), B Phil (University of Hull, England), M Th, Drs (UNISA), Ph D (NWU, Tlokwe-Potchefstroom Campus)

P.O. Fort Beaufort, 5720

Email: drkemonyai@gmail.com Cell: 0607694731 Fax: 0866282812

Date: 09 February 2017

Disclaimer: The editor is not responsible for the non-implementation of the proposed corrections in the final version of the dissertation/thesis.
APPENDIX C-ETHICAL CLEARANCE LETTER

University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: GCA021SMUZ01

Project title: Personality and Self-esteem as predications of employability among final year students at a previously disadvantaged South African University.

Nature of Project: Masters in Industrial Psychology

Principal Researcher: Cedric Muzerengwa

Supervisor: Ms N.I Gcaza

Co-supervisor: N/A

On behalf of the University of Fort Hare’s Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research
The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

**Special conditions:** Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister’s consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister’s consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in the Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project.

- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research’s office

The Ethics Committee wished you well in your research.

Yours sincerely

[Signature]

Professor Wilson Akpan
Acting Dean of Research

08 February 2017