CHAPTER – 2

REVIEW OF LITERATURE

A graduate degree is not adequate to fetch a job in today's job market. A student must be qualified in all dimensions. He/She should be a complete package of skills, experiences, academics, and personality traits that employers are looking for.

Apart from the skills to be possessed, a job seeker cum graduate should be a good person that is a graduate should portray good traits of himself or herself. Poropat (2009) suggested that the Big Five personality trait was the effective model in expressing the relationship between personality and academic behaviours. Nye *et al.,* (2013) studied that traits were significant for success of academics and education. Personality studies were capable of measuring both academic and organisational performance. Hirsh and Peterson (2008) studied that Big Five personality assessment was a real predictor of an individual performance in the work place. Big Five personality traits are used by businesses, organizations, and interviewers to assess the individuals. Research has suggested that individuals' who are considered leaders typically exhibit lower amounts of neurotic traits, maintain higher levels of openness, balanced levels of conscientiousness (well-organized), and balanced levels of extraversion. Martin *et al.,*(2016) has examined and found a significant relationship between Big Five personality traits and entrepreneurial activity. He suggests that early entrepreneurial competence in adolescence directly predicted entrepreneurial behaviour. Another variable that is found to be significant for positive impact on job is self-efficacy.

In reality, employers seek a good natured, skilled employee and also an efficacious employee. Self-efficacy has received extensive attention in the career literature (Betz and Hackett, 2006). Self-efficacy refers to the self-trust that one is able to perform a task successfully. Thus, self-efficacy is considered as a crucial concept in positive psychology, and Self-efficacy Theory is widely applied to the study of academic performance and also to the career decision process. Self-efficacy beliefs determine the way one thinks, behaves and motivates himself for certain difficult tasks assigned to him. Personal accomplishments and wellbeing can be enhanced in many ways with the help of a strong sense of self-efficacy.

Jerusalem and Schwarzer (1992) stated people with strong belief in their capabilities consider tedious jobs as a challenge rather than a threat. Such efficacious beliefs inculcate

internal interest and confidence. In contrast, people who doubt their capabilities are prone to run away from the adverse situations; they tend to fall into depression very easily and have low self-esteem; and they grow negative thoughts about their accomplishments and personal development (Verma and Sharma, 2013). People expecting employment can be measured with the help of career decision making self-efficacy scale results. Wright *et al.,*(2014) defines that career decision-making self-efficacy is expressed as an ability to make an informed decision about a career path to pursue in the process of securing meaningful employment. Edwards (2014) supports the view that a placement has a positive impact on students' self-efficacy, especially about confidence in preparing applications and or attending interviews and in articulating their skills and strengths. Fort*et al.,* (2011) found that self-efficacy directly influenced job search planning and job search behaviours. Also self-efficacy is needed to be measured as it helps to understand the graduates' nature of job search.

Therefore, one can expect a strong relationship between skills (transferable), personality and self-efficacy. Wild and Wood (2013) have specified in their study that transferable skills have close association with self-efficacy. The skills have greater implication on self-efficacy. Balcar *et al.,*(2011) states that educational institutions use the methods like self-awareness; career counselling; assessment and development centre; coaching; mentoring; ICT applications and extra-curricular activities to promote labour mobility through transferable skills. To assess the self-awareness of individuals' validated personality evaluation techniques like MBTI, BFP etc. have been used to a greater extent. Individuals can prepare their resumes which are then generally compared with the existing labour market demands. If gaps are found in skills, they can be filled through targeted training. Mitchell (1992) has proved that personality is a major determinant of self-efficacy. Griffin (2006) also support that a personality trait, openness to experience was directly related to self-efficacy.

2.1 Skill

Green (2011) states Skill as one of those social science words in common parlance with many meanings, such as "ability", "competence", "knack", "aptitude" and "talent". Skill is a personal quality with three key features

- Productive: using skill is productive of value;

- Expandable: skills are enhanced by training and development.

▪ Social: skills are socially determined

Greenberg (2010) defines skill is the dexterity at performing specific tasks, which has been acquired through training or experience. A skill is an ability to perform an activity in a competent manner. A skill is learning to carry out a task with pre-determined results often within a given amount of time, energy or both (Howland, 2013). Earlier, technical skills which are also known as hard skills were only considered for career employment; but today's workplace requires both technical skills and soft skills are needed to keep individuals employed (James and James, 2004).

There are many types of skills like life skills, personal skills, people skills, social skills, soft skills, hard skills and so on (Google). Hard skills are the technical expertise and knowledge needed for a job. Soft skills are interpersonal qualities, also known as people skills, and personal attributes that one possesses. Business executives consider soft skills a very important attribute in job applicants. Employers want new employees to have strong soft skills, as well as hard skills (Robles, 2012).

From the employment point of view, personal skills are highly required. The Career Centre: University of Illinois says that researches have been conducted and coined the employment related skills as Personal Transferable Skills (PTS). These skills are generally developed through education, work, hobby, being social, and other life experiences, which are developed in a number of settings and also applied in different contexts and conditions. Each person is unique with skill accumulation and application. These skills make a potential contribution in the career preparation and career decision making. Search in various sources found that there are types of PTS expressed as communication, team work, entrepreneurial and problem solving skills, which are vital in graduate recruitment. Employers take a keen interest in the personal qualities and personal skills of potential employees. Employers will be able to identify the right person based on the candidates' academic discipline, knowledge and skills they will be able to distinguish and select candidates. For certain jobs, personal qualities and skills are the only selection criteria used by employers. The strongest qualifications are candidates' experience in co-curricular activities, internships, practice, part-time jobs, full-time jobs, service learning, and volunteering (The Career Centre: University of Illinois at Champaign-Urbana). It is believed that students generally gain knowledge and learn skills by doing various activities during their course of study. Thus the skills learnt can be used in performing a job. Also students acquire the skills through their papers, projects

and other practical experiences. And when the skills are used in their future projects and future works, they are termed as transferable skills.

2.2 Transferable skills

Transferable skills are developed in the school or college. It gets transferred from one environment that is from school to work environment and other related activities. Such skills can be used across all type of environment regardless the type of work. Transferable Skills are functional abilities that are required in many different problem-solving and task-oriented situations; at work, home, or play. Transferable Skills can be transferred from one setting to another. The subject matter of higher education is to develop and refine these skills. But mastery in application of such skills is left to the individual. Michele D. Gefell, Director of American Counselling Association defines transferable skills as interdisciplinary abilities involving many areas of human development like cognitive, affective, social, psychological, and moral development.

Sherer and Eadie (1987) define transferable skills as skills that are not job specific but that cut horizontally across all industries and vertically across all jobs from entry-level to chief executive officer. Transferable skills are portable skills that people take from one life experience to another. Liptak (2008) defined them as skills gained from a wide variety of activities engaged in at work, at play, in the community, and with family and then transferred from one task to another. Robinson (2000) had defined employability skills as the basic skills. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Employability skills are generic in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the senior-most position.

Skills that are Transferable

The National Association of Colleges and Employers (NACE) Job Outlook Survey 2012 has listed the top personal qualities that employers seek are as follows:

1. Ability to work in a team
2. Leadership
3. Communication skills (written)
4. Problem-solving skill

5. Strong work ethic

6. Analytical/quantitative skill

7. Communication skills (verbal)

8. Initiative

9. Technical skills

10. Detail-oriented

11. Flexibility/adaptability

12. Computer skills

13. Interpersonal skills

14. Organizational ability

15. Strategic planning skill

16. Friendly/outgoing personality

17. Creativity

18. Entrepreneurial skills/risk-taker

19. Tactfulness

When graduates begin the job search process, they are almost aware of their qualifications. The employers seek their prospective employees' ability to apply the previously learned skills. Friedman (2010) stated in her article that individuals who are interested in searching new job opportunities need transferable skills. Ojiako *et al.,* (2011) stated that effort should be made to ensure that when students learn project management, they should also gain the transferable skills desired by potential employers.

In theory and in practice, assessment of transferable skills acquired through education has been seen as an effective method. It helps in identifying the job that a person can perform. Also the employer can find the job that can be performed by an individual based on the ability and transferable skills. This outlines the type of job to be offered to the person and also it ensures to get a decent pay in the labour market (Grimley, *et al.,* 2000).

The McCroskey Vocational Quotient System (MVQS) Theory of Transferable Skills (McCroskey, 2002) reveals that how one can determine skills that can be transferred to other jobs. Transferability of skills happens in most of the jobs and it is highly required. The level of transferability depends on similarity of processes, services, products and raw materials attended. A complete transferability is not possible in all jobs. When skills are so specialized or have been acquired in such an isolated vocational setting (like many jobs in mining,

agriculture, or fishing) that they are not readily usable in other industries, jobs, and work settings, that is they are not transferable (Missouri University Career Centre, (2010) Career Specialist Training Manual Appendices). Abdullah (2009), have found that the undergraduates appeared to perceive that they have mastered all the components of the generic skills. Ryan (2014) has listed seven transferable skills which each worker have to expand in order to increase their chance of customizing one's career. The skills are making quality decisions, solving problems, persuasion and negotiation, analysis, synthesis, collaboration and networking with talent.

Michele D. Gefell, Director of American Counselling Association, has identified nine clusters of skills that are recognized as essential in a variety of careers and other activities.

- Information Management Skills
- Design and Planning Skills
- Research and Investigation Skills
- Communication Skills
- Human Relations and Interpersonal Skills
- Critical Thinking Skills
- Management and Administration Skills
- Valuing Skills and
- Personal/Career Development Skills

National Network of Business and Industry Associations, United States had jointly worked with the employers from major economic sectors of United States, and identified the core set of fundamental skills that potential employees need in the workplace. They specify that educators and other learning providers would have an industry-defined roadmap for what foundational skills to be taught, and also provide the individuals to evaluate the educational programs credibility in teaching such skills. The skills identified by The National Network includes personal skills - integrity, initiative, dependability and reliability, adaptability, professionalism, people skills – team work, respect, communication, Applied knowledge – reading, writing, mathematics, science, technology, critical thinking, workplace skills - planning and organizing, problem solving, decision making, business fundamentals and customer focus. Transferable skills of a Manager include the following six basic skills as stated by Theodore (1960): ability to use scientific method, relationship with people, communication, organising, persistence and memory.

Robles (2012) through her research found a list of 517 soft skills with repetition. After the skills were coded with like terms and themes 26 soft skills emerged. Then 10 soft skills were rated by importance that was most listed by the executives. The ten soft skill attributes categorized from executive listings were communication, courtesy, flexibility integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork and work ethics.

Boyatzis (1982), in his book The Competent Manager − A Model for Effective Performance, have listed a set of competences or skills required for successful managers include : efficiency orientation, concern with impact, pro-activity, self-confidence, oral presentation skills, conceptualization, diagnostic use of concepts, use of socialized power, and managing group processes. These were found through critical incident research.
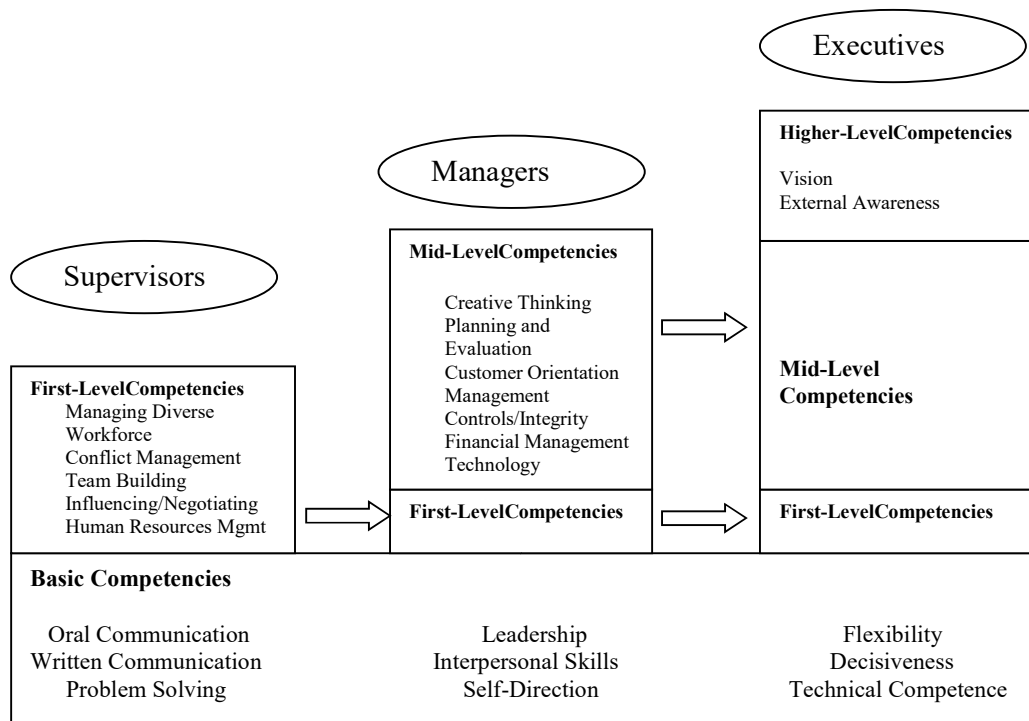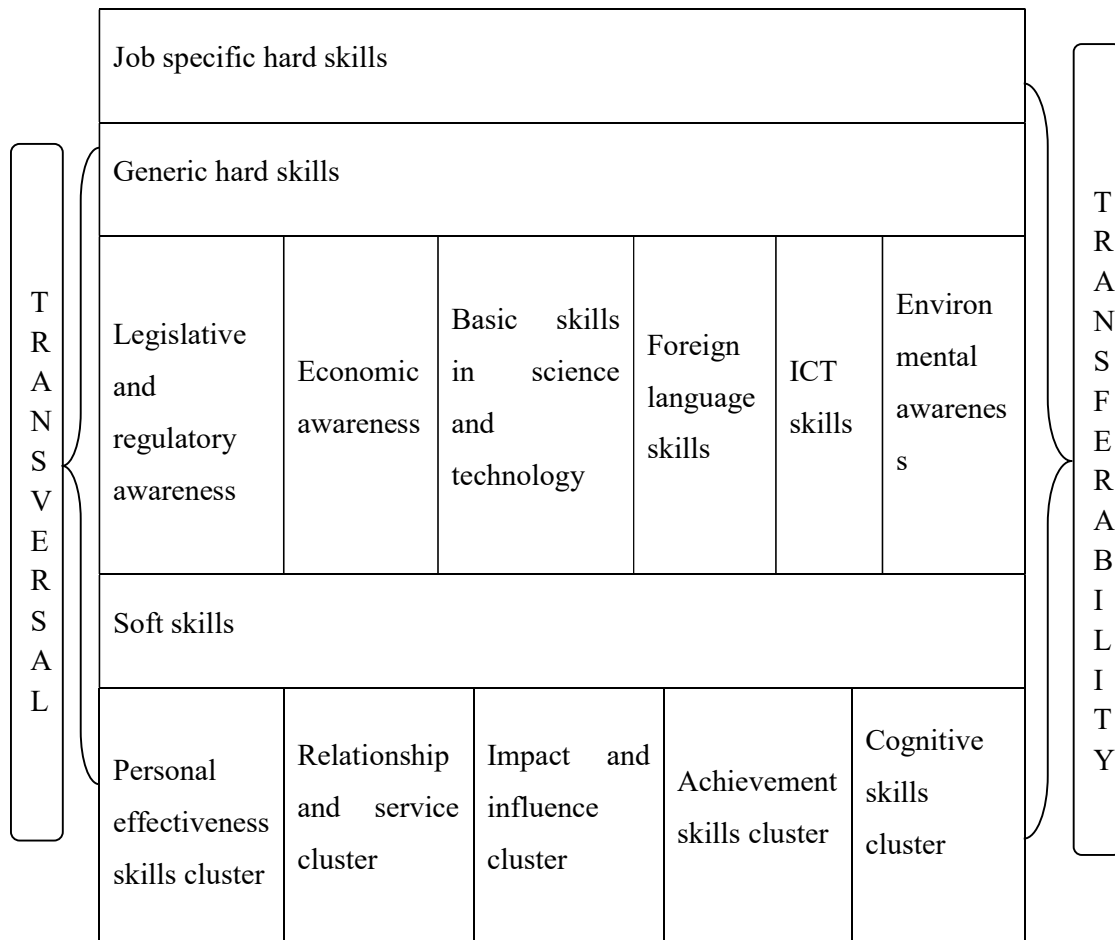

Source : *Wang, 2006*

Figure 2.1 Leadership Effectiveness Framework (LEF) of Gregory and Park (1992)

The LEF competency model included basic skills needed by all professionals, additional first-level competencies needed by supervisors, additional midlevel competencies needed by managers, and additional higher-level competencies needed by executives. It was

an empirically based continuum of individual and organizational competencies that are important for effective performance across the three employment levels (Wang, 2006).

Structure of Transferable skills profile

The Balcar *et al., (*2011) has designed the structure of the skills profile with regard to skills transferability.

TRANSVERSAL	Job specific hard skills					
	Generic hard skills					
	Legislative and regulatory awareness	Economic awareness	Basic skills in science and technology	Foreign language skills	ICT skills	Environmental awareness
	Soft skills					
	Personal effectiveness skills cluster	Relationship and service cluster	Impact and influence cluster	Achievement skills cluster	Cognitive skills cluster	

Source: Balcar et al., 2011

Figure 2.2 Structure of Skills

The structure in the Figure 2.2 describes the open modular system for supporting development of skills by individuals leading to improved transferability within and across sectors and occupations. Each of the modules and the whole modular system can support

occupational mobility of the labour force through targeted development of skills and support for their transferability (Balcar *et al.,* 2011).

Application of such skills starts from writing a resume and a covering letter and also communicating the same during the interview process. The importance of communication skills is that in an interview, it is much important to communicate those experiences learnt during the course of study to prospective employer. Many times, in an interview, one will be asked to describe what one have been involved in, how much is contributed, and what is taken from the experience. Also, many skills such as writing, speaking, listening and explaining can be used in the actual interview. There is another list of transferable skills developed by Richard Bolles' (2002) in his book What Colour is Your Parachute? Those skills were categorized by Missouri University Career Centre (2010) as under:

Table 2.1 Skill Categories

COMMUNICATION			
Communicating	Mentoring	Reporting	Telling
Editing	Promoting	Representing	Translating
Explaining	Proofreading	Responding	Understanding
Informing	Providing	Selling	Verbalizing
Interpreting	Publicizing	Sharing	
Lecturing	Reading	Speaking	
Listening	Relating	Talking	
CREATIVE			
Acting	Drawing	Interpreting	Publicizing
Composing	Expressing	Inventing	Rendering
Conducting	Founding	Modeling	Shaping
Creating	Generating	Originating	Showing
Designing	Illustrating	Painting	Singing
Detailing	Imagining	Performing	Sketching

Developing	Improvising	Photographing	Symbolizing
Displaying	Initiating	Playing	Writing
Dramatizing	Innovating	Printing	

HELPING AND TEACHING

Advising	Guiding	Processing	Teaching
Coping	Helping	Referring	Tending
Counselling	Instructing	Rehabilitation	Training
Empathizing	Mediating	Resolving	Tutoring
Giving	Offering	Serving	

MANAGEMENT AND LEADERSHIP

Addressing	Heading	Negotiating	Recruiting
Arbitrating	Implementing	Ordering	Separating
Coaching	Influencing	Overseeing	Supervising
Consolidating	Informing	Persuading	Team Building
Controlling	Inspiring	Piloting	Umpiring
Coordinating	Instituting	Planning	Unifying
Deciding	Integrating	Prescribing	Uniting
Devising	Interviewing	Presenting	Upgrading
Directing	Judging	Programming	
Diverting	Leading	Protecting	
Enforcing	Managing	Recommending	

ORGANIZATIONAL AND FINANCIAL

Administering	Defining	Logging	Retrieving
Arranging	Detailing	Manipulating	Reviewing
Auditing	Dispensing	Monitoring	Schedule

Budgeting	Distributing	Organizing	Selecting
Calculating	Estimating	Preparing	Sorting
Checking	Filing	Projecting	Summarizing
Classifying	Financing	Purchasing	Supplying
Collecting	Gathering	Raising	Systematizing
Compiling	Inventorying	Reconciling	Transcribing
Computing	Keeping	Recording	Typing

RESEARCH

Analysing	Disproving	Interpreting	Researching
Ascertaining	Dissecting	Intuiting	Solving
Assessing	Evaluating	Learning	Studying
Charting	Examining	Observing	Synergizing
Conceptualizing	Experimenting	Predicting	Synthesizing
Detecting	Formulating	Problem Solving	Testing and Proving
Determining	Hypothesizing	Processing	Troubleshooting
Diagnosing	Identifying	Questioning	Weighing
Discovering	Inspecting	Reasoning	

TECHNICAL

Assembling	Extracting	Making	Sewing
Building	Fixing	Operating	Treating
Conserving	Handling	Producing	Washing
Constructing	Installing	Repairing	
Digging	Lifting	Setting	
Driving	Maintaining	Setting Up	

OTHER SKILLS			
Achieving	Expanding	Obtaining	Taking Instructions
Adapting	Following	Perceiving	Travelling
Anticipating	Getting	Realizing	Understudying
Attaining	Having Responsibility	Receiving	Undertaking
Completing	Improving	Reducing	Using
Delivering	Increase	Remembering	Utilizing
Eliminating	Memorizing	Risking	Winning
Establishing	Navigating	Sensing	Working

Source: *Missouri University Career Centre (2010)*

Transferable skills can be acquired through educational experiences, leisure-time activities, and work experiences. Lock (2005) suggests that transferable skills are things that are done, such as teaching, organising, assembling, designing, and operating. He says that transferable skills develop naturally from all aspects of life, especially from activities outside of work, and then transfer to a job.

Liptak (2001) suggests that leisure-time activities often provide opportunities to develop skills that can be transferred to work environments. He emphasizes that career counsellors need to be more aware of the hobbies, spare-time activities, and family-related experiences of their clients and how these activities contribute to clients' skills sets.

In preparing students for the global economy, Fadel (2008) suggested a framework of skills as 21st Century Skills.

Table 2.2 Framework of 21st Century Skills

Learning and Innovation Skills	Information, Media and Technology Skills	Life and Career Skills
- Critical Thinking and Problem Solving - Creativity and Innovation - Communication and Collaboration	- Information Literacy - Media Literacy - ICT (Information, Communications and Technology) - Literacy	- Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility

Source: OECD/CERI Paris, May 2008

Many contribution has been evolved since the employers look for many skills that would suit their on the job and off the job conditions. Transferable skills can be enhanced through initial and continuous education and training; motivating people through various means like financial motivation, career prospects, etc. vocational and activation counselling; job-search skills development; evaluation, recognition and accreditation of knowledge and skills previously acquired in learning; career guidance and job matching systems. Students or job seekers can identify their level or type of skill sets they possess through Transferable Skills Scales (TSS) developed by Liptak and Shatkin (2011) which measures the following:

- Analytical
- Numerical
- Interpersonal
- Organizational
- Physical
- Informational
- Communicative
- Creative

The study of such transferable skill, identification of such skills would be helpful and support the views of Friedman (2010) such as delineation of transferable skills to match each job, to identify the additional skills that are needed in new areas of interest and ways that

these capabilities may be exhibited and finally communicating one's qualifications in ways that will be significant to the organizations where a student is absorbed.

Higher education plays a vital role in honing these skills through their education. It is supported with the view of Lawson (2000) that transferable skills can be improved with application and practice. The skills need to describe the student's abilities to the prospective employers. Further he adds that an awareness of transferable skills, the ability to describe them to employers, and the ability to apply them in various occupations enhance a person's career development. Further the educational programmes based on social cognitive theory have proven successful (Dinther *et al.,* 2011) in developing the students' skills. Cognitive theory is the study of mental processes which includes personality, self-efficacy and many more. Personality and self-efficacy operate on different levels; i.e., personality traits may be regarded as describing the inherent character of a person (McCrae and Costa, 1999) while self-efficacy describes how the person regulates his or her behaviour when interacting with the environment. In this way, self-efficacy beliefs may allow personality traits to be expressed as behaviour, suggesting a mediating function for self-efficacy (Fosse *et al.,* 2015). The reviews on the big five personality traits and self-efficacy, and the prevailing theory about each variable are summarized in the following sub-sections.

2.3 Personality

Personality is referred to the humans' behaviour in definite ways in certain situation and tries to achieve their personal goals. Personality is the characteristics of expressing thoughts, feelings and behaviours that differentiate an individual from the other. McCrae and Costa (1989) define personality as enduring emotional, interpersonal, experiential, attitudinal, and motivational styles that explain behaviour in different situations. Funder (2001) defines personality as "an individual's characteristic pattern of thought, emotion, and behaviour, together with the psychological mechanisms—hidden or not—behind those patterns." Mount *et al.,* (2005) has referred the personality traits as the characteristics that are stable over time, provide the reasons for the person's behaviour, and are psychological in nature. They reflect who we are and in aggregate determine our affective, behavioural, and cognitive style.

Personality Theories

The personality theories are differentiated as macro and micro theories. Macro theories of personality tend to be global in nature and emphasizes on comprehension of the

whole person. Micro theories of personality results in specific research focused on limited aspects of human behaviour. In general, macro theories are applicable in clinical observations whereas micro theories reflect academic psychology (Engler, 2008).

Personality psychology is very popular to know an individual completely. Stelmack (1991) highlighted that personality research has been significant during the past years. The three major domains such as personality classification, the personality traits and the biological base of personality traits have been researched much. Many psychologists have developed personality theories. Many theorists including C. Rogers, C. Jung, S. Freud, G. Allport, R. Cattell, H. Eysenck, L. Goldberg, and J. L. Holland proposed different dimensions of personality (Motah, 2008). The major theories (Engler, 2008) are as follows:

1. Biological Theories

Research has proved that genes are the basis for personality. Genetics and personality are strongly associated between each other. Biological theorist, Hans Eysenck (1967) has researched on personality with biological systems. Hans Eysenck defines personality as a stable organisation of character, temperament, intellect and physique. He proposed that extravert/introvert differences are hereditary. Further he cited that the personality types inherited are found across cultures and stable over time. Eysenck found that intelligence was mostly inherited and influenced by the environment. Corr *et al.,*(2006) reveal that Eysenck used both behavioural and psycho physiological methodologies to test and develop theories.

Eysenck's three factor model of personality includes extraversion, neuroticism and psychoticism.

- Extroversion – it is the degree to which an individual is outgoing and interactive with people. It is usually mediated by the activation of reticular formation.

- Neuroticism – it is the degree of emotional instability. It is related with limbic system.

- Psychoticism – it is the degree of aggression and interpersonal hostility.

The reticular formation is related to brain that involves mediation of arousal with consciousness whereas limbic system is associated in mediating emotion, behaviour, motivation and memory.

2. Behavioural Theories

The degree of interaction of an individual with the environment explains the behaviour and this is noted as Behavioural theories. The behaviourist school was developed by B.F. Skinner in 1938. His theory emphasized the interaction of the person with the environment. Ignoring internal thoughts and feelings, observable and measurable behaviours were studied behavioural theorists. B. F. Skinner (1904 - 1990), Albert Bandura, John B. Watson and Pavlov were the famous behavioural science theorists.

B. F. Skinner (1904 - 1990) emphasized that genetics, personal history and current settings are the three major determinants of personality. He was anoperant behaviourist, researched on classical conditioning, operant conditioning and reinforcement. He adapted schedules of reinforcement to find the strength of response. He used different schedules to find the change in the behavioural response.

- Classical conditioning: The technique considers stimulus with response. Initially the naturally occurring stimulus is paired with response, then, neutral stimulus is paired with natural stimulus. This action revealed that neutral stimulus brought response without the presence of natural stimulus.

- Operant conditioning: This technique considered reinforcements or punishments to influence behaviour. A behaviour which needed a change was reinforced with punishments and hence the behaviour was modified.

Albert Bandura (1925 - present) stressed on the importance of observational learning, and imitation. His theory integrated behaviours, cognitions and the environment. He agreed that personality is developed through learning but believed that it is a mechanical process. Human behaviour is said to be a function of social learning and the strength of the situation. The behaviour of the individual is based on the learning and it would not change in situations. The primary mechanisms of learning are modelling and social reinforcement. Bandura refers modelling is about observational learning and social reinforcement is based on repeating behaviours.

John B. Watson (1878 – 1958) was the founder of behaviourism. He studied observable behaviour. He also attributed learning through theory of habit formation.

According to Watson, "life is of most complicated acts but it is the combinations of stimulus – response patterns of behaviour" (Watson, 1999)

Pavlov explained personality in terms of reactions to external stimuli (Motah, 2008).

3. Psychodynamic Theories

Psychodynamic theories include Sigmund Freud's psycho sexual stage theory and Erik Erikson's stages of psychosocial development.

Psycho dynamic theories of personality were propounded by Sigmund Freud (1856 - 1939). He emphasize that the theory was based on the influence of the unconscious mind and one's childhood experiences. He discovered that minds are like an iceberg and people tend to have limited conscious awareness. According to Freud, there are three levels of awareness. They are

- Conscious level: It includes the thoughts, feelings and sensations that an individual is aware of.

- Preconscious level: It contains information that one is not aware of at the present situation. But it has the ability of entering the conscious mind.

- Unconscious level: The drives, wishes, thought and feelings that one is not aware of. The conscious level of activities is influenced by these factors.

Freud believed the three components namely the id, the ego and super ego. The id relates all needs and urges, while the superego is related with the ideals and morals.

- Id: This is a state of mind which requires instant satisfaction. It is considered as the unconscious, irrational part of personality.

- Ego: This is the rational part of personality. This state of mind works on the real world and regulates one's thoughts and behaviours.

- Super Ego: This is the rational part of personality. It helps an individual in judging what is right or wrong.

The ego plays the moderator role and balances id and super ego with the reality.

Erikson (1902 - 1994) proved that personality develops through a number of stages, with certain conflicts arising at each stage.

Table 2.3 Erikson's Psychosocial Stages

Stage	Basic Conflict	Outcome
Infant	Trust versus Mistrust	When care and affection is provided, children develop a trust and vice versa.
Toddler	Autonomy versus Shame and Doubt	Toddlers act independently and control their bodies and they learn self-confidence and a feeling of autonomy. But when they face failures, it results in shame and doubt.
Preschool	Initiative versus Guilt	Initiative is taken by pre-schoolers during playing and while doing other actions. Suppose if they miss out or face a problem there is a guilt sense felt by the pre-schoolers.
Early school age	Industry versus Inferiority	The school-aged child is ready for learning new skills and, if successful, will develop a sense of industry and if not successful would lead to sense of inferiority.
Adolescent	Identity versus role conflict	An adolescent identifies about himself, his values, his interests, in an abstract manner. He or she explores various roles and personalities in this stage.
Young adult	Intimacy versus isolation	A young adult develops close emotional relationships with other people. Those who do not develop a sense of intimacy, become isolated from social contact.
Middle-aged adult	Generativity versus Stagnation	Middle-aged adults wish to earn something valuable and find the purpose in life. But failing this would lead to stagnate and become selfish.
Old adult	Integrity versus Despair	Older people who have accomplished may cherish, feel the sense of integrity and those who have not succeeded may regret for not being successful.

4. Humanist Theories

Humanist theories stress on the significance of free will and individual experience in the personality development process. The concept of self-actualization, which is an ultimate need for personal growth that motivates behaviour, is been emphasized humanist theorists. Carl Rogers, George Kelly and Abraham Maslow are famous among humanist theorists.

Carl Rogers (1902 - 1987) was the humanist psychologist. He believed that people have an actualising tendency. He stressed that individuals who are fully functioning are open to experience, live the moment, trust themselves, feel free and are creative. Roger's added that self-concepts do not match reality. He referred incongruence to explain the discrepancy of self-concept with reality and congruence is the fair accurate match between self-concept and reality.

George Kelly (1905 - 1967) is the father of cognitive clinical psychology. His personal construct theory is famous among the theories of personality. According to personal construct theory the behaviour of an individual is determined through their observations and experiences. People develop personal constructs using such observations and experiences. Kelly has proposed a set of constructs which are bipolar in nature. These constructs are defined by words. Kelly (1955) followed with eleven corollaries namely construction, experience, organisation, range, modulation, choice, commonality, fragmentation and sociality corollary.

Abraham Maslow (1908 – 1970) developed hierarchy of needs. It is conceptualised as a pyramid that represents different needs of people. Maslow said that people strive for self-actualisation. He says that individuals are motivated to achieve certain needs. The figure shows the need hierarchy pyramid.

Maslow states that personality is the concept of self-actualisation. Humans tend to satisfy their self. Here openness to experience and the individuals' perception about the experience develops becomes a critical factor of personality development. During this process of personality development, self-actualisation links between experiences and self-concept.
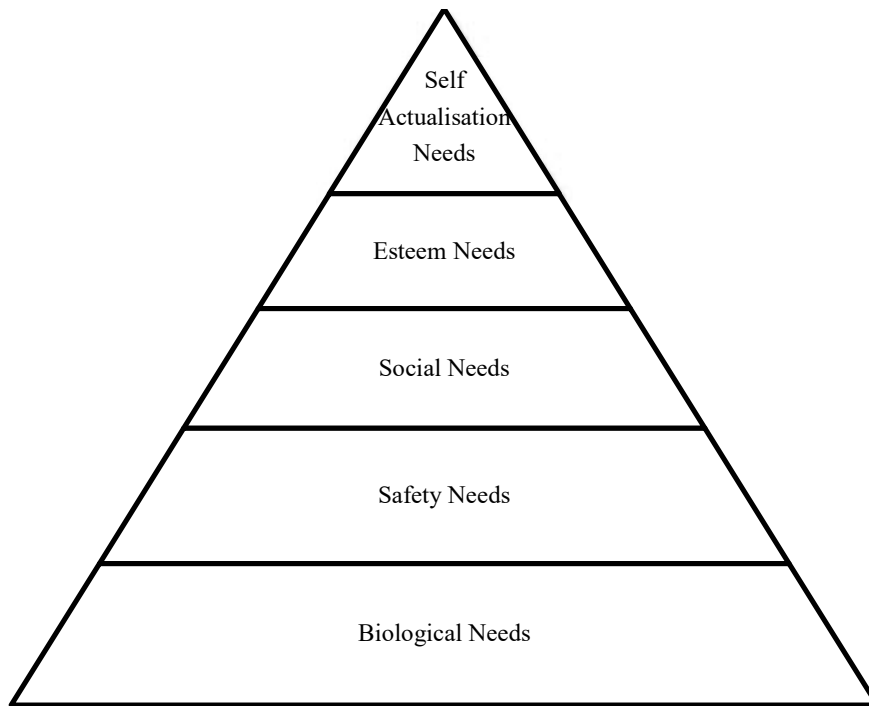
Figure 2.3 Maslow's need hierarchy

5. Trait Theories

In personality psychology, trait theory approach is considered as one of the largest area. This theory emphasizes that personality is made up of a number of broad traits. A trait is defined as the stable characteristic that causes an individual to behave in certain ways. The Gordon Allport's five factor theory, Eysenck's three-dimension theory etc. are some of the best known trait theories.

Eysenck developed different model of personality. Through the order of researches, he found that there are different personality traits in the year 1947 and he named those as first order personality traits. The technique of factor analysis was used by Eysenck wherein the number of factors was grouped together under separate dimensions. These dimensions were called as second order traits namely Introversion / Extroversion (E) and Neuroticism / Stability (N). In the year 1966, further research of Eysenck added a third dimension called Psychoticism. The traits are explained as below:

- Extraverts: Extravert individuals are sociable, desire for excitement and change. They are generally carefree, optimistic and impulsive.

- Introverts: People with this trait are reserved, plan their actions in advance and have the ability to control their emotions. They are serious, reliable and pessimistic.

- Neurotic: Neurotic people are unstable, anxious, worrying and moody.

- Stables: Stable individuals are calm, non-reactive and unworried.

- Psychotic: people of this nature are cruel, aggressive, troublesome and not empathetic. They also like to be in lonely situations (McLeod, 2014).

Allport believes that personality is determined at birth of a person and groomed through his or her experiences in the environment (McLeod, 2014). Gordon Allport demarcated different kinds of traits. He prepared a big list of traits which ought to describe the permanent traits. Further the research was continued and Lewis Goldberg, Naomi Takamoto-Chock, Andrew Comrey, John M. Digman and Norman made significant contributions and finally proposed the five factor theory of personality. In personality psychology studies, the five factor model had developed interest among research professionals (Motah, 2008).The five factors are extroversion, agreeableness, conscientiousness, neuroticism and openness to experience.

Unlike many other theories of personality, such as biological, behavioural, psychodynamic or humanistic theories, the trait approach to personality is focused on differences between individuals. The combination and interaction of various traits forms a personality that is unique to each individual. Trait theory is focused on identifying and measuring these individual personality characteristics.

Plenty of researchers have found that Five Factor model as the best model of personality. Mount *et al.,* (2005) support that the Five-Factor Model (FFM) of personality is the basic dimensions of the normal personality. He states that there is widespread agreement about the five personality dimensions and their content. These dimensions (and prototypical characteristics) include: Extraversion (sociable, active, energetic), Agreeableness (cooperative, considerate, trusting), Conscientiousness (dependable, organized, persistent), Emotional Stability (calm, secure, unemotional), and Openness to Experience (imaginative,

intellectual, artistically sensitive). McCrae and Terracciano (2005) have also found that the big five traits are universal. Their study highlighted personality inventory replicated across culture. The tested hypothesis also proved personality traits are common to all humans in different groups.

Genesis of Big Five Personality

Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1963), Smith (1967), Goldberg (1981), and Mc Crae and Costa (1987) Digman (1990), Buss (1991), McCrae and John (1992), Goldberg (1992, 1993), The personality factors viz extroversion, agreeableness, conscientiousness, emotional stability and openness are the stable factors which explains oneself irrespective of time, context and culture.

Norman (1963) coined the factors extroversion or surgence, agreeableness, conscientiousness, emotional stability and culture. Further the work of British psychologist Hans Eysenck identified extroversion and neuroticism. In 1980, Mc Crae and Costa added the dimension openness to experience. They framed a theoretical approach of developing an instrument that is the constructs were found to measure the five personality traits.

Both Cattell's and Eysenck's theory have been the subject of considerable research, which has led some theorists to believe that Cattell focused on too many traits, while Eysenck focused on too few. The research of Tupes, Christal, and Norman had been forgotten by psychologists. Later, Lewis Goldberg started his own lexical project, independently found the five factors once again, and gradually brought them back to the attention of psychologists. He later coined the term "Big Five" as a label for the factors.

As a result, a new trait theory often referred to as the "Big Five" theory emerged. This five factor model of personality represents five core traits that interact to form human personality.

A trait is a stable form of characteristic that influences individuals to behave in definite ways. The trait approach to personality is one of the major theoretical areas in the study of personality. The trait theory proposes that individual personalities are made of broad dispositions.

While researchers often disagree about the labels for each dimension, acronyms used to refer to the five traits collectively are OCEAN, NEOAC, or CANOE. They are described as follows:

1. Extraversion

2. Agreeableness

3. Conscientiousness

4. Neuroticism

5. Openness

The "big five" are broad categories of personality traits. While there is a significant literature supporting this five-factor model of personality, researchers had difference of opinion on the label for each dimension.

Table 2.4 Big Five Model

Dimension	Main characteristics	
	High	**Low**
Extroversion	Sociable, gregarious, assertive	Reserved, timid, quiet(introverted)
Agreeableness	Cooperative, trusting, warm	Cold, disagreeable, antagonistic
Conscientiousness	Responsible, organise, dependable, persistent	Disorganised, unreliable
Emotional stability (Neuroticism)	Calm, self-confident	Nervous, anxious, depressed, insecure
Openness to experience	Creative, curious	Conventional, comfort

Source: Robbins and Judge 2009

Schurer *et al.,* (2015) evidenced the meanings of the Big Five characteristics from APA (American Psychological Association) Dictionary (2007) as follows:

- Openness to experience (Intellect) - The tendency to be open to new aesthetic, cultural, or intellectual experiences,
- Conscientiousness - The tendency to be organized, responsible, and hardworking,
- Extraversion - An orientation of one's interests and energies toward the outer world of people and things rather than the inner world of subjective experience; characterized by positive affect and sociability,
- Agreeableness - The tendency to act in a cooperative, unselfish manner and
- Neuroticism (vs. Emotional stability) - A chronic level of emotional instability and proneness to psychological distress.

These five categories are further described below:

1. **Extraversion:** This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness. Barrick *et al.,* (2002) describe individuals who exhibit extroversion to be, energetic, communal, bold, confident, lively, and adventurous. Extraversion focuses on both the quality and the intensity of relationships. Extravert people are considered to be energetic and tend to have the company of others. Extraversion includes the facets of warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotions (Taher and Chen, (2011).

2. **Agreeableness:** This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviours. The agreeableness trait reflects individual differences in general concern for social harmony. Agreeable individuals give value for getting along with others. They are generally considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others. According to Barrick *et al.,* (2002) agreeableness is characterized as a trait of unselfishness, kindness, generosity, fairness, cooperative, and communal individuals who typically seek harmony rather than competition with other individuals. Barrick *et al.,* (2002) explain that individuals who are agreeable tend to be self-sacrificing as a means of dealing with stressful situations. Agreeableness that refers to the quality of interpersonal relationships is defined as a measure of an individual's sympathy, cooperation and warmth. It includes the facets of trust, straightforwardness, altruism, compliance, modesty and tender mindedness (Taher and Chen, (2011).

3. Conscientiousness: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviours. Emecheta *et al.,* (2016) conscientious people are organised, thoughtful and forward looking. They are highly influenced by career success in organisations, naturally cautious, plan ahead, self-disciplined, predict future and tend to be free from risk. Conscientiousness refers to task behaviour and impulse control is attributed to individuals who work hard, persevere and are organized. It includes the facets of competence, order, dutifulness, achievement, self-discipline and deliberation (Taher and Chen, (2011).

4. Neuroticism: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness. Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. Salgado (2002) states, "Emotional stability would be defined by irritability (low), insecurity (low), and emotion-ability (low)". Barrick and Mount (1991) adds that the traits of depression, anxiety, anger, embarrassment, insecurity, etc. all fall under emotional stability, stability, emotion-ability, and/or neuroticism. Neuroticism which is inversely related to emotional stability refers to a lack of adjustment describing people who are impulsive, irresponsible and not dependable. It includes the facets of anxiety, hostility, depression, self-consciousness, impulsiveness, and vulnerability (Taher and Chen, (2011).

5. Openness: This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests. Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. Openness is defined by Salgado (2002) as intellectual, imaginative, creative, and perceptive. Barrick *et al.,* (2002) characterizes open individuals as having the following traits: imagination, sophistication, and inquisition. Openness to experience indicates an individual's ability to be imaginative, broad minded and curious. It includes the facets of fantasy, aesthetics, feelings, actions, ideas and values (Taher and Chen, (2011).

Personality Measurements Scales

Several measures of the Big Five exist:

- International Personality Item Pool (IPIP)
- NEO-PI-R
- Self-descriptive sentence questionnaires

- Lexical questionnaires
- Self-report questionnaires
- Relative-scored Big Five measure

The most frequently used measures of the Big Five comprise items that are self-descriptive, which number up to 240 (Costa and McCrae, 1992) sentences. In practice, questionnaire space and respondent time are limited. In such cases the 40-item balanced International English Big-Five Mini-Markers and a very brief (10 item) measure of the Big Five domains are useful. Researches have suggested that using a short personality test inventory are adequate and provide sufficient detail to true evaluation of personality.

Donnellan *et al.,* (2006) has proved that Mini-IPIP replication was found to be adequate and short form of the instrument was repeatable across samples and contexts. Also the Mini-IPIP scales had similar properties as the IPIP-FFM scales in terms of the associations between self-reports and informant reports of personality. A short Five-Factor Personality Inventory of the International Personality Item Pool (IPIP) (Buchanan *et al.,* 2005) was used in the study measuring the impact of personality type on Chinese part-time MBA students' performance (Taher and Chen, (2011). Literature reviewed for Personality Measurements Scales is mentioned in the following table 2.5:

Table 2.5 Literature reviewed for Personality Measurements Scales

Year	Author	Model Developed / Tested	Purpose of Research	Results
2003	Gosling *et al.,*	A very brief measure of the Big-Five personality domains	To develop and evaluate 5 and 10-item big five personality inventories	The 10-item instrument is psychometrically superior
2005	Buchanan *et al.,*	Mini personality inventory	To implement a Five-Factor Personality Inventory for Use on the Internet	The modified IPIP inventory evaluated appeared to have satisfactory psychometric properties as a brief online measure of the domain constructs of the Five-Factor Model. Across two studies, acceptable levels of internal reliability and significant correlations with relevant criterion variables were observed. Therefore, it is appropriate for use in online research projects where measures of these variables are desired.
2006	Donnellan *et al.,*	The Mini-IPIP Scales: Tiny-Yet-Effective Measures of the Big Five Factors of Personality	To develop and validate a short measure of the Big Five factors of personality	The 20-item Mini-IPIP is nearly as good as the longer 50-item IPIP-FFM parent instrument in terms of both reliability and validity.
2010	Andrew *et al.,*	A confirmatory factor analysis of the Mini-IPIP five-factor model personality scale	To examine the psychometric properties of the Mini-IPIP using factor analysis	An examination of the EFA factor loadings indicated there was negligible cross-loading of items across the factors. All items had strong factor loadings on their primary factor.

The different inventories of the Big Five Personality Scales are examined through the literature review. The personality inventories presented in the table 2.5 has resulted with adequate reliability and validity. And finally the Buchanan's mini personality inventory is selected for the study as it also validated in the study of Taher and Chen, (2011)

Thus personality has been a consistent determinant of work related behaviours. However, behaviours that influence the actions, whether it would be successful or not is

determined through their efficacy levels. The mediating effect of self-efficacy between personality and health related quality of work life (Axelsson *et al.,* 2013), self-managed work groups (Thoms *et al.,* 1996) is studied in early researches. Despite extensive studies on personality, self-efficacy and transferable skills, there is no consideration of self-efficacy as a moderator between personality and skills required for employability of the students. Hence the role of self-efficacy is considered to be significant for this study.

2.4 Self-efficacy

Self-efficacy refers to the self-trust that one is able to perform a task successfully. This concept is related to a person's perception of their ability to reach a specific goal, and also to their expectation that they can master a situation and produce a positive outcome.

Self-efficacy affects every area of human endeavour. Kim *et al.,* (2014) has highlighted that Self-efficacy theory is significant because it helps in career related decisions that are easy for the college students. Also self-efficacy has received extensive attention in the career literature (Betz and Hackett, 2006).

Self-efficacy is defined as the people's belief about their abilities to generate the required levels of performance that exercise an impact over the events that affect their lives (Bandura, 1994).

Luszczynska *et al.,* (2005) states that self-efficacy describes individuals' beliefs in their capabilities to exercise control over challenging demands and over their own functioning.

 In this sense, Self-efficacy Theory (SET) postulates that self-efficacy is developed from mastery experiences in which goals are achieved through perseverance and overcoming obstacles and from observing others succeed through sustained effort. Thus, self-efficacy is considered as a crucial concept in positive psychology, and SET is widely applied to the study of academic performance and also to the career decision process.

Self-efficacy is enhanced through learning experiences and helps the development of interests and goals (Lent *et al.,* 1994). Verma and Sharma (2013) highlight that people with highly efficacious people set challenging goals for themselves and strived hard through

persistent performance even in situations of failure. They understand that the failure is due to insufficient efforts and by perseverance the knowledge can be gained.

Dimensions of Self-Efficacy

Bandura, (1977) postulates that Self-efficacy has three dimensions

1. Magnitude: It is the level of efficacy that records high, when the tasks are simpler and it flows down as the tasks are moderately difficult or utmost difficult.

2. Strength: It refers to magnitude which may be strong or weak. It depends on the influence of the magnitude. If magnitude is strong, an individual will involve in the particular task.

3. Generality: It indicates the degree to which one can master the expectations or whether it can be generalized across situations.

Table 2.6 Determinants of Self-Efficacy

Step	Purpose of Step
Self-Assessment	Determine what obstacles stand between the individual and his or her goals.
Goal Setting	Individual must set and commit to goals he or she wishes to accomplish
Self-Monitoring	Active monitoring of environmental situations that may keep the individual from reaching his or her goals
Self-Evaluation	Individual evaluates his or her progress, and refines the plan if necessary

Source: Frayne, C. (1991) Reducing Employee Absenteeism through Self-Management Training: A Research-Based Analysis Guide. Quorum Books: New York (as cited in Gerhardt, 2003)

Table 2.6 shows the self-management training steps. Through these steps an individual can identify the self-problems, set goals, monitor one in order to reach goals and finally evaluate the progress or plans achieved. Frayne and Latham, (1987), Frayne and Geringer, (2000) studied that (as cited in Gerhardt, 2003) this process of self-management works with the mediating effects of self-efficacy.

Self-efficacy refers to students' confidence that they can perform well in their tasks (Bandura, 2001, 2005, 2006) as stated in the study of Hong (2012). People with high self-efficacy choose to perform more challenging tasks and set higher goals for themselves.

Highly self-efficacious people invest more effort and persist longer than those with low self-efficacy (Luszczynska *et al.,* 2005). Bandura (1997) outlined the central role of people's self-efficacy beliefs: These beliefs influenced cognitive, motivational, affective, and decisional processes. These tendencies, in turn, enhance personal accomplishments and decrease vulnerability to lowered well-being (Davidson *et al.,* 2012).

Moreover, many studies have shown that high self-efficacy positively affects engagement, effort, persistence, goal setting, and performance. Wright (2014) highlights that academic self-efficacy, or confidence in one's ability to perform academic-related tasks, plays an instrumental role in college success. Equally important is career decision-making self-efficacy, or the ability to make an informed decision about a career path to pursue in the process of securing meaningful employment. Srikanth (2012) has researched that stronger is an individual's self-efficacy beliefs more likely that the individual persist to perform successfully in the job.

Brady and Fuertes (2011) specifies the relevance to the present study that self-efficacy is empirically associated with adjustment (Chemers, Hu, and Garcia, 2001; Ramos-Sanchez and Nichols, 2007) and college students' grades in specific domains, particularly science, mathematics, and engineering (Brown, Lent, and Larkin, 1989; Hackett, Betz, Casas, and Rocha-Singh, 1992; Lent, Brown, and Larkin, 1984, 1986).

The contribution of high self-efficacy beliefs to individuals' functioning has been tested in varied disciplines and settings. Specifically, self-efficacy within the education setting has been found to be a strong predictor of students' academic performance (Pajares, 1996; Usher and Pajares, 2008). Results of the study conducted by Usher and Pajares (2009) reveal that self-efficacy study also informs about the classroom practice. Their findings demonstrate that self-efficacy is powerful through the perceived mastery experience of the students. Multon *et al.,* (1991) study on relation of self-efficacy beliefs to academic revealed that self-efficacy beliefs and academic performance are positively and significantly related across a wide variety of subjects, experimental designs, and assessment methods. In a recent meta-analysis of 48 studies in education settings, Carpenter (2007) calculated an average effect size of 0.35 between self-efficacy and achievement, and the strongest relationship was found for university students. Subsequent studies in academic systems have also been supportive of the links between self-efficacy and academic performance.

Self-efficacy refers to any effort a person makes to alter his or her own responses, overriding impulses and substituting them with another response that leads toward a selected goal (Luszczynska, 2005). Thus, persons with high self-regulation are expected to be highly self-efficacious.

Marilyn (1987) has stated that the role of self-guiding thought is a key element in self-efficacy theory. She has notified Bandura (1982) indicated that self-efficacy can predict performance in a variety of domains, as long as the efficacy measure is tailored to the specific tasks being assessed.

Zimmerman (2000) postulates that self-efficacy judgments specifically refer to future functioning and are assessed before students perform the relevant activities. This antecedent property positions self-efficacy judgments to play a causal role in academic motivation. Measures of self-efficacy are not only conceptually distinctive from closely associated constructs such as outcome expectancies. Self-efficacious students undertake difficult and challenging tasks more readily than do inefficacious students.

Self-Efficacy Scale

Betz and Hackett (2006) stated that the self-efficacy level of an individual can be evaluated through a short form of the Self-Efficacy Scale, which is widely used. The article also added that self-efficacy is a very useful theory and understanding it and then measurement of the self-efficacy level would be beneficial. The General Self-efficacy Scale developed by Schwarzer and Jerusalem (1995) when validated by Verma and Sharma (2013) the values of the path coefficients between the factors showed high correlations among them. This high correlation showed the validity of the self-efficacy scale. The reliability analysis also showed positive results which are considered important to construct validation.

The LISREL path diagram as well as factor loadings generated by the general self-efficacy scale were with the maximum likelihood estimation method for the one-factor solution. The statistics indicate an excellent fit and the uni-dimensional model of the self-efficacy scale (Scholz, 2002).

Meta-analysis was used to determine population effect sizes for four sets of variables. Across different countries and different samples, there is evidence that there is an association

between perceived self-efficacy and the variables under study authenticate the validity of the psychometric scale (Luszczynska, 2005).

Zhang (1995) found that the General Self-Efficacy Scale showed internal consistency even when tested in different languages. Further psychometric properties reveal the usefulness of the inventory.

These studies are explicitly describing that the General Self-efficacy Scale (GSS) as an effective instrument in measuring the efficacy level of individuals. Hence the author proposes to use the pre-validated Schwarzer and Jerusalem (1995) General Self-efficacy Scale (GSS) to measure the self-efficacy level of the students pursuing higher education.

Literature reviewed for Self-efficacy Scales in the following table 2.7.

Table 2.7 Literature reviewed for Self-efficacy Scales

Year	Author	Research Concept/Topic	Purpose of Research	Results
1995	Zhang *et al.,*	A Chinese adaptation of the General Self-Efficacy Scale	To construct and test a Chinese version of R. Schwarzer's (1993) General Self-Efficacy Scale	Measuring self-efficacy scale by any language showed consistency in results
2002	Scholz *et al.,*	Is General Self-Efficacy a Universal Construct?	To find psychometrics from 25 Countries of the Self-efficacy scale	General Self-Efficacy scale is uni-dimensional and meets the criteria required for multicultural assessment procedures.
2005	Luszczynska *et al.,*	The General Self-Efficacy Scale	Multicultural Validation Studies of the Self-efficacy Scale	General self-efficacy appears to be a universal construct that yields meaningful relations with other psychological constructs
2013	Verma and Sharma	Construct Validation of Self-Efficacy Scale	To validate the constructs of Self-Efficacy Scale	There is high correlation between all constructs which shows the validity of the self-efficacy scale

2.5 Reviews relating the Study variables

From the literature reviewed, it is postulated that self-efficacy might be a mediator between personality and transferable skills. Yet attention to such study in large number of students in arts and science colleges has been rare. The extensive literature review has identified different variables such as personality and self-efficacy can be brought into a framework. Applications of these variables in the study of graduates employability and career would be fruitful.

Bandura's social cognitive theory emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviours and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. This social learning theory explains that the acquisition of skills happen primarily in a social group setting. This social learning is based on the social actions and interactions among the group. Thus develops the emotional stability and accurate perception of self. This theory also substantiates that the individuals also learn through observation, imitation and modelling (Ormrod, 1999).

McCrae and John, (1961) stated that Five Factor Model was profitably applied in most settings. Hogen has specified that Big Five Model is suitable in industrial and organizational psychology. McCrae and Costa, (1991) highlighted that Big Five Model is highly applicable in counselling. Among personality models, the Big Five model proposed by Costa and McCrae (1992) is extensively researched among college students. Poropat and Griffith (2009) proved that the Big Five personality traits model was able to comprehend the relationship between personality and academic behaviours. The Big Five model is able to account for different traits in personality without overlapping. During studies, the Big Five personality traits show consistency in interviews, self-descriptions and observations. Moreover, this five-factor structure seems to be found across a wide range of participants of different ages and of different cultures (Schacter, Gilbert, Wegner, 2011). The five-factor structure has proved to be stable across time (Costa and Mc Crae, 1988) and consistent across different languages and rating scales (Mc Crae and Allik, 2002; Pervin and John, 1999).

Hirsh and Peterson (2008) studied that big five personality assessment was a real predictor of an individuals' performance. The findings indicate that the FFM personality

constructs has a link to the demographic variables which can influence an apprentice's behaviours in the workplace.

Nye *et al.,* (2013) research analysis showed that personality is a significant predictor of educational outcomes measured as the results of Unified State Examinations. They have found that four traits that were significant for academic success. Obschonka *et al.,* (2012) studied that early entrepreneurial competence in adolescence directly predicted entrepreneurial behaviour. Researches with the five factors model found correlation between personality dimensions and achievement at work. Conscience can be linked mostly to achievement but indirectly the other dimensions can also be connected with work (Robbins and Judge, 2009).

According to the research carried out by Komarraju *et al.,* (2011), two of the Big Five traits, conscientiousness and agreeableness, were positively related with all four learning styles such as synthesis analysis, methodical study, fact retention, and elaborative processing, whereas neuroticism was negatively related with all four learning styles. In addition, extraversion and openness were positively related with elaborative processing. The findings yielded a number of insights with potential practical implications on the dynamic interplay between personality and learning styles, as well as on their joint influence on academic achievement.

Academic self-efficacy refers to the belief that one can successfully engage in and complete course-specific academic tasks. The completion of tasks include achieving course aims, completing assignments, passing courses, and fulfilling all the requirements to complete the graduation or post-graduation. The meta-analysis by Judge and Bono (2001) revealed that the correlation between generalized self-efficacy and job satisfaction was 0.45, which proves that there is a positive relationship between self-efficacy and job satisfaction. Individuals of all levels of positive and negative affectivity experienced an increase in academic self-efficacy as a result of the training program (Gerhardt, 2003).

Yildirim *et al.,* (2010) states that there are earlier researches has proved that self-efficacy as a significant predictor of academic performance, academic motivation, students' participation in activities, rate of solution of arithmetic problems, and use of learning strategies. Also students with high self-efficacy are likely to deal better with the challenges they face and develop better strategies to solve them compared to students with low self-

efficacy. Their pilot test for the relationship between self-efficacy and modelling has resulted with a significant correlation.

The findings of Edwards (2014) support the view that work placement has a positive impact on self-efficacy of students especially with regard to their confidence in preparing applications and attending interviews and also in articulating their skills and abilities. Self - esteem has emerged as the strongest predictor of self-efficacy. As with other groups, when unemployed ethnic youth feel good about themselves, that feeling influences them to believe that they can achieve positive outcomes (Nesdale *et al.,* 2000). Sadri (2011) elucidate that self-efficacy is an important determinant of work performance. Professionals can intentionally develop self-efficacy among learners through managing performance accomplishment, modelled exposure, verbal persuasion, and physiological arousal.

For some jobs, the effect of training on performance may be mediated by self-efficacy, i.e. that in some jobs it is because some training makes employees more confident in themselves in relevant ways, that it leads to subsequent better performance on their part (Orpen, 1999). Self-efficacy directly influenced planning and job search behaviours (Fort *et al.,* 2011). Students share several circumstances with other international students like the cultural adjustment, learning environment shift, and the linguistic barriers. In this case, various aspects of self-efficacy are either agents or influences the given circumstances (Nasser *et al.,* 2014)

As the set of transferable skills identified is based on their impact on personality characteristics and as self-efficacy is directly associated with the students skill sets, the present study explores whether there is any significant relationship between the personality characteristics and transferable skills. Some studies have empirically related the characteristics on learning and its performance. The personality attributes of the study of Taher and Chen, (2011) dominated by the three factors of agreeableness, conscientiousness and openness to experience that correlate positively with MBA students' performance. Thus the model in the Figure 2.4 proves that personality traits act as a base for performance.
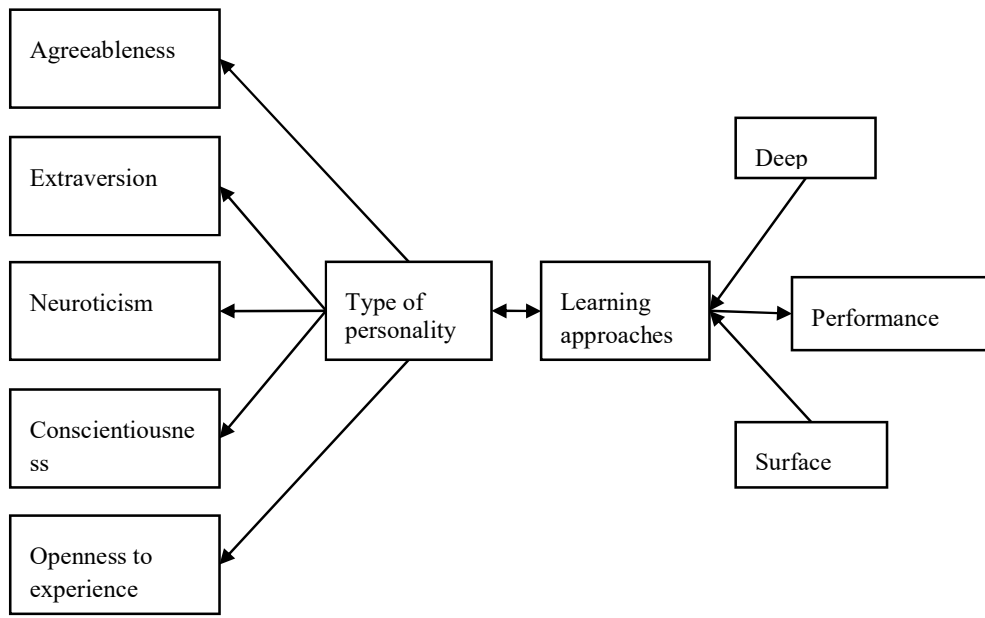
Source: *Taher and Chen, (2011)*

**Figure 2.4 Conceptual model of the study of Taher and Chen, (2011)**

Taher and Chen, (2011) study found high correlations between personality traits and performance of students. Learning and competency development happens mainly in the first job and only 5% to 10% of the graduation course knowledge is useful on the job (The Hindu, 2016). The graduates getting employed is based on many criteria. Tracing its history and its role in the current scenario it is understood that organizations rely on their competent employees as a main resource. The performance of organizations depends not only on the workforce competency, but also on their evaluation and development on an on-going basis to meet the global competition (Chouhan, 2014). There are five major components of competency enumerated by Tucker and Cofsky, (1994). It is as follows

1) Knowledge - This refers to information and learning resting in a person.

2) Skill - This refers to a person's ability to perform a certain task.

3) Self Concepts and Values - This refers to a person's attitudes, values and self-image. An example is self-confidence, a person's belief that he or she can be successful in a given situation.

4) Traits - Traits refer to physical characteristics and consistent responses to situations or information.

5) Motives - Motives are emotions, desires, physiological needs or similar impulses that prompt action.
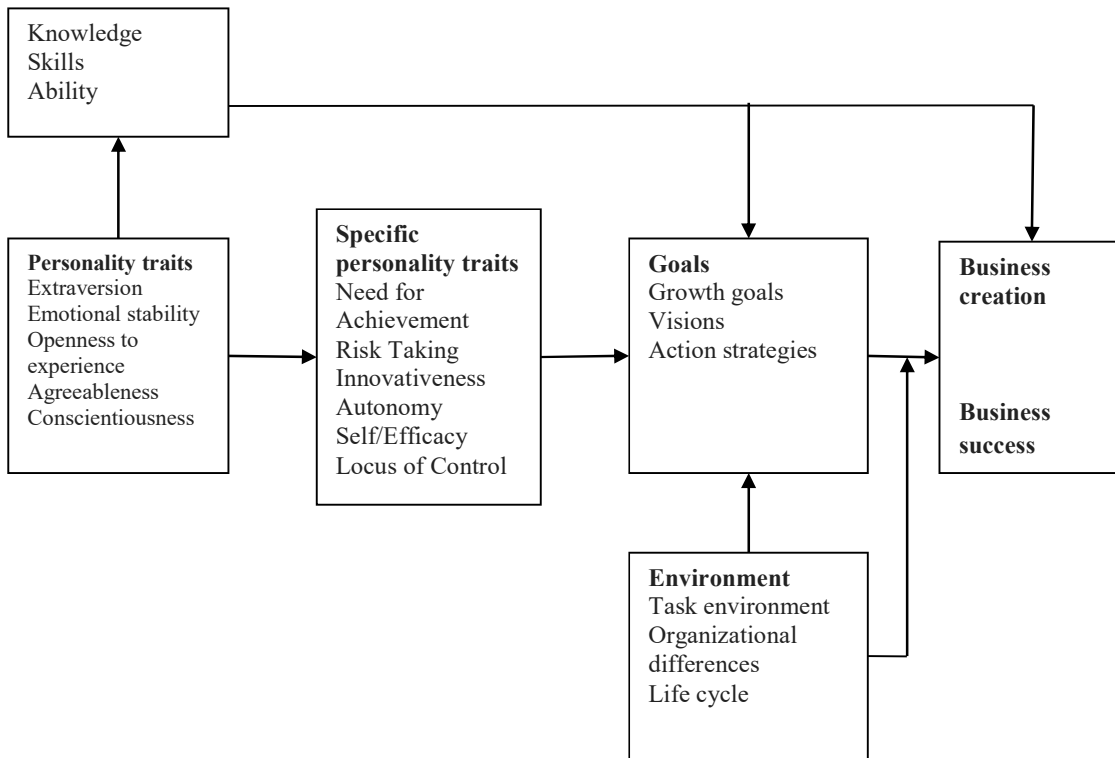
Motives and Traits may be termed as initiators what people will do on the job without close supervision. As shown in the figure 2.5, the resultant of a critical behaviour is higher performance. The level of performance (low, moderate or high) is always determined by the level of knowledge, skill and behavioural attitude (Chouhan and Srivastava 2014).
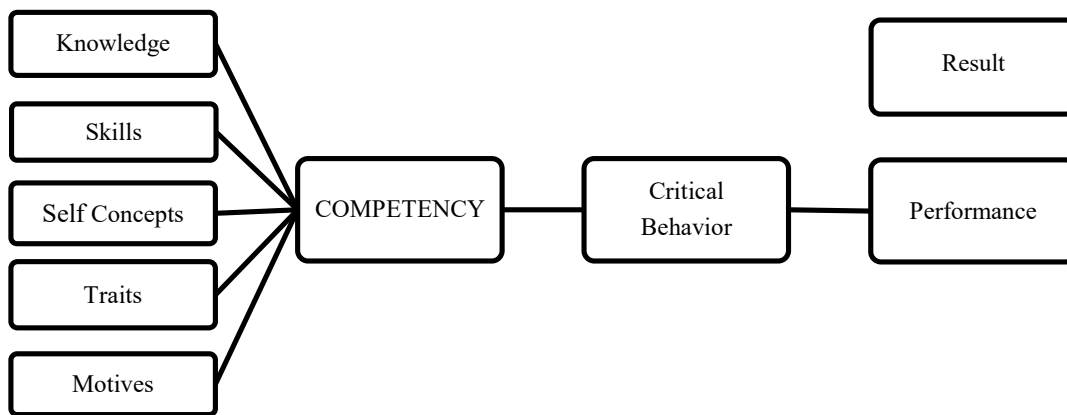
Source: Chouhan and Srivastava (2014)

Figure 2.5. Concept of competency developed by Chouhan and Srivastava (2014)

The model shown below (Figure 2.6) proves undeniable relationship between personality and entrepreneurship. The model had described that personality has a direct influence on creativity of people and also lead them to success. Also it describes influence of personality traits affecting the specific personality dynamics of setting goals and its impact on business creation and success. The model highlights that the effects of broad personality traits are not directly related to business outcomes, but they influence traits that are more specific/ proximal to entrepreneurship, for example, need for achievement, risk taking, and inventiveness (Pupavac, 2015).

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┌──────────────┐
│ Knowledge    │
│ Skills       │
│ Ability      │
└──────────────┘
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┌────────────────────┐      ┌──────────────────┐      ┌──────────────────┐      ┌──────────────┐
│ Personality traits │      │ Specific         │      │ Goals            │      │ Business     │
│ Extraversion       │      │ personality traits│     │ Growth goals     │      │ creation     │
│ Emotional stability│      │ Need for         │      │ Visions          │      │              │
│ Openness to        │      │ Achievement      │      │ Action strategies│      │              │
│ experience         │      │ Risk Taking      │      │                  │      │ Business     │
│ Agreeableness      │      │ Innovativeness   │      │                  │      │ success      │
│ Conscientiousness  │      │ Autonomy         │      │                  │      │              │
│                    │      │ Self/Efficacy    │      │                  │      │              │
│                    │      │ Locus of Control │      │                  │      │              │
└────────────────────┘      └──────────────────┘      └──────────────────┘      └──────────────┘
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┌──────────────────────┐
│ Environment          │
│ Task environment     │
│ Organizational       │
│ differences          │
│ Life cycle           │
└──────────────────────┘
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Source: *Pupavac (2015)*

Figure 2.6. A model of entrepreneurs' personality characteristics and success

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┌──────────────────┐
│ Conscientiousness│
└──────────────────┘
┌──────────────────┐
│ Agreeableness    │
└──────────────────┘                  ┌─────────────┐        ┌──────────────┐
┌──────────────────┐                  │ Entitlement │───────▶│ Expectations │
│ Neuroticism      │                  └─────────────┘        └──────────────┘
└──────────────────┘
┌──────────────────┐
│ Extroversion     │
└──────────────────┘
┌──────────────────┐
│ Openness         │
└──────────────────┘
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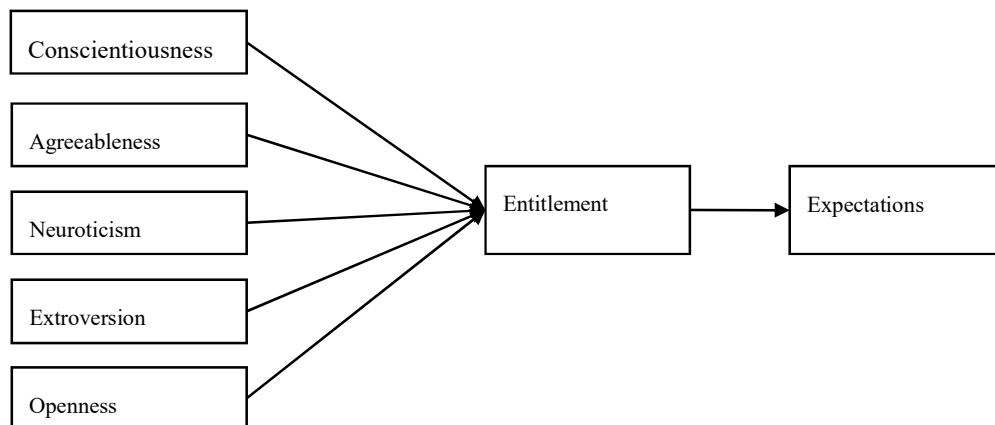
Source: *Lyons et al., (2012)*

**Figure 2.7. Model of Lyons *et al.*, (2012)**

Personality factors influence Generation Y's psychological sense of entitlement which directly influences their expectations for their first career position in the workforce (Lyons *et al.,* 2012). It was noted that except neuroticism the other personality traits had correlation with career expectations through the model (Figure2.7)
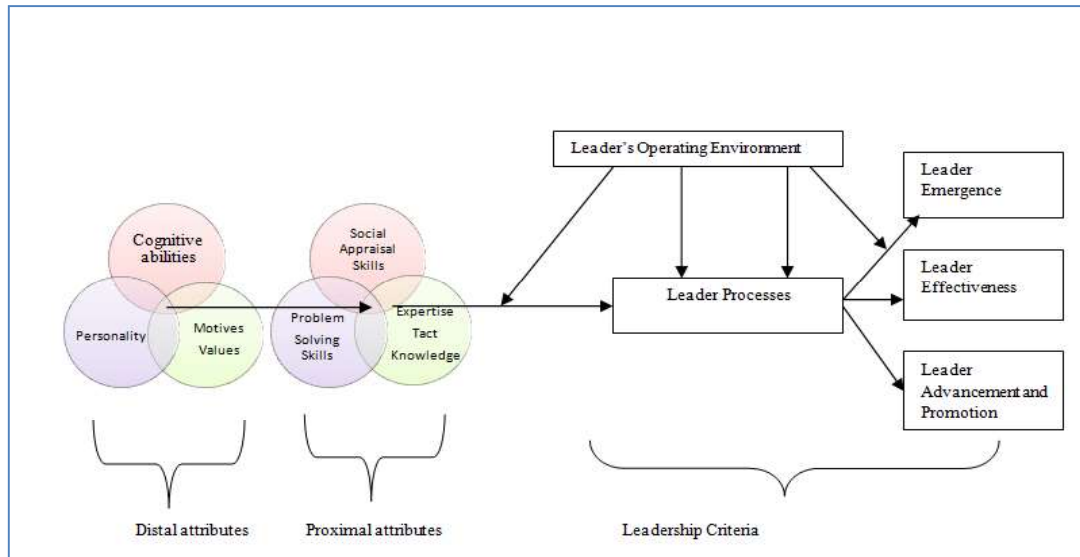
Source : *Zaccaro (2007)*

Figure 2.8. Leader Traits and Attributes, by Zaccaro, (2004)

The above model in Figure 2.8 explains several integrated sets of leader attributes, including cognitive capacities, personality or dispositional qualities, motives and values, problem-solving skills, social capacities, and tacit knowledge have specified the particular attributes that belong in each of these sets. Also leader traits differ by influence on leadership. This model can be interpreted as a multistage one in which personality characteristics and skills of individuals which have effect on the leader processes.
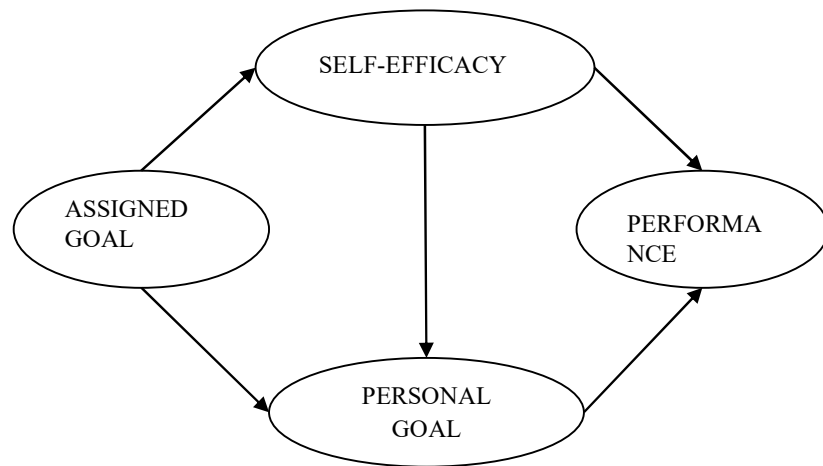
Figure 2.9: Relationships among Assigned Goals, Self-Set Goals, Self-Efficacy, and Performance (Locke and Latham, 2002)

Locke and Latham (2002) (figure 2.9) asserted that people with high self-efficacy tend to set higher goals than those with lower self-efficacy. In terms of goal commitment, people with high self-efficacy tend to commit to assigned goal and find ways to attain the goals. In addition, people with high self-efficacy tend to respond positively as compared to people with low self-efficacy.

Another study addressed the impact of personality traits on performance and how personality affects performance. The gap is investigated through the relationships between the Big Five personality traits, self-efficacy, and academic performance in a moderated mediation model using time-on-task as the moderating variable (Figure 2.10). Results indicated that self-efficacy partially mediated the conscientiousness–performance relationship and time-on-task moderated the mediating effect of self-efficacy. Time-on-task moderated the indirect effect of conscientiousness on course performance through self-efficacy such that the indirect effect is not significant at low levels of time-on-task, but becomes significant and stronger at higher levels of time-on-task (Tabak *et al.,* 2009**).**
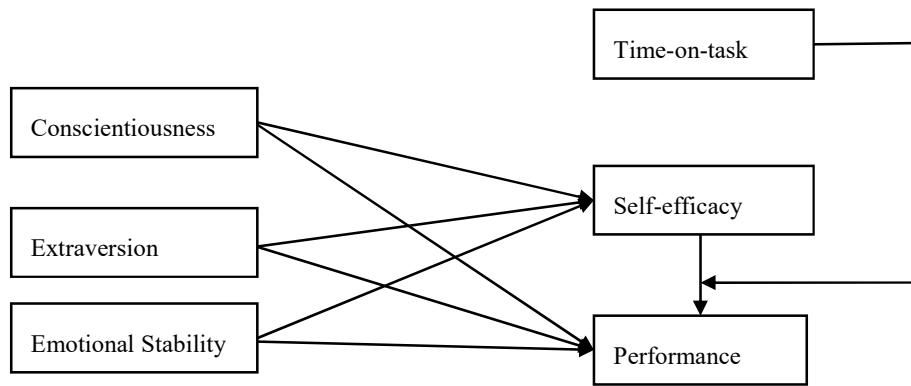
Source : *Tabak et al.,(2009)*

Figure 2.10 A moderated mediation model of the roles of self-efficacy and time-on-task on the relationship between personality and performance

Based on the above reviews it is clear that personality, transferable skills and self-efficacy were been researched in different ways. But personality and transferable skills has not been studied with the moderating effect of self-efficacy.

2.6 Proposed model of the study

The researcher proposes to develop the model and test for its significance in the employability of a graduate. The present study is an attempt to find how transferable skills are related with personality traits and self-efficacy. This model is fresh, and this study would explore the relationship of each big five personality trait that is openness to experience, conscientiousness, extraversion, agreeableness and neuroticism greatly or not at all influence the transferable skills like personal skills, communication skills and problem solving skills. Also how these skills are moderated by the effect of increased or decreased self-efficacy of an individual.

The model in the Figure 2.11shows the inter-relationships between the three major constructs. The personality construct is defined the five major traits found in the Big five model of personality. Similarly self-efficacy is understood through its general self-efficacy's universal application. It is seen that skills that is transferable skill is elucidated by many skills. These skills are supported by Nabi and Bagley (1999) and Abdullah (2009). Generally the types of skills required to be developed are Personal skills, Communication skills and

Problem Solving Skills as identified as desirable graduate attributes by researchers (Binks and Exley, 1992) at the University of Nottingham.
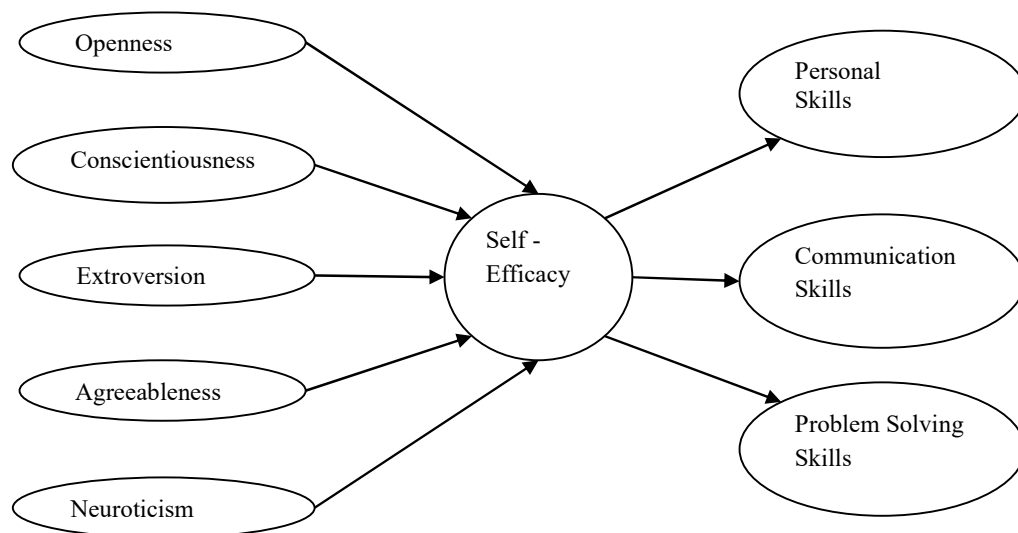

Figure 2.11 Proposed conceptual model depicting the relationship between Big Five Personality Traits, Transferable Skills and Self-efficacy

The following is the list of skills: personal skills which include initiative, independence, self-assessment, work in teams, leadership, seize opportunities, time management, effectiveness, planning, organising, establishing priorities, flexibility, tenacity and stress tolerance. Communication Skills include written, explaining, oral presentation and listening skills. Problem solving skills includes finding information, assessing information, decisiveness, numerical and judgement skills. Since it is understood these set of skills, contribute to all the skill sets required to be transferred, the same is used in this research study. Based on extensive literature reviews, it is realised that these skills are related with each other.

This model has been developed to explore the relationship between personality traits namely the big five traits such as openness, conscientiousness, extraversion, agreeableness and neuroticism, transferable skills which are clustered as personal skills, communication skills and problem solving skills and the self-efficacy of the graduates. Specifically, the research aims is to explore the personality characters of Generation Y who are the students and the impact of these characteristics on their skills and also attempts to find the moderating effect of self-efficacy between the personality and skills. Based on this, the study verifies a

set of hypothesis based on the notion that ideal personality characteristics developed in the Generation Y/ Students would enhance their skill sets through their efficacy level. In doing so, there is theoretical rationale for grooming the personality of individuals to make them employable with adequate skills which is cross sectional among the different types of jobs in the market. Thus this model is drawn to fill the research gap.

To conclude, the model is of great significance. As India is with largest population of Generation Y, managing them well will be the only way to reap the benefits of demographic dividend. Managers need to learn what they must do to use this Generation Y in an efficient manner. This study would be a realization for educators and organisations to understand the nature of Generation Y. Also it is a platform for Generation Y to know about themselves in a better manner and what critical skills are required for career success.

2.7 OBJECTIVES OF THE STUDY

Transferable skills or employability skills of the students are highly required in order to prepare themselves for their future jobs in complex and rapid changing job market. The Deloitte Millennial Survey in 2014 conducted in 28 countries around the world including India reported that millennial lack communication skills and specific job competencies connected with law, finance, IT and taxes. They would also face challenges like unemployment, shortage of resources and income inequality. Indian Universities and colleges need to specify the skills to the students. Indian research studies measuring skills, transferable skills, personal transferable skills are found to be minimal. There are many numbers of empirical studies about the existence of personality traits among various groups of people. Also the self-efficacy concept was measured by various researches from different perspectives. Thus the knowledge gap was identified that studies explaining skills and its relationship with self-efficacy and personality were not to be found. Hence the current research was taken with the following objectives in order to find the significance of this area and throw light to the universities and colleges to develop an effective approach towards transferable skills and self-efficacy.

Primary Objective:

The primary objective of this research is to identify the impact of big five personality on transferable skills with the moderating effect of self-efficacy among Arts and Science students in Coimbatore through the data collected during the period September 2014 to February 2015.

Secondary objectives:

1. To identify the existing level of self-efficacy and transferable skills among students belonging to generation Y.
2. To find whether students' transferable skills and self-efficacy differ according to their stay at home/hostel.
3. To measure the association and relationship between transferable skills, self-efficacy and personality of the respondents.
4. To measure the impact of personality on transferable skills of the respondents.
5. To study the personality traits that distinguishes students with high transferability skills from students who have less transferability skills.
6. To explore the moderating effect of self-efficacy in the relationship between big five personality and transferable skills of students.
7. To estimate a model relating personality and transferable skills, with self-efficacy moderating this relationship.