

The Influence of Personality and Employability Factor on Adaptive Performance among University Students

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Abstract

Adaptive performance is defined as the ability of an individual to adapt to a constantly changing environment. As a result of the rapid changes, the current organisations prioritise graduates who have adapted their performance to work. Previous research has shown that factors and personality traits in graduates can influence their adaptive performance. Therefore, this study gives importance to determine the impact of employability and personality factors on adaptive performance. A cross-sectional study was carried out via online questionnaires involving 278 Year 3 students from two public universities. The instruments used included CareerEDGE, five-factor personality, and adaptive work performance and data was analysed using the Statistical Package for Social Science (SPSS) version 22.0. Results revealed that adaptive performance had a significant influence on employability with the dimensions of emotional intelligence and generic skills were found to portray the most significant employability factors that influenced adaptive performance. Participants from UKM showed emotional intelligence and career development learning factors influenced adaptive performance as compared to participants from UiTM which revealed emotional intelligence as well as generic skills that contributed to adaptive performance. Almost all personality factors but conscientiousness influenced UiTM's adaptive performance. Meanwhile for UKM students, only emotional stability and openness factors were found to significantly influence adaptive performance. The impact of this study verified the vitality of intervention in personality development and employability, particularly dimensions of emotional intelligence, generic skills, and career development learning, in empowering graduates as early preparation for future career.

Keywords: Personality, Employability, Adaptive Performance

Introduction

Surprising events occur frequently in the context of today's jobs as a result of advancements in global technology and economic sectors. These shocks or reforms not only have an impact on the organization's activity process, but they also encourage and require

employees to be more prepared in the face of any changes. As a result, adaptive skills are regarded as important, and employers, being aware of the situation, are required to prioritise individuals with adaptive performance skills for employment. Indeed, the occurrence of rapid changes in the country's economic structure at the end of the twentieth century, according to Tome (2007), made the organisation more prepared to face the challenges and competition faced.

Due to the passage of time, having excellent results is no longer a ticket to getting a job. Not only that, but with an increase in the number of graduates, the battle for a job becomes more aggressive and difficult. Competition is also fierce among graduates of the Public Institutions of Higher Learning (IPTA), as well as those of the Private Institutions of Higher Learning (IPTS), Polytechnics, and other skills institutions. This is very concerning for recent graduates as it makes it more difficult to get a job. As a result, the current demand for jobs exceeds the supply made available by employers. This situation appears to give the employers an advantage in terms of being more selective in the selection of prospective employees.

Subsequently, in order to get a job, graduates should provide early adopted personnel. Because nothing is easily obtained, early awareness from university is critical in producing a large number of quality graduates who meet current job selection standards. The inability to find job is what contributes to the problem of graduate unemployment.

According to several studies, one of the factors that contribute to unemployment is a lack of employability. As shown in a previous study, employers are dissatisfied with the mastery of employability skills when compared to technical skills (Sattar et al., 2008). The significance of this skill is highlighted because employability is said to be an important basic skill in obtaining, retaining, and excelling at work. Personal values, problem-solving and decision-making skills, interpersonal relationships, communication skills, task-related skills, maturities, health and safety habits, and work commitment are among the skills specified. Furthermore, graduates must now rely on their own initiative and abilities to enter the world of more difficult work, as opposed to the early 1900s, when they worked as much as they could afford (Small et al., 2017). Thus, employability refers to the skills needed by students to prepare themselves for various job requirements after graduation.

From employers' perspective, employability is defined as a willingness to work that includes skills, knowledge, attitudes, and commercial understanding that enables new graduates to make productive contributions to the organisation shortly after beginning employment (Mason et al., 2009). The current employer also prefers individuals who can contribute to the success of a team, but employees are expected to contribute from day one. (Singh and Singh, 2008; Chang, 2004). This expectation demonstrates that an employee's performance is evaluated from the start of the job and influences the employer's perception of the individual. Hence, graduates must learn additional skills in the context of employment. Communication skills, problem solving skills, IT knowledge, information management, presentation skills, and English language skills are among the emphasised skills to meet current market needs (Warraich & Ameen, 2011). In conclusion, the value of employability is viewed as an important aspect of influencing employers' views and decisions regarding graduates.

In addition, personalities are said to be important in influencing student adaptive performance, where individual personality trait lies in the process of adaptation with biological environment and influence (Hetteema, 1979; Nettle, 2006). Individuals adapt to their surroundings based on their personality, which determines the action they take. Even the National Graduate Employability (GE) Report Blueprint (2012-2017), issued by the Ministry of

Higher Education Malaysia states that having a good personality management, such as a positive attitude, aware of the responsibility, and understand the role are among the key factors in the framework of graduates employability.

Thus, researchers are interested in studying the influence of personality on adaptive performance since many previous studies have studied its relationship to adaptive performance among students, but there is still a lack of studies on predictive factors on adaptive performance. This impact is critical to understanding the diversity of individual traits with adaptive skills possessed, as well as which personality traits are most prevalent among students.

In addition, the study was conducted among students in their final year of study because this group is closer to a transitional change in life, from students to employees. With this in mind, it is critical that studies be conducted on this group to assess graduates' readiness and skills in engaging with the working world. In fact, no independent studies comparing the employability of UKM and UiTM students have ever been conducted. Furthermore, one study discovered that students from private universities had higher employment rates than students from public universities where UiTM leads with 77%, USM 74%, UIA 71%, foreign university branches 65%, UM 63%, USM 61%, UKM 38%, UTM 35%, UNIMAS 34%, and KUITTHO with 0.8%. These findings show that, despite being one of Malaysia's best universities, UKM has a lower student employment rate than UiTM.

Literature Review

Employability

Employability, according to Pool and Sewell (2007), is a set of skills, knowledge, understanding, and personal characteristics that make a person more likely to choose and obtain a job that satisfies them, as well as succeed in that career. Brown, Williams (2003), like previous researchers, defines employability as relative opportunities in acquiring and retaining various types of employment. Employability is still a major issue in higher education today. The Confederation of British Industry (CBI) defines employability as a set of qualities, skills, and knowledge that job market participants must possess in order to be effective in the workplace while benefiting themselves, their employers, and the economy.

Most researchers, on the other hand, define employability as an employee asset that includes control over one's working life, or control over one's career in general (Cuyper et al., 2011). Such controls include controls in obtaining and developing employment. Previous research has defined employability as an individual's perception of abilities in obtaining and retaining employment (Tomas, 2014). The ability in question is an individual's ability to make a transition in the current market conditions, which is the result of skills, job market knowledge, and the ability to adapt. Furthermore, Buck and Barrick (1987) state that employability skills are primarily related to personal characteristics, attitudes, habits, behaviours, modes of communication, problem solving, decision-making abilities, and the ability to manage the organisation as directed. According to Canovi's (2019) findings, there has been an increase in the emphasis on soft skills needs by employers and graduates over the last 5-10 years, despite the fact that both parties have different perceptions of soft skills.

The CareerEDGE Model, developed by Pool and Sewell (2007), is an employability model. The definition of "CareerEDGE" has also discovered five components found in this model, namely Career development learning, Work/Life Experience, Degree subject knowledge, Generic skills, and Emotional intelligence. This model was designed to improve on the existing employability model, which is thought to be too complicated and too simple

in explaining the difficult-to-understand concept of employability. The model also suggests that there are five related components that contribute to employability, and students should recognise the significance of developing all of these components. Furthermore, Cox and King (2006) describe employability as the ability to acquire the competence to implement tasks that must be completed immediately without additional training. This is because employers are looking for more adaptable employees, such as those who want to change their organisation to be more flexible to changing market demands.

This role of employability is viewed as crucial because it is the domain of work required for adaptation. Flexibility behaviours and the ability to adapt benefit both organisations and individuals, as both are essential in ongoing employability skills. Fuller Heijde and Heidjen (2005), who focus on employability as an important impression for individuals who seek to use skills at an optimal stage, have extensively researched adaptability and its relationship to employability. McQuaid Lindsay (2005) further explains that employees who are employability-oriented, find it easier to identify and anticipate career opportunities available within and outside the organisation, as well as respond to changes that occur calmly and confidently. This statement emphasises the significance of employability in influencing the individual adjustment process at work.

In order to meet the challenges of a global economy marked by rapid change, it is necessary to have potential individuals with knowledge, skills, and creativity. As a result, it is one's own responsibility to cultivate awareness by adopting a more flexible and proactive approach to life, particularly those involving the management of employability. According to Clarke (2017), graduates must acquire and develop a combination of skills, namely soft skills or technical skills, in order to gain an advantage. Another previous study by Agran (1987), the main reasons for layoffs and job dissatisfaction are a failure to adapt to a dynamic work environment and a failure to adapt to a changing work environment. Individuals should be able to adapt to change while also developing skills and proficiency in other domains. Thus, adaptability becomes an essential component of professional success. Eventually, in order to be prepared for the future, students should be capable of dealing with any unexpected new problems or situations.

Personality

Personality is also viewed as an organism composed of a person's psychological and physical systems that influences how an individual acts or reacts uniquely with the environment (Allport, 1961). The five-factor personality model of Achna (2013), as adapted by Halim and Shahfie (2014), is used in this study to examine the influence of personality as a study variable. Meanwhile, 5 personality dimensions are used, including openness, conscientiousness, extraversion, agreeableness, and neuroticism or emotional stability.

Personality and adaptive performance are indeed linked, as these personalities are said to underpin human adaptation to the environment and influence biological intelligence. The significance of these personality influences is emphasised to understand how these personalities and coping skills influence individual adaptations. This is due to the fact that each individual has different coping strategies and techniques for adapting to changes that occur. Ryan (2003) stated personality traits as a valid and reliable predictor factor in career success with the results of studies showing that personality is related to adaptation.

Numerous studies have discovered that conscientiousness, agreeableness, and neuroticism have a positive relationship with job performance, particularly for employees whose jobs require interpersonal interactions. A study conducted by Mount Barrick (1998)

showed agreeableness and neuroticism are predictors to job performance. According to Chadrasekara (2019), the five types of personality have a significant impact on work performance, with agreeableness being the most influential. Furthermore, an empirical study was conducted to investigate the impact of personality dimensions (agreeableness, neuroticism, extraversion, conscientiousness, and openness) on adaptive achievement among young people in Sabah.

According to the study's findings, only three personality dimensions, namely neuroticism, agreeableness, and conscientiousness, were significant predictors of work performance out of five. Neuroticism and agreeableness both have a negative relationship with adaptive performance, whereas conscientiousness has a positive relationship with adaptive performance. Witt et al (2002), like previous studies, support a positive relationship between adaptive performance and job performance among strong conscientiousness workers. Barbara Griffin Beryl Hesketh (2005) demonstrated that conscientiousness traits influence the level of adaptation among employees. (Mount's and Barrick's, 1991). Furthermore, the Villagrasa & Fernandez-del-Rio Barrada (2020) study found that conscientiousness is the most important predictor of adaptive performance. Therefore, many studies have found that conscientiousness has a strong relationship with workplace performance.

In contrast to the previous study, Cattell & Tatsuoka (1998) stated that among the five personality traits, emotional stability (neuroticism) and extraversion receive consistent attention and have a consistent impact on one's life events. Huang, Ryan, Zabel, and Palmer (2014) found a link between neuroticism and extraversion in terms of adaptive performance. The study also discovered that neuroticism is an important predictor of reactive adjustment, whereas extraversion is a better predictor of proactive adaptive performance.

Individuals with emotional stability are also more likely to act in fight or flight situations when confronted with a potential threat. Furthermore, as the saying goes, we cannot direct the wind, but we can adjust the sails, so today's organisations want wise individuals to face challenges by utilising existing resources in managing change and not giving up easily. Individuals with stable emotions are better able to adapt to unexpected changes in the workplace, according to Huang et al (2014), whereas individuals with unstable emotions will see all changes as a threat and become (maladaptive?) in facing changes in the task environment (Gallagher, 1990) and avoiding self-control (Carver et al., 2000; Elliot & Thrash, 2002 in Huang et al., 2014).

As a result, researchers are interested in studying the influence of personality on adaptive performance because many previous studies have studied its relationship to adaptive performance among students, although there is a lack of studies on predictive factors on adaptive performance. This influence is critical in understanding the diversity of individual traits with adaptive skills possessed, as well as which personality traits are most prevalent among students.

Methodology

Data was gathered by distributing questionnaires to Year 3 students of the Faculty of Social Sciences and Humanities (FSSK) in Universiti Kebangsaan Malaysia, UKM. Data were obtained by distributing questionnaires to students who participated in the "Workplace Readiness" Workshop sessions 1, 2, and 3 organised by the Faculty of Social Sciences and Humanities (FSSK) which was held for three days and two nights at the Tanjung Rhu National Building Camp, Sungai Pelek Sepang, Selangor. Moreover, the data and personal information

of the respondents were obtained from the Industry and Community Network Affairs Unit (HEJIM) of the Faculty of Social Sciences and Humanities (FSSK). As a result of the distribution of this questionnaire, only 236 of the 790 respondents correctly answered the questionnaire. However, in order to balance the respondents from both universities, a total of 139 people from the respondents representing UKM and UiTM were employed as research respondents, totaling 278 people.

Purposive sampling was also used to select respondents in this study. Initially, the researcher was only interested in conducting a study on UKM students; however, the researcher was interested in comparing the influence of employability with personality on adaptive performance among UKM and UiTM students.

In the study, the researcher developed a questionnaire with four major sections, namely Part A, B, C, and D. Part A contained the information about the respondents' demographics, Part B consisted of information about their employability, Part C contains information about their personalities, and Part D contains information about their adaptive performance. Except for part A, all measurements were taken on a Likert scale. This questionnaire was constructed and administered based on previous studies prepared and adapted by (Fatimah Wati and colleagues., 2013).

The reviewer used a question set of 25 questions based on five dimensions to assess the respondent's employability rank, namely career development learning, work/life experience, degree subject knowledge, generic skills, and emotional intelligence were measured using a Likert scale. Following that, there were 25 questions for the personality section that measured five dimensions that encompassed openness, conscientiousness, extraversion, agreeableness, and neuroticism. Finally, the adaptive performance section contained 21 questions were designed to assess the level of adaptive performance possessed by respondents. Furthermore, emergency response, managing stress, creative solutions, training and learning, as well as interpersonal adaptability were the dimensions of adaptive performance measured in this study.

The Statistical Package for Social Science (SPSS) version 22.0 application was used to measure and analyse all of these test tools. Next, two types of analysis were applied, which were descriptive analysis and inference analysis. Descriptive analysis was used to investigate the demographic and to study the modifier questions. Through Pearson correlation and regression analysis, inferential analysis was employed to explore the relationship and influence between the study variables. Following that, a reliability analysis was performed using Cronbach's alpha to determine the level of reliability of the test tool.

Findings

Descriptive Analysis

According to the results of the descriptive demographic analysis of respondents, as shown in Table 1, a total of 242 (87.1%) respondents were female, while the rest were male, accounting for 12.9% or a total of 36 people. On the other hand, the majority of respondents totaled 144 (51.8 %) were between the ages of 20 and 22 years old. Following that, 129 (46.4%) respondents were between the ages of 23 and 25. Only 3 (1.1%) of those respondents were between the ages of 26 and 28. Meanwhile, respondents aged 28 and above constituted a minority, accounting for only 2 (0.7%) of the total number of respondents. From the analysis of CGPA values, the majority of 147 (52.9%) respondents had CGPA values ranging from 3.0 to 3.49. Then, 83 (29.8%) of those respondents had a CGPA of 3.5 or higher. Meanwhile, 48 (17.3%) of them had a CGPA ranging from 2.00 to 2.99. In the meantime, none of the

respondents had a CGPA of 1.99 or lower. Furthermore, the racial distribution analysis revealed that a total of 267 respondents were Malays, who represented almost all respondents at a rate of 96.1%, followed by Chinese and others with 4 (1.4%) people, and finally Indians 3 (1.1%) people.

Table 1
Distribution of Respondent Demographic Information

Respondent information	Number (N)	Percentage (%)
Sex		
Male	36	87.1
Female	242	12.9
Age		
20 to 22 years old	144	51.8
23 to 25 years old	129	46.4
26 to 28 years old	3	1.1
28 years old and above	2	0.7
CGPA		
1.99 and below	0	0
2.00 to 2.99	48	17.3
3.00 to 3.49	147	52.9
3.5 and above	83	29.8
Race		
Malay	267	96.1
Chinese	4	1.4
Indian	3	1.1
Others	4	1.4

Furthermore, descriptive analysis for employability factors revealed that degree subject knowledge was the most prevalent among respondents, followed by emotional intelligence, generic skills, work/life experience, to career development learning. Further details are shown in the Table 2 below, where it shows the distribution of respondents based on the category division of scores obtained. Thus, it could be stated that the respondents in this study had a high level of degree subject knowledge, emotional intelligence, generic skills, and work/life experience. Whereas, only the employability factor of career development learning was at a low tendency level.

Table 2

Employability Ranking according to the Distribution of Respondents

Employability	Ranking (score)	Frequency (person)
Career Development Learning	15.00-23.75: Low	14 (5%)
	23.76-32.50: Low Tendency	122 (43.9%)
	32.51-41.25: High Tendency	113 (40.6%)
	41.26-50.00: High	29 (10.4%)
Work/Life Experience	6.00-17.00: Low	28 (10.1%)
	17.01-28.00: Low Tendency	97 (34.9%)
	28.01-39.00: High Tendency	127 (45.7%)
	39.01-50.00: High	26 (9.4%)
Degree Subject Knowledge	9.00-19.25: Low	3 (1.1%)
	19.26-29.50: Low Tendency	64 (23.0%)
	29.51-39.75: High Tendency	144 (51.8%)
	39.76-50.00: High	67 (24.1%)
Generic Skills	16.00-24.50: Low	17 (6.1%)
	24.51-33.00: Low Tendency	95 (34.2%)
	33.01-41.50: High Tendency	132 (47.5%)
	41.51-50.00: High	34 (12.2%)
Emotional Intelligence	14.00-23.05: Low	5 (1.8%)
	23.01-32.00: Low Tendency	67 (24.1%)
	32.01-41.00: High Tendency	141 (50.7%)
	41.01-50.00: High	65 (23.4%)

Next, the results of a descriptive analysis of personality factors indicated that neuroticism was the most dominant personality factor among the respondents, followed by extraversion, openness, conscientiousness, and agreeableness. Table 3 contains additional information on the distribution of score categories and subjects. Overall, the majority of respondents exhibited a high tendency for four of the five personality types, specifically openness, conscientiousness, extraversion, and agreeableness. Meanwhile, the students' with neuroticism personalities were found to be extremely high.

Table 3

Personality Ranking according to the Distribution of Respondents

Personality	Ranking (score)	Frequency (person)
Openness	11.00-20.75: Low	9 (3.2%)
	20.76-30.50: Low Tendency	89 (32.0%)
	30.51-40.25: High Tendency	146 (52.5%)
	40.26-50.00: High	34 (12.2%)
Conscientiousness	18.00-26.00: Low	11 (4.0%)
	26.01-34.00: Low Tendency	42 (15.1%)
	34.01-42.00: High Tendency	144 (51.8%)
	42.01-50.00: High	81 (29.1%)
Extraversion	7.00-17.75: Low	7 (2.5%)
	17.75-28.50: Low Tendency	57 (20.5%)
	28.60-39.25: High Tendency	158(56.8%)
	39.26-50.00: High	56 (20.1%)
Agreeableness	18.00-26.00: Low	20 (7.2%)
	26.01-34.00: Low Tendency	60 (21.6%)
	34.01-42.00: High Tendency	127 (45.7%)
	42.01-50.00: High	71(25.5%)
Neuroticism (Emotional Stability)	14.00-23.05: Low	155 (55.4%)
	23.01-32.00: Low Tendency	65 (23.4%)
	32.01-41.00: High Tendency	11 (4.0%)
	41.01-50.00: High	230 (82.7%)

On the other hand, the adaptive performance factor in this study was at a high tendency overall, with creative solutions being the most dominant adaptive performance factor, followed by training and learning, interpersonal adaptability, managing stress, and emergency response. Table 4 provides additional information on the distribution of the score category and the subject distribution. To conclude, the majority of the respondents were talented in all adaptive performance dimensions, including emergency response, managing stress, creative solutions, training and learning, as well as interpersonal adaptability. In general, it could be explained that the respondents from UKM and UiTM portrayed a high level of employability, personality, and adaptive performance.

Table 4

Adaptive Performance Ranking according to the Distribution of Respondents

Adaptive Performance	Ranking (Score)	Frequency (person)
Emergency Response	10.00-12.50: Low	16 (5.8%)
	12.51-15.00: Low Tendency	105 (37.8%)
	15.51-17.50: High Tendency	113 (40.6%)
	17.51-50.00: High	44 (15.8%)
Managing Stress	7.00-11.50: Low	4 (1.4%)
	11.51-16.00: Low Tendency	59 (21.2%)
	16.01-20.50: High Tendency	147 (52.9%)
	20.51-50.00: High	68 (24.5%)
Creative Solutions	5.00-8.75: Low	5 (1.8%)
	8.76-12.50: Low Tendency	41 (14.7%)
	12.51-16.25: High Tendency	187 (67.3%)
	16.26-50.00: High	45 (16.2%)
Training and Learning	8.00-11.00: Low	9 (3.2%)
	11.01-14.00: Low Tendency	61 (21.9%)
	14.01-17.00: High Tendency	154 (55.4%)
	17.01-50.00: High	54 (19.4%)
Interpersonal Adaptability	8.00-11.00: Low	9 (3.2%)
	11.01-14.00: Low Tendency	61 (21.9%)
	14.01-17.00: High Tendency	154 (55.4%)
	17.01-50.00: High	54 (19.4%)

Inferential Analysis

Hypothesis 2: There is a significant influence of employability dimensions on adaptive performance among UKM and UiTM students.

Table 13 shows a regression analysis of the employability dimension on adaptive performance. The analysis revealed a significant influence with a value of $F(5, 272) = 27.307$, $k < .05$ with a value of variance ($R^2 = .334$), explaining that 33.4% of the employability dimension affects adaptive performance. According to the above table, emotional intelligence dimensions ($\beta = .300$, $k < 0.05$) and generic skills ($\beta = .193$, $k < 0.05$) affect 33.4% of employability dimensions which affected the adaptive performance. Other dimensions of employability, such as career development learning ($\beta = .119$, $k > 0.05$), work/life experience ($\beta = .023$, $k > 0.05$), and degree subject knowledge ($\beta = .065$, $k > 0.05$), were found to have no effect on adaptive performance. Only hypotheses H3 (D) and H3 (e) were accepted, while hypotheses H3 (A), H3 (B), and H3 (c) were rejected since there was no significant relationship between career development, work/life experience, and degree subject knowledge.

Table 13

Regression Analysis of Employability Dimensions on Adaptive Performance

Employability Dimension	B	t	Significant (k)
Career Development Learning	.119	1.715	0.87
Work/Life Experience	.023	0.360	.719
Degree Subject Knowledge	.065	0.890	.374
Generic Skill	.193	2.529	.012
Emotional Intelligence	.300	4.722	.000

Meanwhile, Table 14 depicts the influence of the employability dimensions on adaptive performance based on the Learning Institutions. The analysis results showed that there was a significant influence for UKM students with values $F(5, 133) = 11.72, k(0.05)$ with variance values ($R^2 = .306$), which explained 30.6% of the employability dimensions influencing the performance of UKM student adaptive performance. The results of the analysis indicated that career development learning ($\beta = .240, k < 0.05$) and emotional intelligence ($\beta = .298, k < 0.05$) were the dimensions of employability that influenced the performance of UKM student adaptive performance. Meanwhile, three dimensions of employability; degree subject knowledge ($\beta = -.003, k > 0.05$), career experience or life ($\beta = .050, k > 0.05$), emotional intelligence ($\beta = .298, k > 0.05$), and generic skills ($\beta = .088, k > 0.05$), did not significantly affect adaptive performance.

Regression analysis of employability dimensions had a significant influence on UiTM's adaptive performance, with value $F(5, 133) = 19.427, k < 0.05$ with variance value ($R^2 = .422$), describing 42.2% dimensions of employability affect adaptive performance of UiTM students. Thus, the results of the analysis showed that emotional intelligence ($\beta = .272, k < 0.05$) and generic skills ($\beta = .262, k < 0.05$) were the employability dimensions that influence the adaptive performance of UiTM students. Meanwhile, the other three dimensions of employability which were career development learning ($\beta = .054, k > 0.05$), degree subject knowledge ($\beta = .103, k > 0.05$), and work/life experience ($\beta = .099, k > 0.05$), were found not to significantly affect the adaptive performance of UiTM students.

Table 14

Regression Analysis of Employability Dimension on Adaptive Performance based on Learning Intitutions.

	Employability Factors	Dimension	B	T	Significant (k)
UKM	Career Development Learning		.240	2.466	.015
	Work/Life Experience		.050	0.563	.574
	Degree Subject Knowledge		-.003	-0.029	.977
	Generic Skill		.088	0.773	.441
	Emotional Intelligence		.298	3.227	.002
UiTM	Career Development Learning		.054	0.554	.581
	Work/Life Experience		.099	1.061	.291
	Degree Subject Knowledge		.103	1.024	.308
	Generic Skill		.262	2.585	.011
	Emotional Intelligence		.272	3.124	.002

Hypothesis 3: There are significant influence between personality dimensions and adaptive performance among UKM and UiTM students.

Table 15 shows a regression analysis of personality dimensions on adaptive performance. The analysis showed a significant influence with a value of $F(5, 272) = 46.33$, $k < .05$ with a value of variance ($R^2 = .460$) which it explained as much as 46% of personality dimensions affect adaptive performance. According to the table above, 46% of the personality dimensions affecting adaptive performance were all personality dimensions except for the agreeableness dimension ($\beta = -.062$, $k > 0.05$), while the other four that significantly affected adaptive performance were openness ($\beta = .208$, $k < 0.05$), conscientiousness ($\beta = .131$, $k < 0.05$), extraversion ($\beta = .170$, $k < 0.05$), and neuroticism ($\beta = .329$, $k < 0.05$). In conclusion, almost all personality factors affected student adaptive performance. Hypotheses H4 (a), H4 (b), H4 (c), and H4 (e) were accepted because there was a significant influence between openness, conscientiousness, extraversion, and neuroticism on adaptive performance, whereas hypothesis H4 (d) was rejected since there was no significant influence between agreeableness on adaptive performance.

Table 15

Regression Analysis of Personality Dimension on Adaptive Performance

Personality Dimension	B	T	Significant (k)
Openness	.208	3.110	.002
Conscientiousness	.131	1.998	.047
Extraversion	.170	2.646	.009
Agreeableness	-.062	-1.100	.272
Neuroticism	.329	5.110	.000

The regression analysis of personality dimensions on adaptive performance based on Learning Institutions is shown in Table 16. The findings revealed a significant influence with the value of $F(5, 133) = 15.583$, $k < .05$) with variance value ($R^2 = .369$), that explained 36.9% of personality dimensions influencing UKM student adaptive performance. According to the analysis results, it showed that the influence of personality dimensions affecting the adaptive performance of UKM students was neuroticism ($\beta = .237$, $k < 0.05$) and openness ($\beta = .236$, $k < 0.05$). While three other personality dimensions, that are agreeableness ($\beta = -.019$, $k > 0.05$), extraversion ($\beta = .077$, $k > 0.05$), and conscientiousness ($\beta = .190$, $k > 0.05$), had no significant influence on UKM student adaptive performance.

Meanwhile, personality dimensions regression analysis of UiTM students adaptive performance showed a substantial influence with F value ($5, 133$) = 39.986, $k < .05$) with variance value ($R^2 = .601$) which highlighted 60.1% of the personality dimensions affecting UiTM's adaptive performance. From that, four factors of personality dimensions that influenced the performance of UiTM student adaptive performance were neuroticism ($\beta = .439$, $k < 0.05$), openness ($\beta = .295$, $k < 0.05$), extraversion ($\beta = .219$, $k < 0.05$), and agreeableness ($\beta = .146$, $k < 0.05$). Meanwhile conscientiousness personality dimension was found to have no significant effect on UiTM's adaptive performance ($\beta = .027$, $k < 0.05$).

Table 16

Regression Analysis of Personality Dimension on Adaptive Performance based on Learning Institution

	Personality Dimension Factor	B	T	Significant (k)
UKM	Openness	.236	3.441	.016
	Conscientiousness	.190	1.874	.063
	Extraversion	.077	0.787	.433
	Agreeableness	-.019	0.218	.828
	Neuroticism	.237	2.474	.015
UiTM	Openness	.295	3.244	.001
	Conscientiousness	.027	0.322	.748
	Extraversion	.219	2.757	.007
	Agreeableness	-.146	-1.984	.049
	Neuroticism	.439	5.348	.000

Discussion and Recommendations

The overall results of inferential analysis revealed that all employability factors had a positive and significant relationship with personality. Indeed, this study discovered that the relationship between employability and personality was stronger among UKM students than among UiTM students. Meanwhile, for the relationship between employability and personality on adaptive performance, both universities showed a positive and significant relationship, in which it was higher for UiTM students as compared to UKM students.

The regression analysis results showed that there was an overall influence between employability factors with students' adaptive performance. However, only the factors of emotional intelligence and generic skills were found to influence students' adaptive performance across all five factors. This study demonstrated that emotional intelligence had an effect on adaptive achievement due to the students' ability to maintain good emotional control. Students with good emotional control were calmer and tried to manage positive emotions, especially when being under pressure in class. This finding was supported by a previous study conducted by Sim and friends (2015) among nursing students in Korea, which found a relationship between emotional intelligence and stress response and adaptation. As a result, the higher the emotional intelligence of nursing students, the lower the level of stress during clinical training.

The generic skills factor, on the other hand, was seen as a basic skill that aided student adaptation, such as good time management skills, working under pressure, working in a team, and the willingness to learn new things. As a result, the current study backed up the findings of Harvey and colleagues (1997), who found that employers value generic skills among graduates when making workplace adjustments.

Besides that, the findings revealed that there was a difference in terms of employability that influenced university students adaptive performance where the emotional intelligence factor was found to be the most dominant followed by learning career development in which both had significant influence on the adaptive performance of UKM students. Meanwhile, emotional intelligence factor was the main influence in UiTM students' adaptive performance followed by generic skills.

Next, the regression analysis for the next hypothesis illustrated that personality factors have a significant impact on students' adaptive performance. Furthermore, the influence of personality factors on adaptive performance showed that almost all personalities had an effect, with neuroticism having the strongest effect, followed by openness, extraversion, and finally conscientiousness. The findings of this study were also consistent with the previous study by Lepine and colleagues (2003), where they found a link between openness and interpersonal adaptability in personality dimensions. Even openness has been shown to have an impact on not only individual but also group performance. In addition, according to Kanfer and Ackerman (2004) individuals with a high level of openness are always motivated, open and willing to accept any changes that occur around them compared to individuals with a low level of openness.

Meanwhile, students' adaptive performance was found to be unaffected by the agreeableness personality factor in this study. This finding, on the other hand, contradicted with previous research, which had found a link between agreeableness personality and job performance, with Mount and Barrick (1998) demonstrating that agreeableness and neuroticism are negative predictors of job performance. In fact, Fatimah Wati Halim and colleagues (2013) in their study found that only the personality dimension of agreeableness had a significant impact on adaptive work performance. However, because the

personality could only exist if there were interpersonal interaction, this effect should not be used widely. This is because, in comparison to other personalities, individuals with agreeableness personality required cooperation and relationships with others in tasks, and these personalities did also not assist in adapting to the changing work environment, particularly when it related to the use of new technologies.

According to the comparison between the two learning institutions, differences in personality type factors influenced their adaptive performance, with neuroticism being the most dominant personality type followed by openness for UKM students, and almost all personality types having a significant influence on adaptive performance for UiTM students, with neuroticism being the most dominant personality type followed by openness, extroverts, and finally agreeableness. In the meantime, the conscientiousness personality type had no effect on adaptive performance.

Conclusion

Subsequently, this research was successful in answering research questions about the relationship and influence of employability factors, personality, and adaptive performance in Year 3 students at a Public Higher Learning Institution (IPTA). The findings of the study also revealed that employability and personality factors had an impact on adaptive performance for both UKM and UiTM students. Furthermore, it was discovered that employability factors had a greater overall influence on personality for UiTM students than for UKM students.

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