

Determinants of Self-perceived Employability of University Students in Kenya: An Empirical Approach



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Article's History

Submitted: 2nd August 2024

Accepted: 8th August 2024

Published: 11th August 2024

Abstract

Aim: Self-perceived employability refers to a student's perceptions and beliefs about their possibility to succeed and obtain employment after graduation in the labor market. To enable a profound knowledge on employability from individual's perspective, it is essential to deepen the understanding on the determinants of self-perceived employability of the university student. Several internal (at individual level) and external factors that affects self-perceived employability have been suggested in the existing literature which include, *inter alia*, knowledge and skills learned at the university, work-related experience, non-cognitive skills, demographic characteristics such as gender and labor market conditions as a proxy to external factors. As such, endeavored to empirically evaluate the effect of the key determinants on self-perceived employability in Kenya.

Methods: Descriptive research design was adopted, and the study collected data from university students on these indicators and used the ordered logit regression model for analysis.

Results: The results suggest that work-related experience is the most important factor in enhancing the student's confidence in self-perceived employability. Students without any internship are 75% less likely to be confident in their employability skills relative to those with work-related experience. Female students were found to be 81.6% more likely to be confident in their employability skills compared to male students.

Conclusion: The overarching conclusion is that university curricula should emphasize internships.

Recommendation: A more rigorous study is deemed apt that includes several universities (both public and private) in different countries to clearly underpin the key determinants of self-perceived employability amongst university student

Keywords: Self-Perceived Employability, University Students, Ordered Logit, Kenya

JEL Classification: I23, I31, J28, C10

1.0 INTRODUCTION

Globally, the number of students enrolling at universities has been on an upward trend. In Kenya, 21,132 students were enrolled in private universities in 2007/2008 academic year, but the number increased to 563,000 students in 2022/2023 marking a 2,500% increase in the enrolment rate (Kenya National Bureau of Statistics, 2023). Majority of these students are in quest for knowledge and skills from higher institutions of learning so that they become relevant in the competitive labor market – become employed and contribute to the economic empowerment of the country. A study in Sri Lanka showed that most parents educate their children because education guarantees them employment (Perera, 2008; Perera, 2018). Universities are more aware of the need of placing greater need of the employability of their graduates and some countries have made it compulsory to include employability skills in the teaching curricula (Lees, 2012). However, the inclusion of employability skills in the universities' curricula has brought debates and controversies whose opponents suggest that business environments are unique and varies with regions and culture (Campbell, 2010; Wang et al., 2009). Heterogeneity in the labor markets notwithstanding, there is a general consensus that there are certain sets of employability skills that are considered essential globally which include: teamwork skills, communication skills, self-management skills, and critical thinking skills (Lawrence & Sharma, 2002). It is believed that once the graduate has these skills, they become more effective in performing their work at the work place anywhere on the world.

However, other scholars opine that employability of a graduate should be a holistic development of a person not just ability to do a job that someone gets. For example, Hillage and Pollard (1998) maintains that an individual's employability is a combination of four elements: assets (knowledge, skills and attitude); deployment (job search skills and adaptability); presentation (ability to present on the market the employability assets); and random events in personal's life and the labour market. Furthermore, Knight and Yorke (2002); Knight, (2019) suggests that employability is influenced by four interconnected components: understanding, skills, self-efficacy (student's theories and personal qualities) and metacognition (self-awareness on student's learning and taking actions). Thus, curricula that has only the mainstream employability skills is inadequate for developing employable graduates. The curricula should help students to develop not only an understanding of the technical skills and employability skills, but also assist them to develop personal aspects. These aspects entails self-efficacy and metacognition which are essential for finding and keeping a job in the labour market. This will help them develop a "graduate identity" which is more of development of an individual rather than developing the individual for the job they get.

The graduate identity is seen as social capital acquired overtime with skills and knowledge as part of the identity and serves them for a long time. Therefore, if a student has a good graduate identity, then they will have good self-awareness and strengthened self-confidence complementing the employability skills and increasing the chances of getting a job in the labour market. To properly understand employability of graduates on the market is paramount to understand the concepts of self-efficacy and self-perception. Bundura (1994) defined self-efficacy as people's belief in their abilities to take charge of their lives. On the other hand, self-perception of employability refers to student's perceptions and beliefs about their possibilities to succeed and get employment after graduation. Clearly, self-perception of employability is an antecedent of self-efficacy. Hence, the reinforcement of a student's perception of employability positively imparts their beliefs and qualities.

To enrich the understanding of employability from an individual's perspective therefore, there is need for a profound knowledge about its determinants. The existing literature suggest a

collection of internal (at individual's level) and external factors that influence an individual's perception (Berntson et al., 2006; Rothwell, Herbert & Rothwell, 2008; Perera, 2022). The internal factors that influence self-perceived employability include knowledge and skills gained through formal education (which defines a university's reputation) and work experience (including work-related learning via internships) (Knight & Yorke, 2006; Rothwell & Arnold, 2017). Moreover, non-cognitive skills such as personality traits, individual attitudes and disposition are essential elements in determining individual's development and labor market success (Semeijin et al., 2005). Demographic characteristics such as gender, race and age are particularly important in capturing the heterogeneity that comes with different groups in self-perception. Furthermore, proactive behavior such as searching for jobs or starting a new business venture are also suggested as factors affecting perceived employability (McQuaid & Lindsay, 2015). External labour market conditions also plays a role in developing self-perceived employability.

Indeed, as demonstrated above, there are efforts that has been devoted in understanding self-perceived employability constructs through research. However, the bulk of these studies are concentrated in developed countries. There is a dearth in the literature on the empirical analysis of self-perceived employability of university students in developing economies, especially Kenya. The current study, therefore, endeavors to empirically evaluate the effect of the key determinants on self-perceived employability in Kenya. The study contributes to existing knowledge by providing evidence on the determinants of self-perceived employability from Sub-Saharan Africa to encourage understanding of global employability in this era of globalization. The self-perceived employability within this study has determinants that include both internal and external factors as based on Qenani et al. (2014).

2.0 METHODOLOGY

2.1 Summary of the Data Variables

Data was collected through a questionnaire in the May-August trimester of the year, 2015 at KCA University.¹ The survey collected information from Diploma, Degree and Professional students from the School of Business and Public Management (SoB & PM), School of Professional Programs (SPP) and the Faculty of Science (FOCIM). Each School and/ or faculty is a distinctly managed segment of the overall university. All participants were given the same information explaining the research and were assured of data confidentiality. After data coding and summarizing, it was noted that there were few professional students who participated in the research so they were dropped from the analysis. The analysis therefore was based only on the Degree and Diploma students from SoB & PM and FOCIM. After deleting incomplete questionnaires, a total of 229 valid responses remained which constituted the sample size for analysis.

The survey asked questions about demographics, human capital variables, satisfaction with college preparation on various attributes, personality questions and perceptions on the availability of job opportunities on the labour market. The students were also asked to state how adequately and confidently they feel about the preparation they have for their employability. Summary of the data and variables used are reported in Table 1.

¹ KCA University (KCAU) is a private, non-profit making premier institution in Business and IT courses located in Nairobi, Kenya. The university takes pride in producing world-class graduates with the opportunity to full-fill their potential and the ability to change the world. In 2015, the study by the British Council showed that KCAU was ranked as the best private university whose graduates are preferred by the employers in Kenya.

Table 1: Sample data and variable description

Dependent variable(s)				
Self-perception of employability (n=229)		n	%	
Adequately prepared	1 = Low preparedness	11	4.8%	
	2 = Medium preparedness	54	23.6%	
	3 = High preparedness	164	71.6%	
Confidence with the skills	1 = Low self-perceived employability confidence	9	3.9%	
	2 = Medium self-perceived employability confidence	58	25.3%	
	3 = High self-perceived employability confidence	162	70.7%	
Satisfaction with the career guidance	1 = Low satisfaction	52	22.7%	
	2 = Medium satisfaction	50	21.8%	
	3 = High satisfaction	127	55.5%	
Variable	Description	Obs	Mean	Std.
Demographic and human capital variables				
Age groups (in years)	1 = 18 -25	168 (73.4%)	1.36	0.690
	2 = 26 - 33	46 (20.1%)		
	3 = 34 - 41	10 (4.4%)		
	4 = 42 - 49	4 (1.7%)		
	5 = 50+	1 (0.4%)		
Gender	1 = Male	107(46.7%)	1.53	0.50
	2 = Female	122 (53.3%)		
Course pursuing	1 = Degree	191 (83.4%)	1.17	0.388
	2 = Diploma	38 (16.6%)		
Grade to be scored	1 = First class	97 (42.4%)	2.14	1.518
	2 = Second Upper	92 (40.2%)		
	3 = Second Lower	0		
	4 = Pass	5 (2.2%)		
	5 = Distinction	21 (9.2%)		
	6 = Credit	14 (6.1%)		
	7 = Fail	0		
Trimester/Stage (Academic standing)	1 = Year 1	94 (41%)	2.61	2.246
	2 = Year 2	67 (29.3%)		
	3 = Year 3	28 (12.3%)		
	4 = Diploma Stage 1	0		
	5 = Diploma Stage 2	9 (3.9%)		
	6 = Diploma Stage 3	2 (0.9%)		
	7 = Diploma Stage 4	4 (1.7%)		
	8 = Diploma Stage 5	25 (10.9%)		

Internship	1 = Yes internship	49 (21.4%)	1.79	0.411
	2 = No internship	180 (78.6%)		
Employed	1 = Yes employed	71 (31%)	1.69	0.464
	2 = Not employed	158 (69%)		
The university's reputation on the student's self-perceived preparedness and employability skills				
Critical thinking skills	2 = well prepared	174 (76%)	1.24	0.425
	1 = not to somewhat prepared	55 (24%)		
Communication skills	2 = well prepared	194 (84.7%)	1.15	0.361
	1 = not to somewhat prepared	35 (15.3%)		
Presentation skills	2 = well prepared	181 (79%)	1.21	0.408
	1 = not to somewhat prepared	48 (21%)		
Teamwork	2 = well prepared	187 (81.7%)	1.18	0.385
	1 = not to somewhat prepared	42 (18.3%)		
Problem solving skills	2 = well prepared	156 (68.1%)	1.32	0.469
	1 = not to somewhat prepared	73 (31.9%)		
Self-management skills	2 = well prepared	162 (70.7%)	1.29	0.456
	1 = not to somewhat prepared	67 (29.3%)		
Enterprise skills	2 = well prepared	142 (62%)	1.38	0.486
	1 = not to somewhat prepared	87 (38%)		
Technical skills	2 = well prepared	155 (67.7%)	1.32	0.469
	1 = not to somewhat prepared	74 (32.3%)		
University reputation	2 = Strongly agree to Agree	197 (86%)	1.14	0.347
	1 = Neutral to strongly disagree	32 (14%)		
Personality traits variables (To what extent are the following statements true about you?)				
Curious	2 = Large to moderate extent	211 (92.1%)	1.08	0.270
	1 = Little to no extent	18 (7.9%)		
Organized	2 = Large to moderate extent	218 (95.2%)	1.05	0.214
	1 = Little to no extent	11 (4.8%)		
Outgoing	2 = Large to moderate extent	195 (85.2%)	1.15	0.356
	1 = Little to no extent	32 (14.8%)		
Sensitive	2 = Large to moderate extent	176 (76.9%)	1.23	0.423
	1 = Little to no extent	53 (23.1%)		
Flexible	2 = Large to moderate extent	208 (90.8%)	1.09	0.289
	1 = Little to no extent	21 (9.2%)		

State of the Labour Market and Preference on either being employed or starting a new business

Employment available	1 = Yes	171 (74.7%)	1.25	0.436
	2 = No	58 (25.3%)		
Preferences	1 = Look for formal employment	130 (56.8%)	1.43	0.496
	2 = Start own business	99 (43.2%)		

Out of the sampled respondents, 73.4% were aged between 18-25 years with only 5% having the age of 42 years and above. There were more female respondents (53.3%) than male (46.7%). Again, from the sampled respondents, majority (83.4%) were degree students and only 16.6% constituted diploma students. Looking at the grades, most students anticipate graduating with; majority (82.6%) (for degree students) reported to score a second upper or a first-class honours. Academic standing varied with 12.3% being third year students in the degree course and 10.9% being diploma students in stage 5. About 21.4% of the respondents reported to have gained work experience through internship while 31% reported to be employed already. Regarding employability skills, as prepared by the university, on overall, the respondents reported to be well prepared in all the skills. Noteworthy, majority of the respondents (84.7%) reported to be well prepared in communication skills followed by teamwork at 81.7%. For technical and enterprise skills, only 67.7% and 62% respectively, reported to be well prepared. Further, majority of the respondents (86%) agree that university reputation is important in terms of finding employment on the job market. Indeed, a survey done in Kenya in 2015, reveals that when employers are hiring graduates from private university, they look for reputation and credibility of the certificate.² Majority of the students (70.7%) reported having high perceived employability confidence and about only half of them (55.5%) reported high satisfaction with career guidance offered at the university.

The data show that there does not exist gender differences in stated self-confidence about finding a job after graduation. A two-sample t-test, as shown in appendix Table 1, suggests that there is no statistical difference between the mean confidence levels for male and female students. Although female students expressed, on average, higher confidence levels of finding a job after graduation (mean confidence_{female} = 2.6967) compared to male students (mean confidence_{male} = 2.6355). However, the means for female and male students are not statistically different.

2.2 Model Specification

The role of a university or any training institution on self-perceived employability among students is a construct affected by individual factors grouped under the perception of the university reputation and its role on imparting employability skills, personal capital variables and the state of the external labor market. The response variable, the role of universities on self-perceived employability, is an ordered response to the following question: *Are you confident that you have acquired the right skills to enable you secure employment after graduation?*

The responses were measured on a Likert-type Scale from 1 to 5 where 5 means "I feel extremely confident in my skills to secure employment after graduation" and 1 means "I am

² <http://www.nation.co.ke/news/University-of-Nairobi-Strathmore-Graduates-Employment/1056-2678770-e7fxvbz/index.html>

not at all confident in my skills to secure employment after graduation". In the analysis categories 1 and 2 were combined in one Category (1) *Low self-perceived employability*, Categories 4 and 5 were combined to Category (3) *High self-perceived employability*, while Category (2) *Medium self-perceived employability* remained unchanged. The self-perceived employability, as defined in this study, is the result of internal evaluation process of the individual that assesses their personal capital development (knowledge, abilities, skills and traits), and external conditions (credential of the institution and the availability of jobs at the labour market). *Personal Capital Variables* in the model include: (a) Academic factors such as level of study, academic standing, and degree and/or diploma classification; (b) self-responsibility factors such as work experience gained through internships; and (c) personal factors such as personality traits and gender. Gender is included to capture gender-based behavioral differences among students regarding entrance in the labour market.

Personality measures used the major personality constructs: curious, organized, outgoing, sensitive and flexible. The effect of the university's reputation on the student's self-perceived preparedness and employability is measured via responses to: How are you satisfied with the following employability skills (critical thinking, communication skills, presentation skills, teamwork, problem solving skills, self-management skills, enterprise skills and technical skills) offered by the university in preparing you for employment after graduation?

It is assumed that highly rated universities with good reputation produce students that are more employable and highly regarded by employers (Knight et al., 2002). Therefore, if the students perceive that their university is highly rated, they will be more confident in their own knowledge, attributes, skills and abilities, and preparedness for the labour market. The prevailing labour market conditions strongly impacts on the likelihood of the individual finding the employment and will influence self-perceived employability. If the respondents feel that there are few jobs available, then employment will be low even if the applicants are highly educated and have necessary skills and vice versa. To capture the effect of external factors measured through the state of employment opportunities on the labour market, the students were asked: Do you think there are employment opportunities in the Kenyan labour market?

Since the dependent variable is ordered in categories, an ordered logit model is used in the analysis to control for ordinal nature of the variables. The ordered regression model is deemed apt because the ordering of the categories is important. The model assumes that there is a latent underlying index Z for each individual that measures the self-perceived employability of each student. The observed dependent variable is measured as: $Y_i = 3$ if High self-perceived employability; $Y_i = 2$ if Medium self-perceived employability; $Y_i = 1$ if Low self-perceived employability. The ordered Logit model assumes that there are certain cut-off points Z^* and Z^{**} which defines the relationship between the observed and unobserved dependent variables, thus (Qenani et al., 2014);

$$Z_i = \beta_0 + \beta_1 X_i + \varepsilon_i \quad \dots\dots\dots (1)$$

Where ε_i has a logistic distribution and;

$$Y_i = \begin{cases} 1 & \text{if } Z_i \leq Z^* \\ 2 & \text{if } Z^* < Z_i < Z^{**} \\ 3 & \text{if } Z_i \geq Z^{**} \end{cases} \quad \dots\dots\dots (2)$$

The model parameters and the cut-off points are estimated using the Maximum Likelihood Estimation methods. The X_i independent variables are as defined in Table 1.

3.0 RESULTS

Considering cited theories in the existing literature, many factors recognized as having impetus to a student's self-perceived employability are significant and have the expected signs. Thus, factors such as work experience through internship and perceived college reputation through training increase a student's employability confidence levels (Rothwell et al., 2007). The results of the estimations from an ordered logit model which include estimated coefficients, the odds ratios, z-scores, p-values and goodness of fit statistics are presented in Table 2.

On the factors addressed in the model, the most influential self-responsibility factor was the work experience gained through internship. This factor has more to do with ongoing student choices and relatively less to do with mainstream classroom choices. From the results, as shown in Table 2, students who report having not attended the internship are 75% less likely to consider themselves highly employable compared to those who have work experience gained through internship. Looking at the traditional academic descriptors such as the final grade, academic standing and the course being pursued by the student; none of the significant results are as powerful as the internship factor. From the results, the grade predicts a significantly higher level of confidence in employability. Particularly, a student who reports scoring a second upper (for degree students) the odds of a higher perceived employability reduces by 42% compared to those with first class honors. Noteworthy, diploma students who report scoring a distinction are 6.156 times more likely to perceive themselves as highly employable even though the odds are insignificant. Regarding the academic standing (length of time in the university – i.e., a trimester for this case), there is a positive relationship between longer stay with high perceived employability. The senior students are 1.026 times more likely to perceive themselves as highly employable even though the odds are insignificant. The choice of the course being pursued by the student (i.e., whether diploma or degree) is not significant in the student's perception of employability.

Table 2: Ordered logit model estimates of self-perceived employability among university students

Variable	Coefficients	Std. error	Odds ratio	Std. error	z-value	p> z
Gender						
Female	0.597	0.351	1.816	0.639	1.70*	0.09
Course						
Diploma	-1.001	2.583	0.367	9.49	-0.39	0.698
Grade						
Second Upper	-0.551	0.265	0.576	2.16	-2.079**	0.04
Distinction	1.817	2.644	6.156	16.278	0.69	0.492
Credit	0.108	2.732	1.115	3.046	0.04	0.968
Pass	1.663	2.760	5.274	14.559	0.69	0.547
Trimester						
Senior Students	0.026	0.188	1.026	0.193	0.14	0.892
Internship						
No internship	-1.394	0.515	0.248	0.127	-2.71***	0.007

College Preparation Skills

Critical thinking	0.484	0.208	1.623	0.337	2.33**	0.020
Communication Skills	-0.124	0.237	0.882	0.209	-0.53	.599
Presentation Skills	-0.178	0.221	0.836	0.185	-0.81	0.421
Teamwork	0.235	0.215	1.265	0.272	1.09	0.274
Problem solving Skills	-0.225	0.231	0.798	0.184	-0.97	0.330
Self-Management Skills	0.021	0.219	1.022	0.224	0.10	0.921
Enterprise Skills	0.182	0.210	1.199	0.252	0.86	0.387
Technical Skills	0.423	0.199	1.527	0.304	2.12**	0.034

Personality traits

Curious	-0.451	0.257	0.637	0.164	-1.75*	0.080
Sensitive	0.138	0.219	.149	0.252	0.63	0.529
Organized	0.220	0.301	1.246	0.375	0.73	0.464
Flexible	-0.316	0.266	0.728	0.191	-1.21	0.227
Outgoing	0.426	0.207	1.532	0.317	2.06***	0.04

Employment opportunities perception

No employment opportunities	-1.223	0.398	0.294	0.117	3.07***	0.002
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Employment preference

Self - employed						
Start own business	0.833	0.376	2.300	0.865	2.21**	0.027
/Cut 1	-4.165	3.156				
/Cut 2	-1.162	3.135				
No. of Observations	229		LR	64.92		
			$\chi^2(23)$			
Log Likelihood	-132.3929		Prob> χ^2	0.0000		
Pseudo R ²	0.1969					

LR: Likelihood Ratio; *Statistically significant at alpha = 10%; **Statistically significant at alpha = 5%; ***Statistically significant at alpha = 1%

Looking at the effects of gender on perceive employability, female students are 1.816 times more likely to be highly confident about being employed compared to their male counterparts. With respect to other personal factors measured through personality traits, different traits have different effects on self-perceived employability. Students who consider themselves as outgoing they are 1.532 times more likely to perceive themselves as highly employable on the labour market. However, students who identify themselves as curious in nature are less employable. Other personality traits (i.e., sensitive, organized and flexible) were not significant.

The role that the university plays (as measured by the specific skills that students gain from the university training) is demonstrated by the results. Field specific technical skills increase the students' perception on employability by 1.527 times whereas generic skills such as critical thinking increase the employability by 1.623. Noticeably, the effect of generic skills to self-perceived employability of the student is higher.

The perception about the current state of the labour market with respect to job opportunities on students' self-perceived employability is statistically significant. Pessimistic students (who reports that there are no employment opportunities) are 71% less likely to consider themselves as highly employable compared to those who reports that there are employment opportunities on the job market. In addition, students who reports that they will be self-employed by starting their own business are 2.3 times more likely to perceive themselves as highly employable compared to those who reports that they will look for formal employment.

4.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

4.1 Discussion and Conclusion

There are several factors that determines and boosts a graduate's employability, and work-related learning has been cited as a vital factor that increases the students' chances for being employed after graduation. Indeed, results from this study suggests a significant negative relationship between lack of work experience gained through internship of the student at the university and the perceptions about employability of the student. The estimates, from the results as presented in section 3 show that having no work experience, through internship, reduces significantly the self-perceived employability of the student by 75%. These findings suggest that work-related learning should become a necessary and mandatory part of the academic learning of the university students. This will enable the universities to adequately prepare the graduates for the job market. Therefore, setting up partnerships between the universities and the relevant industries can be effective in expanding experience through learning for the university students. Thus, helping students gain practical, work-related relevant experience, increases self-confidence for the students and consequently enhancing their employability. Although most of the universities around the world including Kenya have contracts with the respective industries, concerted efforts should be rallied behind expanding these linkages for all the graduates to participate. Thus, more linkages mean broader base for internship programs for the students. Moreover, increased experiential learning by student from industries implies that, the universities can identify the needs of the industry and build curricula to advance these skills further expanding the employability of the graduates and the training institutions will produce the graduates that satisfy the demands of the labour market.

Regarding the reputation of the university, employment is influenced by perceptions of the quality of graduates from certain universities. Indeed, as earlier mentioned, when hiring graduates, employers look for the reputation of the university and credibility of the certificates the graduate holds. Certainly, the result from this study affirms that the university reputation is important to the students and significantly affects how they view themselves as employable. However, in as much as technical skills are important, generic skills such as critical thinking are more important aspect in self-perceived employability of a student is concerned. These findings suggest that, the curricula offered at the universities should not only focus on the development of technical skills, but also focus more on activities that develop generic skills which bolsters the university's reputation which in turn elevates the self-perceived employability of the students.

Looking at the tradition factors that determine employability, students with a higher final score have a greater confidence in their employability. The final grade for the student usually is a function that measure students' efforts, knowledge, skills, attributes learned, and experience gained during college. Therefore, a higher final grade for a student is a higher achievement in these measures and hence makes these graduates more competitive and more employable. However, some employers check the credibility of the score on the certificate through aptitude tests. Thus, the examination systems of the training institution should embrace a holistic approach to examining students to be able to match right grades with the right graduate. The labour market seem to respect a complete set of graduate technical skills, generic skills, and other attributes and competences of the graduate. Additionally, academic standing has positive effect on self-perceived employability though insignificant. This finding suggests that actually the training institution plays a key role of instilling skills, knowledge, attributes among others in a student – such that the student who is about to graduate feel more confident in the skills and knowledge that the labour market demands relative to a freshman.

On the demographic characteristics, gender has a direct impact on issues of self-confidence and self-esteem that are crucial when dealing with graduate employability. Results show that female students feel 81.6% more confident in their employability skills compared to the male students, a finding that is inconsistent with the study by Qenuni et al. (2014) who finds that male students had higher confidence. The finding from the current study is a departure from a nascent theory that men have better options on the labour market and therefore viewed as more employable (McQuaind & Lindsay, 2005). The phenomenon in the current study can be explained by the extensive affirmative action that took place in Kenya in support of a girl-child empowerment who seemed vulnerable in the community. As a result, the girl-child is increasingly moving away from the value of collective identity to more of individual identity which gives stimulus to self-confidence. The university, therefore, needs to do more also for the male students to enhance their self-confidence so that they feel secure with their identity, knowledge and skills since the girl-child is catching up and even surpassing the male child in terms of identity and confidence in skills and knowledge in the labour market.

4.2 Recommendations for Further Study

The current study however was based on only one private university in Kenya with data collected through self-reporting perceptions which causes a threat to external validity of the results. Therefore, a more rigorous study is deemed apt that includes several universities (both public and private) in different countries to clearly underpin the key determinants of self-perceived employability amongst university student.

Acknowledgement

We thank *Joseph Gichane* a KCA Bachelor of Commerce graduate who helped in data collection, data entry, data cleaning and preliminary data analysis.

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Appendix Table 1: Two-Sample t test

Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
1	107	2.635514	.0537642	.5561411	2.528921	2.742107
2	122	2.696721	.0492311	.5437754	2.599255	2.794187
combined	229	2.668122	.0362942	.5492311	2.596607	2.739637
diff		-.0612073	.0727914		-.2046406	.082226

diff = mean(1) - mean(2) t = -0.8409
Ho: diff = 0 degrees of freedom = 227

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.2007 Pr(|T| > |t|) = 0.4013 Pr(T > t) = 0.7993

. ttest confidence, by (gender) welch

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
1	107	2.635514	.0537642	.5561411	2.528921	2.742107
2	122	2.696721	.0492311	.5437754	2.599255	2.794187
combined	229	2.668122	.0362942	.5492311	2.596607	2.739637
diff		-.0612073	.0728992		-.2048642	.0824496

diff = mean(1) - mean(2) t = -0.8396
Ho: diff = 0 Welch's degrees of freedom = 223.709

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.2010 Pr(|T| > |t|) = 0.4020 Pr(T > t) = 0.7990

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