INVESTIGATING CAREER ADAPTABILITY AND EMPLOYABILITY ATTRIBUTES IN RELATION TO ORGANISATIONAL COMMITMENT AND POSITIVE COPING IN SAAF EMPLOYEES

by

Ntshuxeko Blessing Makhuvele

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SUPERVISOR:

Prof N. Ferreira

CO-SUPERVISOR:

Dr A. Deas

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DECLARATION

I, Ntshuxeko Blessing Makhuvele, Student Number: 49071254, declare that this dissertation **Investigating career adaptability and employability attributes in relation to organisational commitment and positive coping in SAAF employees**, is my own work. In conducting this study, I have quoted all sources used and acknowledged all sources by means of complete referencing. I further declare that in pursuing this study, ethical clearance and permission to conduct this research was obtained from the Department of Human Resource Management, University of South Africa. During the phases of the research process, I have ensured that the study is conducted in accordance with the ethical principles and obligations as set by the University of South Africa's Code of Ethics and Conduct.

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Ntshuxeko Blessing Makhuvele Date:

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- I also express my unconditional thankfulness to my two children, Hosi and Kutsaka for inspiring me to believe that anything is possible in life.
- To my family and friends, I am utterly thankful for the encouragement and support throughout the period of this research study,

ABSTRACT

Investigating career adaptability and employability attributes in relation to organisational commitment and positive coping in SAAF employees

SUPERVISOR: Prof N Ferreira

CO-SUPERVISOR: Dr A Deas

DEPARTMENT: Human Resource Management

DEGREE: MCom in Business Management

The research focuses on the relationship between career adaptability, employability attributes, organisational commitment and positive coping in the SAAF employees. A cross-sectional quantitative research approach was followed, and a probability sample (*N* = 267) of predominantly males, African and married employees between the ages of 26 and 40 participated in the study. A stepwise hierarchical regression analysis indicated a significant overall relationship between career adaptability, employability attributes, organisational commitment and positive coping. Inferential statistics revealed significant differences between age, gender, race and marital status. The research study also confirmed the relationship between career adaptability, employability attributes, organisational commitment and positive coping. Recommendations are made to HR professionals in terms of interventions needed to enhance career adaptability and employability attributes, organisational commitment and positive coping in the workplace.

Keywords: career adaptability, employability, organisational commitment, positive coping.

OPSOMMING

Ondersoek na loopbaanaanpasbaarheid en indiensneembaarheideienskappe met betrekking tot organisatoriese toewyding en positiewe streshantering in SAAF-werknemers

TOESIGHOUER: Prof N Ferreira

MEDETOESIGHOUER Dr A Deas

DEPARTEMENT: Menslikehulpbronbestuur

GRAAD: MCom in Sakebestuur

Die navorsing fokus op die verhouding tussen loopbaanaanpasbaarheid, indiensneembaarheideienskappe, organisatoriese toewyding en positiewe streshantering in SAAF-werknemers. 'n Deursnee- kwantitatiewe navorsingsbenadering is gevolg en 'n waarskynlikheidsmonster *(N = 267)* van hoofsaaklik manlike, Afrikaan en getroude werknemers tussen die ouderdomme van 26 en 40 jaar oud het aan die studie deelgeneem. 'n Stapsgewyse hiërargiese regressie-ontleding het 'n beduidende algehele verhouding tussen loopbaanaanpasbaarheid, indiensneembaarheideienskappe, organisatoriese toewyding en positiewe streshantering aangedui. Inferensiële statistiek het beduidende verskille tussen ouderdom, geslag, ras en huwelikstatus openbaar. Die navorsing het ook die verhouding tussen loopbaanaanpasbaarheid, indiensneembaarheideienskappe, organisatoriese toewyding en positiewe streshantering bevestig. Aanbevelings is aan MH-beamptes gemaak ten opsigte van intervensies wat nodig is om loopbaanaanpasbaarheid, indiensneembaarheideienskappe, organisatoriese toewyding en positiewe streshantering in die werkplek te bevorder.

Sleutelwoorde: loopbaanaanpasbaarheid, indiensneembaarheid, organisatoriese toewyding en positiewe streshantering

NKOMISI LOWU NGA NA MONGO WA NDZAVISISO

Investigating career adaptability and employability attributes in relation to organisational commitment and positive coping in SAAF employees
(Ku endla ndzavisiso hi ku endla khariya yi fambelana na swiyimo na swihlawulekisi swa vanhu leswo va tholeka mayelana na ku tiyimisela ka nhlangano na ku kota ku langutana na swiyimo hi ndlela leyinene eka vatirhi va SAAF)

SUPHAVHAYISARA	Prof N Ferreira
SUPHAVHAYISARAKULORHI	Dr A Deas
NDZAWULO	Human Resource Management
DIGRI	MCom in Business Management

Ndzavisiso wu tshikelela eka vuxakelani exikarhi ka ku kota ku endla khariya yi fambelana na swiyimo, swihlawulekisi swa vutholeki, ku tiyimisela ka nhlangano na ku kota ku langutana na xiyimo lexinene xa vatirhi va SAAF. Ku landzeleriwe fambiselo ra *cross-sectional quantitative research* na *probability sample (N = 267)* eka vavanuna, va Maafrika na vatirhi lava nga le vukatini va malembe ya le xikarhi ka 26 na 40, va teke xiave eka ndzavisiso. Nxopaxopo wa *stepwise hierarchical regression analysis* wu kombise vuxakelani hi ku nava bya ku kota ku fambelana na khariya, swihlawulekisi swa ku tholeka, ku tiyimisela ka nhalngano na tindlela letinene to kota ku langutana na xiyimo. Fambiselo ra *inferential statistics* ri kombise ku hambana ku kulu exikarhi ka malembe ya vukhale, rimbewu, mbala na xiyimo xa vukati. Ndzavisiso wu tlhele wu tiyisa vuxakelani exikarhi ka ku kota ku endla khariya yi fambelana na xiyimo, swihlawulekisi swa vutholeki, ku tiyimisela ka nhlangano na ku kota ku langutana na xiyimo lexinene xa vatirhi va SAAF. Swibumabumelo swi endliwa eka tiprofexinara ta HR hi ku landza ku nghenelela loku lavekeka ku yisa emahlweni ku kota ku fambelana na xiyimo kahle na swihlawulekisi swa vutholeki, ku tiyimisela ka nhlangano na tindlela tinene to langutana na xiyimo emitirhweni.

Marito ya nkoka: ku kota ku fambelana na xiyimo ka khariya, vutholeki, ku tiyimisela ka nhlagano, tindlela tinene to langutana na xiyimo

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CHAPTER 1

SCIENTIFIC OVERVIEW OF THE RESEARCH

The study focuses on the relationship between career adaptability, employability attributes, organisational commitment, and positive coping in the South African Air Force (SAAF) employees. The SAAF provides a dynamic work environment in which a great potential exists for a study of this nature to be pursued. Furthermore, the chapter outlines the research background and motivation for the study, leading to the formulation of the research problem, research objectives and research questions. The chapter also discusses the potential value of the research, the research design, the research methodology and concludes with the chapter summary.

1.1 BACKGROUND AND MOTIVATION FOR THE RESEARCH

The context of the study was based on employee wellbeing within the South African Air Force. More specifically, the research focuses on the investigation of the relationship between career adaptability, employability attributes, organisational commitment, and positive coping in South African Air Force employees. The potential relationship will add value in enhancing positive coping and organisational commitment in the workplace. It may also inspire management to institute programmes that may enhance employee wellbeing. Furthermore, the potential relationship of the variables under study plays an important role in the SAAF to retain knowledgeable employees.

The social order and the global environment of work are fluctuating, and there are distinguished modifications between the traditional and the current work environments. Change within the market has exposed institutions to a blend of challenges and opportunities. The business environment motivates organisations to be more dynamic for surviving in a complex business environment (Mitonga-monga et al., 2018). While facing environmental challenges, management experience pressure to implement systems that enhance wellbeing among the workers. Mitonga-monga et al., (2018) further assert that management has the responsibility to transform the workplace as expected in respect of the job at hand. In addition, Kulkarni (2013) asserts that for organisations to survive, there is a need for them to meet the set requirements, which compels management to design new policies with regard to human capital hiring. Mitonga-monga et al., (2018) indicate further that in a dynamic environment, management is compelled to search for a competent and talented workforce for regularly improving institutional operations.

The success of any institution depends on the quality of the employees, but for maintaining the quality of the employees, many organisations face several challenges. These challenges include the attraction of quality employees and hiring intelligent, enthusiastic and dynamic employees. Kulkarni (2013) avers further that some institutions face challenges in motivating employees, and the changing nature of the job market and universal skills scarcity are some of the challenges institutions face. Maree (2017) indicated that in enhancing success, institutions develop their workforce by providing developmental training that enhances the skills and abilities of employees to help carry out organisational objectives. This provides clarity on what is expected from employees and may also steer their performance that will result in organisational goals being met (Audenaert et al., 2019).

Hence, employee development builds organisations to be dynamic in activities and enhances job security. Kuranchie-Mensah and Amponsah-Tawiah (2016) state that the dynamic approach for organisations is essential as every organisation adopting a controlled way of operations may find challenges in delivering consistent results in comparison to a dynamic and flexible institution. This is possible as a dynamic organisation has competent, committed and employable employees who can adapt to any work environment, through the implementation of training programmes within the institution. Brown and Lent (2016) allude that globally the job market has become complex, therefore improving the quality of employees has to be a progressive process within the institution as it can enhance employees to cope well within the work environment (Botha & Coetzee, 2017).

Savickas (2013) declares that career adaptability is an important initiative in the career construction theory. In addition, Brown and Lent (2016) outlined career adaptability as a psychosocial concept resembling resources that enhance individuals' performance and ability to cope with their current and anticipated daily tasks (Savickas & Porfeli, 2012). These authors further indicated that career adaptability constitutes transactional, self-regulatory and malleable competencies that assist employees to be able to solve complex and challenging situations throughout their careers. Individuals with a high level of career adaptability have the ability to prepare for their career tasks and continue developing themselves so that they continue performing well in any given task (Savickas, 2013). Coetzee et al., (2015) indicate that factors such as decision-making and problem-solving, lifelong learning orientation, and teamwork skills are positively linked with individuals' higher career adaptability levels. They further indicated that such interventions are important to improve and increase the self-efficacy and confidence of professionals in showing their expertise and abilities in handling their work and employability

(Coetzee et al., 2015). There has been a shift of focus from workers merely being employed to being employable (Ferreira et al., 2013), where the ability to multi-task, withstand work pressure and innovation are some aspects that enhance employability (Bezuidenhout & Coetzee, 2010).

Batistic and Tymon (2017) pointed out that advanced skills which include extensive analysis, ability to critique and synthesise on given tasks are some of the attributes of employability. In addition, these authors indicated that employability is the ability of employees to communicate in a way that reflects innovation and promotes teamwork within the work environment, which transforms an institution. In addition, de Guzman and Choi (2013) argued that employability is a responsibility that is shared more equally between individuals who are required to take responsibility for the consequences of the choices they make within a given work environment. The consequences of the choices individuals make, have been found to directly impact organisational commitment (Yousef, 2017). Meanwhile, Den et al. (2012) stated that organisational commitment is a bond between the employers and employees, which reflects the willingness of employees to remain with the same institution. Furthermore, organisational commitment has an impact on employee behaviour and performance. Conversely, organisational commitment involves those individual efforts that enhance employees to continue working in an institution, while positive coping measures can enhance organisational commitment (Kuo, 2013; Mercurio, 2015).

Positive coping is a process in which organisations train, protect and improve the health of workers while organisations continue to invest in programmes aimed at enhancing coping (Guo et al., 2019; Lee et al., 2019). Positive coping is one of the most important social responsibility policies instituted by organisations and is financially justified (Berry et al., 2012). In addition, organisations may identify the benefits of programmes that enhance positive coping mechanisms within staff members.

The research explores the career adaptability and employability attributes in relation to organisational commitment and positive coping. Since the work environment is considered as a dynamic, competitive and unpredictable environment (Kulkarni, 2013), there is a need for employees to improve their skills and continuously develop themselves to become employable, thereby ensuring that they remain important assets to their organisations (Goodman & Tredway, 2016). Mansour and Dean (2016) found that employability skills are those skills employees must possess for any given job. Considering this knowledge, these skills are important within the South

African Air Force (SAAF), as they enhance creativity, problem-solving abilities and communication skills, which are important within the organisation (Jonck, 2014).

The absence of employability skills becomes a challenge for one to advance within the work environment (Mansour & Dean, 2016). In addition, challenges within the workplace can make it difficult to link skills development and employment probability (Jonck & Van Der Walt, 2015). Employability has become a contested theme as there is a perception by employers that the workforce is not fully equipped for the job market (Tran, 2015). In addition, concerns have been raised by employers on the limited number of employees with the quality to perform within given work environments (Su & Zhang, 2015). In that regard, there have been concerns about the impact of employees contributing to the competitiveness and success of their employer (Chiu & Chuang, 2016). Employability skills focus on the ability of one to perform exceptionally well in a job position (Salleh et al., 2013). In addition, there is a high need for employees to be equipped with professional knowledge, skills, and work-related capacities to perform well (Chiu & Chuang, 2016). Furthermore, Omar et al., (2012) indicated the need for employees to understanding their employees' work environment in order to attain the objectives of the organisation. Despite the existence of literature on employability, studies on government institutions are limited (Abas, 2016).

It becomes difficult for one to adapt to a given position. Hirschi (2012) states that it is a challenge for some employees to experience successful career development, and thus a construct for successful career development is the ability to adapt. Savickas and Porfeli (2012) define career adaptability as the ability to cope with given tasks and impulsive changes that might occur within the work environment. Failure by managers to adapt within the work environment indicates the lack of organisational competencies, which indicates the need for individuals to work hard on a personal level (Zacher, 2015). Zacher (2015) further indicated that such competencies enable one to be able to perform his/her expected duties and to cope well within a work environment. For one to adjust in any environment, different coping mechanisms are needed (Araújo et al., 2015).

Coping mechanisms can be either positive or negative, which is behaviour that is beneficial to the person. For one to be able to adapt to a given position, one must be able to communicate well, understand the job processes, interact well within a team, be committed to performing well and be innovative (Den Hartog & Belschak, 2012). Klehe et al., (2011) stated that career adaptability focuses on the outcomes within a work environment and the ability for one to succeed within any

work environment as it enhances the ability of employees to deal with transformation. Do et al., (2016) contend that adaptability in the workplace is when an employee has adapting skills and is flexible in performing their tasks in changing work conditions. He further outlined that an adaptable employee can work independently or work well within a team (Do et al., 2016). Maree (2017) believes career adaptability suits the contemporary career landscape to help individuals manage themselves pertaining to the changing work climate and their career needs. Family constraints have been cited by researchers to be a contributory factor that hinders employability (Gazso, 2007; Santos, 2019). Baert et al., (2016), further indicated that a constraint for employability is the marital status of a potential recruit.

This study intended to link how positive coping within the South African Air Force (SAAF) is influenced by career adaptability, employability attributes and organisational commitment. Ever since its formation in 1920, the SAAF has transformed itself to become a regional hub in service delivery through provision of numerous deployable air capabilities roles for the South African National Defence Force in providing defence services to South Africa (Montesh & Basdeo, 2012). The SAAF is driven by the core value of being an institution that is of 'air power excellence'. The organisation acknowledges the turbulent environment in which it operates and has concentrated on transforming its organisational structure including Human Resources, as well as its strategic, dynamic leadership (South African Air Force, 2010), through continuous learning and improvement (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Organisational commitment is a major determinant of organisational performance and is used to factor in the service sector (Thabo et al., 2018). Furthermore, Lumley (2009) avers that organisational commitment focuses on the employee's stability as well as their understanding of their dedication to the organisation. According to Coetzee et al., (2017) the organisational commitment reflects the attitudes and behaviours of the employees towards the organisation, which include the factors that enable employees to become committed and remain with the organisation. The consensus is that, committed employees surpass expectations in completing their tasks in order to meet the objectives of the organisation (Meyer & Allen, 2004). It is against this background that motivated the researcher to adopt a research study on how career adaptability and employability attributes relate to organisational commitment and positive coping within the South African Air Force.

The ability for human capital to acclimatise to work demands in a diverse environment is important within the workplace (Oppenauer & Van De Voorde, 2018). Diversity in the workforce has the ability to promote employee growth and personal advancement within organisations (Cletus et al., 2018). Klehe et al., (2011) indicated that the relevance of employees within their work environment and organisations is imperative in focussing on employment, development of employment and the wellbeing of personnel. Organisations that are concerned with retaining valuable and committed employees are able to develop measures that attract employees to remain within the organisation (Potgieter & Coetzee, 2013; Dhanpat et al., 2018). Similarly, Roemer and Harris, (2018) are of the view that perceived organizational support serves the socio-emotional needs of the employee, leading to organisational recognition, affective commitment, positive effect and positive coping.

There has been a blend of studies which focused on career adaptability, employability attributes, organisational commitment and positive coping (Kulkarni, 2013; Şendoğdu et al., 2013). Some of the studies concentrated in countries such as Switzerland (Hirschi, 2010). The researcher conducted this study in South Africa with the assistance of the already existing literature on career adaptability, employability attributes and organisational commitment and positive coping within SAAF. Furthermore, the main purpose of the study, was to explore the relationship among career adaptability, employability attributes and organisational commitment and positive coping.

Within the South African economy, academic success is considered an important achievement which is perceived as the indicator for resiliency, and the accomplishment of an important developmental task (Dass-Brailsford, 2005; Kraak & Press, 2008). Coetzee et al., (2017) aver that there has been a blend of literature that has been written on career theories that focused on South Africa, whereby those studies have attempted to incorporate the development of a theory that took into consideration the transformation within the South African environment. Maree and Van Der Westhuizen (2011) asserts that within the work environment, career counsellors have an important role for enhancing wellness through different measures as employees need to be developed so that they attain relevant skills in order to enhance employability.

1.2 PROBLEM STATEMENT

The study aims at increasing the corpus of knowledge by investigating the relationship between career adaptability, employability attributes, organisational commitment, and positive coping in a sample of 267 SAAF employees. In line with previous studies, literature has revealed that the existing theoretical models do not show the link between career adaptability, employability, organisational commitment, and positive coping (Rudolph et al., 2017). The youth unemployment remains an important policy issue (Pheko & Molefhe, 2017). According to Naidoo (2021), 59.5% of South Africa's unemployed persons are youth, who represent the largest percentage of 34.4% of the country's jobless population, furthermore, the education system in South Africa continues to produce new work seekers and employees who are insufficiently educated (Festus et al., 2015). Acquah (2009) mentions that the employment sector is faced with challenges of ensuring employability of its employees. However, there are limited studies that contend the employability of individuals is a challenge despite them having tertiary qualifications. Festus et al., (2015) further reveal that the South African education system continues to develop graduates that might not be in demand in the labour market. Mncayi (2016) is of the view that many South African jobs remain vacant because of shortages of individuals with the right employability skills. Lack of employability skills has the potential of bringing up difficulties for employees in adapting to their work demands (Biemann et al., 2012). There is a need for institutions to attract, retain and develop committed employees so that they cope with their job expectations (Klehe et al., 2011). The research intends to assess the potential relationship that exists between career adaptability, employability attributes, organisational commitment, and positive coping within the SAAF.

Continued engagement with workers, benefits employers (Bin Shmailan, 2016), nevertheless employability (Abas-mastura, 2013) and career adaptability (Savickas & Porfeli, 2012) enhance organisational adaptability. There are limited studies on career adaptability (Tladinyane & Van der Merwe, 2016), operationalisation of employability (Pool & Sewell, 2007), and organisational commitment (Hafiz, 2017). Despite the existence of research on organisational commitment, institutions such as the SAAF continue to experience challenges in instituting wellness programmes that enhance employee commitment, wellness and organisational coping. This has motivated the researcher to research how the career adaptability and employability attributes relate to organisational commitment and positive coping within the SAAF. From the theoretical background given on this study, it is evident that it is necessary to understand how the variables relating to career adaptability, employability attributes, organisational commitment and positive coping may influence employee wellbeing in an organisation. Employee wellbeing can be

enhanced by developing a work environment that enhances employee commitment (Baptiste, 2014).

Career adaptability, employability attributes, organisational commitment, and positive coping reveals the following research problems:

- The absence of theoretical models indicating the relationship between career adaptability, employability attributes, organisational commitment, and positive coping;
- Professionals within the Human Resource field lack knowledge about the theoretical and empirical relationship between career adaptability, employability attributes, organisational commitment and positive coping, particularly in the military sector in South Africa; and
- There is limited information about the theoretical and empirical relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

There might be a possibility that career adaptability, employability, organisational commitment and positive coping might have an important contribution to make in Human Resources Management. The research results might be generalised to certain organisations where strategies might be developed that enhance employee wellbeing.

The following research questions are formulated in terms of literature review and empirical research, based on the research problem outlined above.

1.2.1 Research question arising from the literature review

Research question 1: How are the four constructs career adaptability, employability attributes, organisational commitment, and positive coping conceptualised and explained by theoretical models in literature?

Research question 2: What is the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping?

- *Sub-question 2.1: What is the theoretical relationship between career adaptability and employability attributes?*
- *Sub-question 2.2: What is the theoretical relationship between career adaptability and organisational commitment?*

- *Sub-question 2.3: What is the theoretical relationship between career adaptability and positive copying?*
- *Sub-question 2.4: What is the theoretical relationship between employability attributes and organisational commitment?*
- *Sub-question 2.5: What is the theoretical relationship between employability attributes and positive coping?*
- *Sub-question 2.6: What is the theoretical relationship between organisational commitment and positive coping?*

Research question 3: What are the implications for employee wellbeing practices in an organisation?

1.2.2 Research questions with regard to the empirical study

Research question 1: What is the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping as conceptualised in a sample of SAAF employees? *(This research question relates to research hypothesis 1)*

Research question 2: Do individuals' age, gender, race and marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing? *(This research question relates to research hypothesis 2)*

Research question 3: What are the differences in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status)? *(This research question relates to research hypothesis 3)*

Research question 4: What are the recommendations that can be developed for enhancing career adaptability, employability attributes, organisational commitment, and positive coping and for possible future research in the field of Human Resources Management?

1.3 GENERAL RESEARCH AIMS

1.3.1 General aim of the research

Given the above research problems, the aim of the study is to design and test a model linking the relationship among career adaptability, employability attributes and organisational commitment and positive coping.

1.3.2 Specific aims of the research

The following specific aims are emphasised in terms of literature and empirical study:

1.3.2.1 Literature review

Research aim 1: To conceptualise the four constructs career adaptability, employability attributes, organisational commitment, and positive coping in terms of theoretical models in literature.

Research aim 2*:* To conceptualise the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

- *Sub-aim 2.1: To conceptualise the theoretical relationship between career adaptability and employability attributes.*
- *Sub-aim 2.2: To conceptualise the theoretical relationship between career adaptability and organisational commitment.*
- *Sub-aim 2.3: To conceptualise the theoretical relationship between career adaptability and positive coping.*
- *Sub-aim 2.4: To conceptualise the theoretical relationship between employability attributes and organisational commitment.*
- *Sub-aim 2.5: To conceptualise the theoretical relationship between employability attributes and positive coping.*
- *Sub-aim 2.6: To conceptualise the theoretical relationship between organisational commitment and positive coping.*

Research aim 3*:* To conceptualise the implications for employee wellbeing practices in an organisation.

1.3.2.2 Empirical study

The specific aims of the empirical study are the following:

Research aim 1: To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees. *(This research aim related to research hypothesis 1)*

Research aim 2: To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing. *(This research aim relates to research hypothesis 2)*

***Research aim 3*:** To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status). *(This research aim relates to research hypothesis H3)*

Research aim 4*:* Formulate the recommendations that can be used for enhancing career adaptability, employability attributes, organisational commitment, and positive coping, which in turn will enhance employee wellbeing.

1.4 POTENTIAL VALUE ADDED

The goal of the research is to investigate whether there is a relationship among career adaptability, employability attributes and organisational commitment and positive coping. Measuring of career adaptability will be through the Career Adapt-Abilities Scale (CAAS) developed by (Savickas & Porfeli, 2012). In addition, employability attributes will be measured through the Employability Attributes Scale (EAS) developed by Bezuidenhout (2011); Measuring of organisational commitment will be through the Organisational Commitment Scales (OCS), Meyer and Allen (1991). Positive coping will be measured using the Positive Coping Behavioural Inventory (PCBI) by Coetzee et al., (2017).

According to Spurk et al., (2016) they emphasise the need to investigate career management initiatives and performance. In addition, Akkermans et al., (2012) outlined that other studies on career management concentrated on individual variables such as organisational commitment that have been pursued to assess how it influences growth within the institution. The current research makes an addition to literature by linking career adaptability and employability attributes to organisational commitment and positive coping. Allen and Meyer (1990) studied factors

influencing organisational commitment and positive coping, and established that linking career adaptability and employability attributes to organisational commitment and positive coping might contribute to the development of policy for government institutions such as SAAF to develop measures that promote employee commitment, wellbeing and positive coping (Jiang, 2016a).

1.4.1 At the theoretical level

The proposed research may be important because it might establish the potential relationship between career adaptability, employability attributes (independent variables) and organisational commitment, positive coping (dependent variables). At a theoretical level, if these relationships are established, the research findings may prove important for the SAAF to enhance employee wellbeing, and to enhance employees to be able to adapt to any situation.

Adaptation to work situations enhance commitment and positive coping (Ślebarska et al., 2019). Furthermore, the study findings may also add to the literature on career adaptability, employability attributes, organisational commitment, and positive coping within SAAF.

1.4.2 At the empirical level

The study may contribute to the literature by exploring the relationships between career adaptability and employability attributes (independent variables) and organisational commitment and positive coping (dependent variables). If no relationship exists among the research variables, then there is limited usefulness for this research to eliminate career adaptability, employability attributes as predictors that influence organisational commitment and positive coping. The researcher might change the research focus on other areas that influence organisational commitment and positive coping.

1.4.3 At the practical level

The study may contribute to the SAAF by providing recommendations on how career adaptability and employability can be enhanced to ensure higher commitment and coping levels among employees, which in turn can enhance the wellbeing of employees.

The proposed research invests in the relationship between career adaptability, employability attributes, and organisational commitment and positive coping. The identification of the relationships can assist in formulating initiatives that promote employee commitment and positive coping to enhance employee wellbeing within the SAAF.

1.5 RESEARCH HYPOTHESIS

Davis (2013) defines hypotheses as predicted answers to given research questions often used in quantitative research studies. The research hypotheses were formulated for the relationship between career adaptability, employability attributes, organisational commitment, and positive coping. For achieving the research objectives, the research hypotheses are formulated in Table 1.1.

Table 1.1

Research Hypothesis of the Study

H_1	There is no significant and positive relationship between individuals' career adaptability, employability attributes, organisational commitment and positive coping.
H_2	Individuals' age, gender, race and marital status and their career adaptability and employability attributes significantly and positively predict their organisational commitment and positive coping.
H_3	Individuals' age, gender, race and marital status differ significantly regarding their career adaptability, employability attributes, organisational commitment and positive coping.

1.6 RESEARCH DESIGN

Hilton et al., (2019) define research design as a plan which enhances participants to provide information. The research adopts a cross-sectional approach as alluded by Saunders et al., (2016) who stated that this approach is adopted to measure a relationship between variables. Bickman and Rog (2009) assert that a research design tends to focus on the final product and all the relevant steps taken to achieve the result. In addition, Yin (2014) alludes that a research design is a functional plan where there is a link between research methods and procedures for the acquisition of reliable and valid data which can be used for empirically grounded analyses, conclusions, and the formulation of a theory. Shields and Rangarajan (2013) further assert that a research design provides a clear research framework; which puts in place the research methods and the decisions that are used as a basis for interpretation to test a research hypothesis. For the current research, the quantitative research approach was adopted to establish the link between career adaptability, employability attributes, organisational commitment, and positive coping. A cross-sectional survey research design was used for data collection. Data analysis measures used include correlational techniques. Questionnaires were used as research instruments and

have the advantages of upholding confidentiality, while analysis and interpretation of the quantitative results are easy (Patten, 2017).

In deciding the appropriateness of the research design in this research, the following aspects were considered:

- The research problem that was investigated, the research questions and the research hypothesis;
- The research purpose and research;
- Data collection methods adopted;
- The research population and sample;
- The data collection instruments; and
- The data analysis techniques.

The following section provides descriptions to research types and their relevance to the study.

1.6.1 Exploratory research

Shields and Rangarajan (2013) propound that exploratory research enhances the investigation of the relationships between variables. In addition, exploratory research tends to provide answers to research questions and is quantitative in nature. For the proposed study, the hypotheses measured included testing the relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

The study used the exploratory method it compares different theoretical perspectives on career adaptability, employability attributes, organisational commitment, and positive coping. Babbie and Mouton (2009) indicated that the major purpose of the exploratory study is to obtain information from a field that is unfamiliar or when new knowledge is required.

1.6.2 Descriptive research

Descriptive statistics present a pictorial view of the details of relationships among variables (Bickman & Rog, 2009; Gallant & Martins, 2018; Trafimow & MacDonald, 2017). Furthermore, Trafimow and MacDonald (2017) assert that the literature review conceptualises the constructs that will be adopted in the research, and for the proposed study they include, career adaptability, employability attributes, organisational commitment, and positive coping. The research adopted

descriptive statistics using the mean and the standard deviations in terms of the variables and biographical characteristics of the sample.

In the literature review, descriptive research has been used to conceptualise career adaptability, employability attributes, organisational commitment and positive coping.

1.6.3 Explanatory research

Explanatory research aims to explain a connection between two or more aspects of a phenomenon (Veal, 2017). The proposed research seeks to assess the existing connection between career adaptability, employability attributes, organisational commitment, and positive coping. The research used descriptive statistics and regression analysis to assess the substantial difference between people classified in different demographic stages in terms of the constructs measured.

1.6.4 Validity

Öncel (2014) asserts that validity refers to whether a research instrument measures what it intends to measure. The research design institutes both internal and external validity. In addition, internal validity institutes a fundamental variance between independent and dependent variables. Furthermore, Adams (2014) considers external validity to be the degree to which research results can be applied to other research groups.

In the current research internal validity is enhanced through:

- The use of literature, relevant models and theories to the research, statement of the problem and research aims; and
- The selection of research instruments that are valid and reliable that can be linked to theories and models informed the research and are presented in a uniform manner.

The research has enhanced external validity through a selection of a sample that is representative of the total SAAF population. Design validity is enhanced through the identification of probable hypotheses.

1.6.5 Reliability

Leung (2015) asserts that reliability is the consistency of a research instrument, in addition, Adams (2014) considers a reliable research measure produces the same results over and over again. For enhancing the highest reliability, the researcher would use proper research questions within the questionnaire to make sure the participants would not be misled by the questions (Farrohknia et al., 2011). The ambiguity of meaning would be eliminated through language editing so that the participants would understand the appropriate context of the questions. Similarly, simple questions would assist in saving time for the participants as they would be focused on providing honest answers. In addition, all the research data and the processes would be based on accuracy in recording. The researcher ensured that the literature utilised in the research were recent and the use of classical literature in support to the views of Hart (2018) who intimated that there is a need for literature to include recent and classical literature. Reliability of the search design was ensured by limiting the problematic variable through research planning. The research adopted a representative sample and data analysis was done through the Statistical Package for Social Sciences (SPSS).

1.6.6 The unit of analysis

In research, units of analysis comprise of four sectors known as, institutions, teams, social artefacts, and individuals (Mujaddad & Ahmad, 2016). The research used individuals, and these are staff members within the SAAF, as the individual unit of analysis. In terms of determining the differences between biographical groups, the unit of analysis were the subgroup. The major aim of the study is to determine whether there is a relationship between career adaptability, employability attributes, organisational commitment and positive coping for an individual. In terms of variables used as demographic variables, the unit of analysis were sub-groups, while for the analysis of the study the unit of analysis were employees and were in relation to career adaptability, employability attributes, and positive coping.

1.6.7 Research variables

The context of the research is employee wellbeing within the SAAF. The research aims to measure the relationship between career adaptability, employability attributes, organisational commitment, and positive coping. The study focused on whether these variables (career adaptability, employability attributes, organisational commitment, and positive coping) have a statistically significant relationship. Measuring of career adaptability was done through the Career Adapt-Abilities Scale (CAAS) developed by (Savickas & Porfeli, 2012). In addition, employability

attributes were measured through the Employability Attributes Scale (EAS) developed by Bezuidenhout (2011); organisational commitment was measured using the Organisational Commitment Scales (OCS), Meyer and Allen (1991). Positive coping was measured using the Positive Coping Behavioural Inventory (PCBI) by Coetzee et al., (2017).

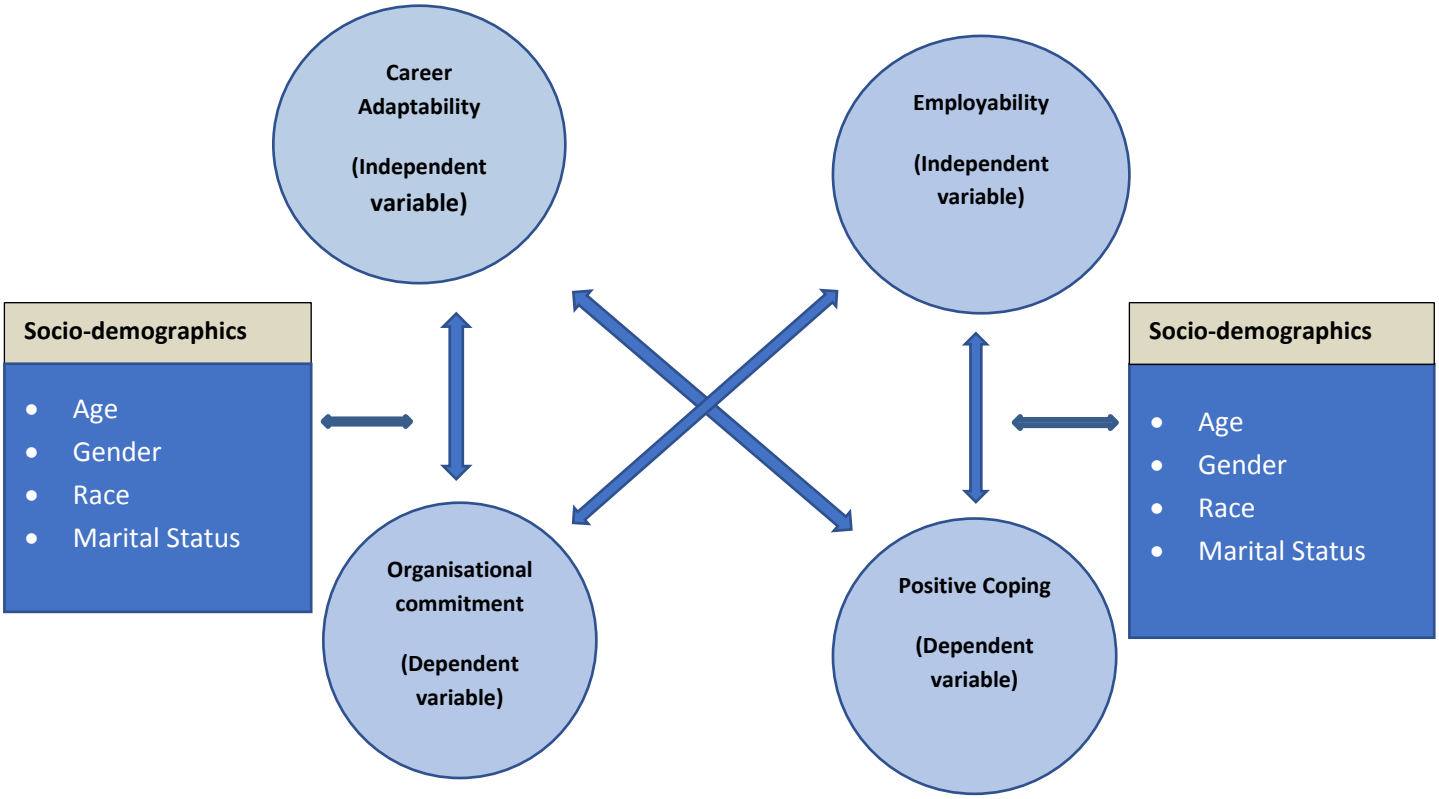
The research examined the following:

- Measuring the relationship between career adaptability (independent variable) and employability attributes (dependent variable);
- Measuring the relationship between employability attributes (independent variable) and organisational commitment (dependent variable);
- Measuring the relationship between organisational commitment (independent variable) and positive coping (dependent variable);
- Measuring the relationship between career adaptability (independent variable) and organisational commitment (dependent variable);
- Measuring the relationship between career adaptability (independent variable) and positive coping (dependent variable);
- Measuring the relationship between employability attributes (independent variable) and positive coping (dependent variable); and
- Measuring the relationship between employability attributes (independent variable) and career adaptability (dependent variable).

Measuring the relationship between career adaptability (independent variable), employability attributes (independent variable), organisational commitment (dependent variable) and positive coping (dependent variable). Figure 1.1 below outlines the detailed relationship between the four variables of the research study.

Figure 1.1

The Relationship Between the Four Variables



Source: Own compilation

1.6.8 Ethical considerations

Ethics is defined as a philosophy branch involving the systematising and defending the concepts of right or wrong (Becker et al., 2012). Research required for the coordination among employees within different institutions, and disciplines needs to be ethical (Frowe, 2015). Ethical consideration is when research includes mutual respect, fairness, accountability, and adherence to set guidelines associated with confidentiality (Kyngäs et al., 2020).

In ensuring that the research adheres to the ethical requirements, the following procedures were taken into consideration:

- Approval from the University of South Africa was obtained;
- Approval from the South African Air Force was obtained;

- The University of South Africa's ethical standards has guided the proposed research, through ethical clearance;
- The research has been conducted within the recognised parameters;
- Both recent and classical resources were used in this research;
- All sources utilised were explicitly quoted and referenced;
- An Informed consent form from all potential participants has been obtained using a letter distributed to all the participants;
- Participants will be informed about the results of the research;
- No participants were obliged to participate, participation was voluntary;
- Participants' information was treated with confidentiality;
- Participants remained anonymous; and
- The research was conducted in a professional manner and the research process and findings did not compromise the participants' identity.

1.6.9 Delimitations

The research was limited to looking at the relationship between career adaptability, employability attributes, organisational commitment, and positive coping of employees in the South African Air Force. In an attempt to make an analysis on the factors that might influence an individual's career adaptability, employability attributes, organisational commitment, and positive coping, the variables used as socio-demographic variables are limited to age, gender, race and marital status.

The research focus is restricted to explore the relationship between career adaptability, employability attributes, organisational commitment, and positive coping. Furthermore, the study will be limited to the SAAF. Should a relationship between the variables exist, then the information might be important for researchers in addressing these and other related issues. It might also be important for the SAAF to tackle issues concerning the three constructs, which may have been unattended. The research method to be used is not intended to denote the cause and analysis to the relationship between these constructs, but its purpose is to investigate whether there is an existing relationship between these four constructs. The research is limited to interactive skills, decision-making, and analytical thinking.

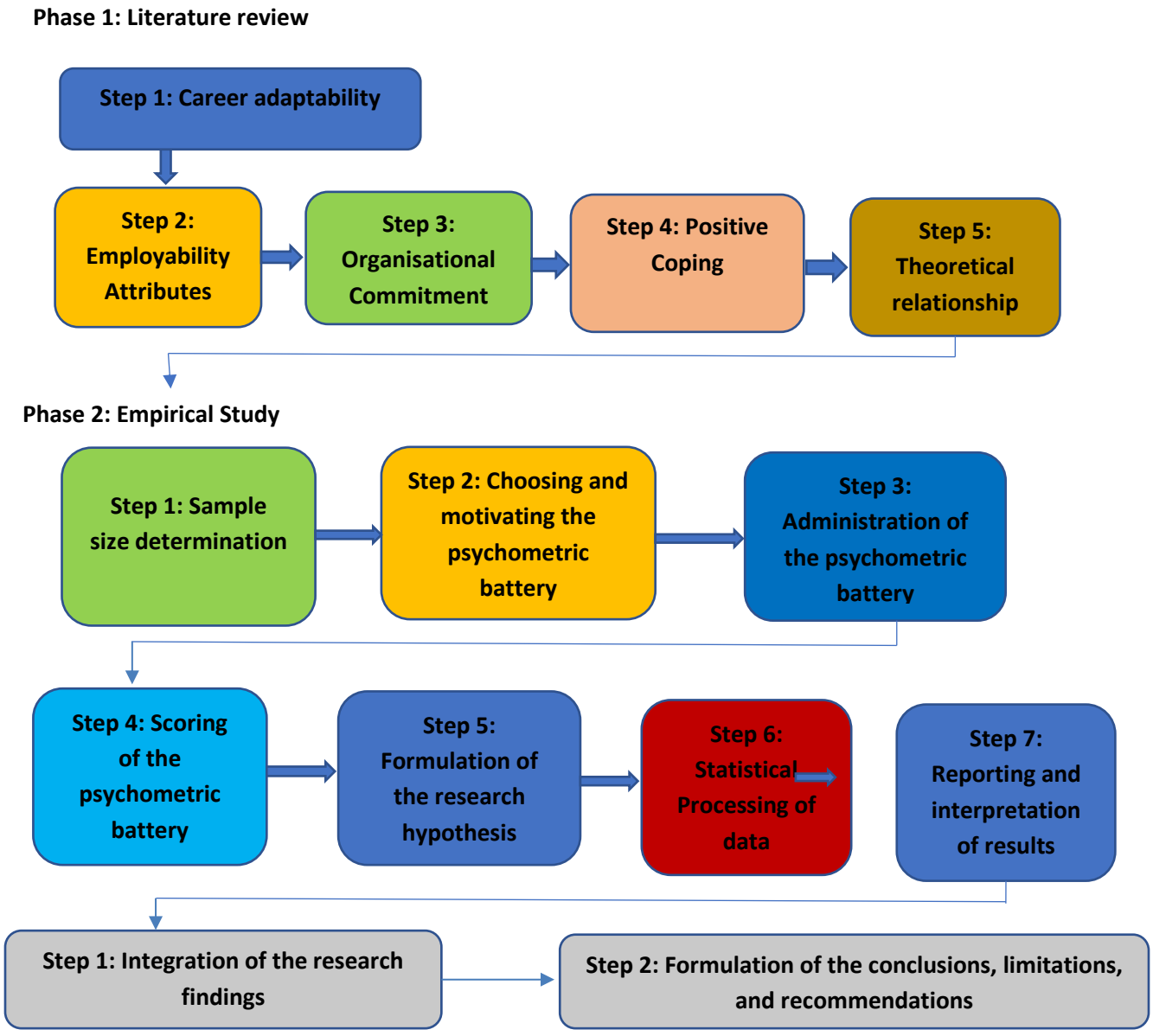
1.7 RESEARCH METHODOLOGY

1.7.1 Phase 1: Literature review

Figure 1.2 provides an illustration of the steps in the conceptualisation of the constructs, the research followed a three-phase method namely; literature review, empirical study and integration and conclusion

Figure 1.2

Illustration of the Steps in Conceptualisation of Constructs



Source: Own compilation

The literature review showcases a theoretical background, the research findings from prior studies and their relationships to the research objectives and aims, for linking with the existing body of knowledge (Kulkarni, 2013). The literature serves to conceptualise the constructs of career adaptability, employability attributes, organisational commitment, positive coping and the relationship among the constructs.

The steps followed in this stage are:

Step 1: Conceptualise career adaptability attributes from a theoretical perspective.
Step 2: Conceptualise employability attributes from a theoretical perspective.
Step 3: Conceptualise organisational commitment attributes from a theoretical perspective.
Step 4: Conceptualise positive coping attributes from a theoretical perspective.
Step 5: The integration of career adaptability, employability attributes, organisational commitment and positive coping.

1.7.2 Phase 2: Empirical study

The empirical section was presented in Chapter 4, where the chapter presented the central focus of the research, the discussion of the research design, presentation and discussion of the results, limitations of the research, conclusions and recommendations of future research.

This phase looked at the following steps, which include the following:

Step 1: Determination and description of the sample

Setia (2016) defines sampling as a process for assessing a subsection of a population, for making interpretations about the whole population. The target population for the proposed research is employees within the SAAF database. Chapter 4 will then discuss the determination of the sample in detail.

Step 2: Choosing and motivating the psychometric battery

The research has adopted questionnaires as research instruments where questions on career adaptability, employability attributes, organisational commitment, and positive coping were addressed. The researcher consulted literature on the development of questionnaires. In addition, the research hypotheses, objectives, and conceptual framework were developed from the literature. The questionnaire was divided into main research themes, namely, career adaptability,

employability attributes, organisational commitment, and positive coping. Pre-testing of the questionnaire was done through engaging with senior management at the SAAF and corrections made for enhancing the clarity of the research instrument. The researcher has pursued a pilot study targeting employees at the SAAF.

The instruments used are the Career Adapt-Abilities Scale (CAI) (Savickas & Porfeli, 2012). In addition, employability attributes was measured through the Employability Attributes Scale (EAS) developed by Bezuidenhout (2011); organisational commitment was measured using the Organisational Commitment Scales (OCS), Meyer and Allen (1991). Positive coping was measured using the Positive Coping Behaviour Inventory (PCBI) by Coetzee et al., (2017).

Step 3: Administration of the psychometric battery

The following data collection procedures were followed:

- The CAI, EAS, OCS and PCBI questionnaire was distributed to participants in the sample;
- The distribution of questionnaires included the University endorsement letter, which accompanied the questionnaires. The questionnaire was further accompanied by a detailed covering letter outlining the objectives of the research; and
- The privacy and confidentiality of all the participants were upheld to ensure that no harm is experienced by the participants.

Step 4: Scoring of the psychometric battery

The participants' responses provided on the questionnaires were captured into an Excel sheet and analysed through the use of the Statistical Programme for Social Sciences (SPSS).

Step 5: Formulation of the research hypotheses

The research hypotheses of the study were determined for attaining the objectives of the proposed research, which is the relationship between career adaptability, employability, organisational commitment and positive coping.

Step 6: Statistical processing of data

Quantitative studies may be considered to be an investigation into social or a human problem, based on the testing of a variable-based theory, numerically measured and analysed through the use of statistical procedures to determine whether the theory's predictive generalisations are valid or true (Cresswell, 2014). Quantitative research aims at establishing, confirming or validating

relationships from the available sample data and developing generalizations for the larger population (Chan et al., 2011; Leedy & Ormrod, 2013).

The probability of giving population sample values (parameters) could not be predicted from a simple random sample. To this end, statistical methods need to be developed such that they establish the confidence with which such inferences can be determined. In research, the most commonly used statistical inferences methods are (1) estimation using confidence intervals, and (2) testing of null hypotheses. For the purpose of this study, the use of null hypotheses will be considered to validate the formulated hypotheses.

Statistical significance

The level of significance intends to express statistical significance in terms of the probability statistics. For the current research, the general level of significance at $p < .05$ will be chosen to be tested by the research hypotheses, which will provide a 95% level of confidence. The commonly adopted level of significance is $p < .05 < .01$. The current research will utilise the $p < .05$ as mentioned by (Benjamin et al., 2018). Studies are usually concerned about the type-11 errors as they look at issues that falsely conclude the results that are significant, this usually occurs when a null hypothesis is falsely accepted. As a researcher performs more statistical tests, a type 1 error occurs, and this is when a null hypothesis is wrongly rejected.

Step 7: Reporting and interpretation of results

For the research, the results were presented using tables, figures, and diagrams. The findings were discussed and presented in a systematic manner, which enhances the interpretation of the findings.

Phase 3: Integration and conclusions

Step 1: Research findings integration

The research findings within the literature review is coherent with empirical research findings to provide comprehensive research findings and was presented in Chapter 5.

Step 2: Formulation of the conclusions, limitations, and recommendations

The final step of the research involves the research conclusions that are mainly established from the results of the synthesis of research findings and theory. The limitations of the research were discussed and the recommendations on research findings regarding career adaptability and

employability attributed in relation to organisational commitment and positive coping were discussed in Chapter 6.

1.8 CHAPTER LAYOUT

The study is delineated according to six chapters as indicated below:

- Chapter 1: Scientific research overview;
- Chapter 2: Meta-theoretical context of the study: Employee wellbeing in the SAAF;
- Chapter 3: Career adaptability, employability attributes, organisational commitment and positive coping;
- Chapter 4: Research Methodology;
- Chapter 5: Presentation of Research Results; and
- Chapter 6: Conclusions, limitations and recommendations.

1.9 CHAPTER SUMMARY

This chapter discussed the background and motivation of the research, the problem statement, research objectives, research design, and finalise the chapter through research methodology. The motivation for the research was based on the exploration of the relationships that exist among career adaptability, employability attributes, organisational commitment and positive coping which may aid the SAAF to develop employee wellbeing and retain committed employees. The research will assist the SAAF to retain their valuable and competent employees.

Chapter 2 discusses the theoretical context of career wellbeing, and the chapter will focus on the career wellbeing within the South African Air Force.

CHAPTER 2

META-THEORETICAL CONTEXT OF THE STUDY: EMPLOYEE WELLBEING IN THE SOUTH AFRICAN AIR FORCE

Individuals work to provide for their families (Barck-Holst et al., 2019; Pepperell et al., 2018). Employees exchange their services for an income and the employer has the responsibility of creating a work environment that satisfies the needs and expectations of the employees (Wilkinson et al., 2019). The reward system used by organisations to meet the needs and expectations of the employed, may influence the commitment of employees and contribute towards their wellbeing (Malik & Nawar, 2018). Chumg et al., (2016) highlight the point that individuals see the importance to pursue sustainably as a long-term sense of wellbeing, which is important for employees' effectiveness in any organisations For organisations to succeed, there is a need to enhance the wellbeing of employees in order to improve their performance and achieve desired outcomes in assigned tasks (Slemp et al., 2015).

This chapter aims to put the present study into perspective by outlining the meta-theoretical context that determines the borders which define it. This chapter conceptualised the construct employee wellbeing and wellbeing in South Africa. The research was intended to gain a deeper understanding of the wellbeing phenomenon within the organisational context.

2.1 EMPLOYEE WELLBEING CONCEPTUALISED

Studies indicate that an early attempt to define wellbeing was first done by Bradburn's (1969) research on psychological wellbeing. Further studies indicated that, while there is a growing focus on wellbeing in the area of research, the issue of how it should be described remains unanswered, resulting in vague and broader interpretations of wellbeing (Dodge et al., 2012; Forgeard et al., 2011; Tien et al., 2021). In a study conducted by Dodge et al., (2012), wellbeing is defined as an individual's needs to meet the desired psychological, social and physical challenges. Aked and Thompson (2011) support this definition by describing wellbeing as a concept that enhances good feelings, feelings of happiness and feelings of contentment, a reflection of positive experiences in one's life. Wellbeing is correlated with many benefits relating to health, employment, and family.

Juniper (2011) defines employee wellbeing as that part of a worker's general wellbeing perceived to be primarily influenced by the work assigned and the work environment. Freeney and Fellenz (2013) defined employee wellbeing as the development of resources that are based on technologies that enhance performance effectiveness of both the employee and the organisation.

Slemp et al., (2015) share the view that employee wellbeing promotes contentment, which may also enhance employees' performance on given tasks and contribute towards work commitment that benefits the organisation. Slemp et al., (2015) assert that wellbeing is a valuable strategic objective within any institution that can influence positive performance among employees. Such resources assist in putting in place measures that contribute to the identification of challenges affecting employees and measures that address productivity issues among employees (Kok, 2004). Galabova and McKie (2013) support the previous definition of wellbeing and further defines it in relation to the needs or the resources that can promote the eagerness by employees to perform.

Employee wellbeing focuses on the employees who always attempt to reach a balance between the professional side of their work and other aspects of their lives (Aked & Thompson, 2011). Guest (2017) suggests that the perception and understanding of wellbeing include issues such as health and safety, provision of social security, and also the creation of an environment that develops employees.

Grant et al., (2007) have suggested that wellbeing consists of three dimensions namely; an individual's psychological, physical, and social functioning. Considerations to employees' psychological, physical, and social functioning is also crucial for managing employee wellbeing within the workplace. Table 2.1 below outlines the dimensions of wellbeing:

Table 2.1

Dimensions of Wellbeing

Dimension	Description	Examples
Psychological Wellbeing	Ryff (1989) indicated that psychological wellbeing focuses on the individual's subjective experiences which involve the interactions between employees.	agency, self-respect, satisfaction, and capabilities
Social Wellbeing	Social wellbeing is the quality of one's ability to relate with other individuals and society. (Joshanloo et al., 2018; Abma et al., 2019).	Helping others, public acceptance and participating in the community
Physical Wellbeing	Physical wellbeing involves the objective physiological measures and the subjective experiences of the body and health. (Diener et al, 1999; Avgoustaki & Frankort, 2019).	Exercising and fitness, healthy dietary measures

Source: Own compilation

Hernandez et al., (2018) outlined that psychological wellbeing is associated with one's ability to use techniques in managing stress, be flexible and resilient, and produce emotions that contribute to good feelings. While social wellbeing relates to the ability to connect, build positive relationships with people, and create a network of support that will help you manage isolation (Liu et al., 2019). Physical wellbeing deals with improving the body function by balancing healthy lifestyles, which involves eating and workout habits (Jakubiak & Feeney, 2017).

Vakkayil et al., (2017) look at wellbeing as a concept that recognises both the cognitive and affective components, where it can assess the quality of work produced by the employees. The cognitive and affective aspects form part of employment fulfilment measures that helps assess employee wellbeing (Fisher, 2014). Ilies et al., (2015) found that the outcomes of wellbeing can be in terms of subjective or eudaimonic psychological aspects. Subjective assessments are constructs of subjective aspects and these enhance job satisfaction, which makes employees more enthusiastic and create the absence or lack of anxiety (Pavot, 2018). On the other hand, eudaimonic psychological aspects included characteristics of autonomy, self-acceptance,

personal development, life purpose, mastery of the environment, and positive relationships (Hernandez et al., 2018).

2.2 EMPLOYEE WELLBEING IN THE CURRENT WORLD OF WORK

The focus of this section was to outline the relevance of employee wellbeing in the contemporary workplace, specifically wellbeing in the South African and SAAF context. A discussion on the variables that influence wellbeing will then follow.

Organisations invest more in their employees and are increasingly becoming aware of the importance of their employees, which enables them to gain and maintain a competitive advantage (Nielsen et al., 2017). All aspects of a working life relate to the wellbeing of employees, ranging from their feelings about their work and their working environment to the safety and quality of the work environment (D'andrea, 2019; Van Wingerden et al., 2017). The effectiveness of any organisation is dependent on the wellbeing of its employees (Sabharwal et al., 2019). This is in line with a study conducted by Thomas (2016) who stated that in order for organisations to be progressive, employers need to respect and appreciate their resources, which is Human Resources. Employers or organisations need to be more committed to making the workplace a more satisfying and decent place (Blustein et al., 2016; 2019).

Organisations that provide a good environment for their employees acknowledge that the work environment is an important part of an employee's life (Phan & Baird, 2015). A good environment has the potential to enhance employee wellbeing and create a healthy and competitive workplace (Di Fabio, 2017b). For example, there is a link between higher levels of wellbeing and reduced risk of disease, injury, and illness; speedier health recovery; and longer life living (Ochoa et al., 2018). Studies have proven that a high level of wellbeing has the potential for increased productivity for employees (Kubzansky et al., 2018). In agreement, Aked and Thompson (2011) highlighted that the enhancement of employee wellbeing within a work environment yields more benefits to the organisation. Hence, Phan and Baird (2015) mentioned that such organisations provide a support system to the community and the employee as long as the individual is employed. In addition, on average, adults spend most of their life in the work environment, which creates a need for employers to provide care for their employees (Porter & Kramer, 2019; Sahlins, 2017). Slemp et al., (2015) share the view that the existence of wellbeing is appraised through the satisfaction and positive emotions that employees exhibit. There have been arguments that job satisfaction cannot be associated with psychological wellbeing (Wright & Cropanzano, 2000).

Nevertheless, there is evidence that identifies the relationship between job satisfaction and a number of psychological wellbeing indicators, and it remains a key measure (Ilies et al., 2015).

Research has shown that making employees happier in their workplace has the potential to increase their commitment, contributions, and productivity (Nielsen et al., 2017). Most organisations are dedicating significant organisational resources to improve the wellbeing of their employees (Bakker & Demerouti, 2018). The resources allocated by the organisation to enhance employee wellbeing include recognition practices for employees, health benefits, professional development and free programmes for employees such as medicals aid, gym facilities and training (Jaworski et al., 2018; Moen et al., 2016). The wellbeing of employees is influenced by factors such as the work setting, occupational stress and personality traits (Athota & Malik, 2019). In agreement, Almeida et al., (2019) alluded that employee wellbeing is expressed in terms of job meaning, the importance of the job and its significance.

2.2.1 Factors influencing employee wellbeing

Babiak and Trendafilova (2010) indicate that organisations are aware of the issues that relate to employee wellbeing. In addition, Maravelias (2012) indicates that such organisations appreciate the importance of having employees that are happy and healthy, as such employees are considered to be human capital. There are many factors that influence the wellbeing of employees within organisations (Bakker & Demerouti, 2018). Work settings, personality traits, job control, job security and issues of workload affecting one's job are amongst the factors that influence employee wellbeing (Choi et al., 2017; Parker et al., 2017; Rafferty & Jimmieson, 2017). The effect of work settings' effects on the wellbeing of employees involve the physical environment that employees work under (van Wingerden et al., 2017).

Schwartz et al., (2019) suggest that the behaviour of individuals within the workplace is primarily shaped by the characteristics of their work settings. Individuals' personality traits have a direct impact on how they respond to personal and workplace challenges and they also have an impact on their wellbeing (Athota et al., 2020). Karanika-Murray et al., (2017) indicate that individuals with high levels of job control become more motivated in terms of their work, which leads to decreased absenteeism, illness, depression, and anxiety within the workplace. Job security is one of the more worrisome aspects of work, and has a huge impact on the wellbeing of employees (Shoss, 2017). Heavy workloads lead to long working hours and work overload, which may

negatively impact on the physical and mental health of employees, and subsequently impacts employee wellbeing (Numan et al., 2019).

Naturally, there are plenty of factors influencing the wellbeing of employees, which are beyond the control of the employer (Keeman et al., 2017). However, more studies suggest that factors influencing employee wellbeing are mostly influenced by the employer (Parton, 2017).

2.2.2 Employee wellbeing programmes and initiatives

Workplace initiatives aimed at enhancing employee wellbeing have been proven to be beneficial to both the employer and employee (Keller Anand, 2006; Ungureanu et al., 2019). In addition, Murphy (2018) indicate that there are wellbeing programmes that have been developed in South Africa, and these include: employment policies, laws and codes of conduct. Mekler et al., (2017) are of the view that some of the employee management programmes include a clear understanding of the employment regulations to motivate employees to continue performing well.

Such initiatives may include intervention strategies and programmes that are intended to promote health wellness and employee wellbeing (Müller et al., 2016). Thorpe and Yang (2011) assert that employee wellbeing enhancement programmes can be curative or preventative in nature. Rameswarapu et al., (2014) indicated that being curative means improving the lives of employees, which has a direct impact on the wellbeing of employees within an organisation. Estabrook et al., (2012) indicate that the purpose of introducing wellbeing programmes in an organisation is to bring awareness on wellbeing-related issues and facilitate personal transformation that enhance a supportive working environment and healthy staff. Loewenstein et al., (2012) are of the view that wellbeing programmes encourage employees to take measures to prevent illness, undertake healthier lifestyles and eliminate stress and cope positively.

Employee wellbeing is a crucial factor in determining the long-term success of an organisation. Several studies have shown a distinction between employee productivity levels and overall employee health and wellbeing within an organisation (Chenworth, 2011; Hafner et al., 2015; Krekel et al., 2019). Organisations are becoming aware of the need to take employee wellbeing as an important element in managing the workforce. In managing employee wellbeing, organisations have become more progressive. Organisations are increasingly equipping themselves to manage employee wellbeing problems due to the fact that many issues within the workplace emerge from a lack of commitment from employees. Failure to recognise the need to

promote employee wellbeing can lead to problems within an organisation, problems such as conflict, drug and alcohol abuse, absenteeism and stress (Murrup-Stewart et al., 2019; Wahlbeck, 2015).

Workplace wellbeing initiatives are designed to enhance the health and wellness needs of employees within the workforce (Mason et al., 2019). Greene (2011) asserts that the wider adoption of wellbeing programmes within the workplace could improve productivity, as well as health outcomes and as part of a supportive organisational context. In increasing participation in wellbeing programmes, organisations have provided initiatives that employees perceive as beneficial (Murphy, 2018). Employee wellbeing initiatives include co-worker support, family support, and sports and recreation (Oana-Mara, 2018). These employee wellbeing initiatives that organisations put into place were proved to be helpful for individuals to cope with workplace challenges and stress (Rees et al., 2019).

Understanding how employees cope with stress in their lives through positive coping behaviour is the first step in initiating effective wellbeing programmes aimed at eliminating occupational risks within an organisation (Chao, 2011; Enshassi et al., 2018). If the perception and awareness of employee wellbeing programmes are not taken care of, organisations may struggle in improving their staff performance and in achieving their business objectives (Mashiane, 2017). Employees' awareness of their wellbeing within organisations has the potential to improve their performance (Oana-Mara, 2018).

Murrup-Stewart et al., (2019) look at wellbeing as programmes that have been developed from the context of detailed socio-economic needs and the different encounters that employees are exposed to. Kgashane and Pilusa (2020) indicated that issues that generally affect employees relate to diversity, poverty, and retrenchments. Thekiso et al., (2013) assert that wellbeing programmes are generally developed to address the challenges within the workplace. Some of the social and occupational challenges in South Africa include increased stress levels in the workplace (Khamisa et al., 2017). In addressing social and occupational challenges, organisations need to have the essential resources, knowledge, and skills to implement some of these wellbeing programmes (Hammell, 2017). Furthermore, Spence (2015) indicated that employee wellbeing programmes tend to focus on offering a combination of services that have the potential to assist employees to overcome the shortcomings they encounter in their working environment. South Africa is linked to a blend of economic challenges where organisations

institute different programmes so that they continue working well (Van der Westhuizen & Swart, 2016).

In summary, institutions have realised the benefits of designing and implementing programmes aimed at managing employee wellbeing within the workplace. Such programmes enable organisations to have interventions on issues that may pose a danger to the psychological, physical, and social aspects of their employees. Support provided by employers on the wellbeing of its employees helps employees cope with their daily work. The implementation of wellbeing programmes within an organisation creates high chances of success for organisations to reach their objectives.

2.3 THE MILITARY AND EMPLOYEE WELLBEING

A study conducted by Yang et al., (2008) indicated that military personnel reported lower levels of job satisfaction than employees in other organisations. In agreement, Routledge (2009) indicated that military personnel that obtained the highest scoring on wellbeing had the highest social support perceptions and adopted given strategies to cope. Such strategies included: acceptance, planning, active coping, growth and positive reinterpretation. The higher level of wellbeing is caused by the practices the military environment has, which propels personnel to maintain high levels of physical health and fitness when performing their tasks (Sanchez et al., 2009). An individual's level of health and fitness has the potential to play a role in job satisfaction and the overall employee wellbeing among military personnel (Tuch et al., 2017). The study by Sanchez et al., (2009) is in line with the view shared by Richardson et al., (2016) who indicated that certain families and military factors may serve to influence the wellbeing of military personnel more positively. Previously, it was found that the unique inherent stressors and compensation associated with the work environment within the military contributes to job satisfaction and wellbeing of military personnel (Routledge, 2009). However, Williamson et al., (2019) argue that the military has several issues that relate to the wellbeing of its personnel due to deployment duties, relocations to different cities and countries, and the unique internal factors within the military. Moreover, the military families' work-family relationship and the nature of its work affects employee wellbeing (Brooks & Greenberg, 2018). Moreover, employees are unlikely to live happily within an organisation unless the minimum working conditions are met (Ariza-Montes et al., 2018). Ariza-Montes et al., (2018) indicated that such working conditions included the' physical and psychological demands placed on employees.

Military personnel experience challenges in meeting both their work demands and family demands (Burrell et al., 2006). The military work demands are centred around family outcomes such as attitudes, adjustments, the wellbeing of family members and soldiers, retention, and the morale of soldiers (Segal et al., 2015). In the past, deployments or residences in foreign countries used to be a problem for family members and contributed to the lower wellbeing of the deployed members who were struggling to make some adjustments (Newby et al., 2005; Wheeler & Torres Stone, 2010). However, recent studies show that military deployments do not negatively impact employee wellbeing (Brooks & Greenberg, 2018; Williamson et al., 2019). Military deployments have benefits such as making an additional salary and gains in self-improvement, which in turn impact on positive coping within the workplace (Knobloch et al., 2016). There are a number of factors that may affect the wellbeing of employees within the military (Brooks & Greenberg, 2018). Periodic separations, risk of injury or death, lack of coping and geographic mobility can affect the wellbeing of military employees on how they adapt to their work (Oprins et al., 2018; Padden et al., 2011).

In the military setting, stress is a major detriment of performance and emotional wellbeing (Harms et al., 2013). Stressors and the emotional problems that soldiers or military personnel face, limit their ability to cope and adapt in their work (Britt et al., 2016). There has been a major concern on the growing rates of mental health problems within military institutions, which affect the ability of individuals to adapt to their work (Boylan & Turner, 2017; Britt et al., 2016; Hoge et al., 2007). Hence, training programmes provided within the military are aimed at enhancing coping with mental, emotional and physiological functioning (DeWiggins et al., 2010). The training programmes are aimed at assisting employees to adapt to their work and be able to cope positively (Cloete, 2015).

In summary, though there are limited studies on employee wellbeing within the military, it is clear that managing and improving employee wellbeing has a positive contribution to the success of any organisation. Organisations that embrace wellbeing programmes have the highest potential to address issues that relate to job satisfaction, absenteeism and employees coping with their work.

2.4 EMPLOYEE WELLBEING CHALLENGES FOR ORGANISATIONS

Employers in South Africa recognise the benefits of investing in their employees' health and wellness (Nzonzo, 2017; Sieberhagen et al., 2011). A large proportion of organisations across a wide range of industries believe that their employees appreciate the wellbeing benefits they are offered (Boyd & Nowell, 2020; Peters et al., 2020). Richardson (2017) outlined that such benefits positively affect their health and wellbeing and create long-term organisational values. Studies suggest that employers or organisations can cut costs by investing in the health and wellbeing of their employees (Berry et al., 2012; Rohde et al., 2017; Vickerstaff et al., 2011; Walia, 2018).

Workplace challenges have an effect on the wellbeing of employees within an organisation (Kowalski & Loretto, 2017). Organisations often strive to create a working environment that is safe and comfortable for individuals to work under (Lowe, 2020). Hakanen et al., (2018) indicated that challenges affecting employee wellbeing are inevitable within the working environment. Hence, managing the wellbeing of employees plays a major role in dealing with challenges and meeting organisational outputs (Huang et al., 2019). Many employees find themselves conflicted with the challenges which they encounter at work (Bennett et al., 2017), and employers need to ensure that such challenges are eliminated (Roemer & Harris, 2018).

There are many challenges that affect the wellbeing of employees within the workplace, such as the environment in which they work economic insecurities control over work and providing social support (Cypress, 2018; Joshanloo et al., 2018; Kossek & Lautsch, 2018; Kowalski & Loretto, 2017). Kowalski and Loretto (2017) found that the working environment, if it caters for the needs of the employees, has a greater potential to increase the level of wellbeing amongst employees if it caters for their needs. In ensuring that the workplace is conducive for employees to work freely and happily (Wieneke et al., 2019), conflict between work and family commitments of employees become easily managed (Sirgy & Lee, 2018). Organisations that provide social support to their employees are found to be concerned about the wellbeing of their staff (French et al., 2018).

Table 2.2 provides a summary of workplace challenges that affect employee wellbeing:

Table 2.2

Workplace Challenges Affecting Employee Wellbeing

Type of challenges	Description
Working environment	Organisation that fosters a working environment with a climate that makes employees feel valued, has a potential of increased high levels of wellbeing (Kowalski & Loretto, 2017).
Economic insecurity	In times of downturn within the economy, employees become stressed about the loss of their jobs (Bernstein et al., 2017). Economic insecurities increase individuals' mortality and negatively impact their health, which ultimately affects their wellbeing (Rohde et al., 2017).
Conflict between work and family commitments	Conflicts between family commitments and work directly impact the livelihood of employee and their health (Drummond et al., 2017). In maintaining a balance between work and family commitments of employees, organisations may increase levels of employee wellbeing (Sirgy & Lee, 2018).
Providing social support	Social support in organisations has become crucial to the wellbeing of employees and their effectiveness in providing efficient work outputs (Cypress, 2018). In providing social support to staff, many organisations have benefited from a high level of employee motivation and improved employee wellbeing (French et al., 2018)
Control overwork	Research shows that employees do not possess much control over their work (Somers et al., 2018). Employees who have less control over their jobs tend to be less motivated and have poor wellbeing (Kossek & Lautsch, 2018).

Source: Own compilation

According to Tulangow et., (2015), one of the major reasons for high employee turnover rates is related to the working environment (poor working conditions and poor working environment). Poor working environment and poor working conditions can reduce motivation levels and the employee's overall performance (Islam et al., 2019; Latino et al., 2019).

There has been a number of studies on the conflict between work and family commitments (Adkins & Premeaux, 2019; Bennett et al., 2017; Meyer et al., 2002). Employees that face challenges with regard to finding balance between work and family commitments become less productive in their work (Nepali, 2018). Nepali (2018) further indicated that the struggle in finding

balance between work and family commitments leads to lower employee wellbeing. Hence, social support for both family and work commitments is crucial, which can be in a form of knowledge and resources contributing to the wellbeing of employees and may enable individuals to maintain a healthy work-family balance (Lewis et al., 2017).

Given this, wellbeing programmes are very important in contributing to the effectiveness and success of the organisation. Part of the employees' demands for them to cope with workplace stressors is social support from their employers (Pignata et al., 2017). Providing social support is important and forms part of employee rewards such as compensation and workplace incentives (Itri et al., 2019). Studies show that lack of support for employees' social lives lead to lower employee motivation and ineffectiveness in performing their tasks (Itri et al., 2019; Merkin, 2020; Panday & Upadhyay, 2019). Employees' social lives play a major role in their overall wellbeing. Sakka and Ahammad (2020) indicated that for employees to be happy at work their social wellbeing needs to be taken care of. McCarthy et al., (2010) assert that employee wellbeing is highly dependent on the support, the resources and knowledge that they have within the work environment. Such resources and support programmes may assist employees to maintain a healthy work balance (Basińska-Zych & Springer, 2017).

Control over work enhances motivation and growth, and can reduce stress (Somers et al., 2021). Finding from various studies have prompted organisations to search for ways to give employees a greater sense of control over their work (Shafer et al., 2018; Somers et al., 2021). In providing employees with control over work, employees are proven to be more independent and productive with lesser supervision or control (Jurek et al., 2021).

Employees with poorly established wellbeing tend to make poor quality decisions, become less creative, are more absent from work and constantly reduce their overall contribution to the organisation (Walia, 2018).

An employee's level of job satisfaction is critical for their wellbeing (Sharma et al., 2016). Studies show that employees' low job satisfaction is related to work stressors and low psychological wellbeing (Allan et al., 2018; Barling & Frone, 2017), whereas satisfied employees display a higher level of commitment and work engagement, which has a direct effect on performance (Al-dalahmeh et al., 2018). Another study has found that absenteeism may be caused by an employee's lack of satisfaction within their workspace (Schaumberg & Flynn, 2017). Edwards

(2017) also asserts that employees that are not satisfied tend to be more absent from their workplace. The cost of employee absence has an impact on the operation of the business (Tarigan & Ariani, 2015; Vänni et., 2017). Hence organisations institute employee health and wellbeing policies to manage employee wellbeing (Guest, 2017). Moreover, Meyer (2018) stressed the point that employee turnover can significantly grow when employee wellbeing is managed effectively within an organisation.

Some of the benefits that organisations may gain when focusing on employee wellbeing include reduced employee absenteeism, increased employee performance, reduced cost and improved productivity (Boyd & Nowell, 2020; Sieberhagen et al., 2011). Understanding positive coping behaviour may lead to the construction of employee wellbeing programmes in the organisation. In addressing the core issues of HR practices that are linked to the high performance of employees, employee wellbeing remains the most important factor in enhancing work performance (Kowalski & Loretto, 2017).

In summary, the wellbeing of employees is essentially related to their work environment, economic status, the balance between work-family commitment, social support, and control over their work. How employees feel about different aspects of their lives contributes to how they cope with workplace challenges. When employees begin to cope positively with their work, their commitment to the organisation increases and this improves their skills and allows them to become more employable.

2.5 CHAPTER SUMMARY

The chapter looked at the meta-theoretical context forming the research. The chapter started by defining employee wellbeing, and then looked at wellbeing in South Africa. Thereafter the focus shifted to employee wellbeing challenges within the current world of work.

Chapter *3* will focus on the following research aims:

Research aim 1: To conceptualise the four constructs career adaptability, employability attributes, organisational commitment, and positive coping in terms of theoretical models in literature.

Research aim 2*:* To conceptualise the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

- *Sub-aim 2.1: To conceptualise the theoretical relationship between career adaptability and employability attributes;*
- *Sub-aim 2.2: To conceptualise the theoretical relationship between career adaptability and organisational commitment;*
- *Sub-aim 2.3: To conceptualise the theoretical relationship between career adaptability and positive coping;*
- *Sub-aim 2.4: To conceptualise the theoretical relationship between employability attributes and organisational commitment;*
- *Sub-aim 2.5: To conceptualise the theoretical relationship between employability attributes and positive coping; and*
- *Sub-aim 2.6: To conceptualise the theoretical relationship between organisational commitment and positive coping.*

Research aim 3*:* To conceptualise the implications for employee wellbeing practices in an organisation.

CHAPTER 3: LITERATURE REVIEW ON CAREER ADAPTABILITY, EMPLOYABILITY ATTRIBUTES, ORGANISATIONAL COMMITMENT, AND POSITIVE COPING

Keywords: career adaptability; employability attributes; organisational commitment; positive coping

The chapter conceptualised the constructs career adaptability, employability attributes, organisational commitment, and positive coping behaviour. The research intended to analyse and bring an understanding to the relationship among career adaptability, employability attributes, organisational commitment, and positive coping according to the literature. By using appropriate models, the implications of the existing theoretical relationship between these constructs were explored and clarified.

3.1 CAREER ADAPTABILITY

The emphasis in this section was on conceptualising career adaptability as well as exploring the theoretical models and the variables that affect career adaptability.

3.1.1 Conceptualisation

The concept career adaptability was first introduced and defined more than three decades ago with a view to conceptualise the adjustment of adults on challenges of changes within the world of work (Buyukgoze-Kavas, 2016). Career adaptability has been conceptualised by Donald Super in 1981 (Jiang, 2017). The concept adaptability has since been seen as an important career success competency and is vital in an individual's career development process (Coetzee & Harry, 2014; Savickas, 1994). McIlveen and Midgley (2015) indicated that the construct career adaptability has evolved from theoretical constructs such as adjustment and maturity. A study conducted by Spurk et al., (2016) highlighted a number of different conceptualisations of career adaptability, which have since been implemented over the past years. Savickas (1997) conceptualises adaptability as the quality of being able to adapt to new or modified situations without great difficulty. Studies have presented different definitions or explanations of the concept adaptability.

The ability to adapt means to be able to fit in, this includes adaptability readiness and adaptability resources (Konstam et al., 2015). This means that individuals tend to be prepared to embrace change, and have different skills on how to embrace and manage change (Savickas, 1997).

According to Savickas (1997; 2002; 2005), career adaptability as a construct involves looking at the future career of a person and finding out what path to pursue by exploring differing career options. Since careers are characterised by workplace uncertainty and frequent career transitions and instabilities (Coetzee & Harry, 2015), employees need to improve their employment skills and knowledge to be able to adapt within a workspace (Hirzel et al., 2017).

Johnston (2018) indicates that the concept of career adaptability is identified as an essential resource for the development of career success. Johnston (2018) further indicated that career adaptability is an attribute that enables individuals to positively respond to several workplace challenges, which may contribute to improved organisational wellbeing. Career adaptability is an acquired competency that can be developed and is not a trait that can be inherent (Chong & Leong, 2015; Yousif et al., 2019). Rudolph et al., (2017) further reflect that career adaptability is the response to the readiness of individuals to adapt to changing work conditions. Such responses are as a result of natural behavioural traits (Zhou et al., 2016). Coetzee and Harry (2015) in support assert that, since career adaptability is a resilience resource, it is linked to an employees' behaviour and the ability of the worker to adapt to any given task with ease. It is important to set career adaptive behaviours in order to cope with changes and manage personal life transitions (Savickas, 2013; Van der Horst & Klehe, 2019).

Career adaptability is seen as a process in which individuals dynamically develop their professional lives and demonstrate the ability to handle changes in a sociocultural and socioeconomic environment (Tladinyane & Van der Merwe, 2016). In dealing with such changes, one must be able to adjust to modifications such as; grasping of important organisational tasks, dealing with work-related disturbances and the ability to discuss job changes (Cai et al., 2015; Neureiter & Traut-Mattausch, 2017).

Savickas and Porfeli (2012) stated that career adaptability is the ability to be able to respond to situations and the ability to cope with occupational situations. They further asserted that career adaptability is the ability of employees to plan for their future career prospects. In planning future prospects, individuals develop their careers in a unique way, and equally important, employees can adapt to changes within the environment they are exposed to (Jackson & Wilton, 2016). Hirschi (2012) further submits that there is a need for individuals to proactively adapt to changes that occur within their employment, which reflects an individual's ability to withhold work-related pressure. Adaptability is the ability of an individual to handle anticipated activities and tasks, which

include, planning, and doing the task, as well as impulsive tasks within the institution (Boylan & Turner, 2017). Oliver (2015) asserts that employability attributes include, acquisition, and development of skills that make individuals to be able to find jobs that make them employable.

For this particular study, career adaptability is the ability of employees to manage and cope with their job challenges and changes within their workplace and still remain satisfied with their careers (Savickas, 1997, 2013). This study focuses mainly on the definition of Savickas in terms of career adaptability.

The next section will explore the existing theories and models of career adaptability.

3.1.2 Theoretical models

This section discussed Savickas' (2005) career construction theory. The career construction theory is strongly ingrained in epistemological constructivism, which contends that vocational behaviour materialises when a person deliberately invests in extracting significance from their experiences, rather than finding pre-existing truth (Gadassi et al., 2012; Savickas, 2013). The career construction theory is associated with three elements, namely: career adaptability, vocational personality and life themes (Rossier et al., 2012).

3.1.2.1 Savickas' career adaptability model (Savickas, (1997)

The conceptualisation of Savickas' (1997) theory of career adaptability is important to the current research.

The theory conceptualises human development, which is motivated through adapting to a social environment with the objective of persona-environment integration. The Savickas' (1997) career adaptability model provides a different way of thinking on how employees make choices in terms of their work. The model presents vocational behaviour that is comprehensible across the work cycle of employees, which enhances employers to be able to provide advice to employees on how they can remain satisfied within their work (Savickas, 2013; Vos, 2019).

The model is detailed through the adoption of occupational behaviour perspectives, which can either be deferential, developmental, and dynamic and are further detailed in Table 3.1.

Table 3.1

Occupational Behaviour Perspectives

Occupational behaviour perspectives	Description
Deferential	The deferential perspective examines the occupational personalities content and employees' preferences within their work.
Developmental	The developmental perspective examines the psychosocial adaptation process and how employees tend to cope with the occupational developmental tasks, changes in the work and work stresses.
Dynamic	The dynamic perspective examines the life themes and imposes meaning on occupational behaviour and why employees fit tasks into their daily lives in unique ways.

Source: Adopted from: Savickas, (2005, p 52-53).

These occupational behaviour perspectives enable organisations, the Human Resources field and researchers to explore the use of individuals' career theories using life themes (Nilforooshan & Salimi, 2016). Nilforooshan and Salimi (2016) further indicate that such life themes put together the self-extension of career adaptability and the self-organisation of personality, which helps stimulate work and directs employment choices and shapes career adjustments. A deferential perspective prepare organisations in matching their occupational personality with their jobs in an attempt to assist individuals to adapt to their work (Groenewold & Armstrong, 2018). While a developmental perspective assesses the individuals' psychosocial adaptability in coping with changes and workplace stress (Groenewold & Armstrong, 2018; Helbig & McKay, 2003). Lastly, the dynamic perspective determines occupational behaviour and its link to individuals' fitness to perform certain tasks (Sylva et al., 2019).

Yang et al., (2015) indicate that the career construction theory affords adaptation as significant for carrying out adaptive behaviour addressing changing conditions. Also, the theory makes emphasis that career adapting enhances the understanding of occupational developmental responsibilities, enhancing one to be able to cope with occupational changes, and making adjustments to work stresses (Savickas, 2011). Rudolph et al., (2019) assert that within the career construction theory, career adaptation is a character trait that enhances one's ability to embrace change. Dix (2020) avers that the career construction theory is critical for enhancing career success.

The career construction theory opinions a career journey as an individual's career choices within their work lifespan (Savickas & Porfeli, 2012). The theory further explains the flexibility characteristics or preparedness to perform work-related tasks, changes and disturbances within the work environment (Rudolph et al., 2019). Savickas (2005) asserts that the career construction theory retorts to the dynamic work-related needs. The unpredictable labour market calls for employees to view the occupation as marketing services where they portray their skills to different employers in need of certain tasks to be completed (Savickas, 2005).

Career adaptability includes detailed attitudes, principles, and capabilities that can shape the tangible adapting behaviours that are used to dominant developmental work-related tasks (Savickas, 2013; Zhou et al., 2016). It is imperious for employees to realise that an occupation is not a generational commitment to one organisation, but it is a self-motivated and stimulating landscape to talent and enhances one to market oneself expansively and remain employable across different industries (Ohme & Zacher, 2015). The theory further examines the intellect of self-efficacy for one to be able to successfully execute the attitude and behaviours to cope with challenges that arise in the workplace (Savickas & Porfeli, 2012). Employees need the confidence to perform well in their work environment (Maree, 2017).

The three components that are associated with the career construction theory include the lifetimes, occupational personality and career adaptability. Savickas (2005) asserts that when using the life theme components whenever one is expressing their occupational preferences, employees tend to use professional terminology, intellect, ideas and personalities (Gadassi et al., 2012). Occupational personality comprises of an employee's profession-related capabilities, needs, and values (Gadassi et al., 2012). Savickas (2005) asserts that the theory focuses on the execution of occupational self-concepts that provide a subjective and private perspective on the understanding of professions. Career adaptability consists of four major dimensions, these include career concern, -control, -curiosity, and -confidence (Savickas, 2013).

Savickas's (2005) career adaptability theory specifies that employees have to approach their career choice by taking into consideration the four C's of career adaptability namely; the future concern; how they can control their careers; the curiosity for experimenting with other possible job consultations and their confidence to be involved in the designing of their professional futures in order to succeed in the new and challenging work environment.

There are four dimensions of adaptability introduced by Savickas and Porfeli (2012) that include; career concern, -control, -curiosity and -confidence.

- **Career concern** is related to one's ability and awareness to detecting future opportunities and career options within a particular career (Fouad & Bynner, 2008; Hirschi, 2012; Savickas 2013). A study by Ndlovu and Ferreira (2019) found concern to be a significant dimension of career adaptability where individuals regarded concern as the most essential variable integrated in their career paths. Encouraging young people to raise career concern will help them look ahead and able to shape their future orientations (Maree, 2016).

- **Career control** means that a person has the competence and decisiveness to take career decisions by taking control of his or her future (Koen et al., 2012). The acquisition of career control activates a career curiosity that relates to exploring oneself and the world of work. Then, individuals start scanning their backgrounds and interactions to learn more about themselves in terms of values, skills, interests and work regarding rewards, requirements and routines, etc. (Savickas, 2013). Control emphasises on individual's responsibilities in making decisions that influence their development and the work life situations (Argyropoulou & Kaliris, 2018; Bocciardi et al., 2017).

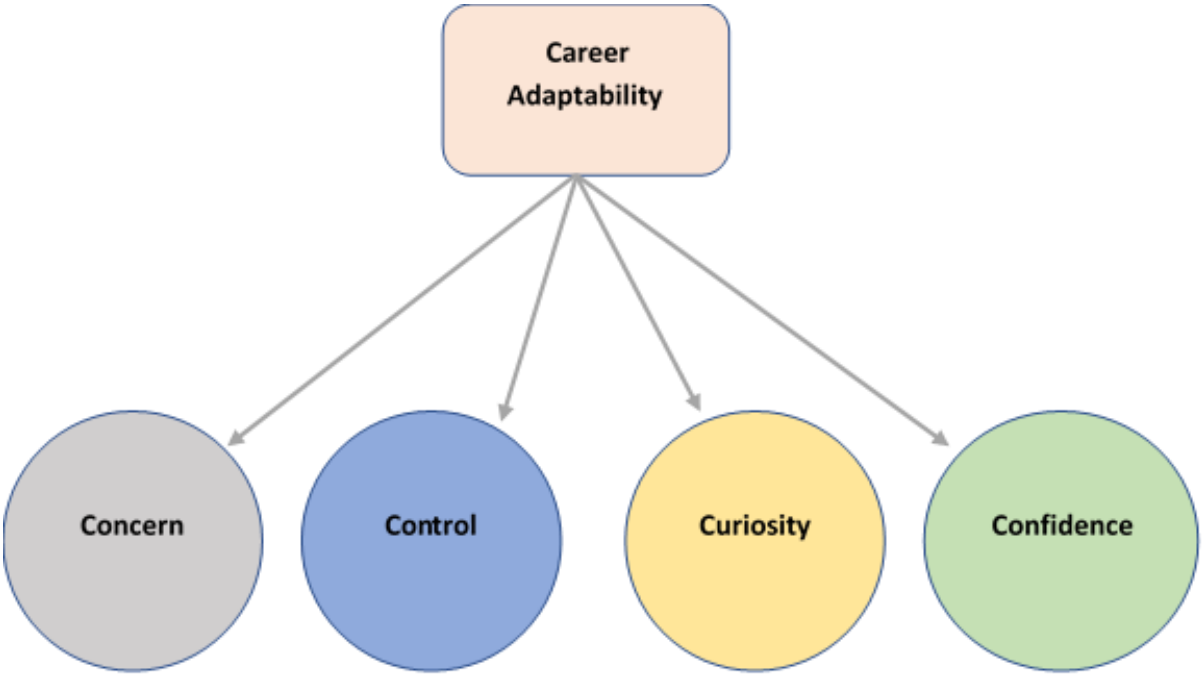
- **Career curiosity** is the extent to which a person discovers information about future opportunities (van der Horst & Klehe, 2019a).

- Lastly, **career confidence** involves having self-acceptance and self-efficacy in making occupational choices in order to be successful within a profession (Savickas, 2013; Ranta et al., 2019). Confidence is related to one's ability to make efforts in facing challenges within a career and be able to bring solutions to the problem (Savickas & Porfeli, 2012; Tladinyane & Van der Merwe, 2016).

The figure 3.1 below gives an illustration of the dimensions of career adaptability:

Figure 3.1

Dimensions of Career Adaptability



Source: Own compilation

Findings by Rudolph et al., (2017) revealed that dimensions of career adaptability and adaption results or indicators of successful adaptation are positively related.

Johnston (2018) notes that the idea of career adaptability is recognised as a critical tool for career development and constructive response to many job challenges and improved wellbeing. Rudolph et al., (2017) indicate that career adaptability reflects the readiness of individuals to adjust and adapt to a changing working environment. Savickas and Porfeli (2012) assert that career adaptability is the readiness to adapt to different tasks and participate in any given role. Similarly, Fiori et al., (2015) look at career adaptability as a measure that enhances individuals to be able to adapt to career challenges and conversions in stressful times. Coetzee et al., (2015) further indicate that the ability to adapt and respond to new job demands is seen as valuable human capital resources, which are useful for sustaining a competitive business advantage. Coetzee and Harry (2015) in support assert that, since career adaptability is a resilience resource, it is linked to an employees' behaviour and the ability of the worker to adapt to any given task with ease. Furthermore, Savickas and Porfeli (2012) state that those employees with a high degree of career

adaptability are cognitively and expressively eager to adapt to any given task regardless of the complexity of the task. Del Corso (2017) further indicates that some careerscontinued to fluctuate where there might be a need for frequent career changes which calls for increased levels of career adaptability.

Klehe et al., (2011) look at career adaptability as a resource that has multiple impacts within the work environment, which might enhance success within a given job, job satisfaction and promotion prospects. In addition, career adaptability contributes to employees being able to adapt within the work environment, so that they do not become redundant and assures job security (Klehe et al., 2011). Fiori et al., (2015) indicate that career adaptability reflects an adaptive resource that includes the ability to overcome challenges, the ability of employees to being confident and display their skills and ability to perform different tasks efficiently. Similarly, McMahon et al., (2012) assert that career adaptability means employees drive to learn new things and skills as one intends to work and implement career objectives. Furthermore, they are of the view that regardless of the pressure within the work environment some employees are committed to continuing working hard to meet the high demands that come with their jobs. This was defined by Klehe et al., (2011) as that state of mind that enhances dedication within the work environment.

In conclusion, adaptability is the ability of an individual to handle anticipated activities and tasks, which include, planning, and doing the task, as well as impulsive tasks within the institution (Boylan & Turner, 2017).

Variables influencing career adaptability has been identified and will be discussed in the following section.

3.1.3 Variables influencing career adaptability

3.1.3.1 Age

Zacher (2015) indicated that age is a determinant for enhancing the attainment of career goals and professional training and development behaviours. Young adults who have been recently employed are determined to be identified in their careers, and have connections that continuously support them (Zacher & Griffin, 2015). Even though older employees continue to develop themselves, the extent to which they develop themselves is limited in comparison with younger employees (Burmeister et al., 2019). Ferreira and Coetzee (2010) were of the view that individuals at the age of 56 or older are found to be more confidence and determination to attain their career

goals and increase their social networks. Furthermore, Ferreira and Coetzee (2010) assert that those in the 26-45 year age group are motivated by challenging tasks, which enhances their ability to be creative and continue working hard. On the contrary, a study conducted by Ndlovu and Ferreira (2019) suggest that demographical variables such as age, race, gender and marital status do not predict career adaptability, although the study was from a student's perspective. Pillay et al., (2010) share the view that younger employees have the propensity to continuously develop themselves so they remain competitive within the work environment. Zacher (2015) viewed age as being an influencer for personal development prospects among employees, and age has also an impact on flexibility and the willingness among employees to adapt to changes within the work environment.

3.1.3.2 Gender

Ginevra et al., (2018) indicated that there is limited research that has focused on gender differences with respect to career adaptability. A study conducted by Coetzee and Harry (2015) regarding career needs and developmental needs of women in the workplace were found to be different from those of men. Rossier et al., (2012) made a finding that the reason women have a high score on the control subscale when compared to men is that women still face more challenges and social barriers than men within the work context. Ferreira and Coetzee (2010) also suggest that females tend to be more adventurous and willing to take risks, especially with professional opportunities. Generally, Konstam et al., (2015) asserts that females have increased levels of confidence to seek new career opportunities. Bujune (2019) were of the view that, within a male-dominated industry, females have the strength and endurance to excel in their careers, as these women stress for steady employment opportunities. Literature has indicated that females have increased self-awareness in a quest to advance to career opportunities as compared to their male counterparts (Ferreira & Coetzee, 2010; Migunde et al. 2011). In comparison to their male counterparts, women display high levels of career adaptability (Coetzee & Harry, 2015). However, in the study conducted by Coetzee and Takawira (2019) on professional women's career satisfaction, they found that if women are preoccupied with the establishment of their career concern and family life, they become less satisfied and can adapt less in their careers.

3.1.3.3 Marital status

In a study conducted by Jiang (2016) on professionals within the workplace, he found that there is no existing link between marital status and career adaptability amongst professionals. Since marriage comes with multiple roles and challenges, there is a possibility that professionals that

are married experience difficulties in balancing career adaptability within their workspace (Cristina Reis & Baruch, 2013). There has been contrasting results with regards to single and divorced individuals, where the singe and the separated individuals tend to show stronger career adaptability as compared to married individuals, as they are mostly not affected by the multiple roles within their careers (Bimrose & Hearne, 2012). Ferreira and Coetzee (2010) suggested that divorced or separated individuals tend to desire roles in managerial positions where they could control or exercise authority. Ultimately, Shin et al., (2019) indicated that marital status was negatively affected by the career adaptability of females, because of the need to balance their multiple life roles. As a result of the need to balance their life roles, there is less career advancement in married women (Walsh, 2017). Therefore, with such desire to balance their multiple life roles, women tends to not desire to marry or have children as they take managerial roles (Ferreira & Coetzee, 2010).

3.1.3.4 Race/Ethnicity

In a study conducted by Wilkins-yel et al., (2018) race was found to have a significant role in an individual's ability to adapt in their careers. In the South African context, Coetzee and Stoltz (2015) reported that black participants display higher levels of career adaptability as compared to white participants. Other studies suggested that increasing high level of career adaptability is caused by expanded inter-organisational job opportunities. Tladinyane and Van der Merwe (2015) indicate in terms of career concern different race groups differ significantly, which is an indicator for a higher level of career adaptability. Research has found that ethnicity has a significant effect on the perception of opportunities and barriers component within a work environment, which has an effect on adaptability (Jang et al., 2019).

3.1.3.5 Other variables influencing career adaptability

There are more variables that can influence individuals' career adaptability. Table 3.2 describes job level, self-efficacy and self-esteem as other variables influencing career adaptability.

Table 3.2

Other Variables Influencing Career Adaptability

Variable	Description
Job level	Moshupi (2013) indicates that there is a positive relationship between career adaptability and job level. Managers in senior levels are motivated to be elevated to be senior leaders and are challenged to grow further (Moshupi 2013; Bimrose & Hearne, 2012). Abelson et al. (2018) argue that the need to be elevated to higher positions challenges employees to push themselves for further growth so that they are promoted.
Self-efficacy	Lent and Brown (2013) indicated that self-efficacy is an individual's belief that one can master complicated work demands. There is evidence that there is a positive relationship between adaptive self-efficacy adaptive performers (Ndzube, 2013). Brown and Lent (2016) made an assessment on an individual's beliefs that are linked with one's ability to adapt to any work-related area.
Self-esteem	Ndzube (2013) assert that a person's self-esteem was important for one to be able to adapt and succeed within the work environment. Self-esteem may affect people to be employed and retain employment (Jones, 2018). An individual having low self-esteem might have their work affected as a result of the lack of self-confidence and their inability to market themselves (Ababneh, 2013).

Source: Own compilation

Individuals' job level has a way of making individuals commit and adapt to their careers easily (Rudolph et al., 2017). Self-esteem plays an important role in career decision making and has been found to be positively linked to career planning, career decision self-efficacy, and career exploration of individuals (Hui et al., 2018; Patton et al., 2004). Brown and Lent (2016) assert that self-efficacy is a significant determinant of adaptability and an important personality factor influencing one's career adaptability and the ability to succeed in an organisation.

3.2 EMPLOLABILITY ATTRIBUTES

In the following section, the construct employee attributes was conceptualised and theoretical models and the variables influencing employability attributes were discussed.

3.2.1 Conceptualisation

Employability as a concept has been historically studied for centuries. In the past, employability was seen as a tool for the labour market (Husain et al., 2010). A labour market tool that was used to classify individuals that are employable and those that are not (Lindsay, 2009; Vanhercke et

al., 2014). However, recently employability is seen as a key feature in the world of work and pillar of employment globally, as it enables individuals to access the world of work and remain active, attractive and marketable (Bal et al., 2015; Barnes et al., 2015; Hirschi, 2012). Jing et al., (2019) found employability to be crucial in assisting individuals to succeed in getting employment and developing opportunities that enhance their chances of attaining success within employment. Coetzee (2014) believes that employability is the quality and knowledge of an individual that enables them to meet the needs of the labour market.

Bezuidenhout and Coetzee (2010) state that employability is defined as the propensity of an employee to successfully perform well in any given task, and the skills and attributes that increase one's chances of employment. Jing et al., (2019) define employability as a universal and common competence that is not aligned to any particular occupation or industry. This means that the ability to be employable in any organisation or work is about effectively applying knowledge and skills to that particular work. Messum et al., (2017) indicated that, despite the development of employability, there has been no consensus on a universal definition, and calls for the consolidation of such a definition.

Munishi (2016) states that employability is one's proficiency to attain and maintain employment that is fulfilling. Furthermore, Jackson (2014) states that employability is one's ability to conceptualise tasks, develop expertise and behaviour that enhance performance within any work environment. Employability can be described in different ways, such as skills, set of competencies, a psychosocial construct and expertise that are crucial in enabling individuals to be employable and maintain their employment (Botha et al., 2015; De Fruyt et al.,2015; Rudolph et al., 2017; Rudolph & Lavigne, 2016). In contrast, employability cannot be characterised by merely attainment and the maintenance of employment (Lourens,. 2016). However, employability also involves the development of talented individuals, which are critical in making organisations achieve their goals (Zegwaard et al., 2017). On the contrary, Nilsson and Ellström (2012) argued that employability goes further than a mere talent but indicated that for employees to enjoy their work they should be talented. Employability is seen as an instrument that enhances the capacity of an organisation to attain outstanding performance and improved competitiveness (Wen et al., 2011; Mujajati, 2016). De Cuyper et al., (2011) intimate that employability is a critical necessity that enables competitiveness and career success.

According to Botha and Coetzee (2017), employability attributes are derived from diverse subjects and incorporate three distinct levels. These are individuals, institutions and businesses that have a reflective and exceptional effect on both the institutions and the employees. The most crucial skill that an individual requires within a career is the ability to remain employable (Wagbara & Ubulom, 2018). In order for individuals to maintain and enhance their employability they need to develop their profession by means of educational development, self-empowerment and career development (Blackford, 2013; Philippaers et al., 2019). Tanaka (2016) found that employability varies from person to person and is determined by the behaviour, characteristics, and actions of an individual. Employability involves generic skills, personality attributes, job skills and competencies that assist individuals to secure employment (Coetzee et al., 2015; Holmes, 2017; Tan & Laswad, 2019). Employability involves skills, competencies, knowledge, and personality traits that empower individuals to identify job opportunities and be able to secure employment and remain employable (Chan et al., 2018; Jing et al., 2019).

Employability attributes are acquired skills, knowledge, experiences that enable individuals to cope with their work and able to maintain their work through these attributes and remain employable.

3.2.2 Theoretical models

3.2.2.1 Bezuidenhout and Coetzee's Employability attributes framework

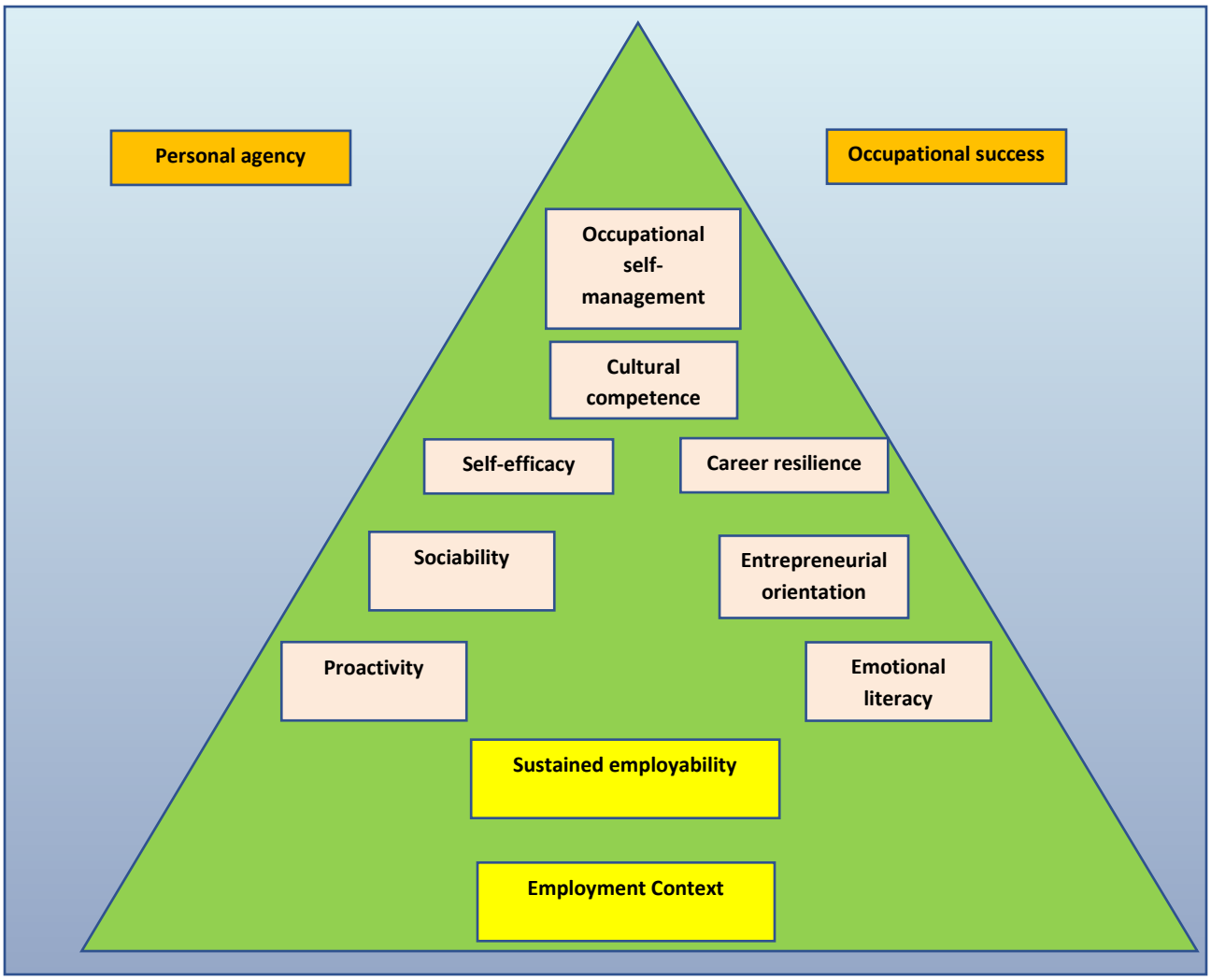
Bezuidenhout and Coetzee's (2010) employability attributes framework was discussed in this section.

The employability attribute framework was developed by Bezuidenhout and Coetzee (2010). The framework outlines the essential employability traits that are important for increasing one's chances to secure opportunities within the area of work (Zijlstra et al., 2016). Bezuidenhout (2011) posits that variables such as occupation resilience, cultural aptitude and occupation self-management are dynamic personality attributes that can influence one's ability in sustaining their job or employability. These variables are qualities that are related to ones' occupation and are fundamental individual assessment disposition namely, affability, individual-efficacy, the ability to be proactive, emotive literateness and entrepreneurial orientation (Bezuidenhout, 2019; Oliver, 2015). The promotion of proactive adaptability may be enhanced by these qualities that enhance an individual's occupational breakthrough within transforming environments (Jiang, 2017; Öncel, 2014).

Bezuidenhout and Coetzee (2010) provided an employability attribute framework that is relevant to the present study, since it clarifies the employability elements within the South African context (see Figure 3.2). The framework was developed with the view to assess the employability of adult learners within South African higher education. The model focuses on competencies and characteristics that enhance employability. The model developed eight-core employability attributes, which are considered significant in increasing the chances of securing sustaining job opportunities (Bezuidenhout, 2011).

Figure 3.2

The Employability Attributes Framework



Source: Adopted from Coetzee, M., & Harry, N. (2014), p 66.

Graham (2017) posits that employability attributes involve developing knowledge base skills or expertise that makes an individual more appealing to employers. Such attributes assist in improving one's performance, eliminating mistakes and promoting a collaborative relationship amongst employees (Clarke, 2018; Khadilkar & Joshi, 2017). Employers find employability attributes as important tools that assist employees to perform their tasks more effectively (Harun et al., 2017). Graham (2017) reports that employability attributes are traits that are crucial in an individual's career. Table 3.3 describes the fundamental career-related employability attributes:

Table 3.3

Description of the Fundamental Career-related Employability Attributes

Employability Attributes	Description
Career self-management	Bezuidenhout (2011) asserts that career self-management enhances one to be able to manage their career on a regular basis for collecting occupational related information to promote an understanding of the self and external environment. Bezuidenhout (2011) asserts that career self-management is the ability for reflecting an individual's occupational aspirations and enhancing clarity about what is wanted for the attainment of an individual's career, also recognising one's skills and experience needed for success. Bezuidenhout and Coetzee (2010) view career self-management as an important skill that enhances sustainable employability through the adoption of important skills enhancing sustainable employability.
Cultural competencies	Bezuidenhout (2011) asserts that cultural competency involves the knowledge of the cultures and values and beliefs, where employees have the confidence to communicate with each other despite the cultural differences.
Self-efficacy	Bezuidenhout (2011) asserts that self-efficacy is the ability of employees to function independently and be able to make individual decisions. In addition, self-efficacy enhances employees to have the confidence to attain their own goals through individual efforts. Self-efficacy includes variables such as autonomy, behaviour that is goal direction, self-management, perseverance, ability to pursue learning opportunities and finding innovative measures to work challenges. Increased degree of employability has a positive impact on self-efficacy (Peters et al., 2019.
Career resilience	Schreuder and Coetzee (2011) look at a career as the ability to adapt to changing situations through embracing transformation within organisations and the ability of employees to take risks. Career resilience enhances the increased degree of career adaptability, increased confidence level, flexibility, and enhanced competencies regardless of the work situation (Bezuidenhout, 2011). Career resilience is the extent individuals can adapt to work situations (Bezuidenhout, 2011).

Employability Attributes	Description
Sociability	Schreuder and Coetzee (2011) look at sociability as the propensity to establish and maintain social networks for career advancement opportunities. Sociability enhances employees to be self-confident and socially agile for adaptation to different social to adapt non-verbal actions to the various social background (Coetzee, 2018). Bezuidenhout (2011) asserts that sociability is the ability to seek feedback from colleagues and enhances career advancement.
Entrepreneurial orientations	Bezuidenhout (2011) states that entrepreneurial orientation refers to the ability of employees' curiosity to venture into new business opportunities and also being receptive to new ideas and taking responsibility for a career. Entrepreneurial orientation also considers the individual's preference for creativity and the ability to take risks (Bell & Bryman, 2007). Misra and Mishra (2016) assert that individuals that have entrepreneurial skills look at risks as possibilities for them to be innovative for enhancing their careers.
Proactivity	Bezuidenhout (2011) looks at proactivity as the ability of employees to be responsible, as individuals who are accountable for their own decisions and set targets that enhance them to be able to improve their skills for enhancing career growth. Bezuidenhout and Coetzee (2010) describe proactivity as the ability of individuals to adopt an active role within their careers. Coetzee and Schreuder (2011) view proactive people as those with the ability to adapt to any circumstances within their environment and those who are aware of their occupation and are always motivated to be elevated within their careers.
Emotional literacy	Bezuidenhout and Coetzee (2010) assert that emotional literacy is the ability of people of being aware of their emotions and be able to understand the emotions of colleagues.

Source: Researcher's own compilation

Career related attributes include; career self-management (Bezuidenhout, 2011), cultural competency (Bakirli, 2019), self-efficacy (Neureiter & Traut-Mattausch, 2017), sociability (Potgieter et al., 2018), proactivity and emotional literacy (Coetzee et al., 2016), that allow individuals to adapt (Coetzee et al., 2016), and work well with others, and be able to solve problems (Bal et al., 2015), and to fit into any work environment (Ampofo, 2020). They also include the professional skills, such as job specific skills and entrepreneurial orientation that enable individuals to be successful in the workplace (Di Fabio, 2017a; Malinen et al., 2019).

In nearly every profession, the employability attributes, skills and characteristics are necessary for an individual to be employable (Mtawa et al., 2021). Generally, these attributes and skills make someone desirable to an organization and employers usually look for employees with these attributes and skills (Coetzee & Engelbrecht, 2020; Mtawa et al., 2021).

Many of today's most highly sought-after skills are soft skills, such as combining your ability to communicate and work well with a team, or they are hard skills involving technology (Succi & Canovi, 2020). However, organisations invest more in ensuring that individuals have helpful attributes to sustain their jobs and increase the chances of them finding other employment (Denzer et al., 2021; Van der Heijden & Spurk, 2019).

In summary, a study conducted by Bezuidenhout (2011) considers career resilience, cultural competence and career self-management as major attributes that influence an individual's ability and sustainability in terms of their level of employability. Other variables such as sociability, self-efficacy, emotional literacy and proactivity enhance employment opportunities and the likelihood of success within a career (Ajit & Deshmukh, 2013; Cheung et al., 2018). These are the in-demand career related attributes that make individuals successful candidates for employment when job hunting or seeking a promotion (Succi & Canovi, 2020).

3.2.3 Variables that influence employability attributes

3.2.3.1 Age

Studies that linked a relationship between age and employability found that older personnel tend to find themselves in the same circumstances as the newly employed, because of unpredictable changes within the labour market and their potential to cause employees being retrenched (Dello Russo et al., 2020; Tisch, 2015). On the contrary, Bal et al., (2015) indicate that there was a negative relationship between individuals' age and their employability. The negative relationship was as a result to older personnel assuming to be less likely to look for new opportunities, they are less flexible, have less need for innovation in their work, and display less desire to develop themselves (Baltes et al., 2019; Botha & Coetzee, 2017). The assumption that elderly employees are not keen to look for new opportunities, tends to have obvious negative impacts on their employability when they are seeking new job prospects (Oostrom et al., 2016). Connell et al., (2018) were of the view that, as one gets older, the levels of productivity and the willingness to develop themselves decrease, as the aged employees are considered to be less preferred by employers. Peters et al., (2019) reflected this phenomenon in yet another way that age effects on employability is found to be fuelled by age-related stereotyping. In contrast, Froehlich et al., (2020) found age to not influence individuals' employability attributes. Finally, there seems to be no agreement on whether age influences employability attributes.

3.2.3.2 Gender

Jackson and Tomlinson (2020) found that there was a positive relationship between gender and employability, especially among the graduate students, where males were considered to have the potential to find employment as compared to their female counterparts. Botha and Coetzee (2017) indicated that there are significant differences in employability within gender groups. Han and Rojewski (2015) arrived at the same conclusion that indicated that males' employability rate was higher than women. Reis and Baruch (2013) were of the view that females were less employable than their male counterparts. Many institutions discriminate against females because of the gender stereotype and their assumed family roles (Álvarez-Pérez et al., 2020). Regis et al., (2019) indicated that organisations perceive that females are less committed in their work as compared to males. In conclusion, gender identity can therefore also influence perceived employability (Cifre et al., 2018).

3.2.3.3 Marital Status

A study conducted by Botha and Coetzee (2017) stressed the need for continued exploration of socio-demographic differences, which may affect the employability attributes cultivation. A study by Janse van Rensburg et al., (2019) found that men are most likely to be employed when they are married, whereas women are less likely to be employed when married. Studies show that the impact of marital status on men when coming to employability attributes differ when compared to that of women (Janse van Rensburg et al., 2019; Matsoso, 2015; Nadler & Kufahl, 2014).

3.2.3.4 Race/ Ethnicity

The role of employment practices and discrimination has played a prominent role in South Africa, particularly on issues of employability, social justice, equity and inclusion (Ashwin & Case, 2018; Oosthuizen, 2010). Research shows that employability attributes among blacks are limited by geographic disadvantages, such as socio-demographic characteristics and educational status (Bhui et al., 2005; Birkelund et al., 2017; Lee, 2016). The employment practices impact on employability amongst different race groups within the work context (Ashwin & Case, 2018). However, research suggests that employability has so far improved among race groups within the workplace (Assari & Bazargan, 2019; Groshen & Holzer, 2019). Other researchers persist that once the effect of education and socio-demographic characteristics are taken into account employability amongst disadvantaged blacks may significantly improve (Brunello et al., 2016; Fernandes & Panda, 2019; Melton et al., 2019). Botha and Coetzee (2017) found that individuals from previously disadvantaged groups are no longer marginalised due to a lack of employability.

To ascertain their findings, Botha and Coetzee (2017) found that individuals from different age groups had differences in their sociability and cultural competencies scoring in assessing their employability attributes.

3.2.3.5 Other Variables that influence employability

There are many other variables that researchers have found to influence employability (Harry et al., 2018; Shah & Srivastava, 2014). Table 3.4 narrates other variables that influence employability.

Table 3.4

Other Variables Influencing Employability

Variable	**Description**
Self-efficacy	Lent and Brown (2013) aver that self-efficacy is a person's belief in the ability to master complicated work demands. Brown and Lent (2016) indicated that an individual's belief is linked to one's ability to learn and adapt within the work environment. Furthermore, Brown and Lent (2016) encouraged staff members who had no belief in their ability to manage demands that were related to the work environment to engage in training and developmental programmes and increase their employability chances.
Self-esteem	Ndzube (2013) indicated that an individual's self-esteem was fundamental for employability prospects. Self-esteem has the potential of affecting an individual's ability to be employed, as these individuals might fail to market themselves.

Source: Own compilation

Brown et al., (2016) indicated that self-efficacy is an important determinant of employability and was a significant personality factor with the potential of influencing an individual's ability to remain employable. Self-esteem is crucial in boosting one's confidence to look for employment opportunities and have competitive employability attributes (Chinyamurindi, 2017).

In summary, an individual's ability to remain within a work environment where they continue to contribute to the employer is an important attribute. How employees remain employable, is a factor of the types of attributes they have that assist them in contributing to their employer's organisational objectives.

3.3 ORGANISATIONAL COMMITMENT

In the following section, the construct organisational commitment was conceptualised and theoretical models and the variables influencing organisational commitment were discussed.

3.3.1 Conceptualisation

Porter et al., (1974)'s conceptualisation of organisational commitment in the literature outlined organisational commitment as (1) connection, acceptance and recognition of organisational values and goals, (2) the willingness to make substantial efforts on behalf of the organisation and (3) a desire to continue to be engaged to an organisation. Organisational commitment refers to an employee's bond and loyalty to the organisation they are employed in (Lambert et al., 2017).

Commitment and involvement of a person in their work, job and career, involve an active engagement attitude in their work or job because of the desire to achieve goals in these careers (Coetzee, 2015; Ferreira et al., 2013). BinBakr and Ahmed (2018) indicated that organisational commitment has changed since the early 1960s, which includes some consent that point toward the willingness of employees to work hard in performing their given tasks, displaying strong desires to remain in the organisation and an inclination to conform to the mission and values of the organisation. This study focuses mainly on the definition of Meyer and Allen (1991) in terms of organisational commitment.

Earlier, Meyer and Allen (1991) defined organisational commitment as the employee's feelings of commitment to stay with their employer: these feelings result from the internalisation of the normative pressures that are exercised on an employee prior to entry. Meyer and Allen (1991) indicated that there are three distinct forms of organisational commitment. These forms are effective commitment, which refers to involvement with or identification with; emotional attachment to the organisation, where the employees with strong affective commitment remain with the organisation because they want to do so. Continuance commitment refers to commitment that is based on the employee's recognition of the costs that are associated with leaving the organisation (Indradevi & Veronica, 2019). Thus, workers with strong continuance commitment tend to remain with the organisation because of their obligation to do so, because of the high personal sacrifice that is associated with leaving the organisation. Normative commitment is commitment that is based on the sense of responsibility to the organisation (Khan et al., 2018). Several studies have investigated organisational commitment (BinBakr & Ahmed, 2018; Dawley et al., 2005; Jafri & Lhamo, 2013).

Scales and Quincy Brown, (2020) indicate within the organisation, employees need to feel supported and cared for, and a reciprocal process from the staff members may involve commitment, which is reflected as an emotional bond that reflects the dedication the workers have to their organisation. Concerning contemporary work, an assumption of work commitment exists, this is based on cross-context regularity, an assumption that employees tend to develop bonds with the institution they work for. Klein et al., (2012) assert that organisations are now moving away from the perspective of one standardised employee or institution and now focus on work that is not standardised and the work settings that reflect the diversity of employees, their experiences, and the commitment the employees reflect.

Alsiewi and Agil (2014) consider organisational commitment as a significant human factor that enhances the effectiveness of the organisation. Ahluwalia and Preet (2017) look at the effectiveness of the organisation and intrinsic motivation, which assists stimulating employees to perform actions for improving performance. Chordiya et al., (2017) view that organisational commitment is a topic that has been raised in a work environment where there are scarce resources, which have led to challenges institutions have on attracting and retaining high-quality staff and sustaining the morale of employees which motivates for enhanced performance.

In the workplace, organisational commitment is stimulated when employees feel that their employer is concerned about their wellbeing (Van Dyk & Coetzee, 2012). Tolentino (2013) states that committed employees are at the heart of the practice of Human Resource management practice, the attainment of the organisation goals (Khalili & Asmawi, 2012) and organisational success (Makhathini & Van Dyk, 2018). The lack of employee commitment among employees comes from a negative psychological significance that can accumulate when employees perceive themselves and their workspace poorly (Southcombe et al., 2015), which can enhance turnover and attrition.

While the ability of the organisation to attract, retain and develop competent workers is important for all organisations, it is amplified for institutions due to their dependence on the knowledge and the skills of their employees (Alzubi, 2018). Highly committed employees are significant in the success of any organisation (Ahmed & Nawaz, 2015). Organisations that seek to attain competitive advantage within the global market should understand the commitment of their employees (Jamaludin, 2017).

Employees with stronger bonds with their employers are usually committed to continuing working within the organisation (Breitsohl & Ruhle, 2016). Breitsohl and Ruhle (2016) were of the view that temporary employees' willingness to stay and level of commitment to the organisation is dependent on the absolute favourability of the work conditions. Klein et al., (2014) in analysing organisational commitment, assert that there is a need to assess the commitment levels of employees and link it to employability.

In this section, the concept of organisational commitment was conceptualised. The study adopted the definition of Meyer and Allen (1991). Theoretical models and theories will now be discussed.

3.3.1 Theoretical models

For the empirical study, the best suited model is Meyer and Allen (1997), a three-component model. The reason for using this model is that for data collection, the organisational commitment survey was used as the instrument, and this instrument focuses on affective, continuance and normative commitment as the subscale of measuring organisational commitment, which is the essence of the theoretical model.

3.3.1.1 Meyer and Allen's (1997) three-component model

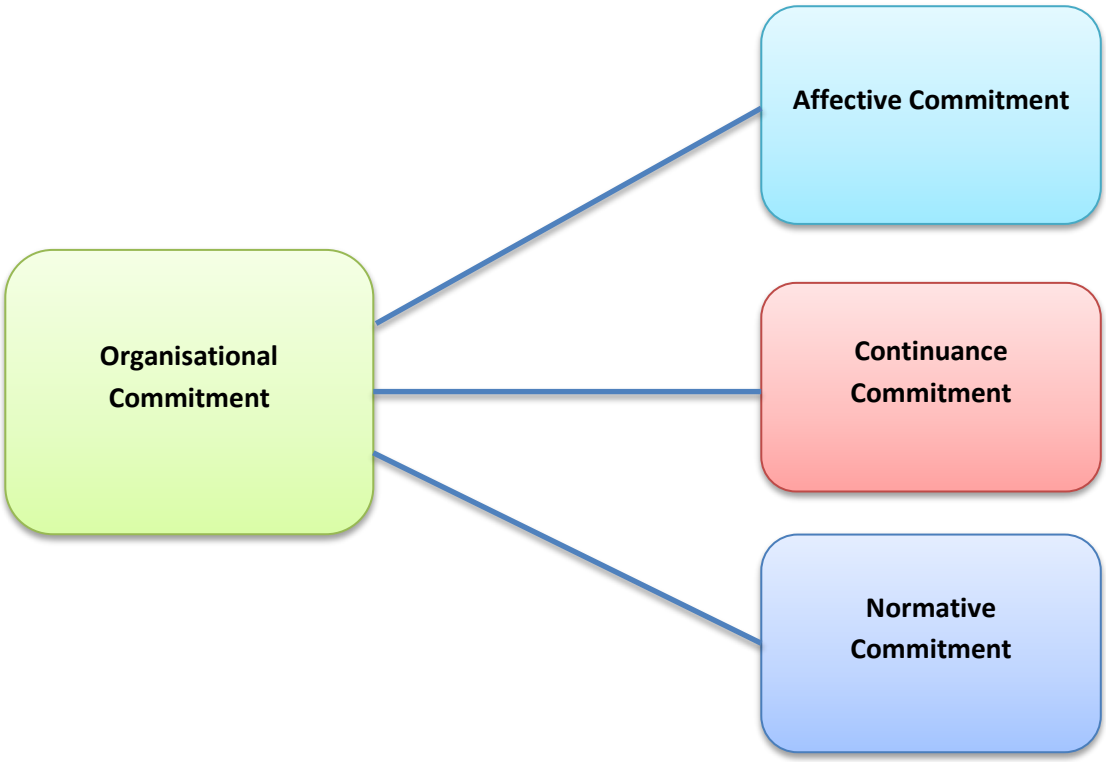
Studies have shown that the three-component commitment model developed by Meyer and Allen (1997) currently dominates research on organisational commitment (Arasanmi & Krishna, 2019; Satardien et al., 2019). The model of commitment has undergone the most detailed reviews and tests within the area of research to date (Meyer & Allen, 1997; Meyer et al., 2004; Nazari & Emami, 2012). Researchers have used this commitment model to predict significant workplace outcomes, including job performance, turnover organisational behaviour, absenteeism and tardiness (Meyer et al., 2002).

The model was built on the basis that the current uni-dimensional theories of organisational commitment have similarities and variances (Meyer et al., 2004). Originally, Meyer and Allen (1984) suggested that a distinction should be drawn between continuance and affective commitment, with affective commitment denoting emotional attachment, involvement with the organisation and affiliation in the organisation. Nica (2016) further asserts that continuance commitment gives an indication of perceived costs associated with individuals resigning or leaving the organisation. These perceived costs include the economic and social costs of leaving the organisation (Jaros, 2007).

Organisational commitment was conceptualised in terms of a three-component model, namely, affective, continuance and normative commitment. The three-component model was given significant empirical support in research (Meyer et al., 2002). The concepts are depicted in Figure 3.3.

Figure 3.3

A Model of Organisational Commitment



Source: Adopted from Allen and Meyer (1990, p127-128).

a) Affective commitment

Kumari and Afroz (2013) define effective commitment as emotional attachment, association with and involvement of an employee in an organisation. Affective commitment premises on the extent to which an employee desire to stay at their organisation (Redditt et al., 2019). Similarly, Mercurio (2015) defines and differentiates affective commitment as the roots of organisational commitment, which involves the employee's emotional attachments, affiliation with and their involvement within

the organisation. Employees are influenced by how organisations treat themselves and others and generally, that contributes to them being affectively committed (Bouraoui et al., 2019).

Meyer and Allen (1997) indicate that affective commitment is concerned with the emotions and connection of an employee's involvement in the organisation. In contrast, Yukongdi (2020) found that affective commitment is also a strong predictor of the intention to leave an organisation. Thirumalai et al., (2020) affirmed in their study that employees who felt not having enough authority are less committed in their jobs. However, employees with a high affective commitment within an organisation will continue to carry on being loyal to their organisation and will work for the organisation with reasons that they want to (Meyer & Allen, 1991; Nawaz et al., 2020).

Although affective commitment is associated with employees' devotion, participation and identification with the organisation (Carmeli et al., 2017), studies have shown that affective commitment has been found to be one of the primary predictors of employee absenteeism, and retention of employees to be a major result of affective commitment (Mercurio, 2015). However, higher effective commitment results in lower employee absenteeism (Mowday et al., 2012).

b) Continuance commitment

Continuance commitment relates to how much an employee feels the need to remain associated with an organisation. Meyer and Allen (1991) define continuance commitment as the awareness an employee has on the cost associated with them leaving the organisation. The underlying reason for employees' continuance commitment lies in their need to remain with the organisation (Galanaki, 2019). Continuance commitment is as a result of benefits provided by an employer such as time spent and incentives invested, which brings motivation for employees to stay in an organisation (Mercurio, 2015; Yao et al., 2019). Anitha (2016) posits that employees remain the most valuable assets of an organisation and possible reasons for staying with organisations differ, but the key reason for staying with organisations is lack of work options and compensation.

Community involvement, job security, career investment and employee's work relationship with their colleagues are the most important determinants for continuance commitment within an organisation (Galanaki, 2019). Dawley et al., (2005) outlined that benefits such as; pension, social position, tenure and social networks tie employees to the organisation and they see such benefits as a cumulative process to weigh up their commitment. Therefore, in retaining employees with continuance commitment, organisations need to pay more attention to their employees' needs

and recognise factors that increase their confidence to become more committed (Khan et al., 2018; Naik, 2012).

c) Normative commitment

Normative commitment refers to the sense of obligation an individual has towards the organisation they work for (Meyer & Allen, 1991). Employees that are normatively committed believe that they should remain with the organisation they work at (Sow et al., 2016). Employees that are normatively committed feel that resigning or leaving their organisation would have negative effects, and feel guilty about the possibility of leaving (Lewicka et al., 2017). McCormick and Donohue (2019) agree that normative commitment reflects the sense of obligation and indebtedness of employees to the organisation. Earlier, Meyer and Allen (1991) indicated that employees' faith to remain with the organisation is propelled by their believes that it is the moral or right thing to do. In support, Mercurio (2015) indicated that workplace norms and practices that employees internalise are the cause of the psychological state of obligation individuals have towards an organisation.

Research has found that normative commitment when it is aligned with a high affective commitment produces high results commitment within an organisational (Anitha, 2016; Lewicka et al., 2017; Meyer et al., 2012). A major concern of highly normative committed employees is to continue to maintain a good impression towards the organisation they work for and their co-workers (Lewicka et al., 2017); therefore they remain worried about their reputation and what their colleagues would think, how will they maintain their lifestyle if they had to leave their employer (Mofoluwake & Oluremi, 2013; Sow et al., 2016).

In conclusion, the importance of organisational commitment is well presented by many researchers. The three forms of commitment (affective, continuance and normative) are seen to influence the length of the period that an employee has to stay in an organisation. Organisations need to ensure that in enhancing commitment all forms of commitment are applicable to their employees.

3.3.2 Variables influencing organisational commitment

3.3.2.1 Age

Avci and Erdem (2017) found that younger employees varied substantially from older employees in terms of their commitment. Younger employees do not feel obligated to remain committed to any organisation (Glazer et al., 2019; Kerns, 2019). In agreement, Coetzee and Joao (2011) concluded that older employees are aware of the costs associated with leaving an organisation and have fewer job opportunities which contribute to them committing more to their organisation. In a similar finding, Anthun and Innstrand (2018) concluded that older workers are more dedicated and committed to an organisation. Earlier, many studies found that there is no significant relationship between individuals' age and their commitment to the organisation (Aked & Thompson, 2011; Clayton et al., 2007; Nangoli et al., 2020). However, in line with previous studies, the current research has shown a positive relationship between age and organisational commitment (Luu et al., 2019).

3.3.2.2 Gender

Scales (2020) found that organisational climate does not motivate employees similarly, hence the level of commitment amongst them differs. Women working in the corporate world often experience threats of stereotypes and are often perceived as more committed to their career and organisation than their counterparts (von Hippel et al., 2017; Clarke, 2008). When comparing the commitment of males and females, discovered that female employees were more committed than male employees. The study is in contrast with the study by Avci and Erdem (2017), who indicated that females were found to be less committed to their organisation compared to males. In conclusion, other studies found gender to be not a major predictor of employees' commitment (Alenazi et al., 2019; Mustafa et al., 2017; Pietri et al., 2018).

3.3.2.3 Marital Status

A study conducted by Luu et al., (2019) found that there is a relationship that exists between marital status and organisational commitment. The study is consistent with an early discovery by Ampofo (2020) who indicated that people that are single experience higher levels of commitment than those that are married. The finding by Ampofo (2020) further indicated that the divorced participants scored lower on affective commitment than single and married participants. Similarly, Luu et al., (2019) in their study discovered that though there was a high scoring on the level of job-fit, married participants experienced a significantly higher level of commitment as compared

to their single and divorced participants. However, on marital status, Avci and Erdem (2017) found no significant difference regarding employees' commitment to the organisation.

3.3.2.4 Race/ Ethnicity

Race or ethnicity has had a significant impact on the working environment within the South African employment context (Ronnie, 2017). However, regarding the relationship between race and organisational commitment, many studies have found no significant relations between the two (Gallant & Martins, 2018; Ozer, 2020; Visagie & Diedericks, 2018). The findings by Ferreira and Coetzee (2010) provided similar results which concluded that culture does not impact the level of commitment of the employee to the organisation. However, there are conflicting findings relating to the relationship between ethnicity/race and organisational commitment. Coetzee and Schreuder (2011) found that black participants expressed more sense of their service to the people that make up the business, which is a result that they feel more committed to an organisation. Similarly, Mensele and Coetzee (2014) found that the commitment level of black participants was high as compared to the other race groups. In contrast, Coetzee and Schreuder (2011) found that white managers appear to have a significantly higher level of commitment than black managers. Studies suggest that the result of differences in conceptualising organisational commitment may be the cause of the conflicting findings on whether individuals' race or ethnicity has an influence on commitment (Ashraf, 2020; M Coetzee & Botha, 2012; Lambert et al., 2020).

3.3.2.5 Other variables that influence organisational commitment

Organisational commitment plays a vital role in achieving organisational goals and objectives. There are a considerable number of variables that may influence the commitment of an employee to an organisation. Table 3.5 illustrates other variables influencing organisational commitment.

Table 3.5

Other Variables Influencing Organisational Commitment

Variable	Description
Job level	Kassahun (2015) indicated that employees that are promoted to higher-level jobs get motivated with their new role and their level of commitment increases. In agreement, Ramadoss and Lape (2014) share the same phenomenon that job level plays a significant role in determining the organisational commitment of those in senior positions than the others. Luu et al., (2019) indicated that organisational commitment is influenced by job satisfaction, which entails perceived income, equity, and career advancement.
Job satisfaction	Saha (2016) indicated that the prerequisite to organisational commitment is job satisfaction. Satisfied employees get to be more committed to their tasks (Vance, 2006). Job satisfaction includes: working conditions, benefits, job securing working conditions and relationships with management and co-workers (Saha, 2016).

Source: Own compilation

The degree of organisational commitment within an organisation is influenced by the job level an individual occupies, job level determines how an employee can commit to the organisation (Umer & Taimoor, 2017). Yousef (2017) outlined that highly satisfied employees invest more of their commitment to the organisation.

3.4 POSITIVE COPING

The emphasis in this section was on conceptualising positive coping as well as exploring the theoretical models and the variables that affect positive coping.

3.4.1 Conceptualisation

Lazarus (1966) defined coping as the ability to overcome and manage demands and critical situations that cause harm, threats, loss, challenges or benefits to a person. Folkman and Moskowitz (2000) defined coping as dynamic efforts that involve behaviours and thoughts that can be used to manage internal and external demands in situations that may be stressful and challenging. Coping occurs as a response to a particular situation in anticipating future or upcoming demands (Panday & Upadhyay, 2019). Similarly, Coetzee et al., (2017) define positive coping as personal resources that are important to help employees tackle complex interactions between the people and the environment constructively. Over the past 30 years, research on

coping has been dominated by stressful encounters that an individual faces or stressful social conditions (Folkman & Lazarus 1985; McCrae, 1984). McCrae (1984) submits that studies processes by which people cope or manage stress are a classic issue that has received renewed attention in personality research. When fixing a given problem or analysing a challenge the relevant literature puts more emphasis on the significance of positive emotions (Bargiel-Matusiewicz & Omar, 2015).

Rudolph et al., (2017) define positive coping as efforts taken to build the general resources that enhance the facilitation of setting up goals that promote an employee's personal growth. Savickas and Porfeli (2012) submit that positive coping is the ability of an employee to cope with job expectations and risks. In addition, there is a need for self-discipline for one to be able to adapt to changes that occur within the work environment (Fabius et al., 2013). The ability of an employee to adapt to work-related changes, challenges calls for extensive planning so that one can cope well within the work environment. Kashdan et al., (2011) look at positive coping in relation to behaviour that enhances one to behave positively towards a given task. Rahimi and Karkami (2015) go further to indicate that positive coping is that behaviour that motivates an individual to be calm and remains objective no matter the challenges experienced within the work environment. Malan et al., (2013) indicate that remaining focused and calm within the work environment enhances individuals to cope with the work demands. Coping enables individuals to be positive and focus on the mission of the organisation (Lášticová & Findor, 2016).

The work environment has challenges, which can emotionally affect the employees (Furnes & Dysvik, 2012), and for employees to adapt to an environment with such challenges, measures that enhance coping need to be instituted (Doh et al., 2019).

Discipline within the work environment is important for performance and productivity and can enhance coping (Tang et al., 2006). Positive coping includes, the ability to control oneself, to be concerned with the task at hand, to be curious about the future and to be confident and innovative (Savickas & Porfeli, 2012). Within the SAAF there are challenges that employees face, these include, demanding work schedules, and systems changes, which might affect staff commitment (South African Air Force, 2010). This motivated the researcher to pursue a study on the relationship among career adaptability, employability attributes in relation to organisational commitment and positive coping. Bonanno et al., (2011) state that the positive behaviour of an employee enhances one's ability to cope with any work demands, where Stephens et al., (2013)

indicated that employees tend to differ in their perception and how they express their emotions within the work environment. Patzelt and Shepherd (2011) further indicate that employees differ in the way they deal with challenges within the work environment which might affect their coping abilities. Success and failure within employees occur within the work environment.

Life events and work experiences differentiate employees and their ability to cope with challenging situations (Stephens et al., 2013). Stressing situations negatively affect performance, some individuals fail to cope with work environments because of strenuous situations, but some employees, even in stressful situations, can cope and remain unaffected by these situations (Bonanno et al., 2011). Jensen et al., (2016) assert the importance of understanding that workers are different and experience stressful situations differently, which influences their ability to cope with stressful work situations. Barck-Holst et al., (2019) indicate that the coping behaviour of employees is their ability to continue working successfully in stressful situations. Endler (2001) asserts that coping behaviour is the ability of an individual to respond either positively or negatively to changes within the work environment. The psychological aspect of employees is critical for enhancing individuals to be able to cope with a given task (Chew et al., 2014).
Stressful demands can be an earlier distressing failure, a current adverse occurrence, or in the immediate or distant future events (Barck-Holst et al., 2019). Such demands can threaten one's feelings on how to cope in challenging situations (Jensen et al., 2016). Given the nature of stressful encounters within the social contexts, positive coping cannot be reduced to basic modes, such as responses to personal battles or relaxations (Müller et al., 2016). Positive coping is dependent on the nature of the subjective certitudes and demands of occurring events (Barck-Holst et al., 2019).

3.4.2 Theoretical model

3.4.2.1 Positive coping behavioural inventory

The positive behavioural inventory (PCBI) was developed by Coetzee et al., (2019). The approach to positive coping behaviour is viewed from a multidimensional and psychosocial context (Marx, 2017). For the empirical study, the model that is best suited is the positive coping behavioural inventory by Coetzee et al., (2019), which is important in assessing positive psychological constructs in contributing to the wellbeing of employees in the South African context. The PCBI's validity and reliability incorporate a wide variety of positive psychological attributes into one metric (Coetzee et al., 2017).

3.4.2.1.1 Positive coping behaviour dimensions

Marx's (2017) positive coping dimensions are categorised into four classes (cognitive coping behaviour, effective coping behaviour, conative coping behaviour and interpersonal coping behaviour), which are instrumental in the development of the positive coping behavioural inventory (PCBI). Gavrilov-Jerković et al., (2014) classify positive coping as engagement and disengagement strategies. Consequently, there have been many attempts to conceptualise positive coping, and different instruments have been put in place as well (Jovanović, 2015). Marx (2017) discusses the approach to positive coping behaviour from a psychosocial and multidimensional perspective.

3.4.2.1.2 Cognitive coping behaviour

Cognitive coping behaviour is about how one solves problems and their mental orientation in handling stressful experiences (Perchtold-Stefan et al., 2020). Cognitive coping behaviour is effective to deal with experiences such as anger, sadness, depression and anxiety (Ong & Thompson, 2019; Ong et al., 2016). Cognitive coping behaviour comprises of attributes such as positive reframing, cognitive attributes and the sense of self-worth, wisdom, humour, optimism, openness to learning and experience, a sense of coherence, and locus of control (Marx, 2017).

- Cognitive attributes - Cognitive attributes are crucial in assessing the significance, longevity, motivation and emotional significance of different circumstances as well as how information is sent out, received and interpreted (Bandura, 1999; Jehan & Butt, 2015). The cognitive attributes affect how the message is translated into behavioural aspects (Marx, 2017).
- Self-esteem - A total sense of self-worth or personal value of a person (Rudolph et al., 2017). Orth (2017) suggests that self-esteem has implications for the well-being and performance of the individual in important areas of life such as relationships, employment, and health.
- Wisdom – Bachmann et al., (2018) define wisdom as the qualities of thoughts such as introspection and intuition.
- Humour - humour promotes social co-operation by transmitting information about mental states related attributes and communicating the desire to cooperate with others (Barel, 2019).
- Optimism optimism is seen as realistic future expectations, optimistic attributes, self-improvement biases and the illusion of control (Kleiman et al., 2017).
- Positive reframing Optimistic reframing is an intentional coping mechanism that requires a purposeful reassessment in a more positive light of a difficult circumstance and seeking sense in what is encountered and experienced (Folkman & Moskowitz, 2000b; Hornung, 2019).

- Sense of coherence – the ability of individuals to handle the stressors during their lifetime (Torres et al., 2019).
- Openness to experience – Morrison (2009) suggests that openness to experience is about how a person addresses problems, absorbs new knowledge through learning and responds to new experiences.
- Locus of control – Cobb-Clark et al., (2016) emphasised that locus of control encompasses the assumptions of individuals about the causal link between their actions and the events of life. Similarly, locus of control refers to a high degree of personal influence or control over life events (Caliendo et al., 2016).

a) Affective (emotional) coping behaviour

Affective coping behaviour is about one's emotional state or general mood on how to respond to stress (Ong & Thompson, 2019). Affective coping uses resources behavioural responses aimed at managing the emotion of people (Papastavrou et al., 2011). Affective or emotional coping behaviour consists of three elements namely; positive affect, happiness and emotional granularity.

- Positive affect Positive affect improves success in cognitive processing and is closely related to attachment (Consedine et al., 2012; Sidi et al., 2018).
- Happiness happiness is the state of being satisfied and content with one's current situation or life (Salavera et al., 2017).
- Emotional granularity positive emotions are important in improving ones' coping resources when they are faced with negative challenges or events (Fredrickson & Joiner, 2018).

b) Conative (motivational) coping behaviour

Conative coping behaviour is about one's motivational aspect that assists in responding and managing stress (Greene, 2019). Motivation is demonstrated by the direction of strength and consistency of purpose-driven behaviour (Dai & Sternberg, 2004; Kanfer, 2017). Conative coping behaviour consists of the following elements; self-efficacy, flourishing, resilience, intention for positive health, conscientiousness, proactive coping and adaptability.

- Self-efficacy Self-efficacy is a perceived capacity to effectively handle demands of a given situation, self-efficacy involves the ability to motivate oneself through feelings and thoughts (Gallagher et al., 2011; Tonga et al., 2020).

- Flourishing flourishing consists of important components in human life that occur when an individual experiences an increasing healthy level in all aspects of life (Węziak-Białowolska et al., 2019). Oguamanam (2005) suggests that aspects of life include economic, political, emotional, ethical, social, spiritual, and family aspects.
- Resilience - Resilience refers to the person's ability to be stable when subjected to unusual and destructive occurrences such as the death of close relatives, or threatening situations (Woods, 2017).
- Intention for positive health - striving to have a sense of satisfaction and happiness with one's life that includes life aspects such as wellbeing, mental and physical health and one's ability to respond positively to social and physical factors (Góngora-Coronado & Vásquez-Velázquez, 2018; Salavera et al., 2017).
- Conscientiousness or sincerity - refers to the degree to which an individual is self-disciplined, trustworthy, diligent, hard-working coordinated and driven to achieve goals (Roberts et al., 2018; Wihler et al., 2017).
- Proactive coping - an effort to develop general tools to help move towards difficult goals, personal development and commitment (Hornung, 2019).
- Adaptability - The ability to adapt responses to evolving external drivers and internal processes and thus allows for growth by adjusting to the current situation (Rudolph et al., 2017).

c) Interpersonal (social) coping behaviour

Interpersonal coping behaviour is about one's social responses in dealing with and handling stress using one's past experiences to evaluate such stressful circumstances (Zimmer-Gembeck & Skinner, 2016). Interpersonal coping behaviour consists of three elements namely; extroversion, agreeableness and social support (Wang, 2018).

- Extroversion - extroversion is a form of personality that is linked to individuals' career success which is created by organisational knowledge and mentoring (Turban et al., 2017).
- Agreeableness - Agreeableness form part of the personality that modulates the behavioural ability when taking risks that relates to coping (Wang et al., 2019).
- Social support - Social support assist in alleviating stress and is effective in facilitating coping (Pepperell et al., 2018).

Studies have proposed multiple dimensions for classifying coping strategies in stressful situations (Zyga et al., 2016). Table 3.6 below discusses the dimensions of positive coping:

Table 3.6

Dimensions of Positive Coping

Dimensions of positive coping	Description	Example
Cognitive coping behaviour	Cognitive coping behaviour is about how one solves problems and their mental orientation in handling stressful experiences Cognitive coping behaviour is effective to deal with experiences such as anger, sadness, depression and anxiety (Ong & Thompson, 2019; Ong et al., 2016). Positive behavioural capacities include attributes such as a sense of coherence, wisdom, self-esteem, openness to experience, optimism, humour and locus of control (Hentschel et al., 2017; Ong et al., 2016).	Wisdom, sense of coherence, self-esteem, confidence, sense of humour etc.
Affective (emotional) coping behaviour	Affective coping behaviour is about one's emotional state or general mood on how to respond to stress (Ong & Thompson, 2019). Affective coping uses resources behavioural responses aimed at managing the emotion of people (Papastavrou et al., 2011).	Actively exploring reality issues, learning to stifle emotions and contain them
Conative (motivational) coping behaviour	Conative coping behaviour is about one's motivational aspect that assists in responding and managing stress. Motivation is demonstrated by the direction of strength and consistency of purpose-driven behaviour (Dai & Sternberg, 2004).	Will, self-direction, goal orientation and self-regulation, personal energy
Interpersonal (social) coping behaviour	Interpersonal coping behaviour is about one's social responses in dealing and handling stress using one's past experiences to evaluate such stressful circumstances.	Ability to disrupt or dissolve stressful relationships, avoiding negativity

Source: Own compilation

In summary, positive coping dimensions are important strategies that assist individuals to understand the effects of workplace stress and how it affects human health, which enable them to deal with such stress. Despite numerous conceptualisations of positive coping, there is no consensus on the main dimensions or categories of positive coping. Cognitive coping behaviour, Affective (emotional) coping behaviour, Conative (motivational) coping behaviour and Interpersonal (social) coping behaviour are important dimensions that assist individuals to cope

with workplace stress and enable them to contribute positively to organisational objectives. Importantly, these positive coping dimensions are crucial in explaining the effect of stress on the mental, physical, and overall wellbeing of employees.

3.4.3 Variables influencing positive coping

According to the findings of the study presented by Zyga et al., (2016) indicated that gender, educational level, and job level have an impact on coping. In agreement, age, gender, marital status, and educational level are variables known to affect coping (Iglesias-Rey et al., 2013).

3.4.3.1 Age

The way age impacts stress and coping remains poorly understood (Folkman et al., 1987). Iglesias-Rey et al., (2013) indicated that although age is known to be a variable that influences coping, some studies have found the role of gender to be controversial. Coping strategies can increase or decrease with age depending on the conceptual frameworks and the methodology used (Aldwin, 1991; Iglesias-Rey et al., 2013). In agreement, Marx (2017) found that there is a significant difference between coping mechanisms in different age groups. In general, prior studies did not find many age-related changes in coping, except for a possible decline in escapism (Aldwin et al., 1996). Hauk et al., (2019) found that peoples' coping abilities increases as they get older and decline after their retirement. Hauk et al., (2019) further indicate that during an individual's work life, their age is connected with an increase in seeking social support and active coping. Hence, ageing is considered instrumental in enabling individuals to adapt and cope with any form of work-related stress (Neubauer et al., 2019). In agreement, when facing challenges older adults tend to cope more positively than their counterparts (Neupert & Bellingtier, 2019).

3.4.3.2 Gender

In a work context, both men and women adopt different coping and stress approaches when dealing with stress (Watson et al., 2011). Several studies have shown a greater tendency for women to use emotion-focused coping strategies compared to men (Iglesias-Rey et al., 2013; Martínez et al., 2019). Recent studies have shown that women seek more resources that assist them in coping despite the challenges they encounter (Slabbert, 2017). However, a recent study assessing the relationship between coping style, burnout and psychological functioning showed a propensity among men to use emotion-focused coping strategies (Shin et al., 2014). On the contrary in a study conducted by Holder et al., (2015) women were found to use adaptive coping strategies which enhanced their efforts to cope positively. Notably, research shows that how men

and women cope with lifetime challenges is depended on the challenges they encounter (Martínez et al., 2019).

3.4.3.3 Marital status

Ta et al., (2017) established that marital status has a significant impact on work stress. Married individuals struggle to effectively manage their marital stress, and unmanaged stress usually escalate and affect an individual's way of coping (Salain, 2017). O'Brien et al., (2009) suggest that further delineation of relationship-focused coping in interpersonal contexts may be useful in advancing the understanding of stress and the coping process. However, Zyga et al., (2016) bring an argument that the choice of coping strategies amongst individuals is not significantly influenced by marital status. However, the study conducted by Ncube et al., (2019) brought balance on the argument of marital status' effect on coping, where they found that both the single and married participants display similar qualities on how they cope within their employment.

3.4.3.4 Race/ Ethnicity

Race or ethnicity has been found to predict coping and may impact the strength of coping relations (Weiss et al., 2017). Notably, research shows that the use of different strategies for coping between different race groups may be linked to different health outcomes (Benjamins, 2013; Murray & Ali, 2017). In agreement, research has shown that coping strategies used by different ethnic groups are dependent on environmental and other factors (Brantley et al., 2002; Góngora-Coronado & Vásquez-Velázquez, 2018; Swift et al., 2019).

3.4.3.5 Other variables that influence positive coping

Many researchers have found various variables that have an influence on positive coping ranging from socio-demographic and job characteristics (Zyga et al., 2016). The following variables listed in Table 3.7 are other variables that have an influence on positive coping:

Table 3.7

Other Variables Influencing Positive Coping

Variable	Description
Job level	Zyga et al., (2016) share the view that job position or job level can significantly influence the selection of coping strategies. Some studies show that workplace stress is natural, excessive stress can affect your productivity and performance, affect ones' physical and emotional health and affect your relationships and home life (Ajayi, 2018; Nekoranec & Kmosena, 2015).
Religion	Study shows that religious practices can influence how people respond to difficult situations (Aflakseir & Mahdiyar, 2016). Literature suggests that people who practice religious coping can manage their distress better (Park, 2005; Elorza, 2019). Aflakseir and Mahdiyar (2016) assert that religion can influence an individual's ability to handle challenges.

Source: Own compilation

How individuals respond to the challenges that come with the responsibilities within their job level determines how positively they can cope with work stressors (Ajayi, 2018). Job level often comes with responsibilities and a higher job level often comes with high work demand which has a significant positive effect on work stress (Kodom-Wiredu, 2019). Religious practices have been found to positively influence individuals to cope with workplace challenges and stressors (Elorza, 2019).

3.5 SYNTHESIS AND EVALUATION

The chapter conceptualised career adaptability, employability attributes, organisational commitment and positive coping. The researcher provided an extensive literature review among these variables. The independent variables (career adaptability and employability attributes) and the two dependent variables (organisational commitment and positive coping) are significant in this research. The explanation to this research was done with an aim to attempt to answer the following questions:

- How are the four constructs; career adaptability, employability attributes, organisational commitment, and positive coping conceptualised and explained by theoretical models in literature?

- What is the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping?
- What are the implications for employee wellbeing practices in an organisation?

Individuals with high career adaptability levels are found to be more employable with higher chances of retaining their jobs within an organisation (Coetzee et al., 2015; Mujajati, 2016). Coetzee and Schreuder (2018) clarified that people with a variety of psychological career resources adapt positively to changing work circumstances and appear to display higher employability levels. Career adaptability serves as an essential tool that determines the level of satisfaction within a career (Coetzee & Takawira, 2019). Higher career adaptability attributes amongst employees are perpetuated by the type of training and development they receive (Jiang, 2016; Chan et al., 2018). For one to remain retainable and marketable, there is a need to continuously train and develop themselves (Chan et al., 2018).

Employees with high employability attributes have the ability to proactively adapt to change and enhance their performance (Botha & Coetzee, 2017). High employability attributes amongst employees are viewed as an important element to help sustain organisational competitive advantage and also provide individuals with high career success (Coetzee et al., 2016). In order to sustain their careers, employees are taking a more proactive approach in improving their career skills for the sustenance of their employability (Schreuder & Coetzee, 2011; Sharma, 2018). Employees with higher employability attributes have an obligation to continuously develop themselves to remain retained within organisations (Botha & Coetzee, 2017). Employees that remain longer within an organisation are found to be more committed to their jobs and the organisation they work for (Zefeiti & Mohamad, 2017). Employers that want to enhance commitment of their employees need to create an environment that employees feel free to stay longer (Yu et al., 2019). Employees desire to commit more to an organisation only when they are satisfied with their job offers (Yousef, 2017). Haque and Yamoah (2015) argue that committed employees perform their duties with enthusiasm and delight which is an important contributor to enhanced performance and adaptability.

Tladinyane (2016) proclaims that employee commitment is a mental engagement of an individual within the organisation one works for through a sense of belonging and one's ability to embrace challenges within the work environment. Hafiz (2017) states that failure by an organisation to embrace employee commitment is a barrier that makes it difficult for an organisation to attain its

strategic goals. In addition, in order for employees to adapt well to their job, they should be satisfied with their career within an organisation and can cope with their day to day challenges (Fallatah et al., 2017). Employees that cope positively with employment stressors can give good performance outcomes (Corrales & Lanuza-Quimson, 2020). In order for employees to cope with their work stressors, employers need to effect positive coping strategies.

Positive coping strategies are aimed at reducing and managing stress in individuals' lives (Kelly & Martin, 2020). Corrales and Lanuza-Quimson (2020) stated that organisations that implement strategies of managing coping can tackle challenges that employees face and enhance happiness within the workplace (Corrales & Lanuza-Quimson, 2020). Tonkin (2016) submits that such positive coping mechanisms are of great use in enhancing the wellbeing of employees. Kuo (2013) declares that committed employees can perform exceptionally well and might even surpass management expectations, but the question that remains is, are employees at SAAF committed employees?

The integration of the theoretical constructs attempted to investigate whether there is a theoretical relation between the four variables (career adaptability, employability attributes, organisational commitment, and positive coping). From the literature, it is clear that there is a theoretical relationship between career adaptability, employability attributes, organisational commitment and positive coping (Mujajati, 2016; Öncel, 2014; Tladinyane, 2016; Tladinyane & Van der Merwe, 2015).

One of the most demanding challenges organisations are faced with today is managing the wellbeing of their employees (Guest, 2017). The wellbeing of employees is the most important factor of success for an organisation (Potgieter et al., 2019). For employees to adapt, commit and cope with their daily work, employers need to put in place effective measures to handle the wellbeing of their employees (Bakker & Demerouti, 2018; Cooper & Hesketh, 2017; Potgieter et al., 2019; van Wingerden et al., 2017). It is important for organisations to ensure that they are well capacitated with mechanisms to retain skilful and competent employees for them to remain competitive in the world of work (Afshan et al., 2018; Aleem et al., 2018). From the literature provided, it is evident that the construct career adaptability, employability attributes, organisational commitment and positive coping, have implications on the wellbeing of employees.

Table 3.8 provides the summary of the theoretical constructs (career adaptability, employability attributes, organisational commitment, and positive coping) and the implications the constructs have on employee wellbeing:

Table 3.8

Summary of the Theoretical Constructs

Construct	Definition	Sub-constructs	Implications for employee wellbeing
Career Adaptability	Savickas (1997) defines career adaptability as the quality of being able to adapt to new or modified situations without great difficulty.	Control, concern, curiosity, and confidence	Individuals with higher levels of career adaptability are most ready to respond to challenges of life events (Urbanaviciute et al., 2019), by employing skills and resources that enable them to sustain the levels of life and job satisfaction (Rudolph et al., 2017), which assist them to sustain and regain their wellbeing (Urbanaviciute et al., 2019).
Employability attributes	Employability attributes involves the building of a variety of skills and attributes that enables an individual to be ready for work and acceptable to perform duties (Gunn et al., 2010).	Self-efficacy, career self-management, cultural competencies, career resilience, sociability, proactivity, entrepreneurial orientation, and emotional literacy.	Employability attributes can foster feelings of control over one's career which relates to wellbeing (Ramos & Lopez, 2018). Individuals with higher levels of employability are most satisfied with their jobs (Potgieter et al., 2019). A higher level of employability reduces individuals' fears of becoming unemployed and increase their confidence in seeking better job alternatives, which in turn, relates to employee wellbeing (De Cuyper et al., 2008; Yang et al., 2019).

Organisational commitment	Meyer and Allen (1991) define organisational commitment as the employee's feelings of the commitment to stay with their employer: these feelings result from the internalisation of the normative pressures that are exercised on an employee prior to entry.	Affective commitment, continuance commitment and normative commitment	Highly committed employees display a good sense of wellbeing as they are more likely to be attached to their organisation (Jain et al., 2009; Kabat-Farr et al., 2018).
Positive coping	Coetzee et al. (2017) define positive coping as personal resources that are important to help employees tackle complex interactions between the people and the environment constructively.	Cognitive coping behaviour, affective (emotional) coping behaviour, conative (motivational) coping behaviour and interpersonal (social) coping behaviour.	Positive coping produce favourable outcomes in dealing with work stressors which in turn, relates to employee wellbeing (Ukeh & Hassan, 2018). Individuals that develop some level of positive coping improve their ways of dealing with workplace challenges and increase their wellbeing.

Source: Own compilation

There is an existing theoretical relationship between the construct career adaptability, employability attributes, organisational commitment and positive coping (Coetzee et al., 2017; Mujajati, 2016). The hypothesis to the study assumes that employees will have no similarities when coming to their levels of career adaptability, employability attributes, organisational commitment, and positive coping. In terms of individuals' age, gender, race and marital status, employees will still display different levels of career adaptability, employability attributes, organisational commitment, and positive coping. The results of this research could be applied to organisations where approaches could be built to improve the employee wellbeing of individuals.

3.6 CHAPTER SUMMARY

Chapter 3 presented the literature review that guided the research on career adaptability, employability attributes, organisational commitment, and positive coping behaviour. The aim of the chapter was conceptualising the constructs of career adaptability, employability attributes, organisational commitment, and positive coping behaviour. The chapter went further to look at some variables which may influence the constructs; career adaptability, organisational commitment, employability and positive coping.

Herewith the literature research aims 1, 2 and 3 were achieved:

Research aim 1: To conceptualise the four constructs career adaptability, employability attributes, organisational commitment, and positive coping in terms of theoretical models in literature.

Research aim 2: To conceptualise the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

- *Sub-aim 2.1: To conceptualise the theoretical relationship between career adaptability and employability attributes;*
- *Sub-aim 2.2: To conceptualise the theoretical relationship between career adaptability and organisational commitment;*
- *Sub-aim 2.3: To conceptualise the theoretical relationship between career adaptability and positive coping;*
- *Sub-aim 2.4: To conceptualise the theoretical relationship between employability attributes and organisational commitment;*

- *Sub-aim 2.5: To conceptualise the theoretical relationship between employability attributes and positive coping; and*
- *Sub-aim 2.6: To conceptualise the theoretical relationship between organisational commitment and positive coping.*

Research aim 3: To conceptualise the implications for employee wellbeing practices in an organisation.

Chapter 4 will focus on the research methodology section of the research with the specific aim of testing methodological approaches that can be used in investigating the relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

CHAPTER 4
RESEARCH METHOD

4.1 INTRODUCTION

This section describes the research sample and the statistical methods employed to investigate the relationships between career adaptability, employability, organisational commitment and positive coping. The chapter will firstly give an overview of the determination and description of the sample, followed by a discussion of the measuring instruments and a justification of each choice. Furthermore, the description of data and processing will follow.

The hypotheses of the study was stated and the chapter was concluded with a summary. The empirical study phase consisted of the steps shown below:

Step 1: Determination and description of the sample
Step 2: Choosing and motivating the psychometric battery
Step 3: Administration of psychometric battery
Step 4: Capturing of data
Step 5: Research hypothesis formulation
Step 6: Statistical processing of data
Step 7: Reporting and integration of results
Step 8: Integration of research findings
Step 9: Conclusion, limitations and recommendations

4.2 RESEARCH APPROACH

Generally, there are three methods or approaches that are used when conducting research: quantitative methods, qualitative methods and mixed methods (Chin et al., 2019; Cresswell, 2014; Setia, 2016). As this research involved collecting and analysing quantitative data, a quantitative methods approach was implemented to establish the link between career adaptability, employability attributes, organisational commitment, and positive coping.

The research measured a relationship between variables and has adopted the cross-sectional approach used by Saunders et al., (2016) that is aimed at measuring relationships between variables. A cross-sectional survey research design was used for data collection. Data analysis measures used included correlational techniques. Questionnaires were used as research

instruments as these have the advantages of upholding confidentiality, while analysis and interpretation of the quantitative results are easy (Patten, 2017).

4.3 DETERMINATION AND DESCRIPTION OF THE SAMPLE

Sim et al., (2018) define a sample as a chosen group of people used to participate in a particular research study. Sampling is the method of taking a sample of subjects representative of the population as a whole (Elfil & Negida, 2017). In order to justify the statistical analysis, the sample must be sufficient (Hulley et al., 2013; Sim et al., 2018). Sampling is usually done because it is impossible to test each individual in the population. In this research, the population consisted of working adults within a single research setting.

The population consisted of full-time permanent and temporary adult employees within the South African Air Force in Pretoria Headquarters. The questionnaire was distributed to N = 420 SAAF members. A total number of participants (*n* = 267) completed the questionnaire manually (handwritten).

4.3.1 Composition of the sample: Age groups

In this section, the sample's age frequency statistics are given.

Table 4.1

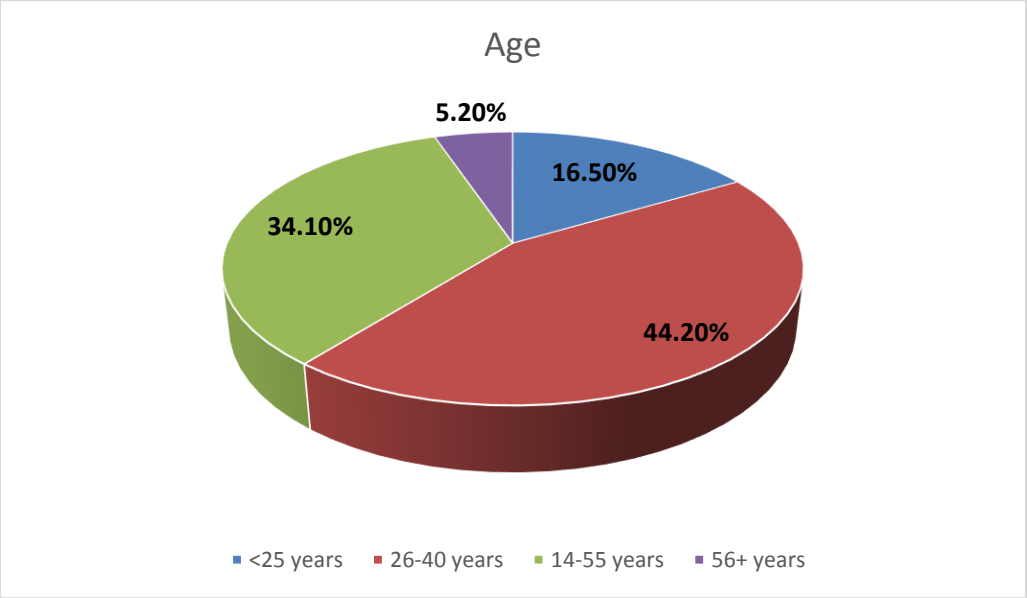
Composition of the Sample Age Groups (n = 267)

		Age			
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	25 years and younger	44	16.5	16.5	16.5
	26 - 40 years	118	44.2	44.2	60.7
	41 - 55 years	91	34.1	34.1	94.8
	56 years and older	14	5.2	5.2	100.0
	Total	267	100.0	100.0	

As shown in Table 4.1, the age distribution indicates that participants aged 26 to 40 years made up 44.2% of the study, while participants aged 25 and younger made up 16.5% and 52 years older made 5.2% of the total sample (n = 267). Overall, participants from the age of 26 to 40 years made up the majority of the sample. The detail is shown in Figure 4.1.

Figure 4.1

Distribution of Sample by Age (n = 267)



4.3.2 Composition of the sample: Gender groups

In this section, the sample's gender frequency statistics are given.

Table 4.2

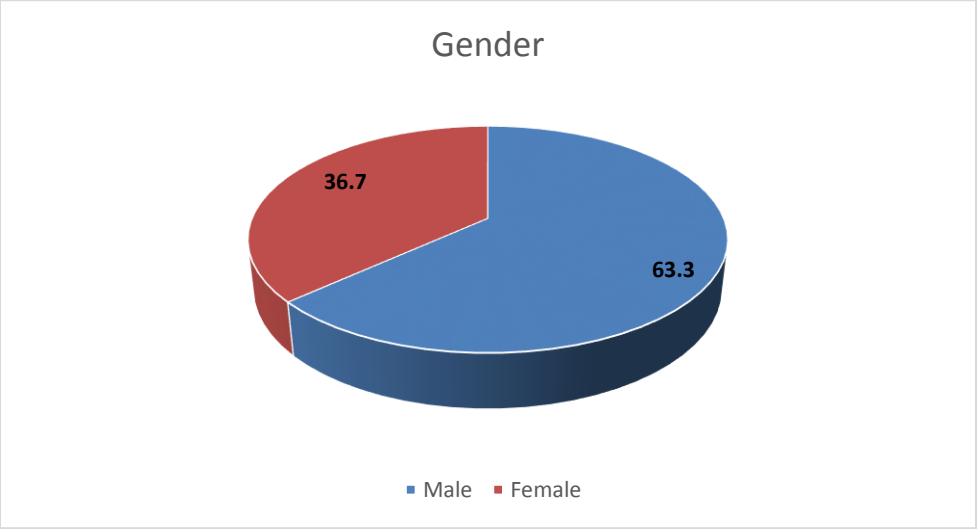
Composition of the Sample Gender Groups (n = 267)

		Gender			
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Males	169	**63.3**	63.3	63.3
	Female	98	36.7	36.7	100.0
	Total	267	100.0	100.0	

Table 4.2 indicates that gender groups consisted of 63.3% males and 36.7% females. Overall, participants from males made up the majority of the sample. It is shown further in Figure 4.2.

Figure 4.2

Distribution of Sample by Gender (n = 267)



4.3.3 Composition of the sample: Ethnicity/ Racial groups

In this section, the sample's ethnicity/race frequency statistics are given.

Table 4.3

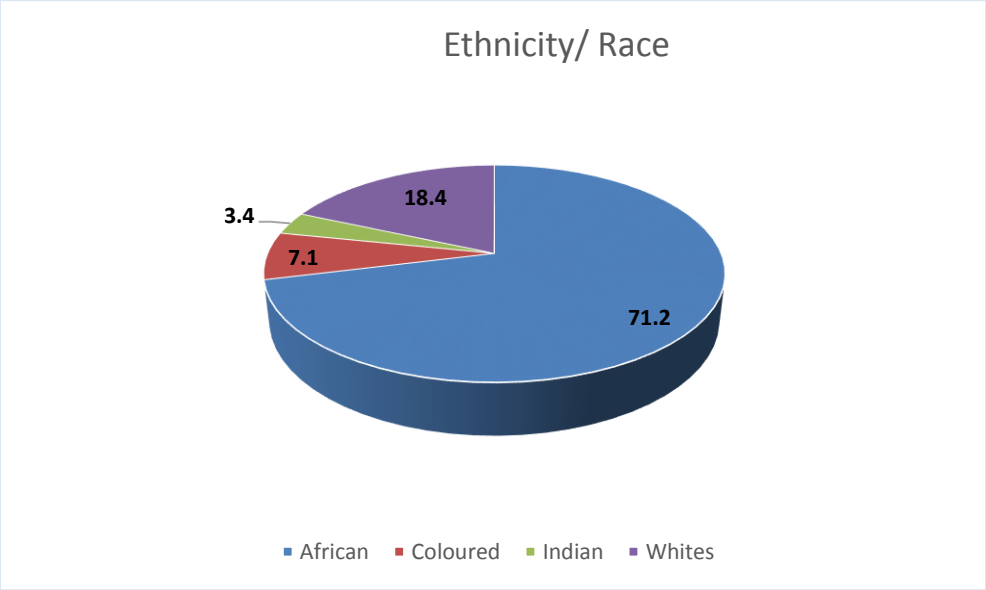
Composition of the Ethnicity/Race Groups (n = 267)

Ethnicity/Race					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	African	190	**71.2**	71.2	71.2
	Coloured	19	7.1	7.1	78.3
	Indian	9	3.4	3.4	81.6
	White	49	18.4	18.4	100.0
	Total	267	100.0	100.0	

Table 4.3 shows that the sample comprised mainly of African participants (71.2%), white (18.4 %), coloured, (7.1%) and Indian (3.4%). Overall, participants from the African group made up the majority of the sample. This is also evident in Figure 4.3 below.

Figure 4.3

Distribution of Sample by Ethnicity/Race (n = 267)



4.3.4 Composition of the sample: Marital status groups

In this section, the sample's marital status frequency statistics are given.

Table 4.4

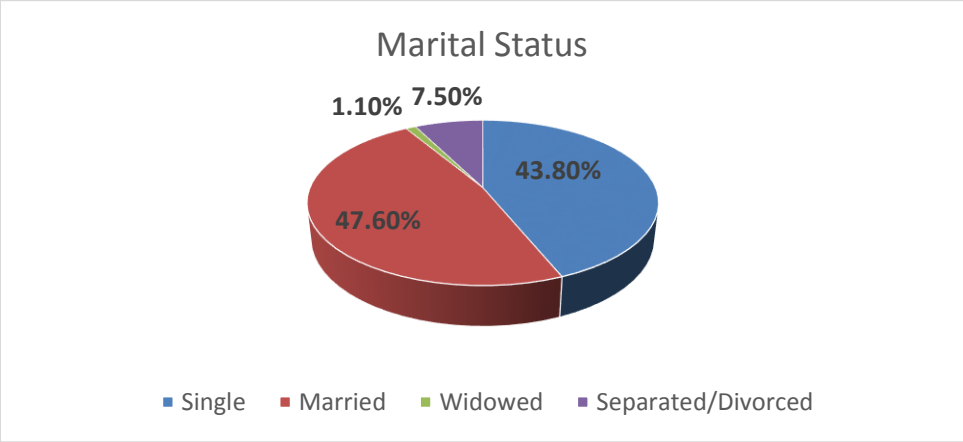
Composition of the Marital Status Groups (n = 267)

Marital Status					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Single	117	43.8	43.8	43.8
	Married	127	**47.6**	47.6	91.4
	Widowed	3	1.1	1.1	92.5
	Separated/Divorced	20	7.5	7.5	100.0
	Total	267	100.0	100.0	

As shown in Table 4.4, the distribution of the marital status demographic variable revealed that 47.6% of the sample was married, 43.8% single, 7.5% separated or divorced and 1.1% widowed. Overall, married participants made up the majority of the sample. The distribution of the marital status demographic variable is shown in Figure 4.4.

Figure 4.4

Distribution of Sample by Marital Status (n = 267)



4.3.5 Summary of the demographic sample profile

In summary, the study's demographical profile indicates that the sample is mainly represented by African (71.2%), males (63.3%), between the ages of 26 and 40 (44.2%) and married (47.6%). Table 4.5 reflects the main characteristics of the sample profile.

Table 4.5

The Main Characteristics of the Sample Profile

Demographical variables	Frequency	Percentage
Age 26 to 40	118	60.7%
Male	169	63.3%
African	218	81.7%
Married	127	47.6%

4.4 CHOOSING AND MOTIVATING THE PSYCHOMETRIC INSTRUMENT

4.4.1 The measuring instrument

The literature review was identified and informed the measuring instruments utilised in this study. The measuring instruments used are as follows:

- A biographical questionnaire for determining data based on age, gender, race and marital status.

- Career Adaptability Inventory (CAI), designed by Savickas and Porfeli (2012) to assess the career adaptability construct.
- Employability Attributes Scale (EAS), designed by Bezuidenhout (2011) to assess employability attributes construct.
- Organisational Commitment Scale (OCS), designed by Meyer and Allen (1991) to assess the organisational commitment construct.
- Positive Coping Behaviour Instrument (PCBI) by Coetzee et al., (2017) to assess positive coping construct.

4.4.2 The biographic questionnaire

A biographical questionnaire was used for obtaining the sample's personal information, namely age, gender, race and marital status.

4.4.3 The career adaptability inventory (CAI)

In this section the discussion on the development, rationale, description of scales, administration, interpretation, validity, reliability and motivation for selecting the use of Career Adaptability Inventory (CAI).

4.4.3.1 The development of the career adaptability inventory (CAI)

The Career Adaptability Inventory (CAI) was developed by Savickas and Porfeli (2012) to measure career adaptability through the assessment of the four dimensions of an individuals' career adaptability which are; concern, control, curiosity and confidence as a psychosocial resource for managing developmental tasks, changes, and traumas within the workplace.

4.4.3.2 The rationale of the scales of career adaptability inventory (CAI)

The instrument CAI was developed by Savickas and Porfeli (2012). The Career Adaptability Inventory comprises of four key dimensions (concern, control, curiosity and confidence) in order to measure an individual's career adaptability as a psychosocial tool for handling changes within organisations, work traumas and developmental tasks.

4.4.3.3 The description of the scales of the career adaptability inventory (CAI)

The CAI consists of 24 items, where each item in the instrument corresponds to a particular ability. Participants will rate the statements according to how strongly each ability is applicable to them, rating from 1 (not strong) to 5 as (strongest), and each subscale represents the participants'

preferences to a specific choice such as, for example: "*making decisions by myself*". The instrument is self-related and measured in a multifactorial manner.

4.4.3.4 The administration of the career adaptability inventory (CAI)

The CAI is a self-rated questionnaire which takes about 5-10 minutes, though there is no time limit for the completion of the questionnaire. The CAI can be administered in groups or individually. The participants are expected to mark a rating as follows: 1= Not strong, 2= Somewhat strong, 3= Strong, 4= Very strong, 5= Strongest. The questionnaire is self-explanatory and requires no supervision to complete.

4.4.3.5 The interpretation of the career adaptability inventory (CAI)

Each subscale (career concern, career control, career curiosity and career confidence) is separately measured to represent the career adaptability of the participants' preferences to that specific choice of the subscale. As a consequence, an analysis can be done to evaluate which dimensions are considered to be valid for the participants, and which are not valid. The subscale with the highest scoring reflects the validity of the participants' statements and, as such, is regarded as the participants' dominant career adaptability attribute.

4.4.3.6 Reliability and validity of the career adaptability inventory (CAI)

Confirmatory factor analysis suggested that the CAI data matched very well with the theoretical model. Compared to CAI-International, the reliability of the results for CAI-South Africa was slightly lower with an overall career adaptability score of (α = .91), higher than the scores for concern (α = .76), control (α = .70), interest (α = .81) and trust (α = .83) (Coetzee & Harry, 2015). Research has shown that Career Adapt-Abilities Scale (CAI) – South Africa, CAI – International and CAI display similar psychometric and factor structure results. (Ferreira et al., 2013; Savickas, 2011; Savickas & Porfeli, 2012). Consequently, the above discussion indicates that CAI is a valid and reliable instrument for measuring career adaptability.

4.4.3.7 Motivation for the use of the career adaptability inventory (CAI)

The CAI was selected for this research because of its relevance to the study. Since the research intends to investigate certain trends and relationships between variables the CAI was considered to be appropriate for the study. The CAI is free from cultural bias and its validity and reliability were proven.

4.4.4 The employability attributes scale (EAS)

This section discusses the development, rationale, description of scales, administration, interpretation, the validity, reliability and motivation for selecting the use of Employability Attributes Scale (Bezuidenhout, 2011).

4.4.4.1 The development of employability attributes scale (EAS)

Bezuidenhout's (2011) Employability Attributes Scale (EAS) was developed to assess individuals' employability attributes. The Employability Attributes Scale (EAS) includes specific employability attributes that assist in enabling individuals to manage and maintain their employability.

4.4.4.2 The rationale of employability attributes scale (EAS)

Bezuidenhout's (2011) Employability Attributes Scale (EAS) is designed to validly and reliably assess the employability attributes in adults. Bezuidenhout's (2011) Employability Attributes Scale is used to measure individuals' employability attributes, namely (1) career self-management; (2) cultural competence; (3) career resilience; (4) proactivity; (5) entrepreneurial orientation; (6) sociability; (7) self-efficacy; and (8) emotional intelligence.

4.4.4.3 The description of the employability attributes scale (EAS)

The EAS is a questionnaire composed of 51 items measuring the eight subscales below: career agility (thirteen items, for example: "*I continuously seek out improved ways of doing things*'') career self-management potency (seven items, for example: "*I know what I want to accomplish in my career*") cultural ingenuity (seven items, for example: "*I understand the values and beliefs of other cultures*") emotional acuity (seven items, for example: "*When I attempt something I am usually successful*") career agency (five items, for example: "*When I achieve something, it is because of my own effort*") social sociability (four items, for example: "*I regularly ask other's opinion regarding my strength and weaknesses*").

4.4.4.4 The administration of the employability attributes scale (EAS)

The EAS is a self-rated questionnaire which takes about 5 - 10 minutes, though there is no time limit for the completion of the questionnaire. The EAS can be administered in groups or individually. The participants are expected to make a rating as follows: 1= Definitely disagree, 2= Generally disagree, 3= Slightly disagree, 4= Agree, 5= Slightly agree, 6= Generally agree, 7=Strongly agree. The questionnaire is self-explanatory and requires no supervision to complete, questionnaires are completed manually.

4.4.4.5 The interpretation of the employability attributes scale (EAS)

Each subscale is separately measured to represent the participants' employability attributes preferences to that specific choice of the subscale. As a consequence, an analysis can be done to test what dimensions are considered to be true for the participants and which are not true. The subscale with the highest scoring reflects the validity of the participants' statements and, as such, is regarded as the participants' dominant employability attributes.

4.4.4.6 Reliability and validity of the employability attributes scale (EAS)

Bezuidenhout (2011) proved the validity of the Employability Attributes Scale (EAS). In the questionnaire, the content validity was incorporated by establishing a description of employability attributes and adding elements that were intended to cover all areas of the construct. Career self-management .90, cultural competence .90, internal locus of control .73, proactivity .85, sociability .84, emotional literacy .89, entrepreneurial orientation .78, personal disposition: career resilience .79.

The evidence that EAS items follow the construct validity psychometric criteria is proved through the exploratory factor analysis and the inter-item correlation analysis (Coetzee, 2010).

4.4.4.7 Motivation for the use of the employability attributes scale (EAS)

For the purposes of this study, Bezuidenhout (2011)'s EAS was chosen because it is the only known instrument developed and tested for adults in the South African context. The administration of EAS is quick and easy and it is both reliable and valid, and free from cultural biases. Hence, it is an appropriate choice for the study.

4.4.5 The organisational commitment survey (OCS)

This section discusses the development, rationale, description of scales, administration, interpretation, the validity, reliability and motivation for selecting the use of Organisational Commitment Scale (OCS) (Allen & Meyer, 1990).

4.4.5.1 The development of organisational commitment scale (OCS)

The research instrument OCS was developed by Meyer and Allen (1991) to measure organisational commitment through the assessment of the three-component questionnaire, which is a multidimensional construct that conceptualises organisational commitment. The instrument measures three types of organisational commitment, these being; affective commitment,

continuance commitment and normative commitment (Ahmad & Scott, 2015; Allen & Meyer, 1990; Moshoeu & Geldenhuys, 2019).

4.4.5.2 The rationale of the scales of organisational commitment scale (OCS)

The OCS is designed to assess an individual's organisational commitment. The questionnaire has 23 items subdivided into affective commitment, continuance commitment and normative commitment as the three subscales. The instrument was previously tested by (Meyer & Allen, 1991).

4.4.5.3 The description of the scales of organisational commitment Scale (OCS)

The OCS consists of 23 items. Each item in the instrument corresponds to a particular situation and participants will rate the statements according to how strongly they feel on each situation most applicable to them, rating from 1 (strongly disagree) to 7 (Strongly agree). The instrument is divided into four subscales, namely; affective commitment scale (eight items, for example: "*I would be very happy to spend the rest of my career in this organisation*") continuance commitment scale (nine items, for example: "*I believe that I have too few options to consider leaving this organisation*") normative commitment scale (six items, for example: "*I owe a great deal to my organisation*"). The instrument is self-related and multifactorial measured.

4.4.5.4 The administration of the organisational commitment scale (OCS)

The OCS is a self-rated questionnaire which takes about 5 - 10 minutes, though there is no time limit for the completion of the questionnaire. The OCS can be administered in groups or individually. The participants are expected to mark a rating as follows: 1= Strong disagree, 2 = Disagree, 3 = Sometimes disagree 4 = Neutral, 5 = Sometimes agree, 6 = Agree, 7 = Strongly agree. The questionnaire is self-explanatory and requires no supervision to complete.

4.4.5.5 The interpretation of the organisational commitment scale (OCS)

From the OCS, every subscale (affective commitment, continuance commitment and normative commitment) is measured separately to reflect the participants' preferences to that particular subscale option. Consequently, an analysis can be carried out to determine what measurements (dimensions) are considered valid for the participants and which are not valid. The highest-scoring subscale represents the validity of the statements made by the participants and is considered to be the dominant career adaptability attribute of the participants.

4.4.5.6 Reliability and validity of the organisational commitment scale (OCS)

Validity refers to whether the instrument used is measuring what it claims to be measuring while reliability refers to measuring the consistency of the research instrument (Cresswell, 2014; Leung, 2015). The OCS research instrument has been tested by researchers in a number of studies before and has been found to be accurate. A study conducted by Meyer and Allen (1997) found an internal consistency Cronbach's alpha of affective commitment .85, for continuance commitment .79 and for normative commitment .73. The reliability of total organizational engagement is .70 (Meyer & Allen, 1997).

4.4.5.7 Motivation for the use of the organisational commitment scale (OCS)

Since the research intends to examine certain patterns and relationships between variables, the OCS was considered to be the most suitable instrument for the study. Due to its relevance and importance to the study, the OCS was selected for this research. The validity and reliability of the Organisational Commitment Scale was proven and is free from cultural bias.

4.4.6 The positive coping behavioural inventory (PCBI)

In this section, the discussion is focused on the development, rationale, description of scales, administration, interpretation, the validity, reliability and motivation for selecting the use of Positive Coping Behaviour Inventory (Coetzee et al., 2017).

4.4.6.1 The development of positive coping behaviour inventory (PCBI)

The Positive Coping Behaviour Inventory (PCBI) was developed by Coetzee et al. (2017). Coetzee et al., (2017) revealed the four subscales of the PCBI, namely; inventive coping behaviour, engaging coping behaviour, intentional coping behaviour and influential coping behaviour.

4.4.6.2 The rationale of the scales of positive coping behaviour inventory (PCBI)

The Positive Coping Behaviour Inventory (PCBI) was developed by Coetzee et al. (2017) was used to measure positive coping behaviour by assessing the four dimensions of positive coping behaviour amongst individuals. The four subscales of the positive coping behaviour inventory are; inventive coping behaviour, engaging coping behaviour, intentional coping behaviour and influential coping behaviour.

4.4.6.3 The description of the scales of positive coping behaviour inventory (PCBI)

The PCBI consists of 23 items. Each item in the instrument corresponds to a particular experience or situation in which participants will rate the statements according to how strongly they feel on each situation most applicable to them, rating from 1 (definitely disagree) to 7 (Strongly agree). The instrument is divided into four subscales, inventive coping behaviour (four items, for example: "*I can manage unfamiliar problems effectively*") engaging coping behaviour (five items, for example: "*I feel happy, joyful and excited most of the time*") intention coping behaviour (nine items, for example: "*I feel confident in handling my negative emotions*") influential coping behaviour (four items, for example: "*I usually adapt quite quickly*"). The instrument is self-related and is measured in a multifactorial manner.

4.4.6.4 The administration of the positive coping behaviour inventory (PCBI)

The completion of the PCBI questionnaire takes about 5-10 minutes, though there is no time limit for the completion of the questionnaire. The PCBI can be administered in groups or individually and the instruction are indicated on the questionnaire. Participants are required to rate each item on a seven-point Likert-type scale (1 = definitely disagree; 7 = strongly agree). Low scores imply negative self-assessment of the ability to demonstrate behaviour, while high scores imply positive self-assessment of the ability to demonstrate behaviour. The participants are expected to choose a rating as follows: 1= Definitely disagree, 2= Generally disagree, 3= Slightly disagree, 4= Agree, 5= Slightly agree, 6= Generally agree, 7= Strongly agree. The questionnaire is self-explanatory and requires no supervision to complete.

4.4.6.5 The interpretation of the positive coping behaviour inventory (PCBI)

Each subscale (inventive coping behaviour, engaging coping behaviour, intentional coping behaviour and influential coping behaviour) of the questionnaire has its own items and is measured separately and represents the participants' feelings and perceptions on these subscales. As a result, an analysis needs to be done in order to assess which dimensions are considered valid and which are not valid for the participants. Low scores reflect negative validity on the statement while a high score implies positive validity on the statement regarding the participants' ability to demonstrate behaviour.

4.4.6.6 Reliability and validity of the positive coping behaviour inventory (PCBI)

Coetzee et al., (2017) proved the validity of the Positive Coping Behaviour Inventory. In the questionnaire, the 41-item PCBI established by (Coetzee et al., 2017) was examined with regard

to its structural validity and for all subscales. (Coetzee et al., 2017) reported internal reliability coefficients above .79. Coetzee et al., (2017) found the Cronbach's alpha coefficient of the four subscales of the PCBI (α >.78 - high) and the overall PCBI scale was (α = .96 – very high). Similarly, the overall PCBI scale composite (omega) reliabilities were high (α = .95) which included the four subscales (α > .80).

4.4.6.7 Motivation for the use of the positive coping behaviour inventory (PCBI)

PCBI was chosen for its relevance to the current study. The instrument is easy to administer with questions free from any cultural biases. Coetzee et al., (2017) have proved the validity and reliability of the instrument. Coetzee et al., (2017) indicated that the PCBI is a useful and reliable alternative to further measures of positive workplace psychology developed internationally and could be extended to make an assessment of positive psychology behaviour within the South African organisation context.

4.4.7 Limitations of the measuring instrument

The measuring instruments chosen for this study are: CAI (Savickas & Porfeli, 2012), EAS (Bezuidenhout, 2011), OCS (Meyer & Allen, 1991) and PCBI (Coetzee et al., 2017). These instruments (CAI, EAS, OCS and PCBI) are considered as self-report assessment instruments. There is a range of limitations to self-reporting assessment instruments (Miloyan & McFarlane, 2019). Self-reports rely on the verbalisation of individuals' feelings about themselves or others. Such individuals may not be willing or be ready to share certain aspects, feelings and emotions about themselves (Husain et al., 2016). The accuracy of self-reports is only dependent on an individual's willingness to express themselves in an honest and truthful way (Miloyan & McFarlane, 2019). The risk of faking participants and a counterfeit response set is another disadvantage of self-reports (when participants score themselves favourably regardless of the content of the item in the inventory). Participants tend to be dishonest when using self-reporting instruments and their inability to respond to certain constructs may make the results to be biased (Santos et al., 2016). In addition, the nature of self-reporting instruments can potentially limit methods used to determine the validity of the instruments when comparing them with other measuring instruments (Flanagan et al., 2013; Santos et al., 2016; Sellbom et al., 2018).

In conclusion, the selection of the four measuring instruments (CAI, EAS, OCS and PCBI) was made on the basis that these instruments are designed to measure career adaptabilities, employability attributes, organisational commitment and positive coping. In this research,

statistical correlation analysis was used to assess the extent of the relationship between these variables. However, during the interpretation of the results, the limitations of the four instruments should be considered stemming from the research findings.

4.4.8 Ethical considerations in the administration of the measuring instrument

Ethics is defined as a philosophy branch involving the systematising and defending the concepts of right or wrong (Becker et al., 2012; Shin, 2020). Research required for the coordination among employees within different institutions, and disciplines needs to be ethical (Frowe, 2015). Ethical consideration is when research includes mutual respect, fairness, accountability, and adherence to set guidelines associated with confidentiality (Aluwihare-Samaranayake, 2012).

The researcher obtained ethical clearance from the University Research Ethics Committee (ethical clearance certificate reference number: 2019_HRM_011– refer to Appendix A). The researcher adhered to the moral principles of ethics as outlined in the Unisa Research Ethics Policy, which are the following (Unisa, 2013):

- Autonomy (the research will respect the autonomy, rights and dignity of the participants).
- Beneficence (the research should make a positive contribution towards the welfare of people).
- Non-maleficence (the research will not cause harm to the participants specifically or to people in general).
- Justice (the benefits and risks of research should be fairly distributed among people).

In ensuring that the research adheres to the ethical requirements, the following procedures were taken into consideration:

- Approval from the University of South Africa was obtained.
- Approval from the South African Air Force was obtained.
- The University of South Africa's ethical standards guided the proposed research, through ethical clearance.
- The research was conducted within the recognised parameters.
- Both recent and classical resources were used in this research.
- All sources utilised were explicitly quoted and referenced.
- An Informed consent form all potential participants was obtained by means of a letter and was distributed to all the participants.

- Participants were informed about the results of the research.
- No participants will be obliged to participate, participation will be voluntary.
- Participants' information was treated with confidentiality.
- Participants remained anonymous.
- The research was conducted in a professional manner and the research process and findings did not compromise the participants' identity.

The researcher consistently pursued objectivity and legitimacy in the collection, recording and analysis of data, the interpretation of results, transparency regarding the research process and avoiding plagiarism throughout the research.

4.5 SCORING OF THE MEASURING INSTRUMENT

The quantitative research approach stresses the importance of objective measurements and statistical, analytical or numerical analysis of data collected by means of surveys and questionnaires or manipulation through computational techniques of pre-existing statistical data (Apuke, 2017; Watson, 2015). The data procedure was conducted as follows:

- For the purpose of this study, permission for the research was obtained from UNISA's research ethics committee.
- A biographical questionnaire that asked the participants for their race, gender, age and marital status was included.
- A cover letter that explained the purpose of the study and instructions for completing the questionnaire was attached and participants consented to completing the questionnaire by means of agreement in signing the questionnaire.
- The aim of the study was explained to the participants and the participants were informed of their confidentiality and anonymity, and they were informed that the study is voluntary.
- Participants completed the questionnaires in their own time and were later returned to the researcher.

4.6 FORMULATION OF RESEARCH HYPOTHESES

The research hypotheses of the study would be determined for attaining the objectives of the proposed research, which is the relationship between career adaptability, employability, organisational commitment and positive coping.

Table 4.6

Research Hypotheses

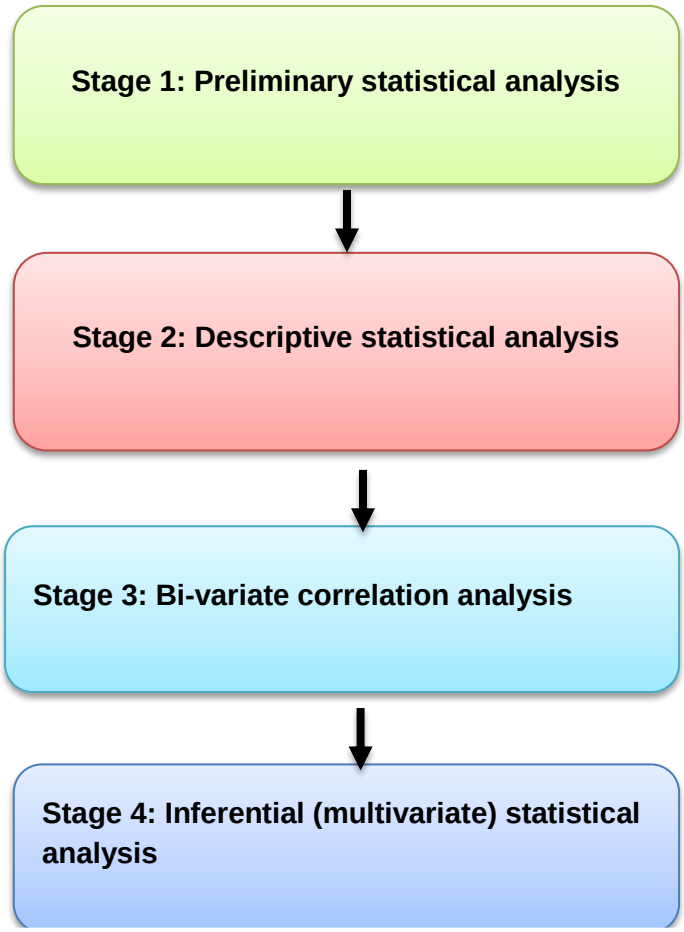
	Research aims (Empirical)	**Research hypothesis**	**Statistical procedure**
Research Aim 1	To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample 267 of SAAF employees.	There is no significant and positive relationship between individuals' career adaptability, employability attributes, organisational commitment and positive coping.	Correlational analysis
Research Aim 2	To investigate whether individuals' ages, gender, race and marital and their career adaptability and employability attributes significantly and positively predict their wellbeing.	Individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their organisational commitment and positive coping.	Stepwise hierarchical regression analysis
Research Aim 3	To investigate the significant difference in career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables.	Individuals from a different age, gender, race and marital status differ significantly regarding their career adaptability, employability attributes, organisational commitment and positive coping.	Test for significant mean differences

4.7 STATISTICAL PROCESSING OF DATA

This study included a preliminary statistical analysis (common method variance, measurement model validity, internal consistency reliabilities, and confirmatory factor analysis). In addition, descriptive statistical analysis means, standard deviations, kurtosis, and skewness, frequency data and test for assumptions, bivariate correlation analysis (Pearson's product-moment correlation), and inferential and multivariate statistics (stepwise regression analysis and tests for significant mean differences) were used.

Figure 4.5

Statistical Data Analysis Process



Source: Own compilation

4.7.1 Stage 1: Preliminary statistical analysis

Preliminary statistical analysis is a method used to obtain statistical insight into the analysed dataset. Once a collection of multivariate data has been obtained, data need to be analysed and a preliminary data analysis needs to be done to get a general 'feel' of the data (Collins & Chatfield, 2015; Koran, 2018; Kotliarova et al., 2020).

This stage includes checking for errors, screening and cleaning the data; detecting the errors in the data file; and correcting the error in the data file. For this particular study, the screening and cleaning of data is done categorically and continuously for all variables (CAI, EAS, OCS and PCBI) by employing the frequencies procedure through SPSS. Furthermore, in avoiding missing observations, the missing values were placed with estimates using the “mean distributions method” in order to generate a clean and error-free data set.

Step 1: Testing for common method bias

Common method bias occurs when all data in research (independent variables, dependent variables) are collected using the same method and potentially lead to an artificial inflation of relationships (Brahma et al., 2020). Brahma et al., (2020) further assert that common method bias occurs when response variations are caused by the measuring instrument rather than the respondents' predisposition that the instrument seeks to uncover.

Step 2: Assessing construct validity and reliability of the measuring scales

Construct validity and reliability are compared through data reanalyses in order to establish a basis for assessing the validity and reliability of measures used in a study (Sürücü, 2020). Mohajan (2017) and Sürücü (2020) suggest that when choosing a measuring instrument, reliability and validity are critical considerations. Construct validity of the instrument is done in order to assess the extent to which the instrument is supposed to measure what it has been created to measure (Sujati et al., 2020), while construct reliability of the instrument is done in order to test the instrument's ability to produce consistent results over several trials (Sürücü, 2020).

4.7.2 Stage 2: Descriptive statistical analysis

Taguchi (2018) indicates that the descriptive statistics are used to give understandable summaries about the measures and sample of a study. Descriptive analyses are mainly used in presenting quantitative descriptions in a controllable manner (Taguchi, 2018).

Step 1: Means and standard deviations, Kurtosis and Skewness and frequency data

The arithmetic average, or mean (M), is the sum of observed values divided by the number of cases (Trafimow et al., 2018). The standard deviation (SD) is a measure of dispersion or average variance about the mean (Trafimow et al., 2018). Kurtosis indicates whether the distribution of the data is heavier or lighter than a normal distribution. Therefore, data sets with high kurtosis tend to have heavy tails, or outliers (Liang et al., 2019). Skewness is a measurement of symmetry, or more precisely, the lack of symmetry (Ho & Yu, 2015).

Step 2: Test for assumptions

All parametric tests in statistical analysis, also known as assumptions, assume some specific characteristics about data and when these assumptions are violated the interpretation of the

research and the conclusion of the research changes (Greenland et al., 2016; Ho & Yu, 2015). In order to make accurate interpretations, assumptions were made for this particular study.

4.7.3 Stage 3: Bi-variate correlation analysis

Allen (2017) states that bivariate correlation analysis is used as a statistical technique to determine the existence of relationships between two different variables (i.e., X and Y). The bivariate correlation analysis shows the effect of change on X when changes occur in Y (Allen, 2017). This fundamental question of, “whether there is a relationship between the two variables or not”, stimulates the study.

In this study, the research design seeks to determine the relationship between the variables and compare the total observations on the relationship.

4.7.4 Stage 4: Inferential (multivariate) statistical analysis

Trafimow and MacDonald (2017) suggested that inferential statistical analysis enables researchers to draw inferences on data that can be used to draw conclusions. In order to explore the correlation between career adaptability, employability, organisational commitment and positive coping, inferential statistical analysis was used for this study. Inferential statistical analysis was used to assess whether age, gender, race/ethnicity and marital status vary significantly in terms of the constructs tested, as determined by correlation tests. For this purpose, the ANOVA and independent sample t-tests and a Mann-Whitney U test were performed.

Inferential statistics focuses more on making inferences to data deduction and are implemented as follows:

4.7.4.1 Step1: Stepwise regression analysis

Stepwise hierarchical regression is a statistical technique that involves regression models with an automated method for selecting predictive variables (Liu et al., 2021; Sharma & Yu, 2015; Yu et al., 2014). The method entails testing each variable one by one using the backward elimination procedure to assess statistical significance and removing those that were not significant (Sharma & Yu, 2015).

4.7.4.2 Step 2: Test for significant mean differences

The ANOVA, a t-test (for parametric data), and a Mann-Whitney U test (for non-parametric data) were conducted to identify the significant differences between the mean scores of age groups, gender groups, ethnic groups and marital status and to determine whether one group is different from another when it comes to adaptability, employability attributes, level of commitment to an organisation, and positive coping.

4.8 LEVEL OF SIGNIFICANCE

Navon and Cohen (2016) suggest that, in terms of specific probability, the level of significance expresses statistical significance. In practice, to test the hypothesis, a general level of significance at $p \leq .05$ is chosen. This, therefore, provides a 95% confidence level in the results as the standard when applied in the research context. The $p < .05$ level of significance was used in this analysis. Researchers within the human sciences are more concerned with making a type I and type ll error. A type I error is concerned with a false positive conclusion on the significant results, while the type II error is more concerned with the significant result being falsely concluded (De León Adams et al., 2006; Nagendra et al., 2020). It has been verified that type I and type II errors are the most common two types of errors that can be made by a researcher (Urbano et al., 2019).

A type I error happens where a null hypothesis is misleadingly rejected by the researcher by claiming that a relationship exists when there is currently no relationship. A type l error happens when the researcher assumes there is no effect on the population and falsely rejects a null hypothesis when it is objectively valid (Akobeng, 2016; Benschop et al., 2019).

Type II errors happen when a null hypothesis is misleadingly accepted by the researcher, claiming that a relationship exists when there is currently no such relationship between the variables. A type ll error happens when the researcher is of the view that there is a genuine effect in the population and falsely accepts a null hypothesis when it is not valid (Akobeng, 2016; Benschop et al., 2019).

Studies show that many researchers have experienced difficulties in choosing the level of significance and the final choice has always been largely subjective (Clow & Karen, 2013; Gyldberg & Bark, 2019; McShane et al., 2019; Navon & Cohen, 2016). Various significance levels were identified. Table 4.7 outlines the different statistical significance levels.

Table 4.7

Different Statistical Significance Levels

Probability	Level	Significance
p	.10	Less significant
p	.01 to .05	Significant
p	.001 to .01	Very significant
p	.001	Extremely significant

Source: Tredoux & Durrhein (2013:152-153)

Studies reveal that if the significance test shows a *p*-value smaller than the chosen significance level, the null hypothesis is rejected and the findings are deemed statistically significant (Apuke, 2017; Benjamin et al., 2018).

Table 4.8 outlines the correlation coefficient values.

Table 4.8

Correlation Coefficient (r) values

The Pearson Product Moment Correlations Coefficient (*r*) absolute values indicate the size of the

Value	Level	Effect
r	.20	Small effect
r	.30	Medium effect
r	.50	Large effect

Source: Own compilation

effect (Quintero-Rincón et al., 2018; Schober & Schwarte, 2018).

As the cut-off point for dismissing the null hypotheses, significance levels of $p \leq .05$ and $r \leq .30$ (moderate practical effect size) were chosen.

4.9 CHAPTER SUMMARY

Chapter 4 focussed on the empirical investigation undertaken in the study. The chapter commenced with outlining the empirical research phases, followed by a description of the sample, a discussion of the psychometric batteries and continued with a description of the data collection and processing. The chapter concluded with a discussion of the formulation of the research

hypotheses, ethical considerations, levels of significance and the description of the statistical processing of the data.

In Chapter 5, the following aims of the research were addressed:

Research aim 1: To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees. *(This research aim related to research hypothesis 1)*

Research aim 2: To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing. *(This research aim relates to research hypothesis 2)*

Research aim 3: To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status). *(This research aim relates to research hypothesis 3)*

CHAPTER 5
RESEARCH RESULTS

This chapter provides information on the findings of the statistical analysis performed in the study. The statistical findings of the empirical study were presented in this chapter using descriptive statistics, correlations, and inferential statistics. The statistical results were presented in the chapter through tables and figures. Thereafter, a discussion section presented the integrated and interpreted empirical findings of the chapter.

In Chapter 5, the following aims of the research were addressed:

Research aim 1: To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees. *(This research aim related to research hypothesis 1)*

Research aim 2: To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing. *(This research aim relates to research hypothesis 2)*

Research aim 3**:** To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status). *(This research aim relates to research hypothesis H3)*

5.1 DESCRIPTIVE STATISTICS

Descriptive statistics provides a summary of given data that represents a sample of the population or the entire population in an organised manner. Descriptive statistics also show how variables relate to one another. For this study, the measures of central tendency and measures of variability are used and calculated for the descriptive statistics (Amrhein et al., 2019; Mishra et al., 2019).

In the present study, descriptive statistics were justified because they provide a clear and understandable description of the data (Parampreet Kaur et al., 2018). For this reason, means and standard deviations were determined. This data will be presented in the form of tables and will be interpreted and discussed in the following section.

This section evaluates the four measuring instruments' internal consistency or reliability, namely, the Career Adaptabilities Inventory (CAI) developed by Savickas and Porfeli (2012), the Employability Attributes Scale (EAS) developed by Bezuidenhout (2011); the Organisational Commitment Scales (OCS), Meyer and Allen (1991) and Positive Coping Behavioural Inventory (PCBI) by Coetzee et al., (2017).

Thereafter, a discussion of the means (M), standard deviations (SD), skewness and kurtosis for each scale will follow.

5.1.1 Reporting of internal consistency reliability

Internal consistency reliability refers to the accuracy with which the measuring tool produces results for a study conducted (Clayson, 2020). Internal consistency is a sort of reliability testing that assesses the degree to which items are consistent with one another and is used to measure multiple aspects of the same study concept (Kemani et al., 2019; Thigpen et al., 2017; Viladrich et al., 2017).

The internal consistency is generally measured by the calculation of the Cronbach alpha coefficient (α) (Clayson, 2020; Kemani et al., 2019; Klawohn et al., 2020; Luking et al., 2017).

In the sections that follow, the Cronbach's alpha coefficients for the four measurement instruments are provided.

5.1.1.1 Reporting on scale reliability: Career adaptability instrument (CAI)

In this study, the Cronbach’s alpha coefficient was used to determine the reliability of the Career Adaptability Instrument.

The Cronbach's alpha coefficient for the Career Adaptability Instrument (CAI) was shown in Table 5.1. There were 267 participants in the total sample (n = 267), and Cronbach's alpha coefficients ranged from .88 (low) to .94 (high). Overall, the CAI obtained a Cronbach's alpha coefficient of .94, a value deemed adequate for the purpose of this study.

Table 5.1

Internal Consistency Reliability - Career Adaptability Instrument (CAI)

Construct	Cronbach's alpha	Number of items
Career concern	.89	6
Career control	.85	6
Career curiosity	.85	6
Career confidence	.90	6
Overall CAI	.94	24

5.1.1.2 Reporting on scale reliability: Employability attributes scale (EAS)

In determining the reliability of measuring scale (Employability Attribute Scale), the Cronbach's alpha coefficient was used (Bezuidenhout, 2011).

Table 5.2 presented the Cronbach's alpha coefficients for all the EAS variables namely; career self-management, cultural competence, internal focus of control, career resilience, proactive and emotional literacy (Bezuidenhout, 2011). There were 267 participants in the total sample (n = 267), and Cronbach's alpha coefficients ranged from .73 (low) to .97 (high). Overall, the EAS obtained a Cronbach's alpha coefficient of .97, a value considered adequate for the purpose of this study.

Table 5.2

Internal Consistency Reliability - Employability Attributes Scale (EAS)

Construct	Cronbach's alpha	Number of items
Career self-management	.90	12
Cultural competence	.90	5
Internal focus of control	.73	5
Career resilience	.79	5
Sociability	.84	7
Entrepreneurial orientation	.78	4
Proactive	.85	8
Emotional literacy	.89	7
Overall EAS	.97	51

5.1.1.3 Reporting on scale reliability: Organisational commitment scale (OCS)

In this study, the Cronbach's alpha coefficient was used to determine the reliability of the Organisational Commitment Scale (Meyer and Allen, 1991).

Table 5.3 presented the Cronbach's alpha coefficients for all the OCS variables namely; affective, continuance and normative commitment (Meyer & Allen, 1991). There were 267 participants in the total sample (*n* = 267), and Cronbach's alpha coefficients ranged from .60 (low) to .79 (high). Overall, the OCS obtained a Cronbach's alpha coefficient of .79, a value considered adequate for the purpose of this study.

Table 5.3

Internal Consistency Reliability- Organisational Commitment Scale (OCS)

Construct	Cronbach's alpha	Number of items
Affective commitment	.67	8
Continuance commitment	.60	9
Normative commitment	.77	6
Overall OCS	.79	23

5.1.1.4 Reporting on scale reliability: Positive coping b behaviour inventory (PCBI)

In this study, the Cronbach's alpha coefficient was used to determine the reliability of the Positive Coping Behaviour Inventory (Coetzee et al., 2017).

Table 5.4 presented the Cronbach's alpha coefficients for all the PCBI variables namely; inventive coping, engaging coping, intentional coping and influential coping (Coetzee et al., 2017). There were 267 participants in the total sample (*n* = 267), and Cronbach's alpha coefficients ranged from .87 (low) to .97 (high). Overall, the OCS obtained a Cronbach's alpha coefficient of .97, a value considered adequate for the purpose of this study.

Table 5.4

Internal Consistency Reliability- Positive Coping Behaviour Inventory (PCBI)

Construct	Cronbach's alpha	Number of items
Inventive coping	.87	4
Engaging coping	.87	5
Intentional coping	.96	10
Influential coping	.88	4
Overall Positive coping	.97	23

In summary, the Cronbach's alpha coefficients for the instruments (CAI, EAS, OCS and PCBI) were presented in this study. The study was conducted with participants in the total sample of (*n* = 267) on all measuring scales or instruments. The Cronbach's alpha coefficient values for all the constructs (CAI, EAS, OCS and PCBI) were considered adequate for this study.

5.1.2 Means, standard deviations, skewness, and kurtosis

This study analysed the internal consistency reliability of the four scales, namely, the CAI (Savickas & Porfeli (2012), the EAS (Bezuidenhout, 2011), the OCS (Meyer & Allen, 1991) and the PCBI (Coetzee et al., 2017).

In order to find out how the scores are distributed, the Mean (M), standard deviation (SD), skewness and kurtosis are described as follows:

5.1.2.1 Means, standard deviations, skewness, and kurtosis of the subscales of CAI

Table 5.5 provides a summary on the means, standard deviations, skewness, and kurtosis of the subscales of CAI and the overall position of the variable of interest.

Table 5.5

Means, Standard deviations, Skewness and Kurtosis: (CAI)

Construct	Mean	Standard deviation	Skewness	Kurtosis
Career concern	3.95	.85	-1.00	1.17
Career control	4.13	.71	-1.17	2.13
Career Curiosity	4.02	.69	-.77	1.09
Career Confidence	4.14	.72	-.92	1.03
Overall CAI	4.07	.62	-.95	1.77

The means of the subscales of the career adaptability inventory ranges from 3.95 to 4.14. The highest mean score is (M = 4.14; SD = .72) for the subscale career confidence. On the other hand, the lowest mean was observed for subscale career concern (M = 3.95; SD = .85). The standard deviations of subscales together with the overall variable career adaptability were relatively small, implying stability and precision of the estimates as data points are closer to their population parameters.

The skewness values exhibit that the scores for all the subscales and the overall scale are negatively skewed, bounded to the right. The skewness for the subscales ranges from -1 to 1, which are within the normality range recommended for these coefficients (Liang et al., 2019). The kurtosis values indicate that all subscales and the overall scale all have leptokurtic distribution (positive, left). In addition, the values range from 1.03 to 2.13. They fall within the range of -3 and 3 which are normality ranges (Górecki et al., 2020).

5.1.2.2 Means, standard deviations, skewness, and kurtosis of the subscales of employability attributes scale (EAS)

Table 5.6 provides a summary of the means, standard deviations, skewness, and kurtosis of the subscales of employability attributes scale (EAS) and the overall EAS.

Table 5.6

Means, Standard Deviations, Skewness, and Kurtosis: (EAS

Construct	Mean	Standard deviation	Skewness	Kurtosis
Career self-management	5.43	.99	-.66	.31
Cultural competence	5.77	1.19	-1.33	1.81
Internal focus of control	5.33	1.02	-.71	.96
Career resilience	5.71	.98	-1.01	1.77
Sociability	5.50	1.02	-.87	1.23
Entrepreneurial orientation	5.39	1.06	-.71	.98
Proactive	5.34	1.04	-.96	1.70
Emotional literacy	5.47	1.09	-.82	.82
Overall EAS	5.49	.92	-1.02	1.93

The means of the subscales of the employability attributes scale ranges from 5.33 to 5.77. The highest mean score is (M = 5.77; SD = 1.19) for the subscale cultural competence, on the other hand, the lowest mean was observed for the subscale internal focus of control (M = 5.33; SD = 1.02). The standard deviations of the subscales together with the overall variable employability attributes scale is relatively small, implying stability and precision of the estimates as data points are closer to their population parameters.

The skewness values exhibit that the scores for all the subscales and the overall scale are negatively skewed, bounded to the right. The skewness for the subscales ranges from -1 to 1, which are within the normality range recommended for these coefficients (Liang et al., 2019). The kurtosis values indicate that all subscales and the overall scale all display leptokurtic distribution (positive, left). The values range from 1.03 to 2.13. They fall within the range of -3 and 3 which are normality ranges (Liang et al., 2019).

5.1.2.3 Means, standard deviations, skewness, and kurtosis of the subscales of Organisational Commitment Scale (OCS)

Table 5.7 provides a summary of the means, standard deviations, skewness, and kurtosis of the subscales of the Organisational Commitment Scale (OCS) and its overall scale.

Table 5.7

Means, Standard Deviations, Skewness, and Kurtosis:(OCS)

Construct	Mean	Standard deviation	Skewness	Kurtosis
Affective Commitment	4.41	.83	-.33	.29
Continuance Commitment	4.55	.97	-.21	-.23
Normative Commitment	4.71	1.29	-.37	-.25
Overall OCS	4.55	.75	-.11	-.23

The means of the subscales of the organisational commitment scale ranges from 4.41 to 4.71. The highest mean score is (M = 4.71; SD = 1.29) for the subscale normative commitment. On the other hand, the lowest mean was observed for the subscale affective commitment (M = 4.41; SD = .83). The standard deviations of the subscales together with the overall variable employability attributes scale is relatively small, implying stability and precision of the estimates as data points are closer to their population parameters.

The skewness values exhibit that the scores for all the subscales and the overall scale are negatively skewed, bounded to the right. The skewness for the subscales ranges from -1 to 1, which are within the normality range recommended for these coefficients (Shinmura, 2015). The kurtosis values indicate that most subscales and the overall scale display platykurtic distribution (negative, right). The values range from -.23 to .29. They fall within the range of -3 and 3 which are normality ranges (Górecki et al., 2020).

5.1.2.4 Means, standard deviations, skewness, and kurtosis of the subscales of Positive Coping Behavioural Inventory (PCBI)

Table 5.8 provides a summary of the means, standard deviations, skewness, and kurtosis of the subscales of Positive Coping Behavioural Inventory (PCBI) and its overall scale.

Table 5.8

Means, Standard Deviations, Skewness, and Kurtosis (PCBI)

Construct	Mean	Standard deviation	Skewness	Kurtosis
Inventive coping	5.61	1.10	-.71	-.08
Engaging coping	5.49	1.17	-.60	-.46
Intentional coping	5.76	1.09	-.02	.77
Influential coping	5.58	1.22	-.77	.08
Overall Positive Coping	5.64	1.03	-.81	.13

The means of the subscales of the positive coping behavioural inventory scale ranges from 5.49 to 5.76. The highest mean score is (M = 5.76; SD = 1.09) for the subscale intentional coping behaviour. On the other hand, the lowest mean was observed for the subscale engaging coping (M = 5.49; SD = 1.17). The standard deviations of the subscales together with the overall variable employability attributes scale is relatively small, implying stability and precision of the estimates as data points are closer to their population parameters.

The skewness values exhibit that the scores for all the subscales and the overall scale are negatively skewed, bounded to the right. The skewness for the subscales ranges from -1 to 1, which are within the normality range recommended for these coefficients (Bishara & Hittner, 2015). The kurtosis values are mixed. Intentional coping, influential coping, and the overall positive coping scale leptokurtic distribution (positive, left), while inventive coping and engaging coping subscales display platykurtic distribution (negative, right). The values range from -.46 to .77. They fall within the range of -3 and 3 which are within normality ranges (Ho & Yu, 2015).

5.2 CORRELATION ANALYSIS

The bivariate correlations between the socio-demographic variables and the four instruments are recorded in this section, namely the Career Adaptability Instrument (CAI), Employability Attributes Scale (EAS), Organisational Commitment Scale (OCS) and the Positive Coping Behavioural Inventory (PCBI). In order to determine if the data supported the alternative hypothesis, explanatory (correlational) statistics had to be transformed into descriptive statistics to determine if there is a statistically significant correlation between organisational commitment, career adaptability, positive coping, and employability attributes.

The Pearson's product-moment correlation coefficient is a numerical value that is used to measure the strength of the linear association between variables (Steyn et al., 2017). It is statistically denoted r and is bounded between -1 and 1 inclusively, where 1 represents the perfect positive linear association and -1 represents the perfect negative correlation between the variables. In this research, a cut-off point of $r \geq .30$ *(*small effect) at $p \leq .05$ was used to determine the practical significance of the correlation coefficients.

5.2.1 Reporting the correlations between (CAI) and (EA)

The following table exhibit several significant correlations are observed between career adaptability inventory (CAI) and employability attributes scale (EAS).

Table 5.9

*Correlations between Career Adaptability and Employability Attributes: (CAI) and (*EAS*)*

Variables	Race	Gender	Age	Marital status	Concern	Control	Curiosity	Confidence	CA	Self-management	Cultural competence	Focus of control	Career resilience	Sociability	Entrepreneurial orientation	Proactive	Emotional literacy	EAS
Concern	-.00*	-.00	-.14*	-.03	-													
Control	.06	-.08	.07	.05	.57**	-												
Curiosity	-.06	-.06	.07	.06	.61**	.67**	-											
Confidence	.04	-.08	.12	.14*	.45**	.60**	.68**	-										
Career Adaptability	.04	-.08	.12	.14*	.45**	.60**	.68**	1.00**	-									
Self-management	-.01	-.11	.02	.08	.50**	.51**	.62**	.59**	.59**	-								
Cultural competence	.02	-.10	-.05	.09	.54**	.47**	.51**	.48**	.48**	.75**	-							
Focus of Control	-.05	-.06	.01	.14*	.38**	.46**	.50**	.49**	.49**	.71**	.67**	-						
Career resilience	-.07	-.13*	-.06	.05	.45**	.47**	.53**	.48**	.48**	.75**	.71**	.78**	-					
Sociability	-.00	-.13*	-.03	.03	.51**	.51**	.56**	.52**	.52**	.84**	.77**	.71**	.74**	-				
E-orientation	.02	-.11	.04	.08	.43**	.46**	.53**	.53**	.53**	.73**	.63**	.78**	.73**	.74**	-			
Proactive	-.10	-.10	-.05	.05	.41**	.40**	.42**	.44**	.44**	.71**	.62**	.69**	.69**	.67**	.64**	-		
Emotional literacy	.03	-.04	.00	.04	.42**	.46**	.48**	.49**	.49**	.73**	.65**	.73**	.69**	.73**	.73**	.64**	-	

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (CAI) and variable (EAS). Career concern revealed very strong significant positive correlations with all EAS variables. All the correlations either exhibit significant medium practical effect size or large practical effect size as indicated below:

- Self-management (r = .50, large practical effect size, $p \leq .01$)
- Cultural competence (r = .54, large practical effect size, $p \leq .01$)
- Focus of Control (r = .38, medium practical effect size, $p \leq .01$)
- Career resilience (r = .45, medium practical effect size, p ≤ .01)
- Sociability (r = .51, large practical effect size, $p \leq .01$)
- E orientation (r = .43, medium practical effect size, $p \leq .01$)
- Proactive (r = .41, medium practical effect size, $p \leq .01$)
- Emotional literacy (r = .42, medium practical effect size, $p \leq .01$)
- Overall EAS (r = .53, large practical effect size, $p \leq .01$)

Career control showed significant positive linear associations with EAS variables. All the correlations either exhibit significant medium practical effect size or large practical effect size as indicated below:

- Self-management (r = .51, large practical effect size, $p \leq .01$)
- Cultural competence (r = .47, medium practical effect size, $p \leq .01$)
- Focus of Control (r = .46, medium practical effect size, $p \leq .01$)
- Career resilience (r = .48, medium practical effect size, $p \leq .01$)
- Sociability (r = .51, large practical effect size, $p \leq .01$)
- E orientation (r = .46, medium practical effect size, $p \leq .01$)
- Proactive (r = .40, medium practical effect size, $p \leq .01$)
- Emotional literacy (r = .46, medium practical effect size, $p \leq .01$)
- Overall EAS (r = .54, large practical effect size, $p \leq .01$)

Career Curiosity displayed significant positive correlations with all EAS variables. All the correlations either exhibit significant medium practical effect size or large practical effect size as indicated below:

- Self-management (r = .62, large practical effect size, $p \leq .01$)
- Cultural competence (r = .51, large practical effect size, $p \leq .01$)
- Focus of Control (r = .50, large practical effect size, $p \leq .01$)
- Career resilience (r = .53, large practical effect size, $p \leq .01$)
- Sociability (r = .56, large practical effect size, $p \leq .01$)
- E orientation (r = .53, large practical effect size, $p \leq .01$)
- Proactive (r = .42, medium practical effect size, $p \leq .01$)
- Emotional literacy (r = .49, medium practical effect size, $p \leq .01$)
- Overall EAS (r = .57, large practical effect size, $p \leq .01$)

Career confidence indicated significant positive correlations with EAS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Self-management (r = .59, large practical effect size, $p \leq .01$)
- Cultural competence (r =.48, medium practical effect size, $p \leq .01$)
- Focus of Control (r = .49, practical effect size, $p \leq .01$)
- Career resilience (r = .53, large practical effect size, $p \leq .01$)
- Sociability (r = .56, large practical effect size, $p \leq .01$)
- E orientation (r = .53, large practical effect size, $p \leq .01$)
- Proactive (r = .44, medium practical effect size, $p \leq .01$)
- Emotional literacy (r = .49, medium practical effect size, $p \leq .01$)
- Overall EAS (r = .57, large practical effect size, $p \leq .01$)

The overall CAI variable showed significant positive correlations with all EAS variables as indicated below:

- Self-management (r = .59, large practical effect size, $p \leq .01$)
- Cultural competence (r = .48, medium practical effect size, $p \leq .01$)
- Focus of Control (r = .49, practical effect size, $p \leq .01$)
- Career resilience (r = .53, large practical effect size, $p \leq .01$)
- Sociability (r = .56, large practical effect size, $p \leq .01$)
- E orientation (r = .53, large practical effect size, $p \leq .01$)

- Proactive (r = .44, medium practical effect size, $p \leq .01$)
- Emotional literacy (r = .49, medium practical effect size, $p \leq .01$)
- Overall EAS (r = .57, large practical effect size, $p \leq .01$)

In summary, the correlation between CA and EAS are significantly positive, the correlation coefficients range between $.38 \leq r \leq .90$. A very significant relationship was found between career adaptability and employability attributes. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.9 showed larger practical effects, which was considerably below the level of concern for multicollinearity (r = .90) (Shrestha, 2020).

5.2.2 Reporting the correlations between (CAI) and (OCS)

The following table exhibit several significant correlations are observed between career adaptability inventory (CAI) and organisational commitment (OCS).

Table 5. 10

Correlations between Career Adaptability (CAI) and Organisational Commitment (OCS)

Variables	Race	Gender	Age	Marital status	Concern	Control	Curiosity	Confidence	Career Adaptability	Affective	Continuance	Normative	Organisational Commitment
Concern	-.03*	-.02	-.14*	-.03	-								
Control	.06	-.08	.07	.05	.57**	-							
Curiosity	-.06	-.06	.07	.06	.61**	.67**	-						
Confidence	.04	-.08	.12	.14*	.45**	.60**	.68**	-					
Career Adaptability	.04	-.08	.12	.14*	.45**	.60**	.68**	1.00**	-				
Affective	.03	-.08	.00	.06	.24**	.18**	.22**	.28**	.28**	-			
Continuance	.13*	-.07	.08	.08	-.00	.12	.07	.12	.12	.24**	-		
Normative	-.05	-.13	.04	.04	.30**	.31**	.30**	.36**	.36**	.55**	.23**	-	
Organisational Commitment	.05	-.12	.07	.09	.20**	.25**	.23**	.33**	.33**	.74**	.71**	.79**	-

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (CAI) and variable (OCS).

Career concern revealed very strong significant positive correlations with (OCS) variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Affective (r = .24, small practical effect size, $p \leq .01$)
- Normative (r = .30, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .20, small practical effect size, $p \leq .01$)

Career control showed significant positive linear associations with (OCS) variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Affective (r = .18, small practical effect size, $p \leq .01$)
- Normative (r = .31, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .25, small practical effect size, $p \leq .01$)

Career Curiosity displayed significant positive correlations with OCS variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Affective (r = .22, small practical effect size, $p \leq .01$)
- Normative (r = .30, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .23, small practical effect size, $p \leq .01$)

Career Confidence displayed significant positive correlations with (OCS) variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Affective (r = .28, small practical effect size, $p \leq .01$)
- Normative (r = .36, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .33, medium practical effect size, $p \leq .01$)

Overall CAI variable displayed significant positive correlations with OCS variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Affective (r = .28, small practical effect size, $p \leq .01$)
- Normative (r = .36, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .33, medium practical effect size, $p \leq .01$)

In summary, the correlation between CAI and OCS are significantly positive, the correlation coefficients range between $.12 \leq r \leq .36$. A very significant relationship was found between career adaptability and organisational commitment. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.10 showed larger practical effects, which was considerably below the level of concern for multicollinearity (r = .90) (Shrestha, 2020).

5.2.3 Reporting the correlations between (CAI) and (PCBI).

The following table exhibit several significant correlations are observed between career adaptability (CAI) and positive coping (PCBI).

Table 5. 11

Correlations between Career Adaptability (CAI) and Positive Coping (PCBI)

Variables	Race	Gender	Age	Marital status	Concern	Control	Curiosity	Confidence	CAREER ADAPTABILITY	Inventive Coping	Engaging Coping	Intentional Coping	Influential Coping	POSITIVE COPING
Concern	-.03*	-.02	-.14*	-.03	-									
Control	.06	-.08	.07	.05	.57**	-								
Curiosity	-.06	-.06	.07	.06	.61**	.67**	-							
Confidence	.04	-.08	.12	.14*	.45**	.60**	.68**							
Career Adaptability	.04	-.08	.12	.14*	.45**	.60**	.68**	1.00**						
Inventive Coping	-.02	-.13*	.02	.06	.35**	.37**	.38**	.44**	.44**					
Engaging Coping	-.05	-.06	.05	.12	.42**	.45**	.46**	.46**	.46**	.73**				
Intentional Coping	-.02	-.06	.03	.11	.43**	.47**	.50**	.54**	.53**	.76**	.79**			
Influential Coping	.01	-.09	.02	.15**	.38**	.44**	.39**	.48**	.48**	.71**	.65**	.80**		
Positive Coping	-.02	-.09	004	.12**	.45**	.49**	.49**	.53**	.53**	.86**	.88**	.95**	.86**	-

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (CAI) and variable (PCBI).

Career concern revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Inventive Coping (r = .35, medium practical effect size, $p \leq .01$)
- Engaging Coping (r = .42, medium practical effect size, $p \leq .01$)
- Intentional Coping (r = .43, medium practical effect size, $p \leq .01$)
- Influential Coping (r = .38, medium practical effect size, $p \leq .01$)
- PCBI (r = .45, medium practical effect size, $p \leq .01$)

Career control showed significant positive linear associations with PCBI variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Inventive Coping (r = .37, medium practical effect size, $p \leq .01$)
- Engaging Coping (r = .45, medium practical effect size, $p \leq .01$)
- Intentional Coping (r = .47, medium practical effect size, $p \leq .01$)
- Influential Coping (r = .44, medium practical effect size, $p \leq .01$)
- PCBI (r = .49, medium practical effect size, $p \leq .01$)

Career curiosity showed significant positive linear associations with PCBI variables. Some correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Inventive Coping (r = .38, medium practical effect size , $p \leq .01$)
- Engaging Coping (r = .46, medium practical effect size, $p \leq .01$)
- Intentional Coping (r = .50, large practical effect size, $p \leq .01$)
- Influential Coping (r = .39, medium practical effect size, $p \leq .01$)
- PCBI (r = .49, medium practical effect size, $p \leq .01$)

Career confidence showed significant positive linear associations with PCBI variables. Some correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Inventive Coping (r = .44, medium practical effect size, $p \leq .01$)
- Engaging Coping (r = .46, medium practical effect size, $p \leq .01$)
- Intentional Coping (r = .54, large practical effect size, $p \leq .01$)
- Influential Coping (r = .48, medium practical effect size, $p \leq .01$)
- PCBI (r = .53, large practical effect size, $p \leq .01$)

Overall CAI showed significant positive linear associations with PCBI variables. Some correlations exhibit either significant small practical effect size or medium practical effect size as indicated below:

- Inventive Coping (r = .44, medium practical effect size, $p \leq .01$)
- Engaging Coping (r = .46, medium practical effect size, $p \leq .01$)
- Intentional Coping (r = .53, large practical effect size, $p \leq .01$)
- Influential Coping (r = .48, medium practical effect size, $p \leq .01$)
- PCBI (r = .53, large practical effect size, $p \leq .01$)

In summary, the correlation between CAI and PCBI is significantly positive, the correlation coefficients range between $.12 \leq r \leq .36$. A very significant relationship was found between career adaptability and Positive coping behaviour inventory. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.11 showed larger practical effects, which was considerably below the level of concern for multicollinearity (r = .90) (Shrestha, 2020).

5.2.4 Reporting the correlations between (EAS) and (OCS).

The following table exhibit several significant correlations are observed between employability attributes scale (EAS) and organisational commitment (OCS).

Table 5. 12

Correlations between Employability Attributes (EAS) and Organisational Commitment (OCS)

Variables	Race	Gender	Age	Marital status	Self-management	Cultural competence	Focus of control	Career resilience	Sociability	Entrepreneurial orientation	Proactive	Emotional literacy	EMPLOYABILITY ATTRIBUTES	Affective	Continuance	Normative	ORGANISATIONAL COMMITMENT
Self-management	-.66	-.12	.02	.08													
Cultural competence	.02	-.10	-.05	.09	.75**												
Focus of control	-.05	-.06	.10	.14*	.71**	.66**											
Career resilience	-.07	-.13*	-.06	.05	.75**	.71**	.78**										
Sociability	-.00	-.13*	-.03	.03	.84**	.77**	.71**	.74**									
E orientation	.02	-.11	.04	.08	.73**	.63**	.78**	.73**	.74**								
Proactive	-.10	-.10	-.05	.05	.71**	.62**	.69**	.69**	.67**	.64**							
Emotional literacy	.03	-.04	.00	.04	.73**	.65**	.73**	.69**	.73**	.73**	.64**						
Employability Attributes	-.01	-.11	.00	.08	.92**	.83**	.84**	.86**	.90**	.84**	.82**	.85**					
Affective	.03	-.08	.00	.06	.35**	.25**	.26**	.27**	.33**	.27**	.39**	.32**	.35**				
Continuance	.13	-.07	.09	.08	.22**	.18**	.20**	.24**	.25**	.20**	.23**	.19**	.25**	.24**			
Normative	-.05	-.13*	.04	.04	.44**	.34**	.32**	.35**	.40**	.40**	.37**	.40**	.43**	.55**	.30**		
Organisational Commitment	.05	-.11	.07	.09	.42**	.32**	.33**	.36**	.41**	.34**	.41**	.38**	.43**	.74**	.71**	.79**	

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (EAS) and variable (OCS).

Self-management revealed very strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .35, medium practical effect size, $p \leq .01$)
- Continuance (r = .22, small practical effect size, $p \leq .01$)
- Normative (r = .44, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .42, medium practical effect size, $p \leq .01$)

Cultural competence revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .25, small practical effect size, $p \leq .01$)
- Continuance (r = .18, small practical effect size, $p \leq .01$)
- Normative (r = .34, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .32, medium practical effect size, $p \leq .01$)

Focus of control revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .26, small practical effect size, $p \leq .01$)
- Continuance (r = .20, small practical effect size, $p \leq .01$)
- Normative (r = .32, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .33, medium practical effect size, $p \leq .01$)

Career resilience revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .27, small practical effect size, $p \leq .01$)

- Continuance (r = .24, small practical effect size, $p \leq .01$)
- Normative (r = .35, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .36, medium practical effect size, $p \leq .01$)

Sociability revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .33, medium practical effect size, $p \leq .01$)
- Continuance (r = .25, small practical effect size, $p \leq .01$)
- Normative (r = .40, medium practical effect size, $p \leq 0.01$)
- Overall OCS (r = .41, medium practical effect size, $p \leq .01$)

Entrepreneurial orientation revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .27, small practical effect size, $p \leq .01$)
- Continuance (r = .20, small practical effect size, $p \leq .01$)
- Normative (r = .40, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .34, medium practical effect size, $p \leq .01$)

Proactive revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .39, medium practical effect size, $p \leq .01$)
- Continuance (r = .23, small practical effect size, $p \leq .01$)
- Normative (r = .37, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .41, medium practical effect size, $p \leq .01$)

Emotional literacy revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .32, medium practical effect size, $p \leq .01$)
- Continuance (r = .19, small practical effect size, $p \leq .01$)
- Normative (r = .40, medium practical effect size, $p \leq .01$)
- Overall OCS (r = .38, medium practical effect size, $p \leq .01$)

Overall EAS revealed strong significant positive correlations with all OCS variables. All the correlations exhibit either significant medium practical effect size or large practical effect size as indicated below:

- Affective (r = .35 ,medium practical effect size, $p \leq .01$)
- Continuance (r = .25 ,small practical effect size, $p \leq .01$)
- Normative (r = .43 ,medium practical effect size, $p \leq .01$)
- Overall OCS (r = .43 ,medium practical effect size, $p \leq .01$)

In summary, the correlation between EAS and OCS are significantly positive, the correlation coefficients range between $.20 \leq r \leq .46$. A very significant relationship was found between employability attributes and organisational commitment. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.12 showed larger practical effects, which was considerably below the level of concern for multicollinearity *(r* = .90) (Shrestha, 2020).

5.2.5 Reporting the correlations between (EAS) and (PCBI).

The following table exhibit several significant correlations are observed between employability attributes (EAS) and positive coping (PCBI).

Table 5.13

Correlations between Employability Attributes (EAS) and Positive Coping Behaviour Inventory (PCBI)

Variables	Race	Gender	Age	Marital status	Self-management	Cultural competence	Focus of control	Career resilience	Sociability	Entrepreneurial orientation	Proactive	Emotional literacy	EMPLOYABILITY ATTRIBUTES	Inventive Coping	Engaging Coping	Intentional Coping	Influential Coping	POSITIVE COPING
Self-management	-.66	-.12	.02	.08														
Cultural competence	.02	-.10	-.05	.09	.75**													
Focus of control	-.05	-.06	.10	.14*	.71**	.66**												
Career resilience	-.07	-.13*	.06	.05	.75**	.71**	.78**											
Sociability	-.00	.13*	-.03	.03	.84**	.77**	.71**	.74**										
E orientation	.02	-.11	.04	.08	.73**	.63**	.78**	.73**	.74**									
Proactive	-.10	-.10	-.05	.05	.71**	.62**	.69**	.69**	.67**	.64**								
Emotional literacy	.03	-.04	.00	.04	.73**	.65**	.73**	.69**	.73**	.73**	.64**							
Employability Attributes	-.01	-.11	.00	.08	.92**	.83**	.84**	.86**	.90**	.84**	.82**	.85**						
Inventive Coping	-.02	-.14	.06	.06	.57**	.56**	.53**	.54**	.58**	.55**	.52**	.60**	.64**					
Engaging Coping	-.05	-.06	.05	.11	.57**	.56**	.59**	.57**	.59**	.58**	.52**	.63**	.65	.73**				
Intentional Coping	-.02	-.06	.03	.11	.63**	.65**	.59**	.64**	.67**	.61**	.58**	.66**	.73**	.76**	.79**			
Influential Coping	.00	-.09	.02	.15*	.58**	.61**	.56**	.60**	.62**	.54**	.56**	.58**	.67**	.71**	.65**	.80**		
Positive Coping	-.02	-.09	.04	.12	.66**	.67**	.63**	.66**	.69**	.63**	.61**	.69**	.75**	.86**	.88**	.95**	.86**	

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (EAS) and variable (PCBI).

Self-management revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .57, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .57, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .63, large practical effect size, $p \leq .01$)
- Influential Coping (r = .58, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .66, large practical effect size, $p \leq .01$)

Cultural competence revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .56, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .56, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .65, large practical effect size, $p \leq .01$)
- Influential Coping (r = .61, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .67, large practical effect size, $p \leq .01$)

Focus of control revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .53, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .59, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .59, large practical effect size, $p \leq .01$)
- Influential Coping (r = .56, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .63, large practical effect size, $p \leq .01$)

Career resilience revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .54, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .57, large practical effect size, $p \leq .01$)

- Intentional Coping (r = .64, large practical effect size, $p \leq .01$)
- Influential Coping (r = .60, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .66, large practical effect size, $p \leq .01$)

Sociability revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .58, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .59, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .67, large practical effect size, $p \leq .01$)
- Influential Coping (r = .62, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .69, large practical effect size, $p \leq .01$)

Entrepreneurial orientation revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .55, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .58, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .61, large practical effect size, $p \leq .01$)
- Influential Coping (r =.54, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .63, large practical effect size, $p \leq .01$)

Proactive revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .53, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .52, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .58, large practical effect size, $p \leq .01$)
- Influential Coping (r = .56 ,large practical effect size, $p \leq .01$)
- Overall PCBI (r = .61, large practical effect size, $p \leq .01$)

Emotional literacy revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .60, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .63, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .66, large practical effect size, $p \leq .01$)
- Influential Coping (r = .58, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .69, large practical effect size, $p \leq .01$)

Overall EAS revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .64, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .65, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .73, large practical effect size, $p \leq .01$)
- Influential Coping (r = .67, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .75, large practical effect size, $p \leq .01$)

In summary, the correlation between EAS and PCBI is significantly positive, the correlation coefficients range between $.50 \leq r \leq .80$. A very significant relationship was found between employability attributes and positive coping. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.13 showed larger practical effects, which was considerably below the level of concern for multicollinearity (r = .90) (Shrestha, 2020).

5.2.6 Reporting the correlations between (OCS) and (PCBI).

The following table exhibit several significant correlations are observed between organisational commitment (OCS) and positive coping (PCBI).

Table 5.14

Correlations between Organisational Commitment (OCS) and Positive Coping Behaviour Inventory (PCBI)

Variables	Race	Gender	Age	Marital status	Affective Commitment	Continuance Commitment	Normative Commitment	Organisational commitment	Inventive coping behaviour	Engaging coping behaviour	Intentional coping behaviour	Influential coping behaviour	Positive coping
Affective commitment	.03	-.08	.01	.06	--								
Continuance Commitment	.13*	-.07	.09	.08	.24**	--							
Normative Commitment	-.05	-.123*	.04	.04	.55**	.30**	--						
Organisational commitment	.05	-.11	.07	.09	.75**	.72**	.79**	--					
Inventive coping	-.02	-.147*	.02	.06	.30**	.15*	.33**	.32**	--				
Engaging coping behaviour	-.05	-.06	.05	.11	.38**	.13*	.43**	.41**	.73**	--			
Intentional coping behaviour	-.02	-.06	.03	.11	.36**	.15*	.38**	.38**	.76**	.79**	--		
Influential coping behaviour	.01	-.09	.02	.15*	.30**	.09	.35**	.32**	.71**	.65**	.80**	--	
Positive coping	-.02	-.09	.04	.12	.38**	.15*	.41**	.40**	.86**	.88**	.95**	.86**	--

Notes: N = 267; *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$. $r \leq .30$ (small practical effect size), $r \geq .30 \leq .49$ (medium practical effect size), $r \geq .50$ (large practical effect size)

Positive linear associations are reported between variable (OCS) and variable (PCBI).

Affective commitment revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .30, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .38, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .36, large practical effect size, $p \leq .01$)
- Influential Coping (r = .30, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .38, large practical effect size, $p \leq .01$)

Continuance commitment revealed very weak significant negative correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .15, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .13, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .15, large practical effect size, $p \leq .01$)
- Influential Coping (r = .1, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .15, large practical effect size, $p \leq .01$)

Normative commitment revealed very strong significant positive correlations with all PCBI variables. All the correlations exhibit large practical effect size as indicated below:

- Inventive Coping (r = .33, large practical effect size, $p \leq .01$)
- Engaging Coping (r = .43, large practical effect size, $p \leq .01$)
- Intentional Coping (r = .38, large practical effect size, $p \leq .01$)
- Influential Coping (r = .35, large practical effect size, $p \leq .01$)
- Overall PCBI (r = .41, large practical effect size, $p \leq .01$)

In summary, a very weak relationship was found between continuance commitment and positive coping, however, the correlation between EAS and PCBI is significantly positive, the correlation coefficients range between $.50 \leq r \leq .80$. It was predicted that multicollinearity would not present a problem, as the Pearson product-moment coefficients displayed in Table 5.14 showed larger

practical effects, which was considerably below the level of concern for multicollinearity (r = .90) (Shrestha, 2020).

5.3 INFERENTIAL STATISTICS: STEPWISE REGRESSION ANALYSIS

This section described stepwise hierarchical regression analysis and tests for mean differences.

5.3.1 Stepwise hierarchical regression analysis

In this section, we investigate whether individuals' ages, gender, race, marital status and marital status and their career adaptability and employability attributes significantly and positively predict organisational commitment and positive coping.

H_2: Individuals' age, gender, race, marital status and their career adaptability and employability attributes does predict their organisational commitment and positive coping.

This study used stepwise hierarchical regression in which independent variables were integrated into a single model since there are just a few independent variables (Sharma & Yu, 2015; Liu et al., 2021). To investigate the significant difference in career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables, a one-way analysis of variance (ANOVA) was used. Stepwise Regression analysis was conducted on two models. In the first model, demographical variables (age, gender, race and marital status), career adaptability and employability attributes were treated as independent variables and organisational commitment was treated as a dependent variable.

In the second model, demographical variables (age, gender, race, and marital status), career adaptability and employability attributes were treated as independent variables. Stepwise regression is a statistical technique that involves regression modelling in which the choice of predictive variables is made by an automatic procedure (Rose & McGuire, 2019).

In this study, we used a backward elimination procedure that involves starting with all the independent variables in the model, testing them one by one for significance, and then deleting those that are not significant until an efficient parsimonious model is obtained. The summary of the results are stipulated in Table 5.16 and 5.17

In the first model, Table 5.15, the regression model was significant: $F = 25.48$; $p = .00$; $R^2 = .23$. Table 5.14 shows that EAI ($ß = .30$; $p \leq .000$), CAI ($ß = -.30$; $p \leq .00$) and the demographic

variables race (*ß* = -.08; *p* ≤ .02), gender (*ß* = .03; *p* ≤ .53), age (*ß* = -.01; *p* ≤ -.14), followed by marital status = (*ß* = -.13; *p* ≤ .76), significantly explain the predictors of organisational commitment.

Table 5.15

Results of the Stepwise Regression Analysis: Demographic Variables and EAS and CAI as Independent Variables and OCS as Dependent Variable.

Model variables	**Unstandardized coefficients**		**Standardized Coefficients**						**Collinearity Statistics)**	**Collinearity statistics**
	B	**SE B**	**ß**	**t**	**p**	**F**	**A*d* R^2**	**R**	**T**	**VIF**
(Constant)	.24	.41		3.35	.00	10.06	.17	.43		
Race	-.25	.15	-.08	-1.71					.84	1.19
Gender	.07	.11	.03	.62					.94	1.07
Age	-.01	.13	-.01	-.14					.76	1.35
Marital Status	.88	.12	.13	4.12					.84	1.19
Career Adaptability	.31	.06	.30	5.05					.44	1.18
Employability attributes	.69	.08	.48	8.99					.56	1.73

Notes**.** ****p* ≤ .001 ***p* ≤ .01 **p* ≤ .05
+R^2 ≤ .12 (small practical effect size) ++ R^2 ≥ .13 ≤ .25 (medium practical effect size) +++R^2 ≥ .26 (large practical effect size)

Based on the results, it appears that demographic variables (age, gender, race and marital status) of individuals contribute to the research hypothesis, career adaptability and employability attributes significantly and positively explain the regression test prediction in organisational commitment.

In conclusion, career adaptability and employability attributes are independent variables that significantly explain the regression test prediction in organisational commitment. In addition, race was the demographic variable that significantly influence the regression test prediction in organisational commitment.

In the second model, Table 5.16, the regression model was significant: $F = 36.39$; $p = .00$; $R^2 = .18$. Table 5.17 shows that EAI ($ß = .18$; $p \leq .04$), CAI ($ß = -.16$; $p \leq .02$) and the demographic variables race ($ß = -.01$; $p \leq .04$), gender ($ß = -.08$; $p \leq .10$), age ($ß = -.01$; $p \leq -.98$), followed by marital status = ($ß = -.10$; $p \leq .04$), significantly explain the predictors of Positive coping.

Table 5.16

Results of the Stepwise Regression Analysis: Demographic Variables and EAS and CAI as Independent Variables and PCBI as Dependent Variable.

Model variables	Unstandardized coefficients		Standardized Coefficients						Collinearity Statistics)	Collinearity statistics
	B	SE B	ß	t	p	F	A*d* R^2	R	T	VIF
(Constant)	1.30	.39		3.31	.00	50.10	.53	.73		
Race	-.03	.15	-.01	-.22	.04*				.84	1.19
Gender	-.18	.11	-.08	-1.67	.10				.94	1.06
Age	-.01	.12	-.01	-.11	.98				.74	1.35
Marital Status	.22	.11	.10	1.98	.04*				.84	1.19
Career Adaptability	.25	.10	.16	2.40	.02*				.96	1.34
Employability attributes	.19	.08	.18	2.36	.04*				.68	1.05

Notes. ****p* ≤ .001 ***p* ≤ .01 **p* ≤ .05
+R^2 ≤ .12 (small practical effect size) ++ R^2 ≥ .13 ≤ .25 (medium practical effect size) +++R^2 ≥ .26 (large practical effect size)

Based on the results, it appears that demographic variables (age, gender, race and marital status) of individuals contribute to the research hypothesis, career adaptability and employability attributes significantly and positively explain the regression test prediction in positive coping.

In conclusion, career adaptability and employability attributes are independent variables that significantly explain the regression test prediction in positive coping. In addition, race was the demographic variable that significantly influence the regression test prediction in positive coping.

5.3.2 Tests for mean differences

In this section, we investigated the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race and marital status).

A non-parametric Independent-sample Manny-Whitney U tests were conducted to investigate the significant difference in career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race and marital status).

The Mann Whitney U results and mean scores in Table 5.17 show that the 41 years and older participants obtained a significantly higher mean score than their 40 years and younger counterparts on the CAI variable career confidence (*M* = 148.50; *SD* = .72). No significant differences were observed between 41 years and older and 40 years and younger participants with regard to career concern, career control and career curiosity.

The 41 years and older participants obtained significantly higher mean scores than their 40 years and younger counterparts on the EAS variable internal locus of control (*M* = 145.25; *SD* = 1.02). No significant differences were evident between 41 years and older and 40 years and younger participants with regard to career self-management, cultural competence, career resilience, sociability, entrepreneurial orientation, proactivity and emotional literacy.

The 41 years and older participants obtained significantly higher mean scores than their 40 years and younger counterparts on the OCS variable continuance commitment (*M* = 147.25; *SD* = .97). No significant differences were evident between 40 years and younger and 41 years and older participants with regard to affective commitment and normative commitment.

41 years and older participants obtained significantly higher mean scores than their female counterparts on the PCBI variable engaging coping behaviour (*M* = 142.13; *SD* = 1.17). No significant differences were evident between 40 years and younger and 41 years and older participants with regard to inventive coping behaviour, Intentional coping behaviour and influential coping behaviour.

Table 5.17

Independent-sample Mann-Whitney U tests for Age

	Mean scores for age								
	40 years and younger			41 years and older					
	N	Mean	SD	N	Mean	SD	Mann Whitney U	z	Sig
Psychological career meta-competencies									
CAI									
Career concern	267	139.27	.85	267	127.73	.85	7651	-1.390	.16
Career control	267	127.73	.71	267	143..68	.71	7489	-1.66	.98
Career curiosity	267	128.85	.69	267	141.95	.69	8680	-1.36	.17
Career confidence	267	124.60	.72	267	148.50	.72	6982	-2.49	.01
EAS									
Career Self-Management	267	130.48	.89	267	139.44	.89	7934	-.93	.35
Cultural Competence	267	134.30	1.19	267	133.54	1.19	8457	-.08	.94
Internal Locus of Control	267	126.71	1.02	267	145.25	1.02	7324	-1.92	.55
Career Resilience	267	134.90	.98	267	132.62	.98	8360	-.24	.81
Sociability	267	132.46	1.02	267	136.38	1.02	8256	-.41	.69
Entrepreneurial Orientation	267	128.82	1.06	267	141.99	1.06	7666	-1.37	.17
Proactivity	267	134.75	1.04	267	132.85	1.04	8384	-.20	.84
Emotional Literacy	267	129.98	1.09	267	140.20	1.09	7854	-1.06	.29
OCS									
Affective Commitment	267	129.31	.83	267	141.23	.83	7746	-1.23	.22
Continuance Commitment	267	125.41	.97	267	147.25	.97	7114	-2.26	.02
Normative Commitment	267	126.67	1.29	267	145.31	1.29	7318	-1.93	.05
PCI									
Inventive coping behaviour	267	129.98	1.11	267	140.20	1.11	7854	-1.06	.29
Engaging Coping Behaviour	267	128.13	1.17	267	142.13	1.17	7652	-1.39	.17
Intentional Coping Behaviour	267	129.66	1.09	267	140.70	1.09	7802	-1.14	.25
Influential Coping Behaviour	267	130.46	1.22	267	139.47	1.22	8931	-.94	.354

The Mann Whitney U results and mean scores in Table 5.18 show that the male participants obtained a significantly higher mean score than their female counterparts on the CAI variable career confidence (*M* = 138.80; *SD* = .72) and CAI variable career control (*M* = 138.62; SD = .71). There were no statistically significant differences between male and female participants in terms of career concern and career curiosity.

The mean scores of male participants were significantly higher than those of their female counterparts on the EAS variable career resilience (*M* = 141.45; *SD* = .98) and sociability (*M* = 141.32; *SD* = 1.01). There were no statistically significant differences between male and female participants in terms of career self-management, cultural competence, internal locus of control, entrepreneurial orientation, proactivity and emotional literacy.

The mean scores of male participants were significantly higher than those of their female counterparts on the OCS variable normative commitment (*M* = 141.54; *SD* = 1.29). There were no statistically significant differences between male and female participants in terms of affective commitment and continuance commitment.

The mean scores of male participants were significantly higher than those of their female counterparts on the PCBI variable inventive coping behaviour (*M* = 142.01; *SD* = 1.11). There were no statistically significant differences between male and female participants in terms of engaging coping behaviour, Intentional coping behaviour and influential coping behaviour.

Table 5.18

Independent-sample Mann-Whitney U tests for Gender

	Mean scores for gender								
	Male			Female					
	N	Mean	SD	N	Mean	SD	Mann Whitney U	z	Sig
Psychological career meta-competencies									
CAI									
Career concern	267	135.06	.85	267	132.18	.85	8103	-.29	.77
Career control	267	138.62	.71	267	126.04	.71	7501	-1.29	.20
Career curiosity	267	137.43	.69	267	128.08	.69	7701	-.96	.34
Career confidence	267	138.80	.72	267	125.73	.72	7470	-1.34	.18
EAS									
Career Self-Management	267	140.37	.88	267	123.01	.8821	7204	-1.77	.08
Cultural Competence	267	139.65	1.19	267	124.25	1.19	7326	-1.58	.12
Internal Locus of Control	267	137.52	1.02	267	127.93	1.02	7686	-.98	.33
Career Resilience	267	141.45	.98	267	121.15	.98	7022	-2.08	.04
Sociability	267	141.32	1.02	267	121.38	1.02	7044	-2.03	.04
Entrepreneurial Orientation	267	140.51	1.06	267	122.78	1.06	7182	-1.81	.07
Proactivity	267	139.70	1.04	267	124.17	1.04	7318	-1.59	.11
Emotional Literacy	267	136.08	1.09	267	130.42	1.09	7930.	-.58	.56
OCS									
Affective Commitment	267	138.91	.83	267	125.53	.83	7451	-1.37	.17
Continuance Commitment	267	138.30	.97	267	126.58	.97	755	-1.20	.23
Normative Commitment	267	141.54	1.29	267	120.99	1.29	7007	-2.10	.36
PCI									
Inventive coping behaviour	267	142.01	1.11	267	120.18	1.11	6927	-2.24	.03
Engaging Coping Behaviour	267	137.32	1.17	267	128.28	1.17	7721	-.92	.36
Intentional Coping Behaviour	267	137.60	1.09	267	127.80	1.09	7673	-1.00	.32
Influential Coping Behaviour	267	139.21	1.22	267	125.01	1.22	7400	-1.46	.15

The Mann Whitney U results and mean scores in Table 5.19 indicate that the African/Coloured and Indian participants obtained a significantly higher mean score than their white counterparts on the CAI career concern (*M* = 140.13; *SD* = .85). No significant differences were observed between African/Coloured, and Indian and white participants with regard to career control, career curiosity and career confidence.

African/Coloured and Indian participants obtained significantly higher mean scores than their white counterparts on the EAS variable career resilience (*M* = 138.12; *SD* = .98). No significant differences were evident between African/Coloured, and Indian and white participants with regard to career self-management, cultural competence, internal locus of control, sociability, entrepreneurial orientation, proactivity and emotional literacy.

White participants obtained significantly higher mean scores than their African/Coloured and Indian counterparts on the OCS variable continuance commitment (*M* = 150.56; *SD* = .97). No significant differences were evident between African/Coloured and Indian and white participants with regard to affective commitment and normative commitment.

African/Coloured and Indian participants obtained significantly higher mean scores than their white counterparts on the PCBI variable engaging inventive coping behaviour (*M* = 137.48; *SD* = 1.17) and variable influential coping behaviour (*M* = 137.37; *SD* = 1. 21). No significant differences were evident between African/Coloured and Indian and white participants with regard to inventive coping behaviour and Intentional coping behaviour.

Table 5.19

Independent-sample Mann-Whitney U Tests for Race

	Mean scores for race								
	(African, Coloured, Indian)			White					
	N	Mean	SD	N	Mean	SD	Mann Whitney U	z	Sig
Psychological career meta-competencies									
CAI									
Career concern	267	140.13	.85	267	106.74	.85	4006	-2.74	.01
Career control	267	134.04	.71	267	133.83	.71	5333	-.02	.99
Career curiosity	267	137.03	.69	267	120.54	.69	4682	-1.36	.18
Career confidence	267	134.13	.72	267	133.42	.72	5313	-.06	.95
EAS									
Career Self-Management	267	135.90	.99	267	125.56	.99	4928	-.85	.40
Cultural Competence	267	135.50	1.19	267	127.33	1.19	5014	-.67	.50
Internal Locus of Control	267	136.11	1.02	267	124.59	1.02	4880	-.95	.34
Career Resilience	267	138.12	.98	267	115.66	.98	4443	-1.84	.07
Sociability	267	136.51	1.02	267	122.85	1.02	4795	-1.12	.26
Entrepreneurial Orientation	267	134.33	1.06	267	132.51	1.06	5268	-.15	.88
Proactivity	267	137.83	1.04	267	116.96	1.04	4506	-1.71	.09
Emotional Literacy	267	135.19	1.09	267	128.70	1.09	5082	-.53	.60
OCS									
Affective Commitment	267	133.70	.83	267	135.34	.83	5276	-.13	.89
Continuance Commitment	267	130.28	.97	267	150.56	.97	4530	-1.66	.11
Normative Commitment	267	136.15	1.29	267	124.46	1.29	4874	-.96	.34
PCBI									
Inventive coping behaviour	267	135.73	1.11	267	126.31	1.11	4964	-.78	.44
Engaging Coping Behaviour	267	137.48	1.17	267	118.50	1.17	4582	-1.56	.12
Intentional Coping Behaviour	267	137.03	1.09	267	120.53	1.09	4681	-1.35	.18
Influential Coping Behaviour	267	137.37	1.22	267	119.02	1.22	4607	-1.51	.13

The Mann Whitney U results and mean scores in Table 5.20 indicate that the married participants obtained a significantly higher mean score than their single, separated, divorced and widowed counterparts on the CAS career confidence (*M* = 146.60; *SD* = .72). No significant differences were observed between single, separated, divorced, widowed and married participants with regard to career concern, career control and career curiosity.

Married participants obtained significantly higher mean scores than their single, separated, divorced and widowed counterparts on the EAS variable career self-management (*M* = 148.70; *SD* = .99) and internal locus of control (*M* = 148.08; *SD* = 1.02). No significant differences were evident between single, separated, divorced, widowed and married participants with regard to cultural competence, career resilience, sociability, entrepreneurial orientation, proactivity and emotional literacy.

Married participants obtained significantly higher mean scores than their single, separated, divorced and widowed counterparts on the OCS variable affective commitment (*M* = 145.84; *SD* = .83) and variable continuance commitment (*M* = 145.82; *SD* = .97). No significant differences were evident between single, separated, divorced, widowed and married participants with regard to normative commitment.

Married participants obtained significantly higher mean scores than their single, separated, divorced and widowed counterparts on the PCBI variable engaging coping behaviour (*M* = 152.26; *SD* = 1.17). No significant differences were evident between single, separated, divorced, widowed and married participants with regard to inventive coping behaviour, Intentional coping behaviour And influential coping behaviour.

Table 5.20

Independent-sample Mann-Whitney U Tests for Marital Status

	Mean scores for marital status								
	(Single, Separated, Divorced, Widowed)			Married					
	N	Mean	SD	N	Mean	SD	Mann Whitney U	z	Sig
Psychological career meta-competencies									
CAI									
Career concern	267	129.85	.85	267	138.58	.85	8309	-.93	.35
Career control	267	127.42	.71	267	141.26	.71	7969	-1.47	.14
Career curiosity	267	127.21	.69	267	141.49	.69	7939	-1.52	.13
Career confidence	267	122.27	.72	267	146.93	.72	7248	2.62	.01
EAS									
Career Self-Management	267	120.66	.99	267	148.70	.99	7023	-2.96	.00
Cultural Competence	267	123.73	1.19	267	145.32	1.19	7453	-2.29	.02
Internal Locus of Control	267	121.23	1.02	267	148.08	1.02	7102	-2.84	.00
Career Resilience	267	123.84	.98	267	145.20	.98	7468	-2.26	.02
Sociability	267	124.09	1.02	267	144.93	1.02	7502	-2.21	.27
Entrepreneurial Orientation	267	122.24	1.06	267	146.96	1.06	7244	-2.62	.01
Proactivity	267	123.07	1.04	267	146.05	1.04	7360	-2.43	.02
Emotional Literacy	267	122.05	1.09	267	147.17	1.09	7217	-2.66	.01
OCS									
Affective Commitment	267	123.26	.83	267	145.84	.83	7387	-2.39	.02
Continuance Commitment	267	123.28	.97	267	145.82	.97	7389	-2.38	.02
Normative Commitment	267	125.00	1.29	267	143.93	1.29	7630	-2.00	.05
PCI									
Inventive coping behaviour	267	119.70	1.11	267	149.77	1.11	6888	3.20	.00
Engaging Coping Behaviour	267	117.44	1.17	267	152.26	1.17	6572	-3.69	.00
Intentional Coping Behaviour	267	122.08	1.09	267	147.14	1.09	7221	-2.65	.01
Influential Coping Behaviour	267	120.49	1.22	267	148.89	1.22	6999	-3.01	.00

The Mann-Whitney U test was used for comparing the differences between two independent groups when the dependent variable is continuous or ordinal but not normally distributed (Kornacki et al., 2017). In this study, the nonparametric alternative to the independent t-test was considered through the use of the Mann-Whitney U test (Fadeikina et al., 2019; Saegusa, 2021). The Mann-Whitney U test was used in order to draw conclusions about the data, depending on how the assumption is made about the distribution of data.

5.8 SYNTHESIS, INTERPRETATION AND DISCUSSION

The demographic profile of the sample and the results of the research hypotheses were presented in this section.

5.8.1 Demographic profile of the sample

According to the survey's demographic characteristics, respondents were predominantly, between the ages of 26 and 40, males, African and married employees.

Table 5.21 summarises the highest frequency distribution of the sample's demographic profile.

Table 5.214

Summary of Highest Frequency Distribution: Sample Demographic Profile

Demographic profile		Frequency	Percent
Age	26-40 years	118	60.7%
Gender	Male	169	63.3%
Race	African	218	81.7
Marital status	Married	127	47.6%

5.8.2 Sample profile: career adaptability, employability attributes, organisational commitment and positive coping

The following section discussed the means interpretation. Table 5.22 summarizes the highest and lowest means for each of the instrument measures.

Table 5.22

Summary for Measuring Instruments Means

Scales/ subscale	Highest mean	Lowest mean
CAI	4.14	
Career confidence	4.14	
Career concern		3.95
EAS	5.49	
Cultural competence	5.49	
Internal focus of control		5.33
OCS	4.71	
Normative commitment	4.71	
Affective commitment		4.41
PCBI	5.76	
Intentional coping	5.76	
Engaging coping		5.49

*CAI Career Adaptability Inventory; EAS - Employability Attributes Scale; OCS - Organisational Commitment Scale; PCBI - Positive Coping Behaviour Inventory

According to the results pertaining to CAI, the participants showed a relatively high level of confidence over their careers, which is an indication of their confidence regarding their future careers (Ranta et al., 2019).

The high mean value for confidence suggests that individuals considered confidence as the most important variable embedded in their career paths. In line with this study, Archer and Yates (2017) suggested that individuals with a high level of confidence are more likely to make positive career changes within their careers. Based on the high reliability coefficients of the confidence subscale, it can be concluded that the findings are reliable can be interpreted with confidence.

The low mean value for career concern shows that individuals were satisfied and less concerned about their career risks. There is evidence that low levels of career concerns will result in greater career satisfaction, which assumes that individuals display positive perceptions of their relationship with their environment (Potgieter et al., 2018; Takawira, 2018). High career concerns result in lower organisational commitment (Coetzee, 2015; Coetzee et al., 2019).

In view of the low mean concern scores, the participants were unlikely to respond defensively to the career adaptability items, and thus the scores on all the different scales can be interpreted confidently.

In terms of employability attributes, the high mean in cultural competence indicates that individuals display shown greater knowledge about customs of other cultures, are confident and have a better understanding of how to communicate interculturally, as well as enjoy interacting with and working with people from other cultures. This study was based on a sample of military personnel, where employees are expected to understand the culture, standards, values and norms of the organisation and abide by the rules offered within the military (Dibley et al., 2014; Kerns, 2019). Generally, understanding and grasping different cultures, norms and customs, thus supports the high mean score value.

The low mean score was obtained for internal locus of control. People with a low internal locus of control, feel they have less control of their personal success or failure (Mulki & Lassk, 2019). A lower mean score for internal locus of control revealed that individuals are less happy within their work environment.

In terms of organisational commitment, the high mean in normative commitment suggests that individuals had the sense that the organisation invested in their growth. Moreover, the high mean score indicates that the organisations and their supervisors invest time and resources in making sure their employees grow by identifying training needs and providing useful feedback at the right time (Ahuja et al., 2018; Polat & Iskender, 2018). Based on the high reliability coefficients of the normative commitment subscale, it can be concluded that the findings are reliable and can be interpreted with confidence.

The low mean score for affective commitment indicates that individuals are less satisfied with their work and felt less effectively attached to their employer (Berthelsen et al., 2018; Steele et al., 2020). In view of the low mean concern scores, the participants were unlikely to respond defensively to the affective commitment item, and thus the scores on all of the different scales can be interpreted confidently.

With regard to positive coping, the high mean in intentional coping suggests that individuals had greater intentions for positive health and they adapt well by demonstrating proactive coping when

faced with workplace challenges (Coetzee et al., 2017). In line with this study Ferreira (2021) shared a view that positive coping enables individuals to cope within their workplace.

Based on the low means for engaging coping, we can infer that participants displayed a lack of happiness and engagement in their work as a result do not maintain high positive emotions when dealing with workplace stresses.

5.8.3 Research aim 1

- To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees.

The findings are consistent with the research hypothesis H1: There is a significant and positive relationship between individuals' career adaptability, employability attributes, organisational commitment and positive coping.

5.8.3.1 Correlation interpretation between career adaptability and employability attributes

Career adaptability is strongly correlated to self-management and cultural competence. The results are consistent with those of Ismail et al., (2016), Mujajati (2016) and Jabaar (2017), who found a significant and positive relationship between career adaptability and employability attributes.

A positive correlation was found between career adaptability and the seven subscales of employability attributes (self-management, cultural competence, focus of control, sociability, employee orientation, proactive and emotional literacy), as a result, employees identify with, are employable in and adapt better into the organisation, which improves their wellbeing. Career adaptability did not show a negative correlation with employability adaptability. Studies by Atitsogbe et al., (2019), Mujajati (2016) and Udayar et al., (2018) also found that career adaptability is positively related to employability attributes.

According to the findings, employees with high levels of self-management and cultural competence are more attached to their organisations and are better at adapting to changes within the working environment (Johnston, 2018).

5.8.3.2 Correlation interpretation between career adaptability and organisational commitment

Career adaptability is strongly correlated to affective commitment and normative commitment, whereas career concern showed a weaker correlation with affective commitment. On the other hand, the correlation between affective emotional and the four subscales of career adaptability (concern, control, curiosity, and confidence) is weaker, despite being positive. As a result of declining values of continuance commitment, career adaptability values decrease. The study did not find any negative correlation results between career adaptability (the independent variable) and organisational commitment (the dependent variable).

According to these findings, respondents are able to adapt well to the ever-changing demands of the organisation and function effectively within that organisation. Overall, they are pleased with their work environment and display positive feelings while functioning effectively in that organisation. The findings of the study support the conclusions of Ginevra et al., (2018), Rudolph et al., (2017) and Urbanaviciute et al. (2019) who define career adaptability as the ability to adjust to unpredictable changes in work and working conditions while preparing for and taking part in the job role. Career adaptability and affective commitment showed a very high and positive significance, suggesting employees are experienced positive and effective work conditions and environments. As a result, these findings are also supported by Nyathi (2020), Jabaar (2017) and van der Horst and Klehe (2019). Further predictions can be made that individuals feel connected, involved, and committed to the organisation.

The positive correlation between organisational commitment and career adaptability in this study suggests that employees with high levels of career adaptability at work dispaly higher levels of organisational commitment. The positive coefficients imply that if the value of career adaptability (independent variable) increases, then the value of organisational commitment (dependent variable) increases as well.

Despite individuals leaving their jobs for better opportunities, challenges and growth, this study indicates that employees are adapting and are highly committed.

5.8.3.3 Correlation interpretation between career adaptability and positive coping

Career adaptability is strongly correlated to intentional coping, whereas career concern showed a weaker correlation to inventive coping. On the other hand, the correlation between inventive and the four subscales of career adaptability (concern, control, curiosity, and confidence) is

weaker, despite being positive. As a result of declining values of inventive coping, career adaptability values decrease. The study did not find any negative correlation results between career adaptability (the independent variable) and positive coping (the dependent variable).

A strong, positive association exists between career adaptability and the four subscales of positive coping (inventive coping, engaging coping, intentional coping and influential coping). Based on these results, it appears that respondents are creative and innovative in nature (inventive coping), actively dealing with workplace stressors (engaging coping), with higher persistence of goal-directed behaviour (intentional coping) and shows high social support and agreeableness (influential coping). Overall, employees who adapt easily within the workplace are more likely to cope positively within their workplace (Marx, 2017) which improve their wellbeing (Murrup-Stewart et al., 2019).

Despite the weaker positive association between career adaptability and inventive coping, the overall results revealed that career adaptability is positively related to, engaging coping, intentional coping and influential coping. In terms of career adaptability, positive coping influences employee wellbeing (Urbanaviciute et al., 2019), this suggests that career adaptability have a role to play in the maintenance of employee wellbeing**.**

All four positive coping variables (inventive, engaging, intentional and influential coping) are positively and significantly related to career adaptability. It is evident in the findings that employees adapt well to their organisation, feel and cope positively. Positive results also indicate that employees are engaged, well influenced and adapt well within their work and experience higher wellbeing. The finding of this study is consistent with that of Ardelt and Edwards (2016), Coetzee et al., (2017), Rossier et al., (2017) and Yang et al., (2019).

5.8.3.4 Correlation interpretation between employability attributes and organisational commitment

Employability attributes is strongly correlated to affective commitment and normative commitment, whereas cultural competence showed a weaker correlation on continuance commitment, while a very strong correlation was found on self-management and normative commitment. On the other hand, the correlation between continuance commitment and the eight subscales of employability attributes (self-management, cultural competence, focus of control, career resilience, sociability, and entrepreneurial orientation, proactive and emotional literacy) is weaker, despite being

positive. As a result of declining values of continuance commitment, employability attributes values decrease. The study did not find any negative correlation results between employability attributes (the independent variable) and organisational commitment (the dependent variable).

The findings of Visanh and Xu (2018) are in line with the results of this study, which indicate that employees who have normative commitment and affective commitment experience better or higher employability attributes. Employees who adapt in the workplace are more committed to the organisation (Yao et al., 2019) which improves the intention to remain with the organisation (Arasanmi & Krishna, 2019).

The positive correlation between employability attributes and organisational commitment in this study suggests that employees with high levels of employability attributes at work display higher levels of organisational commitment. The positive coefficients imply that if the value of employability attributes (independent variable) increases, then the value of organisational commitment (dependent variable) increases as well.

5.8.3.5 Correlation interpretation between employability attributes and positive coping

Employability attributes is strongly correlated to intentional coping, whereas focus of control and proactive revealed a weaker correlation on inventive coping. On the other hand, the correlation between inventive and the nine subscales of employability attributes (self-management, cultural competence, focus of control, career resilience, sociability, entrepreneurial orientation, proactive and emotional literacy) is stronger and positive. The study did not find any negative correlation results between employability attributes (the independent variable) and positive coping (the dependent variable).

In spite of the weaker positive association between employability attributes and inventive coping, the overall results revealed that employability attributes are positively related to, engaging coping, intentional coping and influential coping. In terms of employability attributes, positive coping influences employee wellbeing (Urbanaviciute et al., 2019), this suggests that employability attributes have a role to play in enabling employees to cope positively within their workspace.

All four positive coping subscales (inventive coping, engaging coping, intentional coping and influential coping) are positively significantly related to employability attributes. It is evident in the findings that individuals take into cognisance their career goals and are responsible for their action plans (Coetzee et al., 2019), have clear aspirations (Bezuidenhout, 2019), and recognise skills

they need to achieve career goals (Potgieter, 2018), which enable them to cope positively when handling their organisation challenges. Positive results also indicate that individuals are skilled, well trained, motivated and initiative within their work. The finding of this study is consistent with that of Bezuidenhout (2019), Coetzee et al., (2017) and Coetzee et al., (2016).

5.8.3.6 Correlation interpretation between organisational commitment and positive coping

Organisational commitment is strongly correlated to engaging coping, whereas focus of control and proactive revealed a weaker correlation on inventive coping. On the other hand, the correlation between affective commitment and the four subscales of positive coping (inventive coping, engaging coping, intentional coping and influential coping) is stronger and positive. The study did not find any negative correlation results between organisational commitment (the independent variable) and positive coping (the dependent variable).

In spite of a stronger positive association between affective commitment, normative commitment and positive coping, the overall results revealed that continuance commitment had a negative correlation with all four positive subscales (inventive coping, engaging coping, intentional coping and influential coping). In terms of employability attributes, positive coping influences employee well-being (Urbanaviciute et al., 2019), this suggests that employability attributes have a role to play in enabling employees to cope positively within their workspace.

All four positive coping subscales (inventive coping, engaging coping, intentional coping and influential coping) positively are significantly related to organisational commitment. It is evident in the findings that individuals that are engaged to their work (Wood et al., 2020), feel more connected to each other as well as the organisation they work for (Chanana & Sangeeta, 2020), and are motivated and resilient about their work (Zhu et al., 2019) which enable them to cope positively when handling their organisation challenges. Positive coping results also indicate that individuals are committed, engaged and motivated about their work. The finding of this study is consistent with that of, (Wood et al., 2020), (Coetzee et al., 2017) and (Ong et al., 2016).

5.8.4 Research aim 2

- To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing.

5.8.4.1 Stepwise hierarchical regression analysis interpretation (demographic variables, career adaptability, employability attributes, organisational commitment and positive coping)

Based on the findings of this study it was revealed that employability attributes and career adaptability significantly explain the variation in positive coping. It confirms the findings of Urbanaviciute et al., (2019) and Rudolphet al., (2017), which found that wellbeing may be determined by demographic conditions, organisational commitment, and career adaptability.

In conjunction with career adaptability, demographic variables explain an important factor of organisational commitment and its variance (Jabaar, 2017; Zacher, 2015). There is some evidence suggesting that demographic factors (e.g. age, gender, race, and marital status) are significantly related to organisational commitment (Jabaar, 2017). In terms of the research results, race was the only demographic variable that significantly influence the variation in organisational commitment.

Several studies confirm that race is a significant predictor of employees' commitment within the organisation (Kassahun, 2015). This finding implies that those individual differences (race) enable others to be able to commit better to changing career circumstances, be proactive in managing their careers and be knowledgeable to sustain themselves in a working environment.

An organisation with a high level of career adaptability, employability attributes and organisation commitment will have more dedicated employees who are more motivated to achieve success in their roles and cope positively, thus increasing their wellbeing and desire to stay with the organisation (Ahuja et al., 2018; Drummond et al., 2017).

5.8.5 Research aim 3

5.8.4.1 Test for mean rank differences Interpretation (demographic variables, career adaptability, employability, organisational commitment and positive coping)

- To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status).

Results of the research provided support for hypothesis H3, namely, that differences do exist in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status).

In the study, individuals aged 41 years and older showed greater career adaptability, employability attributes, commitment to their organisations, and positive coping than younger employees. However, individuals aged 40 years and younger had a higher level of career concern which implies that younger individuals feel less committed based on the organisational rewards and benefits.

Concerning gender, males showed higher values compared to females which indicate that males experienced greater career adaptability, employability attributes, positive coping and commitment to their organisation. However, a lower level of career concern for females implies that females feel more committed than their counterparts.

In terms of race, blacks showed higher values compared to whites which indicate that blacks experienced greater career adaptability, employability attributes, positive coping and commitment to their organisation. However, a lower level of career concern for white individuals implies that whites feel more committed than their counterparts.

Concerning marital status, married individuals experience overall greater career adaptability, employability attributes, organisational commitment and positive coping compared to single, divorced and separated respondents. However, a lower level of career concern for single, separated individuals implies that they feel more committed than their married counterparts.

Military organisations should strive to have a workforce that is engaged, loyal, satisfied and cope positively and should create opportunities and develop mechanisms that enhance employee wellbeing regardless of the individuals' age, gender, race and marital status.

The results reveal that black, specifically, older males, show higher levels of career adaptability, employability attributes, organisational commitment and positive coping. This could imply that married males are more committed which indicates that these gender groups have a high level of attachment to the military organisation and would be more likely to remain with the organisation. In terms of the mean rank for marital status, it can be inferred that married individuals display

higher levels of career adaptability, employability attributes, organisational commitment and positive coping compared to the single, separated and divorced individuals.

There is support for the findings in relation to gender where, Coetzee and Harry (2015), Ismail et al. (2016), Ndlovu and Ferreira (2019), and Zacher and Griffin (2015) found that career adaptability is stronger amongst females and males. In addition, Chinyamurindi (2017), Coetzee et al. (2016), and Mujajati (2016) found that married male respondents had higher employability attributes scores compared to unmarried female counterparts. A study conducted by Botha and Coetzee, (2017) and Ronnie (2017) found that black and white individuals scored significantly differently on organisational commitment. The results indicate that older and married black male show higher levels of career adaptability, employability attributes, organisational commitment and positive coping.

5.9 DECISION ON THE RESEARCH HYPOTHESIS

Table 5.23 summarises the research hypotheses that were developed for the purposes of this study, the statistical procedures used to test the research hypotheses, and the final decision reached.

Table 5.23

Decisions Summary Regarding the Research Hypotheses

Aim	Research hypothesis	Supportive evidence
1	**H_1**: There is significant and positive relationship between individuals' career adaptability, employability attributes, organisational commitment and positive coping.	Supported
2	**H_2**: Individuals' age, gender, race, marital status and their career adaptability and employability attributes does predict their organisational commitment and positive coping.	Supported
3	**H_3**: Individuals from a different age, gender, race and marital status does not differ regarding their career adaptability, employability attributes, organisational commitment and positive coping.	Supported

5.8 CHAPTER SUMMARY

In integrating the literature review findings of the empirical research Chapter 5 addressed descriptive, correlational, and inferential statistics applicable to the study. The following research aims were achieved:

Research aim 1: To investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees.

Research aim 2: To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing.

Research aim 3: To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status).

CHAPTER 6

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Chapter 6 discusses the conclusions, limitations and recommendations of this research study. The chapter also addresses research aim 4. That is, to formulate recommendations that can be used for enhancing career adaptability, employability attributes, organisational commitment, and positive coping, which in turn will enhance employee wellbeing. In addition, recommendations for future research are also made in the field of Human Resource Management. The chapter then concludes with a summary.

6.1 CONCLUSIONS

This section highlights the formulation of conclusions based on the literature and empirical research within the context of the research aims, as outlined in chapter 1.

6.1.1 Conclusions relating to the literature review

The general aim of this research was to investigate whether a relationship exists between career adaptability, employability attributes, organisational commitment, and positive coping. The second aim conceptualised the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping. The third aim was to conceptualise the implications for employees' wellbeing practices in an organisation.

In the following section, conclusions are drawn for each aim listed regarding the relationship between the constructs, career adaptability, employability attributes, organisational commitment and positive coping in the SAAF.

Research aim 1: to conceptualise the four constructs career adaptability, employability attributes, organisational commitment, and positive coping in terms of theoretical models in literature

The first aim is to conceptualise the four constructs in terms of theoretical models in literature. These four constructs are, namely, career adaptability, employability attributes, organisational commitment, and positive coping.

6.1.1.1 Career adaptability

Career adaptability is a critical component in the career development processes of individuals and is regarded as a key competency in career success (Coetzee & Harry, 2015; Hui et al., 2018; Nyathi, 2020). Yang et al., (2019) define career adaptability as the ability to cope with career transitions and traumas in stressful times and environments. Career adaptability refers to an individual's preparation, flexibility, and willingness to employ dynamic job search strategies, such that they may influence his or her success in finding a new job (Johnston, 2018; McIlveen & Midgley, 2015; Sulistiani & Tuah, 2018). Savickas (1994, 1997, 2002, 2005) further define career adaptability as the capability of handling the unpredictable challenges associated with preparing for and participating in work, as well as unexpected adjustments caused by changing work or workplace conditions.

Research has identified four aspects of career adaptability, namely concern, control, curiosity, and confidence (Coetzee & Schreuder, 2018; Dries et al., 2012; Ferreira et al., 2013; Savickas, 1997; van der Horst & Klehe, 2019a). The four aspects of career adaptability (concern, control, curiosity, and confidence) assist individuals in realising their personal goals and values, regardless of work conditions that may enhance or hinder career adaptation (Cai et al., 2015; Coetzee & Harry, 2014; Negru-Subtirica & Pop, 2016; Zacher, 2015).

Career adaptability is also summarised by Gadassi et al., (2012) into five core dimensions, these being career planning, reality orientation, making informed decisions and exploration.

6.1.1.2 Employability attributes

Employability attributes refer to a set of personality traits, work-specific skills, generic skills, and competencies that help individuals find employment, even while they are unemployed (Clarke, 2018; Mtawa et al., 2021). Coetzee (2014) defines employability as the quality and knowledge possessed by an individual that enables them to meet the needs of the labour market. Employability attributes include diverse competencies and knowledge which empowers individuals to maximise on employment opportunities, even during difficulties and challenging economic times (Goodman & Tredway, 2016; Graham, 2017).

Employability attributes vary among individuals and literature has identified that age, gender, race and marital status are the key variables that bring about variations amongst individuals (Alenazi et al., 2019; Ardelt & Edwards, 2016).

6.1.1.3 Organisational commitment

As described by literature, "organisational commitment" is the contribution employees make to their organisation in terms of loyalty, devotion, attachment, love, bonding, and responsibility (Nangoli et al., 2020; Sow et al., 2016; Thirumalai et al., 2020; Tolentino, 2013). The concept of organisational commitment is used to describe the employees' commitment to their current organisations (Fihla & Chinyamurindi, 2018). Meyer and Allen's (1997) model was used for the study to measure organisational commitment and is divided into three constructs, namely; affective, continuance and normative. Generally, when employees are more committed to an organisation, their perceptions are more positive and they stay longer (Allen & Meyer, 1990; Grego-Planer, 2019; Kerns, 2019).

6.1.1.4 Positive coping

Literature defines positive coping as an individual's ability to handle job expectations, pressure and risks while executing given tasks effectively (Chen et al., 2018; Ong et al., 2016; Pirkkalainen et al., 2019). Positive coping is described as the process of identifying resources readily available to employees that will enhance their ability to set up goals and promote their personal growth (Ślebarska et al., 2019). In addition, positive coping enables individuals to be positive and enhance their focus on their day to day tasks and the mission of the organisation (Kelly & Martin, 2020). Positive coping includes several core dimensions, namely; cognitive coping behaviour, effective coping behaviour, conative coping behaviour and interpersonal coping behaviour (Coetzee et al., 2017).

These positive coping dimensions are variables that enable individuals to identify workplace challenges and stressors and develop solutions in dealing with their effects (Zheng et al., 2016). Positive coping assists individuals in managing and responding to stress. Generally, individuals that are coping well with their work are more likely to be effective with their work (Jensen et al., 2016; Richardson, 2017).

In summary, the second aim of the study was to conceptualise the four constructs of career adaptability, employability attributes, organisational commitment and positive coping in terms of theoretical models found in the literature.

Research aim 2: To conceptualise the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping

The second aim, namely, to conceptualise the theoretical relationship between career adaptability, employability attributes, organisational commitment, and positive coping, was achieved in Chapter 3. The conclusions drawn in terms of the sub-aims are as follows:

Sub-aim 2.1: To conceptualise the theoretical relationship between career adaptability and employability attributes

It was evident from the literature that a theoretical relationship exists between career adaptability and employability attributes, with a strong positive relationship between career adaptability and self-management and cultural competence being revealed by the conclusions of Duarte et al., (2017), Ismail et al., (2016), Jabaar (2017) and Mujajati (2016). Studies have found a correlation between employer employability attributes and career adaptability (Rudolph et al., 2019; Urbanaviciute et al., 2019). Career adaptability in the workplace strengthens and improves an individual's employability both within and outside of the organisation, especially when they take an active role in planning their careers. In addition, career adaptability is a significant predictor of the employability of individuals (Duarte et al., 2017).

Highly employable individuals can enhance and acquire new critical skills, knowledge, expertise and competencies to remain desirable in a competitive and volatile labour market (Botha et al., 2015; León & Morales, 2018). Career development, continuous professional development, and effective networking are essential elements of enhancing and maintaining employability at every stage of an individual's employment life (Blackford, 2013). Highly employable individuals are brave and confident and this enables them to take control of their careers and realise their future career potential (Dello Russo et al., 2020; Khadilkar & Joshi, 2017).

Sub-aim 2.2: To conceptualise the theoretical relationship between career adaptability and organisational commitment

It was evident from the literature that a theoretical relationship exists between career adaptability and organisational commitment, whereby a strong positive relationship between career adaptability and normative commitment was revealed by the conclusions of Omar and Tajudeen (2020), Shabeer et al., (2019) and van der Horst and Klehe, (2019b). In support, Liu and Yu (2019) suggest that employees who demonstrate high affective and normative commitment are more adaptable in the workplace. It is evident from the correlation between career adaptability and

organisational commitment that individuals with high levels of career adaptability are more likely to be committed to their organisations (Liu & Yu, 2019; Omar & Tajudeen, 2020; Visanh & Xu, 2018). Research confirms that employees who experience high career adaptability feel more committed as well as more likely to stay with the organisation (Jiang, 2017; Öztemel & Yıldız-Akyol, 2021)

Sub-aim 2.3: To conceptualise the theoretical relationship between career adaptability and positive coping

Literature provided evidence on the theoretical relationship that exists between career adaptability and positive coping, whereby a strong positive relationship between career adaptability and intentional coping was revealed by the conclusions of Mashiane (2017), Urbanaviciute et al., (2019) and Yang et al., (2019). A strong relationship was found between positive coping and career adaptability because organisations that implement positive coping mechanisms are more likely to have individuals who are adaptive, flexible, resilient, and proactive (Lee et al., 2021; Öztemel & Yıldız-Akyol, 2021; Wu et al., 2020). Career adaptability is vital to positive coping (Lee et al., 2021; Wu et al., 2020). As a result of learning new skills and expertise, individuals' careers will be boosted, which in turn will result in high positive coping and improved employee wellbeing (Krekel et al., 2019; Vignoli et al., 2021). In addition to being highly adaptable, proactive, and flexible, these employees also have increased positive coping attributes (Öncel, 2014; Yahya et al., 2019).

Limited studies provided evidence on the relationship between career adaptability and positive coping (Yahya et al., 2019). Yang et al., (2019) found that individuals with high adaptability traits are more likely to be flexible, proactive and resilient and this is proven to enhance positive coping within the workplace.

Sub-aim 2.4: To conceptualise the theoretical relationship between employability attributes and organisational commitment

Literature provided evidence on the theoretical relationship that exists between employability attributes and organisational commitment, with a strong positive relationship between employability attributes, affective commitment and normative commitment being revealed by the conclusions of (Prabhjot Kaur & Mittal, 2020; Visanh & Xu, 2018). Individuals who demonstrate employability attributes tend to be more positive and committed to their employers and are thus more intent on remaining within the organisation (Arasanmi & Krishna, 2019). Affum-Osei et al.,

(2015), Coetzee and Engelbrecht, (2020) and Thirumalai et al., (2020) provide supportive evidence to show that employability attributes (self-management, cultural competence, focus of control, career resilience, sociability, employee orientation proactive and emotional literacy) in individuals are positively linked with and strongly affected by organisational commitment, which enables individuals to stay in an organisation.

Sub-aim 2.5: To conceptualise the theoretical relationship between employability attributes and positive coping

Literature provided evidence on the theoretical relationship that exists between employability attributes and positive coping, with a strong positive relationship between employability attributes and inventive coping being revealed by the conclusions of Botha and Coetzee (2017), Ferreira, (2021) and Mtawa et al., (2021). There is limited research on the study of the relationship between employability attributes and positive coping. Individuals with high levels of employability easily sustain their jobs by utilising skills, knowledge and competencies that will enhance their ability to cope positively with work-related challenges and stressors (Jensen et al., 2016; Kodom-Wiredu, 2019). Highly employable individuals acquire new knowledge, skills, competencies and expertise to increase their chances of being employable and maintain their jobs (Chiu & Chuang, 2016; Munishi, 2016).

From the conclusion of this study, it is evident that positive coping enhances employability stressors (Jensen et al., 2016; Kodom-Wiredu, 2019). A commitment to ongoing learning and development enhances employability prospects (Chumg et al., 2016; Mtawa et al., 2021).

Sub-aim 2.6: To conceptualise the theoretical relationship between organisational commitment and positive coping

Literature provided evidence on the theoretical relationship that exists between organisational commitment and positive coping, whereby a strong positive relationship is identified between organisational commitment and engaging coping (Blustein et al., 2019; Coetzee et al., 2017; Mujajati, 2016).

Research aim 3: To conceptualise the implications for employee wellbeing practices in an organisation.

The third aim, namely: to conceptualise the implications for employee wellbeing in an organisation, was achieved in Chapter 3.

The literature emphasises the importance of wellbeing practices. Numerous studies have demonstrated that wellbeing practices are influenced by the relationship between career adaptability, employability attributes, organisational commitment and positive coping (Argyropoulou & Kaliris, 2018; Batistic & Tymon, 2017; Coetzee et al., 2017; Marx, 2017). The literature also highlights that organisations that foster employee wellbeing practices are more productive and profitable.

Studies have indicated that the variables of career adaptability, employability attributes organisational commitment and positive coping have the following implications for employee wellbeing:

- High stress, loss of effectiveness and innovation will result in low productivity (Foy et al., 2019).
- Reduced motivation and productivity levels and lower overall performance from employees (Diamantidis & Chatzoglou, 2019).
- An increased employee workload, causing burnout and, consequently, high turnover rates (Wen et al., 2020).
- A loss of highly qualified, skilled, talented and employees (Al Kurdi et al., 2020; Oliinyk et al., 2021).
- Low level of job satisfaction and poor decision making (Idris et al., 2018).
- High rates of emotional and mental health problems (Lipson et al., 2019; Zhao et al., 2018).

Literature suggests that high levels of employee wellbeing in the military industry can be achieved successfully by providing better incentives for individuals and improving the standards of their working conditions (Steele et al., 2020; Vignoli et al., 2021). As a result, these provisions contribute to an organisation's ability to remain competitive (Smith et al., 2019). Literature also shows that employee wellbeing can be increased by creating a more comfortable workplace, promoting a work-life balance, offering mindfulness programmes and offering support and, in so doing, this can reduce stress and lead to a happier workforce (Yusufov et al., 2019).
There is also evidence of a relationship between the variables. However, no studies could be found on the relationship between career adaptability, employability attributes organisational commitment and positive coping in the military industry.

In summary, the third aim, namely, to conceptualise the implications for employee wellbeing in an organisation, was achieved in Chapter 3.

6.1.2 Conclusions relating to the empirical study

As described in chapters 2 and 3, the statistical results provided support for the research hypotheses. In conclusion, the following section summarizes the findings in terms of the research aims related to the empirical study:

Research aim 1: to investigate the statistical relationship between career adaptability, employability attributes, organisational commitment, and positive coping conceptualised in a sample of SAAF employees

Research aim 1 was achieved by empirically testing research hypothesis H1: There is a statistically significant positive relationship between career adaptability, employability attributes, organisational commitment, and positive coping.

To empirically investigate the relationship between career adaptability and employability attributes

Results showed that there is a significant, positive, relationship between career adaptability and employability.

Based on the empirical results, the following conclusions may be drawn:

Career adaptability was found to have a significant and positive relationship with all the seven subscales of employability attributes. In this study, individuals experienced a high level of career adaptability and had a high level of self-management and cultural competence, meaning employees identify better with the organisation and enjoy managing their work with less supervision. The high levels of career adaptability result in high self-management and cultural competence, which means that individuals are concerned about managing themselves in terms of their work responsibilities. Subsequently, those individuals who are highly competent in the area of self-management have an understanding of, appreciation and ability to interact and work with people with different cultures and beliefs.

To empirically investigate the relationship between career adaptability and organisational commitment

There was sufficient empirical evidence to indicate a strong relationship between career adaptability and organisational commitment.

Based on the empirical results, the following conclusions may be drawn:

Employees with a high level of career adaptability demonstrated a significant and positive relationship with all three dimensions of organisational commitment. As a result, employees who have high career adaptability in their work, also have high levels of affective commitment, which means that they display a strong sense of attachment, a bond with the organisation, and a desire to remain with the organisation. As a result of the positive relationship between career adaptability and normative commitment, employees are committed to moving forward in their careers and are concerned about leaving the organisation. In addition, employees with high career adaptability are highly committed to their organisations, which indicates they are extremely obligated to stay. Results suggest that employees who adapt easily to their workplace are more committed to their organisation, which indicates that they intend to stay with the organisation.

In summary, this study has shown that employees are career adaptable and are highly committed within their workplace.

To empirically investigate the relationship between career adaptability and positive coping
The results found a significant and positive relationship between career adaptability and positive coping.

According to the empirical results, the following conclusions can be drawn:

A significant and positive relationship for career adaptability was found with all the four dimensions of positive coping, thus indicating that employees experience very high levels of inventive coping, engaging coping, intentional coping and influential coping within an organisation. In addition, the employees who experience high career adaptability show a high level of intentional coping, meaning that employees have a positive self-concept, feel better about themselves and are more motivated. High levels of career adaptability also suggest high cognitive coping capabilities and better psychological wellbeing; that is, employees are stable when subjected to unusual occurrences, respond positively to social and physical factors and function well within the organisation. In general, employees who exhibited high levels of career adaptability demonstrated a high level of cognitive, affective, conative and interpersonal coping behaviour.

In conclusion, the results indicated that employees with high levels of career adaptability and positive coping within their work environment are happy with their jobs, suggesting higher employee wellbeing within the organisation.

To empirically investigate the relationship between employability attributes and organisational commitment

There was sufficient empirical evidence to indicate a strong relationship between employability attributes and organisational commitment.

Based on the empirical results, the following conclusions may be drawn:

Employees who have a high number of employability attributes demonstrated a significant and positive relationship with the three dimensions of organisational commitment (affective, continuance and normative). As a result, these same employees have high levels of normative commitment, meaning that they have a strong sense of obligation towards the organisation and have no intention of leaving the organisation. As a result of the positive relationship between employability attributes and normative commitment, employees are not interested in leaving their current jobs and are concerned about the negative impact of leaving the organisation. In addition, employees with a high number of employability attributes are highly committed to their organisations, which indicates that they are extremely obligated to stay. Results suggest that employees who adapt easily to their work are more likely not to consider leaving their jobs once they feel attached to the organisation, which indicates that they feel obliged to stay with the organisation.

In summary, this study has shown that employees with high employability attributes are highly committed and this gives them a sense of obligation towards the organisation they work for.

To empirically investigate the relationship between employability attributes and positive coping

A significant and positive relationship for employability attributes was found with all the four dimensions of positive coping, thus indicating that employees experience very high levels of inventive coping, engaging coping, intentional coping and influential coping within an organisation. In addition, employees who exhibited a high number of employability attributes demonstrated a high level of intentional coping, meaning employees have a positive self-concept and feel more

motivated about themselves. The high number of employability attributes suggests excellent cognitive coping behaviour; that is, employees are stable when subjected to unusual occurrences, respond positively to social and physical challenges and function well within the organisation. In general, employees who exhibit a high number of employability attributes within their work show high levels of inventive coping, engaging coping, intentional coping and influential coping.

In conclusion, the results indicated that employees with employability attributes and positive coping within their work environment are happy with their jobs, suggesting higher employee wellbeing within the organisation.

To empirically investigate the relationship between organisational commitment and positive coping

A significant and positive link to organisational commitment was found with all the four dimensions of positive coping, thus indicating that employees experience very high levels of positive coping (inventive coping, engaging coping, intentional coping and influential coping) within an organisation. In addition, employees who exhibited high levels of organisational commitment demonstrated a high level of engaging coping; meaning that employees have positive emotions and feel happier and more content in their lives. High organisational commitment also suggests excellent effective coping behaviours; that is, when faced with negative challenges, employees make use of coping mechanisms and are committed to improving upon these mechanisms. In general, employees who exhibit high levels of organisational commitment within their work environment show high levels of inventive coping, engaging coping, intentional coping and influential coping.

In conclusion, the results indicated that employees who show organisational commitment and positive coping within their work environment are happy and content with their jobs, suggesting higher employee wellbeing within the organisation.

Research aim 2: To investigate whether individuals' age, gender, race, marital status and their career adaptability and employability attributes significantly and positively predict their wellbeing.

It appears reasonable to assume that high levels of career adaptability, employability attributes and organisational commitment within the workplace positively predict employee wellbeing.

Based on the multiple regression analysis the following conclusions were drawn:

- Marital status significantly predicts career adaptability, employability attributes, organisational commitment and positive coping. Thus, married employees are more determined, more loyal, more obligated to remain and have higher positive coping attributes towards the organisation as compared to single, separated, divorced and widowed employees. Therefore, the marital status demographic variable predicts career adaptability, employability attributes, organisational commitment and positive coping.
- The race demographic variable significantly predicts career adaptability, employability attributes, organisational commitment and positive coping. Thus, African, Coloured and Indian employees adapt more easily and have more skills and competencies that enhance their ability to cope positively, as compared to white employees. On the other hand, white employees are more loyal and more obligated to remain in the organisation than African, Coloured and Indian employees. Therefore, the race demographic variable positively predicts career adaptability, employability attributes, organisational commitment and positive coping.
- The variables of career adaptability and employability attributes act as significant predictors for positive coping, which enhances employee wellbeing. Subsequently, high career adaptability and employability results in employees experiencing high positive coping, which enhances their wellbeing.
- A positive yet insignificant relationship was found between positive coping and the demographic variables age, gender, and career adaptability. Therefore, age and gender do not predict positive coping.

Therefore, it may be concluded that the demographic variables of race, gender and marital status predict positive coping. Given these findings, it appears reasonable to assume that employees who exhibit high levels of career adaptability, employability attributes and organisational commitment within the work environment show higher levels of positive coping.

In conclusion, the results display partial positive evidence for H2: Individuals' age, gender, race, marital status and their career adaptability and employability attributes does predict their organisational commitment and positive coping.

Research aim 3: To investigate the significant difference in the career adaptability, employability attributes, organisational commitment, and positive coping in terms of demographical variables (age, gender, race, marital status)

Research aim 3 was achieved by empirically testing research hypothesis H3: Individuals from a different age, gender, race and marital status do not differ regarding their career adaptability, employability attributes, organisational commitment and positive coping.

The results display partial supportive evidence for H3: Individuals from a different age, gender, race and marital status do not differ regarding their career adaptability, employability attributes, organisational commitment and positive coping.

The following conclusions were drawn regarding the demographic variables and their relationship with career adaptability, employability attributes, organisational commitment and positive coping: employees at the age of 41 years and older displayed greater levels of career adaptability, employability attributes, organisational commitment and positive coping. On the other hand, those at the age of 40 years and younger showed higher levels of career concern (individuals who are looking to advance in their careers by changing organisations). With regard to gender differences, males exhibited higher levels of career adaptability, employability attributes, organisational commitment and positive coping. In terms of race differences, African, coloured and Indian participants experienced higher levels of career adaptability, employability attributes and positive coping whilst white participants revealed higher levels of organisational commitment. Then again, married employees experienced higher levels of career adaptability, employability attributes, organisational commitment and positive coping as compared to single, separated, divorced and widowed participants. This could be as a result of individuals who are married tending to have greater responsibilities within their families and more financial obligations. In addition, single, separated, divorced, and widowed employees experienced high levels of career concern.

In summary, some significant statistical and positive differences exist between different ages, genders, races and marital statuses in relation to career adaptability, employability attributes, organisational commitment and positive coping.

Research aim 4: Formulate the recommendations that can be used for enhancing career adaptability, employability attributes, organisational commitment, and positive coping, which in turn will enhance employee wellbeing

Research aim 4 is addressed in Chapter 5.

The results of the study indicates that employees who are older, married and are either African, coloured or Indian experience higher levels of career adaptability, employability attributes, organisational commitment, and positive coping. The results, therefore, reveal that age and marital status are the only significant demographic variables that positively and significantly predict career adaptability, employability attributes, organisational commitment, and positive coping.

In terms of demographic variables, organisations should take into account that younger, white and unmarried employees experience low levels of career adaptability, employability attributes, organisational commitment, and positive coping. The results show that 37.7% of employees are female, 52.4% are unmarried and 60.7% are aged 40 years and younger. Given this, organisations should reconsider providing career interventions, such as time perspective workshops (career adaptability), skills and competencies training (employability attributes), and increase the levels of attachment to the organisation (organisational commitment) to ensure there is increased wellbeing through management and workplace stressors and challenges (positive coping).

Based on the empirical relationship between career adaptability, employability attributes, organisational commitment, and positive coping, recommendations could be provided to HR practitioners and career counsellors regarding provision of valuable guidance on the relationship among the various constructs. Furthermore, the relationship clarifies the interventions required by organisations to improve employee wellbeing by enhancing career adaptability, employability attributes, organisational commitment and positive coping.

In conclusion, based on the findings of this study, military organisations must implement several general recommendations in order to improve career adaptability, employability attributes, organisational commitment and positive coping: they must provide more career opportunities, provide continuous training interventions, provide competitive salaries, introduce recognition

programmes and increase rewards, and they must create wellbeing programmes to enhance positive coping in employees on an ongoing basis.

Presented in this section are conclusions regarding the recommendations that can be used for enhancing career adaptability, employability attributes, organisational commitment, and positive coping, which in turn will enhance employee wellbeing.

6.1.3 Conclusions relating to the central hypothesis

Table 6.1 summarises the conclusions related to the three hypotheses achieved in this study.

Table 6.1

Summary of the Conclusion of the Hypothesis Achieved

Research Hypothesis	Hypothesis conclusion	Decision on the hypothesis
H_1	There is a significant and positive relationship between individuals' career adaptability, employability attributes, organisational commitment and positive coping.	Supported
H_2	Individuals' age, gender, race, marital status and their career adaptability and employability attributes does predict their organisational commitment and positive coping.	Partially supported
H_3	Individuals from a different age, gender, race and marital status does not differ regarding their career adaptability, employability attributes, organisational commitment and positive coping.	Partially supported

The literature review and the empirical study provided supportive evidence for hypotheses H1, H2 and H3.

6.1.4 Conclusions relating to the contribution to the field of human resources management

Research findings from the literature review offer valuable insights into the various concepts and theoretical models that can be used to promote career adaptability, employability attributes, organisational commitment and positive coping. Thus, these empirical findings contribute to the field of Human Resource Management, providing organisations with ways to enhance their

employee well-being. It is imperative that HR professionals recognise the factors that contribute to employee wellbeing within the military industry. This study will be helpful to human resource practitioners in ensuring a stable workforce and in making the necessary recommendations to ensure that organisations have individuals with a higher and improved employee wellbeing within their organisations. Therefore, human resource practitioners should understand the factors that create career adaptability (e.g. readiness to adapt to changing work conditions and the ability to handle change and adapt to challenging working conditions), employability attributes (e.g. acquired skills, knowledge and competencies to work efficiently and remain employable), organisational commitment (e.g. concern about what might be lost by leaving, affection for the workplace and obligation to stay) and positive coping (e.g. efforts, behaviours, attitudes and thoughts used to handle stressful and challenging situations and responses in handling work-related stress), and use this knowledge to leverage employee wellbeing. Human resource managers play a major role in designing effective policies and guidelines, as well as in improving existing employee wellbeing strategies or developing new strategies. The statistical findings have added value and knowledge on the relationship between career adaptability and employability attributes (independent variables), and organisational commitment and positive coping (dependent variables). Human resource departments will be able to use this knowledge to propose employee wellbeing programmes and strategies which would allow employees to be able to adapt to any situation.

Furthermore, the study highlighted whether individuals with differences in terms of age, gender, race and marital status differ in terms of their career adaptability, employability attributes, organisational commitment and positive coping within the organisation. Literature review and empirical study contributed to a better understanding of human resource management concepts and theoretical models, as well as the relationship between career adaptability, employability attributes, organisational commitment and positive coping.

As part of the literature review, a comprehensive overview of military careers is also provided. Furthermore, this study makes the international military industry aware of the importance of career adaptability, employability attributes, organisational commitment, and positive coping concerning challenges such as lower employee wellbeing, which is regarded as a complex and ongoing issue and topic for study (Bayhan Karapinar et al., 2019; Krekel et al., 2019).

In summary, the field of Human Resource Management is complex, and organisations must be better equipped to improve the retention capabilities that will help them retain talented employees in order to remain in business (Pandita & Ray, 2018).

6.2 STUDY LIMITATIONS

The limitations related to the literature review and the empirical study are discussed below.

6.2.1 Limitations of the literature review

The following limitations were found in the literature review related to career adaptability, employability attributes, organisational commitment and positive coping within the South African Air Force:

- Recent literature related to all four constructs (career adaptability, employability attributes, organisational commitment and positive coping) was not available.
- Limitations were found concerning the relationship between demographic variables (age, gender, race and marital status) and career adaptability, employability attributes, organisational commitment and positive coping.
- The Career Adaptability Inventory (CAI) developed by Savickas and Porfeli (2012) was limited to only four variables namely; career concern, career control career curiosity and career confidence.
- The Employability Attributes Scale (EAS) by Bezuidenhout (2011) was limited to eight variables: self-management, cultural competence, focus of control, career resilience, sociability, entrepreneurial orientation, proactive and emotional literacy.
- The Organisational Commitment Scale (OCS) by Meyer and Allen (1991) was limited to only three variables: affective, continuance and normative commitment.
- The Positive Coping Behaviour Inventory (PCBI) developed by Coetzee et al., (2017) was limited to the variables of inventive, engaging, intentional and influential coping.
- Literature review studies were found on career adaptability, employability attributes, organisational commitment and positive coping. However, none of these were conducted specifically in the military industry (SAAF).

6.2.2 Limitations of the empirical study

In terms of the findings of the empirical study, the following limitations were found:

- The research data were collected exclusively from within one industry (South African Air Force), which limited the practicality and generalisability of the findings to other industries.
- The study had several limitations, including a non-probability sample that was relatively small (n = 267). Considering that the military is a global industry, including more countries or selecting a larger sample range could possibly generate more significant results on the study.
- There were no empirical studies on the relationship between career adaptability, employability attributes, organisational commitment and positive coping in the military industry to date.
- Individuals from different nationalities may have misunderstood terms or words because of an English language barrier.

Despite the limitations mentioned above, the results of this study are relevant and statistically significant. Each representative demographic variable in the study was equally represented in the sample. The same study can be conducted in different countries and regions to conclude the military industry as a whole, given that the military is a global industry. A future study including a broader geographic area and a more diverse sample of individuals would provide higher statistical power.

6.3 RECOMMENDATIONS

The following recommendations are outlined based on the results, conclusions, and limitations of this study for the field of Human Resource Management.

6.3.1 Recommendations for future research in the field of Human Resource Management

This study identified the implications of the empirical relationship between career adaptability, employability attributes, organisational commitment and positive coping. The findings could be used to make recommendations for human resource professionals on how to provide advice and guidance to employees with regard to the relationship between the various constructs. Furthermore, HR professionals can use the empirical relationship to assist individuals to develop more career adaptability attributes and enhance their employability attributes and organisational commitment, thereby leading to a workforce that copes positively to workplace challenges and, therefore, has improved wellbeing. Furthermore, HR professionals could provide guidelines on

the necessary interventions needed to enhance career adaptability and employability attributes, organizational commitment, and positive coping in the workplace.

The empirical study confirmed the significant relationship between employees' career adaptability, employability attributes, organisational commitment and positive coping. The empirical study also found that career adaptability has a predicting role in the relationship between employability attributes, organisational commitment, and positive coping. Human resources practitioners should implement interventions that enhance career adaptability, employment attributes, organisational commitment, and positive coping, which in turn may enhance employee wellbeing.

Future research studies could include other demographic variables, such as job level, type of job and employment status. Further research relating to employment status, the type of job and job level would provide career adaptability, employability attributes, organisational commitment and positive coping profiles.

Further studies would expand knowledge on the relationship between the demographic variables of career adaptability, employability attributes, organisational commitment and positive coping with the intention of improving employee wellbeing. In addition, future studies would add value to the field of Human Resource Management with the aim of developing positive coping practices in the military industry.

A future study is recommended which could expand the representation to a broader sample across the globe, in more military arms of service and divisions in more countries. A larger research sample would represent the entire global military industry.

6.3.2 Recommendations for future research

Further research could enhance external validity by focusing on obtaining a larger and more representative sample. A more representative sample would provide a better reflection of different levels of career adaptability, employability attributes, organisational commitment, and positive coping.

There is also a need for more research and exploration on the constructs, career adaptability, employability attributes, organisational commitment and positive coping in the South African context. Further studies would be beneficial for HR practitioners and organisations in that the information provided would offer guidance and direction to employees regarding motivators and self-concepts for making career-related decisions aligned with their personal goals (Marx, 2017; Neureiter & Traut-Mattausch, 2017; Udayar et al., 2018).

Individuals at different stages of their careers have differences when it comes to career adaptability, employability attributes, organisational commitment and positive coping. Future research will be invaluable in assessing the changes in career adaptability, employability attributes, organisational commitment and positive coping as the industry changes (Burmeister et al., 2019; Coetzee et al., 2016; Marx, 2017; Redditt et al., 2019; Rudolph et al., 2019).

6.4 INTEGRATION OF THE RESEARCH

The study investigated the relationship between career adaptability, employability attributes, organisational commitment and positive coping in the military industry, specifically in the South African Air Force.

There is a relationship between career adaptability, employability attributes, organisational commitment and positive coping based on the literature review. However, no integrated study linking fit, flourishing, and organisational commitment was found in the military. Also, no single integrated study was found linking the four variables of career adaptability, employability attributes, organisational commitment and positive coping in the military industry. In the military industry, in particular, little research has been conducted on career adaptability, organisational commitment and positive coping.

In this study, empirical evidence is provided to support the hypotheses that career adaptability, employability attributes, organisational commitment and positive coping are positively related. The significant relationships between the four variables serve as a guide for human resource practitioners to develop, implement, promote and improve wellbeing practices in the military.

In conclusion, the results of this study will contribute to the improvement of Human Resource Management in the military industry in adapting wellbeing practices, which contain interventions for improving workplace career adaptability, employability attributes, organisational commitment

and positive coping within SAAF employees. Additionally, future research could provide additional recommendations for the military industry and the Human Resource Management field.

6.5 CHAPTER SUMMARY

Chapter 6 discussed the conclusions of the study in terms of the empirical and theoretical objectives. Conclusions and limitations of the study were highlighted and recommendations for future research were made. In addition, Chapter 6 integrated the results of the study, achieving research aim 4 of the empirical study. Research aim 4 was, namely, to formulate conclusions and recommendations that can be used to enhance career adaptability, employability attributes, organisational commitment, and positive coping, which will, in turn, enhance employee wellbeing for the SAAF employees and the military. In addition, recommendations for future research are also made in the Human Resource Management field. In summary, this chapter integrated the research conducted with the relevant research, subsequently providing results for the relationship between the constructs career adaptability, employability attributes, organisational commitment and positive coping.

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