



Influence of Organization Based Self-Esteem, Role Breadth Self-Efficacy and Voluntary Learning Behavior on Perceived Employability

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ABSTRACT

The study examines the impact of organizational-based self-esteem, role breadth self-efficacy, and voluntary learning behavior on perceived employability. Perceived employability is determined by an individual's capabilities and competencies, which enhance their employment opportunities in the future. The study collected data through a survey of employees in the banking sector in Karachi, using SPSS tools to analyze the effects of the antecedents of perceived employability and voluntary learning behavior. The research aimed to investigate the relationship between self-concepts and voluntary learning behavior, highlighting the critical influence of employees on both antecedents. The findings of this study could improve employee performance and help develop specific abilities and skills required by employers, such as creativity and inspiration. The study emphasizes the importance of perceived employability in obtaining better employment opportunities and its impact on the Pakistani context.



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1. Introduction

The universal economy has faced significant fluctuations throughout the 21st century, with periods of economic growth followed by downturns. Organizations must remain cost-effective regardless of economic conditions, requiring employee management and staffing flexibility. In Pakistan, especially in Karachi, a major cosmopolitan city facing rapid changes, organizations need to update their expertise to address current and changing developments.

Perceived employability, a broad concept with much debate over the past two decades, refers to the skills, capabilities, and proficiencies that benefit individuals and the economy. Those with desired abilities can access better job opportunities, facilitating their future growth (Wittekind, Raeder, & Grote, 2010). According to McQuaid and Lindsay (2005), perceived employability is affected by situational factors beyond individual control, like economic conditions and job arrangements, and individual factors, like attitude, knowledge, and learning behavior.

Previous research has studied various antecedents of perceived employability, including situational and individual factors, such as willingness to change job roles, optimism, and interactions. Organization-based self-esteem and role breadth self-efficacy are important antecedents and self-concepts, as they strongly influence employees' perceptions and behavior. Organization-based self-esteem reflects individuals' sense of

worth as organizational employees (Pierce, Gardner, Cummings, & Dunham, 1989), while role breadth self-efficacy reflects individuals' perceived ability to perform various roles (Parker, 1998). Employees with high self-esteem and self-efficacy may perceive themselves as more valuable to their organization. Both antecedents positively relate to perceived employability and are essential for employee performance. Voluntary learning behavior within an organization also improves business performance and employee experience.

Perceived employability has been widely studied in the dairy, healthcare, and higher education industries but less so in banking. The banking sector significantly impacts economic development, especially in developing countries like Pakistan. Banking employees need specific skills and tactics for the overall management and customer service. Both employed and unemployed individuals should focus on employability skills in demand in the changing business environment. Hence, this research aims to study perceived employability skills, the antecedents of organization-based self-esteem, role breadth self-efficacy in the Pakistani banking industry, and voluntary learning behavior. Perceived employability is the dependent variable, and organization-based self-esteem, role breadth self-efficacy, and voluntary learning behavior are independent variables.

Sheldon and Li (2013) note that job insecurity has become common as advanced and emerging economies struggle with too few or too many skilled personnel. In Pakistan, employees need more perceived employability skills to find better jobs and reduce job insecurity. Business developments constantly change, enhancing perceived employability and opportunities for growth through learning, skill development, and experience (Walumbwa & Schaubroeck, 2009). Previous research has studied these issues in Asia, Europe, and elsewhere, but not Pakistan, where degrees and job titles are insufficient for desirable employment. Individual success increasingly depends on employability, learning ability, creativity, and imagination, with perceived employability essential (Wittekind et al., 2010).

Little research has studied the relationship between self-concepts like self-esteem and self-efficacy and voluntary learning behavior with perceived employability. Previous studies have focused more on employability skills than perceived employability and employee training and career development rather than other antecedents like work engagement or personality (B. Van Der Heijden, Boon, Van der Klink, & Meijs, 2009; Wittekind et al., 2010). Studies have also tended to measure subjective rather than objective perceived employability, risking bias (Sungjun Kim, Kim, & Lee, 2015). Therefore, this study examines perceived employability skills and antecedents in the Pakistani banking sector, where employees need strongly perceived employability for career success. The study aims to address gaps from previous research and minimize bias, examining objective perceived employability and relationships with self-concept and learning behavior.

This study examines how organizational-based self-esteem, role breadth self-efficacy, and voluntary learning behavior influence an individual's perceived employability. Perceived employability refers to one's perception of their possibilities for obtaining and maintaining work. The study explores how viewing one positively within an organization, believing in one's competence across various roles, and engaging in self-motivated learning can enhance perceptions of employability for employed and unemployed individuals.

This study is significant as it provides insights into critical factors that can strengthen one's employability in today's competitive job market. In the modern workplace, technical skills and job-specific experience are not enough. Individuals must also build a positive self-concept, broaden their skill sets, and continuously learn to open more career opportunities. This study provides practical implications for individuals and organizations in developing an adaptable and future-ready workforce by identifying how organizational, role, and learning variables relate to perceived employability.

2. Literature Review

2.1 Conceptual Literature Review

Employability has become increasingly important in policy and research. Traditionally viewed from employers' perspective, employability now encompasses individuals' skills, attitudes, and adaptability enabling effective job performance and transitions. Studies show

that employability depends on relevant skills and a capacity for lifelong learning to adapt to a changing workplace. (Cambridge, 2008; Civelli, 1998; Nilsson & Ellström, 2012; Reid, 2016).

Tholen (2014) found that education's purpose, structure, and outcomes affect employability by determining access to opportunities and resources. This results in unequal positioning in the graduate job market. Eden (2014) showed that placements increase employability by exposing students to workplace knowledge and prompting them to challenge assumptions, develop emotionally, and fully engage in work. Turner (2014) argued that self-belief, a positive yet realistic self-view and growth mindset, boosts the agency and persistence of employers' values.

Noting employability's importance amid job market changes, Zhiwen and van der Heijden (2008) found it requires linking education and career consultants. Students must develop adaptable skills and learn to navigate fluctuating jobs and duties. Finn (2000) said employability enables gaining and maintaining work, necessitating critical skills, guidance, and work awareness integrated into education whether or not one is currently employed.

Bridgstock (2009) argued that the economy's knowledge demands and graduates' poor outcomes require universities to develop students' broad career management competency instead of general skills. This includes students developing nuanced understandings of work requirements to improve immediate and long-term graduate success.

2.2. Empirical Literature Review

2.2.1. Organization Based Self-Esteem and Perceived Employability

McArdle, Waters, Briscoe, and Hall (2007) argued that employability promotes achievement in uncertain conditions. Proactive employees impact the environment. Previous research shows that perceived employability relates to self-efficacy and opportunity identification which indicate employability. Meadows and Metcalf (2008) found that basic skill training improves employability, commitment, attitude, and health. Kirves, Kinnunen, De Cuyper, and Mäkikangas (2014) found that perceived employability changes over time differently across individuals. Change in perceived employability may not affect well-being which can improve via training, feedback, and networking.

Wang and Tsai (2014) found that employability has core and specific skills. Specific skills allow job performance. Learners and managers viewed employability differently. Gowan (2012) found that employability reduces job loss impact. Employability relates to well-being, satisfaction, and job hunting. Akkermans, Schaufeli, Brenninkmeijer, and Blonk (2013) found job competencies intermediate employment demands and engagement. Career competencies aid success and growth. The job demand-resource model shows that competencies increase resources and engagement and reduce demands and burnout.

FERRIS, Brown, and Heller (2005) found that job features and self-evaluations relate to perceived employability. Tansky and Cohen (2001) said businesses face issues requiring cost-cutting, process change, and throughput increase. Managers must develop employees. Commitment, efficacy, and support mediate development. Ismail, Ferreira, and Coetzee (2016) found that self-esteem mediates graduation and adaptability. High self-esteem strengthens the relationship. Van den Broeck et al. (2014) said perceived employability shows available opportunities. Values and self-esteem affect perceived employability. Perceived organizational support and perceived employability intrinsically and extrinsically relate. Businesses can increase internally perceived employability by supporting intrinsic values.

2.2.2. Role Breadth Self-Efficacy and Perceived Employability

Nauta, Van Vianen, Van der Heijden, Van Dam, and Willemsen (2009) found that employability orientation increased role breadth self-efficacy and career satisfaction. Highly employable employees met unpredictable demands and generated new ideas. Dacre Pool, Qualter, and J. Sewell (2014) found that graduate employability is positively linked to self-

efficacy. Coetzee and Oosthuizen (2012) found that employability satisfaction depended on coherence, study engagement, and self-efficacy.

Berntson, Näswall, and Sverke (2008) found that employability and self-efficacy were related. Learning and job training affected employability perceptions. Employees high in self-efficacy saw more job change opportunities, influencing employability perceptions. (Hazenbergh, Seddon, & Denny, 2015) found self-efficacy, skills, knowledge, and meta-cognition essential for employability. An intervention improved unemployed graduates' employability and self-efficacy. Long-term unemployment reduced job seeking.

Yousaf and Sanders (2012) found that employability, job satisfaction, and self-efficacy were positively related. Self-efficacy mediated employability and affective organizational commitment. Organizations should enhance employability for higher job satisfaction, self-efficacy, and commitment. Tisch (2015) found that older job seekers had lower employability due to outdated skills and health issues. Self-efficacy and social capital affected employability. Older individuals had worse employment prospects after job loss.

Wittekind et al. (2010) found that job qualifications, developing new competencies, and labor market knowledge determined perceived employability. Growing sector employees saw higher employability. Sometimes collective employability seemed limited, especially for older employees. Companies should provide opportunities to maintain and enhance employability. Potgieter and Coetzee (2013) found that emotional intelligence predicted psychosocial employability attributes like career self-management, self-efficacy, resilience, entrepreneurial orientation perceiving, and managing emotions associated with employability proactivity.

Schyns and Sczesny (2010) found leadership qualities linked to management students' job-related self-efficacy. Self-efficacy is strongly correlated with career development. Cultural research is needed to understand self-efficacy. Ling, Qing, and Shen (2014) found that training significantly improved employability and self-efficacy. Current skills and techniques enabled various organizational jobs. Therefore, training is critical when choosing an organization: employability-mediated training and organizational commitment.

Daniels, D'andrea, and Gaughen (1998) found that the Perceived Employability Scale reliably and validly measured career self-efficacy for low-income women. Career self-efficacy refers to confidence in career progression tasks. The scale assessed vocational self-efficacy for disadvantaged women. Heijde and Van Der Heijden (2006) found that job satisfaction, life satisfaction, flexibility, career competencies, and successfully maintained long-term employability. A competence model integrates individual and organizational vital competencies. Self-efficacy refers to accomplishing prospective situations.

Yanar, Budworth, and Latham (2009) found that training improved Turkish women's employment search self-efficacy and job seeking, enabling workforce re-entry after childcare. Self-efficacy strongly predicts, explains, and influences behavior. High self-efficacy saw challenges as surmountable, low self-efficacy as deficiencies. Edwards (2014) found that work placements are positively related to self-efficacy. A work placement module improved employability through self-efficacy. Students valued placements but lacked critical reflection. Self-reflection is encouraged through placements, portfolios, and experience.

2.2.3. Voluntary Learning Behavior and Perceived Employability

Research shows that learning, developing skills, and an employability orientation enhance perceived employment opportunities and career success De Vos and Soens (2008); Van Dam (2004); van Harten, Knies, and Leisink (2016). Transformational leaders who mentor and train employees boost work engagement and employability (B. Van Der Heijden et al., 2009; B. I. Van der Heijden & Bakker, 2011). Formal and informal learning improve employability; coaching aligns learning with career goals, increasing employability (Lin, 2015).

Employability reduces the negative impacts of job insecurity and change (De Cuyper, Baillien, & De Witte, 2009; Silla, De Cuyper, Gracia, Peiró, & De Witte, 2009). Challenging jobs and management support develop employability, providing more excellent perceived

opportunities (van Harten et al., 2016). Career self-management and insight relate to higher career success and employability (De Vos & Soens, 2008). Developing skills through work or education improves employability (Ehiyazaryan & Barraclough, 2009; Veld, Semeijn, & van Vuuren, 2015).

Competence and career management development enhance employability (De Vos & De Hauw, 2010). An employability orientation involves actively developing skills for flexibility and opportunities (Van Dam, 2004). Creativity instruction and collaboration opportunities boost employability-relevant skills (Camps & Rodríguez, 2011; Chang, 2014). Perceived employability depends on transferable knowledge, skills, abilities, and other characteristics (Rothwell & Arnold, 2007).

3. Research Methodology

3.1. Conceptual Framework

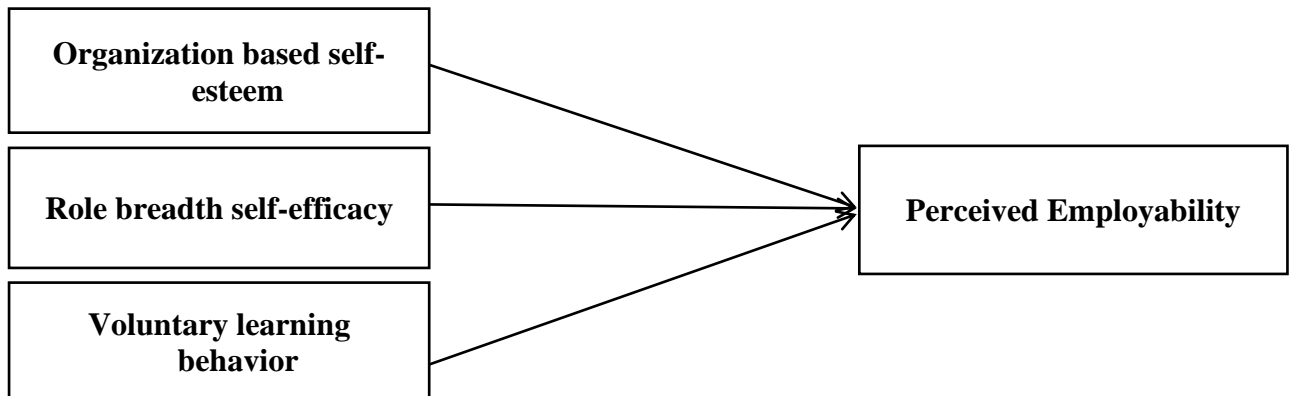


Figure 3.1: Conceptual framework

3.2. Hypotheses

H1: There is a significant impact of organization based self-esteem on perceived employability

H2: There is a significant impact of role breadth self-efficacy on perceived employability

H3: There is a significant impact of voluntary learning behavior on perceived employability

3.3. Research Design

This quantitative study used surveys and statistical analysis to examine the relationship between perceived employability and other variables. A cross-sectional survey of managers and employees in the Pakistani banking sector gathered data through a structured questionnaire. The study focused on perceived employability as the dependent variable.

The banking sector was chosen as it is vital for Pakistan's economy. As a dynamic sector enabling core business functions, the banking industry represents an ideal population for this research.

3.4. Population and Sampling Design

The study's target population was managers and employees of public and private conventional and Islamic banks in Karachi, Pakistan. The sample included 7 accessible banks from the 55 operating in Pakistan. The research aimed to explore how employees' perceptions affect their perceived employability.

3.5. Sample Size

The study requires a sample size of 148 to analyze four variables, including three independent and one dependent variable. GPower 3.10 was used to calculate the required sample size since the actual population of the selected industry was unknown. To gather

the necessary data, 220 questionnaires were distributed, resulting in the study's required sample size of 220.

3.6. Sampling Technique

The study used convenience sampling, a non-probability technique for selecting respondents based on availability and ease of access. This method was chosen due to limited time and geographical constraints. Convenience sampling is a common approach, especially when the population is unknown.

3.7. Design of Questionnaire

The survey included Likert-scale questions and demographic items. The 5-point Likert scale (1=strongly disagree to agree 5=strongly) measured all variables to determine reliability. Questionnaires were distributed in person using a drop-off and pick-up method, where respondents completed the survey over one week. This approach is validated.

The study's unit of analysis was managers and employees in Karachi's banking sector. The aim was to understand employees' perceptions of organizational-based self-esteem, role breadth self-efficacy, and voluntary learning behavior.

3.8. Statistical Technique

The data was analyzed using SPSS version 21, with multivariate assumptions applied. Descriptive statistics and correlation analysis were used to test for positive or negative effects and multicollinearity, while exploratory factor analysis was conducted to explore the relationship between independent and dependent variables. Regression analysis was also utilized to assess the influence between these variables.

3.9. Pilot Testing of Instrument

A pilot test was conducted before the formal survey to improve the questionnaire's quality. Cronbach's Alpha values were used to measure the questionnaire's internal consistency for each construct, ensuring content, simplicity, clarity, and comprehensiveness. After testing with 30 respondents, the improved questionnaire was used for the formal survey.

Table 1
Pilot Testing of Instrument

Variables	Cronbach's Alpha	No. of Item
Organization Based Self-Esteem	0.865	10
Role Breadth Self-Efficacy	0.914	8
Voluntary Learning Behavior	0.793	7
Perceived Employability	0.868	4

Table 1 displays each construct's Cronbach's Alpha values, with all values greater than 0.6 indicating positive results. The values are .865 for "Organization based self-esteem" (10 items), .914 for "Role breadth self-efficacy" (8 items), .793 for "Voluntary learning behavior" (7 items), and .868 for the dependent variable "Perceived employability" (4 items).

3.10. Data Collection

For this study, questionnaires were distributed among banking sector employees in Karachi, along with a cover letter explaining the study's purpose. The cover letter emphasized the academic nature of the survey and assured participants of confidentiality. Completed questionnaires were collected after one to two weeks at the convenience of the respondents.

4. RESULTS

4.1. Descriptive Analysis

The mean and standard deviation values were recorded for the dependent variable, Perceived Employability (Mean=3.5500, S.D=.98058), and the independent variables of Organization-based self-esteem (Mean=4.1543, S.D=.63751), Role breadth self-efficacy (Mean=3.7762, S.D=.80704), and Voluntary learning behavior (Mean=3.8096, S.D=.76708), among employees in the banking sector in Karachi. The mean values ranged between 1 and 5, with a moderate level identified as 3. The standard deviation value of 1 was observed as expected, indicating a moderate presentation of the variables.

Table 2
Descriptive Statistics

Variables	Mean	Standard Deviation
Perceived Employability	3.5500	0.98058
Organization Based Self-Esteem	4.1543	0.63751
Role Breadth Self-Efficacy	3.7762	0.80704
Voluntary Learning Behavior	3.8096	0.76708

4.3. Reliability Analysis

Reliability analysis shows Cronbach's alpha values exceeding 0.6 for all variables, indicating reliability. Specifically, alpha equals .904 for Organization based self-esteem (10 items), .900 for Role breadth self-efficacy (8 items), .902 for Voluntary learning behavior (7 items), and .921 for Perceived employability.

Table 3
Reliability Statistics – Variable Wise

Variables	Cronbach's Alpha	Number of Items
Organization Based Self-Esteem	0.904	10
Role Breadth Self-Efficacy	0.900	8
Voluntary Learning Behavior	0.902	7
Perceived Employability	0.921	4

4.4. Factor Analysis

This study used prior research items for its variables and performed confirmatory factor analysis using SPSS. Hair et al. (2010) recommended a minimum sample size of 150 for CFA. Vinzi, Trinchera, and Amato (2010) suggested an outer loading rule of thumb of 0.5 and above. No items were removed, as all exhibited extreme loading values between 0.686 and 0.903, indicating satisfactory data quality.

Table 4
Factor Analysis

Variables	Components	Number of Items
Organization Based Self-Esteem	0.872	10
Role Breadth Self-Efficacy	0.864	8
Voluntary Learning Behavior	0.903	7
Perceived Employability	0.686	4

4.5. Analysis of Correlation Matrix

The table shows Pearson correlation and p values. Values 0.20-0.39 indicate low correlation and 0.40-0.59 indicate moderate correlation. Organization-based self-esteem has a sig value of .000 (<0.05), indicating significance. The r value is .494, showing a moderate positive correlation. Role breadth self-efficacy has a sig value of .000 (<0.05), indicating a positive correlation. The r value of .421 shows a moderate correlation. Voluntary learning behavior has a sig value of .000 (<0.05), indicating significance, and an r value of .481, showing a moderate positive correlation.

Table 4
Correlation MATRIX of INDEPENDENT VARIABLE to DEPENDENT VARIABLE

		OBSE	RBSE	VLB	PE
OBESE	Pearson	1	.659**	.726**	.494**
	Correlation				
	Sig. (2-tailed)		.000	.000	.000
RBSE	Pearson	.659**	1	.760**	.421**
	Correlation				
	Sig. (2-tailed)	.000		.000	.000
VLB	Pearson	.726**	.760**	1	.481**
	Correlation				
	Sig. (2-tailed)	.000	.000		.000
PE	Pearson	.494**	.421**	.481**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	

Correlation is significant at the 0.01 level (2-tailed).

4.6. Regression Analysis

The model summary in Table 5 reveals that the R-squared value is .277, indicating that self-concepts and learning behavior account for 27.7% of the variance in perceived employability.

Table 5
Model summary^b

Model	R	R Square	Adjusted R square	Std. Error	Durbin Watson
1	.527a	.277	.267	.83939	1.114

a. Predictors: (Constant), VLB, OBSE, RBSE

b. Dependent Variable: PE

Table 6 shows that the model is significant, with a sig. value of .000 (<0.05) in the ANOVA. This indicates that organization-based self-esteem, role breadth self-efficacy, and voluntary learning behavior significantly predict perceived employability.

Table 6
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	58.386	3	19.462	27.622	.000 ^b
Residual	152.189	216	.705		
Total	210.575	219			

a. Dependent Variable: PE

b. Predictors: (Constant), VLB, OBSE, RBSE

Table 6 shows the regression analysis of independent variables on perceived employability. Organization-based self-esteem and voluntary learning behavior significantly impact perceived employability, with $p < 0.05$, supporting H1 and H3. In contrast, role breadth self-efficacy is negatively linked to perceived employability, with $p > 0.05$, so H2 is not supported.

The beta coefficients show the impact, strength, and direction of the self-concepts and learning behavior on perceived employability. Organization-based self-esteem and voluntary learning behavior positively impact perceived employability, as found by Sujin Kim, Creed, Hood, and Bath (2023). Role breadth self-efficacy has no significant impact.

$$\text{Perceived Employability} = 318 + .452\text{OBSE} + .068\text{RBSE} + .288\text{VLB}$$

The equation indicates that a unit increase in perceived employability leads to an increase of .452 in organization-based self-esteem, .068 in role breadth self-efficacy, and .288 in voluntary learning behavior.

Table 6

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig	Tolerance	VIF
1 (Constant)	.318	.375		.848	.397		
OBSE	.452	.133	.294	3.393	.001	.445	2.245
RBSE	.068	.111	.056	.606	.545	.397	2.516
VLB	.288	.128	.225	2.247	.026	.333	3.006

Table 7
Summary of Hypotheses

Hypotheses	Results
H1: There is a significant impact of organization based self-esteem on perceived employability	Supported
H2: There is a significant impact of role breadth supported self-efficacy on perceived employability	Not
H3: There is a significant impact of voluntary learning behavior on perceived employability.	Supported

5. Conclusion and Policy Recommendations

In conclusion, the study investigated the impact of self-concepts and voluntary learning behavior on perceived employability in the banking sector of Karachi. The results show that organization-based self-esteem and voluntary learning behavior significantly and positively influence employees' perceived employability. However, role breadth self-efficacy has no significant impact. The study confirms that older and experienced employees perceive higher employability and job security.

Based on the findings, the following recommendations can be made:

- Organizations should design and implement training programs to enhance organization-based self-esteem and voluntary learning behavior, which can improve their perceived employability.
- Since experienced employees perceive higher employability, organizations should devise retention strategies for them by providing opportunities for growth and incentives.
- Although role breadth self-efficacy has no impact, organizations can still encourage employees to take up additional responsibilities to enhance their skills and job performance.
- Future research can investigate the influence of other factors like personality, optimism, and perceived mobility on perceived employability. It can also be replicated in other sectors and with unemployed individuals like students.
- The sample size should be increased in future studies to achieve more significant results.

Perceived employability can improve employees' well-being, job satisfaction, and flexibility. Organizations should foster self-concepts and learning behavior to enhance employees' perceived employability and performance, which will benefit both individuals and organizations.

Authors Contribution

Hafsa Sohail: thesis, and extracted the research paper from thesis

Aqsa Tahir: help in extraction manuscript from thesis, moderate the literature review section and check the references.

Conflict of Interests/Disclosures

The authors declared no potential conflicts of interest w.r.t the research, authorship and/or publication of this article.

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