**UNIVERSITY OF GHANA**

**DEPARTMENT OF PSYCHOLOGY**

# THE ROLE OF PERSONALITY AND TEST TAKING ATTITUDE ON APPLICANTS PERCEPTION OF SELECTION FAIRNESS AND ORGANIZATIONAL ATTRACTIVENESS.

**BY**

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**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF AN M.PHIL DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

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## DECLARATION

I, Bernard Nai Pobee, do hereby declare that this thesis has been conducted by me under the supervision of Dr. Maxwell Asumeng and Dr. Benjamin Amponsah. This thesis has never been presented either in part or in whole to any degree. Where the views and ideas of others have been used, they have been duly acknowledged. All errors and omissions are therefore mine

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(CO-SUPERVISOR)

## DEDICATION

I dedicate this thesis to my mother and father, Mrs. Sarah Appoh and Mr. Joseph Pobee, for their immerse support and dedication to my education. I also dedicate this work to my lovely siblings; Emelia, Beatrice, Josephine and Jonathan whom I deeply appreciate for their nourishing support to work hard and their fervent prayers for me.

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TABLE OF CONTENT

## LIST OF TABLES

## LIST OF FIGURES

## LIST OF ABBREVIATIONS

| | |
|---|---|
| IRB | Institutional Review Board |
| AART | Applicant Attribution-Reaction Theory |
| SPJS | Selection Procedural Justice Scale |
| KSAO | Knowledge, Skills, Abilities and Other characteristics |
| GSS | Ghana Statistical Service |

## ABSTRACT

*The present study aimed at investigating the role of personality and test attitudes on applicants' perception of selection fairness and organisational attractiveness. The study was conducted among applicants who have been through at least a selection interview process within selected Service organisations in the Greater Accra Region. A sample of 387 respondents were sampled via mixed mode sampling methods (purposive and convenient sampling). Design of the study was a quantitative research approach using a cross-sectional survey method. Applicants reaction was assessed retrospectively using a questionnaire with various standardized measures of the study variables: Big-Five personality dimension, Test Attitude Scale, Selection Procedural Justice Scale and Organizational attractiveness measure. Pearson correlation analysis showed a weak significant relationship between agreeableness, conscientiousness, openness, neuroticism and procedural fairness. Hierarchical multiple regression analysis showed that among the five personality dimensions; openness was the only significant predictor of procedural fairness, after controlling for sex, education and gender. Again, personality traits (agreeableness and openness) predicted a significant variance in organisational attractiveness after a standard multiple regression analysis was conducted. Moreover, a hierarchical multiple regression showed that among the nine test attitude dimensions; motivation, test ease, future effect of test and preparation significantly predicted procedural fairness. Also, an investigation of whether demographic variables (gender and age) of applicants differs in their perception of fairness, there was no statistical difference found. Applicants' did not differ in fairness perception whether they were successful or not in the interview. Implication from the study inform stakeholders such as human resource managers, recruiting agencies and academia on how applicants perceived interview procedures in these selected organisations. The study also addressed the gap in local literature where research in selection has not been from the perspective of the applicants and internationally, contribute to the applicant reaction literature. The discussion highlights the consideration of individual differences in applicant reactions research and selection practice when using interviews.*

# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

The study of personality, test attitudes on applicants' perception of selection fairness within the service organizations in Ghana is critical and timely looking at the changing nature of engaging and attracting talents to organizations (Cook, 2016). The research project is written in chapters starting with introduction, literature review, methodology, results and discussion and conclusion. The following highlights the chapters, sections and sub-titles under which this current study was executed.

## 1.1 Background of the Study

Personnel selection tools have been reported to be historically used since 2200BC when rudimentary selection tools were used by the Chinese emperor to select and evaluate officials into the administration (Gregory, 2004). Similarly, Gregory (2004) describes how personnel selection procedures were used to recruit people into the civil service after a rigorous and harsh multiple hurdle during the Hans Dynasty. This indicates how old personnel selection procedures have been used to make decisions on hiring, employment and engagement for effective organisational outcomes. Indeed, the area of personnel selection is one of the traditional areas of study by Industrial and Organisational (I-O) psychologists over the period and is a highly practiced as the applied field within the psychology profession (Arnold, Silvester, Cooper, Robertson, & Patterson, 2005; Moscoso, Salgado, & Anderson, 2017). However, the spark in the usage of personnel selection procedures as an industrial activity and application was in recruiting specialized skilled army officers and unspecialized army personnel into the United State of America military force during the World War I by Yerkes and colleagues in 1917. The greater success in capacity and experience in test construction after the use of the Army Alpha and Beta led to an explosion of investigation about personnel

selection (Scroggins, Thomas, & Morris, 2008). This has led to many studies in this area which have contributed theoretically, methodologically and practical utility over the century (Cook, 2016; Salgado & De Fruyt, 2017). Over the period, Personnel psychologists have conducted studies on developing selection techniques such as the Beta test in 1917, aptitude testing in 1929, development of the Dictionary of Occupational Titles (DOT), predictive validity of integrity test (Ones, Viswesvaran & Schmidt, 1993), applicants' reaction towards the selection tools (Gilliland, 1993), social media usage in recruitment and selection (Iddekinge, Lanivich, Roth & Junco, 2016) and among others.

Personnel selection involves the process used by organizations in choosing the right individuals from a pool of job applicants possessing the required qualifications, knowledge, skills and attitudes to fill vacant positions in an organisation (Schmitt, Cortina, Ingerick, & Wiechmann, 2003). Management uses personnel selection procedures to help differentiate between applicants who are qualified with the right competencies from those who are unqualified for a job position. Thus, through multiple hurdles, where applicants are subjected to several selection procedures in sequential stages, right candidates are identified based on their competencies in each of the steps. It can be an independent method where a candidate is eliminated based on scores obtained at a current step in the stages or the accumulative method which uses average score from each selection step to eliminate poor performers. Also, a single selection test such as an interview could be used to make a hiring decision (Kausel, Culbertson, & Madrid, 2016). The selection process involves getting the best and appropriate candidates for employment from a share of candidates to job positions. This involves the use of various job selection methods: interview, resumes, work samples, biographical information, references, aptitude tests, personality tests, honesty tests and graphology (Anderson & Witvliet, 2008).

Personnel selection is the initial step in the employment relationship between an employer and a prospective employee (Herriot, 2002). This social process emphasizes the nature of the relationship between the individual applicant and the organisation. In addition to its social process is a structured process dimension which emphasizes the nature and form of the selection tool during its usage. When using a selection tool such as interview test, both the applicant and the interviewer's expectations are considered, and a greater consideration is given to information exchange, cues and performance (Bauer, Truxillo, Sanchez, Craig, Ferrara, & Campion, 2001; Derous & De Witte, 2001). The employment interview is the most widely used tools in selection globally (Macan, 2009) and is the method for which this study will explore. The employment interview is defined as "a face-to-face interaction conducted to determine the qualifications of a given individual for a particular open position" (Huffcutt & Youngcourt, 2007, p. 182). Though the influx of technology has led to changes in the mode of conducting job interviews to include media such as telephone and computer-mediated video chat using Skype® and video conferencing. There is an overwhelming continuous use of the traditional face-to-face interview due to it comparative advantage such as interpersonal relations and personality profiling (Gatewood, Feild, & Barrick, 2015; Lim, Chavan, & Taksa, 2015). Also, there is less usage of the other modes of interviews in personnel selection within the Ghanaian context because of logistics and other technical resources such as a strong internet connectivity, technological tools, gadgets and infrastructure not highly developed.

The social process in job interviews considers inter and intra-personal relationships between the applicant and the organisation since selection is a two-way direction between the organisation and the applicant (Farr & Tippins, 2017). Interview structural process on the other hand, is concerned with the job relatedness of the interview procedure, the chance for applicants to perform and the entire planning of the job interview process by the recruiting organisation (Bauer, McCarthy, Anderson, Truxillo, & Salgado, 2012).

Studies in personnel selection have mostly been about developing selection tools to have robust predictive validity, make a true decision and a screening tool mostly from the organisation's perspective (Ployhart, Schmitt, & Tippins, 2017; Schmidt, Oh, & Shaffer, 2016). Though this has created the visibility and utility of industrial psychologists for industry, there is a strong call to investigate these selection tools from job applicants' viewpoint (Truxillo, Bauer, McCarthy, Anderson, & Ahmed, 2016). Prior to the call, little was known from the applicants' perspective until the classic work of Gilliland (1993) to study from the perspective of applicants about their reactions toward the selection tools and procedure that they encounter before being hired for a job and/or for promotion. Subsequently, there have been increased interest in applicants' reaction over the past two decades (Anderson, Ahmed, & Costa, 2012). Despite this increase, there are grey areas from the applicants' perspective relative to the vast researches in selection from the organisational perspective (Ployhart et al., 2017). According to Anderson, Lievens, Dam, and Ryan (2004), less than 5 percent of selection studies give attention to investigations from the candidates' perspective. Applicants are equally a significant stakeholder in the selection process and thus should be considered for investigation in personnel selection research.

The fundamental premise underlying this research is also rooted in the idea that, applicants' perceptions of selection methods and selection process affect personal and organisational outcomes (Guion, 2011; Ryan & Ployhart, 2000). Applicants reaction to the selection procedures should be of concern to organisations as there are convincing practical, social, economic, legal, and psychological reasons for organisations, consultants and researchers to investigate how candidates react to selection systems (Bauer, McCarthy, & Anderson, 2012). An analogy can be drawn from another important aspect of personnel psychology- training and development of human resources of an organisation. Arnold et al. (2005) proposed the training cycle, which involves training needs analysis, training design and training evaluation. One

critical approach in the training evaluation is reaction of trainees. It is with this value that human resource practitioners in training and development obtain in the form of feedback, trainee satisfaction, and assessment of the training sessions that this study's researcher argues that job selection in human resource practice will also evaluate the selection process to shape its practical usage and development. The following outline mechanisms by which a negative reaction can have effects on the hiring organisation: dissatisfied candidates may develop a negative view of the organisation and may communicate this observation to others in their professional and social networks (Snyder & Shahani-Denning, 2012). This may discourage strong prospective candidates from applying and may affect the quality of the organisations' talent pool when they call for applications to fill job vacancies. Also, there are some direct implications on organisational image as not only do organisations select applicants, but applicants are attracted to organisations based on their choice to apply (Gatewood, Feild, & Barrick, 2015). In addition, inappropriate selection procedures may lead to legal suit or action against the organisation filed by disgruntled job applicant candidates. This can be extremely costly in terms of resources as well as significantly harm an organisation's reputation. Moreover, there is 'war for talent' (Lievens, van Dam, & Anderson, 2002) and thus, competitive organisations must have good selection procedures to attract talents as applicants' reaction will influence their reapplication to the organisation, recommendation intentions and organisational attractiveness (Bauer et al., 2012).

Applicant reactions are the behaviour, cognition and attitudes an applicant perceives towards the process in selection (procedural justice), the outcome decisions (distributive justice), interactional and informational justice towards the selection system of an organisation (Anderson, Born, & Cunningham-Snell, 2002). Applicant's reaction to a pre-employment selection process can be defined as how one perceives and responds to various steps or procedures during selection (Hausknecht, Day, & Thomas, 2004) which could be positive,

negative, or neutral (Chan & Schmitt, 2004). Though organisations use multiple hurdles in their selection process to obtain the utility each selection tool offers, interview test happens to be the critical tool on hiring decisions by recruiters. The selection measures identified by I-O psychologists and human resource practitioners include; interviews, work samples, biographical data, ability test, personality inventories, honesty testing, graphology in their personnel selection role. In Ghana, the most used selection tool is interview (Djabatey, 2012) and interview has been found to be the most favoured selection tool globally (Anderson, Salgado, & Hulsheger, 2010). Therefore, the study investigated applicants' reaction on the selection interview test within the service industry. Similarly, in this study, the following variables; personality, demographics and test taking attitude were investigated to find out their relationships with selection fairness and the attractiveness of the hiring organisation. According to Ryan and Ployhart (2002), applicants' reaction to selection tools can be influenced by external factors to the applicants such as selection ratio by the recruiting organisation, history of the organisation in relation to recruitment and selection, available job alternatives, job stereotype. Furthermore, internal traits within the applicants have also been proposed to contribute to the variability in applicant reaction (McLarty & Whitman, 2016). These personality traits refer to differences among people characterized by their patterns of thinking, feeling and behaving (APA, 2017). Although other studies have found a relationship between personality and job performance and attitudes (Barrick, & Mount, 1991; Judge, Heller, & Mount, 2002), personality in this study was explored to find out how it relates to applicants' perception towards social and structure fairness of selection interviews. Individual difference as a determinant of personnel selection system fairness is necessary as it has been found to explain variation in attitudes and hence may help predict variance in applicants' reaction and perception of the attractiveness of the hiring organization (Judge, Heller, & Mount, 2002; Truxillo, Bauer, Viswesvaran, & Ones, 2004). Also, test taking attitude of applicants which

refers to belief about test and/or motivation that test takers have was assessed and analysed. Organisational attractiveness in terms of prestige that applicants perceived of the hiring institution was also assessed. Moreover, demographic variables were obtained from applicants and their associations with selection fairness perception.

This study explored key variables (Personality and test attitude) on applicants' reaction for a holistic understanding of how the various sub-themes of the variables relate with applicants' views about the organisation and reaction towards the interview process they have participated in as their pre-employment measure. The selection tools are grouped into objective and subjective tests (Arnold et al., 2005), which are discussed below.

### 1.0.1 Objective Test and Subjective Test.

The objective selection test includes ability test, work sample test, and others. These tests have the following characteristics. Firstly, the content is identical for all applicants taking the test, administration of the measure is identical for all applicants and the scoring are clearly defined. These tests have psychometric predictors which are standardized and rely on statistical metric in producing scores e.g. Cognitive ability test.

On the other hand, the subjective tests include employment interviews (unstructured) and references which often fail to meet the requirements of standardization. The scoring system and subsequent employment decisions are more elusive and involve raters who assign numbers. They are non-psychometric predictors, but they are mostly favoured and highly utilized in staffing organisations (Heneman, Judge, & Kammeyer-Mueller, 2012). Similarly, some selection tests use both objective and subjective standards e.g. structured interviews. The usage of a selection tool depends on two key psychometric concepts known as reliability and validity.

### 1.0.2 Reliability and Validity of Selection Measures.

The selection tools are techniques for describing and assessing the attributes of people (applicants) that are of concern to the organisation. The selection tools assess applicant Knowledge, Skills, Abilities and other characteristics (KSAOs) such as personality. The reliability of a selection tool is concerned with the consistency of the tool to produce similar results, scores or set of scores if used over a period.

Also, the validity of the selection tool is related to how well the selection tool can help identify the right person with the necessary KSAOs to fill a vacant position. Thus, the validity of the tools should help predict successful candidate (Annell, Lindfors, & Sverke, 2015). A selection error is likely to occur if the measurement method used to determine the selection decision is not explicitly determined, evaluated and valid. Among the various selection tools, one global tool which has been found to be pervasive in employee selection is the interview test (Hoang, Truxillo, Erdogan, & Bauer, 2012).

### 1.0.3 Interview as a Selection Tool.

Job interviews are the most common tools used by organisations in selecting candidates. A global study of the selection tools across various countries found consistently that interview is the preferred tool both by recruiting organisations as well as applicants. This is because it is seen to be of face validity. However, empirical research on its validity ranges from somewhat modest to average .25 - .50 (Salgado & Cooper, 1999). Due to the global appeal and the pervasiveness of interviews, it is used by organisations to predict future performance of job applicants. This informed the choice of investigating this tool among job applicants in Ghana. Interview as a selection tool is structured in two forms. First is the unstructured, which is the most used selection interview method. The unstructured interviews are characterized by the use of different assessment questions, not carefully planned and not tightly controlled. The

other interview form is the structured one where it is systematic, controlled and the selection questions are in consistent order for all candidates to answer the same questions delivered in the same way. However, there is some level of fluidity, continuum and flexibility among the two structures of interviews in most real interview context known as the semi-structured interview. The job interview can be carried out by a single interviewer or by a panel of interviewers which the latter is justified by its ability to reduce biased decision making. The panel of several interviewers is the most common in selection context in Ghana (Ofori & Aryeetey, 2011). Similarly, evidence with respect to job interviews indicate that candidates prefer unstructured, as opposed to structured interviews (Chapman & Zweig, 2005).

Pulakos and Schmitt (1995) identified two types of interview questions that interviewers commonly used to measure competences of applicants; experienced based situational questions and job-related situational questions. Experienced based situational questions focus on activities the interviewee has engaged in the past and have relevance to the future demands of the job role. The job relevant situational questions require candidates to apply their skills to dealing with hypothesized situation that might occur within the job role. According to the researchers, experience-based questions is a better predictor of future job performance. Job interviews are part of most selection hurdles and are carried out at the end of the selection process as a final decision-making tool to explore in-depth about the applicants before a selection decision is made. This makes the interview a high-stake activity in the selection process and thus an examination of applicants' perception about the social and structural procedures in interviews they have been through is imperative for academia and industry.

Applicants seeking for jobs are diverse in individual difference and one personality dimension highly used in personality research is the Big-five personality dimension.

### 1.0.4 Personality Dimensions.

Personality has been conceptualized from a variety of theoretical perspectives. For this study, personality was assessed on the trait dimensions. The popular Big-five dimension of personality was examined and its associated relations to other study variables was identified. Personality according to APA (2017) refers to individual differences in characteristic patterns of thinking, feeling and behaving. The following are the five domains and their characteristics:

#### *Extraversion.*

This trait characterizes people who tend to be gregarious and to like to be with others (Costa & McCrae, 1992). They are prone to action rather than being quiet, introspective and reserved. Because extroverts are outgoing and optimistic about others, they perceive that they should be treated fairly by others (interviewees) during the interview process.

#### *Conscientiousness.*

People who are conscientious are seen to act in socially acceptable ways, engage in behaviours that facilitate goal-direction and motivated to excel (John & Srivastava, 1999). They have the tendency to perform well, plan and organize effectively. Conscientiousness has been found to relate to job performance (Ghani, Yunus, & Bahry, 2016).

#### *Openness to Experience.*

People who are high on openness to experience are imaginative, creative, open to new and different ideas, and aware of their own feelings (Costa & McCrae, 1992). Openness to Experience trait may influence how such individuals approach new testing situations, how they perceive the organisation and also how they perceive themselves. Openness to Experience have been found to relate to belief in test, job attractiveness, predictive

and face validity of selection instruments (Oostrom, Born, Serlie, & Molen, 2010; Truxillo et al., 2006).

***Neuroticism.***

People who are high in neuroticism tend to easily experience negative emotions such as fear, anger and embarrassment (John & Srivastava, 1999). They tend to be emotionally reactive and feels threatened in most situations which may be novel to them such as the interview settings. They are unable to handle and cope with stress, which some selection instruments is characterized by. On the other hand, those who are low on neuroticism are emotionally stable, calm and do not constantly experience negative emotions. Because of the stakes, neuroticism trait may have negative experience with the interview process. Judge and Ilies (2002) found in their meta-analysis that of the Big-Five, neuroticism had one of the strongest relationships with performance motivation.

***Agreeableness.***

Agreeable individuals tend to be cheerful, adaptable, considerate, have sympathy, trustworthy and cooperative (Costa & McCrae, 1992). Thus, agreeable persons would indicate that they were treated fairly by others in the selection process. Agreeableness is associated with positive beliefs about others, agreeable applicants would make positive attributions about the organisation. Those who are low on agreeableness tend to be distant, unfriendly and uncooperative.

### 1.2 Statement of the Problem

Organisations and institutions as separate legal entities use people to organize, plan, control and lead. Selection procedures such as job interview is required to discriminate effectively to getting the right candidate. Thus, a correct selection decision is needed to have a true positive (selecting successful performers) and true negative (rejecting poor performers) decision than an error decision (Milkovick & Glueck, 1985). Though, some of the tools (eg. Cognitive ability test, work samples, interviews) have good indicators of validity and reliability (Schmidt et al., 2016), the perspectives of applicants on this selection procedures have not been investigated empirically to unearth their utility in Ghana.

Also, the increase in the level of unemployment have led to the inflow of many job applications from job seekers. This is creating problems for personnel officers to recruit candidates from the pool of applicants via the selection process as they must make correct hiring decisions. Selecting applicants who are best fit for a job requirement from the large pool of recruits make the selection ratio closer to zero. This may influence the reaction of candidates who go through the selection hurdle and may or may not be selected. This behoves on organisations to understand how applicants perceives their selection procedures, especially with regards to interview which is the most used tool that applicants perceive as having high face validity. Hence the impetus for the study on the role of applicants' personality, test attitudes on selection procedure fairness from the applicants' viewpoints.

### 1.3 Aim of the Study

The overall aim for the study was to find the relationship among personality and test taking attitude on perception of fairness of selection process and organizational attractiveness. The following highlight the specific objectives:

1. To determine if applicants' personality dimensions is associated with his/her reaction to perception of fairness of the interview process.
2. To determine if an applicant's personality dimensions will predict his/her perceptions about the organisational attractiveness.
3. To determine if an applicant's test attitudes will predict his/her perceptions of fairness of the interview process.
4. The study will investigate if demographic variables will predict applicants' fairness perception of the interview process.

### 1.4 Research questions

1. To what extent will personality help explain variance in fairness perception of the interview process.
2. To what extent will personality help explain variance in applicants' perception of the hiring organisation's attractiveness.
3. To what extent will test attitudes by applicants help explain variance in selection fairness perception.
4. Will selection fairness be predicted by applicants' demographic variables?

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This section examined some theories that have influenced the study of applicants' reaction and help explain the phenomenon. It also summarized some of the existing literature, assessing their strength and areas of disagreement, approaches, philosophical underpinnings to draw the gap into which this study was conducted. The rationale for the present study and statement of hypothesis are also enumerated.

## 2.1 Theoretical Framework

Theories are set of principles and ideas that explain a phenomenon or an event (Muchinsky, 2006). With the increase in awareness of applicants' views on selection, several explanations have been suggested to explain the different determinants of applicants' reaction. Two theories were selected to help explain the applicants' reaction concept. These are organisational justice theory and applicant attribution reaction theory.

### 2.1.1 Organisational Justice Theory (Gilliland, 1993).

Fairness at the organisational level was explored using the most influential theory in the applicant reactions literature known as the Organisational justice theory. Organisational justice refers to the extent to which applicants feel they have been treated fairly based on the experiences during the selection process. The theory postulates four types of justices which are procedural, distributive, information and interactional justices. Informational justice relates to the accounts provided for justice-related events. Interpersonal justice reflects perceptions of interpersonal interactions and treatment. Distributive justice reference is about the fairness of outcomes. Individuals perceive their distributive form of justice by comparing an outcome with their input and make some relevant comparison with others. If the ratio match, the individual

feels a sense of equity. Procedural justice is concerned with fairness of processes that leads to outcome decisions. Gilliland (1993) evaluated the extent to which applicant reactions are guided by process fairness in selection test. The researcher proposed ten procedural justice rules: Job relatedness, the opportunity to perform, reconsideration opportunity, consistency in administration, feedback, information about test, honesty of test administrators, interpersonal effectiveness of administration, two-way communication, and the propriety of the test items. These procedural dimensions are evaluated by applicants to assess the test fairness. The organisation justice theory postulated that, although the four justice types are correlated, each specific justice is predictive of work-and employee-related outcomes. Research in applicants' reaction has primarily evaluated two types of organisational justice: distributive and procedural with minimal on informational justice (Anderson & Salgado, 2010). Both types of justice are important in understanding applicant reactions and outcomes of these reactions during a selection process. On the contrary, organisational justice violation occurs when applicants have the perception that an assessment did not ask questions relevant to the job for which one is applying; applicants discover that they have not been chosen for the job or for the next level in the selection hurdle. While it is never the aim of any company to have selection procedures that are perceived as unfair by applicants, issues of fairness will likely emerge at some point in the selection process especially with job interviews. This provide the need to examine how applicants perceive the various forms of justices within a job interview context from the procedure used for the interview, the engagement during the interview and the feedback that will be communicated.

### 2.1.2 Applicant Attribution-Reaction Theory (Ployhart & Harold, 2004).

The Applicant Attribution-Reaction Theory (AART) is a theory proposed from the integration of the attribution theory and research on applicant reactions (Playhort & Harold, 2004). The theory draws from the evidence and theoretical ideas in social psychology and work

psychology. These includes Weiner's attribution theory, availability heuristics, Self-serving biases, attribution errors and reaction theories including organisational justice theory. The theory explains the underlying reasons on attribution due to individual differences (personality) and applicants' reaction formation. The theory holds that attributional processing by applicants occur between the presence of an event such as exposure to interview and the formation of perceptions such as fairness and subsequently, behaviour (interview performance). The attributional processing further results in consequences such as fairness and job relatedness perception by applicant for the test they are subjected to. According to the model, fairness perceptions are by-products of attribution processes. Playhort and Harold (2004) proposed factors that form the attributional processing sequence; First, there is an objective event or situation such as the selection process involving meeting the recruiting officer, completing a test, or participating in an interview. These events initiate attributional search when it is stressful, unfavourable and surprising. Applicants contemplate on the causes of the event (e.g. 'why did I perform the way I did on the test'? 'why did I receive this hiring decision'?) Second, the applicants interpret the interview situation and develop perception other than the objectiveness of the selection method or process. The perceptions are mostly grounded in situational cues and attribute organisational actions to individual reasons as the fundamental attribution error suggest. Third, the perceived situation of the interview is compared to an expectation. The expectation such as information availability, treatment fairness at the interview site is compared with perceived experiences as supported by the justice theory. Fourth, the justice rules (expectations) lead to the perceived satisfaction or violation of these standards. Thus, applicants compare their experiences at the interview site during the selection process to what they expected. Fifth, applicants make attribution of the cause of the event. Thus, both specific causes such as interpersonal treatment and attribution dimensionality such as locus, biases or attribute to a supreme being. Sixth, based on the attribution analysis, the

applicants react with various attitudinal, behavioural, and cognitive reactions. This analysis informs fairness perception that the applicant will have. It must be noted that, individual differences and cultural differences predict different attributional processing. Ryan and Ployhart (2000) reported that individual differences and belief in test may influence how applicants perceives, attribute justice rules and its violation to fairness perception and attractiveness of the hiring organization. According to the theory, fairness perception are by-products of attributional processes. The AART theory provides a good ground to situate the research and provide an avenue to explain relationships as well as results that would be observed about how applicants attribute the selection outcomes, they receive from the service organization they attended its selection interview.

## 2.2 Review of Related Studies

This section is a review of studies conducted on applicant reaction that helped in explaining the predicted relationships of the variables considered in this study. Thus, dimensions of personality relation to fairness perception of selection procedure, personality relations to organisational attractiveness, demographic variables relation to applicant attitude towards selection procedures, applicants' reaction towards personnel selection procedure in different countries and test taking attitude and fairness perception of selection procedures.

### 2.2.1 Personality dimensions and perception of fairness.

Truxillo, Bauer, Campion, and Paronto (2006) conducted a field study of the role of personality dimensions (Big-Five) in applicant perceptions of selection fairness. Their study used applicants who were going through multiple hurdle selection techniques into the police service in the United States of America (USA). Two cohort of police recruit comprising n=166 for cohort 1, and n=574 in cohort 2. A survey questionnaire was used to collect the data. After input and analysis using Pearson correlation, the researchers found that personality dimensions

were related to applicant perceptions of selection fairness. Neuroticism and agreeableness were the most consistent predictors of fairness perceptions. Neuroticism correlated negatively with social fairness and agreeableness correlated positively with social fairness. Despite this finding, their study was limited to their measure of perception of fairness to only the social fairness subscale of Bauer et al. (2001) and neglected the structure fairness of the selection procedure. Also, results from the study concerning the relationships between dispositional variables and applicant perceptions on cognitive ability tests may not generalize to interview test. This critique is consistent with what (Merkulova, Melchers, Kleinmann, Annen & Tresch, 2014; Oostrom, et al., 2010) proposed, that applicant perceptions may differ depending on the selection procedure type.

Similarly, a study by Viswesvaran and Ones (2004) found a moderate negative relationship between emotional stability, conscientiousness and importance of selection system context. Individuals with high emotional stability and extroversion place greater value on the selection system. Extroverts were positively related to the process of test administration. On limitation, the study had small number of sample completing the personality measure and thus a need for wider sampling of job applicants to find out it influence on fairness perception.

Patterson et al. (2016) conducted a systematic review of studies published between 1997 and 2015 on selection methods used by medical schools in recruiting candidates. From the meta-analysis, they reported that the Big-Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism) correlated with various aspect of applicant performance. Though their study reported non-linear relationship, conscientiousness was shown to be a positive indicator of applicant performance on selection test and predict future performance. Their study is limited with studies only assessing selection systems into the medical schools and not job selection.

A study by Bye and Sandal (2015) on how job applicants personality influence perception of procedural fairness reaction in a group selection interview found certain trait (neuroticism) showing high perception of social and structural justice in the interview test. The study used a sample of 97 real job applicants for a teaching position. A cross-sectional survey was employed and there was no negative reaction to the selection tool among those with desirable traits (Extraversion, Agreeableness) as the recruiters believe is predictive of teachers' job performance.

Another related study was conducted by Merkulova et al. (2014) to investigate the effect of personality on applicant perceptions of an assessment center. Data were obtained from a sample of 294 applicants who have applied to be enlisted into the Swiss Armed Forces. A translated survey questionnaire from German to French was used and they found out that individual differences measured by the Big-Five Inventory supported that personality (agreeableness, emotional stability, and conscientiousness) correlate moderately with applicant perception. In a further regression analyses, individual differences on applicants' perceptions were not significant for perceived face validity of the assessment center and quality of administration. However, agreeableness and emotional stability were significant predictors (24.1% of the explained variance) of perceived measurement quality and controllability after controlling for applicants self-rated and actual performance. The researchers argued that individual differences exist in any applicant pool and thus organisations should design selection process to manage equity perception as applicants get in contact with the organisation as their prospective employer.

A study by Oostrom et al. (2010) on the role of individual difference as measured by a 224-item computer-based personality questionnaire which assesses the Big-Five dimensions of personality on perceived job relatedness in a cognitive ability test and a multimedia situational

judgement test. The researchers used a sample of 153 students at Dutch University who went through a cognitive test as part of their program to prepare them for future job application. The study participants were made of 101 females (66%) and 52 males (34%) aged between 18 and 45years. The researchers used a stepwise multiple regression analysis to examine which personality trait explains most of the variance in job relatedness perceptions. Step 1- age, gender, job experience, test experience, and self-assessed test performance were entered as control, Step 2- personality dimensions were entered. Two traits involving openness to experience and emotional stability (showed significance with face validity of the cognitive ability test). Similarly, only openness to experience showed significant association with face validity of the multimedia situational judgement test and predictive validity of the cognitive test whiles predictive validity of the multimedia situational judgement test was not predicted by any of the personality dimension but other predictor, subjective wellbeing. This study result is limited to the use of students' sample which may differ with the use of large sample with real applicants.

### 2.2.2 Demographic variables and perception of fairness.

Demographic differences in attitudes have been empirically investigated in organisational psychology research. There is also a host of empirical studies conducted in the 1970s through to contemporary days documenting demographic differences in work-related attitudes (Fishbein, 1980; Foley, Hang-Yue, & Wong, 2005; Ryan & Playhort, 2000). With the many work-related attitudes differences reported based on demographic variables, it is tentative to hypothesize demographic effects on perception of fairness.

#### *2.2.2.1 Gender and perception of fairness.*

Goldberg (2003) conducted a study to determine post interview reaction from applicants. The study used a sample of 210 recruiters and students who have gone through a college career

services to select students for campus recruiting. The researcher used a cross-sectional design via a survey questionnaire to collect data about applicants and recruiters' demographic data (sex, age, race) as independent variable and perception of the recruiter, perception of the job and perception of the organisation as dependent measures. A regression analysis test was used, and the results showed that applicants' sex and age did not significantly predict organisational attractiveness and the other criterion measures. Rather, the researcher found race as a potent criterion for predicting organisational criteria. Though the study was one of the earliest studies of applicant reaction after an interview, the study used only students whose reaction may not be the same as graduates in the real world who sees job interviews as high stakes.

Also, a study by Hausknecht et al. (2004) found that there was almost zero relation between gender, age, ethnic background on applicant perceptions. They used 86 independent samples in their meta-analytic study. They found out that the correlation between the person characteristics ranged from -.03 to .05 and confidence intervals included zero in their analyses they conducted. Their study, though insightful is limited to the use of composite values. These composite scores may have influenced their results in getting near zero correlation of person characteristics (age, gender, ethnic background) and applicant perceptions about the selection tools.

Conversely, a study was conducted by Honkaniemi, Feldt, Metsäpelto, and Tolvanen (2013) on applicants' reactions in real-life selection for admission into a vocational school. They found that gender has an influence on fairness perception. Females reported higher fairness perception than males. This difference in their survey study is limited to only applicants in school admissions and cannot be applied to how applicants for jobs may perceive a selection process.

Similarly, a study by Bernerth (2005), explored the relationship between applicant gender and perceptions of procedural and distributive justice. A sample of 503 students completed a

selection test (personality test) believing the results would be used to make initial selection decisions for an organisation recruiting from the university. Independent t-test and hierarchical regression analyses revealed significant differences in the way males and females react procedural justice and to positive and negative selection decisions. Specifically, female applicants in the unfavourable selection condition rated both the procedure and the outcome as less fair than their male counterparts. On the other hand, selected female applicants had a more positive reaction than selected male applicants to both procedural and distributive justice. The study was limited to using a hypothetical scenario other than a real-world selection situation which could have produced different perceptions.

#### *2.2.2.2 Age and perception of fairness.*

A meta-analytic study was conducted by Morgeson, Reider, Campion, and Bull (2008) to find out age discrimination in the job interview process. Reviewing 21 empirical papers since 1967 till 2008 on the impact of age in organisational settings where some form of employment decision from a selection process was made. The study involved the use of 16 laboratories and 5 field studies to find out how age discrimination relates to the employment interview. They found age discrimination much predominant in the laboratory studies where age is maximized in a controlled setting than other factors like qualification, experience which is artificially minimized. With the field studies, they found less relation between age as a predictor in the employment process. The researchers concluded that discrimination during an interview where treatment in the process may differ based on age of applicants was not supported. Their analysis indicated that other factors like job-fit, job related applicant information provided greater variance in explaining fairness in employment selection.

Also, Truxillo, McCune, Bertolino, and Fraccaroli (2012) conducted series of experiment to examine how older and younger workers are perceived in organizational context. A sample of

142 employed or recently employed students were recruited. An online survey was completed by respondents who were given a hypothetical scenario to respond to. In study 1, they found that respondents perceive older workers more positively on work-related differences i.e. conscientiousness whiles younger workers were perceived more positively on openness to experience. In study 2, there was no difference between older and younger workers. Though the researchers believed that personalities of older and younger constitute bias. Their study shown that age did not moderate the effect of target age on perceived individual difference or job performance. However, the study was limited with the use of student sample with restriction in age and experience to generalize such findings.

Contrary, a review study on employment interview was conducted by Macan (2009) where studies conducted between year 2002 and year 2009 were analysed to inform researchers about the state of investigation in employment interviews, examine the contributions made from employment interview research and note areas for improvement. Their investigation revealed that applicants' demographic characteristics (age, gender, race) had mixed results in fairness perception in the interview process. Age had little influence on interviewer perception and hiring. The researcher called for more studies on testing various demographic predictors which this current research intends to fill such gap.

#### *2.2.2.3 Interview Outcome and perception of fairness.*

Chapman, Uggerslev, and Webster (2003) found in their research that offers or success at the interview was related to positive perception of fairness than those who were not given offers. This study's result was similarly found by Straus, Miles, and Levesque (2001) and Anderson (2003). They also found out that candidates' previous experience with a selection tool or a familiar process will feel comfortable with the tool since they have experienced using it. If applicants do not have experience, they may find themselves unable to make good use of the

selection tool to achieve greater impression for consideration. Also, Hausknecht et al. (2004) found that applicants who held positive perceptions about selection were more likely to view the organisation favourably and reported stronger intentions to accept job offers and recommend the employer to others. Applicants' perceptions were positively correlated with actual and perceived performance on selection tools.

Ababneh, Hackett, and Schat (2014) conducted an experimental study to investigate job applicants' reactions to selection procedures and decisions resulting from applicants' attributions. The study used a sample of 264 upper undergraduate seniors who were seeking or about seeking for jobs in a hypothetical selection interview context to find out their reactions. The study used Structural equation modelling, ANOVA and Chi square analysis and reported that applicant reported selection fairness when they had outcome favourability (selected) and vice versa. Also, tools that satisfied/violated procedural justices predicted fairness by 82% and 18% accounted by attributions. They also found that violation of the procedural justice rules led to applicants rating the cause of their selection outcome lower on personal control and high external control. Though the study had high internal validity with little confounding, generalization cannot be made.

### 2.2.3 Test Attitude and Procedural Fairness.

Maurer and Solamon (2006) conducted an intervention to provide assistance to candidates preparing for a structured panel interview by engaging in a training and coaching sessions with the applicants. They used the scientist-practitioner collaboration to provide a coaching program to prepare candidates who were due for promotional interview in public safety in the city of Atlanta, USA. From the first data set from 111 police and fire interviewees, 91%, 71%, 69%, 28% reported that the coaching helped them to perform 'to a slight extent', moderately, high and very high respectively in the interview. They found out that applicant reaction was very

positive towards the interview procedure. Applicants perceived the interview as fair and preparation had effect on the performance of candidates.

A study by Oostrom et al. (2010) on the role of test attitude as measured by the dimension test anxiety on perceived job relatedness in a cognitive ability test. They used a sample of 153 masters and bachelor's degree students at Dutch University who went through a cognitive test as part of their program to prepare them for future job application. The sample were made of 101 females (66%) and 52 males (34%) aged between 18 and 45years. They hypothesized a negative relationship between anxiety and perceived job relatedness of the cognitive ability test but found that test anxiety was not significantly correlated with job relatedness in the cognitive ability test. This study was limited with small sample size. Also, their sample were students and thus their findings may not generalize to real world applicants whose stakes are high in employment selection.

Lievens, De Corte, and Brysse (2003) conducted a study to investigate the role of test attitudes (belief in tests and comparative anxiety) has on applicant perceptions of selection procedures. A sample of 100 actual job applicants were recruited via a Belgain consultancy firm. A completed survey questionnaire was used to measure belief in test and comparative anxiety adapted from Arvey, Strickland, Drauden, and Martin (1990) test attitude scale and perceptions of eight different selection procedures including structured and unstructured interviews. They found out that, belief in tests positively affects perceptions of overall fairness. Applicants who scored high on belief in tests reported higher fairness ratings than applicants who scored low on belief in test. This indicated that fairness perception may be a function of applicants' general belief in tests and their motivation towards testing. However, the study's small sample size did not allow for large effect size of 0.8 to be assumed.

### 2.2.4 Applicant Reaction Effects on Behavioural Outcomes.

A meta-analytic study was conducted by McCarthy et al. (2017) using 145 studies conducted between year 2000 to 2017 showed that applicants' reactions had significant and meaningful effects on attitudes, intentions, and behaviours. The range included from small, medium and large effect on organisational attractiveness, intention to pursue a job and intention to recommend the job to others.

Applicant reaction may be related to the filing of legal complaints and court challenges. Applicants who perceived a selection technique as invasive or inappropriate may be more likely to sue (Bertolino & Steiner, 2007). Recently in Ghana, there was a national issue on selection tools that applicants were subjected to before they are being admitted to the Ghana School of Law. A suit was filed with the Supreme court of Ghana seeking to annul the usage of entrance exams (cognitive ability test) and interviews in the selection procedure which is still under review and consideration. Consequently, there was a compromise of the legislative instrument passed by the Parliament of Ghana which legalized the usage of entrance exams but not interviews for the selection of candidates into the legal profession (Brakopowers, 2017).

### 2.2.5 Applicants Reaction towards Selection Procedures.

Chapman et al. (2003) conducted a field study on applicants' reaction towards face-to-face interview and technology assisted interviews (videoconferencing, telephone interviewing) within 346 organisations with a sample of 802. The researchers found face-to-face interview as highly favoured by applicants as most of the sample had prior experience in a similar job interview at least once in their lifetime. Also, face-to-face interview provided cues from the interviewer about the performance of the applicants to either continue or curtail a response during the interview process as compared to other selection methods.

A related study was conducted among students from South Africa (N=179), France (N=114) and United States (N=142) by Visser and De Jong (2001) to rate the "favourability" of 10 selection procedures. Respondents were also to specify what prompted them to rate some procedures as more favourable than others. The results showed that the "perceived face validity" of the selection procedure was the strongest correlate among the samples. Interviews and work sample test were highly favoured and written ability test was moderately favoured. The study supports that to improve applicant reaction, test should be job related but the sample is totally drawn from students which may not apply to actual job seekers. These findings were equally reported by Anderson and Witvliet (2008). The researchers' investigated applicants' reaction to employee selection methods in the Netherlands and compared their findings with other published findings in the United States, France, Spain, Portugal, and Singapore. A sample of 167 participants were asked to rate 10 popular assessment techniques on favourability, validity and fairness. In common with other country samples, they found that the most popular method among applicants was interviews and the least popular methods was graphology. Interviews were also perceived to be the most face validity and procedurally fair selection tool to other selection procedures such as work samples, references, ability tests among others.

Another study by Carless (2006) to assess applicant reaction to three selection hurdles (physical agility testing, psychological testing and interviews) used in a recruiting exercise for people to join the Australian Police force. From a population of 834 applicants, a sample of 117 applicants completed the questionnaire on reactions over the three-time series during the selection procedure. Thus, Time 1- after the job application (n=430), Time 2- after the three multiple hurdles (n=112), Time 3- after the selection decision (n=117). After the repeated measure design, applicants rated interviews as most positive selection tool to the other methods used. Also, interviews were perceived to be the most job relevant selection procedures.

### 2.2.6 Personality and Organisational Attractiveness.

Individual differences have been found to relate to other behavioural outcome and decisions such as the choice of organisation to work with (Anitha & Madhavkumar, 2012). People are attracted to organisations that they find similar, select these organisations as potential employers and may not reapply if they perceive to be treated unfair as demonstrated by Schneider's (1987) Attraction-Selection-Attrition (ASA) framework.

Bauer, Trixillo, and Campion (2006) investigated the role of personality and perception of the hiring organisations attractiveness. They use a sample of 120 actual law enforcement applicant and assessed them on their personality traits as measured by the Big-Five Inventory and the attractiveness of the police force. They found out that applicants' personality (Agreeableness) correlated positively to their perceived general attractiveness, perceived employee relations and perceived prestige that employees in the law enforcement can broadly boast of their organisation. The researchers found substantial variance in organisational attractiveness even after they have controlled for applicant test score, gender, and test experience in their hierarchical regression.

Farago, Zide, and Shahni-Denning (2013) conducted an experiment to find out the role of interviewer warmth, interview structure and interview outcome in applicants' perceptions of organisations. The study was a 2 x 2 x 2 experimental factorial between-subjects where a sample of 257 undergraduate psychology students were allocated to the various conditions (Interview Structure [structured vs. unstructured interview] X Interviewer Warmth [warmth shown by interviewer vs. no warmth shown by interviewer] X Interview Outcome [positive vs. negative]). From the study, they found out that procedural justice mediated interviewer warmth and behavioural outcomes like fairness perception, recommendation intentions and organisational attractiveness.

From the above reviewed literature and related studies, this study fills a gap by conducting a field study using a relatively large real applicants as sample size (n=387). Also, from the literature search, little is known about how individual differences affect applicants' perceptions on interviews. Interviews are widely used for selection of candidates (Anderson & Witvliet, 2008; Goldstein & Passmore, 2017) and thus the need to know more regarding applicants' perception about interviews as a job selection procedure.

### 2.3 Rationale of the Study

Applicant reaction to selection test has been studied in most countries but not in Ghana. These include applicant reaction primary studies conducted in the United States (Nikolaou & Judge, 2007), European countries like Greece, Spain, Portugal, Italy, Netherlands (Anderson & Witvliet, 2008; Bertolino & Steiner, 2007; Moscoso & Salgado, 2004; Nikolaou & Judge, 2007), Saudi Arabia (Anderson et al., 2012), among other countries. Similarly, secondary studies such as meta-analysis, comparison studies have only included studies in Western countries (Anderson & Witvliet, 2008; Hoang et al., 2012; Truxillo, Bauer, McCarthy, Anderson, & Ahmed, 2016).

Arabic Countries and Asian Countries (Gamliel & Peer, 2009); with only studies in African Countries from South Africa (De Jong & Visser, 1999), in the reviews. So far, research has failed to examine applicant reactions in any Sub-Saharan African Country. This presents a gap in our understanding of how applicants react to selection methods in non-western countries and cultures. Moscoso and Salgado (2004) proposed that applicant reaction may differ with reference to different social, cultural, human resource practices, employment legislation and context in different countries. This research intends to address this shortcoming by finding out reaction of applicant from a novel context, Ghana, to the popular selection method, interview, which to the knowledge from the researcher, is the first study to do so.

Also, perceptions of selection fairness have been of concern to applicants and employers as observed and reported via the Ghanaian media showcasing demonstration, litigation, and grudges against recruiting officers and agencies (Djabanor, 2017). An investigation will be of practical use for human resource unit to know from applicants' viewpoints, their perceptions on the popular selection method and adopt best selection practices. Thus, findings from the study can inform organisations interested in the applicant's opinion of the company's HR practices after they complete the selection procedures. This is because applicants' negative opinions of the company could influence organisations' applicant pool, recommendation intentions and tarnish the reputation of the organisations.

Moreover, the study contributes to the professional development of the researcher in his specialization in personality, personnel selection and unemployment issues to contribute to academia and the world of work.

### 2.4 Statement of Hypotheses

The following hypotheses have been stated based on the aims and literature reviewed:

**H1a** Personality trait dimension, openness to experience, will significantly predict procedural fairness than the other personality dimensions.

**H1b** There will be a significant negative relationship between Neuroticism and fairness perception.

**H1c** Personality trait dimension agreeableness will have a significant positive relationship with fairness perception

**H2** Agreeableness will positively predict organisational attractiveness of the hiring organisation

**H3** Test motivation will significantly predict fairness perception of the interview procedure than the other dimensions of test attitudes.

**H4a** Males will significantly perceive procedural fairness of the job interview than female

**H4b** Successful applicants will perceive the interview selection procedure as fair than unsuccessful applicants.

**H4c** Younger applicants will perceive the interview as procedurally fair than older applicants.

## 2.5 Hypothesized Model

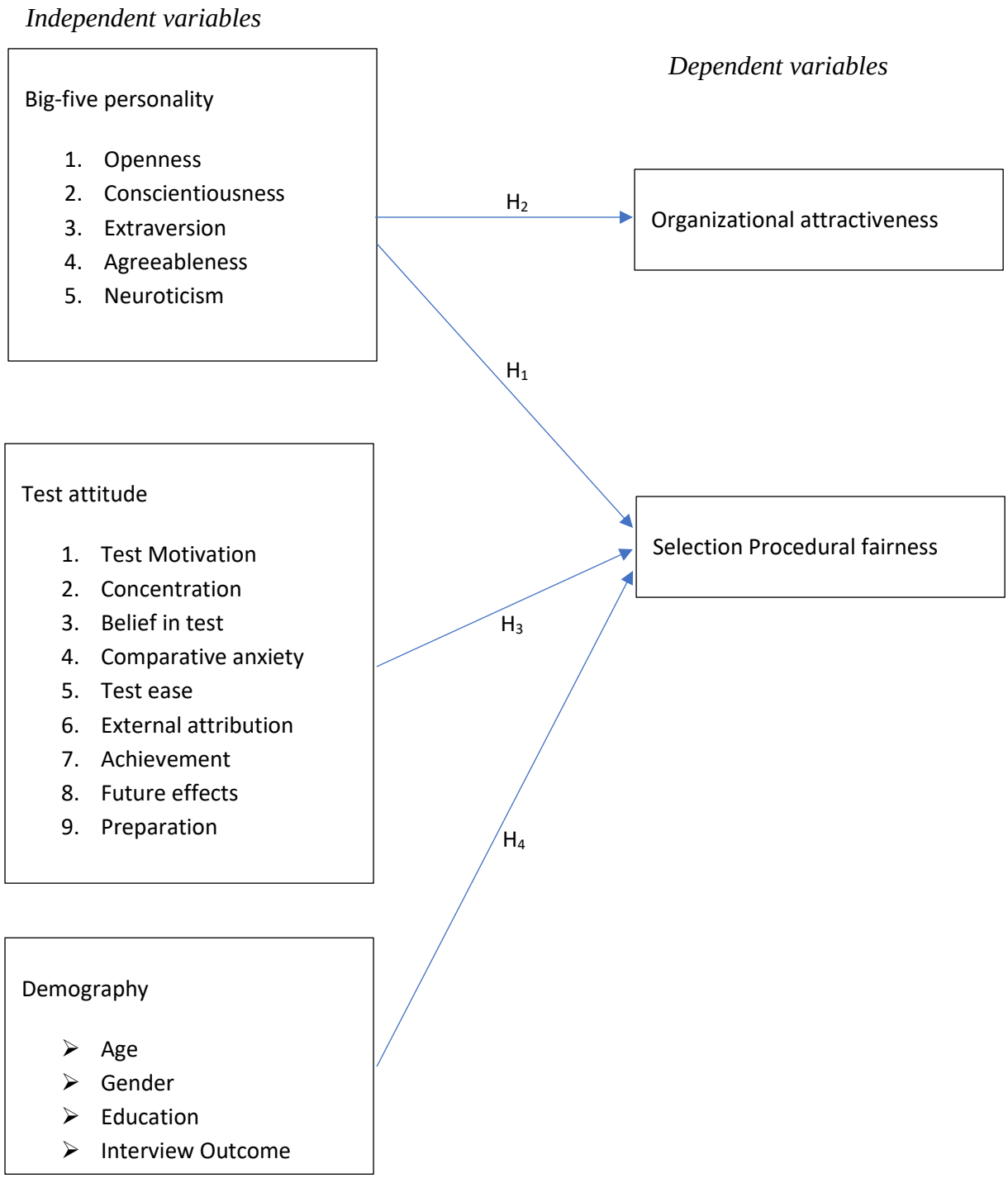


***Figure 1. Hypothesized Model***

The hypothesized model in Figure 1. serves as a guide or map that holds together or relates variables of interest of a researcher in the research process (Sinclair, 2007). For the empirical examination of the research topic, a framework was developed based on the literature reviewed and research objectives on the variables in Figure 1. From the figure, it could be noted that personality, test attitudes and demographic variables are the independent variable that is related with selection procedural fairness and organizational attractiveness as the dependent variables. The arrows show the tentative guess the researcher is making on how each variable will predict the other.

**2.6 Operational Definition**

1. Applicants- people who have been through job interview

2. Job Interview test- face-to-face traditional mode where applicants meet a panel of interviewers

3. Applicants reaction- applicants attitude towards the interview process

4. Fairness perception- belief that an interview procedure was fair

5. Test attitude- opinions and beliefs associated with the employment interview applicants have gone through

6. Organizational attractiveness- perception of the prestige, an organization is, by applicants

7. Personality- refers to higher disposition an individual score on the Big-Five personality dimension

8. Young applicants- refers to respondents who are less than 27years

9. Older applicants- refers to respondents who are 27years and beyond.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This chapter provides a detailed explanation of the methodology used for the study. These include defining the research population, sampling technique, design, measures used, the procedure used in the collection of data and the data analysis tools used.

## 3.1 Research Design

A survey research is a quantitative research design in which investigators administer a survey to a sample or to the entire population to describe the attitudes, opinions, behaviours, or characteristics of the population (Cresswell, 2012). Cresswell (2012) identified that surveys are appropriate for assessing attitudes of individuals, individual opinions about procedures and policies, such as what this study intends to investigate. This enabled the researcher to collect quantitative, numbered data using questionnaires. From the survey designs and considering the timeliness and accessibility of participants for the study, a cross-sectional survey design was used. The cross-sectional survey design was used to obtain information from respondent at a specific point in time. Data obtained from this sample pool were varied on age, education and interview experience among others. The cross-sectional design was ideal as the researcher was able to assess multiple variables at the time of the data collection using a questionnaire. This design was also less cost effective.

## 3.2 Population

The study's target population were applicants who have applied for job positions and/or job incumbent in service organisations in the Greater Accra Region and have gone through job interview as a selection tool. The Ghana Statistical Service (2010) reported in their population and housing census reported that about 307,018 population of adults aged 18years and above

are living in the three districts which served as the population. They were; Ablekuma South-134,228, La Nkwantanang-119,174 and Ayawaso West Wogon-53,616 (GSS 2010, p.95). These districts were targeted for the study among the 26 districts/municipal in the Greater Accra Region due to the presence of many service organisations (commercial banks, schools and other private service businesses) concentration. The service industry was chosen for the study because it was the largest sector for employment opportunities (79.1%) compared to other sectors within the region. Also, the service sector is noted for using formal recruitment and selection practices such as job interviews in attracting and retaining talents (Djabatey, 2012).

### 3.3 Sample Size

To determine an estimate for the sample from the population of applicants, Cohen, Manion, and Morrison (2013) emphasizes that, the power of generalizability of quantitative research depends on the extent to which the sample is representative of the target population. This informed the researcher to have adequate sample size to draw valid conclusion. From the population of 307,018, the researcher used a sample size of 387. This sample size was arrived at by using sample size tables proposed for sample determination from a sampling frame greater than 200,000 (Dillman, 2007; Tabacknick & Fidell, 2007). Also, the sample size is adequate as compared to other applicant reaction studies which mostly used a sample size range of 180 – 250 (Honkaniemi et al., 2013; Merkulova et al., 2014) excluding national surveys (Bauer et al., 2001; Singh & Masuku, 2014; Truxillo et al., 2006).

Also, Power analysis was conducted in G*Power to determine adequate sample size using α of .05, a power of .80 and a small effect size ($f$=.10). The desired sample size proposed was 126 sample data. Data was obtained from 387 respondents, which was more than what the G*Power estimated, and hence the sample was adequate to test the proposed hypothesis. The effect size

and power analysis were informed by other studies on sampling adequacy (Cunningham & McCrum-Gardner, 2007; Maxwell & Kelley, 2011).

Four hundred and thirty (430) questionnaires were distributed to respondents. Out of the sample, 402 questionnaires were returned, 25 questionnaires were not filled properly to be included in the analysis. The final sample size for the study was 387 (Males= 231, Females=156) representing a response rate of 90%. The mean age was 27years with the minimum being 18years and the maximum 63years. The mode for the highest level of education was bachelor's degree category with 54% of respondents. The mean experience from respondents in the usage of job interview was 2.6 (almost 3) times, indicating the number of times these sample respondents had tried to get a job or possibly want to change jobs by going for various job interviews. Also, about 80% of respondent had been through other selection tools in addition to interviews. This means that most institutions in the service sector use selection hurdles in their recruitment and selection processes. The characteristics of the respondents in the study are summarized in the Table 1 below.

Table 1: *Demographic Characteristics of Applicants in the Study (N=387)*

| Characteristics | N (%) |
|---|---|
| **Gender** | |
| Female | 156 (40.3%) |
| Male | 231 (59.7%) |
| **Education** | |
| WASSCE | 18 (4.7%) |
| Diploma | 30 (7.8%) |
| Degree | 209 (54%) |
| Masters | 124 (32%) |
| Other | 6 (1.6%) |
| **Age** | |
| Young=/<27(mean) | 238 (62.1%) |
| Old>27 | 139 (37.9%) |
| **Interview experience (mean)** | 2.69 |
| **Last job interview** | |
| Within last 6months | 127 (32.8%) |
| 6months to 1 year | 88 (22.7%) |

| | |
|---|---|
| 1-3years | 101 (26.1%) |
| 3years and beyond | 71 (18.3%) |
| **Organisation type** | |
| Public | 134 (34.6%) |
| Private | 253 (65.4%) |
| **Other Selection methods** | |
| *CV* | |
| Yes | 235 (60.7%) |
| No | 152 (39.3%) |
| *Personality test* | |
| Yes | 136 (35.1%) |
| No | 251 (64.9%) |
| *Aptitude test* | |
| Yes | 130 (33.6%) |
| No | 257 (66.4%) |
| *Other test* | |
| Yes | 55 (14.2%) |
| No | 332 (85.8%) |
| **Successful Interview Outcome** | |
| Yes | 251 (64.9%) |
| No | 98 (25.3%) |
| Results not yet given | 38 (9.8%) |

### 3.4 Sampling Technique

The respondents were obtained from applicants in both public and private commercial banks, health centres, educational institutions, recruiting agencies and medium enterprises in the study districts. The sample used had a variety of backgrounds who had applied and/or are incumbent in these varieties of institutions in the service industry. The sampling techniques used were convenient, purposive and snowball methods. Thus, a mixed mode data collection procedure was used to obtain the data. The use of more than one mode of data collection helped obtain responses from these diverse population background (de Leeuw, 2005). These sampling techniques also had the merit of saving cost, easy to use, and timely to obtain the data.

## 3.5 Inclusion and Exclusion Criteria

### 3.5.1 Inclusion criteria.

The study used the following inclusion criteria; respondents were:

1. 18 years and above.
2. Job Applicants.
3. Must have gone through a job interview as a selection method.

### 3.5.2 Exclusion criteria.

Also, exclusion criteria for this study was:

1. Applicants for other purposes than job interview. For instance, applicants who have only gone through interviews for schools admissions, positions in social settings like clubs, associations, church among others but not a job interview were not involved.

## 3.6 Research Measures/Instruments

All constructs were measured using standardized scales that have been developed and used in other studies. The questionnaires for this study were divided into four (4) sections. Section A asked questions about demographic characteristics. Section B consisted of measures of the Personality dimensions, Section C comprised of Organisational attractiveness items, Section D consisted of measures of test attitude and Section D comprised of measures of the Selection Procedural fairness.

### 3.6.1 Demographic Information of Respondents.

The section one captured demographic data of respondents who met the inclusion criteria. These consisted of the sex, level of education, age, frequency of job interviews, the last job interview attended (within last 6 months, 6 months-1 year, 1-3years, 3years and beyond), the nature of the organisation that applicants attended their job interview (Public, Private), other

selection tools an applicant was subjected to (Biographical data-CV, Personality test, Aptitude test, Other) and the outcome of the interview (Successful-Yes, No, Results not yet given).

### 3.6.2 Personality (John & Srivastava, 1999).

The personality variables were measured with the Big-Five Inventory (BFI) developed by John and Srivastava (1999) in section two. The 44 multidimensional personality inventories are adjectives that respondents rated themselves using a Likert scale ranging from 1 (Disagree strongly) to 5 (Agree strongly). The BFI factor labels and Cronbach alpha from the field data were: Extraversion (8 items, α=.51), Agreeableness (9 items, α=.71), Conscientiousness (9 items, α=.76), Emotional Stability or Neuroticism (8 items, α=.70) and Openness to Experience (10 items, α=.66) from the field data. Rammstedt and John (1999) also reported high internal consistency, test-retest correlations greater than .70 and adequate convergent-discriminant validity with the 60-item form of the NEO-PI-R personality measure. Some of the items on the scale are: I see myself as someone who; tends to find fault, worries a lot, is creative, is sociable, can be cold.

### 3.6.3 Organisational Attractiveness (Highhouse, Lievens, & Sinar, 2003).

Organisational attractiveness was measured using a scale constructed by Highhouse et al. (2003) in section three. This scale consists of 3 sub-scales measuring general organisational attractiveness, pursuit intentions and prestige. It has 15 items and has been reported to have robust psychometric properties with α=.85 (Anderson et al., 2012). From the field, coefficient alpha reliabilities for organizational attractiveness used in this study was .95

General organisational attractiveness had an item eg 'For me, this company would be a good place to work', intention to pursue eg. 'I would make the company one of my first choice as an employer' and prestige eg 'This company probably has a reputation as being an excellent

employer' were adopted. The scale was scored using a 5-point Likert-type format ranging from 1 (strongly disagree) to 5 (strongly agree).

### 3.6.4 Test Attitude (Arvey et al., 1990).

Section four had the Test Attitude Scale (TAS) which consisted of 45 items with nine (9) components; motivation, concentration, belief in tests, comparative anxiety, test ease, external attribution, need achievement, future effects and preparation. The TAS scale was constructed to assess the attitudinal disposition of test takers in job employment context. The items are reported to have good internal consistency with α = .74 (Arvey et al., 1990). The characteristics of the dimensions are as follows; Motivation (10 items, α= .79 eg. 'I tried my best on that interview'), Concentration (4 items, α= .78, eg. 'It was hard to keep my mind during the interview'), belief in test (4 items, α= .71, eg. 'This test or tests was a good reflection of what a person could do in the job'), comparative anxiety (10 items, α= .80), interview ease (4 items, α= .56), external attribution (5 items, α= .58), general achievement need (3 items, α= .56, eg. 'I try to do well in everything I undertake'), future effect (3 items, α= .58) and test preparation (2 items, α= .74, eg. 'I spent a good deal of time preparing for this test'). Five alternative expression labels were provided in an ordered form from 1=strongly disagree to 5=strongly agree. Respondents then selected the option that best aligns with their views on each item.

### 3.6.5 Perception of Fairness (Bauer et al., 2001).

Perception of fairness was measured using Bauer et al.'s (2001) Selection Procedural Justice Scale (SPJS) in section five of the survey questionnaire. The SPJS was developed using exploratory and confirmatory factor analysis to expand Gilliland's (1993) selection process fairness model. The scale is reported to have good internal consistency with α= .76 (Bauer et al., 2001). The SPJS has 11 facets with 39 items grouped into two higher-order factors (structure and social fairness). The social fairness subscale (20 items, a=.85) assessed

interpersonal treatment fairness, including the facets of openness of the testing staff, treatment by the testing staff, two-way communication during the testing process. On the other hand, the structure fairness (19 items, a=.72) of the selection procedure focused on the fairness of the selection process itself including job relatedness of items, feedback and information known about the interview itself. The response categorization was anchored in five responses set from strongly agree to strongly disagree on a Likert rating scale.

### 3.7 Research Procedure

The procedure used in obtaining data was in two phases. First, a pilot study was conducted to pre-test and ascertain the psychometric properties of the scales and to test the hypothesized research questions on the field. The main study was carried out after the pilot study. The details of the two phases are reported below.

#### 3.7.1 Pilot Study.

An ethical clearance form from the Ethics Committee for the Humanities (ECH), University of Ghana, Legon was obtained as an institutional requirement and for ethical research as proposed by APA's Ethics Code (2009).

Two pilot studies were conducted using respondents who have been through a job interview in service organisations in the last six months to ascertain the propriety of the various measures in terms of their psychometric properties among Ghanaian respondents. The first pilot study (n=33) used the abridge forms of the scales and their reliabilities were poor ranging from 0.28 to .58 for the 10 items Big-Five personality measure, 11 item organisational attractiveness measure and the 32-item measure of selection procedural justice. Due to their relative weak reliability measures, the researcher was advised by supervisors to use the entire measures and make some adjustment to some of the inclusion criteria such as expand the time frame in which respondents must have been through job interview to obtain more respondents. A second pilot

used the actual original scales. Thirty participants (n=30) responded to the items and measures of internal consistency were generally good as shown in Table 2 below;

Table 2: *Summary of Means, Standard Deviation (SD), Reliability of Predictor and Criterion Variables at Pilot study 2*

| **Variable** | **Item (s)** | **M** | **SD** | **α** |
|---|---|---|---|---|
| Age | 1 | 28.73 | 5.77 | |
| Interview experience | 1 | 3.10 | 2.39 | |
| Interview Outcome | 1 | 1.60 | .72 | |
| **Personality** | **44** | | | |
| Extraversion | 8 | 26.73 | 5.91 | .72 |
| Agreeableness | 9 | 37.07 | 4.74 | .58 |
| Conscientiousness | 9 | 37.21 | 5.04 | .68 |
| Neuroticism | 8 | 20.13 | 5.51 | .72 |
| Openness | 10 | 38.60 | 5.01 | .61 |
| **Org. Attractiveness** | **15** | **61.00** | **13.19** | **.96** |
| General attractiveness | 5 | 18.23 | 2.91 | .90 |
| Pursue | 5 | 20.40 | 4.51 | .89 |
| Prestige | 5 | 20.77 | 4.51 | .93 |
| **Test Attitude** | **45** | **136.67** | **9.45** | **.51** |
| Motivation | 10 | 46.90 | 4.02 | .81 |
| Concentration | 4 | 6.03 | 2.57 | .70 |
| Belief in test | 4 | 6.03 | 2.57 | .61 |
| Comp. anxiety | 10 | 25.48 | 4.25 | .24 |
| Test ease | 4 | 11.83 | 1.98 | .46 |
| Ext. attribution | 5 | 8.66 | 3.39 | .74 |

| | | | | |
|---|---|---|---|---|
| General Need Ach | 3 | 11.00 | 1.49 | .41 |
| Future effects | 3 | 10.14 | 2.92 | .62 |
| Preparation | 2 | 7.80 | 2.43 | .87 |
| **SPJS** | **39** | **133.00** | **20.11** | **.92** |
| **(a)Structure fairness** | 17 | 44.17 | 11.27 | .89 |
| Job relatedness | 2 | 5.90 | 2.26 | .96 |
| Info. Known | 3 | 9.47 | 3.23 | .73 |
| Chance to perform | 4 | 13.30 | 3.93 | .90 |
| Rec. opportunity | 5 | 8.34 | 2.51 | .58 |
| Feedback | 3 | 6.87 | 3.35 | .90 |
| **(b)Social fairness** | 22 | 87.53 | 12.80 | .91 |
| Consistency | 3 | 10.79 | 2.93 | .93 |
| Openness | 4 | 15.89 | 3.40 | .94 |
| Treatment | 5 | 20.33 | 3.46 | .83 |
| Two-way comm. | 5 | 19.83 | 3.13 | .66 |
| Prop. of questions | 3 | 11.67 | 2.44 | .77 |
| Job R. content | 2 | 8.03 | 1.79 | .90 |

Some adaptations were made after the 2nd pilot for the main study:

1. The Likert scale for the Test attitude measure was scored on a five-point anchor other than the seven anchors from 1=strongly agree to 5=strongly disagree to make the measurement anchor for all the scales consistent
2. Also, there was a suggestion from a researcher (Dr. Francis Annor) who have similarly used the personality measure within the Ghanaian sample to consider using synonyms

for some of the adjectives in the items. Hence, synonyms were used to replace words which may not be easily construed by respondent on the personality scale. Thus, words such as 'blue' was replaced with depressed, and 'sophistication' with knowledgeable.

3. On the selection procedural justice measure, the term 'test' was replaced with 'interview' as proposed by Arvey et al. (1990).

### 3.7.2 Main Study.

The same ethical clearance form was used to support the main data collection. Introductory letters in addition to the ethical clearance form was sent to two (2) recruiting agencies and five (5) service organisations that have done recruitment recently. These service organisations comprised of two commercial banks, two health centers and an educational institution. This is because, these institutions are having some of the sample frame of the study. Also, APA's Ethics Code (2009) prescribe obtaining informed consent of participants and gatekeepers before conducting a research. The researcher briefed the various officers of the recruiting firms and Human Resource (HR) staff of these organisations and the targeted respondents. The briefing of the study to the officers included sharing information on the relevance and purpose of the study, the aims and objectives of the study and the rationale of the study. Some of the staff and National Service Personnel (Ghanaian fresh graduates from accredited tertiary institutions required under law to do a one-year service to serve the country and are posted to these organisations with a paid allowance) in these organisations were approached to assist the researcher in the administration of the questionnaire in the organisations as well as collection when completed by respondents who meet the study's inclusion criteria. Twenty (20) working days were used for the data collection from the participants in the selected service organisations within the Accra Metropolitan, La Nkwantanang District and the Ayawaso West Wuogon District. This allowed for increased response rate as the scales had quite several items which would not be highly responded to if less time were allowed for participants. Participants'

responses were anonymous, such that there were no indications to link any individual with a response. Thus, respondents were not asked to indicate their names, staff numbers, department or religion which could be a hint to link up a response to a candidate whom data was obtained from.

Data were also obtained using accidental sampling of respondent. These included graduates, undergraduate students at the University of Ghana who have been through at least one job interview and found within the three selected districts. A rapport was established with the participants, briefed about the purpose for the study and the average time it takes to respond to the questionnaire. Applicants who voluntarily wanted to participate were given the various measures; section 1-Demographic Information Form, section 2- The Big-Five Inventory -BFI (Rammstedt & John, 2006), section 3- Organisational attractiveness (Highhouse et al., 2003), section 4-Test attitude measure (Arvey et al., 1990), and section 5- Selection Procedural Justice measure (Bauer et al., 2001) all being administered once. They also, proposed friends and colleagues who have also been through job interview and the snowball sampling technique was also used to collect data from participants who met the study's selection criteria (Cohen et al., 2013). The researcher briefed the referred participants about the study, issues on confidentiality of responses, anonymity and time to respond to a questionnaire (20 minutes). Some respondents gave their responses on the spot where they were identified while others took it and suggested the researcher comes over to their hall of residence and pick them. Other respondents too were identified in the hall of residence, especially the graduate halls at the University of Ghana. A log book was used to enter participants telephone number and halls and collection was done later.

Moreover, the researcher had two (2) research assistants who were graduates from the Psychology Department, University of Ghana, for data collection. They were trained by the

researcher on the research topic, inclusion and exclusion criteria, ethical concerns. They were remunerated for their efforts in helping obtain Ninety-seven (97) filled responses from respondent from the hundred (100) questionnaire they administered. In all, the data collection took a month to get the responses.

To reduce fake ability and socially desired responses, applicants were reminded with a note on the questionnaire to reply truthfully and that intentionally false response can be detected. Thank you was said to respondents for their responses on the questionnaire. Responses from the questionnaires were entered and analysed using the Statistical Package for Social Sciences (SPSS) Version 21.

### 3.8 Ethical Consideration

According to the APA (2009) publication manual, researchers using human participants must adhere strictly to ethical principles. These principles act as guides and were followed through from the proposal stage through to the conclusion of the study. Ethical clearance was obtained from the Ethics Committee for the Humanities, University of Ghana. The principle of informed consent, which is a standard feature in survey research, was strictly adhered. This ensured that participants were voluntarily engaged to respond to the questionnaire without been coerced. Also, there was a high sense of confidentiality and anonymity as respondent could not be traced with any cue, such as name, staff ID, institution or generated codes by the researcher. The exception was some telephone numbers in a log book which was kept safe under lock and key by the researcher.

Also, the researcher upheld the ethics of beneficence. The study had utility for participants, job selection practices and to the society in general. The study was used as empirical evaluation gauge of interview process in job selection to inform stakeholders in human capital practice in

Ghana. This ethical principle was achieved, as findings can inform recruiting officers on standards and expectations in procedures from applicants in job interview process.

Finally, this study did not expose any of the respondents to risk. Their responses were analysed, and no individual's response got to management of any of the institutions. Also, responses did not have any relation to the selection decisions in organisations where the selection interviews were done.

### 3.9 Data Analysis

Data was first screened by checking the data set for errors in entry, finding and correcting the errors to clean outliers. After, descriptive statistics were used to determine the means, standard deviation, skewness and kurtosis. A factor analysis was conducted using the Exploratory Factor Analysis (EFA) to find the dimensions the standardized scales were reported to have with different data set other than what the test developers used. Reliability and validity of the scales were also verified. An inferential statistic was used to explore the predictor and criterion variables. Pearson correlation was used to find the inter-correlation of study variables and examine some hypothesis. To specifically assess the prediction of the stated hypothesis, hierarchical multiple regression and standard regression were used. Similarly, Independent t-test was used to find out hypothesized differences stated by the researcher. These statistical tools were appropriate as assumptions, when to use, and procedure to use them with SPSS were followed. For instance, measurement level of items must be on at least interval level when using a parametric test like multiple regressions was met with items measured using a Likert scoring format.

# CHAPTER FOUR

# RESULTS

## 4.0 Introduction

The study was aimed at assessing the role of personality and test attitude on applicant perception of selection fairness. To investigate these, data was collected from 387 respondents who have been through job interviews. The questionnaires from these respondents were coded and analysed using the IBM SPSS (Statistical Package for the Social Sciences) software Version 21. The results are presented in three main sections. The first section shows the preliminary analysis, the second section presented the testing of the proposed hypothesis and the third, is a summary of the results.

## 4.1 Preliminary Analysis

Preliminary analysis to examine the assumptions for the use of parametric statistics was performed by obtaining descriptive statistics on the variables. These include the mean, standard deviation, range of scores, Kurtosis and Skewness. Normality testing of the data was established to meet the assumptions in the usage of parametric test such as regression analysis. This helped to identify whether scores by participants were normally distributed or not. The Kurtosis and Skewness indices helped identify the distribution of scores as indicated by the ranges -1 to +1 as normally distributed, and -2 to +2 as acceptable and not significantly deviated from normality. As shown in Table 3 below, Skewness and Kurtosis for the dependent variable-Selection Procedural Justice Scale (SPJS) was within the normally distributed indicator of -1 to +1. Organisational attractiveness skewness was also acceptable (Field, 2013).

Kurtosis for the independent variables (Personality and test attitude) were found to be normally distributed within the indices -1 to +1. In terms of skewness, test attitude was found within the acceptable range of -2 to +2. These indicates that the scores from the data have not deviated from distributional assumptions and normality for regression analysis (Field, 2013).

Also, the data was screened to check the presence of outliers and it was observed in the output that no univariate and multivariate outliers were present. Similarly, there was no problem with linearity and homoscedacity as they were within the range of -3 to +3 (Field, 2013).

The descriptive statistics of the predictor variables and the criterion variables were computed and presented in Table 3 below:

### 4.1.1 Reliability Analysis of the Scales.

Reliability was conducted using Cronbach's alpha to check the consistency of scores on the scales used. Though the scales were standardized, it was ideal to compute it reliability on a different sample. Generally, the reliability scores for each variable was within acceptable range of 0.70 to 0.95 (Mohsen, 2011; Nunnally, Bernstein, 1997) with little sub-domains under each variable having some subpar reliability scores for which the researcher recommends that other studies could explore other reliability measures such as composite reliability and poor item deletions. The results as generated by the Cronbach alpha coefficient are reported in Table 3 below.

Table 3: *Summary of Means, Standard Deviation (SD), Reliability, Skewness and Kurtosis of Predictor and Criterion Variables*

| Variable | Items | M | SD | α | Skewness | Kurtosis |
|---|---|---|---|---|---|---|
| Age | 1 | 27.37 | 4.61 | | 1.50 | 3.64 |
| Interview experience | 1 | 2.69 | 1.79 | | 1.96 | 5.92 |
| Interview Outcome | 1 | 1.45 | .67 | | 1.19 | .15 |
| **Personality** | **44** | | | | | |
| Extraversion | 8 | 27.12 | 4.26 | .51 | .27 | .44 |
| Agreeableness | 9 | 37.24 | 5.08 | .71 | -.59 | -.34 |
| Conscientiousness | 9 | 36.62 | 5.63 | .76 | -.39 | -.73 |
| Neuroticism | 8 | 19.67 | 5.21 | .70 | .03 | -.17 |
| Openness | 10 | 38.45 | 5.03 | .66 | -.25 | .04 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Org. Attractiveness** | **15** | **60.32** | **10.78** | **.95** | **-.86** | **1.20** |
| General attractiveness | 5 | 18.14 | 2.65 | .85 | .68 | .59 |
| Pursue | 5 | 20.30 | 4.10 | .90 | -1.18 | 1.80 |
| Prestige | 5 | 20.11 | 3.72 | .89 | -.72 | .62 |
| **Test Attitude** | **45** | **138.38** | **11.76** | **.69** | **.53** | **.07** |
| Motivation | 10 | 44.36 | 4.89 | .87 | -.72 | -.28 |
| Concentration | 4 | 7.08 | 3.37 | .83 | 1.24 | 1.35 |
| Belief in test | 4 | 7.32 | 3.27 | .68 | .99 | .62 |
| Comp. anxiety | 10 | 26.39 | 4.50 | .50 | -.17 | -.48 |
| Test ease | 4 | 12.21 | 2.58 | .54 | .12 | .17 |
| Ext. attribution | 5 | 11.41 | 4.70 | .89 | .59 | -.42 |
| General Need Ach | 3 | 10.19 | 1.26 | .52 | .09 | 1.74 |
| Future effects | 3 | 9.12 | 2.45 | .51 | .04 | .06 |
| Preparation | 2 | 7.66 | 1.82 | .90 | -1.12 | 1.16 |
| **SPJS** | **39** | **133.96** | **18.65** | **.92** | **-.03** | **.22** |
| **(a)Structure fairness** | 17 | 49.83 | 12.11 | .91 | -.11 | -.22 |
| Job relatedness | 2 | 6.25 | 2.08 | .89 | -.38 | -.42 |
| Info. Known | 3 | 9.37 | 2.45 | .84 | .04 | .06 |
| Chance to perform | 4 | 13.72 | 3.48 | .90 | -.56 | .01 |
| Rec. opportunity | 5 | 11.76 | 4.97 | .91 | .50 | -.51 |
| Feedback | 3 | 8.70 | 3.31 | .89 | -.29 | -1.09 |
| **(b)Social fairness** | 22 | 83.88 | 10.34 | .90 | .06 | .58 |
| Consistency | 3 | 10.19 | 2.64 | .87 | .22 | -.59 |
| Openness | 4 | 15.25 | 2.48 | .83 | .86 | 2.91 |
| Treatment | 5 | 19.68 | 2.96 | .82 | -.41 | .73 |
| Two-way comm. | 5 | 19.24 | 2.76 | .67 | -.02 | .19 |
| Prop. of questions | 3 | 11.43 | 2.08 | .79 | .80 | 1.72 |
| Job R. content | 2 | 8.01 | 1.56 | .90 | -.90 | 1.12 |

N= 387, S.E of Skewness = 0.25

### 4.1.2 Exploratory Factor Analysis (EFA).

An Exploratory Factor Analysis (EFA) was conducted to evaluate whether the facets of the criterion measures assessing different perception dimensions were supported by loading on various latent factors.

Table 4: *Exploratory Factor Analysis of Test attitude*

| | Components | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Doing well on that interview was important to me | | .57 | | | | | | | |
| I wanted to do well on that interview | | .74 | | | | | | | |
| I tried my best on that interview | | .81 | | | | | | | |
| I tried to do the very best I could do on that interview | | .80 | | | | | | | |
| While taking that interview, I concentrated and tried to do well | | .82 | | | | | | | |
| I want to be among the top scorers on that interview | | .75 | | | | | | | |
| I pushed myself to work hard on that interview | | .74 | | | | | | | |
| I was extremely motivated to do well on that interview | | .51 | | | | | | | |
| I just didn't care how I did on that interview® | | .44 | | | | | | | |
| I didn't put much effort into that interview® | | | | | | | | | |
| It was hard to keep my mind during the interview | | | | | | .63 | | | |
| I found myself losing interest and not paying attention to the interview | | | | | | .58 | | | |
| During the interview session, I was bored | | | | | | .73 | | | |
| I get distracted when taking the interview as a selection test | | | | | | .73 | | | |
| That interview was a good reflection of what a person could do in the job® | | | .81 | | | | | | |
| The interview was a good way of selecting people into jobs® | | | .83 | | | | | | |
| Interview kind of test should be eliminated | | | | | .62 | | | | |
| I don't believe that interviews are valid tools to select people | .41 | | | | .50 | | | | |
| I probably didn't do as well as most of the other people who took that interview | | | | | | .49 | | | |
| I am not good at taking interviews | | | | | | | | | |
| During the interview, I often thought about how poorly I was doing | | | | | | | | | |
| I usually get very anxious about taking interview | | | | | | | | | |
| I usually do pretty well on interviews® | | | | | | | | | .70 |
| I expect to be among the people who score really well on the interview® | | | | | | | | | .71 |
| My interview scores don't usually reflect my true abilities | .45 | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I very much dislike taking interview as a selection test | .47 | | | | | | | | |
| During that interview, I found myself thinking of the consequences of failing® | -.60 | | | | | | | | |
| During the interview, I got so nervous I could not do as well as I should® | -.52 | | | | | | | | |
| This interview was too easy for me | | | | | .81 | | | | |
| I found that interview too simple | | | | | .84 | | | | |
| I found that interview interesting and challenging | | | -.50 | | | | | | |
| I felt frustrated because many of the interview questions were too difficult | .71 | | | | | | | | |
| I became fatigued and tired during the interview | .83 | | | | | | | | |
| The questions asked during that interview were ambiguous and unclear | .66 | | | | | | | | |
| I had not been feeling well during that time and this affected my performance on that interview | .78 | | | | | | | | |
| While taking the interview, I was preoccupied with how much time I had left | .82 | | | | | | | | |
| I felt a lot of time pressure when taking that interview | .77 | | | | | | | | |
| Once I undertake a task, I usually push myself to my limits | | | | | | | -.61 | | |
| I try to do well in everything I undertake | | | | | | | -.61 | | |
| In general, I like to work just hard enough to get by® | | | | | | | .63 | | |
| My performance at the interview did not affect my chances for obtaining that job® | | | | | | | | .50 | |
| Scores from that interview did not affect my future job opportunities with the organization | | | | | | | | .79 | |
| The interview scores were used in future decisions made about me | | | | | | | | .72 | |
| I spent a good deal of time preparing for that interview | | | | .86 | | | | | |
| I prepared a lot for the interview | | | | .89 | | | | | |
| Eigenvalues | 10.50 | 4.86 | 2.77 | 2.10 | 1.85 | 1.74 | 1.72 | 1.55 | 1.41 |
| % of Variance | 23.34 | 10.79 | 6.15 | 4.66 | 4.11 | 3.87 | 3.83 | 3.45 | 3.13 |

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
®Reverse items.

EFA was performed to identify the underlying structure of the items on the test attitude measure as reported by Arvey et al. (1990). The factor analysis was done to identify interrelated sets of variables (Field, 2013). Using the 387 sample of applicants' responses, a principal components analysis and Direct Oblimin rotation was used to identify the number of appropriate factors that emerged. Kaiser–Meyer–Olkin (KMO) measure and Bartlett's test of sphericity were used to ensure that the data had inherent sufficient sampling adequacy and correlations to perform EFA. The KMO index was .83 exceeding the recommended value of .6 (Kaiser, 1974), and Bartlett's test of sphericity $\chi^2$ (387) = 10184.97, $p < .001$ which justified the use of EFA. Multiple criteria were used to make the factor dimensionality decision: eigenvalues greater than 1.0, inspection of the scree plot for a distinct break, and interpretability of the solution. Nine (9) factors emerged, explaining 68.70% of the variance which was similarly reported by the researcher for 9 sub-dimensions. Most of the items had factor loadings >.40 on their primary factors and an item loaded on multiple factors (see Table 4). Three items failed to load on any factor and may be accounted by the strict absolute coefficient value chosen, >.40

Table 5: *Exploratory Factor Analysis of Selection Procedural Justice*

| | Components | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Doing well on the interview means a person can do the job well. | | | | | | | | | | -.80 |
| A person who scored well on the interview will be a good employee. | | | | | | | | | | -.76 |
| I understood in advance what the interview processes would be like. | | | | | .84 | | | | | |
| I knew what to expect for the interview. | | | | | .88 | | | | | |
| I had ample information about what the format of the interview would be. | | | | | .83 | | | | | |
| I could really show my skills and abilities through this interview. | | | -.78 | | | | | | | |
| The job interview allowed me to show what my job skills are. | | | -.76 | | | | | | | |
| The interview gives applicants the opportunity to show what they can really do. | | | -.73 | | | | | | | |
| I was able to show what I can do during the interview. | | | -.72 | | | | | | | |
| I was given ample opportunity to have my interview results rechecked, if necessary. | | .79 | | | | | | | | |
| There was a chance to discuss my interview results with someone. | | .84 | | | | | | | | |
| I feel satisfied with the process for reviewing my interview results. | | .77 | | | | | | | | |
| Applicants were able to have their interview results reviewed if they wanted. | | .85 | | | | | | | | |
| The opportunities for reviewing my interview results were adequate. | | .86 | | | | | | | | |
| I had a clear understanding of when I would get my interview results. | | | | | | | | | -.66 | |
| I knew when I would receive feedback about my interview results. | | | | | | | | | -.70 | |
| I was satisfied with the amount of time it took to get feedback on my interview results. | | | | | | | | | -.63 | |
| The interview was administered to all applicants in the same way. | | | | .87 | | | | | | |
| There were no differences in the way the interview was administered to different applicants. | | | | .89 | | | | | | |
| The Interviewers made no distinction in how they treated applicants. | | | | .84 | | | | | | |
| I was treated honestly and openly during the interview process. | .73 | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| The interviewers were candid when answering questions during the interview session. | .47 | | | | | | | | | |
| The interviewers answered procedural questions in a straightforward and sincere manner. | .46 | | | | | | | | | |
| The interviewer(s) did not try to hide anything from me during the interview process. | .43 | | | | | | | | | |
| I was treated politely during the interview process. | .44 | | | | | | | | | |
| The interviewers were considerate during the interview. | .71 | | | | | | | | | |
| The interviewers treated applicants with respect during the interview process. | .78 | | | | | | | | | |
| The interviewing panel put me at ease when I took the interview. | .73 | | | | | | | | | |
| I was satisfied with my treatment at the interview site. | .78 | | | | | | | | | |
| There was enough communication during the interview process. | | | | | | .75 | | | | |
| I was able to ask questions during the interview. | | | | | | .77 | | | | |
| I am satisfied with the communication that occurred during the interview process. | | | | | | .68 | | | | |
| I would have felt comfortable asking questions about the interview if I had any. | | | | | | | .73 | | | |
| I was comfortable with the idea of expressing my concerns at the interview site. | | | | | | .60 | .42 | | | |
| The content of the interview did not appear to be prejudiced. | | | | | | | | .83 | | |
| The interview itself did not seem too personal or private. | | | | | | | | .72 | | |
| The content of the interview seemed appropriate. | | | | | | | | .74 | | |
| It would be clear to anyone that the interview is related to the job applied. | | | | | | .42 | -.41 | | | |
| The content of the interview was clearly related to the job | | | | | | .48 | | | | |
| Eigenvalues | 10.12 | 5.11 | 2.97 | 2.15 | 1.76 | 1.47 | 1.30 | 1.24 | 1.14 | 1.02 |
| % of Variance | 25.96 | 13.09 | 7.62 | 5.51 | 4.50 | 3.77 | 3.32 | 3.19 | 2.92 | 2.29 |

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

The Selection Procedural Justice Scale (SPJS) had 39 items and were subjected to exploratory factor analysis (EFA) with Direct Oblimin selected as the rotation. An observation of the correlation matrix had most coefficients greater than .30 and sample size (387) was adequate for the factor analysis (Field, 2013). A check on the Kaiser–Meyer– Olkin measure, KMO = .85 confirmed the sampling adequacy for the analysis. The Bartlett's test of sphericity $\chi^2$ (387) = 9745.67, $p < .001$, indicated that correlations between items were sufficiently large for EFA with most of the correlation coefficient .3 and above (Pallant, 2005). To determine how many components to be extracted, an observation was made on the Kaiser criterion and 10 components had eigenvalues over 1 and all account to explained 72.45% of the variance as to the scale developers reports of 65%. Most of the items had factor loadings >.40 on their primary factors and two items had cross loading by loading on multiple factors (see Table 5). The factor labels indicated by the 10 components was consistent with the scale developers (Baur et al., 2001).

Table 6: *Exploratory Factor Analysis of Organisational attractiveness*

| | Components | |
|---|---|---|
| | 1 | 2 |
| For me, the company would be a good place to work | .71 | |
| I would not be interested in the company except as a last resort® | | .84 |
| The company is attractive to me as a place for employment | .51 | |
| I am interested in learning more about the company | | .70 |
| A job at the company is very appealing to me | .57 | |
| I would accept a job offer from the organization | .49 | |
| I would make the company one of my first choices as an employer | .41 | .51 |
| If the company invited me for a job, I would go | | .77 |
| I would exert a great deal of effort to work for that company | | .90 |
| I would recommend the company to a friend looking for a job | | .59 |
| Employees are probably proud to say they work at the company | .82 | |
| This is a reputable company to work for | .84 | |
| The company probably has a reputation as being an excellent employer | .58 | |
| I would find this company a prestigious place to work | .90 | |
| There are probably many who would like to work at this company | .91 | |
| Eigenvalues | 8.92 | 1.21 |
| % of Variance | 59.44 | 8.06 |

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

®Reverse item.

The organisational attractiveness scale had 15 items and were also explored to examine underlying facet as reported earlier by the scale developers (Highhouse et al., 2003). The researchers reported three factor labels as general attractiveness, intention to pursue and prestige of the organisation. A factor analysis using Direct Oblimin in the rotation was performed. An observation of the sampling adequacy as predicted by the Kaiser–Meyer– Olkin measure, KMO = .94 and Bartlett's test of sphericity $\chi^2$ (387) = 4421.17, $p < .001$, indicated that correlations between items were good for EFA. An observation from the Eigenvalues above 1 and the Cartell's scree plot indicated two factors which explained 67.51% of the variance. To determine how many components to be extracted, an observation was made on the Kaiser criterion and 2 components had eigenvalues over 1 and accounted 67.51% of the variance relative above what the original authors reported (65%). Most of the items had factor loadings >.40 on their primary factors and one item had cross loading by loading on multiple factors (see Table 6). The two-component solution had the attraction and prestige items loaded on the first component and the intention items loaded on the second component. Greguras (2009) equally reported a two-component solution after conducting an exploratory factor analysis using the same scale. The factor labels indicated by the 2 components was in variance with the 3 domains proposed by test developers (Highhouse et al., 2003).

Table 7. *Summary of Intercorrelations matrix of study variables*

| | **Variables** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Education | - | | | | | | | | | | | |
| 2. | Int. Freq. | .16** | - | | | | | | | | | | |
| 3. | Org. type | -.03 | .06 | - | | | | | | | | | |
| 4. | Outcome | .10 | -.04 | -.01 | - | | | | | | | | |
| 5. | Extraversion | .05 | -.07 | -.03 | -.02 | - | | | | | | | |
| 6. | Agreeableness | .10 | -.10 | -.01 | -.12* | .18** | - | | | | | | |
| 7. | Conscientiousness | .05 | .02 | .00 | -.03 | .14** | .67** | - | | | | | |
| 8. | Neuroticism | -.11 | .02 | -.06 | -.01 | -.27** | .53** | -.50** | - | | | | |
| 9. | Openness | .07 | -.06 | .07 | -.09 | .24** | .45** | .46** | -.35** | - | | | |
| 10. | Org. attractiveness | .09 | -.01 | -.07 | .04 | .16** | .35** | .19** | -.24** | .27** | - | | |
| 11. | Test attitude | -.15** | .11* | -.07 | -.06 | .14** | -.33** | -.31** | .29** | -.37** | -.12* | - | |
| 12. | Procedural fairness | -.16** | .04 | -.08 | -.04 | -.02 | -.16** | -.12* | .11* | -.22** | .23** | .16** | - |

Source: Field data, May 2018. N=387, **= p< .01, *= p< .05

From the Table 7 above, it shows the intercorrelations among the study variables. In general, the personality dimensions measured, correlated significantly but not strongly as hypothesized with the applicant perceptions. Agreeableness, Openness and Conscientiousness correlated negatively with procedural fairness whiles Neuroticism positively correlated with interview procedural fairness. This did not provide support for Hypotheses 1b & 1c. Openness was negatively correlated with procedural fairness ($r = -.22$, $p < .01$) and agreeableness also negatively correlated procedural fairness ($r = -.12$, $p < .05$). Also, among the personality variables, extraversion, agreeableness, conscientiousness and openness was positively correlated with organisational attractiveness (correlation range between .15 and .35). Neuroticism was negatively correlated with organisational attractiveness ($r = -.24$, $p < .01$). There was a significant positive relationship between test taking attitudes and procedural fairness ($r = .16$, $p < .01$) which supported partially hypothesis 3. Regarding demographic measure, applicants' education correlated with both procedural fairness ($r = -.16$, $p < .01$) and test attitude ($r = -.15$, $p < .01$) which provided partial support at the correlational level.

## 4.2 Hypothesis testing

### Hypothesis One.

Hypothesis 1a: "*Personality trait openness to experience will significantly predict procedural fairness than the other personality dimensions (Extraversion, Agreeableness, Conscientiousness, Neuroticism)".*

Table 8: *Results of Hierarchical Multiple Regression Analysis of Personality and Fairness Perception.*

| | ***B*** | | |
|---|---|---|---|
| **Variable** | **Step 1** | ***Step 2*** | ***95% CI*** |
| Age | .06 | .07 | [-.08, .46] |
| Sex | -.03 | -.03 | [-3.10, 1.82] |
| Education | -.27** | -.25** | [-5.49, -2.37] |
| Extraversion | | .04 | [-.18, .40] |
| Agreeableness | | -.10 | [-.58, .07] |
| Conscientiousness | | -.06 | [-.45, .16] |
| Neuroticism | | -.05 | [-.41, .18] |
| Openness | | -.20** | [-.76, -.21] |
| *F* | 8.90** | 6.65** | |
| Δ*F* | | 7.75** | |
| $R^2$ | .07** | .15** | |
| Δ$R^2$ | | .08** | |

*Note:* N= 373, CI = Confidence Interval, **p<.01

To examine the hypothesis on the effects of Big-Five personality on selection fairness, a hierarchical regression was used after controlling for some variables. Linearity, multicollinearity and normality assumptions were conducted and found acceptable range (Field, 2013) indicating no problem for regression analysis. Age, sex and education were entered in Step 1 as control variables and the personality variables were entered in Step 2 as criterion with procedural fairness as the dependent variable. The result is presented in Table 8. From the results, a significant model emerged [$F_{(8, 364)}$=7.75; p<.001]. All the 8 variables entered into the regression model significantly contributed 14.6% of the variance in procedural fairness during their job interviews. The control variables; age, sex and education according to the model explains 7% and the personality dimensions accounted for 8% if the control variables are removed. This was statistically significant.

An observation to identify which personality trait(s) contributed significantly to the variation in applicant perception of fairness of interview process. The coefficient table highlighted Openness to experience as the only personality dimension to significantly predict the procedural fairness (β=-.20, p<.01). Other personality variables in the model namely, extraversion, agreeableness, conscientiousness and neuroticism did not have any significant contribution in explaining the variance of fairness perception of the interview procedure.

Therefore, the hypothesis that "*The personality trait openness to experience will significantly predict procedural fairness than the other personality trait dimensions*" was supported.

Hypothesis 1b. *There will be a significant negative relationship between Neuroticism and fairness perception.* This hypothesis was tested using the Pearson Product-Moment Correlation. The independent variables neuroticism and the dependent variable, fairness perception, are both assumed to be continuous variables and measured on a Likert interval scale. This informed the selection and use of the Pearson Product-Moment Correlation test. The findings as represented in the correlation matrix as shown in Table 7, shows that there was no significant negative relationship between neuroticism and fairness perception but the vice versa ($r_{(387)} = .11$, $p < .05$). Therefore, the hypothesis was not supported.

Hypothesis 1c. "*Personality trait Agreeableness will have a significant positively relationship with applicant perceptions of the interview"*.

This hypothesis was examined using the Pearson Product-Moment Correlation. The independent variable, agreeableness and the dependent variable, procedural fairness are both assumed to be continuous variables and measured on a Likert interval scale. This inform the selection and use of the Pearson Product-Moment Correlation test. The findings as represented in the correlation matrix as shown in Table 7, indicate that there was a significant relationship between agreeableness and fairness perception but not in the direction hypothesized ($r_{(387)} = -.21$, $p < .05$). Therefore, the hypothesis was not supported

**Hypothesis two.**

*Agreeableness will positively predict the general attractiveness of the hiring organisation than the other personality dimensions (Extraversion, Conscientiousness, Neuroticism, Openness).*

Table 9: *ANOVA results of Big-Five Personality as Predictors on Organisational attractiveness*

| **Model** | **Sum of Squares** | **Df** | **Mean Squares** | **F** | ***P*** | **$R^2$** |
|---|---|---|---|---|---|---|
| Regression | 6978.37 | 5, 378 | 1395.68 | 13.96 | .00 | .16 |
| Residual | 37782.85 | | 99.96 | | | |

Table 10: *Results of Standard Multiple Regression Analysis of Personality and Organisational attractiveness.*

| **Model** | ***B*** | ***Std. Error*** | ***B*** | ***T*** | ***P*** |
|---|---|---|---|---|---|
| Extraversion | .19 | .13 | .08 | 1.53 | .13 |
| Agreeableness | .70 | .14 | .33 | 4.95 | .00 |
| Conscientiousness | -.24 | .13 | -.13 | -1.93 | .05 |
| Neuroticism | -.11 | .12 | -.05 | -.90 | .37 |
| Openness | .30 | .12 | .14 | 2.55 | .01 |

N= 383, $R^2$ = .16, Adjusted $R^2$ = .15

To investigate the relationship between the personality dimensions of applicants and their scores on organisational attractiveness scale, the standard multiple regression was used in testing this hypothesis. After regressing organisational attractiveness on the various personality dimensions of applicants. The results show that, the five personality dimensions accounted for 16% of the variance of the model which was statistically significant at .05 alpha level, ($R^2$=.16, $F_{(5,383)}$=13.96, p<.01). The results are presented in Table 9.

A follow up multiple regression as shown in Table 10, indicated Agreeableness to be the most significant with ($\beta$ =4.95, p<.001). It was found to positively predict organisational attractiveness as well as openness. The other personality variables in the model namely, extraversion, conscientiousness and neuroticism did not have any significant contribution in explaining the variance in Organisational attractiveness. This result provide support for hypothesis 2a.

**Hypothesis three.**

*"Test motivation, belief in test and test preparation will significantly predict fairness perception of the interview procedure than the other dimensions of test attitudes".*

Table 11: *Results of Hierarchical Multiple Regression Analysis of Test attitude and Fairness Perception.*

| | *B* | | |
|---|---|---|---|
| Variable | Step 1 | Step 2 | 95% CI |
| Sex | -.03 | -.05 | [-5.44, 1.41] |
| Age | .02 | -.02 | [-.45, .31] |
| Education | -.15* | -.12* | [-5.36, -.49] |
| Motivation | | .20** | [.49, 1.29] |
| Belief in test | | .10 | [-.14, 1.22] |
| Test ease | | .29 | [1.31, 2.72] |
| External attribution | | -.02 | [-.31, .76] |
| Need achievement | | .07 | [-.39, 2.41] |
| Test Anxiety | | -.09 | [-.79, .04] |
| Future effects | | .19** | [.94, 2.39] |
| Preparation | | .13** | [.33, 2.27] |
| $F$ | 2.73* | 12.13* | |
| $\Delta F$ | | 9.30** | |
| $R^2$ | .02* | .27* | |
| $\Delta R^2$ | | .25** | |

Note: *N= 373, CI = Confidence Interval, **p<.01, Concentration dimension was removed because of multicollinearity with Belief in test.*

The hypothesis was tested using a hierarchical multiple regression. Sex, age and education were controlled for in this analysis and were entered in Step 1 and the test attitude variables were entered in Step 2 as criterion with procedural fairness as the dependent variable. The analysis is presented in Table 11. From the analysis, a significant model emerged [$F_{(11, 364)}$=12.03,

p<.001]. All the 9 variables entered into the regression model significantly contributed 27.3% of the variance in structure fairness during their job interviews. The control variables; age, sex and education according to the model explained 2.0% and the test attitude dimensions accounted for 25.0% if the control variables were removed.

An observation from the coefficient table to identify which test attitude dimension contributed significantly to the variation in applicant perception of procedural fairness highlighted test motivation (β= .20, p<.01) and preparation (β= .13, p<.05).

Belief in test did not significantly predict applicants' fairness perception. Therefore, the hypothesis that "*test motivation, belief in test and test preparation will significantly predict procedural fairness than the other dimensions of test attitudes*" was partially supported.

**Hypothesis four.**

Hypothesis 4a: "*Males will significantly perceive procedural fairness of the job interview than female applicants".*

Table 12: *Summary of Independent t-test indicating differences in fairness perception among male and female applicants*

| | **Outcome** | **N** | ***M*** | ***SD*** | ***df*** | ***T*** | ***P*** |
|---|---|---|---|---|---|---|---|
| Procedural fairness | Males | 226 | 134.14 | 18.09 | 376 | -.22 | .41 |
| | Females | 152 | 133.71 | 19.51 | | | |

An independent t-test was used to find out the difference between gender on procedural fairness. As shown in Table 12, it is observed that male applicants did perceived their job interview to be fairer (*M*=134.14, *SD* =18.09) than the females (*M*=133.71, *SD* =19.51). The difference

between the means was not significant, $t_{(376)}$= -.22, $p$> .05. This shows that hypothesis 4a was not supported by the data.

Hypothesis 4b: *"Applicant with positive outcomes (successful) will perceive the interview selection procedure as fair than unsuccessful candidates".*

Table 13: *Summary of Independent t-test indicating differences in fairness perception among successful and unsuccessful applicants*

| | **Outcome** | **N** | **M** | **SD** | ***df*** | ***T*** | ***P*** |
|---|---|---|---|---|---|---|---|
| Procedural fairness | Successful | 242 | 134.41 | 17.28 | 376 | .61 | .27 |
| | Unsuccessful | 136 | 133.18 | 20.92 | | | |

As shown in Table 13, applicants who were successful perceived their job interview to be fairer ($M$=134.41, $SD$ =17.28) than applicants whose outcome after the interview was not successful ($M$=133.18, $SD$ =20.92). The difference was however not significant, $t_{(376)}$= .61, $p$> .05. The difference between the means was small (eta squared = .001) which means it explain little variance in procedural fairness as explained by the distributive justice emanating from the outcome (Cohen-Charash & Spector, 2001). This shows that hypothesis 4(b) was not supported.

Hypothesis 4c: *"Young applicants will perceive the interview as procedurally fair than older applicants".*

Table 14: *Summary of Independent t-test indicating differences in fairness perception among older and younger applicants'*

| | **Outcome** | **N** | ***M*** | ***SD*** | ***df*** | ***T*** | ***P*** |
|---|---|---|---|---|---|---|---|
| Procedural fairness | Younger | 141 | 134.82 | 19.69 | 366 | .57 | .23 |
| | Older | 227 | 133.67 | 18.23 | | | |

As shown in Table 14, applicants who were younger perceived their job interview to be fairer ($M$=134.82, $SD$ =19.69) than the old ($M$=133.67, $SD$ =18.23). The difference was not significant, $t_{(385)}$= -.57, $p$> .05. Hence, hypothesis 4(c) was not supported.

**4.3 Summary of Results**

Hypothesis 1a stated that Personality trait openness to experience will significantly predict procedural fairness than the other personality dimensions. This hypothesis was supported.

Hypothesis 1b stated that "There will be a significant negative relationship between Neuroticism and fairness perception". The hypothesis was not supported.

Hypothesis 1c stated that "Personality trait dimensions Agreeableness will have a significant positive relationship with applicant perceptions of interview". This hypothesis was not supported.

Hypothesis 2 stated that "Personality traits Agreeableness will positively predict the organisational attractiveness of the hiring organisation than the other personality dimensions". This hypothesis was supported by the data.

Hypothesis 3 stated that "Test motivation, belief in test and test preparation will significantly predict fairness perception of the interview procedure than the other dimensions of test attitudes". This hypothesis was supported.

Hypothesis 4a stated that "Males will significantly perceive procedural fairness of the job interview than female applicants". This hypothesis was not supported as there were no significant difference on procedural fairness based on gender.

Hypothesis 4b stated that "Successful applicants will perceive the interview selection procedure as fairer than unsuccessful applicants". Against expectation, this hypothesis was not supported as there was no significant difference between successful applicants for the job interviews and unsuccessful applicants.

Hypothesis 4c stated that "Younger applicants will perceive the interview as procedurally fair than older applicants". This hypothesis was not supported.

### 4.4 Observed Model

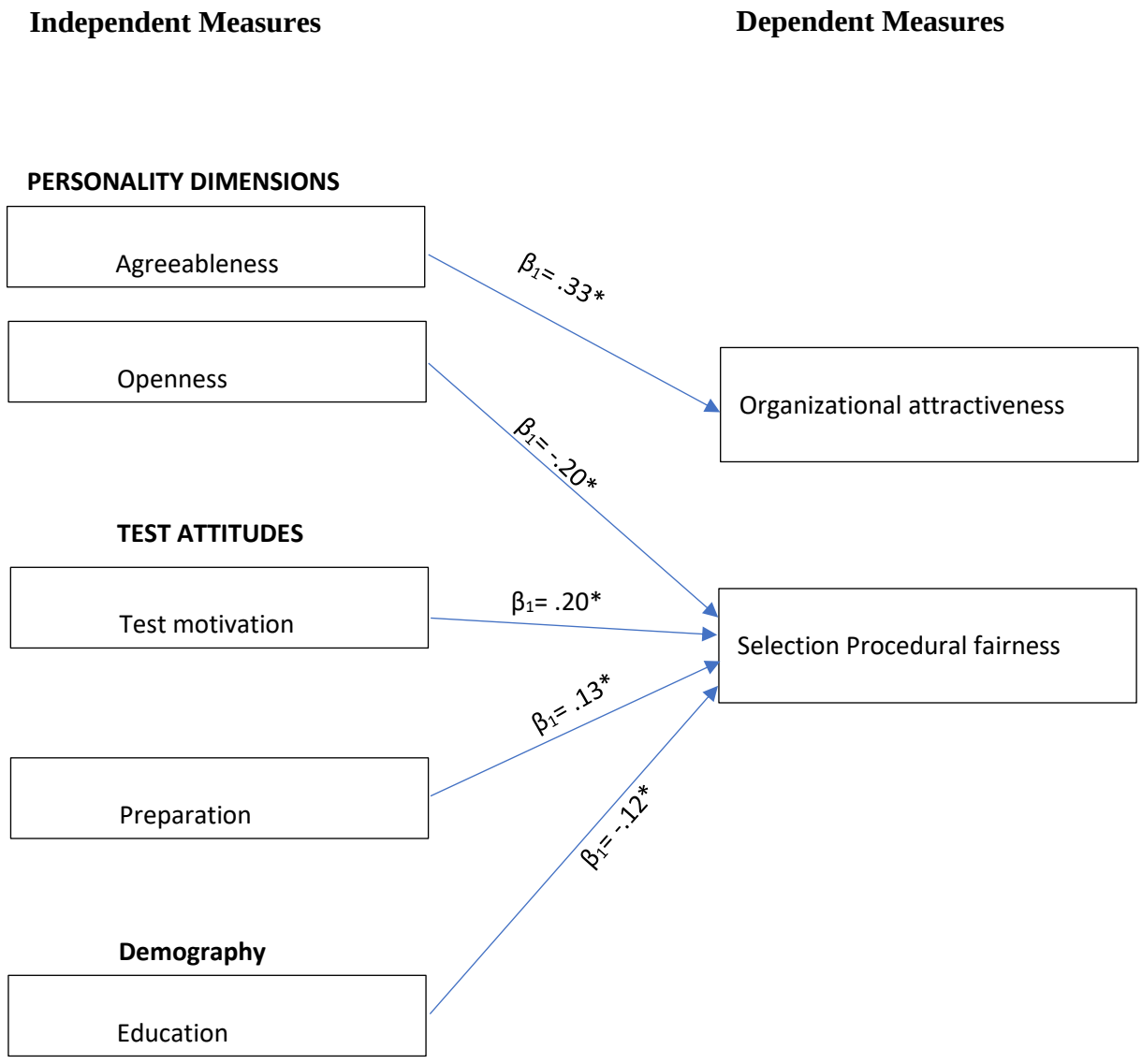


*Figure 2: Observed Model*

The final model illustrates that personality dimension, openness relates significantly to fairness perception. Also, agreeableness dimension also related significantly with organisational attractiveness. Test motivation and test preparation also positively related to fairness perception. With the demographic predictors, education level of applicants related significantly with fairness perception.

# CHAPTER FIVE

# DISCUSSION

## 5.1 Introduction

The effects of applicant reaction are of relevance to human resource practice with research being conducted on antecedent factors that predict or relate to applicant reaction. The studies using personality dimensions, test attitudes have been inconclusive on their incremental variance in explaining applicants' fairness perception. These have led to calls for more studies to be done in various contexts and localities to find the globalized nature of these predictors on fairness perception. In the present study, the researcher considered these predictors and their relation to the criterion in the Ghanaian environment.

### 5.1.1 Personality and fairness perception of selection procedure.

One aim of this current study was to determine if an applicant's Personality dimension is associated with his/her reactions to fairness perceptions of the selection procedure which consisted of two related dimensions, namely structure fairness and social fairness. The results provide support to such aim. Personality was related to procedural fairness at the correlation level, with specific expectation about the dimensions and their relation to procedural fairness discussed below.

First, personality dimension openness to experience will significantly predict fairness perception than other personality traits. From the results, indeed openness significantly predicted fairness perception of the interview process. This finding is consistent with past findings regarding the relationship between openness to experience and applicant reactions. For example, Truxillo et al. (2006) found that agreeableness and openness were positively related to procedural fairness. Also, Oostrom et al. (2010) found that openness to experience is the most consistent personality dimension that predicted face validity and perceived predictive

validity of their selection tools investigated. The findings indicated that certain categories of people are predisposed to react positively to selection tools such as interview test. The findings can be explained that people who are open enjoy trying new things; they are curious, open-minded and imaginative. Applicants' want to try something new and this is highlighted in some respondents who are incumbent going for job interviews in other institutions with diversity and enriched jobs than what they are used to in their current job positions. People who are high on openness appreciate new experiences, imaginative, artistic and liberally oriented. This trait enables individuals to be critical with the procedural fairness about their job interviews they had attended. The educational background of the study's sample can contribute to why openness was the personality trait that had significant relationship with fairness perception. About 70% of the sample used had a minimum of a bachelor's degree which predispose them to having an open mind and influencing the self-reported reaction of their job interviews to be procedurally fair. Candidates who are mostly drawn into the service sector happen to be liberal art students, social sciences and other humanities programmes. These individuals are mostly trained in the tertiary institutions about creative thinking, ideas, concept, theories, strategies which are mostly abstract but have influence on performance and wellbeing (Mueller & Bentley, 2009).

Second, the researcher hypothesized that there will be a significant negative relationship between Neuroticism and fairness perception (Hypothesis 1b). This hypothesis was grounded on the negative relation between neuroticism and other organisational variables such as procedural justice. There is also support, where neuroticism relate negatively with other organisational outcomes and variables studied (Barrick & Mount, 1991; Judge & Ilies 2002). However, for this present study, there was no support for this hypothesis. Against the researcher's tentative guess, people who were high on neuroticism had a positive relation to fairness perception. Though higher levels of neuroticism tend to experience more stress and show greater reactions to negative events, sensitive to negative responses within an interview

test context and often self-critical. It is possible they had an interview environment which was relaxed and not so critical thereby reporting a positive view about the interview procedure as fair. Indeed Hefferan (2010), argues that both stakeholders in the employment relation or employers and job applicants both strive to ensure mutual excellence in employment communications tactics. Interviewees are learning strategies such as solid self-impression, self-promotion and self-monitoring that all may possibly inure to making the interview test site calm.

In another development, hypothesis 1c stated that personality trait dimension agreeableness, will have a significant positive relationship with applicant perceptions of the interview. This hypothesis was not supported. This indicated that applicants who have higher levels of agreeableness perceived their interview procedures as not fair. They perceived the interview process, both the social and structure components with a negative reaction. Their personality characteristics enabled them to be optimistic and accept selection criteria used by human resource unit and recruiting organisations, but the procedure was seen not to be highly fair. The negative relationship indicated that recruiters should be forthright in explaining the reliability, validity, procedures and the utility of the selection interview to ensure a positive reaction from candidates with this personality dimension. These applicants will then adapt, cooperate and indicate positive reviews of fair treatment by the interviewers during the selection interview consequently just like Truxillo et al. (2006) found.

### 5.1.2 Personality and perception of the hiring organisation.

Another aim of the study was to determine whether applicants' personality traits will explain variance in attraction based on organisational attractiveness. The specific hypothesis was that agreeableness will positively predict the organisational attractiveness of the hiring organisation (Hypothesis 2). This hypothesis was supported and is consistent with Slaughter and Greguras

(2009) study. This current finding showed that applicants' initial perception of the prestige and attractiveness of an organisation affect recruitment practices in attracting a large pool of applicants to these organisations. Applicants are looking forward for organisations that have the goodwill eg. 'This is a reputable company to work for'. This also showed that certain individuals (openness) are highly attracted to organisations which have general indication of esteem in the public, had verifiable goodwill by outsiders as well as seen as an excellent employer by internal stakeholders such as job incumbents. This study of early attraction to organisations by applicants is critical to organisations to develop their corporate image to attract more talents. This primed applicants on their interpretations about the recruitment and selection process where their treatment during the selection test such as interview will be treated as normal for tough test items by reputable organisations and intrusive and negative for similar tough selection test for an organisation which has negative reputation. The proportion of variance in organisational attractiveness explained by applicants' trait was 3%. This shows that it is important for recruiters to also consider the esteem of the organisation as well as the personality traits of current applicants and potential applicants.

### 5.1.3 Test taking attitudes and fairness perception of selection procedure.

Another aim of the study was to determine if applicant's test taking attitudes are associated to fairness perceptions of the selection process. The researcher hypothesized that test motivation, belief in test and test preparation will significantly predict fairness perception of selection procedure than the other dimensions of test attitudes. This hypothesis was partially supported, and the result was significant. The following highlight individual attitude contributions.

To begin, it is not surprising to find that applicant preparation influences their fairness perception of the interview they attended. The literature on employment interviews provide information, tips and ideas for applicants to do well in an interview. Online platforms provide

strategies, expectations as well as video clips of how to conduct oneself during the interview process, how to respond to some interview questions, gestures to portray such as handshake, eye contact, grooming etc. This help simulate the interview sessions that applicants who have prepared for the test faced, and they are able to perform well with reduced anxiety and hence attribute the procedure during the interview as fair. Interview preparation provides the coaching and training so that applicants can present their positive attributes, convey their skills and abilities they possess. The relation between preparation and performance found has also been reported to be strong with a good positive transfer of what has been learnt into performance during the interview. Maurer and Solamon (2006) whose scientist-practitioner collaboration of training and coaching applicants for the interview process reported positive view about fairness perception and performance.

Also, applicant motivation about the interview predicted how they perceive procedural fairness. Applicants who perceive the interview as a high-stake selection activity are generally motivated to favour selection procedures as fair, which is consistent with findings from Steiner and Gilliland (1996). Applicants' in this study expressed more effort and motivation that the interview procedure would have an impact on their employment status. Their high motivation about their job interview related to their positive self-report about the interview process as procedurally fair.

However, belief in test did not predict applicants' procedural fairness. This outcome was in contrast with Lievens et al. (2003) findings where belief in test positively predicts applicants' perception of selection fairness. The findings from the current research may imply, applicants somehow are not enthused with the content validity measure in the usage of interview as a valid tool to select people into the jobs they applied for. Though interviews are globally preferred to be face valid in selection, the study indicated that applicants would like to be subjected to other

selection measures such as work samples and biographical blank test to identify relevant KSAOs applicants possesses and past experiences respectively when the stakes are high. Besides, future effect of test significantly predicted applicants' perception of the procedural fairness of the interview. Future effect of test is applicants' believe that, their performance at the interview have effect on their likelihood of been selected. Thus, scores from the interview will be used to make hiring decisions. This is plausible as the interview is a hurdle one must satisfactorily perform to be considered for selection into the vacant job position.

### 5.1.4 Demographic characteristics and fairness perception.

The study also aimed to investigate if demographic variables will predict applicant fairness perception of the selection process. To examine this aim, the researcher made tentative guess based on the literature reviewed that there will be a significant difference in fairness perception based on applicants' characteristic.

First, it was hypothesized that males will significantly perceive procedural fairness of the job interview than female applicants. From the study, this proposition of gender differences was not supported. This finding is consistent with Goldberg (2003) who reported about the non-difference in applicants' demographic variables and fairness perception. Also, the finding is consistent with Hausknecht et al. (2004) who reported almost a zero relation between gender and procedural fairness perception. One compelling reason why there was no differences could be that applicants' reaction have subsided because of passage of time. The distal criteria may have allowed applicants to negotiate their experiences at the interview with other rationalized thoughts or factors. The proximal criteria resulting from immediate reaction would have had a different impact on applicants' fairness perception. Thus, if applicants should have shared their immediate reactions. Similarly, applicants' fairness perception had been noted to be more

situational with the test than being some dispositions applicants may exhibit (Truxillo et al., 2016), and hence, this observed non-difference between gender.

Also, there was a stated hypothesis that applicant with positive outcomes will perceive the interview selection procedure as fairer than unsuccessful candidates. This was expected as participants who were successful in the interview and had a job offer would report that the process was fair as against those who were not successful. Against expectation, this hypothesis was not supported by the data as there was no significant difference between successful applicants for the job interviews and unsuccessful applicants. This result contrast with (Ababneh et al., 2014; Hausknecht et al., 2004), who observed in their context that applicants who were successful reported positive procedural fairness than those who were not successful. This they explain that applicants obviously with favourable outcome after the selection test tend to report the interview process as fair than those who were not selected.

This observation of no significant difference between successful and not successful applicants' can be explained that participant in this study had had their interviews and outcome being communicated to them relative long (more than a month) before this study. Hence both successful and unsuccessful candidates may have rationalized the reason for the outcome they received. Besides, most candidate had interviews more than twice (mean interview frequency= 2.71) which makes candidate quite resilient to outcomes. This outcome is consistent with Gilliland (1993) findings that when applicant perceive the selection procedure somehow just, it mitigates the impact of unfavourable outcomes. Also, anecdotally due to religion and faith, most people within the Ghanaian context highly count their success or failure on luck and intervention from a supreme being so their outcomes may be attributed to religious factor. Thus, there is a strong attribution to a higher being for any outcome one faces. This enhance their optimism that even if a candidate is not successful, he/she may console himself/herself with

'God's time is the best', 'the job is not mine but mine is on the way', 'it's the doing of God' than critically look at the interview process. Also, because of the widespread normality of favouritism, connections as in 'who-knows-who' in job seeking, selection and placement, even if the interview process was not fair with poor interview items, non-related items to the job, inconsistency of interview questions, poor feedback among others, successful participants within the context may have shared their procedural experience as within standard with much faking.

Moreover, the researcher hypothesized that older applicants will perceive the interview as procedurally fair than younger applicants. This hypothesis was not supported by the data. There are many possible explanations for the observed age non-difference relation with procedural fairness from the study. One compelling explanation is that interviewers are faced with the consequences of their selection decisions. They are more motivated to base their decisions on job-related information such as qualifications, knowledge, competencies, previous experience among others. Interviewers are also faced with the challenge of selecting from the pool of talents who are subjected to the interview and are making impression management. Thereby, these minimize the impact of age on interview outcomes and process. Also, there is this practical essence to recruit people who are job-fit and have the job-related experience to occupy the job position applicants are contesting for in the service industry. Though some people may think within our Ghanaian context that older applicants will be treated with candour and may perceive procedural fairness than younger applicants. This assumption was not supported as applicants scores on procedural fairness did not show any discrimination in the interview administration between older applicants and younger applicants. In fact, interviewees have access to more job-related information, and are motivated to seek and use that information despite their ages to increase their likelihood of getting hired. This supports the meta-analytic study conducted by Morgeson et al. (2008) where they found less evidence to suggest that

discrimination occurs in the employment interview among old and young job applicants. Also, Truxillo et al. (2012) experimental studies also reported similar findings. There was no difference in how older and younger individuals within the job context were perceived on task performance.

### 5.2 Limitations of the Study

First, the study focused on only one type of selection procedure (interview). Though, trends in employment selection involves the use of multiple hurdles where applicants go through stages of various selection test before being employed. The study of applicant reaction using interview is important as interviews are high stake and most commonly used in the selection process.

Also, the data was obtained using cross-sectional design. The predictor and outcome data were collected concurrently via self-reports in this study. This design does not allow for a causality relation claims to be made about the found relations. In addition, the study cannot rule biases such as social desirability and faking which sometimes characterized survey studies. This may possibly affect the results obtained. Generalization of the study findings too may be limited to only the service sector within these three-demarcated districts. The other district within the Greater Accra region, for instance, engages more in other sectors such as agriculture eg. Shai Osudoku District, manufacturing eg Tema Metropolis (GSS, 2010). Consequently, employers may use other selection tools with high utility (e.g. medical test and physical test) to recruit potential employees.

### 5.3 Recommendation

From the result and discussion presented in this study, the following recommendations are made for the following stakeholders in employment selection.

First, is the design and administration of the selection procedure by recruiting organisations interviewers. The study presented that the interview tool is a social relation and thus the

recruiting officers should put in conscious effort to make the process as fair as they can. Information about the interview, feedback and effective communication should be shared so that applicants can have a sense of the selection process other than just been a pawn in the process. Also, the interview process should be administered using the semi-structured form so that it unearths the consistency as well as opportunities for applicants to perform and demonstrate their skills during the process.

Second, there is a recommendation for recruiting officers on handling and dealing with applicants. The study found certain personality trait demonstrating negative reaction towards the interview selection they have been through. This informs the recruiting officers to be mindful of applicants they will be dealing with and manage their reaction appropriately so that effects such as recommendation intention and goodwill of the organisation will not be subjected to disrepute. Hence, personality dimensions and their nature should be profiled by recruiting officers when they are selecting a candidate to fill a vacancy which certain personality traits will be attracted to apply.

Third, is a recommendation to improve procedural fairness through interviewers' and interviewees accountability (Brtek & Motowidlo, 2002). Job Interviewers should be evaluated by the hiring organisation by holding them to account for the procedures and processes they followed. This procedural accountability can involve questions on pre-interview, during the interview and post interview activity so that information can be gathered on the entire interview process. Here, an analogy can be drawn from training where criteria for evaluating training effectiveness is on trainees' reaction and feedback through the training evaluation forms they fill. The researcher recommends that a similar evaluation form can be developed and given to applicants to provide feedback on their job interview they just attended. This will ensure that selection interviews meet standardized criterion such as job relatedness, opportunity to perform,

consistency, openness, treatment, two-way communication, feedback, propriety of questions and reconsideration opportunity.

### 5.3.1 Recommendation for Future Research.

More research works are needed to adopt different study designs to study how antecedent variables such as personality, demography, selection ratio on fairness perception. Experimental designs could be used with real applicants so that a causal prediction can be made. In addition, future studies should also use qualitative approach to study applicant reaction towards selection fairness. This will provide room to obtain their experiences when they were subjected to these organisations' recruitment and selection processes. How they were treated, engaged, provided with feedback and job relatedness of interview questions, propriety of questions among others. Also, longitudinal study of applicants' reaction would also be essential to deepen our understanding of fairness perception over a relative long period of time.

In addition, studies can be conducted within one large organisation as it conducts their recruitment and selection so that utility from the study can be beneficial to such Human Resource Department. Here, reaction from applicants on the multiple selection procedures can be assessed from candidates at every stage in the selection process.

Moreover, it will be important for future research on applicants' reaction in our Ghanaian context to examine the relationship between individual differences and fairness perceptions using other selection instruments used in recruiting and selecting people for jobs by organisations in Ghana. For instance, a study can assess applicant reaction to the use of cognitive ability (aptitude test) used by large firms and government institutions when they are attracting and identifying the right candidates to their organisations. However, measures that will be used in such studies should be carefully be constructed or adapted so that it can be highly

reliable and valid within this Ghanaian context and any other geographically different settings beyond the westernized context.

## 5.4 Implication of the Research

This study is having utility for indigenous and multinational companies who are and may operate in Accra, Ghana. Thus, applicant reactions across countries and cultures are important, especially for these organisations in their selection procedures from a global pool of talent. Thus, selecting expatriate for job roles where applicants from different countries are routinely being assessed for opportunity to join the organizations' workforce. Their reactions toward certain selection tools inform key recruiting officers to navigate and use the appropriate and culturally sensitive selection tools in their practices.

### 5.4.1 Theoretical Implication.

The study has the following contribution to theory in applicant's reaction study. First, the study has allowed for greater testing and the use of Gilliland's (1993) model of selection system fairness. The Gilliland's procedural justice model which has been used in the study of applicant reaction in past studies (e.g., Ababneh & Chhinzer, 2014; Anderson et al., 2010; Ryan & Ployhart, 2000; Steiner & Gilliland, 1996) have been tested using measures of the justice rules in this novel context.

The study fills a gap in the literature where Bauer et al. (2001) proposed the usage of the selection procedural justice scales to assess applicant reaction using larger samples and novel contexts. This was achieved with the usage of items in assessing a selection tool on various fairness domains including feedback, communication, job relatedness among others.

### 5.4.2 Practical Implications.

The responses and result from the study can be used by organisations to determine the influence of their selection process (and other alternatives) on the perceived fairness of the selection process. It will add to the utility of Human Resource practices if procedural fairness of job interview is assessed. An analogy can be drawn from evaluation assessment which is conducted at the end of any training and development programmes organized in organisations. The same can be done for job selection methods for improvement. Stated differently, organisations can use applicant reaction measure to evaluate their current selection systems to uncover potential problems.

## 5.5 Conclusion

This study presented a unique perspective that selection is key in formation of attributes about the hiring organisation. Applicants have little knowledge about the organisation since they have not been exposed to the organisation. Thus, applicants see interviewers as being representative of various organisations which demand that interviewers offer and follow through the best procedural justice steps for a good social exchange between parties during and after the interview selection process. Also, the results of the study suggest that certain individuals may be more predisposed to react positively, negatively or neutral to interview selection tools than others. Therefore, the nature of the applicant pool should be carefully considered when recruiting and selecting applicants. Moreover, some specific jobs are associated with certain personality dimensions. Thus, it requires a good intervention design on selection interviews to improve positive applicants' reactions.

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# APPENDIX

UNIVERSITY OF GHANA

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Protocol number

**Ethics Committee for Humanities (ECH)**

## PROTOCOL CONSENT FORM

### Section A- BACKGROUND INFORMATION

| | |
|---|---|
| Title of Study: | The role of personality and test taking attitudes on applicants' reaction of selection fairness and organizational attractiveness. |
| Principal Investigator: | Bernard Nai Pobee |
| Certified Protocol Number | ECH 044/17-18 |

### Section B– CONSENT TO PARTICIPATE IN RESEARCH

**General Information about Research**

The study is intended to find out how personality and test taking attitudes of applicants affect their perception of fairness of the selection procedures they have been through in their job search. The study will last about 25minutes for a participant to respond to. The survey is cross-sectional employing convenient, purposive and snowball method to collect data from the participants.

**Benefits/Risks of the study**

There are no benefits to you from taking part in this research. However, possible benefits from the study is to help explore the reactions that applicants have about the selection process they are subjected to. Also, findings from the study will inform personnel psychologist, human resource personnel, recruitment agencies on applicants' selection procedures.

The anticipated hazard is respondents may be somehow uncomfortable because the study inquires retrospectively their experiences during their interview test. To reduce such boredom and strain, the questionnaire is broken into sections with preambles to renew interest from participants.

**Confidentiality**

To ensure confidentiality, the study will not ask for the names or contact of respondent so that their responses will not be linked to them. Also, responses from participant will be kept tight in a lock. People who may be in contact with the data will be myself and my supervisors.

**Compensation**

The study will not offer any compensation to the respondents.

**Withdrawal from Study**

Participation is optional, voluntary and participants may withdraw at any time without penalty. Participants can withdraw willingly at any time as he/she respond to the questionnaire and can direct the researcher at any time not to include his/her responses in the study.

**Contact for Additional Information**

For any clarification, concern or questions on the study, participants can contact the following;

Mr. Pobee Bernard Nai Dr. Maxwell Assumeng Dr. Benjamin Amponsah
Student Investigator, UG Senior Lecturer, UG Senior Lecturer, UG
Email: bnpobee001@st.ug.edu.gh
Tel: 0545254432

If you have any questions about your rights as a research participant in this study you may also contact the Administrator of the Ethics Committee for Humanities, ISSER, University of Ghana at ech@isser.edu.gh / ech@ug.edu.gh or 00233- 303-933-866.

Section C- PARTICIPANT AGREEMENT

**"I have read or have had someone read all of the above, asked questions, received answers regarding participation in this study, and am willing to give consent for me to participate in this study. I will not have waived any of my rights by signing this consent form. Upon signing this consent form, I will receive a copy for my personal records."**

_____ _____

Participation Date Signature or mark of Participant

UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)
P. O. Box LG 74, Legon, Accra, Ghana

My Ref. No.....

1st November, 2017

Mr. Bernard Nai Pobee
Department of Psychology
University of Ghana
Legon

Dear Mr. Pobee,

**ECH 044/17-18: THE ROLE OF PERSONALITY AND TEST TAKING ATTITUDE ON APPLICANT REACTION OF SELECTION FAIRNESS**

This is to advise you that the above reference study has been presented to the Ethics Committee for the Humanities for a full board review and the following actions taken subject to the conditions and explanation provided below:

| | |
|---|---|
| Expiry Date: | 31/05/18 |
| On Agenda for: | Initial Submission |
| Date of Submission: | 18/09/17 |
| ECH Action: | Approved |
| Reporting: | Quarterly |

UG./ISSER/ECH VALID UNTIL 31 MAY 2018 APPROVED DOCUMENT

Please accept my congratulations.

Yours Sincerely,

Rev. Prof. J. O. Y. Mante
ECH Chair

CC: Dr. Maxwell Asumeng, Department of Psychology, University of Ghana.

Tel: +233-303933866 Email: ech@ug.edu.gh | ech@isser.edu.gh

**Questionnaire**

**SECTION 1: ABOUT YOURSELF (DEMOGRAPHIC DATA)**

**Please TICK from the information the one that best describes you.**

1. Sex Female [ ] Male [ ]

2. Level of education WASSCE [ ] Diploma [ ] Degree [ ]

Masters [ ] Other [ ]

3. Age ……..

4. Have you ever been in a job interview Yes [ ] No [ ]

5. How many times have you attended a job interview …….

6. When was the last time you attended a job interview

a. Within last 6 months [ ] c. 1-3 years ago [ ]

b. 6 months to 1 year now [ ] d. 3 years and beyond [ ]

7. Which year was your last job interview …….

*If yes, with reference to your most recent job interview, please respond to the following;*

8. The nature of the organization Public [ ] Private [ ]

9. Which other selection method(s) were you subjected to;

a. Biographical data (CV) [ ] c. Aptitude test [ ]

b. Personality test [ ] d. Other [ ]

10. Were you successful to the position you applied for?

a. Yes [ ] b. No [ ] c. Results not yet given [ ]

**SECTION 2:** Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others?

Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

| Disagree strongly | Disagree a little | Neither agree nor disagree | Agree a little | Agree strongly |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

I see myself as someone who...

___1. is talkative

___2. tends to find fault with others

___3. does a thorough job

___4. is depressed

___5. is original, comes up with new ideas

___6. is reserved

___7. is helpful and unselfish with others

___8. can be somewhat careless

___9. is relaxed, handles stress well

___10. is curious about many different things

___11. is full of energy

___12. starts quarrels with others

___13. is a reliable worker

___14. can be tense

___15. is clever, a deep thinker

___16. generates a lot of enthusiasm

___17. has a forgiving nature

___18. tends to be disorganized

___19. worries a lot

___20. has an active imagination

___21. tends to be quiet

___22. is generally trusting

___23. tends to be lazy

___24. is emotionally stable, not easily upset

___25. is creative

___26. has an assertive personality

___27. can be cold and not friendly

___28. perseveres until the task is finished

___29. can be moody

___30. values artistic, beautiful experiences

___31. is sometimes shy, withdrawn

___32. is considerate and kind to almost everyone

___33. does things efficiently

___34. remains calm in tense situations

___35. prefers work that is routine

___36. is outgoing, sociable

___37. is sometimes rude to others

___38. makes plans and follows through with them

___39. gets nervous easily

___40. likes to reflect, play with ideas

___41. has few artistic interests

___42. likes to cooperate with others

___43. is easily distracted

___44. is knowledgeable in art, music, or literature

***NB: You are reminded to reply truthfully, as intentionally false responses can be detected***

**SECTION 3:** *Organizational attractiveness*

Please read the following statements and indicate to what extent you agree or disagree about the organization you applied to.

Responses to each item is measured on a 5-point scale with scale point anchors labelled:

**1**=Strongly Disagree (SD) **2**= Disagree (D) **3**= Neither Agree nor Disagree (N)

**4**= Agree (A) **5**= Strongly Agree (SA)

| | | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| GENERAL ATTRACTIVENESS | | | | | | |
| 1. | For me, the company would be a good place to work | 1 | 2 | 3 | 4 | 5 |
| 2. | I would not be interested in the company except as a last option | 1 | 2 | 3 | 4 | 5 |
| 3. | The company is attractive to me as a place for employment | 1 | 2 | 3 | 4 | 5 |
| 4. | I am interested in learning more about the company | 1 | 2 | 3 | 4 | 5 |
| 5. | A job at the company is very appealing to me | 1 | 2 | 3 | 4 | 5 |
| INTENTIONS TO PURSUE | | | | | | |
| 6. | I would accept a job offer from the organization | 1 | 2 | 3 | 4 | 5 |
| 7. | I would make the company one of my first choices as an employer | 1 | 2 | 3 | 4 | 5 |
| 8. | If the company invited me for a job, I would go | 1 | 2 | 3 | 4 | 5 |
| 9. | I would exert a great deal of effort to work for that company | 1 | 2 | 3 | 4 | 5 |
| 10. | I would recommend that company to a friend looking for a job | 1 | 2 | 3 | 4 | 5 |
| PRESTIGE | | | | | | |
| 11. | Employees are probably proud to say they work at the company | 1 | 2 | 3 | 4 | 5 |
| 12. | This is a reputable company to work for | 1 | 2 | 3 | 4 | 5 |
| 13. | The company probably has a reputation as being an excellent employer | 1 | 2 | 3 | 4 | 5 |
| 14. | I would find this company a prestigious place to work | 1 | 2 | 3 | 4 | 5 |
| 15. | There are probably many who would like to work at this company | 1 | 2 | 3 | 4 | 5 |

**SECTION 4.** *Interview attitude Scale*

In reference to the recent interview you undertook for your job application process, please read the following statements and indicate to what extent you agree or disagree.

Responses to each item is measured on a 5-point scale with scale point anchors labelled:

**1**=Strongly Disagree (SD) **2**= Disagree (D) **3**= Neither Agree nor Disagree (N)

**4**= Agree (A) **5**= Strongly Agree (SA)

| | | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| MOTIVATION | | | | | | |
| 1. | Doing well on that interview was important to me | 1 | 2 | 3 | 4 | 5 |
| 2. | I wanted to do well on that interview | 1 | 2 | 3 | 4 | 5 |
| 3. | I tried my best on that interview | 1 | 2 | 3 | 4 | 5 |
| 4. | I tried to do the very best I could do on that interview | 1 | 2 | 3 | 4 | 5 |
| 5. | While taking that interview, I concentrated and tried to do well | 1 | 2 | 3 | 4 | 5 |
| 6. | I want to be among the top scorers on that interview | 1 | 2 | 3 | 4 | 5 |
| 7. | I pushed myself to work hard on that interview | 1 | 2 | 3 | 4 | 5 |
| 8. | I was extremely motivated to do well on that interview | 1 | 2 | 3 | 4 | 5 |
| 9. | I just didn't care how I did on the interview | 1 | 2 | 3 | 4 | 5 |
| 10 | I didn't put much effort into that interview | 1 | 2 | 3 | 4 | 5 |
| CONCENTRATION | | | | | | |
| 11. | It was hard to keep my mind during the interview | 1 | 2 | 3 | 4 | 5 |
| 12. | I found myself losing interest and not paying attention to the interview | 1 | 2 | 3 | 4 | 5 |
| 13. | During the interview session, I was bored | 1 | 2 | 3 | 4 | 5 |
| 14 | I get distracted when taking the interview as a selection test | 1 | 2 | 3 | 4 | 5 |
| BELIEF IN TEST | | | | | | |
| 15. | That interview was a good reflection of what a person could do in the job | 1 | 2 | 3 | 4 | 5 |
| 16. | The interview was a good way of selecting people into jobs | 1 | 2 | 3 | 4 | 5 |
| 17. | Interview kind of test should be eliminated | 1 | 2 | 3 | 4 | 5 |
| 18. | I don't believe that interviews are valid | 1 | 2 | 3 | 4 | 5 |
| COMPARATIVE ANXIETY | | | | | | |
| 19. | I probably didn't do as well as most of the other people who took that interview | 1 | 2 | 3 | 4 | 5 |
| 20. | I am not good at taking interviews | 1 | 2 | 3 | 4 | 5 |
| 21. | During the interview, I often thought about how poorly I was doing | 1 | 2 | 3 | 4 | 5 |
| 22. | I usually get very anxious about taking interview | 1 | 2 | 3 | 4 | 5 |
| 23. | I usually do pretty well on interviews | 1 | 2 | 3 | 4 | 5 |
| 24. | I expect to be among the people who score really well on the interview | 1 | 2 | 3 | 4 | 5 |
| 25. | My interview scores don't usually reflect my true abilities | 1 | 2 | 3 | 4 | 5 |

*Interview attitude Scale continuation….*

Responses to each item is measured on a 5-point scale with scale point anchors labelled:

**1**=Strongly Disagree (SD) **2**= Disagree (D) **3**= Neither Agree nor Disagree (N)

**4**= Agree (SA) **5**= Strongly Agree (SA)

| | | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| 26. | I very much dislike taking interview as a selection test | 1 | 2 | 3 | 4 | 5 |
| 27. | During that interview, I found myself thinking of the consequences of failing | 1 | 2 | 3 | 4 | 5 |
| 28. | During the interview, I got so nervous I could not do as well as I should | 1 | 2 | 3 | 4 | 5 |
| TEST EASE | | | | | | |
| 29. | This interview was too easy for me | 1 | 2 | 3 | 4 | 5 |
| 30. | I found that interview too simple | 1 | 2 | 3 | 4 | 5 |
| 31. | I found that interview interesting and challenging | 1 | 2 | 3 | 4 | 5 |
| 32. | I felt frustrated because many of the interview questions were too difficult | 1 | 2 | 3 | 4 | 5 |
| EXTERNAL ATTRIBUTION | | | | | | |
| 33. | I became fatigued and tired during the interview | 1 | 2 | 3 | 4 | 5 |
| 34. | The questions asked during that interview were ambiguous and unclear | 1 | 2 | 3 | 4 | 5 |
| 35. | I had not been feeling well during that time and this affected my performance on that interview | 1 | 2 | 3 | 4 | 5 |
| 36. | While taking the interview, I was preoccupied with how much time I had left | 1 | 2 | 3 | 4 | 5 |
| 37 | I felt a lot of time pressure when taking that interview | 1 | 2 | 3 | 4 | 5 |
| GENERAL NEED ACHIEVEMENT | | | | | | |
| 38. | Once I undertake a task, I usually push myself to my limits | 1 | 2 | 3 | 4 | 5 |
| 39. | I try to do well in everything I undertake | 1 | 2 | 3 | 4 | 5 |
| 40. | In general, I like to work just hard enough to get by | 1 | 2 | 3 | 4 | 5 |
| FUTURE EFFECTS | | | | | | |
| 41. | My performance at the interview did not affect my chances for obtaining that job | 1 | 2 | 3 | 4 | 5 |
| 42. | Scores from that interview probably affected my future job opportunities with the organization | 1 | 2 | 3 | 4 | 5 |
| 43. | The interview scores were used in future decisions made about me | 1 | 2 | 3 | 4 | 5 |
| PREPARATION | | | | | | |
| 44. | I spent a good deal of time preparing for that interview | 1 | 2 | 3 | 4 | 5 |
| 45. | I prepared a lot for the interview | 1 | 2 | 3 | 4 | 5 |

**SECTION 5:** Selection Procedural Justice Scale (SPJS)
Please read the following statements and indicate to what extent you agree or disagree.
Responses to each item is measured on a 5-point scale with scale point anchors labelled:

1= Strongly disagree **(SD)** **2=** Disagree **(D)** 3= Neither agree nor disagree **(N)**
**4**= Agree **(A)** **5**= Strongly agree **(SA)**

| | | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| JOB RELATEDNESS | | | | | | |
| 1. | Doing well on that interview test means a person can do the job well. | 1 | 2 | 3 | 4 | 5 |
| 2. | A person who scored well on the interview will be a good employee. | 1 | 2 | 3 | 4 | 5 |
| INFORMATION KNOWN | | | | | | |
| 3. | I understood in advance what the interview processes would be like. | 1 | 2 | 3 | 4 | 5 |
| 4. | I knew what to expect for the interview. | 1 | 2 | 3 | 4 | 5 |
| 5. | I had ample information about what the format of the interview would be. | 1 | 2 | 3 | 4 | 5 |
| CHANCE TO PERFORM | | | | | | |
| 6. | I could really show my skills and abilities through this interview test. | 1 | 2 | 3 | 4 | 5 |
| 7. | The job interview allowed me to show what my job skills are. | 1 | 2 | 3 | 4 | 5 |
| 8. | The interview test gives applicants the opportunity to show what they can really do. | 1 | 2 | 3 | 4 | 5 |
| 9. | I was able to show what I can do during the interview. | 1 | 2 | 3 | 4 | 5 |
| RECONSIDERATION OPPORTUNITY | | | | | | |
| 10. | I was given ample opportunity to have my interview results rechecked, if necessary. | 1 | 2 | 3 | 4 | 5 |
| 11. | There was a chance to discuss my interview results with someone. | 1 | 2 | 3 | 4 | 5 |
| 12. | I feel satisfied with the process for reviewing my interview results. | 1 | 2 | 3 | 4 | 5 |
| 13. | Applicants were able to have their interview results reviewed if they wanted. | 1 | 2 | 3 | 4 | 5 |
| 14. | The opportunities for reviewing my interview test results were adequate. | 1 | 2 | 3 | 4 | 5 |
| FEEDBACK | | | | | | |
| 15. | I had a clear understanding of when I would get my test results. | 1 | 2 | 3 | 4 | 5 |
| 16. | I knew when I would receive feedback about my interview results. | 1 | 2 | 3 | 4 | 5 |
| 17. | I was satisfied with the amount of time it took to get feedback on my interview results. | 1 | 2 | 3 | 4 | 5 |

*Selection Procedural Justice Continuation*

Responses to each item is measured on a 5-point scale with scale point anchors labelled:

1= Strongly disagree **(SD)** **2=** Disagree **(D)** 3= Neither agree nor disagree **(N)**

**4**= Agree **(A)** **5**= Strongly agree **(SA)**

| | | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| CONSISTENCY | | | | | | |
| 18. | The interview was administered to all applicants in the same way. | 1 | 2 | 3 | 4 | 5 |
| 19. | There were no differences in the way the interview was administered to different applicants. | 1 | 2 | 3 | 4 | 5 |
| 20. | The Interviewers made no distinction in how they treated applicants. | 1 | 2 | 3 | 4 | 5 |
| OPENNESS | | | | | | |
| 21. | I was treated honestly and openly during the interview process. | 1 | 2 | 3 | 4 | 5 |
| 22. | The interviewers were candid when answering questions during the interview session. | 1 | 2 | 3 | 4 | 5 |
| 23. | The interviewers answered procedural questions in a straightforward and sincere manner. | 1 | 2 | 3 | 4 | 5 |
| 24. | The interviewer(s) did not try to hide anything from me during the testing process. | 1 | 2 | 3 | 4 | 5 |
| TREATMENT | | | | | | |
| 25. | I was treated politely during the interview process. | 1 | 2 | 3 | 4 | 5 |
| 26. | The interviewers were considerate during the test. | 1 | 2 | 3 | 4 | 5 |
| 27. | The interviewers treated applicants with respect during the interview process. | 1 | 2 | 3 | 4 | 5 |
| 28. | The interviewing panel put me at ease during the interview. | 1 | 2 | 3 | 4 | 5 |
| 29. | I was satisfied with my treatment at the interview test site. | 1 | 2 | 3 | 4 | 5 |
| TWO-WAY COMMUNICATION | | | | | | |
| 30. | There was enough communication during the interview process. | 1 | 2 | 3 | 4 | 5 |
| 31. | I was able to ask questions during the interview. | 1 | 2 | 3 | 4 | 5 |
| 32. | I am satisfied with the communication that occurred during the interview process. | 1 | 2 | 3 | 4 | 5 |
| 33. | I would have felt comfortable asking questions about the interview if I had any. | 1 | 2 | 3 | 4 | 5 |
| 34. | I was comfortable with the idea of expressing my concerns at the interview site. | 1 | 2 | 3 | 4 | 5 |

| | PROPRIETY OF QUESTIONS | **SD** | **D** | **N** | **A** | **SA** |
|---|---|---|---|---|---|---|
| 35. | The content of the interview did not appear to be prejudiced. | 1 | 2 | 3 | 4 | 5 |
| 36. | The interview itself did not seem too personal or private. | 1 | 2 | 3 | 4 | 5 |
| 37. | The content of the interview seemed appropriate. | 1 | 2 | 3 | 4 | 5 |
| JOB RELATEDNESS CONTENT | | | | | | |
| 38. | It could be clear to anyone that the interview was related to the job. | 1 | 2 | 3 | 4 | 5 |
| 39. | The content of the interview was clearly related to the job | 1 | 2 | 3 | 4 | 5 |

**Thank you**

# SPSS Results

## Reliability

## Scale: EXTRAVERSION RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 387 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 387 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .514 | .508 | 8 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.393 | 2.649 | 4.256 | 1.607 | 1.607 | .544 | 8 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 27.1421 | 18.216 | 4.26796 | 8 |

## Scale: AGREEABLENESS RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 384 | 99.2 |
| | Excluded[a] | 3 | .8 |
| | Total | 387 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|

| | | |
|---|---|---|
| .711 | .726 | 9 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 4.138 | 3.396 | 4.453 | 1.057 | 1.311 | .142 | 9 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 37.2396 | 25.692 | 5.06871 | 9 |

## Scale: CONSCIENTIOUSNESS RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 384 | 99.2 |
| | Excluded[a] | 3 | .8 |
| | Total | 387 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .760 | .772 | 9 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 4.069 | 3.628 | 4.456 | .828 | 1.228 | .081 | 9 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 36.6198 | 31.495 | 5.61202 | 9 |

## Scale: NEUROTICISM RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 387 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 387 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .704 | .700 | 8 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 2.461 | 1.672 | 3.085 | 1.413 | 1.845 | .233 | 8 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 19.6899 | 27.442 | 5.23856 | 8 |

## Scale: OPENNESS RELIABILITY

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 387 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 387 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|

| | | |
|---|---|---|
| .664 | .698 | 10 |

**Summary Item Statistics**

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.848 | 2.690 | 4.364 | 1.674 | 1.622 | .316 | 10 |

**Scale Statistics**

| Mean | Variance | Std. Deviation | N of Items |
|---|---|---|---|
| 38.4780 | 25.494 | 5.04913 | 10 |

## Descriptives

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| TEXT | 387 | 15.00 | 40.00 | 27.1240 | .21647 | 4.25850 | .265 | .124 | .438 | .247 |
| TAGRE | 384 | 19.00 | 45.00 | 37.2396 | .25919 | 5.07900 | -.592 | .125 | -.336 | .248 |
| TCON | 384 | 22.00 | 45.00 | 36.6172 | .28724 | 5.62880 | -.390 | .125 | -.734 | .248 |
| TNEURO | 387 | 8.00 | 36.00 | 19.6693 | .26497 | 5.21250 | .032 | .124 | -.167 | .247 |
| TOPEN | 387 | 23.00 | 50.00 | 38.4548 | .25558 | 5.02789 | -.254 | .124 | .040 | .247 |
| TMOTIVATION | 387 | 30.00 | 50.00 | 44.3592 | .24842 | 4.88709 | -.717 | .124 | -.282 | .247 |
| TBELIEF | 387 | 4.00 | 20.00 | 7.3178 | .16647 | 3.27493 | .987 | .124 | .619 | .247 |
| TANXIETY | 384 | 16.00 | 37.00 | 26.3880 | .22972 | 4.50158 | -.171 | .125 | -.481 | .248 |
| TPREPARATION | 387 | 2.00 | 10.00 | 7.6615 | .09230 | 1.81577 | -1.119 | .124 | 1.156 | .247 |
| TEASE | 387 | 4.00 | 19.00 | 12.2119 | .13123 | 2.58163 | .119 | .124 | .171 | .247 |
| TPRESTIGE | 387 | 7.00 | 25.00 | 20.1137 | .18923 | 3.72257 | -.722 | .124 | .620 | .247 |
| TGENERALATTRACTIVENESS | 387 | 8.00 | 24.00 | 18.1421 | .13482 | 2.65220 | -.676 | .124 | .588 | .247 |
| TPURSUE | 387 | 5.00 | 25.00 | 20.3049 | .20847 | 4.10106 | -1.177 | .124 | 1.800 | .247 |
| TASCONCENTRATION | 387 | 4.00 | 20.00 | 7.3178 | .16647 | 3.27493 | .987 | .124 | .619 | .247 |
| TASATTRIBUTION | 386 | 5.00 | 25.00 | 11.4119 | .23926 | 4.70079 | .587 | .124 | -.416 | .248 |
| TASNEEDACHIEVEMENT | 387 | 6.00 | 15.00 | 10.1886 | .06418 | 1.26248 | .091 | .124 | 1.737 | .247 |
| TASFUTUREEFFECT | 384 | 3.00 | 15.00 | 9.1172 | .12521 | 2.45360 | .041 | .125 | .058 | .248 |
| JOB_RELATEDNESS | 387 | 2.00 | 10.00 | 6.2455 | .10566 | 2.07856 | -.375 | .124 | -.421 | .247 |
| INFORMATION_KNOWN | 387 | 3.00 | 15.00 | 9.3721 | .14637 | 2.87945 | -.069 | .124 | -.719 | .247 |
| CHANCE_TO_PERFORM | 387 | 4.00 | 20.00 | 13.7183 | .17689 | 3.47988 | -.564 | .124 | .007 | .247 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| RECONSIDERATION_OPPORTUNITY | 386 | 5.00 | 25.00 | 11.7642 | .25286 | 4.96783 | .499 | .124 | -.513 | .248 |
| FEEDBACK | 387 | 3.00 | 15.00 | 8.6977 | .16835 | 3.31179 | -.290 | .124 | -1.087 | .247 |
| CONSISTENCY | 384 | 3.00 | 15.00 | 10.1953 | .13444 | 2.63455 | -.072 | .125 | -.312 | .248 |
| SPJSOPENNESS | 382 | 4.00 | 20.00 | 15.2487 | .12694 | 2.48110 | -.861 | .125 | 2.915 | .249 |
| TREATMENT | 387 | 10.00 | 25.00 | 19.6822 | .15024 | 2.95559 | -.411 | .124 | .731 | .247 |
| TWO_WAY_COMMUNICATION | 387 | 11.00 | 25.00 | 19.2481 | .14039 | 2.76178 | -.002 | .124 | .188 | .247 |
| PROPRIETY_OF_QUESTIONS | 387 | 3.00 | 15.00 | 11.4289 | .10576 | 2.08050 | -.798 | .124 | 1.717 | .247 |
| JOB_RELATED_CONTENT | 387 | 2.00 | 10.00 | 8.0078 | .07911 | 1.55635 | -.904 | .124 | 1.122 | .247 |
| TAS | 380 | 111.00 | 171.00 | 138.3789 | .60331 | 11.76074 | .525 | .125 | .074 | .250 |
| Valid N (listwise) | 372 | | | | | | | | | |

## Correlations

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Level of education | 3.1731 | .79082 | 387 |
| Number of times for interview | 2.6925 | 1.79551 | 387 |
| Nature of organization | 1.6563 | .47555 | 387 |
| Were you successful to the position applied | 1.4522 | .66727 | 387 |
| TEXT | 27.1240 | 4.25850 | 387 |
| TAGRE | 37.2396 | 5.07900 | 384 |
| TCON | 36.6172 | 5.62880 | 384 |
| TNEURO | 19.6693 | 5.21250 | 387 |
| TOPEN | 38.4548 | 5.02789 | 387 |
| TOA | 60.3178 | 10.78306 | 387 |
| TAS | 138.3789 | 11.76074 | 380 |
| TSPJS | 133.9656 | 18.65067 | 378 |

**Correlations**

| | Level of education | Number of times for interview | Nature of organization | Were you successful to the position applied | TEXT | TAGRE | TCON | TNEURO | TOPEN | TOA | TAS | TSPJS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level of education | Pearson Correlation | 1 | .154** | -.027 | .102* | .046 | .080 | .047 | -.118* | .064 | .083 | -.145** | -.146** |
| | Sig. (2-tailed) | | .002 | .591 | .046 | .368 | .116 | .363 | .020 | .208 | .102 | .005 | .005 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| Number of times for interview | Pearson Correlation | .154** | 1 | .052 | -.046 | -.072 | -.096 | .020 | .026 | -.056 | -.014 | .104* | .030 |
| | Sig. (2-tailed) | .002 | | .309 | .369 | .156 | .059 | .691 | .607 | .268 | .777 | .043 | .564 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| Nature of organization | Pearson Correlation | -.027 | .052 | 1 | -.007 | -.031 | -.003 | .000 | -.053 | .077 | -.149** | -.072 | -.083 |
| | Sig. (2-tailed) | .591 | .309 | | .891 | .539 | .947 | .999 | .296 | .128 | .003 | .159 | .105 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| Were you successful to the position applied | Pearson Correlation | .102* | -.046 | -.007 | 1 | -.022 | -.118* | -.041 | -.008 | -.086 | .045 | -.059 | -.045 |
| | Sig. (2-tailed) | .046 | .369 | .891 | | .672 | .021 | .424 | .883 | .091 | .380 | .255 | .379 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| TEXT | Pearson Correlation | .046 | -.072 | -.031 | -.022 | 1 | .175** | .140** | -.272** | .240** | .162** | -.136** | -.019 |
| | Sig. (2-tailed) | .368 | .156 | .539 | .672 | | .001 | .006 | .000 | .000 | .001 | .008 | .710 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| TAGRE | Pearson Correlation | .080 | -.096 | -.003 | -.118* | .175** | 1 | .642** | -.533** | .450** | .353** | -.329** | -.159** |
| | Sig. (2-tailed) | .116 | .059 | .947 | .021 | .001 | | .000 | .000 | .000 | .000 | .000 | .002 |
| | N | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 377 | 375 |
| TCON | Pearson Correlation | .047 | .020 | .000 | -.041 | .140** | .642** | 1 | -.495** | .460** | .187** | -.307** | -.116* |
| | Sig. (2-tailed) | .363 | .691 | .999 | .424 | .006 | .000 | | .000 | .000 | .000 | .000 | .025 |
| | N | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 384 | 377 | 375 |
| TNEURO | Pearson Correlation | -.118* | .026 | -.053 | -.008 | -.272** | -.533** | -.495** | 1 | -.354** | -.242** | .290** | .106* |
| | Sig. (2-tailed) | .020 | .607 | .296 | .883 | .000 | .000 | .000 | | .000 | .000 | .000 | .040 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| TOPEN | Pearson Correlation | .064 | -.056 | .077 | -.086 | .240** | .450** | .460** | -.354** | 1 | .271** | -.372** | -.221** |
| | Sig. (2-tailed) | .208 | .268 | .128 | .091 | .000 | .000 | .000 | .000 | | .000 | .000 | .000 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |
| TOA | Pearson Correlation | .083 | -.014 | -.149** | .045 | .162** | .353** | .187** | -.242** | .271** | 1 | -.124* | .229** |
| | Sig. (2-tailed) | .102 | .777 | .003 | .380 | .001 | .000 | .000 | .000 | .000 | | .016 | .000 |
| | N | 387 | 387 | 387 | 387 | 387 | 384 | 384 | 387 | 387 | 387 | 380 | 378 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TAS | Pearson Correlation | -.145** | .104* | -.072 | -.059 | -.136** | -.329** | -.307** | .290** | -.372** | -.124* | 1 | .164** |
| | Sig. (2-tailed) | .005 | .043 | .159 | .255 | .008 | .000 | .000 | .000 | .000 | .016 | | .001 |
| | N | 380 | 380 | 380 | 380 | 380 | 377 | 377 | 380 | 380 | 380 | 380 | 375 |
| TSPJS | Pearson Correlation | -.146** | .030 | -.083 | -.045 | -.019 | -.159** | -.116* | .106* | -.221** | .229** | .164** | 1 |
| | Sig. (2-tailed) | .005 | .564 | .105 | .379 | .710 | .002 | .025 | .040 | .000 | .000 | .001 | |
| | N | 378 | 378 | 378 | 378 | 378 | 375 | 375 | 378 | 378 | 378 | 375 | 378 |

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

*. Correlation is significant at the 0.05 level (2-tailed).

## Regression

**Variables Entered/Removed[a]**

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | Age of respondent, Sex of respondent, Level of education[b] | . | Enter |
| 2 | TCON, TEXT, TOPEN, TNEURO, TAGRE[b] | . | Enter |

a. Dependent Variable: TSPJS

b. All requested variables entered.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .151[a] | .023 | .015 | 18.72527 | .023 | 2.821 | 3 | 362 | .039 |
| 2 | .269[b] | .072 | .052 | 18.37191 | .050 | 3.812 | 5 | 357 | .002 |

a. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education

b. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education, TCON, TEXT, TOPEN, TNEURO, TAGRE

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2967.328 | 3 | 989.109 | 2.821 | .039[b] |
| | Residual | 126930.136 | 362 | 350.636 | | |
| | Total | 129897.464 | 365 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Regression | 9400.302 | 8 | 1175.038 | 3.481 | .001[c] |
| | Residual | 120497.163 | 357 | 337.527 | | |
| | Total | 129897.464 | 365 | | | |

a. Dependent Variable: TSPJS

b. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education

c. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education, TCON, TEXT, TOPEN, TNEURO, TAGRE

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 143.782 | 7.077 | | 20.316 | .000 | 129.864 | 157.700 |
| | Sex of respondent | -.470 | 2.009 | -.012 | -.234 | .815 | -4.421 | 3.481 |
| | Level of education | -3.811 | 1.317 | -.157 | -2.893 | .004 | -6.402 | -1.221 |
| | Age of respondent | .117 | .222 | .029 | .529 | .597 | -.319 | .553 |
| 2 | (Constant) | 173.736 | 16.375 | | 10.610 | .000 | 141.533 | 205.940 |
| | Sex of respondent | .313 | 2.042 | .008 | .153 | .878 | -3.703 | 4.329 |
| | Level of education | -3.328 | 1.313 | -.137 | -2.535 | .012 | -5.910 | -.746 |
| | Age of respondent | .111 | .223 | .027 | .496 | .620 | -.328 | .549 |
| | TEXT | .180 | .239 | .041 | .751 | .453 | -.291 | .650 |
| | TAGRE | -.295 | .267 | -.079 | -1.104 | .270 | -.821 | .231 |
| | TCON | .039 | .249 | .011 | .156 | .876 | -.452 | .529 |
| | TNEURO | -.018 | .238 | -.005 | -.074 | .941 | -.486 | .451 |
| | TOPEN | -.713 | .229 | -.193 | -3.113 | .002 | -1.164 | -.263 |

a. Dependent Variable: TSPJS

## Regression

**Variables Entered/Removed[a]**

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | Age of respondent, Sex of respondent, Level of education[b] | . | Enter |
| 2 | TANXIETY, TASFUTUREEFFECT, TASNEEDACHIEVEMENT, TPREPARATION, TEASE, TMOTIVATION, TASATTRIBUTION, TBELIEF[b] | . | Enter |

a. Dependent Variable: TSPJS

b. All requested variables entered.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .135[a] | .018 | .010 | 18.19158 | .018 | 2.256 | 3 | 362 | .082 |
| 2 | .521[b] | .272 | .249 | 15.84514 | .253 | 15.394 | 8 | 354 | .000 |

a. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education

b. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education, TANXIETY, TASFUTUREEFFECT, TASNEEDACHIEVEMENT, TPREPARATION, TEASE, TMOTIVATION, TASATTRIBUTION, TBELIEF

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2239.416 | 3 | 746.472 | 2.256 | .082[b] |
| | Residual | 119797.950 | 362 | 330.934 | | |
| | Total | 122037.366 | 365 | | | |
| 2 | Regression | 33159.140 | 11 | 3014.467 | 12.007 | .000[c] |
| | Residual | 88878.226 | 354 | 251.068 | | |
| | Total | 122037.366 | 365 | | | |

a. Dependent Variable: TSPJS

b. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education

c. Predictors: (Constant), Age of respondent, Sex of respondent, Level of education, TANXIETY, TASFUTUREEFFECT, TASNEEDACHIEVEMENT, TPREPARATION, TEASE, TMOTIVATION, TASATTRIBUTION, TBELIEF

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 145.039 | 6.879 | | 21.084 | .000 | 131.511 | 158.567 |
| | Sex of respondent | -1.316 | 1.955 | -.035 | -.673 | .501 | -5.160 | 2.529 |
| | Level of education | -3.250 | 1.286 | -.138 | -2.528 | .012 | -5.779 | -.722 |
| | Age of respondent | .070 | .215 | .018 | .327 | .744 | -.353 | .494 |
| 2 | (Constant) | 54.718 | 14.713 | | 3.719 | .000 | 25.782 | 83.654 |
| | Sex of respondent | -2.323 | 1.739 | -.062 | -1.336 | .183 | -5.743 | 1.098 |
| | Level of education | -2.531 | 1.216 | -.107 | -2.080 | .038 | -4.923 | -.138 |
| | Age of respondent | -.069 | .192 | -.017 | -.358 | .721 | -.447 | .309 |
| | TMOTIVATION | .883 | .203 | .237 | 4.347 | .000 | .484 | 1.283 |
| | TBELIEF | .586 | .345 | .106 | 1.697 | .091 | -.093 | 1.266 |
| | TANXIETY | -.391 | .212 | -.098 | -1.841 | .067 | -.809 | .027 |
| | TEASE | 2.073 | .355 | .297 | 5.839 | .000 | 1.375 | 2.772 |
| | TASATTRIBUTION | -.077 | .222 | -.020 | -.345 | .730 | -.513 | .360 |
| | TASNEEDACHIEVEMENT | 1.024 | .711 | .071 | 1.441 | .151 | -.374 | 2.421 |
| | TASFUTUREEFFECT | 1.719 | .344 | .233 | 4.997 | .000 | 1.042 | 2.396 |
| | TPREPARATION | 1.265 | .494 | .124 | 2.562 | .011 | .294 | 2.236 |

a. Dependent Variable: TSPJS

## Test Attitude Exploratory factor analysis

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .834 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 10161.979 |
| | Df | 990 |
| | Sig. | .000 |

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Rotation Sums of Squared Loadings[a] |
|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total |
| 1 | 10.504 | 23.343 | 23.343 | 7.846 |

| | | | | |
|---|---|---|---|---|
| 2 | 4.856 | 10.792 | 34.135 | 5.955 |
| 3 | 2.767 | 6.149 | 40.283 | 3.305 |
| 4 | 2.097 | 4.661 | 44.944 | 2.815 |
| 5 | 1.848 | 4.108 | 49.052 | 3.213 |
| 6 | 1.740 | 3.867 | 52.919 | 5.948 |
| 7 | 1.724 | 3.831 | 56.750 | 2.263 |
| 8 | 1.551 | 3.446 | 60.196 | 1.836 |
| 9 | 1.408 | 3.130 | 63.326 | 2.542 |
| 10 | 1.374 | 3.053 | 66.379 | |
| 11 | 1.039 | 2.309 | 68.688 | |
| 12 | .987 | 2.192 | 70.880 | |
| 13 | .915 | 2.032 | 72.913 | |
| 14 | .883 | 1.961 | 74.874 | |
| 15 | .798 | 1.774 | 76.648 | |
| 16 | .737 | 1.638 | 78.286 | |
| 17 | .709 | 1.576 | 79.863 | |
| 18 | .670 | 1.489 | 81.352 | |
| 19 | .594 | 1.320 | 82.672 | |
| 20 | .583 | 1.295 | 83.967 | |
| 21 | .579 | 1.287 | 85.254 | |
| 22 | .520 | 1.157 | 86.411 | |
| 23 | .483 | 1.073 | 87.484 | |
| 24 | .455 | 1.011 | 88.494 | |
| 25 | .420 | .933 | 89.427 | |
| 26 | .410 | .910 | 90.337 | |
| 27 | .390 | .866 | 91.203 | |
| 28 | .361 | .801 | 92.004 | |
| 29 | .351 | .779 | 92.784 | |
| 30 | .313 | .695 | 93.479 | |
| 31 | .295 | .656 | 94.135 | |
| 32 | .291 | .646 | 94.781 | |
| 33 | .260 | .577 | 95.358 | |
| 34 | .254 | .565 | 95.923 | |
| 35 | .233 | .517 | 96.441 | |
| 36 | .229 | .509 | 96.950 | |
| 37 | .207 | .460 | 97.410 | |
| 38 | .188 | .418 | 97.828 | |
| 39 | .182 | .404 | 98.232 | |
| 40 | .167 | .371 | 98.603 | |
| 41 | .158 | .352 | 98.954 | |
| 42 | .134 | .299 | 99.253 | |
| 43 | .132 | .293 | 99.546 | |
| 44 | .119 | .264 | 99.810 | |

| | | | | |
|---|---|---|---|---|
| 45 | .085 | .190 | 100.000 | |

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

**Pattern Matrix[a]**

| | Component | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Doing well on that interview was important to me | | .566 | | | | | | | |
| I wanted to do well on that interview | | .741 | | | | | | | |
| I tried my best on that interview | | .807 | | | | | | | |
| I tried to do the very best I could do on that interview | | .804 | | | | | | | |
| While taking that interview, I concentrated and tried to do well | | .816 | | | | | | | |
| I want to be among the top scorers on that interview | | .747 | | | | | | | |
| I pushed myself to work hard on that interview | | .735 | | | | | | | |
| I was extremely motivated to do well on that interview | | .513 | | | | | | | |
| R_TA9 | | .440 | | | | | | | |
| R_TA10 | | | | | | | | | |
| It was hard to keep my mind during the interview | | | | | | .634 | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I found myself losing interest and not paying attention to the interview | | | | | | .584 | | | |
| During the interview session, I was bored | | | | | | .730 | | | |
| I get distracted when taking the interview as a selection test | | | | | | .726 | | | |
| R_TA15 | | | .810 | | | | | | |
| R_TA16 | | | .831 | | | | | | |
| Interview kind of test should be eliminated | | | | | .618 | | | | |
| I don't believe that interviews are valid tools to select people | .413 | | | | .503 | | | | |
| I probably didn't do as well as most of the other people who took that interview | | | | | | .494 | | | |
| I am not good at taking interviews | | | | | | | | | |
| During the interview, I often thought about how poorly I was doing | | | | | | | | | |
| I usually get very anxious about taking interview | | | | | | | | | |
| R_TA23 | | | | | | | | | .703 |
| R_TA24 | | | | | | | | | .707 |
| My interview scores don't usually reflect my true abilities | .448 | | | | | | | | |

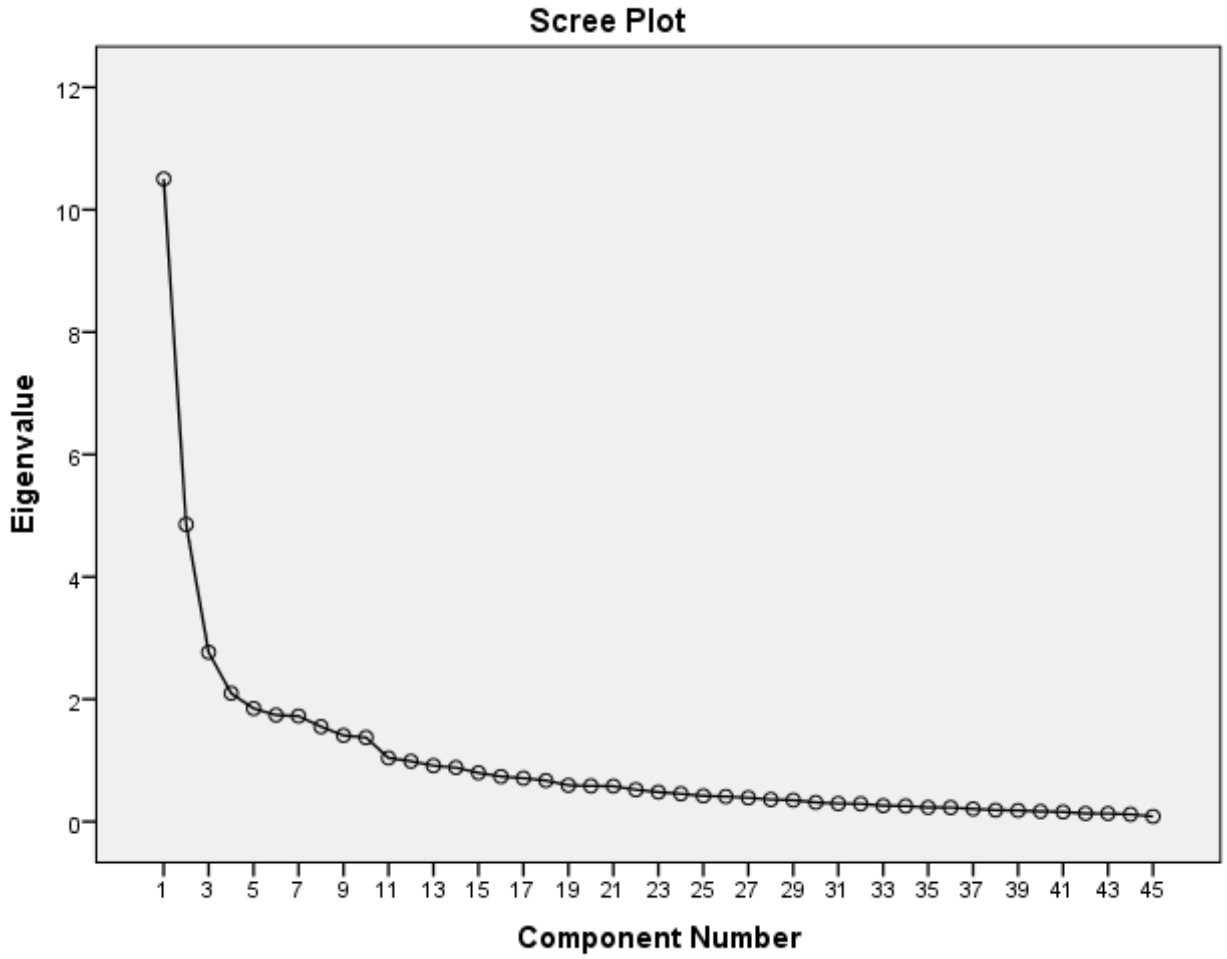
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I very much dislike taking interview as a selection test | .465 | | | | | | | | |
| R_TA27 | -.597 | | | | | | | | |
| R_TA28 | -.515 | | | | | | | | |
| This interview was too easy for me | | | | | .806 | | | | |
| I found that interview too simple | | | | | .841 | | | | |
| I found that interview interesting and challenging | | | -.504 | | | | | | |
| I felt frustrated because many of the interview questions were too difficult | .706 | | | | | | | | |
| I became fatigued and tired during the interview | .828 | | | | | | | | |
| The questions asked during that interview were ambiguous and unclear | .658 | | | | | | | | |
| I had not been feeling well during that time and this affected my performance on that interview | .784 | | | | | | | | |
| While taking the interview, I was preoccupied with how much time I had left | .820 | | | | | | | | |
| I felt a lot of time pressure when taking that interview | .773 | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Once I undertake a task, I usually push myself to my limits | | | | | | | -.614 | | |
| I try to do well in everything I undertake | | | | | | | -.610 | | |
| R_TA40 | | | | | | | .628 | | |
| R_TA41 | | | | | | | | .496 | |
| Scores from that interview did not affect my future job opportunities with the organization | | | | | | | | .785 | |
| The interview scores were used in future decisions made about me | | | | | | | | .715 | |
| I spent a good deal of time preparing for that interview | | | | .863 | | | | | |
| I prepared a lot for the interview | | | | .893 | | | | | |

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 16 iterations.




**Component Correlation Matrix**

| Component | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.000 | -.094 | .183 | -.123 | .209 | .355 | -.001 | .004 | .095 |
| 2 | -.094 | 1.000 | -.084 | .099 | -.086 | -.255 | -.179 | .090 | -.195 |
| 3 | .183 | -.084 | 1.000 | -.138 | -.021 | .128 | .055 | -.109 | .159 |
| 4 | -.123 | .099 | -.138 | 1.000 | .021 | -.125 | .003 | .060 | -.058 |
| 5 | .209 | -.086 | -.021 | .021 | 1.000 | .154 | .025 | .061 | .013 |
| 6 | .355 | -.255 | .128 | -.125 | .154 | 1.000 | .068 | -.025 | .082 |
| 7 | -.001 | -.179 | .055 | .003 | .025 | .068 | 1.000 | .004 | .105 |
| 8 | .004 | .090 | -.109 | .060 | .061 | -.025 | .004 | 1.000 | .025 |
| 9 | .095 | -.195 | .159 | -.058 | .013 | .082 | .105 | .025 | 1.000 |

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

**Table 2: Selection Procedural Justice Exploratory factor analysis**

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .847 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 9759.687 |
| | Df | 741 |
| | Sig. | .000 |

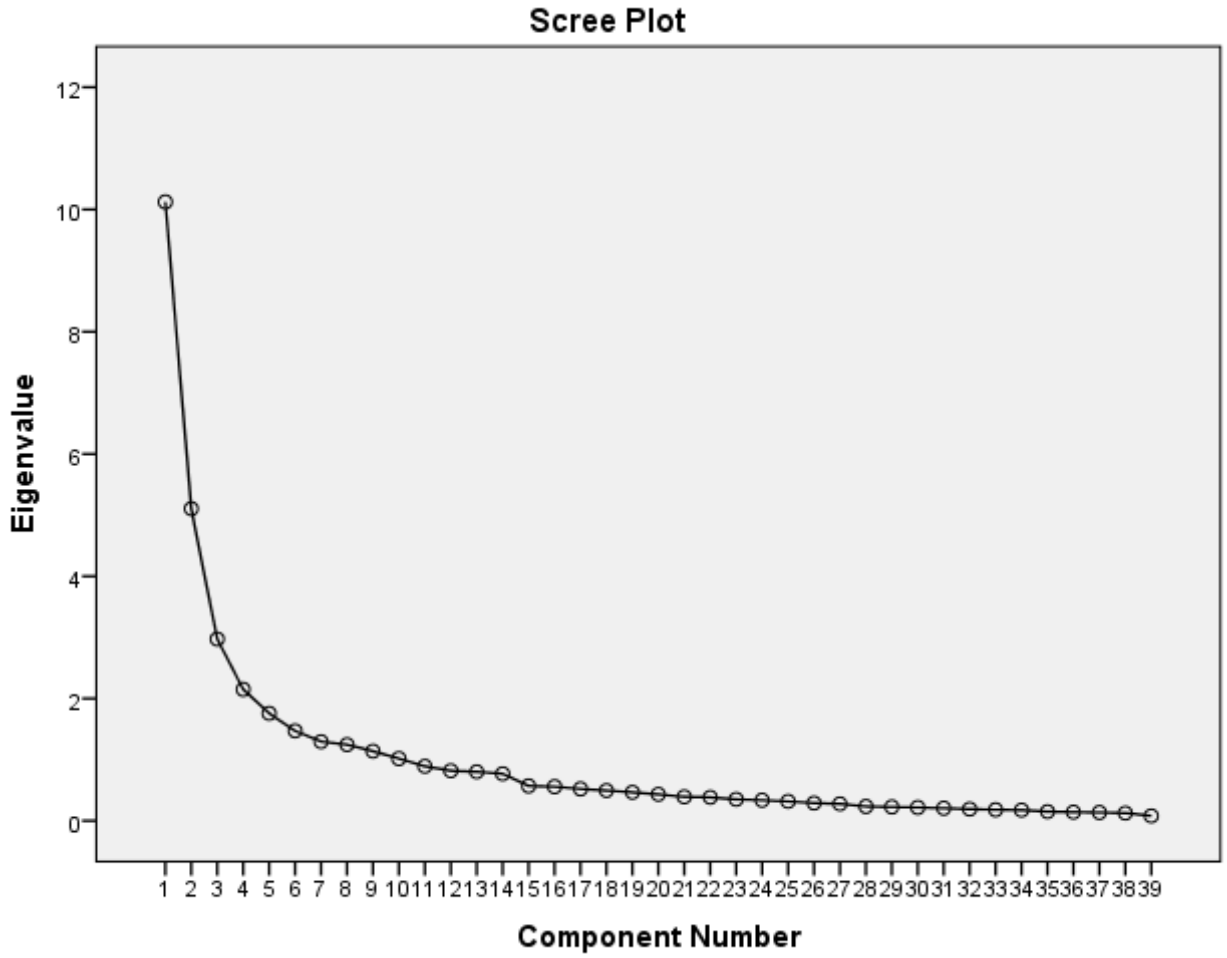
**Total Variance Explained**

| | Initial Eigenvalues | | | Rotation Sums of Squared Loadings[a] |
|---|---|---|---|---|
| Component | Total | % of Variance | Cumulative % | Total |
| 1 | 10.124 | 25.959 | 25.959 | 5.774 |
| 2 | 5.105 | 13.090 | 39.049 | 5.253 |
| 3 | 2.972 | 7.621 | 46.670 | 4.528 |
| 4 | 2.150 | 5.512 | 52.182 | 4.215 |
| 5 | 1.757 | 4.504 | 56.686 | 4.100 |
| 6 | 1.471 | 3.771 | 60.458 | 4.643 |
| 7 | 1.295 | 3.321 | 63.779 | 1.439 |
| 8 | 1.244 | 3.190 | 66.969 | 4.637 |
| 9 | 1.139 | 2.920 | 69.889 | 3.588 |
| 10 | 1.017 | 2.609 | 72.498 | 3.638 |
| 11 | .891 | 2.285 | 74.783 | |
| 12 | .818 | 2.098 | 76.881 | |
| 13 | .801 | 2.055 | 78.936 | |
| 14 | .769 | 1.971 | 80.906 | |
| 15 | .570 | 1.461 | 82.368 | |
| 16 | .558 | 1.432 | 83.800 | |
| 17 | .521 | 1.337 | 85.137 | |
| 18 | .495 | 1.270 | 86.406 | |
| 19 | .466 | 1.194 | 87.601 | |
| 20 | .433 | 1.110 | 88.710 | |
| 21 | .391 | 1.003 | 89.713 | |
| 22 | .384 | .985 | 90.698 | |
| 23 | .351 | .900 | 91.597 | |
| 24 | .336 | .863 | 92.460 | |
| 25 | .317 | .812 | 93.272 | |
| 26 | .290 | .744 | 94.016 | |
| 27 | .276 | .709 | 94.725 | |
| 28 | .233 | .598 | 95.322 | |
| 29 | .225 | .577 | 95.899 | |
| 30 | .217 | .557 | 96.456 | |

| | | | | |
|---|---|---|---|---|
| 31 | .205 | .526 | 96.982 | |
| 32 | .192 | .491 | 97.473 | |
| 33 | .180 | .463 | 97.936 | |
| 34 | .173 | .444 | 98.380 | |
| 35 | .150 | .385 | 98.765 | |
| 36 | .141 | .362 | 99.127 | |
| 37 | .135 | .347 | 99.474 | |
| 38 | .126 | .323 | 99.798 | |
| 39 | .079 | .202 | 100.000 | |

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



**Pattern Matrix[a]**

| | Component | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Doing well on the interview test means a person can do the job well. | | | | | | | | | | -.801 |
| A person who scored well on the interview will be a good employee. | | | | | | | | | | -.764 |
| I understood in advance what the interview processes would be like. | | | | | .842 | | | | | |
| I knew what to expect for the interview. | | | | | .877 | | | | | |
| I had ample information about what the format of the interview would be. | | | | | .829 | | | | | |
| I could really show my skills and abilities through this interview test. | | | -.779 | | | | | | | |
| The job interview allowed me to show what my job skills are. | | | -.758 | | | | | | | |
| The interview test gives applicants the opportunity to show what they can really do. | | | -.726 | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I was able to show what I can do during the interview. | | | -.715 | | | | | | |
| I was given ample opportunity to have my interview results rechecked, if necessary. | | .789 | | | | | | | |
| There was a chance to discuss my interview results with someone. | | .838 | | | | | | | |
| I feel satisfied with the process for reviewing my interview results. | | .769 | | | | | | | |
| Applicants were able to have their interview results reviewed if they wanted. | | .851 | | | | | | | |
| The opportunities for reviewing my interview test results were adequate. | | .865 | | | | | | | |
| I had a clear understanding of when I would get my test results. | | | | | | | | -.657 | |
| I knew when I would receive feedback about my interview results. | | | | | | | | -.701 | |
| I was satisfied with the amount of time it took to get feedback on my interview results. | | | | | | | | -.627 | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| The interview was administered to all applicants in the same way. | | | | .871 | | | | | | |
| There were no differences in the way the interview was administered to different applicants. | | | | .899 | | | | | | |
| The Interviewers made no distinction in how they treated applicants. | | | | .844 | | | | | | |
| I was treated honestly and openly during the interview process. | .730 | | | | | | | | | |
| The interviewers were candid when answering questions during the interview session. | .476 | | | | | | | | | |
| The interviewers answered procedural questions in a straightforward and sincere manner. | .465 | | | | | | | | | |
| The interviewer(s) did not try to hide anything from me during the testing process. | .434 | | | | | | | | | |
| I was treated politely during the interview process. | .444 | | | | | | | | | |
| The interviewers were considerate during the test. | .705 | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| The interviewers treated applicants with respect during the interview process. | .787 | | | | | | | | | |
| The interviewing panel put me at ease when I took the test. | .735 | | | | | | | | | |
| I was satisfied with my treatment at the interview test site. | .779 | | | | | | | | | |
| There was enough communication during the interview process. | | | | | | .747 | | | | |
| I was able to ask questions during the interview. | | | | | | .779 | | | | |
| I am satisfied with the communication that occurred during the interview process. | | | | | | .689 | | | | |
| I would have felt comfortable asking questions about the interview if I had any. | | | | | | | .734 | | | |
| I was comfortable with the idea of expressing my concerns at the interview site. | | | | | | .602 | .425 | | | |
| The content of the interview did not appear to be prejudiced. | | | | | | | | .833 | | |
| The interview itself did not seem too personal or private. | | | | | | | | .719 | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| The content of the interview seemed appropriate. | | | | | | | | .743 | | |
| It would be clear to anyone that the interview test is related to the job applied. | | | | | | .420 | -.407 | | | |
| The content of the interview was clearly related to the job | | | | | | .481 | | | | |

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 19 iterations.

**Component Correlation Matrix**

| Component | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.000 | .013 | -.118 | .201 | .099 | .306 | .039 | .373 | -.076 | -.215 |
| 2 | .013 | 1.000 | -.173 | .165 | .308 | -.006 | .054 | -.002 | -.304 | -.150 |
| 3 | -.118 | -.173 | 1.000 | -.071 | -.272 | -.156 | .035 | -.219 | .092 | .236 |
| 4 | .201 | .165 | -.071 | 1.000 | .137 | .287 | .066 | .248 | -.217 | -.130 |
| 5 | .099 | .308 | -.272 | .137 | 1.000 | .093 | .058 | .075 | -.139 | -.284 |
| 6 | .306 | -.006 | -.156 | .287 | .093 | 1.000 | .013 | .303 | -.145 | -.166 |
| 7 | .039 | .054 | .035 | .066 | .058 | .013 | 1.000 | -.034 | .016 | .034 |
| 8 | .373 | -.002 | -.219 | .248 | .075 | .303 | -.034 | 1.000 | -.136 | -.161 |
| 9 | -.076 | -.304 | .092 | -.217 | -.139 | -.145 | .016 | -.136 | 1.000 | .206 |
| 10 | -.215 | -.150 | .236 | -.130 | -.284 | -.166 | .034 | -.161 | .206 | 1.000 |

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

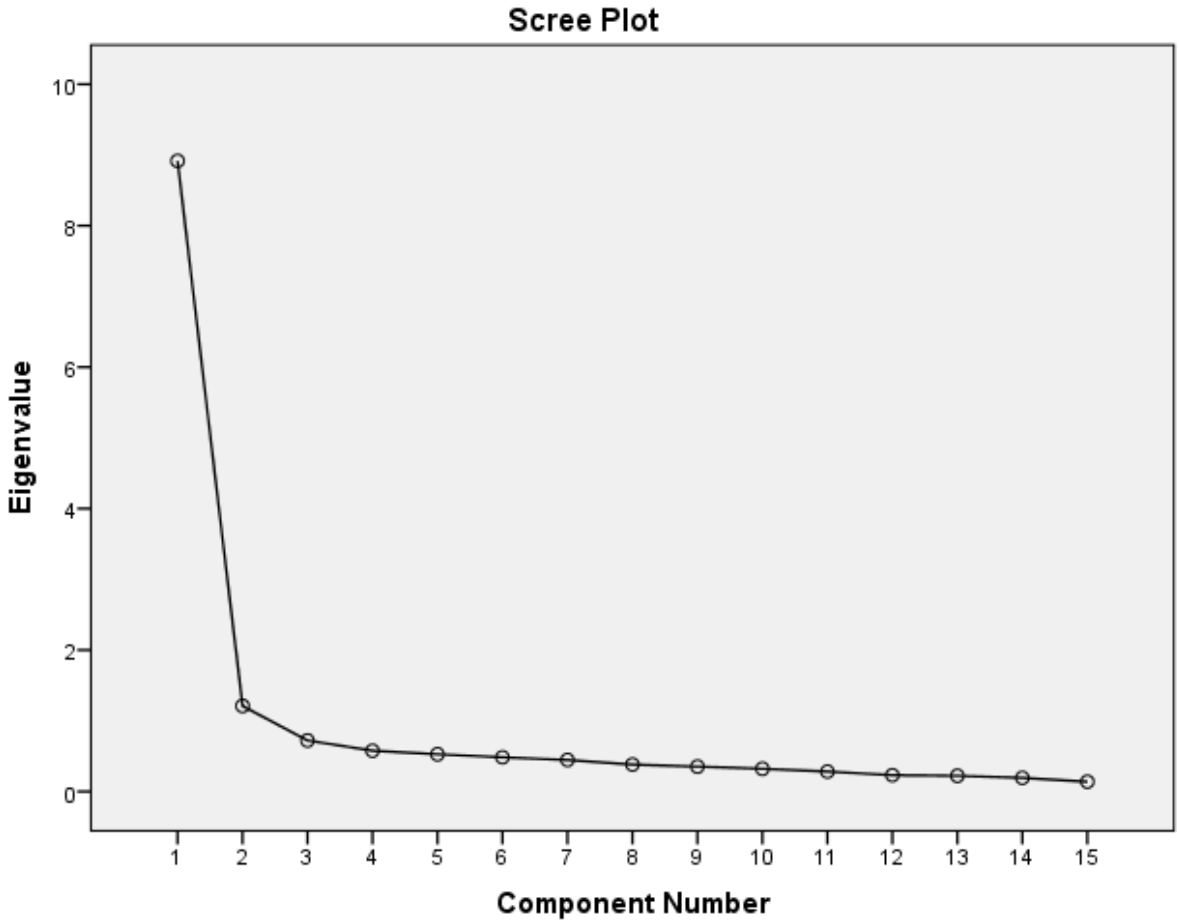
## Organizational Attractiveness Exploratory factor analysis

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .940 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 4439.434 |
| | Df | 105 |
| | Sig. | .000 |

| | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | |
|---|---|---|---|---|---|
| Component | Total | % of Variance | Cumulative % | Total | % of Variance |
| 1 | 8.916 | 59.443 | 59.443 | 8.916 | 59.443 |
| 2 | 1.210 | 8.064 | 67.507 | 1.210 | 8.064 |
| 3 | .721 | 4.806 | 72.313 | | |
| 4 | .576 | 3.843 | 76.157 | | |
| 5 | .526 | 3.508 | 79.665 | | |
| 6 | .483 | 3.222 | 82.887 | | |
| 7 | .446 | 2.976 | 85.863 | | |
| 8 | .382 | 2.544 | 88.406 | | |
| 9 | .352 | 2.347 | 90.753 | | |
| 10 | .321 | 2.140 | 92.893 | | |
| 11 | .281 | 1.873 | 94.766 | | |
| 12 | .232 | 1.544 | 96.310 | | |
| 13 | .222 | 1.480 | 97.790 | | |

| | | | | | |
|---|---|---|---|---|---|
| 14 | .192 | 1.282 | 99.072 | | |
| 15 | .139 | .928 | 100.000 | | |




**Pattern Matrix[a]**

| | Component | |
|---|---|---|
| | 1 | 2 |
| For me, the company would be a good place to work | .707 | |
| The company is attractive to me as a place for employment | .511 | |
| I am interested in learning more about the company | | .699 |
| A job at the company is very appealing to me | .575 | |

| | | |
|---|---|---|
| I would accept a job offer from the organization | .489 | |
| I would make the company one of my first choices as an employer | .413 | .510 |
| If the company invited me for a job, i would go | | .767 |
| I would exert a great deal of effort to work for that company | | .900 |
| I would recommend the company to a friend looking for a job | | .591 |
| Employees are probably proud to say they work at the company | .821 | |
| This is a reputable company to work for | .841 | |
| The company probably has a reputation as being an excellent employer | .576 | |
| I would find this company a prestigious place to work | .901 | |
| There are probably many who would like to work at this company | .908 | |
| R_OA2 | | .844 |

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 9 iterations.

**Component Correlation Matrix**

| Component | 1 | 2 |
|---|---|---|
| 1 | 1.000 | .619 |
| 2 | .619 | 1.000 |

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.