

**HIGHER EDUCATION AND GRADUATES EMPLOYABILITY SKILLS: WHAT
THE EMPLOYER THINK AND GRADUATES HAVE?**

By

M MOHAMED NOOR, NOOR SHUHAILIE

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

MASTER OF DEVELOPMENT POLICY

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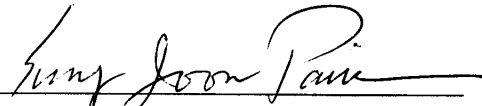
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ABSTRACT

HIGHER EDUCATION AND GRADUATES EMPLOYABILITY SKILLS: WHAT THE EMPLOYERS THINK AND THE GRADUATES HAVE?

By

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The main aim of this study is to identify the perceptions of employers and graduates concerning on employability skills needed during entering into the labour market. There are seven (7) variables that categorized as employability skills or softskills referring to previous studies. Data were collected through two different sets of questionnaires intended to gain the employers and graduates perceptions. This study also investigate about the ranking of employability skills from employers perceptions and graduates need in the labour market. An information about the gap between the skills demanded by the employers and skills possessed by graduates also will provide in this study. The result of the study shows that there is a differences between employers perceptions and graduates posses. Finally, recommendations were also included in this study.

Keywords:

Higher Education, Employability Skills, Employers perceptions.

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INTRODUCTION

1.1 Malaysia Way Forward

Today, Malaysia is at the mid-point position in its journey towards achieving Vision 2020 and transforming to become a developed nation soon. Everything in this world today has changed tremendously including of technological development, economic development and most of the works needs to operate globally in order to survive the competition which exists in the world these days. This change has created an impact on the nature of work where a high level use of technology is a necessity to compete in the global arena. (Jailani et al, 2006). Hence, a more flexible workforce with advanced technical skills coupled with well developed generic skills such as creative thinking, problem solving and analytical skills, is greatly needed by the employer in industry in order to meet the challenges faced by business.

Faced with stiff global competition, an arising concern is that current graduates do not match the needs of business. According to Khir (2006), graduates now are lacking in both technical know how and generic skills. Competence is the fusion of both domains of specific knowledge and generic skills, so the efforts to increase graduates' competence must cover both areas. This has been highlighted in the Ninth Malaysia Plan (Jailani et al, 2006). Educational institutions have come under intense pressure to equip students with more than just the academic skills. A number of reports issued by employers have urged universities to make more explicit efforts to develop the 'key', 'core', 'transferable', 'soft' , 'employable' and/or 'generic skills' needed in many types of employment.

1.2 Employability Issues at Malaysia

The Malaysian Government conducted a survey on Malaysian graduates and it was discovered that about 60,000 Malaysian Graduates were unemployed due to a lacked of experience, poor English language, poor communication skills and because they had pursue irrelevant courses. (Malaysian Today, 2005).

The research further mentioned that the typical unemployed graduate was female, mainly from the Malay ethnic group and from the lower income group. Most unemployed graduates had majored in Business Studies or Information Technology. A total of 81 percent of the unemployed graduates had attended public universities where the medium of instruction in many courses was the Malay Language. The Ministry of Human Resource recently reported that a large number of graduates are still jobless. According to the report, 70 percent graduates were from public universities and polytechnics still unemployed. This number was in contrast with 26 percent from private institutions or universities and 34 percent who are foreign graduates (Suresh, 2006).

Referring to research on higher education at Malaysia by University Technology Malaysia (UTM) group on year 2009, among the crucial issues of Higher Education at Malaysia is employability, whereby the unemployment rate among graduate was considerably high with over 12%, and this situation occurred because of the weak linkages between higher education and industries.

This again demonstrate that the relevancy of higher education in providing the human capital for the labor force with the right skills as showed by World Bank Report 2009 on Malaysia Higher Education. This is very significance to know, because higher education is the main provider in generating the tertiary attainment skill workers for labour market. Therefore, this study may enhance the knowledge of higher education's policy makers and stakeholders in determining their challenges in providing graduates with appropriate skills and knowledge, as there was only several numbers of published studies on this topic at Malaysia.

Table 1: Enrolment in Malaysia Higher Education Institutions
by Level and Sectors Year 2004-2010

	2004	2007	2010	Increase 2004-10
Public				
Diploma	62,136	74,345	94,026	51%
Bachelor's	194,470	247,881	274,690	41%
Master's	30,711	30,383	49,676	61%
PhD	6,222	10,167	17,718	185%
Total*	293,978	382,997	462,780	57%
Private				
Certificate	84,212	75,060	83,711	-1%
Diploma	130,265	144,703	216,788	6%
Bachelor's	105,325	140,699	220,299	109%
Master's	2,981	4,372	14,038	371%
PhD	108	966	3,804	3422%
Total*	322,891	365,800	541,629	68%
Grand Total	616,869	748,797	1,004,409	63%

Source: MoHE 2010 enrolment statistics. Excludes Polytechnic and Community College. *Totals include a small number of unclassified students not shown in table.

Referring from the above table, the total numbers of enrolment under Public Universities at Malaysia was increasingly year by year, with 293,978 students on year 2004, increased to 382,997 students on year 2007 and 462,780 students on year 2010. There was an increased of total 57% from year 2004 until 2010.

Meanwhile, from the Private Universities at Malaysia, the number also was increasing year by year providing with 322,891 on year 2004 increased to 365,800 on years 2007 and 541,629 on years 2010. The total sum of increment from year 2004 until 2010 is 68%.

Here, it showed that the Private Universities at Malaysia provide more seats to students compared Public Universities. The students' completion rates were also impressive; however there was a doubt on employment results that are not favorable as shown below:

Table 2: Employment status of 2006 and 2007 Graduates
at the end of 2008, by Institutions, Type and Level

Employment Status	IPTA		IPTS	
	Bachelor's Level	Below Bachelor's Level	Bachelor's Level	Below Bachelor's Level
Employed	73.1%	46.8%	77.5%	57.2%
Waiting for placement	3.1%	0.7%	0.4%	0.5%
Pursuing further study	6.6%	27.4%	2.9%	11.4%
Unemployed	17.1%	25.1%	19.1%	30.8%

Source: Special Analysis of Graduate Tracer Study Data, based on *Laporan Kajian Pengesanan, Graduan Susulan SKPG II 2008/9 Jadul 2.17.*

Referring to above table, it showed that the IPTA (Public Universities) type that obtained Bachelor's Level was 17.1% unemployed and 25.1% below Bachelor level was unemployed. The number was smaller compared to IPTS (Private Universities) that have 19.1% from Bachelor's level background and 30.8% with below Bachelor's level background. The results shown above demonstrate that the graduate unemployment is relatively high. Why? Do there was any lacked of skills by Malaysia graduates ? or do Malaysia's employers have certain level of skills needed by them to recruit the graduates whereby if the graduates don't have, its better to them to get silent and didn't recruit any of graduates?

However, table below shown the budget under Higher Education that usually get large amount of budget to improve the tertiary education.

Table 3 : Patterns of OE overspending in selected ministries, 2006 – 2010

	2006	2007	2008	2009	2010
2%-5%	Transport, MOHE (3.9%)	PSD (4.5%)	MOE (4.8%)	PM's Dept. (5%)	Treasury General Services (3%), MOHE (4.7%)
5%-10%	Home Affairs (9.1%)	MWFCD (6.4%), Agriculture (7.6%), Treasury (9.8%)	MWFCD (7.7%), MOH (8.3%)	MOE (5.4%), MWFCD (5.8%), MOH (6.5%)	Defense (7.1%), Trade (7.3%)
>10%	MOE (10.6%), Agriculture (15.5%), MOH (18%), PSD (23%)	MOHE (11.1%), MOH (17.2%), MOE (18.3%), Works (23.9%)	Treasury General Services (104%), Agriculture (109%)	PSD (21.3%), Rural and Regional Development (103.9)	MOE (10.7%), MOH (13.6%), PM's Dept. (13.8%), Home Affairs (16%), PSD (40.5%), MWFCD (82.4%)

Source: MOF; World Bank calculations.

Malaysia had spend increasingly year by year in past few year as stated above from Malaysia Public Expenditure Review, World Bank, December 2011. Ministry of Higher Education (MOHE) in year 2006 with 3.9% of budget, then decreased rapidly on year 2007 with 11.1% and on year 2010 still sustained as among the ministries that have overspending budget with 4.7% on year 2010. This trend showed that Government of Malaysia had provide more important roles and budget to tertiary education. However do the overspending budget was parralel with the quality of graduates? Therefore, this research will provide the answers from the perception of industries and graduates themselves about the employability skills owned by them.

Higher education at Malaysia occupies an important place in current economic planning in Malaysia. The importance of higher education have been highlighted in the Malaysia Long Term Plan (RMK 10) under Chapter 5, whereby it devotes that higher education is the essential part in the framework of overall human resources policy. And among the suggested alternative should be taken by Government of Malaysia from the World Bank Review were (i) Malaysia need to have more linkages between industries and universities and (ii) curricular should reformed so as to better emphasize in “softskills”.

The research objectives are:

- a) To identify the most important graduates employability skills as perceived by employers.
- b) To identify the most important graduates employability skills as perceived by graduates.
- c) To examine whether there is any significance difference between the employability skills possessed by graduates and the employability skills needed by graduates during entering the labour market from the graduates perspectives.
- d) To examine whether there is any significance difference between the perception of the employers and the perception of graduates with regards to employability skills needed during entering the labour market.
- e) To examine whether there is any significance difference between the employability skills demanded by employers and the skills possessed by graduates.

This study attempts to answer the following questions:

- a) What are the most important graduates employability skills as perceived by employers need during entering the labour market?
- b) What are the most important graduates employability skills as perceived by graduates need during entering the labour market?
- c) Is there a any significance difference between the employability skills possessed by graduates and the skills needed by graduates during entering the labour market from the graduates perspectives
- d) Is there any significant difference between the perception on employability skills demanded by employers and the perception on employability skills by graduates during entering the labour market?
- e) Is there any significant difference between the employability skills demanded by employers and the skills possessed by graduates during entering the labour market?

Therefore it is important for educational institutions to have a working relationship with industry to meet the requirements and needs of the employers. According to Bailey and Mitchell, 2006, “to succeed in this ever changing, increasingly competitive business environment, organizations must demand employees with competencies which will lead to a high return on the employee investment”.

From the employers’ perspective, ‘employability’ seems to refer to ‘work readiness’, that are, possession of the skills, knowledge, attitudes and commercial understanding that will enable new graduates to make productive contributions to

organizational objectives soon after commencing employment (Mason, Williams & Cranmer, 2006).

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job (Robinson, 2000). Employability skills are generic in nature rather than job specific and cut across all industries, businesses, job levels from the entry-level worker to the senior most position.

This study was conducted using 2 types of questionnaire, which are (i) questionnaire to employer and (ii) questionnaire to graduates. An e-mail and follow up by call to 150 companies all over Malaysia accross 16 states selected randomly from MITI and MIDA list of industries that will cover 13 background of industries consist of oil, gas and energy, palm oil and rubber, financial services, tourism, business services, electrics and electronics, wholesale and retails, education, healthcare, communication content and infrastructure, agriculture, mining and quarrying and construction. Questionnaire for employer is to determine the most graduates employability skills needed in labour market perceived by employers.

Meanwhile for the graduates, the internet survey using social media to 400 graduates selected randomly accross 16 states at Malaysia through the alumni databased under Ministry of Higher Education that will cover all 3 education institution backgrounds that are graduates from Polytechnics, Public University and Private University working in 13 differences industry background come form graduates that have variation of study backround in term of courses and types of education institutions.

Questionnaire for graduates is to determine the most graduates employability skills needed in labour market perceived by graduates and explore on the skills possessed by the graduates to see whether the skills offered by the employees fit the demanded skills by the employers or not.

The current study is organized as follows. The next chapter deals with literature review of the topic to understand the concept and idea about this study. It forms the “base line” for the present study and helps to develop the theoretical framework and hypotheses. Chapter 3 illustrates the methodology used in the present study, which provides the theoretical framework, hypothesis, data collection method, measurements and statistical analysis method. Chapter 4 contains discussion and findings. Chapter 5 contains the discussion and recommendation to show the perception of employers and graduates as well as the conclusion.

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature review of the topic.

2.2 Background of Malaysia Higher Education History

The first University at Malaysia been established in year 1959, the University Malaya (UM) with division at Singapore and Malaysia. After the two countries separated in year 1962, Universiti Malaya in Kuala Lumpur be as the only University providing Degree or Bachelor courses at Malaysia until the establishment of University Science Malaysia (USM) at Penang on year 1969 and followed by establishment of Univesity Kebangsaan Malaysia (UKM) in year 1970. University Putra Malaysia (UPM) opened on year 1971 and University Tecnology Malaysia (UTM) opened on year 1975. Since that time, another fifteen (15) public universities established , with the most largest university, that is University Technology MARA , which the enrolment of over 160,000 enrolls over a third of all student at public universities.

Nowadays, there are various pathways under Malaysia tertiary education. The establishment of The Ministry of Higher Education (MOHE) on year 2004 was in charge of both public and private Higher Education Institution (HEI) - 20 public universities, 30 polytechnics, 78 community colleges and 469 private colleges (including 4 foreign licenses universities including Monash University, Nottingham University, Swinburne University and Curtin University).

From 20 public universities, there are 1 Teachers Training University (UPSI), 1 Defence University (UPNM) and 4 Technical Universities (UMP, UNIMAP, UTHM

and UTEM) that offered Diploma certificate until Doctorate programme. Besides, for technical and vocational education training (TVET) pathways, 30 polytechnics cross all over Malaysia offering 54 Diploma courses and 4 Advanced Diploma whereby 78 community colleges offering Certificate and Short Course Training for full time students and local community.

2.3 Roles of Higher Education Institution

Malaysia Higher Education plays big roles in building Human Capital. Higher Education system is the main provider that enriches Malaysian Human Capital with providing talent that can compete globally. Malaysia Higher Education will establish the talent pool to be more competent, knowledgeable, and creative and equipped with social and personal attributes.

To achieve the competent talent pool, Malaysia Higher Education have design better curricular embedded with core competencies and employability skills or soft skills. Among the best alternative is the implementation of Outcome Based Learning (OBE) that have implemented phase by phase since year 2008.

Moreover, with the implementation of OBE and the introduction of soft skills courses it shown that Higher Education Institution's curriculum provide individuals not only with subjects but also relevant core skills and qualities based on the Malaysia Employability Attribute Framework (EAF).

2.4 Employability

Employability of an individual depends upon assets in terms of knowledge, skills and attitudes; the way these assets are used and deployed; the presentation of

assets to potential employers, and context within which the individual works for example labour market and personal circumstances. (Hillage and Pollard, 1999).

According to National Graduate Employability Blueprint 2012-2017, employability can be define as the potential of obtaining and building a fulfilling career through continuous development of skills that can be applied from one to another, possessing the sets of attributes and skills that match those required by industries, taking the responsibility for self- development through learning and training, either through the employer or self initiatives, adopting the concept of life long learning and being employed according to the level of qualification, functional competencies and being awarded accordingly in terms of their wages and benefits.

Moreover, from the University of Exeter view “employability as the establishment of clear mechanism by which students can develop their abilities to use and deploy a wide range of skills and opportunities to enhance their own academic learning and enable them to become more employable”. (Lee, 2002)

Meanwhile, for the National Science Foundation of Sri Lanka (NSF), a good supply of employability skills for graduates is an ethical responsibility by a government that is essential for national, economic and social wellbeing without no failure. (Bhaerman and Spill, 1988).

Employability skills are not job specific, but are skills which cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer. (Sherer and Eadie 1987,p.16)

“Too many young graduates leave universities without the skills, attitudes, and understanding that are necessary to successfully enter the world of work. The unemployment rates among graduates are the highest in the country. Often jobs are readily available, but these graduates lack what is needed to get and keep jobs. It seems reasonable to expect schools to teach students what they need to succeed in the world of work.” (McCoy, 1991, p. 94)

It was reported that, generally, Malaysia has a sufficient supply of graduates with technical skills mainly in information, communication and technology (ICT), business, engineering and many other fields. Unfortunately, the demand for these graduates is still low despite the economic growth in the country. The obvious question that arises is what could be the factors leading to the decrease in demand for these graduates? Does this imply that many of the local institutions of higher learning, both public and private, have failed to offer a sufficiently rigorous education to produce the necessary quality in the workforce which the industry requires?

The general consensus among Malaysian employers indicates that Malaysian graduates are well trained in their areas of specialization but unfortunately they lack the ‘soft skills’ (Nurita, Shaharudin, Aion, 2004). This ‘deficit’ in graduate skills has also been acknowledged by the UK government with respect to its graduates (Dickinson, 2000). Lawrence (2002) adds that America is also experiencing the same problem. Studies of employers have repeatedly stressed the priority which they give to ‘personal transferable skills’ (Dearing Committee, 1997).

Employers today are looking for graduates not only with specific skills and knowledge but with the ability to be proactive enough to see and respond to problems. In Malaysia, more employers are searching for graduates who are balanced, with good academic achievement and possessing 'soft skills' such as communication skills, problem solving skills, interpersonal skills and the ability to be flexible (Nurita, Shaharudin & Aion, 2004). These 'soft skills' (also known as employability skills) are foundation skills that apply across the board, no matter what job the employee is performing (Lawrence, 2002).

Baxter and Young (1982) have indicated that employers need entry level workers who are dependable and trustworthy, have basic communication, thinking and problem solving skills, and have the desire to learn and advance, the ability to work as part of a team, and possess a proper attitude. These skills have been defined as those needed by today's students in a report published by the US Department of Labor (2000). The report states that graduates must master employability skills, also called foundation skills, and competencies in order to find meaningful work. Foundation skills are basic skills, thinking skills, and personal qualities, while competencies include resource, interpersonal, information, systems, and technology competencies.

The main aim of this study is to identify those important employability skills possessed by graduates from higher education institutions which are required by employers in Malaysia. What are the major skills required by employers? Are graduates equipped with those skills? Since there is a growing concern about the employability skills of graduates, this study takes on the challenge to investigate the

employability skills possessed by graduating students in higher education institutions. It is also in the interest of this research to study on the employability skills needed by the industries from the graduates during entering the labour market to find a job.

2.5 Employability Skills

During the past few years there have been a substantial number of studies conducted dealing with the employability skills that students must acquire in order to obtain and keep entry level jobs. Most of these studies have analyzed the perceptions of employees concerning the workplace skills they need in order to maintain entry level jobs. Although the information obtained from this research is extremely valuable, it is the perceptions of employers willing to hire these graduates which will provide a better insight into the skills that are now demanded.

Most of the relevant studies have been conducted in the US, which is definitely not representative of the Malaysian work place environment. The phenomenon of interest in this research is: Does the student who has successfully completed the requirements of a public education possessed the skills that employers are most in need of? Competition is a major factor that motivates industry to be more efficient and to employ strategies that will improve production, service and product quality. Because strategies require worker collaboration and teamwork, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills (Mustapha & Abdullah, 2000).

Past research revealed that employers looked for certain skills, behaviours and attitudes in their potential employees. Many employers preferred employees who

were motivated, possessed basic skills, and had satisfied higher performance standards; who could adapt through the use of creative thinking and problem solving skills, who possessed effective personal management skills, had interpersonal, negotiating and teamwork skills that made them effective work group members, and could influence others to act through leadership skills, and had individual responsibility, self management and integrity (SCANS, 1991).

Employability, the ability of graduates to gain employment appropriate to their educational standard, was the focus of the Dearing Inquiry into higher education (Dearing, 1997). Employability was highlighted as a concern for employers, and was the focus of a major study (Harvey et. al., 1997) that was used to inform the Dearing Inquiry into graduate education.

This meant employability became an issue for the providers of graduate education and also an issue for those who would be the prime beneficiaries of being employable, the graduates themselves. Employability is an issue of direct concern to students. The prime motivation in attending university for the majority of students is not to study a particular subject in depth, but to enhance their employment status (Stewart and Knowles, 2000).

Therefore there is a greater need for graduates to develop and enhance their employability skills from time to time. Employability also means that those possessing the capability to acquire the skills to do the required work may not necessarily be able to do the work immediately and without further training (Cox and King, 2006).

Employers are looking for a more flexible, adaptable workforce as they themselves seek to transform their companies into being more flexible and adaptable in response to changing market needs. As quoted in a newspaper article (New Straits Times, 2005), the Human Resources Minister of Malaysia, Datuk Wira Dr Fong Chan Onn highlighted the fact that 30,000 Malaysian graduates had only managed to get casual and temporary work such as being cashiers and restaurant workers because of their poor English proficiency. This factor hinders graduates in becoming better in their jobs thus reducing their chances of brighter career prospects especially in getting jobs that are relevant to their careers.

The Multimedia Development Corporation Malaysia conducted a survey among Multimedia Super Corridor (MSC) Malaysia status companies and found that respondents perceived Malaysian ICT graduates to be 'average'. The graduates were generally good team players and had good learning ability, however, their major weakness was their communication skills.

One Malaysian report claimed that the reason graduates are unemployed is that they do not have the right degree. Some graduates with specific qualifications are already abundant in the market, whereas Engineering and other Science degree graduates are still in high demand. Another reason is that graduates with a degree no longer automatically qualify for getting their first job (Chang, 2004).

Instead, graduates who possess the greatest knowledge and skills in their study domain get hired first. In addition, the business world is becoming very competitive and computerization makes job performance measurement very transparent. Managers will only want to hire people who can contribute to team success.

Proficiency in English, the ability to present ideas, explain issues and problems, to speak up in a constructive manner, to resolve problems, to understand issues and problems faced by companies and to come up with workable solutions to problems are all good communication and interpersonal skills sought after by employers. Therefore employees are expected to contribute from day one of being hired. (Chang, 2004).

While there are variations in the classification of employability, there is a broad understanding of what qualities, characteristics, skills and knowledge constitute employability both in general, and specifically for graduates. Employers expect graduates to have technical and discipline competences from their degrees but require graduates also to demonstrate a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and managerial abilities.

The CBI contributed to the discussion on employability in their report, 'Time well spent: Embedding employability in work experience', (CBI 2007). They define employability skills as Positive attitude, Self-management, Team working, Business and customer awareness, Problem solving, Communication and literacy, Application of numeracy and Application of information technology.

The CBI place an emphasis on graduates possessing a positive attitude as a key factor underpinning their employability; whether the individual has "a 'can-do' approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen". They note that employers value graduates who can

demonstrate an entrepreneurial and innovative approach, and creative thinking which brings fresh perspectives and challenges assumptions.

The UKCES report 'The Employability Challenge' (2009a) has drawn on the most commonly used definitions of employability is by take employability skills to be the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.

They are:

- a foundation of Positive Approach:
being ready to participate, make suggestions, accept new ideas and constructive criticism, and take responsibility for outcomes This foundation supports three Functional Skills:
- using numbers effectively:
measuring, recording measurements, calculating, estimating quantities, relating numbers to the job
- using language effectively:
writing clearly and in a way appropriate to the context, ordering facts and concepts logically
- using IT effectively:
operating a computer, both using basic systems , learning other applications as necessary, and using telephones and other technology to communicate.

Skills:

- self-management:
punctuality and time management, fitting dress and behaviour to context, overcoming challenges and asking for help when necessary
- thinking and solving problems:
creativity, reflecting on and learning from own actions, prioritising, analysing situations, and developing solutions
- working together and communicating:
co-operating, being assertive, persuading, being responsible to others, speaking clearly to individuals and groups and listening for a response
- understanding the business:
understanding how the individual job fits into the organisation as a whole; recognising the needs of stakeholders (customers and service users, for example); judging risks, innovating, and contributing to the whole organisation

UKCES (2009a, pg. 10–11)

Employability Skills also been taught during the tertiary education. In a response to that B-HERT paper, Queensland University stated:

The university considers that graduate attribute support can be found in both the planning curriculum (the goals, learning outcomes, assessment program and learning activities planned for students) and the enacted curriculum (the process and content of the learning experienced by students)' (B-HERT News 2003).

The graduates employability skills that will use for this research are as the following:

1) Problem Solving and Adaptability Skills:

- Recognized alternate routes in meeting objective,
- Monitors progress toward objectives in risky ventures,
- Identifies potential negative outcomes when considering risky,
- Takes reasonable job related risks, able to adapt to different situations,
- Able to cope with uncertainty, prefers taking up new challenges and responsibilities
- Able to identify and suggest alternative ways to achieve goals and get the job done
- Able to adapt to changes
- Adapts to situations of change
- Initiates change to enhance productivity
- Creative and makes suggestions to improve the job, Gathers facts and information in finding the solution for problems
- Finds effective ways of solving problems
- Successful in resolving conflicts with others
- Solves problems without getting assistance from others
- Provides novel solution to problems, Able to identify problems

2) Human Skills:

- Enjoys the give and take policy or working in group
- Willing to follow the norms and the standards of the group

- Enjoys working as part of a team
- Gets along easily with people
- Works cooperatively with others
- Places team goals ahead of own goals
- Cooperates with fellow workers
- Able to listen to other people's opinion
- Emphasizes with others
- Communicates well with others

3) English Language Proficiency and Literacy Skills:

- Has no problem in speaking English to others
- Does not shy away from using the English Language
- Able to communicate with colleagues in English
- Speaks and write clearly so that others understand
- Listen and asks questions in order to understand instructions and view of others
- Can create documents such as letters, directions, reports, graphs and flow charts in English

4) Information, Communication and Technology Skills:

- ICT knowledge using the Internet
- ICT knowledge in word processing
- ICT knowledge using email
- ICT knowledge in spreadsheet
- ICT knowledge in handling presentations

5) Personal Organization:

- Ability of graduates to allocates time efficiently
- Able to meet deadline
- Able to meet identified standard when performing a job
- Complete work in a thorough manner
- Can set priority and uses time and materials to the best advantage of company
- Able to arrive to work on time
- Usually sets priorities

6) Leadership Skills:

- Gives direction and guidance to others
- Has the ability to lead the people
- Able to delegate work to peers
- Able to motivate others to work for a common goals
- Willing to take ownership and responsibility for the job

7) Communication Skills:

- Makes effective presentations
- Able to put a good logical arguement to persuade others
- Able to express ideas verbally, one to one or to groups

3. METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This chapter deals with information about Theoretical Framework, methodology and sampling that used in conducting this study.

3.2 The Theoretical Framework

The Theoretical Framework that be used in this study is as below:

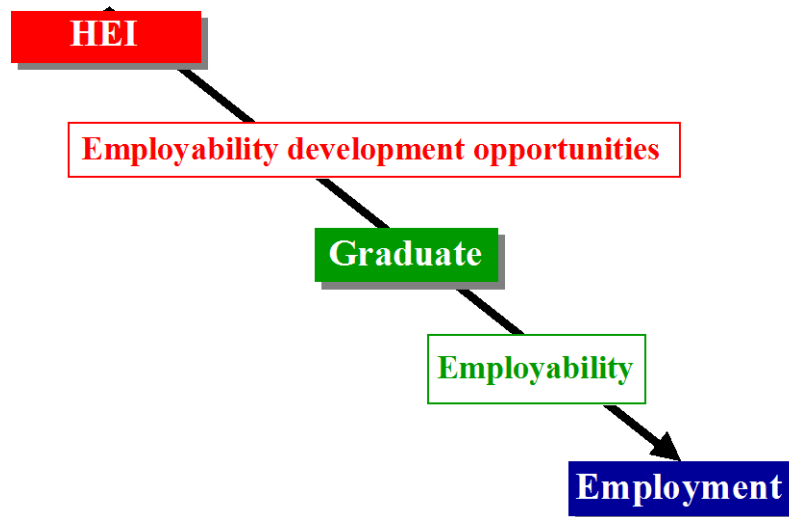


Figure 1: Magic Bullet Model of Employability

(Sources :Harvey (2002), employability and diversity)

There are several alternatives models created by reaserchers for understanding the parties and the role of implementing employability skills into higher education institutions. All stakeholders must be involved in the process to find out the skills requirements, the way of improving this skills and the solutions to skill gap.

Employability has many definitions but they break down into two broad groups. The first relate to the ability of the student to get (and retain and develop in) a job after graduation. The other set are concerned with enhancing the students' attributes (skills, knowledge, attitudes and abilities) and ultimately with empowering the student as a critical life-long learner (Hillage and Pollard, 1998; Harvey, 2001).

One index of employability is whether students get jobs within a specific time after graduating, however this is flawed as it does not measure the attribute development of the student (but merely the graduation rates from a department or university). The simplistic model of employability (the magic bullet model) is that students are somehow given employability as a result of their having been a student, which leads them to being employed (Figure 1). A rather more realistic approach addresses a range of factors of which being equipped to do a job is but one element.

Being employed means having a job, being employable means having the qualities needed to maintain employment and progress in the workplace. From the view of Higher Education Institution, employability is about producing graduates who are capable and able, and this impact, can get from all areas during university life, in term of delivery of academic programmes and extra curricular activities. Employability is about learning- how to learn- and employability is not a product but a process during university life (Lee, 2002).

There are personal characteristics of the students, including, *inter alia*, age, gender, ethnicity and personality traits, all of which have been known to influence recruitment. There are also external economic factors, which may be sector- or region-specific (Harvey, 2000). There is thus a distinction between the employability potential of the individual (a matter of self-development) and the actual employment of the individual (a matter mediated by external factors).

The factors linking together the development of graduate attributes and the obtaining of an appropriate job are summarised in Figure 1. The graduate has to choose to engage with the employability development opportunities provided by the institution. The graduate will also have extracurricular activities, including work experience, to draw on, some as a result of the higher education experience and some external to it. Employability development includes:

- The development of employability attributes,
- Work experience,
- The development of self-promotional and career management skills,
- A willingness to learn and reflect on learning.

According to Figure 1, as adapted in Malaysia cases, higher learning institution play the big roles in building the employability skills through the curricular and co-curricular. In Malaysia cases there is softskills courses embedded in curricular and in certain Programme students need to attend Practical Training Courses during their last semester at University. Moreover, for 'First Year' students (2 semesters) is compulsory to participate in co-curricular activities such as clubs, association or

uniform body. All this alternative is to provide employability development opportunities to the students during their study session. Then, after the students graduating, how well the student be marketable in labour market because the students that been employed is the student that have the employability skills from the perception of the employers.

Therefore in this research, it will provide information about (i) the most important graduates employability skills as perceived by employers as in Malaysia cases (ii) information about the most important graduates employability skills as perceived by graduates and (iii) To examine the employability skills possessed by graduates during they enter the labour market after completing their studies.

The graduates employability skills that were surveyed are as the following:

- a) Problem Solving and Adaptability Skills
- b) Human Skills
- c) English Language Proficiency and Literacy
- d) Information, Communication and Technology Skill
- e) Personal Organisation and Time Management Skills
- f) Leadership Skills
- g) Communication Skills

All this factor is been reviewed and referred from the previous research done by others scholars on the perception of graduates employability skills.

3.3 Hypothesis

The study Hypothesis are:

Proposition 1

There is a difference in the ranking of employability skills needed by graduates during entering labour market from employer perspectives and graduates perspectives

Proposition 2

There is a difference in the ranking of employability skills needed by graduates during entering labour market by the Employers perception and the employability skills possess by graduates after graduates and during entering labour markets

Proposition 3

There is differences between the level of skills possess by graduates and the level needs during entering the labour market from graduates perspectives

Proposition 4

Employers of both genders have different perceptions of how they rate employability skills

Proposition 5

Employers of various age groups have different perception of how they rate graduates employability skills need by a graduates during entering the labour market.

3.4 Measurement

The study measurement is as the following:

- To identify the Proposition 1 and 2, this study conducted using SPSS: Compare Means Methods – Means in identifying the ranks of employability skills.
- Meanwhile to determine the Proposition 3, this study was using SPSS: Paired T-test because to investigate between two variables.
- Meanwhile for Proposition 4 this study was using SPSS: Nonparametric Test - Mann Whiney of 2 tailed significance analysis to test difference in rank ordering between groups of genders.
- Finally, the Proposition 5 that was using Nonparametric Test - Kruskas Wallis to identify any significant on the differences perceptions on age variables and how they rate the employability skills.

3.5 Population and Sampling

The population in this study were individual that was graduates of any public, private and polytechnics higher education institutions and individuals from industries.

Here, the stratified sampling been used to determine the sample. The population that contains of public universities, private universities and polytechnics from the MOHE'S Databased. From the list, Researcher choose the sub sample that come from this three (3)categories that were public universities, private universities and polytechnics and send the email and questionnaire directly to the respondents to get the feedbacks.

Meanwhile for the employers that is individual from industries, researcher used the same sampling method, that is stratified sampling. From the MITI, MIDA and SSM (Registered Company) list, researcher try to search the email or contact number of the companies and send them the email including the questionnaire. Researcher choose the respondents randomly from the list however, the population have divided into certain group according to the industries sectors to avoid the same sample size that come from 13 background of industries.

This study conducted using the typical sample sizes uses in Market Research, that is for Regional or Special Research more than one (100) respondents can be categories as many (Seymour Sudman, 1976, Applied Sampling, pg.87)

3.6 Methodology

This study will use primary data collection to gatherd the information needed through survey. There are two different sets of questionnaires distribute to employers and graduates by email, internet survey through social media method as the medium.

A five point Likert scale was employed and the respondents were required to state the extent to which they strongly agreed by giving a score of '5' or strongly disagreed by giving a score of '1' for each statement in the questionnaire.

The questionnaires were personally distributed by the researcher in two ways:

a) Employer:

https://kdischool.asia.qualtrics.com/SE/?SID=SV_9Ag5kQzggflu3Jz

By e-mail and follow up by call to 150 companies all over Malaysia across 16 states selected randomly from MITI and MIDA list of industries that will cover 13 background of industries consist of oil, gas and energy, palm oil and rubber, financial services, tourism, business services, electrics and electronics, wholesale and retails, education, healthcare, communication content and infrastructure, agriculture, mining and quarrying and construction.

Questionnaire for employer version is to determine the most graduates employability skills needed in labour market perceived by employers.

The following questions were asked through the employers's questionnaire:

Part A:

- i) In what level do you agree about the employability skills needed by graduates during entering the labour market

Part B:

- i) Background Information

b) Graduates:

https://kdischool.asia.qualtrics.com/SE/?SID=SV_8zUeg8XJcpNCiHi

By internet survey from social media to 400 graduates selected randomly across 16 states at Malaysia through the alumni databased under Ministry of Higher Education that will cover all 3 education institution backgrounds that are graduates from Polytechnics, Public University and Private University working in 13 differences industry background.

Questionnaire for graduates version is to determine the most graduates employability skills needed in labour market perceived by graduates and explore on the skills possessed by the graduates to see whether the skills offered by the employees is as demanded by the employers or not.

The following questions were asked through graduates questionnaire:

Part A:

- i) In what level do you agree that the employability skills you possessed during entering the labour market

Part B:

- i) In what level do you agree the employability skills needed by you during entering the labour market

Part C:

- i) Background Information

4. FINDINGS AND DISCUSSION

4.1 Introduction

This chapter provides findings and discussion from the distributed questionnaire to 150 employers and 400 graduate's crossover 16 states at Malaysia.

4.2 Descriptive Statistic

The following figure and tables describes the basic information related to the sample of this study. This Descriptive Statistic has provided 2 Parts of Descriptive Statistics that are (a) Descriptive Statistic for Employers (b) Descriptive Statistic for Graduates.

4.2 1 Descriptive Statistic for Employers (employers as respondents):

This study has distributed the questionnaire to 150 employers from 16 states at Malaysia to investigate the employer's perception on the graduate's employability skills. The descriptive statistics for the employer are as the following:

Table 4 : Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
FEMALE	81	54.0	54.0	54.0
Valid MALE	69	46.0	46.0	100.0
Total	150	100.0	100.0	

Table show that the total respondents of this study are 150 people. There is 54% of the respondent is Female and 46% is male.

Table 5: Ethnic

	Frequency	Percent	Valid Percent	Cumulative Percent
MALAY	65	43.3	43.3	43.3
CHINESE	57	38.0	38.0	81.3
INDIAN	28	18.7	18.7	100.0
Total	150	100.0	100.0	

Table shown that there are 43.3% of total respondents from Malays ethnic, 38% from Chinese ethnics and 18.7% from Indian ethnics.

Table 6: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	27	18.0	18.0	18.0
31-40	76	50.7	50.7	68.7
41-50	45	30.0	30.0	98.7
51 and above	2	1.3	1.3	100.0
Total	150	100.0	100.0	

Table show that there is 18% from 21-30 ages, 50.7% from 31-40 ages, 30% from 41-50 ages and 1.3% from 51 and above ages from the total respondent.

Table 7: Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	27	18.0	18.0	18.0
Advance Diploma	22	14.7	14.7	32.7
Valid Bachelor Degree	31	20.7	20.7	53.3
Masters	70	46.7	46.7	100.0
Total	150	100.0	100.0	

From the total respondent, 18% of respondents have their Diploma, 14.7% obtained Advance Diploma, 20.7% obtained Bachelor Degree, and 46.7% have masters from total respondent 150 respondents.

Table 8: Cross tabulations on Employers Industries Background

	Industries													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Government	0	2	0	5	0	0	0	1	0	0	1	1	1	11
Statutory Body	0	0	0	1	1	2	0	1	0	0	0	0	0	5
Private (Multinational)	0	1	4	8	2	3	0	1	2	0	0	0	1	22
Private (Local)	8	6	3	17	6	14	3	6	2	2	1	6	3	77
Own Business	1	6	0	2	0	3	1	3	0	0	1	0	0	17
Government Linked Companies	0	5	0	5	0	3	1	2	0	0	0	2	0	18
Total	9	20	7	38	9	25	5	14	4	2	3	9	5	150

Note:

- Industry 1= Oil, Gas and Energy
- Industry 2= Palm Oil and Rubber
- Industry 3= Financial Services
- Industry 4= Tourism
- Industry 5= Business Services
- Industry 6= Electrics and Electronics
- Industry 7= Wholesale and Retails
- Industry 8= Education
- Industry 9= Healthcare
- Industry 10 = Communication Content and Infrastructure
- Industry 11= Agriculture
- Industry 12= Mining and Quarrying
- Industry 13= Construction

This table showed about the Sectors and Industries of the respondents. The highest number of respondents is from Tourism sectors with 38 respondents and most of them are from Private Local Company at Malaysia. Followed by Electronics and Electronics with 25 respondents and most of them from Private Local Company too. From the total numbers of respondent, this table demonstrates that the highest

respondent are from Private Local Company that is 77 respondents from 150 total respondents.

4.2 2 Descriptive Statistic for Graduates (graduates as respondents):

This study has distributed the questionnaire to 400 graduates from 16 states at Malaysia to investigate the graduates' perception on the graduate's employability skills. The descriptive statistics for the employer are as the following:

Table 9: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FEMALE	262	65.5	65.5	65.5
MALE	138	34.5	34.5	100.0
Total	400	100.0	100.0	

Table 9, shown that from 400 graduates respondent, there is 262 female with 65.5% and 138 is male with 34.5% from the total numbers.

Table 10: Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	324	81.0	81.0	81.0
Married	76	19.0	19.0	100.0
Total	400	100.0	100.0	

Table 10, illustrate that there is 324 respondent is single status with 81% from the total numbers and there is 76 respondent is married with 19% from the total numbers of 400 respondents.

Table 11: Ethnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALAY	183	45.8	45.8	45.8
	CHINESE	133	33.3	33.3	79.0
	INDIAN	66	16.5	16.5	95.5
	OTHERS	18	4.5	4.5	100.0
	Total	400	100.0	100.0	

Table 11, shown that from 400 graduates respondent, there is 183 (45.8%) respondents is from Malay ethnic, 133 (33.3%) respondents is from Chinese ethnic, 66 (16.5%) respondents is from Indian ethnics and 18 (4.5%) respondents is from Other ethnic.

Table 12: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 20	10	2.5	2.5	2.5
	21-30	335	83.8	83.8	86.3
	31-40	46	11.5	11.5	97.8
	41-50	9	2.3	2.3	100.0
	Total	400	100.0	100.0	

Table 12, shown that from 400 graduates respondent, there is 10 (2.5%) respondents is from Less than 20 years old category, 335 (83.8%) respondents is from 21 – 30 years old category, 46 (11.5%) respondents is from 31-40 years old category and 9 (2.3%) respondents is from 41-50 years old category.

Table 13: Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	147	36.8	36.8	36.8
Advance Diploma	4	1.0	1.0	37.8
Bachelor	249	62.3	62.3	100.0
Total	400	100.0	100.0	

Table 13, shown that from 400 graduates respondent, there is 147 (36.8%) respondents is from Diploma ,4 (1.0%) respondents is from Advance Diploma and 249 (62.3%) respondents is from Bachelor.

4.3 Analysis of the hypothesis

This section provide information about the findings and analysis to answer the hypothesis in this study.

Proposition 1

There is a difference in the ranking of employability skills needed by graduates during entering labour market from employer perspectives and graduates perspectives

In identifying whether there is no difference or have difference in the ranking of employability skills needed by graduates during entering labour market from the employer perspectives and graduates perspectives, this study using SPSS – Compare Means Methods.

Table 14: Employability Skills Needed by graduates during entering labour market from Employer Perspectives

	HUMANAS PECT1	ENGLISHL GAGE1	PRSOLV A	ICTA	POTIME A	LEADER A	COMM A
Mean	4.4300	4.4533	4.2181	4.3973	4.6705	4.2773	4.1467
N	150	150	150	150	150	150	150
Std. Deviation	.28278	1.10573	.17931	.26721	.64058	.78980	.47216

From the above table, it shown that the most important graduates employability skills as perceived by employers by using Compared Mean (Average Ratings) and Ranks is Personal Organization and Time Management Skills with the highest mean score that is 4.67.

The ranks of importance of the employability skills as perceived by employers are as the following:

1. Personal Organization and Time Management Skills (Mean: 4.67)
2. English Language Proficiency and Literacy (Mean: 4.45)
3. Human Skills (Mean: 4.43)
4. Information, Communication and Technology Skill (Mean: 4.40)
5. Leadership Skills (Mean: 4.28)
6. Problem Solving and Adaptability Skills (Mean: 4.21)
7. Communication Skills (Mean: 4.15)

Table 15 : Employability Skills Needed by graduates during entering labour market from Graduates Perspectives

	PROBLEMS OV B	HUMAN B	ENGLIS HB	ICTB	POTIM EB	COMM B	LEADE RB
Mean	4.5278	4.4000	4.5417	3.8000	4.3014	3.9567	3.7910
N	400	400	400	400	400	400	400
Std. Deviation	.06219	.10013	.13837	.14160	.18306	.53641	.34148

From the above table, it shown that the most important graduate's employability skills as perceived by graduates by using Compared Mean (Average Ratings) and Ranks is English Language Proficiency with the highest mean score that is 4.54.

The ranks of importance of the employability skills as perceived by employers are as the following:

1. English Language Proficiency and Literacy (Mean: 4.54)
2. Problem Solving and Adaptability Skills (Mean: 4.52)
3. Human Skills (Mean: 4.40)
4. Personal Organization and Time Management Skills (Mean: 4.30)
5. Information, Communication and Technology Skill (Mean: 3.80)
6. Leadership Skills (Mean: 3.79)
7. Communication Skills (Mean: 3.96)

Table 16 : Summary of The Differences on Ranks and Mean Score (Average Ratings) of Employability Skills Needed by graduates during entering labour market from Employer Perspectives and Graduates Perspectives

EMPLOYABILITY SKILLS/ RESPONDENTS		PROB	HS	ENG	ICT	PO	LEA	COM
EMPLOYER	RANK	6	3	2	4	1	5	7
	MEAN SCORE	4.21	4.43	4.45	4.40	4.67	4.28	4.15
GRADUATES	RANK	2	3	1	5	4	6	7
	MEAN SCORE	4.52	4.40	4.54	3.80	4.30	3.79	3.96

Note:

PROB = Problem Solving and Adaptability Skills

HS = Human Skills

ENG = English Language Proficiency and Literacy

ICT = Information Communication and Technology Skills

PO = Personal Organization and Time Management Skills

LEA = Leadership Skills

COMM = Communication Skills

From Table 16, it illustrate that there is a difference in the ranking of employability skills needed by graduates during entering labour market from employer perspectives and graduates perspectives.

This is because there is few differences in Ranks of Employability Skills Needed by graduates during entering labour market from Employer Perspectives and Graduates Perspectives.

Table 17: Employability Skills Possess by Graduates during they entering labour market from Graduates Perspectives

	PROBLEM SOLVA	HUMAN A	ENGLIS HA	ICTA	POTIM EA	LEADER A	COMM A
Mean	4.4865	4.5518	4.6667	3.6500	4.2857	4.0000	4.2500
N	400	400	400	400	400	400	400
Std. Deviation	.08651	.05151	.11800	.16604	.17518	.14160	.27673

Table 17 above, demonstrate about the employability skills possess by graduates from the graduates perception through the distributed questionnaire to 400 graduates. The purpose of this section is to investigate the employability skills that graduates have after they graduated from their academic institution and during they entering labour market from the graduates perspectives.

According to the teoritical framework, Magic Bullet Model of Employability (Harvey , 2002, employability and diversity), the graduates will have employability development opportunity during they are enroll in their academic institution. They get their opportunity through the course subject such as Softskills subject, Practical Training and Compalsary Co- Curricular activity during their First Year and through

their involvement in any association, student representatives , clubs and uniform body.

Here, as the table above illustrate, the Graduates have English Language Proficiency and Literacy (Mean : 4.67). This is parallel with their perception on the employability skills needed during entering labour market. The Graduates also think that English Language Proficiency and Literacy is the most employability skills needed to be recruited by a firm at Malaysia with (Mean : 4.54) .

However, from the Employer perspectives, this is second skills needed by the employers because the employer choose Personal Organization and Time Management Skills as the first employability skills that crucial to be in labour market. Although English Language Proficiency and Literacy as the second employability skills, but the difference in Average Ratings or Means Score is not too differences with (Mean :4.45) only.

This result is parallel with The Leitch Review that contain of “people entering labour market should have a wider sets of skills, such as ICT, communication and teamworking. (HM Treasury , 2006, pg.63 and adpted from Employability Skills: A Research and Policy Briefing, March 2010, pg. 20).

At Malaysia only University Technology MARA used English language as the medium of instructions (World Bank Report, Report No.40397-MY) until year 2008 others higher education institution such as Polytechnics begin to use English as medium of instruction, however there is no barriers to other students from other institution in English Language Skills as it provide 4.66 mean score here.

At Malaysia higher education institution, only certain courses or programmes have placement or internship terms in their curriculum. At public university, certain programmes or courses will have the placement or internship term during their Final Year (Fifth Semester or Last Semester). And if the students had went to the placement and internship during their previous time such as during Diploma Programme, the students can be exempted or credit transfer in their Bachelor Degree period. This practice is contradict with the principals of many scholars from UK, Australia and US that is , the placement and internship is the best alternative to provide the students and it give the student opportunities to enhance their employability skills.

Certain private Higher Education institution such as Taylors University provide their students with best alternative to do placement and internship. Such as example, Taylors University send their students to France to have international internship that will enhance the students employability as the students gies beyond the international arena (Taylor's University Students Placement, 2013) .

Another example under Malaysia private University case, University College Sedaya International (UCSI) also provide pro active univeristies and industrial linkages , whereby they have made their own students skills according to courses or programmes after have variation of discussion with the industries and now developing their own industries such as Hotel and Hospital to provide jobs and placement to their own students (UCSI Skills Set, 2013) .

However, in certain cases, polytehcncics and public university at Malaysia is increasing developed. To increase the students employability, Government of Malaysia provide huge budget on Employability Programmes. This programme

known as (i) Diploma ++ (ii) Degree ++ and (iii) Finishing Schools Programmes that implemented by the University and Polytechnics to increase the skills through certification or professional certificate.

These programme design to suit and provide value added to the students after they complete their studies (after the students have Final Semester examination and before entering the labour market). The training provider appointed by the higher education institution will provide training to get certificate such as Foreign Language Courses and Certificate, Catia Certification Training and Prototyping, Industrial Robotic Training, High Value Workforce for Global Companies Programme and other professional certification. All this alternative made to increase the employability skills among students. However, only selected students will be chosen to attend the courses due to the budget constraints.

Proposition 2

There is a difference in the ranking of employability skills needed by graduates during entering labour market by the Employers perception and the employability skills possess by graduates after graduates and during entering labour markets

Table 18 : Summary of The Differences on Ranking and Mean Score (Average Ratings) of Employability Skills Needed by graduates during entering labour market from Employer Perspectives and Graduates Perspectives

EMPLOYABILITY SKILLS/ RESPONDENTS		PROB	HS	ENG	ICT	PO	LEA	COM
SKILLS NEEDED BY EMPLOYER DURING GRADUATES ENTERING LABOUR MARKET	RANK	6	3	2	4	1	5	7
	MEAN SCORE	4.21	4.43	4.45	4.40	4.67	4.28	4.15
SKILLS POSSESS BY GRADUATES DURING ENTERING LABOUR MARKET	RANK	3	2	1	7	4	6	5
	MEAN SCORE	4.49	4.55	4.67	3.65	4.29	4.00	4.25

Note:

PROB = Problem Solving and Adaptability Skills

HS = Human Skills

ENG = English Language Proficiency and Literacy

ICT = Information Communication and Technology Skills

PO = Personal Organization and Time Management Skills

LEA = Leadership Skills

COMM = Communication Skills

There is a difference in the ranking of employability skills needed by graduates during entering labour market by the Employers perception and the employability skills possess by graduates after graduates and during entering labour markets.

This is because from Table 18, it illustrate that there are differences between skills needed by employer and the actual skills possess by graduates during the graduates entering the labour market. For employer perceptions, they need Personal Organization and Time Management Skills because for employer, the new employee will be hired as the lower position according to their qualification such as technician or lower management level such as junior executive or any position that have few degree of responsibility and lower risks compared to the employee that have experiences.

Therefore, for employer the graduates should have almost the Personal Organization and Time Management Skills that contain of the ability of graduates to allocates time efficiently, able to meet deadline, able to meet identified standard when performing a job, complete work in a thorough manner, can set priority and uses time and materials to the best advantage of company.

Meanwhile for graduates, they more towards on having English Language Proficiency and Literacy as the most employability skills they have. This is because, since year 2008 in Malaysia Higher Education System, Malaysia has enforce English Language as the medium in class at Polytechnic, Private University and certain Public University. Therefore, because of the curriculum itself have enforce English

Language, the graduates naturally have practice using English Language Proficiency and Literacy.

At Malaysia, since year 2005, because of the growing number of unemployment, Government of Malaysia have innovate and implement the National Dual Training System (NDTS) which aims to expose apprentices to the actual situation in industry. This new systems emphasizes on human and social competencies that were soft skills such as teamwork, self-monitoring, problem solving and others competencies. Approximately 70-80% training is done in the industry, while 20-30%\$ is carried out in academic institutions, implementing curriculum developed by the National Occupational Core Curriculum This approached have implemented at Polytechnic institution through the Work Based Learning (Wan Ahmad, 2007).

From the recent survey at Scotland, the main skills gaps were in planning and organizing, problem solving skills and teamwork skills. The latest national employer skills survey carried out in Wales and employer survey at Ireland also notes that the skills such as problem solving, communication and team work have commonly lacking by graduates during entering the labour market (Employability Skills: A Research and Policy Briefing, March 2010, pg. 17-18).

Because of the growing number of unemployment among graduates, under the Federal Government (Government of Malaysia) on year 2001, Government of Malaysia started to run training and attachment program for unemployed graduates (SSL). The program's purpose is design to familiarize unemployed graduates with the workplace and provide them with new skills such as information Communication

Technology (ICT) and English Language. The trainee get allowances about 6 months in training and certain training institution will provide the trainee with jobs after the trainee complete their training period.

Moreover, the State Government, by their own alternative hardly try to reduce the skills gap between industries and graduates hence reduce the unemployment among graduates that from their state, decide to do collaboration with industries in provide training and after certain period, the company will hired the trainees.

Such as example, at Terengganu (one of the State at Malaysia) had implemented a project that known as M2Farm, purposely to have Multimedia Farming Skills including provide and creating new talents in Information Technology (Storyboard Talents, Graphic Designer, Animators and Programming). The special things from this programme were, all the trainees were from various courses (Engineering, Arts and others) with no ICT background, trained with this new knowledge. After 6 months until 1 year training and received allowances from the State Government, the industries were compulsory to hire all the trainees with 1-year employment contracts. This alternatives had reduce the unemployment and had provide value added employability skills before the graduates enter the real labour market.

Other than that, Government of Malaysia had implement the Graduate Reskilling Scheme (GRS) to retrain unemployed graduates and give them new skills in specialized high demand areas after the students complete their studies and before entering the labour market.

Proposition 3

There is differences between the level of skills possess by graduates and the level needs during entering the labour market from graduates perspectives.

Table 19: Level of Skills Possessed by graduates and level needs by graduates from the graduates perspectives during entering the labour market

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PROBA	4.4731	244	.09314	.00596
	PROB	4.5278	244	.06224	.00398
Pair 2	HUMA	4.5529	244	.05243	.00336
	HUMB	4.4000	244	.10021	.00642
Pair 3	ENGA	4.6667	244	.11809	.00756
	ENGB	4.5417	244	.13848	.00887
Pair 4	INCTA	3.6500	244	.16617	.01064
	ICTB	3.8000	244	.14171	.00907
Pair 5	POTA	4.2857	244	.17532	.01122
	POTB	4.3021	244	.18392	.01177
Pair 6	LEAA	4.0000	244	.14171	.00907
	LEAB	3.9959	244	.56533	.03619
Pair 7	COMA	4.2500	244	.27695	.01773
	COMB	3.8016	244	.34041	.02179

Note:

PROBA = Problem Solving and Adaptability Skills Possesed by Graduates

PROB = Problem Solving and Adaptability Skills Need by Graduates

HUMA = Human Skills Possesed by Graduates

HUMB = Human Skills Need by Graduates

ENGA = English Language Proficiency and Literacy Possesed by Graduates

ENGB = English Language Proficiency and Literacy Need by Graduates

INCTA = Information Communication and Technology Skills Possesed by Graduates

ICTB = Information Communication and Technology Skills Need by Graduates

POTA = Personal Organization and Time Management Skills Possesed by Graduates

POTB = Personal Organization and Time Management Skills Need by Graduates

LEAA = Leadership Skills Possesed by Graduates

LEAB = Leadership Skills Need by Graduates

COMA = Communication Skills Possesed by Graduates

COMB= Communication Skills Need by Graduates

From the table 19, it showed the Paired Samples Statistic Analysis to compare the differences Skills Posessed by graduates and the skilss needed by the graduates during entering the labour market.

The most skills gap that may see from the table were Communication Skills possessed by graduates (4.25 mean) and the communication skills needed (3.80 mean). And another variable was Leadership possessed by graduates (4.00 mean) and leadership that need in labour market from graduates perspectives (4.00 mean).

From the big picture summary, there in no differences between the level of employability skills possessed by graduates and the level needs during entering the labour market from the graduates perspectives. It means, the graduates have the skills as expected by the graduates during they enter the labour market.

Proposition 4

Employers of both genders have different perceptions of how they rate employability skills needed by graduates during entering labour market

Table 20 : Employers Gender and Their Perceptions of how they rate employability skills needed by graduates during entering labour market

	HUMANASPECT 1	ENGLISHLGAGE 1	PRSOLVA	ICTA	POTIMEA	LEADERA	COMMA
Mann-Whitney U	2611.000	2596.000	2213.000	2766.500	934.500	2420.500	2570.500
Wilcoxon W	5026.000	5011.000	5534.000	5181.500	3349.500	4835.500	5891.500
Z	-.713	-.763	-2.205	-.108	-7.404	-1.431	-.884
Asymp. Sig. (2-tailed)	.476	.446	.027	.914	.000	.153	.376

a. Grouping Variable: GENDER

Notes: Significant levels used in this study are 0.1,0.05 and 0.01

From the table 20, this study using the Mann Whiney test to investigate about whether the gender of employers have any significant differences in their perception on how they rate employability skills needed by graduates during entering labour market or not.

The results from the Mann Whiney of 2 tailed significance analysis shows that the p-value for Human Skills (0.476), English Language Proficiency and Literacy Skills (0.446), Information Communication and Technology Skills (0.914) Leadership Skills (0.153) and Communication Skills (0.376). This result is insignificance since the p-value is more than 0.1 (10% significance level). Therefore, there is no significance between gender of employers and how they rate of employability skill toward this five (5) employability skills.

As reported by World Bank Report on March 2007 (Report No. 40397-MY), the English Language should be imposed since secondary education. Therefore, it should be pedagogical practices that encourage critical thinking and the mastery of foreign and english language.

However, the result is different for the Problem Solving and Adaptability Skills and Personal Organization and Time Management Skills whereby both of this employability skills provide p-value less than 0.1 (10% significant level). Therefore, its demonstrate that there is significance genders of employers and how the rate the employability skills needed during entering the labour market.

As conclusion, For 5 employability skills above there are similar perception by female and male, however for another 2 employability skills they have different perception on how they rate the employability skills. Therefore this proposition is partially supported.

Proposition 5:

Employers of various age groups have different perception of how they rate graduates employability skills need by a graduates during entering the labour market.

Table 21: Summary of the Differences on Mean Score by Age (Average Ratings) of Employability Skills Needed by graduates during entering labour market from Employer Perspectives

Report

AGE		HUMANASPE CT1	ENGLISHLGA GE1	PRSOLVA	ICTA	POTIMEA	LEADERA	COMMA
21-30	Mean	4.5926	4.7716	4.2284	4.6074	4.5767	4.3185	4.9877
	N	27	27	27	27	27	27	27
	Std. Deviation	.13280	.16761	.17725	.15172	1.48434	.22367	.06415
	Sum	124.00	128.83	114.17	124.40	123.57	116.60	134.67
31-40	Mean	4.5961	4.6908	4.1360	4.4632	4.7368	4.4711	4.0965
	N	76	76	76	76	76	76	76
	Std. Deviation	.14277	1.45238	.14863	.22441	.18524	.29701	.17902
	Sum	349.30	356.50	314.33	339.20	360.00	339.80	311.33
41-50	Mean	4.0489	3.8630	4.3383	4.1556	4.6127	3.7333	3.6889
	N	45	45	45	45	45	45	45
	Std. Deviation	.11406	.10830	.14594	.20841	.10821	.24121	.11010
	Sum	182.20	173.83	195.22	187.00	207.57	168.00	166.00
51 and above	Mean	4.5000	4.4167	4.5000	4.5000	4.7143	8.6000	5.0000
	N	2	2	2	2	2	2	2
	Std. Deviation	.00000	.11785	.23570	.42426	.20203	5.37401	.00000
	Sum	9.00	8.83	9.00	9.00	9.43	17.20	10.00
Total	Mean	4.4300	4.4533	4.2181	4.3973	4.6705	4.2773	4.1467
	N	150	150	150	150	150	150	150
	Std. Deviation	.28278	1.10573	.17931	.26721	.64058	.78980	.47216
	Sum	664.50	668.00	632.72	659.60	700.57	641.60	622.00

Table 21, there are several differences shown by using the means score approaches. From the human aspect factor, age 41- 50 have 4.04 compared with other category of ages. For the English language, the employers from category 41- 50 again have 3.86 compared to all other categories of ages. Moreover for the Communication skills need for ages 41- 50, 3.68 mean rank and for the Leadership aspects, again the employers from category 41-50 ages shown the lowest mean score compare to others categories of employers with 3.73. Meanwhile for the Personal Organization and Time Management, the 21-30 category of ages have the lowest mean score compare the others age categories.

As the result from Table 21, the mean score shows that the employers from various categories of ages have their own perception towards the employability skills needed by graduates during entering the labour market.

Table 22: Employers Age Category and Employability Skills

	HUMANASP ECT1	ENGLISHLG AGE1	PRSOLV A	ICTA	POTIME A	LEADER A	COMMA
Chi-Square	95.547	94.276	44.548	57.107	72.610	86.320	129.217
df	3	3	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Notes: Significant levels used in this study are $p < 0.05$

This study also conducting test on employer's age category and their perception on employability skills. The findings in Table 22 shows that all employability skill having p value <0.05 whereby it is significance.

Table 23: Kruskas Wallis test for employers age categories and Employability Skills

Human Skills			
	AGE	N	Mean Rank
HUMANASPECT1	21-30	27	108.69
	31-40	76	93.72
	41-50	45	25.02
	51 and above	2	71.00
	Total	150	

Test Statistics ^{a,b}	
	HUMANASPEC T1
Chi-Square	95.547
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

otes: Significant levels used in this study are 0.05

English Language Proficiency and Literacy Skills			
	AGE	N	Mean Rank
ENGLISHLGAGE1	21-30	27	111.24
	31-40	76	92.40
	41-50	45	24.98
	51 and above	2	87.50
	Total	150	

Test Statistics ^{a,b}	
	ENGLISHLGAG E1
Chi-Square	94.276
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Notes: Significant levels used in this study are 0.05

Problem Solving and Adaptability Skills			
	AGE	N	Mean Rank
PRSOLVA	21-30	27	75.46
	31-40	76	55.18
	41-50	45	107.42
	51 and above	2	130.00
	Total	150	

Test Statistics ^{a,b}	
	PRSOLVA
Chi-Square	44.548
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Notes:

Significant levels used in this study are 0.05

**Information Communication
and Technology Skills**

	AGE	N	Mean Rank
ICTA	21-30	27	110.28
	31-40	76	84.95
	41-50	45	38.06
	51 and above	2	89.25
	Total	150	

Notes: Significant levels used in this study are 0.05

Test Statistics^{a,b}

	ICTA
Chi-Square	57.107
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable:

AGE

Personal organization and Time Management Skills

	AGE	N	Mean Rank
POTIMEA	21-30	27	18.67
	31-40	76	96.90
	41-50	45	72.68
	51 and above	2	93.00
	Total	150	

Notes: Significant levels used in this study are 0.05

Test Statistics^{a,b}

	POTIMEA
Chi-Square	72.610
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Leadership Skills

	AGE	N	Mean Rank
LEADERA	21-30	27	82.35
	31-40	76	99.72
	41-50	45	27.52
	51 and above	2	142.25
	Total	150	

Notes: Significant levels used in this study are 0.05

Test Statistics^{a,b}

	LEADERA
Chi-Square	86.320
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

Communication Skills

	AGE	N	Mean Rank
COMMA	21-30	27	135.44
	31-40	76	82.47
	41-50	45	25.08
	51 and above	2	136.00
	Total	150	

Notes: Significant levels used in this study are 0.05

Test Statistics^{a,b}

	COMMA
Chi-Square	129.217
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: AGE

As shown in Table 23, all seven (7) types of employability skills illustrate us that there ages of an employer does relate with the perception towards the graduates

employability skills. As example, for Information Communication Skills the Highest Mean Rank is by Age of 21-30 with 110.28 Mean Rank, however for Personal Organization and Time Management Skills the highest Mean Rank by the 31-40 Age categories.

As conclusion, Age of an employer will give an influence to rate an employability skills needed by a graduate during entering labour market.

5.0 CONCLUSION

5.1 INRODUCTION

This chapter provides information about conclusion and recommendation about this study.

5.2 LIMITATION OF THE STUDY

The limitation of this study is the number of respondents. The mail questionnaire did not receive well responses. Therefore the result may not represent the large pool of employers and graduates in the Malaysia's labour market.

5.3 MAJOR FINDINGS

- Personal Organization and Time Management Skills is the most important skills need by employer during the graduates entering the labour market
- Human Skills and English Language Proficiency and Literacy is among the important employability skills need by employer during the graduates entering the labour market
- However, in Malaysia case study, the employability skills that graduates possessed were English Language Proficiency and Literacy, Human Skills and Problem Solving and Adaptability Skills.
- The graduates do not possessed Personal Organization and Time Management Skills as their top employability skills, but this is the upmost skills needed by the employers.

- Leadership skills and Information and Communication Technology (ICT) skills were in the bottom ranks and lowest mean score. Though, both these employability skills were needed and important to possess by a graduate after they complete their studies.
- This skills gap may create unemployment scenario among graduates.

5.4 IMPLICATIONS

- The issue on graduate's unemployment is being puzzle everywhere at Malaysia because of the growing numbers of unemployed graduates since 2000. Among the reasons is the mismatch problem between what higher education institutions are producing and the skills demanded by employers.
- From the finding in this study, its shows that there is a difference between the skills demanded by employers and the skills possess by graduates during they entering the labour market after graduates.
- The differences that known as skills gap will create unemployment scenario among graduates because the supply did not match with the demands in terms of employability skills.
- The ignorance about the existence of this scenario without any pro -active actions will lead to the growing numbers of unemployment, increasing yearly as the real scenario today.
- Malaysia Higher Education Institution that plays the big roles and functions as the main provider in transferring the knowledge and experience to the

students and as the medium to transfer in the labour market after the students graduates soon.

- According the Magic Bullet Model of Employability (Harvey (2002), employability and diversity), University is the best place for the students to enhance their employability skills through curricular and extracurricular activities such as clubs, societies or any student's activities.
- University need to design and provide the opportunity to the students in growing and enhancing the students employability skills. Therefore it will helps the students to be employed after they graduates soon.
- More than that, for the policy aspects, this skills gap that lead to graduates unemployment will create another scenario. From the national view, the projection of human resouces supply or manpower do not reach the target or demand because of this externalities, that known as skills mismatch or skills gap.
- Malaysia, a Developing Country that on its journey to be the Developed Country in year 2020, had implement economic transformation through Government Transformation Plan (GTP) and Economic Transformation Plan (ETP) will facing the "shortage of manpower" challenge if this skills mismatch still arised. Henceforward, it will effect the whole economic's ecosystem.
- Many countries have discussed about the effect of this skills gap. The tax funding will be used by the Government to do various of alternatives in order to helps the young people, especially graduates to enhance their employability skills, however, its better for this fund goes to others places that are more crucial (such as health and medicine, welfare, famine and others).

Therefore Higher Education institution needs to take pro-active actions together with others stakeholders in ensuring the plays their roles properly.

- Moreover, among others effect is the employers will spend more funds and time in order to provide training courses to equip the graduates hence the graduates may be capable in doing task and jobs focusing on employability skills.

5.5 FUTURE RECOMMENDATION

5.5.1 Future Research

- Future research should be targeted to a larger population of graduates and employers to gain more information regarding the employability skills at Malaysia such as in accordance to employer's categories (e.g.: size of company and field of industries) and graduates categories (e.g.: gender, ethnics, rural-urban and etc.).
- Understanding on the extent of employability problem among graduates and have more understanding on various types of skills mismatch (e.g.: academics, employability skills etc.)
- Understanding employability skills for different group of graduates by their type of field or courses (Social Sciences, Education, Engineering, Science and Technology) and according to the academic levels that are Diploma, Advance Diploma and Bachelor Degree. Therefore, Malaysia will have the suitable Skills Sets on Employability Skills based on types and levels.

- The finding is very important to the policy makers because it will let the government and others stakeholders know the current situation on the employers' expectation, therefore the government, higher education institution and the student may develop the needed employability skills during their studies at their higher education institution.
- Henceforward, the government will provide the best alternative and policy that are parallel with the latest industries demand. The higher education plays good roles in training human capital and providing a quality human capital as demanded by industries and market labour.

5.5.2 Higher Education Institutions

- According to World Bank Report, No. 40397, Malaysia higher education graduates may face unemployment, as there are also several complaints relative to the shortages of qualified labour from tertiary education. Therefore there is a huge need on quality concerns, including insufficient numbers of faculty with the highest credentials and a disjointed quality assurance systems and university –industry linkages.
- Each Higher Education institution at Malaysia need to have Tracer Studies, Research on Graduates Employment, well manageable Alumni Association and Data Information, Online Database on Graduates Records and Current Status to identify the present situation on graduate's employment status and investigate to which extent the

employability skills provide the institution helps the students in their employment after graduates.

- Under academic's roof, the higher education institutions need to review their curricular and extra curricular activities. From the curricular part, the university needs to enrich the information about the effectiveness of their placement, internship; work based learning and industrial training programmes.
- Moreover, the academic institution may review on the needs of industrial training for certain Courses or Programme that still do not have the industrial training in their syllabus, the period of industrial training as suggested by UKCES at least 6 months to have full benefits, the implementation of industrial trainings such as the suitable time (Final Year or on Second Year).
- Referring to The National Construction Company, UK, suggested that the best model experience is when a student goes for the placement or internship during their final year. On that moment, students have good level of university knowledge, whereby after doing placement and internship; they will go back to university and completing their last semester for their final degree or diploma and in many cases they usually offered by the employers.
- During the syllabus design, the academic people may include the curricular activities or learning outcome in their lesson. Such as example the implementation of Outcome Based Education (OBE) that shows clearly the

Courses Learning Outcome and Programme Learning outcome that include of the soft skills during their teaching and learning session.

- Higher Education Institutions need to collaborate more with Industries to strengthening their linkages with industries not only in research but more than that. In Malaysia cases, usually each University have their own Industrial Advisory Board, that been appointed in Curriculum Design and Industrial Relations. However, Malaysia the Higher Education at Malaysia needs to enforce and make an active action about this collaboration.
- In certain cases, all of this is only by name, not in implementation. Furthermore, the institutions may also use this linkage to have benefit more than placement for students and lecturers, research and curriculum design and both parties “win win” situation. As suggested by Zuraidah, the Government of Malaysia has immense opportunities to expand the links between schools, higher education institution and industries to minimize the mismatch (Zuraidah, TVET in Malaysia, pg. 2).
- As suggested by Frye (2000) and other scholars suggesting new model and framework to gain the future employment skills through the Industrial Linkages as the following:

a) Employers demand-provider supply:

To identify the mismatch between employers demand for particular skills and the flow of skills people arising from provider supply

b) Learners aspirations-employer demand:

To identify the mismatch between what learners aim to attain through education and training and the skills need of employer

c) Provider supply-Learner aspirations:

To identify the mismatch between courses offered by higher learning institution and the expectation and the needs of learners.

- Higher Education Institutions at Malaysia may introduce a few Awards in order to encourage and recognize students that achieved certain level of employability skills.
- In on of the case study in employability, Rusell Group Scottish University has implemented the Graduates Skills Programmes (GSP) to enhance the student's employability skills during their studies. The GSP awards will be given to any students that achieve: Academic skills: example: research skills, academic writing, time management, exam preparation and academic skills development. The University recognized and motivate students to have:
 - a) Extracurricular activities: example: joining clubs and societies, involvement in volunteering, reflecting hobbies and interest, becoming students representative
 - b) Work related and work based learning example undertaking work placements, meeting employers, reflecting on part time work, receiving supports to start own companies
 - c) Job and careers: example meeting employers, building CV's, practice interviews, career planning and developing skills required

to find jobs at the end of degree or diploma programmes. The GSP Programme consists of a series of sessions conducted by university staff and graduates, workshop by GSP Tutors and self-directed activities by students. At the last stage, students will have a portfolio and webpage about the students to market themselves. Students those have completed all 4 criteria will receive the GSP awards.

- Besides, Northern Ireland University introduced the Degree plus Award that purposely to recognize the students that have all the employability skills from their extracurricular activities such as part time job, voluntary work or acting as students representative. The students will log in in their online CV Builders and provide all information about the extra activities and achievements.
- Additionally, South of England University offering employability and skills events such as meeting employers and ad raising employers profile, practice interviews sessions, speed dating style events and other employability programmes.

5.5.3 Government of Malaysia

Several actions need to be taken seriously by the government of Malaysia, head by the Ministry of Education such as:

- Have active roles in participate the employers in committees and policy making on employability. Make the industries highly interested and highly involve in any policy making process to get the effective and updated information regarding the graduates manpower supply.

- Recognized the experiential learning. This effort will provide more funding to Universities in order to carry out more research, framework and actions to investigate and identify the best experiential learning according to Malaysia way and approaches that suitable with Malaysia economics and environment.

5.6 CONCLUSION

This study was conducted to identify the employability skills needed by a graduate during entering the labour market after graduate from the employer perspectives. Moreover, this study also wants to investigate the employability skills that need by a graduate during they entering their labour market, as all the respondents that been selected should already have an experience in labour market after they graduating. Then, this study also want to investigate about the employability skills that a graduates possess during they be as a students through co-curricular activities, practical training, any part time jobs, involvement in association and others.

APPENDICES

APPENDIX A

Malaysia Higher Education: What The Employer Think And Graduates Have?

EMPLOYER PERCEPTIONS

Dear Sir & Madam,



I am an officer from Department of Polytechnics Education, Ministry of Higher Education working on a research project **Malaysia Higher Education: What The Employer Think And Graduates Have?** The purpose of this enclosed survey is to obtain the information regarding the Graduates Employability Skills needed by the job market from the employers and graduates perspectives. This study also wants to gain information about the graduate's employability skills they currently possessed.

The following point will assist you in completing the questionnaire:

- You have been choosing on random basis and voluntarily.
- Please be assured that any information that you provide in this questionnaire is STRICTLY CONFIDENTIAL and will only be used for the purpose of this study
- Thank you for your time and co-operation for answering the questionnaire.

Best Regards,

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Section A: Graduates Employability Skills

The purpose of this section is to have information from employer perspectives about the skills needed by the graduates during entering labour market (after graduates). Please indicate your level of agreement on each of the following statements by tick (/) for the answer you choose.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

1) Problem Solving and Adaptability Skills

The purpose of this section is to gain information about the problem solving and adaptability skills consist of problem solving, adaptability, risk taking and creative thinking skills needed by graduates in labour market from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Recognizes alternate routes in meeting objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors progress toward objectives in risky ventures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies potential negative outcomes when considering risky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes reasonable job related risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to different situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to cope with uncertainty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prefers taking up new challenges and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify and suggest alternative ways to achieve goals and get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to situations of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates change to enhance productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and makes suggestions to improve the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathers facts and information in finding the solution for problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds effective ways of solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful in resolving conflicts with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solves problems without getting assistance from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides novel solution to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Able to identify problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2) Human Skills

The purpose of this section is to gain information about the human skills consist of teamwork and interpersonal skills needed by graduates in labour market from employers perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Enjoys the 'give and take' policy or working in group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to follow the norms and standards of the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys working as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets along easily with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places team goals ahead of own goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with fellow workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to listen to other people's opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathizes with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) English Language Proficiency and Literacy Skills

The purpose of this section is to gain information about the English language proficiency and literacy skills needed by graduates in labour market from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Has no problem in speaking English to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not shy away from using the English Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to communicate with colleagues in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaks and write clearly so that others understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and asks questions in order to understand instruction and views of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can create documents such as letters, directions, reports, graphs and flow charts in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Information, Communication and Technology Skills

The purpose of this section is to gain information about the information, communication and technology skills obtained by graduates from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
ICT knowledge using the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in using email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in handling presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Personal Organization and Time Management Skills

The purpose of this section is to gain information about the personal organization and time management skills needed by graduates in labour market from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Allocates time efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to meet deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses time & materials to the best advantage of the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to arrive to work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes work in a thorough manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Able to meet identified standard when performing a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usually sets priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Leadership Skills

The purpose of this section is to gain information about the leadership skills needed by graduates in labour market from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Gives direction and guidance to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the ability to lead people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to delegate work to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to motivate others to work for a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take ownership and responsibility for the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Communication Skills

The purpose of this section is to gain information about the communication skills needed by graduates in labour market from employer's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Makes effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to put up a good logical argument to persuade others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to express ideas verbally, one to one or to groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section B: Background Information

The purpose of this section is to have the respondent's demographic information. Please be assured that any information that has been provided in this section is strictly confidential and will only be used for the purpose of this research. Do tick (/) for each answer you choose.

Gender

- Female
- Male

Ethnic Group

- Malay
- Chinese
- Indian
- Others

Age

- Less than 20
- 21 - 30
- 31 - 40
- 41 - 50

Highest Education Level

- PMR / SPM / Certificate
- Diploma
- Advance Diploma
- Bachelor
- Masters
- PHD
- Others (Please Specify) _____

Years of Work experience

- Less than 3 years
- 3 - 6 years
- 7 - 9 years
- more than 9 years

Industry Sectors

- Government Sector
- Statutory Bodies
- Private (Multinational)
- Private (Local)
- Own Business
- Government Linked Companies
- Non - Government Organization (NGO)
- Others

Background of Industry

- Oil, Gas and Energy
- Palm Oil and Rubber
- Financial Services
- Tourism
- Business Services
- Electrics and Electronics
- Wholesale and Retails
- Education
- Healthcare
- Communication Content and Infrastructure
- Agriculture
- Mining and Quarrying
- Construction

Current Level of Position

- Supervisor / Grade 29/ Grade 32/ Grade 36
- Junior Executive/ Grade 41
- Senior Executive/ Grade 44
- Head of Unit / Division/ Grade 48
- Manager/ Grade 52
- Senior Manager/ Grade 54/ JUSA

Industry Location

- Selangor
- Melaka
- Negeri Sembilan
- Johor Bharu
- Pahang
- Terengganu
- Kelantan
- Kedah
- Perlis
- Penang
- Sabah
- Sarawak
- Wilayah Persekutuan Kuala Lumpur
- Wilayah Persekutuan Putrajaya
- Wilayah Persekutuan Labuan
- Perak

Which types of institutional background of graduates you prefer to hire

(You need to choose 1 answer only)

- Polytechnics
- Public University
- Private University

Thank you for your time in answering this survey.

APPENDIX B

Malaysia Higher Education: What The Employer Think And Graduates Have?

GRADUATES PERCEPTIONS

Dear Sir & Madam,



I am an officer from Department of Polytechnics Education, Ministry of Higher Education working on a research project **Malaysia Higher Education: What The Employer Think And Graduates Have?** The purpose of this enclosed survey is to obtain the information regarding the Graduates Employability Skills needed by the job market from the employers and graduates perspectives. This study also wants to gain information about the graduate's employability skills they currently possessed.

The following point will assist you in completing the questionnaire:

- You have been choosing on random basis and voluntarily.
- Please be assured that any information that you provide in this questionnaire is STRICTLY CONFIDENTIAL and will only be used for the purpose of this study
- Thank you for your time and co-operation for answering the questionnaire.

Best Regards,

Noor Shuhailie M Mohamed Noor

Assistant Director Publicity and Industrial Relations Divisions

Department of Polytechnic Education

Ministry of Higher Education

Mobile: 012- 937 0600

Email : shuhailie@mohe.gov.my

Section A: Employability Skills Owned by Graduates

The purpose of this section is to have information from graduates about the skills they owned. Please indicate your level of agreement on each of the following statements by tick (/) for the answer you choose.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

1) Problem Solving and Adaptability Skills

The purpose of this section is to gain information about the problem solving and adaptability skills consist of problem solving, adaptability, risk taking and creative thinking skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Recognizes alternate routes in meeting objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors progress toward objectives in risky ventures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies potential negative outcomes when considering risky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes reasonable job related risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

situations					
Able to cope with uncertainty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers taking up new challenges and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify and suggest alternative ways to achieve goals and get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to situations of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates change to enhance productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and makes suggestions to improve the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathers facts and information in finding the solution for problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds effective ways of solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful in resolving conflicts with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solves problems without getting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

assistance from others					
Provides novel solution to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Human Skills

The purpose of this section is to gain information about the human skills consist of teamwork and interpersonal skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Enjoys the 'give and take' policy or working in group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to follow the norms and standards of the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys working as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets along easily with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places team goals ahead of own goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with fellow workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to listen to other people's opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathizes with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicates well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3) English Language Proficiency and Literacy Skills

The purpose of this section is to gain information about the English language proficiency and literacy skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Has no problem in speaking English to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not shy away from using the English Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to communicate with colleagues in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaks and write clearly so that others understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and asks questions in order to understand instruction and views of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can create documents such as letters, directions, reports, graphs and flow charts in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Information, Communication and Technology Skills

The purpose of this section is to gain information about the information, communication and technology skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
ICT knowledge using the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in using email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in handling presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Personal Organization and Time Management Skills

The purpose of this section is to gain information about the personal organization and time management skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Allocates time efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to meet deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses time & materials to the best advantage of the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to arrive to work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes work in a thorough manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to meet identified standard when performing a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Usually sets priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6) Leadership Skills

The purpose of this section is to gain information about the leadership skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Gives direction and guidance to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the ability to lead people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to delegate work to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to motivate others to work for a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take ownership and responsibility for the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Communication Skills

The purpose of this section is to gain information about the communication skills possess by graduates.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Makes effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to put up a good logical argument to persuade others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to express ideas verbally, one to one or to groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section B: Graduates Employability Skills Need in Labour Market from Graduates Perspectives

The purpose of this section is to have information about the importance of employability skills that need in labour market from graduates perspectives. Please indicate your level of agreement on each of the following statements by tick (/) for the answer you choose.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

1) Problem Solving and Adaptability Skills

The purpose of this section is to gain information about the importance of problem solving and adaptability skills consist of problem solving, adaptability, risk taking and creative thinking skills need in labour market from the graduate's perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Recognizes alternate routes in meeting objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

progress toward objectives in risky ventures					
Identifies potential negative outcomes when considering risky	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes reasonable job related risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to different situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to cope with uncertainty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers taking up new challenges and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify and suggest alternative ways to achieve goals and get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to adapt to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to situations of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates change to enhance productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and makes suggestions to improve the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gathers facts and information in finding the solution for problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds effective ways of solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful in resolving conflicts with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solves problems without getting assistance from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides novel solution to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Human Skills

The purpose of this section is to gain information about the importance human skills consist of teamwork and interpersonal skills need in labour market from graduates perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Enjoys the 'give and take' policy or working in group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to follow the norms and standards of the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys working as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets along easily with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places team goals ahead of own goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with fellow workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to listen to other people's opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathizes with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) English Language Proficiency and Literacy Skills

The purpose of this section is to gain information about the importance of English language proficiency and literacy skills need in labour market from the graduates perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Has no problem in speaking English to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not shy away from using the English Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to communicate with colleagues in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaks and write clearly so that others understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and asks questions in order to understand instruction and views of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can create documents such as letters, directions, reports, graphs and flow charts in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) Information, Communication and Technology Skills

The purpose of this section is to gain information about the importance of information, communication and technology skills need in labour market from the graduates perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
ICT knowledge using the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in using email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT knowledge in handling presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Personal Organization and Time Management Skills

The purpose of this section is to gain information about the importance of personal organization and time management skills need in labour market from the graduates perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Allocates time efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to meet deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses time & materials to the best advantage of the company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to arrive to work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes work in a thorough manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to meet identified standard when	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performing a job					
Usually sets priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Skills

The purpose of this section is to gain information about the importance of leadership skills obtained by graduates need in labour market from the employer perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Gives direction and guidance to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the ability to lead people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to delegate work to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to motivate others to work for a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take ownership and responsibility for the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Communication Skills

The purpose of this section is to gain information about the importance of communication skill need in labour market from the employer perspectives.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Makes effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to put up a good logical argument to persuade others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to express ideas verbally, one to one or to groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section C: Background Information

The purpose of this section is to have the respondent's demographic information. Please be assured that any information that has been provided in this section is strictly confidential and will only be used for the purpose of this research. Do tick (/) for each answer you choose.

Gender

- Female
- Male

Marital Status

- Single
- Married

Ethnic Group

- Malay
- Chinese
- Indian
- Others

Age

- Less than 20
- 21 - 30
- 31 - 40
- 41 - 50

Highest Education Level

- Diploma
- Advance Diploma
- Bachelor

Type of educational Institution

(Please write down your institution name. Example: Universiti Teknologi MARA)

- Polytechnic _____
- Public University _____
- Private University _____

Field of Study at University

(Please state your programme of study. Example: Business Administration (Finance))

- Arts and Social Sciences _____
- Sciences _____
- Technical and Engineering _____
- Information and Communication Technology _____
- Education _____

Month and Year of Convocation/ Graduation (Example: July 2010)

Present job related to field of study

- Yes
- No

Current Employment Sectors

- Government Sector
- Statutory Bodies
- Private (Multinational)
- Private (Local)
- Own Business
- Government Linked Companies
- Non - Government Organization (NGO)
- Others

Background of Work Industry

- Oil, Gas and Energy
- Palm Oil and Rubber
- Financial Services
- Tourism
- Business Services
- Electrics and Electronics
- Wholesale and Retails
- Education
- Healthcare
- Communication Content and Infrastructure
- Agriculture
- Mining and Quarrying
- Construction

Current Level of Position

- Others / Grade 1 - 17
- Technician / Grade 27
- Supervisor / Grade 29/ Grade 32/ Grade 36
- Junior Executive/ Grade 41
- Senior Executive/ Grade 44
- Head of Unit / Division/ Grade 48
- Manager/ Grade 52
- Senior Manager / Grade 54/ Grade JUSA

Monthly Income

- RM 500 - 1000 monthly
- RM 1001 - 2000 monthly
- RM 2001 - 3000 monthly
- RM 3001 - 4000 monthly
- RM 4001 - 5000 monthly
- RM 5001 - 6000 monthly
- RM 6001 - 7000 monthly
- RM 7001 - 10,000 monthly
- RM 10,001 and above

Current Work Location

- Selangor
- Melaka
- Negeri Sembilan
- Johor Bharu
- Pahang
- Terengganu
- Kelantan
- Kedah
- Perlis
- Penang
- Sabah
- Sarawak
- Wilayah Persekutuan Kuala Lumpur
- Wilayah Persekutuan Putrajaya
- Wilayah Persekutuan Labuan
- Perak

Medium of instruction at home (You can tick (/) more than ONE answers.

- Malay Language
- English Language
- Mandarin Language
- Other Language (Please State) _____

Home Town Location

- Selangor
- Melaka
- Negeri Sembilan
- Johor Bharu
- Pahang
- Terengganu
- Kelantan
- Kedah
- Perlis
- Penang
- Sabah
- Sarawak
- Wilayah Persekutuan Kuala Lumpur
- Wilayah Persekutuan Putrajaya
- Wilayah Persekutuan Labuan
- Perak

Home Town Location Type

- Urban Area
- Rural Area

Thank you for your time in answering this survey.

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