JOB QUALIFICATIONS AFFECTING EMPLOYABILITY AMONG PRIVATE UNIVERSITY STUDENTS

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PREFACE

This research project was undertaken as part of the requirements for the completion of our final year at Universiti Tunku Abdul Rahman (UTAR). The study, titled "Job Qualifications Affecting Employability Among Private University Students", explores the influence of academic performance, communication skills, technical skills, and self-efficacy on students' employability, with a focus on four private institutions: TARUMT, Segi University, Help University, and Nilai University.

The purpose of this research is to contribute to a better understanding of employability challenges in Malaysia, particularly within private universities, which have often received less attention compared to public institutions. By identifying the essential job qualifications valued by employers, this study seeks to provide insights that may assist students, educators, policymakers, and industry stakeholders in narrowing the skills gap and enhancing graduate readiness for the labour market.

Throughout this project, we have gained valuable knowledge, not only in terms of academic research but also in developing our own skills in teamwork, problem-solving, and perseverance. This experience has strengthened our understanding of the realities of employability and the importance of aligning academic training with industry expectations.

We sincerely hope that the findings of this research will serve as a useful reference for future studies and practical initiatives aimed at improving graduate employability in Malaysia.

ABSTRACT

This study examines job qualifications affecting employability among students from four Malaysian private universities: TARUMT, Segi University, Help University, and Nilai University. Employability is a key benchmark of higher education effectiveness, reflecting how well institutions prepare graduates for today's competitive job market. The research focuses on four independent variables—academic performance, communication skills, technical skills, and self-efficacy—and their impact on employability. Data were collected through a structured questionnaire and analyzed using descriptive, reliability, normality, and regression techniques in SPSS 26.0.

The results show that communication skills, technical skills, and self-efficacy significantly enhance employability, while academic performance has only marginal influence. Self-efficacy emerged as the most influential predictor, highlighting the importance of confidence, adaptability, and resilience. These findings suggest that employers prioritize practical skills and personal attributes over grades, underscoring the need for universities to integrate soft skills training, technical exposure, and personal development into their programs.

The study contributes to literature by focusing on private universities, which remain underexplored compared to public institutions. It also stresses the importance of stronger industry–academia collaboration to close skills gaps. Future research should include additional factors such as digital literacy, internships, and networking, using mixed methods for deeper insights.

Keywords: Employability; Academic Performance; Communication Skills; Technical Skills; Self-Efficacy

Subject Area: HD5701–6000.9 Labor market. Labor supply. Labor demand (Including unemployment, manpower policy, occupational training, employment agencies)

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Chapter 1: Introduction

1.0   Introduction

The focus of this study will be on how students' employability is impacted by their job qualifications. Research background, issue statement, goals, questions, and hypotheses; study importance; chapter structure; chapter summary; and a discussion of the study's applicability are all included in the overview of Chapter 1.

1.1   Research Background

Graduate employment rate is a key benchmark of higher education success (Cheng et al., 2021). Universities are expected to produce not only academically proficient graduates but also adaptable and innovative individuals who contribute to economic growth (Maneejuk & Yamaka, 2021), innovation (Kong et al., 2022), and social progress. However, rapid technological change has reshaped industries, intensified competition, and made stable employment harder to secure, positioning employability as a central measure of educational effectiveness (Hosain et al., 2021).

Employers increasingly value human capital as vital for competitiveness (Latifah et al., 2022). Beyond technical expertise, they seek soft skills such as communication, teamwork, leadership, adaptability, and problem-solving (Al Asefer & Zainal Abidin, 2021). Employability thus extends beyond academic credentials to include transferable, interpersonal, and industry-specific abilities (Romgens, 2019). Lifelong learning is essential for graduates to remain relevant in evolving labour markets (Mainga et al., 2022). Yet, mass higher education has not guaranteed equitable access to jobs, contributing to shortages in creativity, leadership, and critical thinking (Tenorio Rodríguez et al., 2022; Vuc & Stroe, 2025) and misalignments between qualifications and industry needs (Nordin & Nordin, 2023).

In Malaysia, despite a stable labour market in 2024, youth unemployment remained at 10.6%, with over 306,600 young Malaysians jobless and 1.95 million employed below their education level (Mohamad, 2024). This reflects mismatches

between graduate skills and market demand, including limited high-skilled opportunities, employers' preference for experience, and graduates' lack of industry-relevant abilities. Most research on employability focuses on public universities, leaving private institutions underexplored. This study therefore investigates job qualifications influencing employability among private university students, aiming to provide insights for curriculum reform, career readiness, and industry–academia collaboration (Daily, 2025).

1.2 Problem Statement

Employers increasingly value soft skills such as problem-solving, teamwork, communication, and leadership, yet many graduates still lack these abilities, while higher education continues to prioritise academic and technical knowledge. This mismatch has fueled graduate unemployment and underemployment, as employers highlight gaps in workplace readiness, critical thinking, and adaptability (Mainga et al., 2022; Succi & Canovi, 2020). Digital transformation has worsened the issue, rendering some skills obsolete while creating demand for new ones, leaving graduates unprepared for evolving labour markets (World Bank, 2019).

In Malaysia, the concern is pressing. Although the unemployment rate fell to 3.0% in 2024 (Department of Statistics Malaysia, 2025), graduate employability goals remain unmet. Reports show 21.6% of graduates are still unemployed six months after graduation, and nearly two-million-degree holders are underemployed in unrelated jobs (MOHE, 2023; Mohamad, 2024). Private university graduates face greater challenges, with unemployment at 17.0% versus 7.0% for public university peers (The Star, 2025; Ministry of Higher Education, 2024). These disparities stem from oversaturation in non-STEM fields, weak industry-academic linkages, and limited high-skilled opportunities.

Graduate unemployment has worsened in recent years. While overall rates stayed around 4–5% from 2020 to 2022, they surged to 17.6% in both 2023 and 2024, with private university alumni and fresh graduates under 25 most affected (The Star, 2025; Ministry of Higher Education, 2024). Oversupply in non-STEM fields such as

Business, Law, and Arts has deepened the gap between qualifications and market demand (MalaysiaKini, 2025). Despite the Ministry's target of 80% employability, this has not been achieved.

Although Malaysia reported a 92.5% graduate employability rate in 2024, the figure is misleading, as it includes graduates in further studies, training, or awaiting placement (MOHE, 2024). In reality, only 30% of employed graduates work in skilled roles aligned with their qualifications, while 70% remain in semi- or low-skilled jobs. Over 1.95 million graduates are employed outside their fields, and 65.3% earn under RM3,000 monthly—below urban living standards. These figures reveal that headline rates mask deeper issues of skill relevance, wage adequacy, and sectoral alignment.

This study focuses on four private universities—TARUMT, Segi, Help, and Nilai—whose graduates record low employability scores in the QS Asia University Rankings (2023). For instance, TARUMT scores 42%, Segi 38%, Help 35%, and Nilai 30%. The research examines the job qualifications affecting employability, focusing on academic performance, communication skills, technical skills, and self-efficacy, where mixed arguments remain.

First, MANJUNATH (2021) discovered a strong correlation between employability and academic achievement. But according to Teresa de Dios Alija et al. (2024), academic achievement has little bearing on employment.

Second, Duvvuri (2024) stated that communication skills show a significant relationship with employability, but Suyansah et al. (2023) discovered an insignificant relationship with employability.

Third, Kraja et al. (2024) pinpointed that technical skills have a significant relationship with employability but, Tajib and Yusoff (2024) indicated that technical skills have an insignificant relationship with employability.

Finally, self-efficacy and employability have a strong association, according to Tsai et al. (2024), although Berntson et al. (2008) suggest that the relationship is negligible.

Since all the studies on the topic have shown contradictory results with significant and insignificant relationships, a complete picture of the link between employability and the elements affecting it cannot be developed. This is therefore the gap that the present research has to close.

1.3   Research Objectives

1.3.1 General Objective

The primary objective of this research is to examine the employability among the students of private universities and identify the job qualifications that affect the employability among them.

1.3.2 Specific Objective

The following particular goals are created in order to achieve our overall goal.

1. To examine whether there is a significant relationship between academic performance and employability among private university students.
2. To examine whether there is a significant relationship between communication skills and employability among private university students.
3. To examine whether there is a significant relationship between technical skills and employability among private university students.
4. To examine whether there is a significant relationship between self-efficacy and employability among private university students.

1.4   Research Questions

The following research questions are designed to give our study a clear direction.

1. Is there a significant relationship between academic performance and employability among private university students?
2. Is there a significant relationship between communication skills and employability among private university students?

3. Is there a significant relationship between technical skills and employability among private university students?

4. Is there a significant relationship between self-efficacy and employability among private university students?

1.5   Hypotheses of the Study

This section briefly stated the possible hypotheses in this study to identify the relationship of independent variable on dependent variables.

H1: Academic performance has a significant relationship on employability.

H2: Communication skills have a significant relationship on employability.

H3: Technical skills have a significant relationship on employability.

H4: Self-efficacy has a significant relationship on employability.

1.6   Significance of the Study

This research advances employability studies by examining job qualifications influencing students' career prospects in four Malaysian private universities. Despite extensive global research, little attention has been paid to the opportunities and challenges in these institutions. By analysing academic performance, communication skills, technical skills, and self-efficacy, the study bridges the gap between academic preparation and labour market demands. Findings will provide empirical insights for scholars, policymakers, and educators to enhance curricula, address skills gaps, and strengthen career development initiatives.

Beyond academia, the study underscores the need for a competitive and adaptable workforce to support Malaysia's economic growth. Identifying employability gaps can guide reforms, foster stronger university–industry collaboration, and improve lifelong learning and practical training, preparing graduates for sustained career success.

The results will benefit multiple stakeholders: students gain insights into employer-valued skills, universities refine programs, employers improve recruitment and training, policymakers strengthen workforce strategies, and training providers design targeted programs. Finally, the study lays the groundwork for future research, including cross-institutional comparisons, sector-specific skills, and long-term career outcomes. By addressing employability gaps, this research supports academic progress and evidence-based policymaking to boost Malaysia's global competitiveness.

1.7 Chapter Layout

1.7.1 Chapter 1: Introduction

We will focus on the job qualifications affecting employability among private universities students in this chapter. The primary objective of this study is to examine the job qualifications affecting employability among students at private universities. The introduction, study background, issue statement, research aims, research questions, study hypotheses, study importance, chapter structure, and summary are all included in the overview of Chapter 1. We shall expand on the importance of the study in this chapter.

1.7.2 Chapter 2: Literature Review

This chapter delves deeper into each of the variables chosen for the study. Included is a comprehensive analysis of the literature review, theoretical and conceptual frameworks, and the creation of hypotheses. The body of previously published research in the study was assembled using a variety of secondary sources, such as publications, news, and articles.

1.7.3 Chapter 3: Research Methodology

In the third chapter, several research approaches are examined and the hypotheses are tested. This covers the study's design, methods for gathering and sampling data, research tools, methods for measuring constructs, methods for processing data, analysis, and conclusions. in order to guarantee that the study yields

trustworthy results from scientific experiments. This chapter also covers all data sources and applications.

1.8   Chapter Summary

The issue statement and the background of the study have been supplied by the research discussed in this chapter.   Employment qualifications have an influence on students' employability at private universities.   The objectives, underlying assumptions, significance, and research issues of the study are covered in this chapter.   Readers can easily understand the investigation's conclusions.   In the next chapters, every element and variable will be covered in detail, along with some supporting evidence.

Chapter 2: Literature Review

2.1   Introduction

Throughout this chapter, we will go further into the relevant concepts that pertain to our research. Additionally, we will go into great detail on the independent and dependent variables that we identified in Chapter 1. We will also create a conceptual framework to determine the link between the independent and dependent variables in order to produce a tested hypothesis and analyze the relationship between the variables using the theoretical framework.

2.2   Review of Literature

2.2.1 Employability

Employability is commonly defined as the ability to obtain, retain, and progress in work while adapting to changing demands. Behle (2020) emphasizes job continuity, Sutil and Otamendi (2021) stress independent labour market navigation, and Koenelakis and Petrakaki (2020) frame it as a combination of transferable skills, technical expertise, and personal traits.

In today's digitized, globalized workforce, adaptability, lifelong learning, and critical thinking are vital. Communication, teamwork, and problem-solving skills drive productivity and career growth, while frequent career transitions demand resilience and interpersonal abilities (Mainga et al., 2022). However, a degree alone no longer guarantees employment, with 24% of graduates still jobless six months after graduation (Mui, 2018), highlighting the need to align education with labour market needs.

As industries transform, employers increasingly value digital literacy, leadership, and problem-solving. Sustaining employability requires collaboration between universities, government, and industry through career programs and experiential learning.

2.2.2 Academic Performance

Academic performance is a key factor in students' success in higher education and future careers. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) are often used measures for assessing achievement across participation, assignments, presentations, and tests. Strong academic records demonstrate intellectual ability, discipline, and problem-solving skills, all of which employers value.

 Cruz et al. (2021) find CGPA as a strong predictor of employment, relating academic achievement to technical, communication, and problem-solving abilities. They advocate incorporating industry-relevant skills into academic curricula. According to Manjunath (2021), distinction-level students (70% or higher) have better job prospects and frequently display greater soft skills. Similarly, Khan et al. (2024) point out that employers value knowledge, cognitive capacity, and technical competence, with high-achieving graduates requiring less training and transferring more seamlessly into the profession.

2.2.3 Communication Skills

Communication skills are essential for employability as they enable clear idea exchange and professional interaction. Conrad and Newberry (2011) define them as the transfer of information about human behavior. Employers value verbal, nonverbal, and

written skills to foster cooperation and achieve organizational goals. Written communication requires clarity and audience awareness (Rajprasit et al., 2022), oral communication demands logical expression and engagement, while nonverbal cues such as tone, eye contact, and gestures enhance understanding (Paranduk & Karisi, 2020; Irungu et al., 2019; Ibrahim et al., 2022).

Research shows communication skills strongly influence employability. Duvvuri et al. (2024) found that speaking and writing with clarity and confidence demonstrate problem-solving, while listening and reading aid adaptability. Wu et al. (2023) highlight communication's role in cooperation, conflict resolution, and career growth. Overall, strong communication enhances workplace readiness and long-term success.

2.2.4   Technical Skills

Technical skills are the specialized knowledge and abilities required to do professional jobs. Tushabe and Ssempala (2024) define job-specific competences as the use of equipment, technology, and processes. They help people follow protocols and execute activities efficiently (Pereira et al., 2019). Often referred to as "hard skills," they are essential for professional development and career performance (Dolce et al., 2019).

Researchers believe that technical abilities have a major effect on employment. According to Kraja et al. (2024), these are important job requirements since they demonstrate a candidate's capacity to do needed activities. Employers frequently prioritize formal education and specialized training throughout the recruiting process since they are directly related to productivity and job performance. While soft skills enhance long-term professional success, technical abilities guarantee applicants achieve critical work criteria, particularly in competitive and specialized industries.

2.2.5   Self-Efficacy

One's conviction in their capacity to complete tasks and exert control over life events is known as perceived self-efficacy, and it influences motivation, behavior, and

thought processes (Waddington, 2023). Individuals with high self-efficacy set ambitious goals, persist through challenges, and see obstacles as opportunities, while those with low levels may avoid or abandon tasks.

Research highlights its importance for employability. Naveed and Mahmood (2021) note its influence on job performance, career planning, and competitiveness, while Omar et al. (2023) show that high self-efficacy fosters resilience, motivation, and lifelong learning. According to Waddington (2023), it also enhances well-being, engagement, and productivity, as confident individuals recover quickly from setbacks. Drawing on Bandura's Social Cognitive Theory, Schunk and DiBenedetto (2020) emphasize that self-efficacy directs effort, decision-making, and achievement. Bhati and Sethy (2022) further stress its role in academic success, with students showing persistence and growth-oriented behavior.

In summary, self-efficacy is the belief in one's capacity to succeed—drives motivation, persistence, and adaptability, with strong links to employability, resilience, and professional growth (Li et al., 2022; Naveed & Mahmood, 2021; Omar et al., 2023; Schunk & DiBenedetto, 2020; Bhati & Sethy, 2022).

2.3   Theoretical Framework

2.3.1   Human Capital Theory

Human Capital Theory states that investments in education, training, and skills benefit both individuals and society. In relation to graduate employability, academic performance enhances knowledge, competencies, and adaptability, making graduates more attractive to employers. Schultz first introduced the concept of "investment in human capital" in 1961, and despite early criticism for framing people as "assets," it has since been widely accepted (Goldin & Katz, 2020). The theory underscores the economic value of education and personal development in boosting employability and workforce productivity.

Empirical studies confirm this link. Abraham and Mallatt (2022) and Bolli et al. (2021) show that individuals investing in education and skills are more productive, earn

higher wages, and achieve upward mobility, reinforcing the theory's relevance to employability. However, gaps remain. Disconnections between higher education outcomes and employer expectations, frequent career transitions, and the demand for lifelong learning highlight the need for a broader application of Human Capital Theory. More updated research should also integrate graduates' own perceptions of employability.

While Abraham and Mallatt (2022) outline theoretical developments, little empirical work examines private universities, where curricula and skill training differ from public institutions. This study addresses that gap by exploring how private university graduates perceive employability and whether their educational investments align with labour market outcomes, testing the applicability of Human Capital Theory in a modern, context-specific setting.

2.3.2   USEM Model of Employability

Academic performance represents the "Understanding" component of the USEM model (Xu et al., 2025), highlighting the role of disciplinary knowledge in employability. Strong academic results reflect cognitive ability, discipline, and adaptability, which employers value. Zhang et al. (2022) further note that employability involves metacognition, self-efficacy, fundamental skills, and subject knowledge, with academic performance playing a key role.

Communication skills align with the "Skills" component, covering qualities like teamwork, problem-solving, and leadership. Effective communication enables idea-sharing, collaboration, and professional relationship-building. Duvvuri et al. (2024) found that speaking, writing, listening, empathy, and clarity of thought significantly shape employability outcomes.

Technical skills, also part of the "Skills" component, prepare graduates for industry-specific tasks and digital demands. Silva et al. (2013) showed that technical competence, particularly technology skills, positively influences employability and e-learning readiness, underscoring its importance in today's workforce.

Self-efficacy reflects the "Efficacy beliefs" component, describing confidence in handling challenges and adapting to change. Wang et al. (2022) found that self-efficacy enhances employability through motivation and career ambition, supporting the USEM model's emphasis on resilience and lifelong learning.

Although these studies highlight factors shaping employability, few apply the USEM model holistically. Integrating academic performance, communication, technical skills, and self-efficacy could provide deeper insights and guide higher education strategies to strengthen graduate employability.

2.4   Conceptual Framework
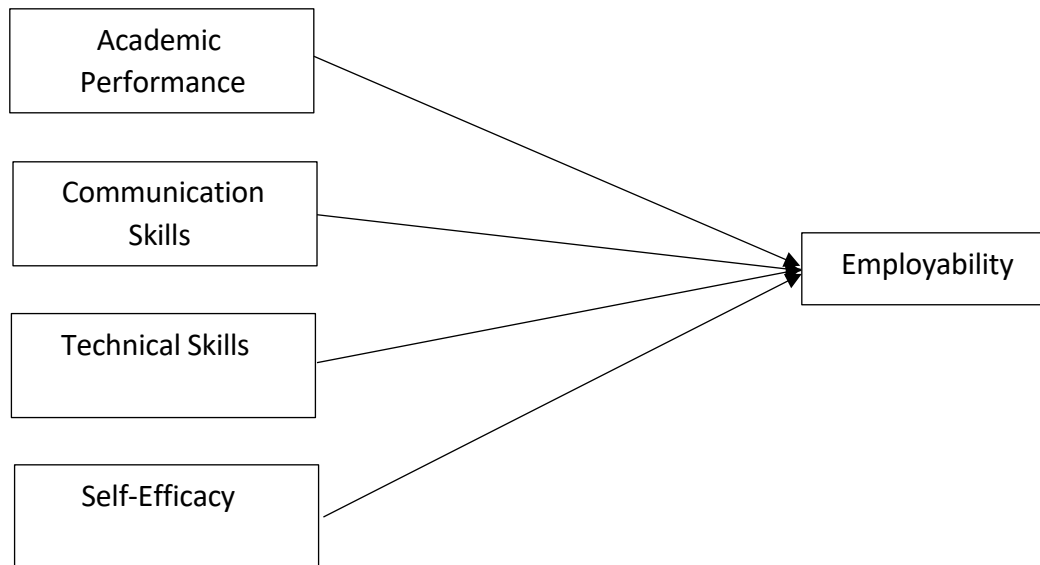
The conceptual framework of this study examines how academic performance, communication skills, technical skills, and self-efficacy influence private university students' employability. In this framework, these four variables serve as independent factors, while employability is the dependent variable.

The study aims to identify key characteristics shaping students' employment qualifications, addressing contradictory findings from past research. A hypothesis will be developed to test the significance of these factors in determining job readiness.

These four characteristics were selected as they are widely recognized drivers of employability. Academic performance, communication, and technical skills help graduates meet employer expectations, while self-efficacy enhances confidence and adaptability. Understanding these relationships can guide universities and policymakers in improving graduate outcomes.

Research on how these factors interact remains limited, particularly in Malaysia. This study therefore seeks to close that gap by examining their combined effect on graduates' preparedness and performance in the labour market.

2.5   Hypotheses Development

2.5.1   Academic Performance

Academic performance is a crucial factor in employability. Cruz et al. (2021) found CGPA to be the strongest predictor of job prospects, as high achievement reflects technical, communication, problem-solving, and adaptability skills valued by employers. They recommend integrating industry-relevant skills into academic programs. Similarly, Manjunath (2021) reported that distinction-level students (70% and above) were more likely to be hired during campus recruitment, noting that top achievers also exhibit stronger soft skills. Khan et al. (2024) further stressed that GPA and CGPA reflect knowledge and competencies, with high achievers requiring less training and adjusting faster to workplaces. Collectively, these findings confirm the strong link between academic performance and employability.

H1: There is a significant relationship between academic performance and employability among private university students.

2.5.2   Communication Skills

Communication skills strongly influence employability by enabling individuals to share information, express ideas, and interact effectively in professional settings. Employers value both verbal and non-verbal communication for promoting teamwork, workplace harmony, and goal achievement. Duvvuri et al. (2024) found that speaking

and writing—when supported by clarity, confidence, and technical knowledge—demonstrate problem-solving, while listening and reading enhance adaptability. Similarly, Wu et al. (2023) highlighted that effective communication supports collaboration, conflict resolution, and career growth. Collectively, these findings confirm that strong communication skills boost workplace readiness and long-term success.

H2: There is a significant relationship between communication skills and employability among private university students.

2.5.3 Technical Skills

Technical skills significantly affect employability as they demonstrate the specific knowledge and practical abilities needed to perform job-related tasks efficiently. These "hard skills," such as proficiency in industry-relevant tools, technologies, and procedures, provide tangible proof of a candidate's qualifications and ability to meet employer expectations (Tushabe & Ssempala, 2024; Dolce et al., 2019). Kraja et al. (2024) note that employers often prioritise technical skills during recruitment, particularly in competitive industries, while also recognising the importance of combining them with soft skills for sustained career growth. Therefore, the third hypothesis of this study is:

H3: There is a significant relationship between technical skills and employability among private university students.

2.5.4 Self-Efficacy

Self-efficacy significantly influences employability as it reflects an individual's belief in their ability to perform tasks, overcome challenges, and adapt to changing work environments (Bandura & Wessels, 1997; Bandura, 1997). High self-efficacy is linked to greater perseverance, resilience, and motivation, enabling individuals to pursue career goals and sustain professional growth (Naveed & Mahmood, 2021; Omar et al., 2023). It also plays a crucial role in academic success and skill development,

which contribute to workforce readiness (Schunk & DiBenedetto, 2020; Bhati & Sethy, 2022). Therefore, the fourth hypothesis of this research is:

H4: There is a significant relationship between self-efficacy and employability among private university students.

Chapter 3: Research Methodology

3.0   Introduction

Provides a summary of the research approach.   Practical explanations of constructs, measuring scales, sample plans, data collection methods, research designs, and data analysis processes are covered in this chapter.

3.1   Research Design

Research design denotes a systematic strategy established to tackle a research topic, guaranteeing a methodical approach to fulfilling study goals (Charli et al., 2022). There are two primary categories: qualitative and quantitative. This research employs a quantitative strategy, using numerical data collecting and statistical analysis to effectively discern patterns and correlations (Takona, 2023). It mitigates prejudice and improves the dependability of results (Charli et al., 2022).

Quantitative research has been used in analogous studies on employability by Sulaimi et al. (2024), Roslan et al. (2024), and Jayasingha et al. (2020). Participants could select from a predefined set of possible answers to closed-ended, or fixed-alternative, survey questions in the study. This format facilitates data processing and enhances consistency, claim Ferns et al. (2019).

3.2   Data Collection Method

Data collecting is essential to research since the reliability of the findings is directly impacted by the data's correctness. Researchers often use two categories of data: primary and secondary. Primary data is obtained directly using instruments such

as surveys, interviews, or experiments, making it extremely relevant to the study's aims (Ajayi, 2016). Secondary data denotes pre-existing information derived from sources such governmental papers, scholarly publications, or databases (Taherdoost, 2021).

Primary data delivers specificity, but secondary data gives a wider context and is often more economical. The decision is contingent upon research requirements and accessible resources. This study used primary data to fulfill the research objective.

3.2.1 Primary Data

Primary data is defined as first-hand knowledge gathered for a particular study goal, frequently to solve a specific issue (Ajayi, 2016). It is gathered through tools such as surveys, questionnaires, and official documents, making it more relevant and accurate than secondary data collected for other purposes (Hassan, 2024).

Questionnaires are a common and efficient method for collecting primary data, as they provide structured responses, reduce ambiguity, and enhance consistency (Roopa & Rani, 2012). They also ensure respondent anonymity, encouraging candid and ethical feedback (Morrow, 2023). Past studies by Mohammad Sulaimi et al. (2024), Yusof et al. (2013), and Abas and Imam (2016) employed structured questionnaires to examine employability factors. This method was chosen for the present study due to its cost-effectiveness and efficiency (Kurzhals, 2021).

3.3 Sampling Design

3.3.1 Target Population

The target group comprises people who fulfill criteria pertinent to the research project. Precisely delineating this demographic is crucial for obtaining accurate, reliable, and significant data (Willie, 2024). Researchers must define eligibility criteria and use screening techniques to verify participants conform to the study's aims. This aids in the removal of extraneous data and improves the dependability of results.

A well-defined target group enhances the formulation of effective sampling procedures, hence augmenting the generalizability and validity of study findings (Willie, 2024). This research targets all foundation and undergraduate students from different private universities to investigate variables affecting employment within the university setting.

3.3.2 Sampling Frame and Sampling Location

The sample location is the spot that has been chosen for data collection. All foundation and undergraduate students from the four private universities—TARUMT, Segi University, Help University, and Nilai University—which serves as the sample site, make up the target group for this study.

3.3.3 Sampling Elements

Any unit or instance from a target population is referred to as an element. Specific segments of the population will be chosen for investigation in the research via the use of a particular sampling approach. Students from TARUMT, Segi University, Help University and Nilai University are the sample components or target respondents for this research. The study's responses, in addition to teachers, exhibited diversity in CGPA, gender, and age.

3.3.4 Sampling Technique

There are two types of sampling techniques used in research: probability and non-probability. By providing a known possibility of selection for every member of the population, probability sampling allows for generalization. (Wiśniowski et al., 2019), while non-probability sampling selects participants based on set criteria, often for specific representation (Pace, 2021).

This study applied quota sampling, a non-probability method, to collect data from foundation and undergraduate students at TARUMT, Segi, Help, and Nilai Universities. Quota sampling was chosen because it does not require a sampling frame and allows selection by variables such as private university, CGPA, gender, and age. It

is efficient under time and resource constraints, offering flexibility and systematic representation (Pace, 2021; Simply Psychology, 2023).

Quota sampling is widely used in employability research. For instance, Steurer et al. (2023) used it to capture management views on graduate qualities, while Hassan et al. (2024) applied it to ensure demographic representation in workforce preparedness studies. These examples demonstrate its effectiveness in enhancing diversity and reducing low response rates (Pace, 2022).

Additionally, quota sampling supports pilot studies and hypothesis testing by ensuring subgroup representation (Singh & Masuku, 2014; Alex, 2025). Its practicality makes it a preferred method in studies requiring targeted and efficient data collection (Simply Psychology, 2023).

3.3.5 Sampling Size

The sample size for this study was calculated using GPower (Faul et al., 2007), a statistical tool designed to perform a priori power analysis. This method ensures that the selected sample size is sufficient to detect meaningful effects with adequate statistical power, minimizing Type II errors. Upon entering the expected effect size, preferred power level (usually 0.80), and significance threshold ($\alpha = 0.05$), GPower produced a sample size that strikes a balance between practicality and analytical precision. Strong and trustworthy findings are ensured by this method, which is in line with best standards for quantitative research design.

3.4   Research Instrument

3.4.1   Questionnaire

The questionnaire is the major research instrument used to gather primary data from foundation and undergraduate students at four private colleges. It was selected because to its affordability and capacity to gather sizable datasets (Abawi, 2013). To maintain consistency and facilitate quantitative analysis, this study used fixed-alternative questions (Roopa & Rani, 2012; Anselmi et al., 2019). Google Forms was

used to disseminate the questionnaire online, increasing efficiency and response rates (Manggaberani & Darlis, 2024). This approach was previously used in employability studies by Khan et al. (2024) and Nallaluthan et al. (2022).

The survey consists of six sections plus a cover page. Section A collects demographics (gender, age, faculty, CGPA). Section B includes six questions on employability (dependent variable). Section C has seven questions on academic performance, Section D seven on communication skills, Section E six on technical skills, and Section F six on self-efficacy.

Items in Sections B–F use a five-point Likert scale, which reduces respondent frustration and improves data quality (Altuna & Arslan, 2016). Five-point scales also balance answer range with ease of use (Joshi et al., 2015) and are widely applied in employability research (Rothwell et al., 2009; Roslan et al., 2020; Hosain et al., 2021; Pabilando & Sabonsolin, 2023; Scoupe et al., 2022).

3.4.3 Pilot Test

A newly developed questionnaire must use clear and accurate language, as ambiguity can cause misunderstanding and reduce validity (Leith, n.d.). To ensure practicality and clarity, a pilot test is usually conducted with a small sample of the target group, helping identify unclear questions, inconsistencies, and technical issues for necessary adjustments (Tate et al., 2023; Sundram & Romli, 2023).

Based on pilot results, researchers may refine wording, adjust response options, and improve structure to enhance data quality and engagement (Carpenter, 2017). If findings are unsatisfactory, revisions can be made before the main study.

In this research, 30 questionnaires were distributed to foundation and undergraduate students at TARUMT, Segi, Help, and Nilai Universities, following Machin et al.'s (2018) guideline. Data collected from student areas (e.g., library, cafeteria) and online was analyzed using SPSS 26.0 to test reliability.

3.5   Constructs Measurement

Construct measurement is crucial for assuring the validity and reliability of research outcomes, since it aids in defining and quantifying abstract notions (MacKenzie et al., 2011). It guarantees the right operationalization of variables, minimizing mistakes and augmenting credibility. Construct validity, which assesses whether a tool effectively measures the intended idea, is essential for generating accurate and reliable findings (EL Hajjar & Ahlia University, 2018; Kane et al., 2021).

3.5.1 Scale of Measurement

In order to ensure consistency and accuracy in data collection, measurement is the act of assigning numerical values to certain qualities based on predetermined criteria (Musa, 2021). This research included the classification of variables, followed by their measurement using three distinct scales: nominal, ordinal, and interval.

3.5.1.1 Nominal Scale

A nominal scale categorizes data without suggesting any order or numerical significance (Bobbitt, 2023). It functions as a classification system for variables like gender, whose categories are discrete but not hierarchical (B.S. et al., 2021). This research used a nominal scale to ascertain gender.

Example of Nominal Scale:

1. Gender
   - ☐ Female
   - ☐ Male

3.5.1.2 Ordinal Scale

An ordinal scale allows for both categorization and ranking of data, unlike a nominal scale which only classifies without order (Bobbitt, 2023). However, the intervals between ranks are not equal, so it doesn't show precise differences between categories (Binotto & Delgado, 2025). This scale is suitable for measuring attributes

like satisfaction or age groups. In this study, the ordinal scale was used to classify respondents into predefined age ranges.

Example of Ordinal Scale:

2. Age
    - ☐ Below 20 years
    - ☐ 20-22 years
    - ☐ 23-25 years
    - ☐ Above 25 years

3.5.1.3 Interval Scale

An interval scale ranks values and offers constant, significant distinctions between them, facilitating exact comparisons (Bobbitt, 2023). It is often used in research for quantifying variables such as temperature or test scores, when uniform intervals are crucial (TidyStat, 2022). This research used an interval scale in Sections B to F, using Likert scales to assess both independent and dependent variables.

Example of Interval Scale:

No	Questions	Strongly Disagree	Disagreed	Neutral	Agreed	Strongly Agreed
1.	Academic performance is an important factor in determining my employability within my organization	1	2	3	4	5

3.5.2 Origin of Construct

Variables	Adapted from	Item	Scale

Dependent variable: Employability	Rothwell et al. (2009)	6	Strongly disagree (1) to Strongly agree (5)
Independent Variable: Academic Performance	Hosain et al. (2021)	3	Strongly disagree (1) to Strongly agree (5)
	Roslan et al. (2020)	4	
Independent Variable: Communication Skills	Hosain et al. (2021)	3	Strongly disagree (1) to Strongly agree (5)
	Pabilando and Sabonsolin (2023)	4	
Independent Variable: Technical Skills	Hosain et al. (2021)	3	Strongly disagree (1) to Strongly agree (5)
	Pabilando and Sabonsolin (2023)	3	
Independent Variable: Self-Efficacy	Scoupe et al. (2022)	3	Strongly disagree (1) to Strongly agree (5)
	Pabilando and Sabonsolin (2023)	3	

3.5.3 Measurement of Independent Variables and Dependent Variable: Operational Definition

This research identifies four elements influencing employability: academic performance, communication skills, technical skills, and self-efficacy. The five-point Likert scale is used for these four variables. On the five-point Likert scale, one signifies "Strongly Disagree" and five denotes "Strongly Agree".

3.5.3.1 Employability

Although there isn't a universally recognized definition, employability is frequently described as the ability to find, keep, and progress in a job by conforming to industry conditions. Behle (2020) defines it as the capacity to secure, retain, and progress in work, while Sutil and Otamendi (2021) highlight the importance of

autonomously navigating the labor market. Koenelakis and Petrakaki (2020) emphasize that employability encompasses transferable skills, technical expertise, and personal characteristics that improve work performance and benefit society.

Employability is measured by six items. The scale is adopted from Rothwell et al. (2009). The sample items include *"My skills and abilities align with what employers are looking for", "My degree is seen as leading to a specific career that is generally perceived as highly desirable", "I believe I can secure any job as long as my skills and experience align with the requirements", "I am generally confident of success in job Interviews and selection events.", "Employers actively seek employ graduates from my university.", "I can easily find out about opportunities in my chosen field."*

3.5.3.2 Academic Performance

Academic performance is acknowledged as a vital factor influencing students' success in educational institutions and their subsequent employment opportunities. It functions as a requirement for obtaining desirable employment, progressing in one's profession, and achieving a high standard of life.

Academic performance is measured by employing seven items. The scale is adopted from Hosain et al. (2021); and Roslan et al. (2020). The sample items include *"Academic performance is an important factor in determining my employability within my organization", "I believe organisations view academic performance as a key indicator of employability, though it is not the sole factor.", "I believe the need for good academic performance can be relaxed for exceptionally qualified job candidates.", "I possess a wide range of skills relevant to the field I am studying.", "I am able to effectively apply the skills I learnt in real- life situations.", "I have a comprehensive understanding of the field I am studying.", "I am knowledgeable about the responsibilities and requirements of various positions within my field."*

3.5.3.3 Communication Skills

Communication skills are essential for employment, since they allow people to articulate their thoughts, ideas, and information effectively in professional

environments. Conrad and Newberry (2011) assert that communication entails the transmission of information and is intricately linked to human behavior.

Communication skills are measured by using seven items which are adopted from Hosain et al. (2021); and Pabilando and Sabonsolin (2023). The sample items for communication skills are *"I am confident in my communication skills, which meet the required standards, along with other qualifications.", "I possess strong networking abilities.", "My effective communication skills boost my confidence.", "I can speak clearly so that others understand.", "I can write clearly so that others understand.", "I can interpret and understand information presented in various formats, including words, graphs, diagrams, and charts.", "I actively listen and ask questions to fully comprehend instructions and other people's perspectives."*

3.5.3.4 Technical Skills

Technical skills denote the specialized knowledge and competencies necessary to execute certain activities within a career. These competencies are often tailored to certain occupations and include the use of tools, technology, and industry-specific approaches to execute tasks successfully (Tushabe & Ssempala, 2024).

Technical skills are measured by employing six items which are adopted from Hosain et al. (2021); and Pabilando and Sabonsolin (2023). The sample items are *"Technical skills are essential for employability in my organization.", "My strong technical skills make me a more attractive candidate to organizations.", "My technical skills enable me to effectively solve challenges.", "I am proficient in word processing.", "I can search the internet for information to support my studies and assignments.", "I am familiar with the use of emails to send and receive mails."*

3.5.3.5 Self-Efficacy

Perceived self-efficacy refers to individuals' beliefs on their capacities to attain specified performance standards that influence the events occurring in their life. Self-efficacy beliefs influence individuals' emotions, cognition, motivation, and behavior (Bandura & Wessels, 1997).

Self-efficacy is measured by employing six items which are adopted from Scoupe et al. (2022); and Pabilando and Sabonsolin (2023). The sample items are *"I am aware of the job opportunities available to me.", "I feel confident and prepared to begin working in my field.", "I believe in my ability to secure a job that aligns with my studies.", "I can remain calm when facing difficulties because I can rely on my coping abilities.", "I find it easy to stay focused on my goals and achieve them."; "I am confident in my ability to handle unexpected events efficiently."*

3.5.4 Questionnaire Designing

The questionnaire is divided into six sections (A–F). Section A collects demographic information, where private university and gender are measured using a nominal scale, while age and CGPA are recorded using an ordinal scale. Section B contains six questions on employability, measured with a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), representing an interval scale.

Sections C, D, E, and F include seven, seven, six, and six questions respectively, addressing the independent variables: academic performance, communication skills, technical skills, and self-efficacy. These items are also measured using the same five-point Likert interval scale. After data collection, SPSS 26.0 software is employed to assess the reliability of the questionnaire items.

3.6 Data Processing

Data processing is the process of turning raw data into information that can be used. The primary phases in data processing include transcription, editing, coding, and verification. Data processing occurs following the collection of respondent replies. Data processing need for meticulous focus and attention to detail in order to prevent mistakes. Data processing turns raw data into information that may be used. For data processing, computer tools such as SPSS 26.0, which is used in this study, may be used.

3.6.1 Data Checking

To ensure the validity and dependability of questionnaire responses, data verification is a crucial procedure. It helps find errors, such as missing information or inconsistencies that might affect the accuracy of the study (Dagster, 2024). Researchers can quickly detect and address these issues by carrying out a pilot test (Five Vidya, 2020). The overall quality of data and the reliability of results are enhanced by ensuring thorough and appropriately addressed responses (Data.org, 2024).

3.6.2 Data Editing

Data editing is a crucial phase after data verification, intended to rectify absent or inconsistent replies to enhance accuracy and dependability. The process includes examining the dataset for inaccuracies or gaps and modifying it according to response patterns to ensure consistency (Statistics Canada, 2023; SCAD, 2023). This procedure improves data coherence and guarantees that the findings are reliable and prepared for analysis.

3.6.3 Data Coding

Data coding, which involves assigning numerical values to responses to aid in analysis, is an essential stage in research. In SPSS 26.0, replies are often encoded from 1 to 5, although missing values are designated as 99 to differentiate them from legitimate data (IBM, 2023). This procedure organizes unrefined data for effective statistical analysis, augments uniformity, and bolsters the dependability of research outcomes.

For section a, the answer to each question is coded as below:

Question 1	Gender	"Female" = 1
		"Male" = 2
Question 2	Age	"Below 20 years" = 1
		"20-22 years" = 2

		"23-25 years" = 3
		"Above 25 years" =4
Question 3	Private University	"TARUMT" = 1
		"Segi University" = 2
		"Help University" = 3
		"Nilai University, Malaysia" = 4
Question 4	CGPA	"Below 2.5" = 1
		"2.51 – 3.00" = 2
		"3.01 – 3.50" = 3
		"3.51 – 4.00" = 4

Each response to each question in Sections B through F of the survey is coded using the 5-point Likert scale as shown below:

- "Strongly Disagree (SD)" is coded as 1
- "Disagree (D)" is coded as 2
- "Neutral (N)" is coded as 3
- "Agree (A)" is coded as 4
- "Strongly Agree (SA)" is coded as 5

3.6.4 Data Transcribing

The transcription of the data is completed. Transcription transforms unprocessed data into useful information. SPSS 26.0 is used to examine the data.

3.7 Data Analysis

After data processing, data analysis takes place to model and evaluate data by systematically applying statistical and logical methods and techniques (Gómez & Mouselli, 2018). The suggested research is addressed in part by this procedure (McCormick & Salcedo, 2017). The program used for data analysis in this study is named SPSS 26.0. AlQaisi and Zaki (2024) employed this program in their study. Numerous data studies, including descriptive, reliability, multicollinearity, normality, and inferential analyses, are carried out using this program.

3.7.1 Descriptive Analysis

The initial analysis carried out is a descriptive analysis, which is regarded as the most basic type of data analysis. The type and extent of sensory attributes may be objectively described using descriptive analysis (Bhandari, 2020). In this approach, tables including measures of distribution shape, dispersion, and central tendency are created (Bhaskar et al., 2019). In order to efficiently summarize data, descriptive analysis also uses frequency statistics. The mean, standard deviation, frequency, and percentage of the data are produced in a table for this study. Additionally, to give a visual depiction of the results, pie graphs are made utilizing the information from Section A of the questionnaire (Bhandari, 2020).

3.7.2 Reliability Analysis

Reliability testing is essential in research to confirm that a scale consistently assesses a particular concept, free from random mistakes. An accurate scale provides uniform results across several measures. A primary criterion of dependability is internal consistency, which assesses whether all items in a scale evaluate the same notion (Nawi et al., 2020).

Internal consistency is frequently assessed using the Cronbach's alpha coefficient, which has values between 0 and 1. A number over 0.7 is often deemed satisfactory, indicating a strong correlation among the items and the reliability of the scale (Gliem & Gliem, n.d.). This assists researchers in enhancing their measuring instruments and minimizing inaccuracies (Ahmad et al., 2024).

Table: Rule of Thumb on Cronbach's Alpha

Cronbach's Alpha	Level of Reliability
<0.60	Poor
0.60 to < 0.70	Fair
0.70 to < 0.80	Good
0.80 to < 0.95	Very Good

Source: (Malhotra et al., 2017)

According to the table, when the Cronbach's alpha value is less than 0.6, the scales show poor dependability. A scale's dependability is deemed acceptable if it is greater than or equal to 0.6 but less than 0.7. The scales have strong reliability when their Cronbach's alpha falls between 0.7 and 0.8. Cronbach's alpha is considered extremely reliable if it is more than 0.8 but less than 0.95. A scale must have a Cronbach's alpha greater than 0.6 in order to be considered reliable.

3.7.3 Preliminary Data Analysis (Normality Test, Multicollinearity Test)

3.7.3.1 Multicollinearity

To ensure reliable regression results, identifying multicollinearity is essential, as high correlations among independent variables inflate standard errors and obscure predictor effects (Shrestha, 2020). Two common detection methods are the Variance Inflation Factor (VIF) and tolerance value. In SPSS, a VIF above 10 signals serious multicollinearity (Bobbitt, 2020), while a tolerance below 0.1 indicates the same issue (Penn State, 2020).

3.7.3.2 Normality

Normality testing is essential in preliminary data analysis to ensure accurate and reliable inferential results. Meeting this assumption allows correct estimation of population parameters and prevents biased outcomes (Hatem et al., 2022; GoodData, 2025). Assessing skewness (asymmetry) and kurtosis (peak sharpness) is a popular technique; for samples larger than 300, skewness between –2 and +2 and kurtosis between –7 and +7 denote normalcy (GoodData, 2025). Graphical checks also aid assessment: histograms should display a symmetrical bell-shaped curve, while a linear pattern in P-P plots confirms normal distribution more precisely (Chugani, 2025; Hatem et al., 2022).

3.7.4 Inferential analysis

In order to test hypotheses, estimate population features, and predict trends, researchers must use inferential analysis to draw inferences about a population from

sample data (Hassan, 2024). Consequently, the research's sample data are used to estimate the population's unknown characteristics. A comprehension of their work qualifications is therefore made easier by the use of sample data from 74 foundation students as well as undergraduate students at TARUMT, Segi University, Help University, and Nilai University. The dependent variable, employability, and the independent factors, academic performance, communication skills, technical abilities, and self-efficacy, are examined in this study using multiple linear regression analysis.

3.7.4.1 Multiple Linear Regression Analysis

Multiple linear regression examines the relationship between several independent variables and a single dependent variable, making it suitable for this study with five variables (Bobbitt, 2021). It allows assessment of both individual and collective effects and has been applied in employability research (Nordin et al., 2022; Matos, 2023; Huang et al., 2022). Model evaluation relies on three outputs: Model Summary (R-squared, variance explained), ANOVA (overall model significance, $p < 0.1$), and Coefficients (significance of each variable, $p \leqslant 0.1$) (SPSS Tutorials, 2025).

The equation for the multiple linear regression is

$$E_i = \beta_0 + \beta_1 AP_i + \beta_2 CS_i + \beta_3 TS_i + \beta_4 SE_i + \mu_i$$

Where E_i = Graduate Employability

AP_i = Academic Performance

CS_i = Communication Skills

TS_i = Technical Skills

SE_i = Self-Efficacy

μ_i = Error term

The multiple linear regression analysis will be based on this equation. Each independent variable on the right side of the equation is thought to have a substantial impact on the dependent variable on the left, as described in the section on hypothesis development in chapter two.

3.8 Conclusion

In summary, chapter three delineates the methodology used in this investigation. This research is quantitative in nature. A pre-test and pilot test were conducted prior to the actual test. In the actual assessment, the main data is gathered via questionnaires administered to 74 of the foundation and undergraduate students at TARUMT, Segi University, Help University and Nilai University. Upon gathering enough surveys, the data is analyzed. The data is then evaluated using both descriptive and inferential methods

Chapter 4: Research Results

4.0 Introduction

This chapter will give the data and analysis of the findings that are essential to the study's objectives and ideas.   The pertinent information from our investigation will be evaluated using the Statistical Package for the Social Sciences (SPSS) software. The SPSS findings will be shown in tables and figures.   This chapter will contain an overview, an inferential analysis, a reliability analysis, and a descriptive analysis.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

Provide a demographic analysis of the respondents based on frequency analysis.

Table 4.1

Gender Descriptive Analysis

Gender	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Female	76	71.70	76	71.70
Male	30	28.30	106	100.00

Figure 4.1

Gender Descriptive Analysis
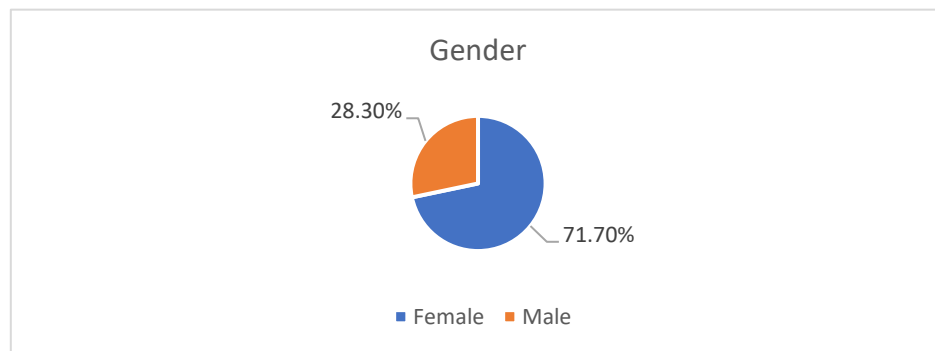
The first category is gender. There are two genders among the participants, as shown in Table 4.1 and Figure 4.1 above. Most participants are female, accounting for 71.70% (76 individuals) of the total number of participants. Out of all the participants, 30 people, or 28.30 percent, are male.

Table 4.2

Age Descriptive Analysis

Age	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Below 22 years old	4	3.80	4	3.80
20-22 years old	68	64.20	72	67.90
23-25 years old	31	29.20	103	97.20

Above 25 years old	3	2.80	106	100.00

Figure 4.2

Age Descriptive Analysis
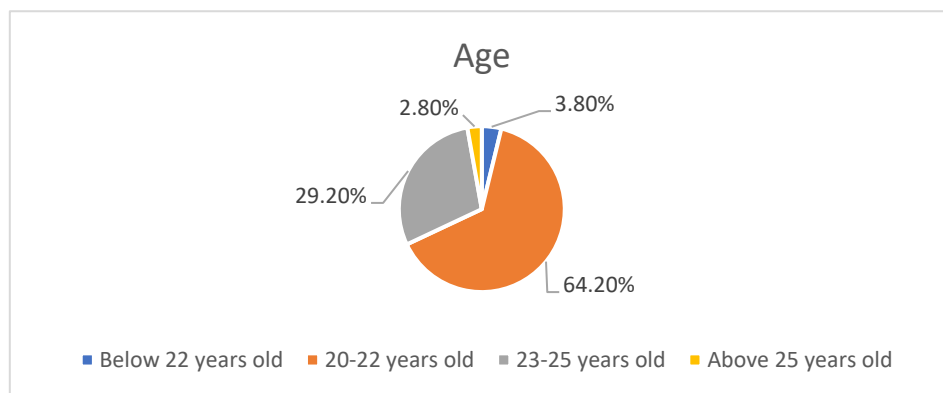
Age is the second demographic category analyzed. As illustrated in Table 4.22 and Figure 4.2, participants are grouped into four age categories. The majority fall within the 20–22 age range, comprising 64.20% of the total sample (68 individuals). This is followed by the 23–25 age group, which accounts for 29.20% (31 participants). The third group, consisting of individuals below 20 years old, represents 3.80% (4 participants), while the final group—participants aged over 25—makes up 2.80% (3 individuals).

Table 4.3

Private Universities Descriptive Analysis

Private University	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
TARUMT	43	40.60	43	40.60
HELP University	29	27.40	72	67.90
SEGI University	20	18.90	92	86.80

Nilai University	14	13.20	106	100.00

Figure 4.3

Private Universities Descriptive Analysis
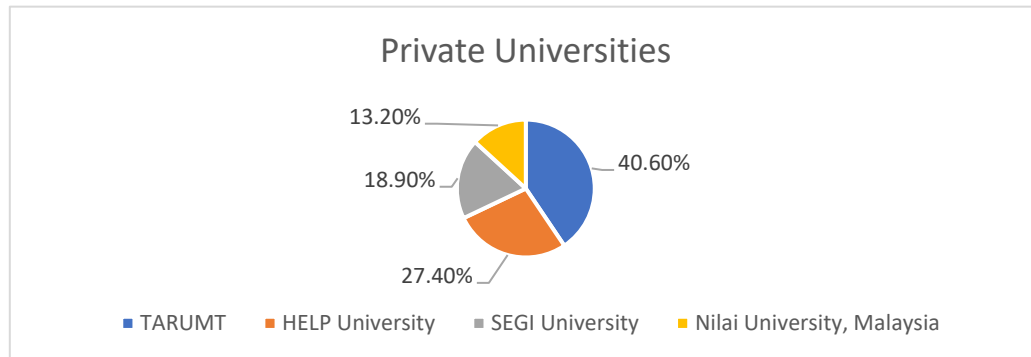
Private universities constitute the third category examined. As presented in Table 4.3 and Figure 4.3, participants are distributed across four private universities. The largest proportion of participants is from TARUMT, representing 40.60% of the sample (43 individuals). This is followed by HELP University with 27.40% (29 participants), SEGI University with 18.90% (20 participants), and Nilai University, Malaysia, with 13.20% (14 participants).

Table 4.4

CGPA Descriptive Analysis

CGPA	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Below 2.5	5	4.70	5	4.70
2.51 – 3.00	20	18.90	25	23.60
3.01 – 3.50	37	34.90	62	58.50
3.51 – 4.00	44	41.50	106	100.00

Figure 4.4

Gender Descriptive Analysis

34

CGPA

4.70%

18.90%

41.50%

34.90%

■ Below 2.50 ■ 2.51-3.00 ■ 3.01-3.50 ■ 3.51-4.00
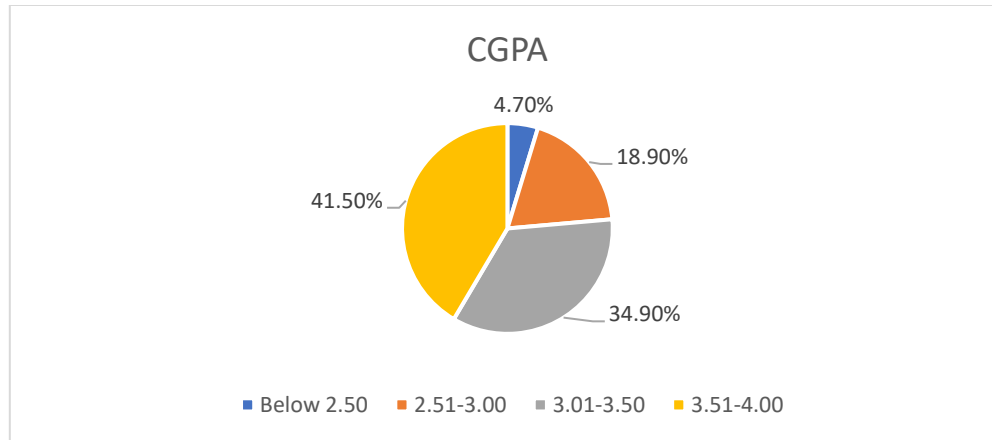
Cumulative Grade Point Average (CGPA) represents the last category of demographic category analyzed. As shown in Table 4.4 and Figure 4.4, most participants (44 individuals, or 41.50%) achieved a CGPA within the highest range of 3.51–4.00. This is followed by 37 participants (34.90%) who obtained a CGPA between 3.01–3.50. Additionally, 20 participants (18.90%) fall within the 2.51–3.00 range, while a small minority of 5 participants (4.70%) recorded a CGPA below 2.50.

4.1.2 Central Tendencies Measurement of Constructs

The use of frequency analysis can result in frequency tables and charts that provide information on the set's variability and the frequencies at which occurrences take place. Furthermore, the sample distribution mean may be extracted thanks to the frequency analysis that was conducted.

Table 4.5

Central Tendencies Measurement of Employability

Questions	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
E1	My skills and abilities align with what	106	3.96	0.755	5	6

	employers are looking for.					
E2	My degree is seen as leading to a specific career that is generally perceived as highly desirable.	106	4.05	0.888	2	3
E3	I believe I can secure any job as long as my skills and experience align with the requirements.	106	4.27	0.763	1	5
E4	I am generally confident of success in job Interviews and selection events.	106	3.94	0.994	6	1
E5	Employers actively seek graduates from my university.	106	4.05	0.877	2	4
E6	I can easily find out about opportunities in my chosen field.	106	4.05	0.980	2	2

The first variable that is examined is employability. Item E3 had the highest mean score of 4.27 with a standard deviation of 0.763, as seen in Table 4.5. The mean score of 4.05. is the same for items E2, E5, and E6. However, their standard deviations

differ, with E2 at 0.888, E5 at 0.877, and E6 at 0.980. Notably, item E4 has the lowest mean score of 3.94 and the highest standard deviation of 0.994.

Table 4.6

Central Tendencies Measurement of Academic Performance

Questions	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
AP1	Academic performance is an important factor in determining my employability within my organization.	106	4.16	0.818	4	4
AP2	I believe organisations view academic performance as a key indicator of employability, though it is not the sole factor.	106	4.14	0.844	5	3
AP3	I believe the need for good academic performance can be relaxed for exceptionally	106	4.20	0.798	3	5

	qualified job candidates.					
AP4	I possess a wide range of skills relevant to the field I am studying.	106	4.02	0.851	7	2
AP5	I can effectively apply the skills I learnt in real-world situations.	106	4.21	0.752	2	7
AP6	I have a comprehensive understanding of the field I am studying.	106	4.06	0.882	6	1
AP7	I am knowledgeable about the responsibilities and requirements of various positions within my field.	106	4.25	0.781	1	6

The second variable under examination is academic performance. Table 4.6 demonstrates that AP7 and AP5 possess the highest means, recorded at 4.25 and 4.21 respectively, in comparison to the other values. The standard deviation of AP7 is 0.781, while that of AP5 is 0.752. Moreover, AP3 (4.20), the third-largest mean, with a standard deviation of 0.798. With a mean of 4.16 and a standard deviation of 0.818, AP1 has the fourth-highest mean. With a mean of 4.14 and a standard deviation of 0.844, AP2 has the fifth-largest mean. AP6, with a mean of 4.06 and a standard

deviation of 0.882, has the sixth-highest mean. Finally, AP4 has the lowest mean of 4.02, although it possesses the second-biggest standard deviation of 0.851.

Table 4.7

Central Tendencies Measurement of Communication Skills

Questions	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
CS1	I am confident in my communication skills, which meet the required standards, along with other qualifications.	106	3.98	0.926	6	3
CS2	I possess strong networking abilities.	106	3.98	0.956	6	2
CS3	My effective communication skills boost my confidence.	106	4.08	1.011	5	1
CS4	I can speak clearly so that others understand.	106	4.12	0.825	4	5
CS5	I can write clearly so that others understand.	106	4.17	0.878	3	4

CS6	I can interpret and understand information presented in various formats, including words, graphs, diagrams, and charts.	106	4.25	0.766	2	7
CS7	I actively listen and ask questions to fully comprehend instructions and other people's perspectives.	106	4.27	0.799	1	6

Communication skills is the third variable that is investigated. CS7 has the highest mean (4.27), and the sixth-largest standard deviation (0.799), according to Table 7. Moreover, of all the items, CS6 has the smallest standard deviation (0.766) and the second-highest mean (4.25). CS5 has the fourth biggest standard deviation (0.878) and the third highest mean (4.17). At a mean of 4.12 and a standard deviation of 0.825, CS4 has the fourth-highest mean. With the greatest standard deviation of 1.011, the fifth-highest CS3 mean is 4.08. CS1 and CS2 have the same sixth-highest mean (3.98), whereas CS2 has the second-largest standard deviation (0.956) and CS1 has the third-largest (0.926).

Table 4.8

Central Tendencies Measurement of Communication Skills

Questions	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
TS1	Technical skills are essential for employability in my organization.	106	4.38	0.668	2	5
TS2	My strong technical skills make me a more attractive candidate to organizations.	106	4.19	0.937	4	2
TS3	My technical skills enable me to effectively solve challenges.	106	4.31	0.681	5	4
TS4	I am proficient in word processing.	106	3.93	1.026	6	1
TS5	I can search the internet for information to support my studies and assignments.	106	4.50	0.606	1	6
TS6	I am familiar with the use of emails to send	106	4.38	0.749	2	3

	and receive					
	mails.					

Technical skills are the fourth variable under examination. Table 4.8 indicates that TS5 has the highest mean (4.50) with the lowest standard deviation (0.606). Additionally, TS6 and TS1 share the second-highest mean (4.38), though TS6 shows slightly more variability (SD=0.749 vs 0.668). Furthermore, with a standard deviation of 0.681, TS3 has the third-largest mean (4.31). With a mean of 4.19 and the second-largest standard deviation (0.937), TS2 has the fourth-highest mean. The most diverse answers are shown by TS4, which has the lowest mean (3.93) and the largest standard deviation (1.026).

Table 4.9

Central Tendencies Measurement of Self-Efficacy

Questions	Statement	Sample Size, N	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
SE1	I am aware of the job opportunities available to me.	106	4.22	0.793	1	5
SE2	I feel confident and prepared to begin working in my field.	106	4.01	0.889	5	3
SE3	I believe in my ability to secure a job that aligns with my studies.	106	4.22	0.781	1	6
SE4	I can remain calm when facing	106	4.11	0.876	3	4

	difficulties because I can rely on my coping abilities					
SE5	I find it easy to stay focused on my goals and achieve them	106	3.97	0.951	6	1
SE6	I am confident in my ability to handle unexpected events efficiently.	106	4.08	0.906	4	2

Self-efficacy is the fifth variable under examination. Table 4.9 indicates that SE1 and SE3 share the highest mean (4.22), with SE3 showing slightly stronger consensus (SD=0.781 vs 0.793). Additionally, SE4 has the third-highest mean (4.11) with a standard deviation of 0.876. Moreover, SE6 has the fourth-largest mean (4.08), accompanied by a standard deviation of 0.906. SE2 has the fifth-highest mean, recorded at 4.01, with a standard deviation of 0.889. Finally, SE5 has the lowest mean (3.97) and the highest standard deviation (0.951), indicating the most divergent responses.

4.2 Scale Measurement

This section presents the results of the reliability analysis. Since it impacts the possibility of carrying out adequate testing of hypotheses, the instrument's dependability should be assessed prior to employing it for a major inquiry.

4.2.1 Reliability Test

Table 4.10

Cronbach's Alpha Reliability Analysis

No.	Type of the variable	Name of the variable	Number of Items	Cronbach's Alpha	Reliability Test
1	Dependent Variable	Employability	6	0.784	Good
2	Independent Variable	Academic Performance	7	0.662	Fair
3	Independent Variable	Communication Skills	7	0.761	Good
4	Independent Variable	Technical Skills	6	0.655	Fair
5	Independent Variable	Self-Efficacy	6	0.842	Very Good

The table above shows Cronbach's alpha values for each variable. First, employability, the dependent variable (0.784), has a good result since Cronbach's alpha exceeds 0.70. Among the independent variables, academic performance (0.662) and technical skills (0.655) show fair reliability as Cronbach's alpha values exceed 0.60. Furthermore, communication skills (0.761) demonstrate good reliability as they exceed 0.70. Finally, self-efficacy (0.842) shows very good reliability since its Cronbach's alpha exceeds 0.80. As a result, all variables are retained in the study as they meet the minimum reliability threshold of 0.60.

4.3 Preliminary Data Analysis

Preliminary data analysis is done before inferential analysis to ensure that the study's findings are reliable. The multicollinearity and normality tests were performed as first assessments of the data.

4.3.1 Multicollinearity Test

Multicollinearity arises when independent variables have a significant association with one another. This problem causes a huge error term in a model, which leads to inaccurate findings. In this study, multicollinearity is evaluated using two methods: the variance inflation factor (VIF) and the tolerance value. A serious multicollinearity issue arises when the VIF is more than 10 and the tolerance value is less than 0.1 (Salmeron et al., 2021).

Table 4.11

Tolerance Value and Variance Inflation Factor (VIF)

Independent Variables	Collinearity Statistics	
	VIF	Tolerance
Academic Performance	2.199	0.455
Communication Skills	1.931	0.518
Technical Skills	2.645	0.378
Self-Efficacy	1.887	0.530

Table 11 indicates that all independent variables have VIF values substantially less than 10, with the highest being 2.645 for Technical Skills. Moreover, all variables demonstrate tolerance thresholds significantly higher than 0.1, ranging from 0.378 to 0.530. These results clearly show that multicollinearity problems are not evident among the independent variables in this study.

4.3.2 Normality Test

Before making generalizations about the population, the normal distribution of the sample data is ascertained using a normality test. To ascertain if the data distribution is normal, several tests are used (Hasiloglu & Hasiloglu-Ciftciler, 2023).

Table 4.12

Normality Test Result

Variables	Skewness	Kurtosis
Dependent Variable: Employability	(1.057)	1.029
Independent Variable: Academic Performance	(0.619)	(0.120)
Independent Variable: Communication Skills	(0.970)	0.301
Independent Variable: Technical Skills	(1.006)	0.867
Independent Variable: Self-Efficacy	(1.266)	2.202

Skewness and kurtosis values confirm the data's normality. A distribution is considered normal if kurtosis falls between –7 and +7 and skewness between –2 and +2. The results show all variables meet these criteria: academic performance has the lowest skewness (–0.619) and self-efficacy the highest (–1.266), while academic performance records the lowest kurtosis (–0.120) and self-efficacy the highest (2.202). Since all values lie within acceptable ranges, the data for employability, academic performance, communication skills, technical skills, and self-efficacy are normally distributed, supporting the validity of subsequent parametric analysis.

4.3.2.1 Normality Assessment via Histogram Analysis

A histogram is employed to verify if the data is normal. A histogram is a graph

that is frequently used to show the distribution of quantitative data in research papers, journals, and other publications (Eftimov & Korosec, 2021).

Figure 4.5

Histogram for Employability
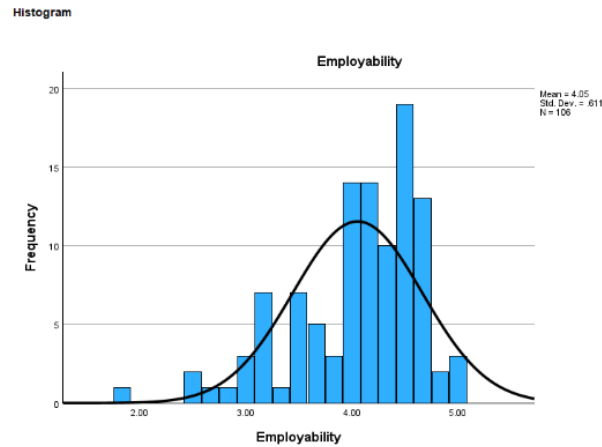
Figure 4.5 displays the histogram for our dependent variable, employability. A normal distribution curve is superimposed on a distribution plot in the histogram. The data frequency is highest around the mean (4.65), and the curve progressively tapers down toward both extremes, displaying a bell-shaped and symmetrical pattern. This symmetry, combined with the alignment of the histogram bars with the normal curve, confirms that the Employability data follows a normal distribution. The standard deviation (0.611) and sample size (N = 100) further support the reliability of this conclusion. Thus, the data is confirmed to be normally distributed, validating its suitability for parametric statistical analyses.

Figure 4.6

Histogram for Academic Performance
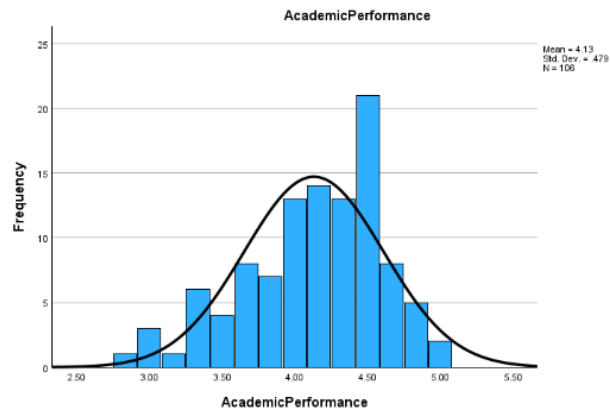
The histogram derived from the data of our independent variable, Academic Performance, is shown in Figure 4.6. This histogram displays a distribution plot with the data superimposed over a normal distribution curve. A clear normal distribution curve can be observed in the graphical representation. The frequency of the data peaks at the center (mean = 4.13) and gradually diminishes toward both ends of the distribution. This pattern demonstrates a characteristic bell-shaped curve that is essentially symmetrical. Therefore the data is confirmed to be distributed normally.

Figure 4.7

Histogram for Communication Skills
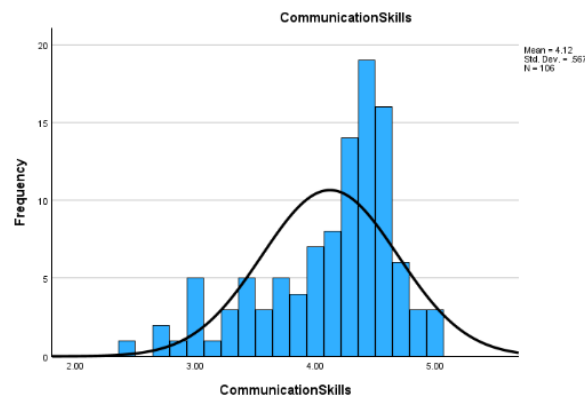
The histogram derived from the data of our independent variable, Communication Skills, is shown in Figure 4.7. A distribution plot is made in this histogram, and a normal distribution curve is then applied to it. A normal distribution

curve may be seen clearly in the distribution graphic. The frequency of the data is greatest in the middle (mean = 4.12) and decreases as it gets closer to the two extremes. It is hence described as bell-shaped and largely symmetrical, with a standard deviation of 0.5 indicating moderate variation around the mean. The data is thus thought to be regularly dispersed among the 106 respondents, confirming its suitability for parametric statistical analysis.

Figure 4.8

Histogram for Technical Skills
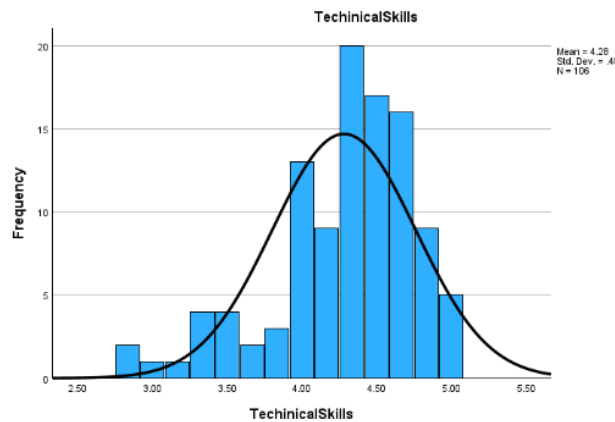
Figure 4.8 presents the histogram of the independent variable, technical skills, with a normal distribution curve overlaid. The data show a bell-shaped and generally symmetrical pattern, with the highest frequency around the mean (4.28) and tapering at the extremes. The standard deviation (2.46) indicates variation in responses, yet the overall distribution aligns with normality, confirming that the technical skills variable is suitable for parametric analysis across the 106 respondents.

Figure 4.9

Histogram for Self-Efficacy
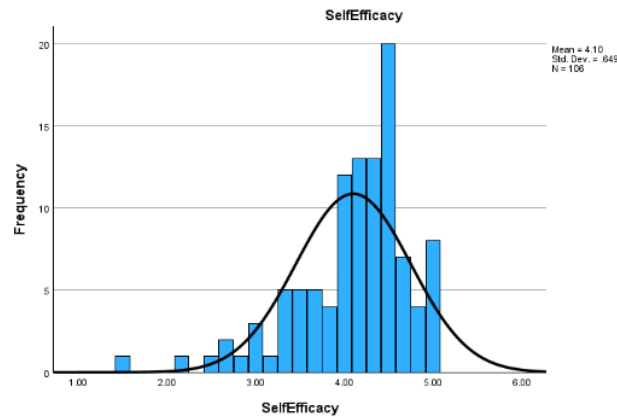
Figure 4.9 shows the histogram for the independent variable, self-efficacy, with a normal distribution curve overlaid. The data form a bell-shaped and largely symmetrical pattern, with the highest frequency near the mean (4.10) and tapering at the extremes. The standard deviation (0.649) indicates moderate variation around the mean, supporting the assumption of normality and confirming the suitability of self-efficacy for parametric analysis across the 106 respondents.

4.4 Inferential Analysis

Inferential analysis is used to draw conclusions about the characteristics of the population based on the sample data. Additionally, it looks at each variable both by itself and in connection to other elements.

4.4.1 Multiple Regression Analysis

Table 4.13

Multiple Regression Analysis

	Unstandardized Coefficient Beta	Coefficient Std. Error	Standardized Coefficient Beta	t-statistics	P-value

(Constant)	(0.463)	0.334		(1.386)	0.169
AP	0.211	0.107	0.166	1.965	0.052
CS	0.280	0.085	0.260	3.294	0.001
TS	0.316	0.118	0.249	2.688	0.008
SE	0.277	0.073	0.294	3.768	<0.001
R-squared					0.674
Adjusted R-squared					0.661
F-test					52.094
P-value					<0.001

This study examined four independent variables—Academic Performance (AP), Communication Skills (CS), Technical Skills (TS), and Self-Efficacy (SE)—in relation to employability. Results show that CS (t = 3.294, p = 0.001), TS (t = 2.688, p = 0.008), and SE (t = 3.768, p < 0.001) are significant predictors, while AP shows only marginal significance (t = 1.965, p = 0.052).

SE emerged as the strongest factor (coefficient = 0.277), followed by CS (0.280) and TS (0.316), underscoring the importance of confidence, communication, and technical competence in boosting employability. AP, though weaker, still shows a positive effect (0.211), supporting the need to balance academic achievement with practical skills.

The model explains 67.4% of the variance in employability ($R^2 = 0.674$) and is statistically significant ($F = 52.094$, $p < 0.001$), confirming its strong explanatory power. Overall, findings highlight self-efficacy, communication, and technical skills as critical drivers of graduate employability in private universities.

4.5 Conclusion

All analyses in Chapter 4 were conducted using SPSS. Descriptive statistics identified means and standard deviations, while demographic data were summarised through measures of central tendency. Inferential results revealed significant relationships between employability and self-efficacy, technical skills, and communication skills, with academic performance showing only marginal significance. Chapter 5 provides a summary of findings, key implications, limitations, and recommendations for future research.

Chapter 5: Discussion and Conclusion

5.0 Introduction

The findings in Chapter 4 are expanded upon in this chapter. The results of the inferential analysis are first shown. Secondly, the rationale for achieving these outcomes is analyzed. Third, some recommendations are made on the possible applications of the results. Finally, the limitations of this study and recommendations for future research are highlighted.

5.1 Summary of Statistical Analysis

Table 5.1

Summary of Statistical Findings

Independent Variables	T-statistics	P-value	Result
Academic Performance	1.965	0.0052	Insignificant
Communication Skills	3.294	0.001	Significant

Technical Skills	2.688	0.008	Significant
Self-Efficacy	3.768	<0.001	Significant

According to Table 5.1, academic performance has an insignificant relationship with the perceived employability of private university students while communication skills, technical skills and self-efficacy have significant relationships.

5.2 Discussion on Major Findings

This section delves deeper into the significant and insignificant results that were described in Section 5.1. Each of these discoveries will be examined individually, with a connection to the universities' initiatives.

5.2.1 Job Qualifications Affecting Employability among Private Universities

5.2.1.1 Academic Performance and Employability

The inferential analysis shows that academic performance has an insignificant relationship with employability among private university students, consistent with Alija et al. (2024). Academic performance refers to knowledge evaluated by teachers or academic goals set for a specific period (Kumar et al., 2021).

Several factors explain this weak link. Employers now value soft skills more than grades, reducing the weight of academic results. In addition, grading standards vary across private universities, with lenient or inconsistent practices making GPA a less reliable indicator of ability. Thus, employers may show indifference to academic performance when hiring.

5.2.1.2 Communication Skills

The results show a significant relationship between communication skills and employability, consistent with Dzia-Uddin et al. (2024). Effective communication requires speaking and listening skills (Ichsan et al., 2020).

Private universities strengthen communication skills through business communication courses, group projects, and presentations that improve teamwork, writing, and public speaking. Internship programs also provide practical experience in tasks such as report writing, customer interaction, and professional dialogue, preparing students for workplace communication.

5.2.1.3 Technical Skills

The analysis indicates a significant relationship between technical skills and employability, aligning with Yen et al. (2023). Technical skills, or "hard skills," involve efficient use of job-related tools (Nasir et al., 2011).

Private universities build technical capacity by integrating tools such as Python, AutoCAD, and Excel into the curriculum. They also provide workshops, certification programs, and project-based learning opportunities, including lab work and innovation labs, to strengthen technical competencies.

5.2.1.4 Self-Efficacy

The analysis shows a significant relationship between self-efficacy and employability, consistent with Wong and Saraih (2024). Self-efficacy reflects confidence in overcoming challenges and achieving goals.

Private universities promote self-efficacy through leadership and personal development courses, mentoring, and career coaching. Extracurricular activities, student leadership, and volunteer work further help students build confidence, resilience, and a sense of accomplishment.

5.3 Implication of Study

This section covers the managerial implications. The focus is on the measures that organizations, including colleges, governments, and religious institutions, may undertake in response to data analysis findings to improve leadership skill development.

5.3.1 Managerial Implications

Regression results show that communication skills, technical skills, and self-efficacy significantly enhance employability, while academic performance has little effect. These findings offer important insights for universities, training providers, policymakers, and employers aiming to strengthen workforce readiness.

The strong link between communication skills and employability underscores the need for verbal, written, and listening abilities. Universities should incorporate communication-focused courses, workshops, internships, and student leadership opportunities.

Technical skills remain crucial as employers value practical application of knowledge. Institutions should align curricula with industry needs through technical modules, certifications, real-world projects, and modern lab facilities.

Self-efficacy also proves vital, as it fosters confidence, resilience, and adaptability. Universities can nurture this through mentorship, personal development programs, job simulations, and tasks that build persistence and self-belief.

5.4 Limitation of Study

This study has several limitations. It examined only students from four Malaysian private universities—TARUMT, Segi, Help, and Nilai—so the findings may not generalize to public universities or private institutions with stronger graduate outcomes. Variations in resources, curricula, and industry linkages may yield different employability levels.

Although students from diploma, undergraduate, and postgraduate programs were included, the data were analyzed collectively, limiting insights into subgroup differences. Diploma students, for example, may prioritize technical skills, while postgraduates may rely more on self-efficacy or academic credentials.

The research focused on four variables—academic performance, communication skills, technical skills, and self-efficacy—while other important factors

such as internships, digital literacy, adaptability, networking, and institutional support were excluded. Possible mediating or moderating effects were also not assessed.

Lastly, the use of self-administered online surveys may have introduced response bias due to reliance on honesty and self-awareness. Limited depth and the absence of researcher clarification further constrained the data.

5.5 Recommendations of Study

Several recommendations are proposed to guide future research on employability among Malaysian university students.

First, future studies should expand to include public universities and private institutions with stronger graduate outcomes. Comparing different contexts would clarify how policies, resources, and academic cultures shape employability and highlight effective practices.

Second, researchers should analyze students by academic level—diploma, undergraduate, and postgraduate—instead of treating them as a single group. Subgroup analysis would reveal distinct skill needs and support tailored career programs.

Third, future work should include factors beyond academic performance, communication, technical skills, and self-efficacy. Elements such as internships, digital literacy, adaptability, networking, and institutional support are equally critical for employability and would contribute to a more comprehensive model of graduate readiness.

Finally, mixed-method approaches are recommended. While surveys provide measurable data, qualitative methods such as interviews and focus groups offer richer insights into students' experiences. Combining both would strengthen validity and depth of understanding.

5.6 Conclusion

This study found that communication skills, technical skills, and self-efficacy significantly enhance employability among private university students, while academic performance does not have a significant impact. These findings suggest that employers prioritize practical and personal skills over grades. Therefore, universities should focus on developing students' soft skills, technical abilities, and confidence. However, the study is limited to a few private institutions and variables, so future research should include more diverse universities, student levels, and employability factors using both quantitative and qualitative methods for deeper insights.

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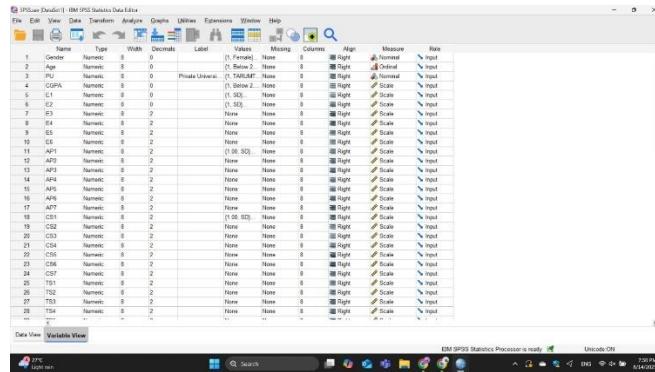
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Appendix

Pilot test

Variable view

Data View

Descriptive Analysis Results:

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	22	73.3	73.3	73.3
	Male	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years old	3	10.0	10.0	10.0
	20-22 years old	20	66.7	66.7	76.7
	23-25 years old	6	20.0	20.0	96.7
	Above 25 years old	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Private Universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TARUMT	12	40.0	40.0	40.0
	HELP University	5	16.7	16.7	56.7
	SEGI University	9	30.0	30.0	86.7
	Nilai University, Malaysia	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 2.5	2	6.7	6.7	6.7
	2.51 - 3.00	4	13.3	13.3	20.0
	3.01 - 3.50	14	46.7	46.7	66.7
	3.51 - 4.00	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Bar Chart

Gender

79

Age

Private Universities

CGPA
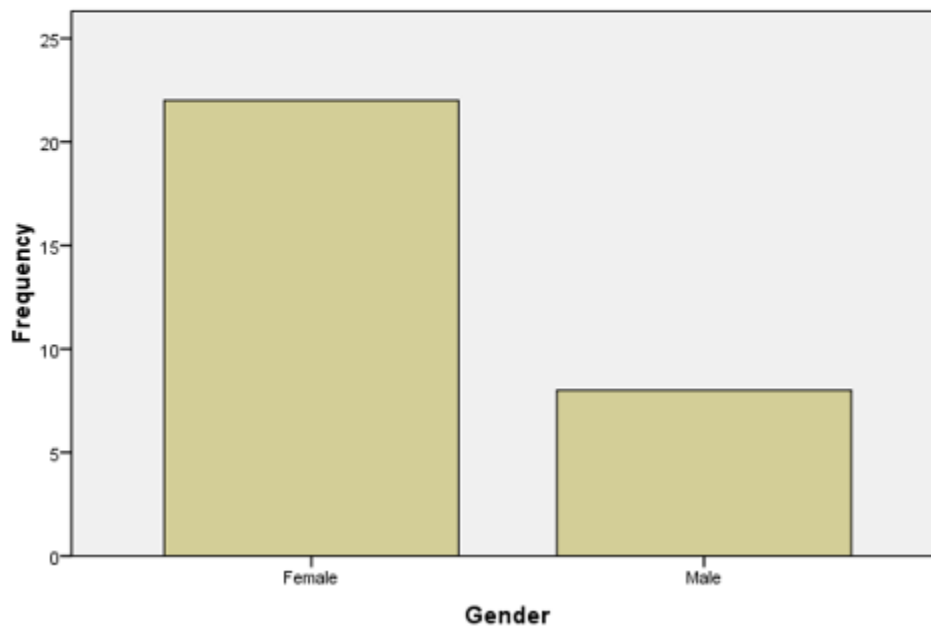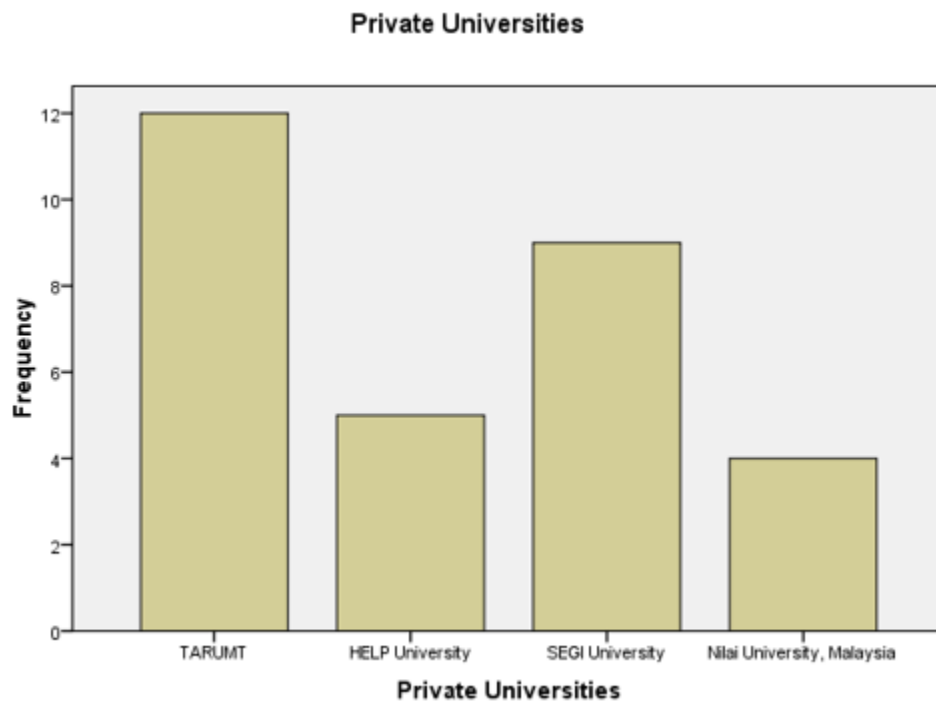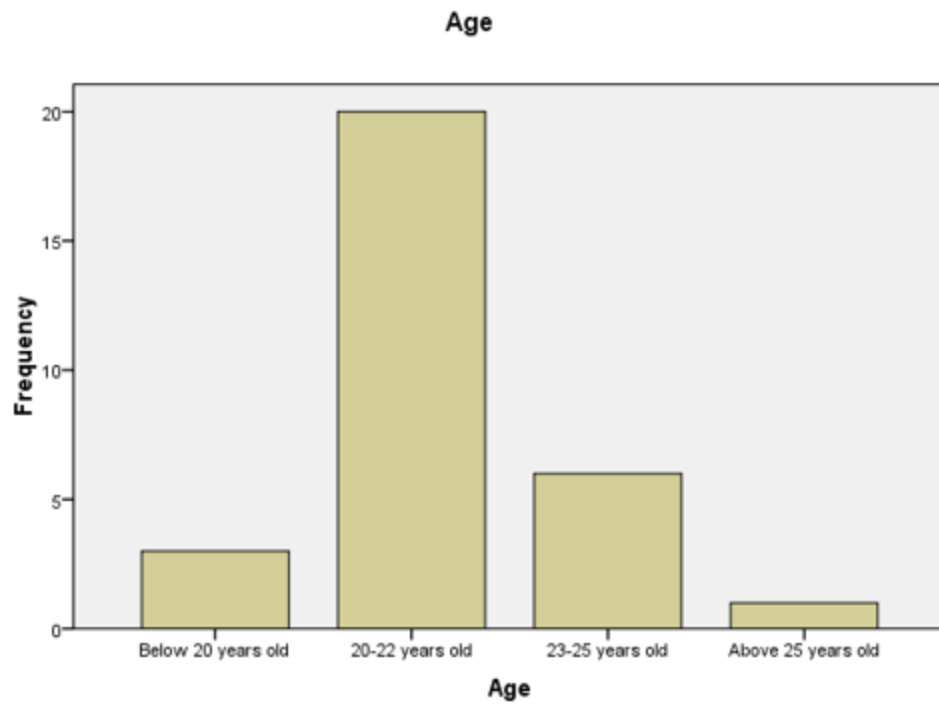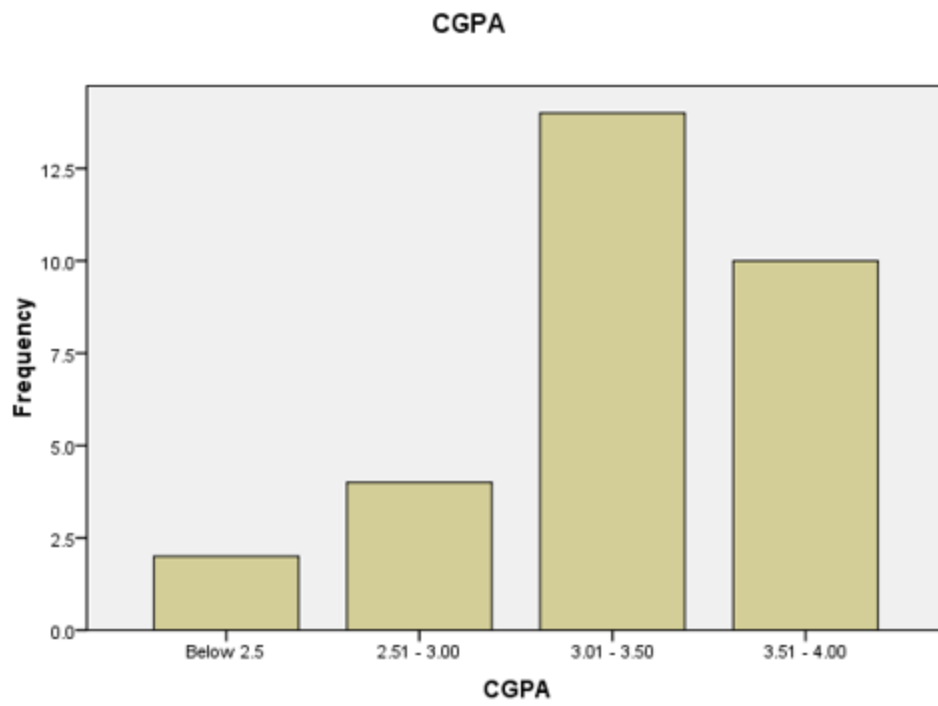
Inferential Analysis Results:

Dependent Variable: Employability

Frequency Table

E1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	6.7	6.7	6.7
	N	5	16.7	16.7	23.3
	A	14	46.7	46.7	70.0
	SA	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

E2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3.3	3.3	3.3
	N	3	10.0	10.0	13.3
	A	13	43.3	43.3	56.7
	SA	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

E3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.7	16.7	16.7
	4	13	43.3	43.3	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

E4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	10.0	10.0	10.0
	4	15	50.0	50.0	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

E5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.0	10.0	10.0
	3	2	6.7	6.7	16.7
	4	14	46.7	46.7	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

E6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	2	6.7	6.7	10.0
	3	3	10.0	10.0	20.0
	4	14	46.7	46.7	66.7
	5	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Histogram

E1

Mean =4
Std. Dev. =0.871
N =30

E2

Mean =4.27
Std. Dev. =0.785
N =30

E2

E3

Mean =4.23
Std. Dev. =0.728
N =30

E3

E4

E5

E6

Mean =4.00
Std. Dev. =1.017
N =30
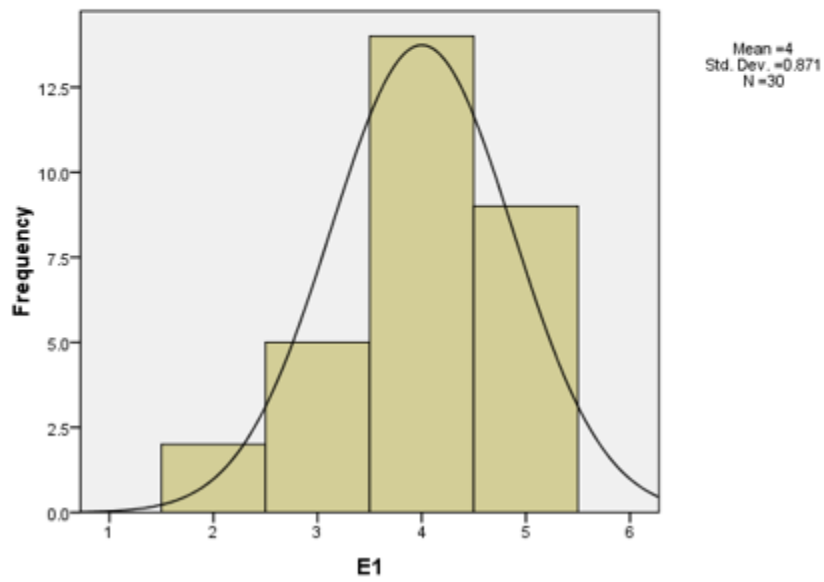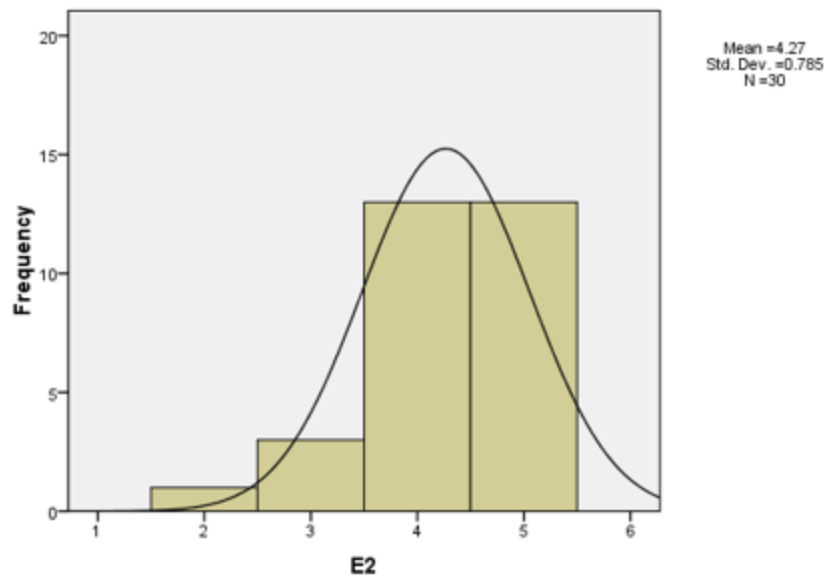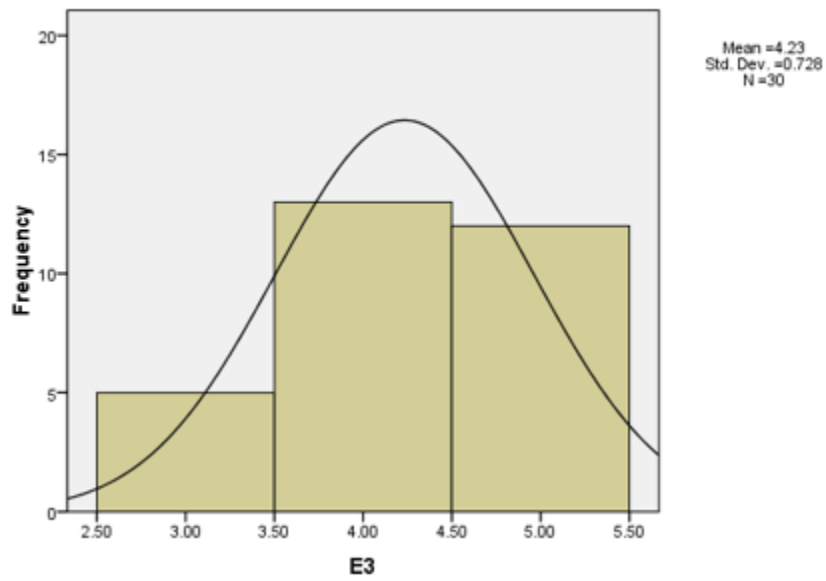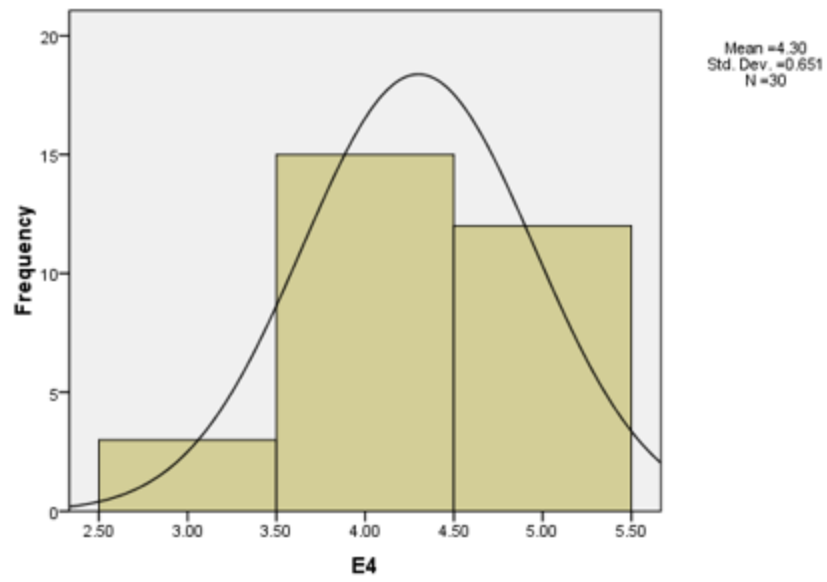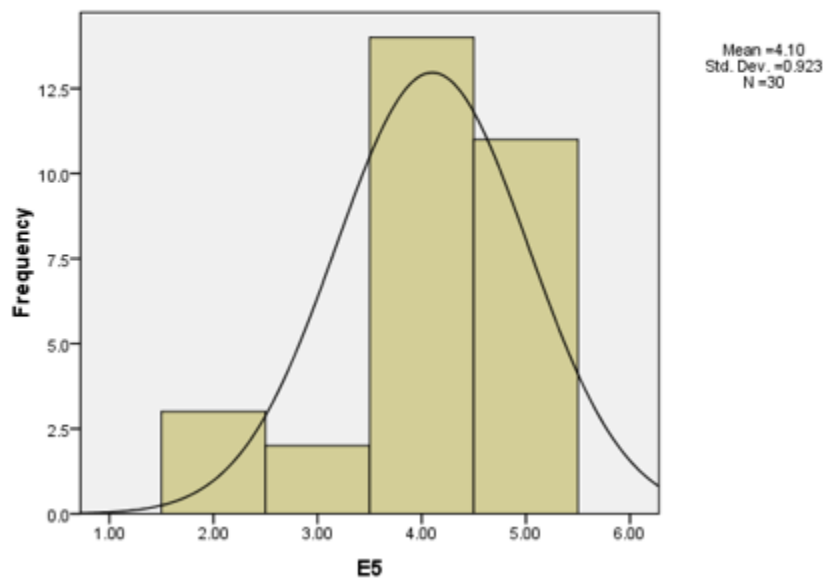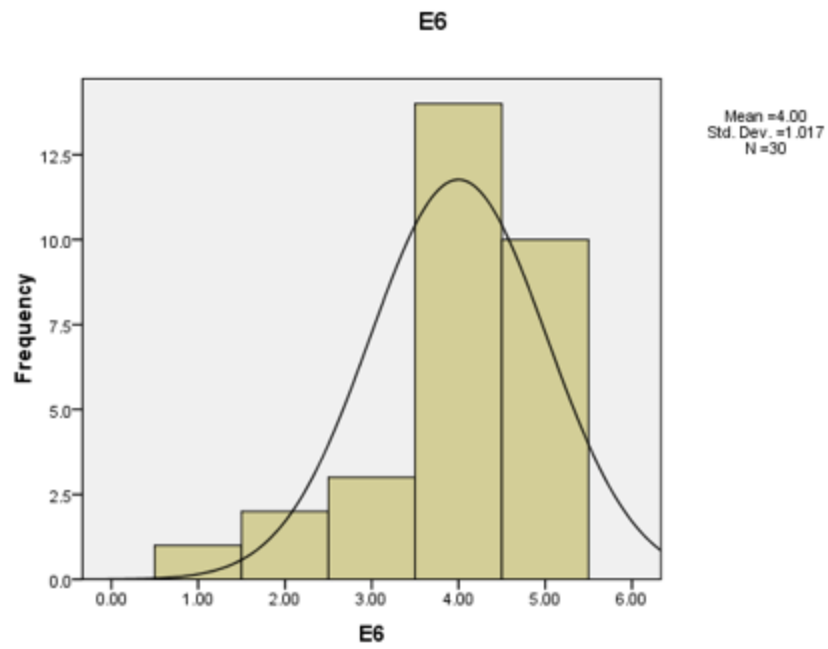
Independent Variable: Academic Performance

Frequencies

[DataSet0] F:\SPSS.sav

Statistics

		AP1	AP2	AP3	AP4	AP5	AP6	AP7
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0

Frequency Table

AP1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3.3	3.3	3.3
	N	2	6.7	6.7	10.0
	A	14	46.7	46.7	56.7
	SA	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

AP2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	2	6.7	6.7	10.0
	4	15	50.0	50.0	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

AP3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	3	10.0	10.0	13.3
	3	1	3.3	3.3	16.7
	4	13	43.3	43.3	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

AP4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	1	3.3	3.3	6.7
	3	2	6.7	6.7	13.3
	4	14	46.7	46.7	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

AP5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	3	2	6.7	6.7	10.0
	4	16	53.3	53.3	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

AP6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	1	3.3	3.3	6.7
	3	1	3.3	3.3	10.0
	4	20	66.7	66.7	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

AP7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	1	3.3	3.3	6.7
	3	1	3.3	3.3	10.0
	4	12	40.0	40.0	50.0
	5	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Histogram

AP1

Mean =4.30
Std. Dev. =0.75
N =30

AP2

Mean =4.27
Std. Dev. =0.74
N =30

AP3

Mean =4.07
Std. Dev. =1.081
N =30

AP4

Mean =4.17
Std. Dev. =0.95
N =30

AP5

Mean =4.20
Std. Dev. =0.847
N =30

AP6

Mean =4.03
Std. Dev. =0.85
N =30

AP7

Mean =4.30
Std. Dev. =0.952
N =30
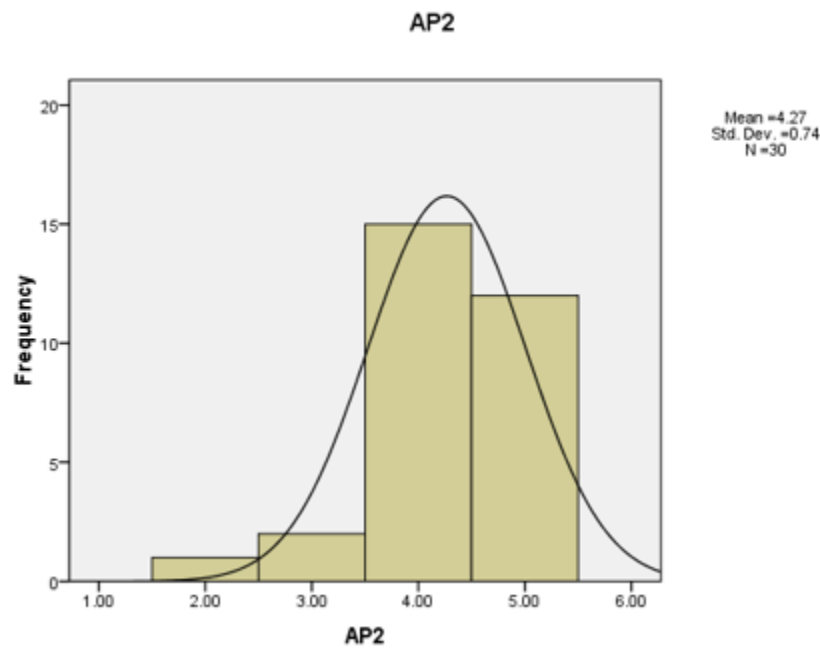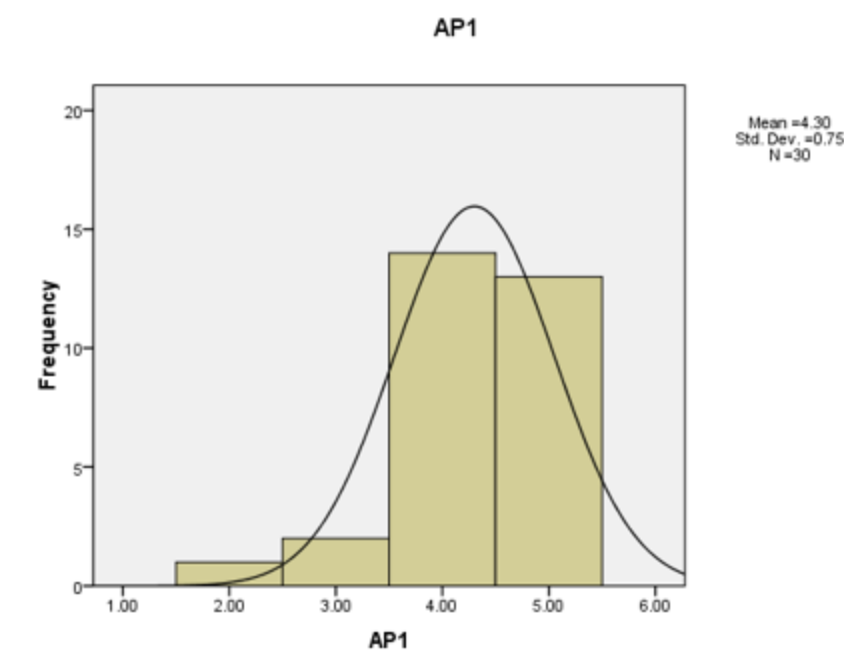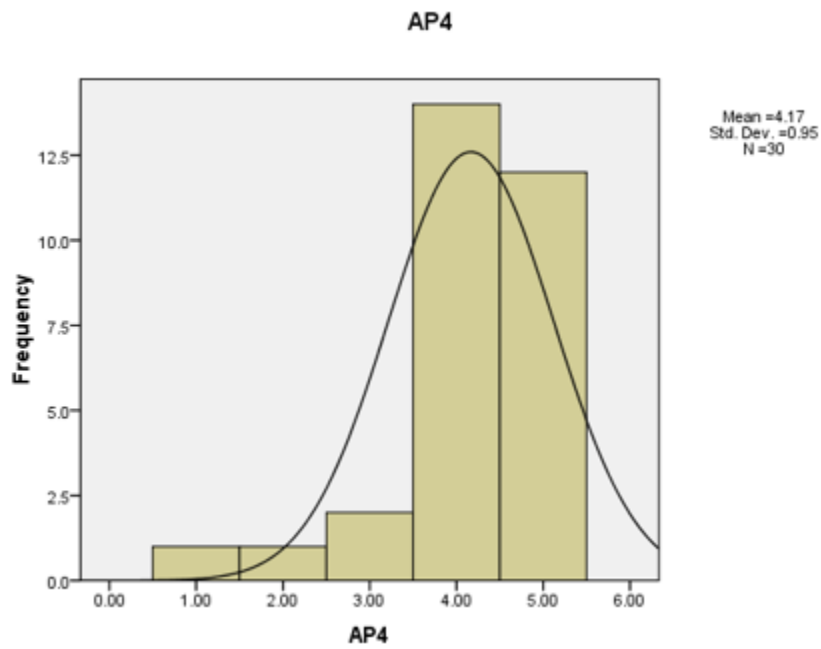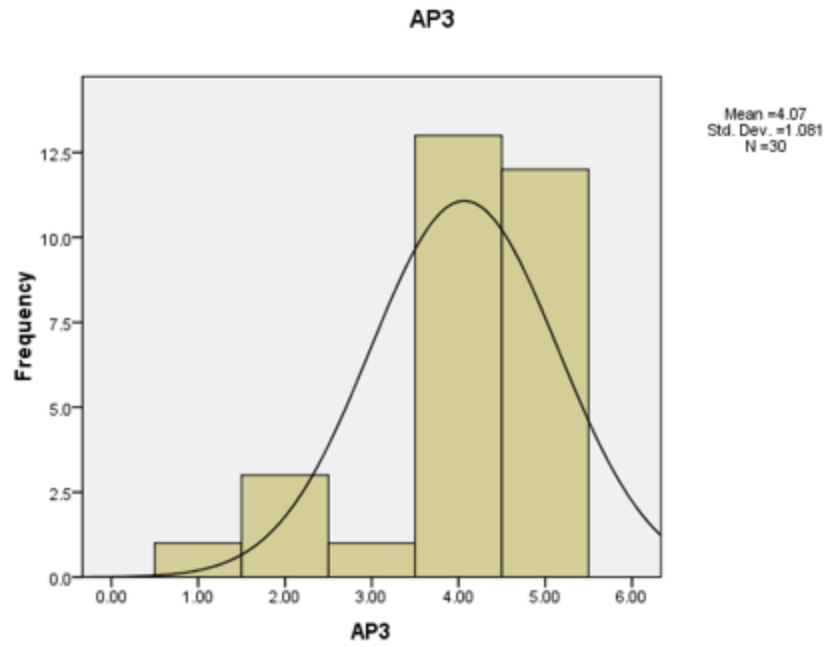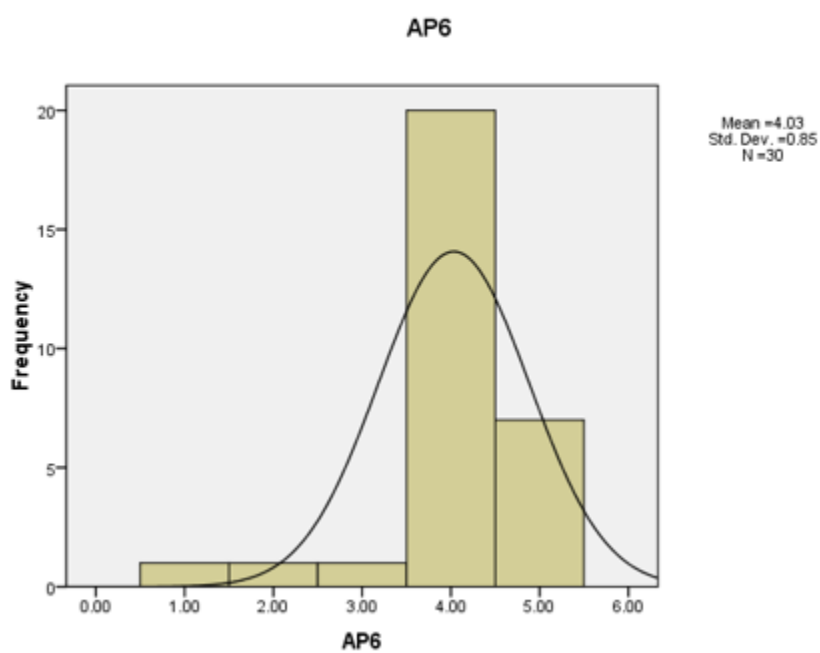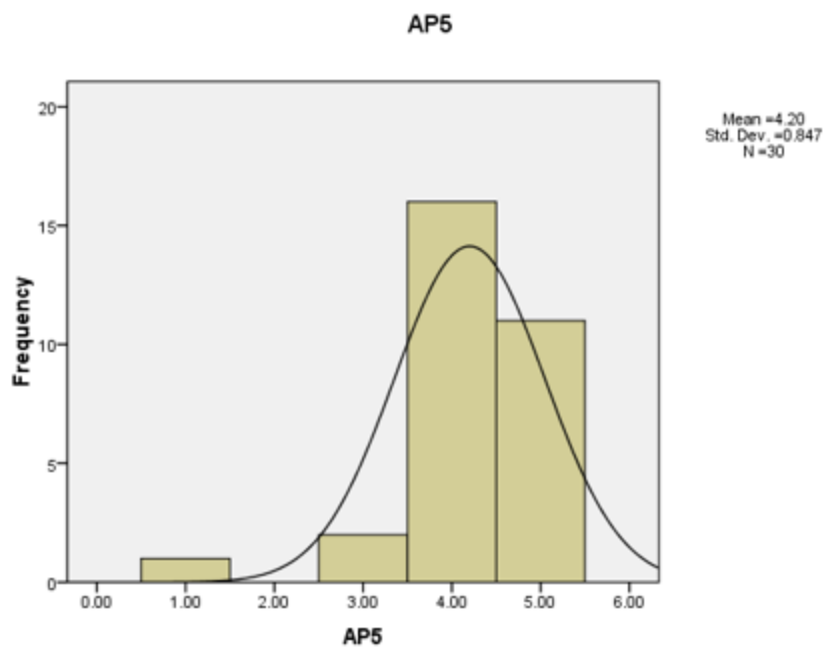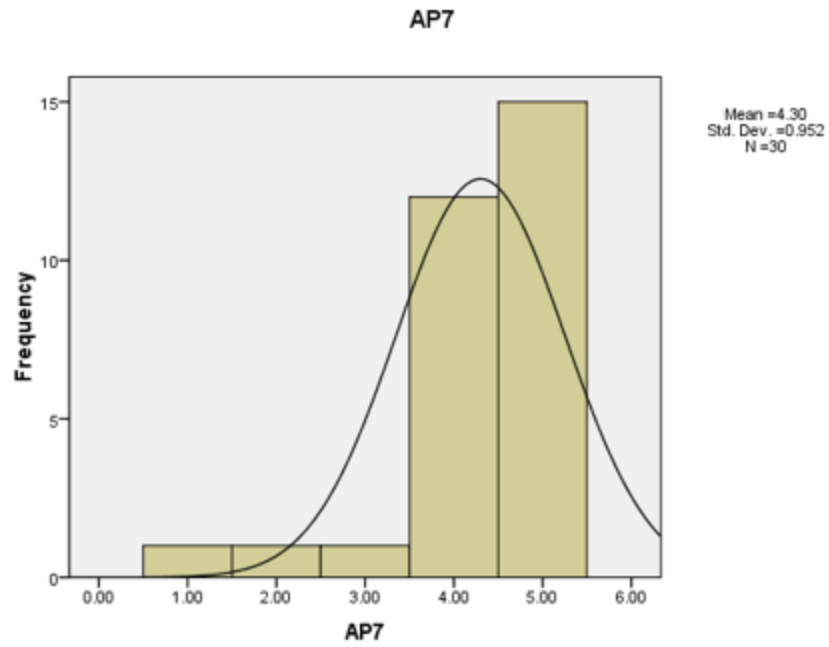
Independent Variable: Communication skills

Frequencies

[DataSet0] F:\SPSS.sav

Statistics

		CS1	CS2	CS3	CS4	CS5	CS6	CS7
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0

Frequency Table

CS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	5	16.7	16.7	16.7
	A	15	50.0	50.0	66.7
	SA	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

CS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.7	6.7	6.7
	3	1	3.3	3.3	10.0
	4	22	73.3	73.3	83.3
	5	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

CS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.7	6.7	6.7
	3	2	6.7	6.7	13.3
	4	15	50.0	50.0	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

CS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.3	3.3	3.3
	4	18	60.0	60.0	63.3
	5	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

CS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	13.3	13.3	13.3
	4	13	43.3	43.3	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

CS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	1	3.3	3.3	6.7
	4	13	43.3	43.3	50.0
	5	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

CS7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	3	10.0	10.0	13.3
	4	10	33.3	33.3	46.7
	5	16	53.3	53.3	100.0
	Total	30	100.0	100.0	
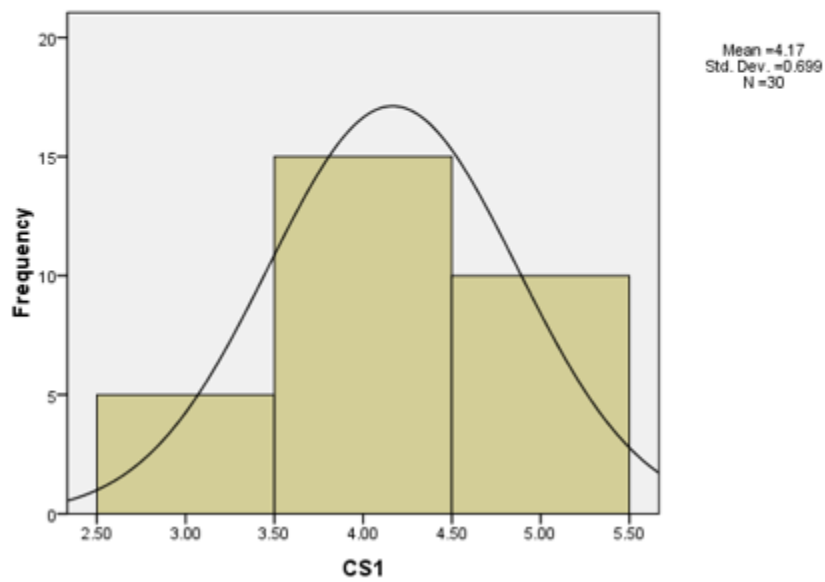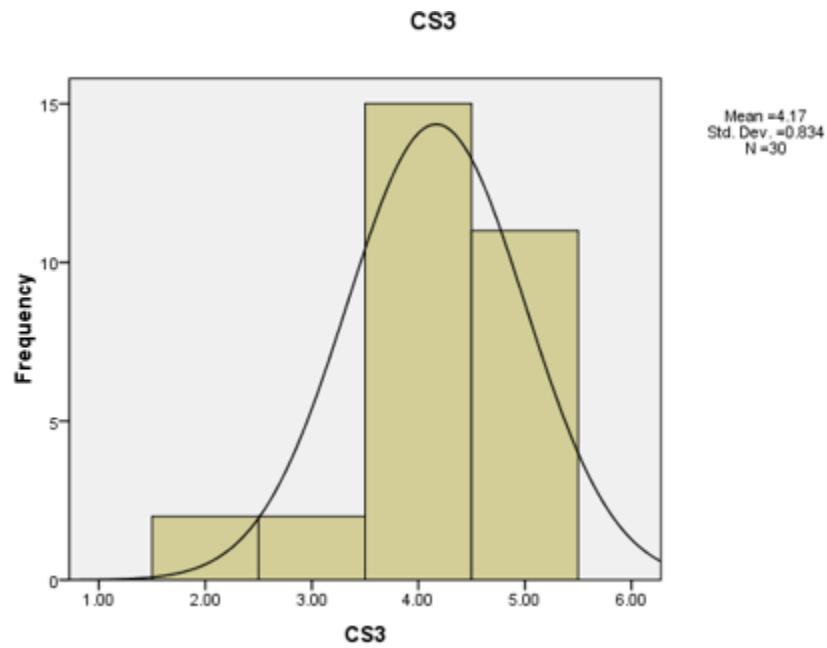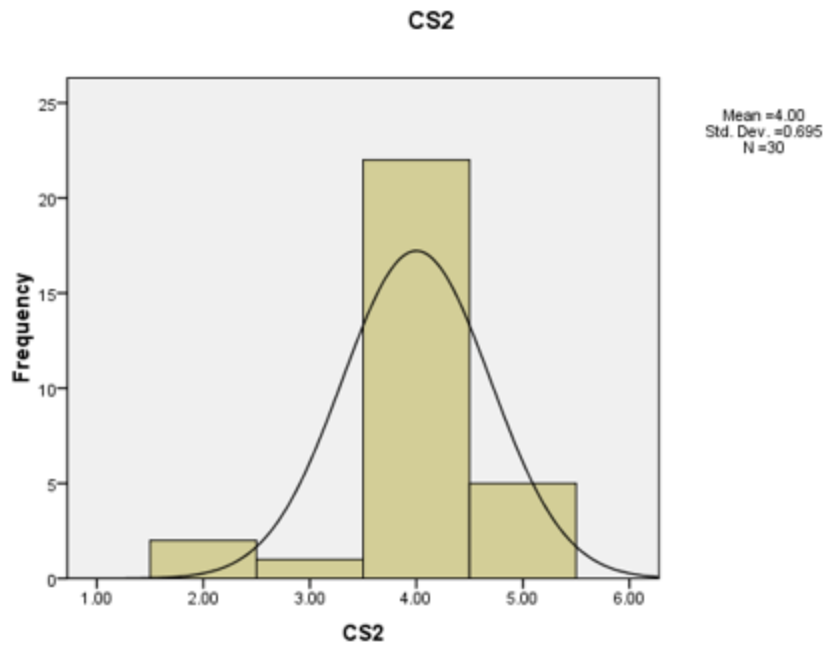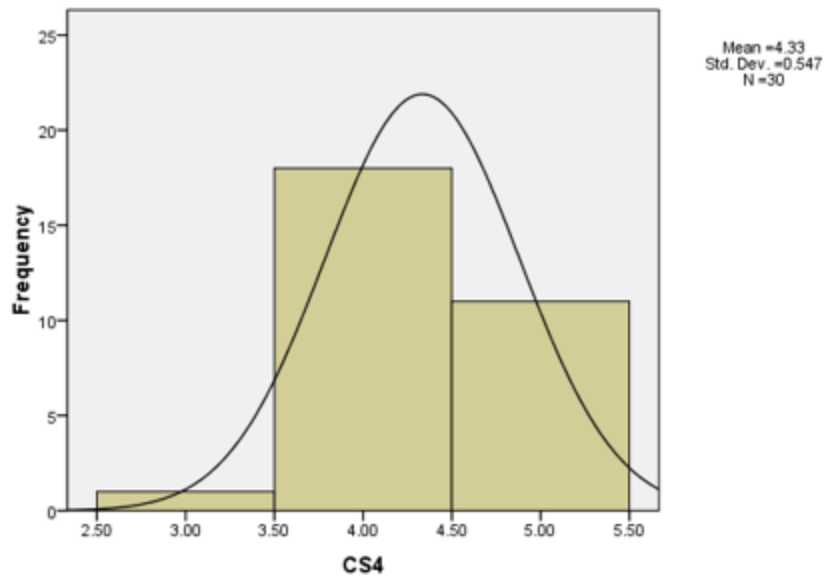
Histogram

CS1

Mean =4.17
Std. Dev. =0.699
N =30

94

CS2

Mean =4.00
Std. Dev. =0.695
N =30

CS3

Mean =4.17
Std. Dev. =0.834
N =30

CS4

Mean =4.33
Std. Dev. =0.547
N =30

CS5

Mean =4.30
Std. Dev. =0.702
N =30

CS6

Mean =4.40
Std. Dev. =0.724
N =30

CS7

Mean =4.37
Std. Dev. =0.809
N =30
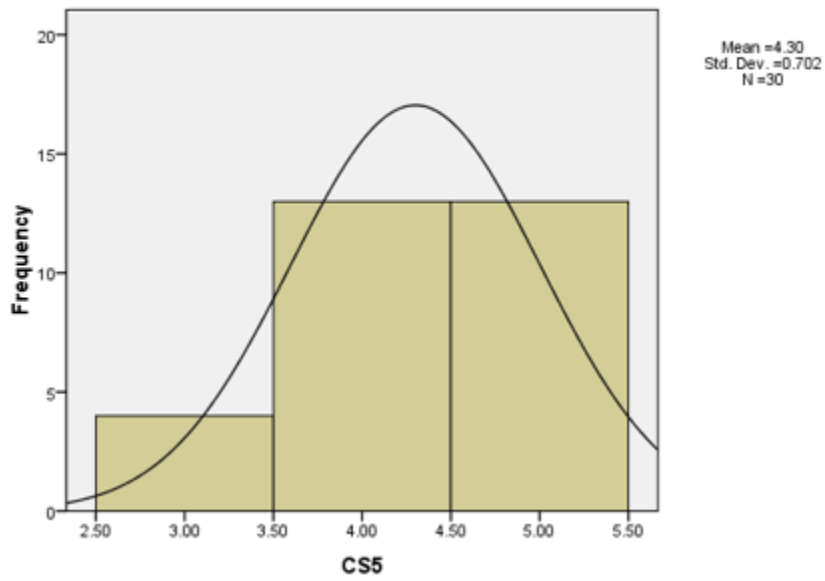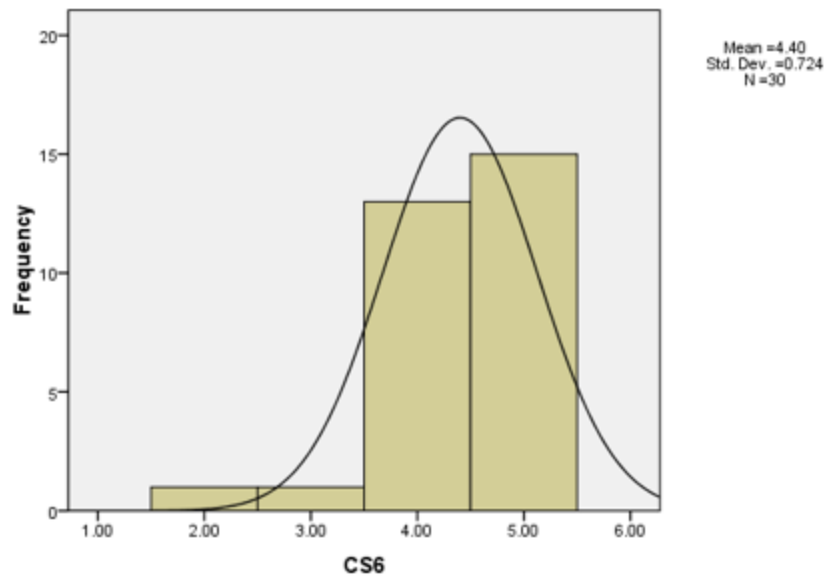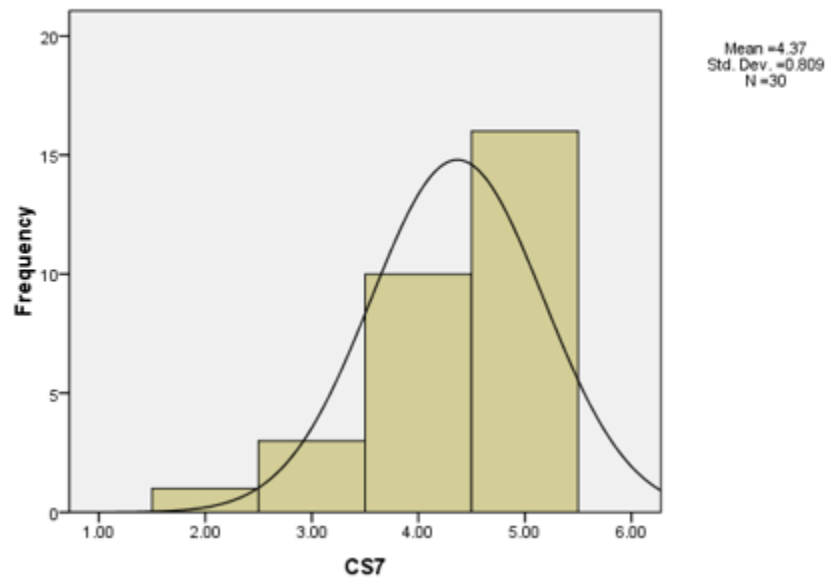
Independent Variable: Technical skills

Frequencies

[DataSet0] F:\SPSS.sav

Statistics

		TS1	TS2	TS3	TS4	TS5	TS6
N	Valid	30	30	30	30	30	30
	Missing	0	0	0	0	0	0

Frequency Table

TS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	11	36.7	36.7	43.3
	5	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

TS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	2	6.7	6.7	10.0
	3	3	10.0	10.0	20.0
	4	11	36.7	36.7	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

TS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	2	6.7	6.7	10.0
	4	12	40.0	40.0	50.0
	5	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

TS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	2	6.7	6.7	10.0
	4	14	46.7	46.7	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

TS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.7	6.7	6.7
	4	10	33.3	33.3	40.0
	5	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

TS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	3	4	13.3	13.3	16.7
	4	12	40.0	40.0	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

Histogram

TS1

Mean =4.50
Std. Dev. =0.63
N =30

TS2

Mean =4.10
Std. Dev. =1.062
N =30

TS3

Mean =4.37
Std. Dev. =0.765
N =30

TS4

Mean =4.20
Std. Dev. =0.997
N =30

TS5

Mean =4.53
Std. Dev. =0.629
N =30

TS6

Mean =4.20
Std. Dev. =0.925
N =30
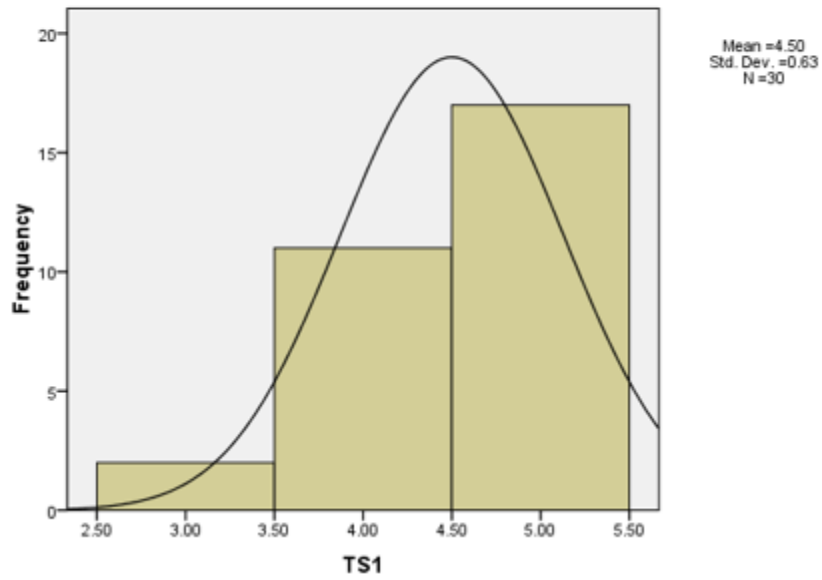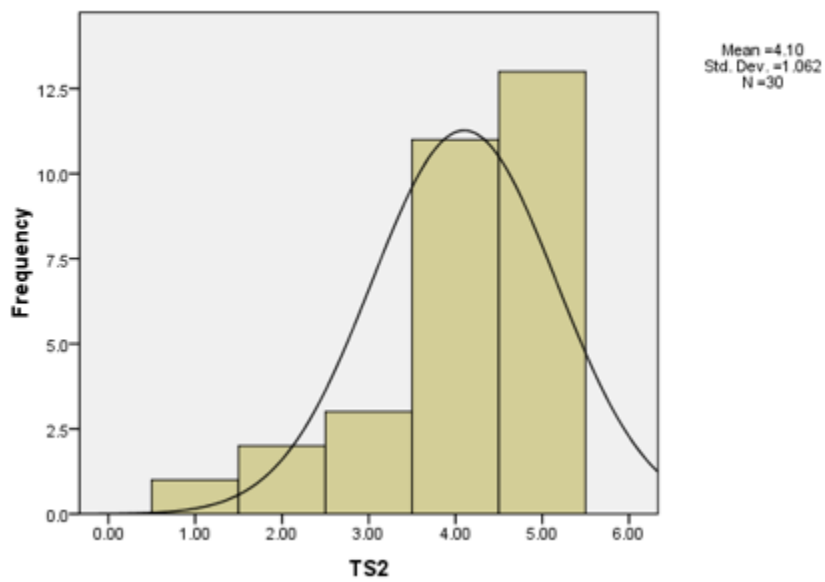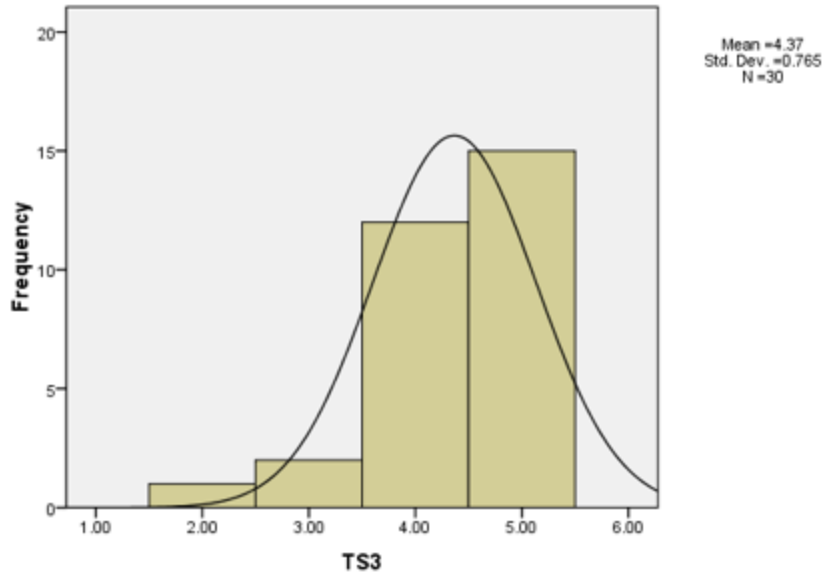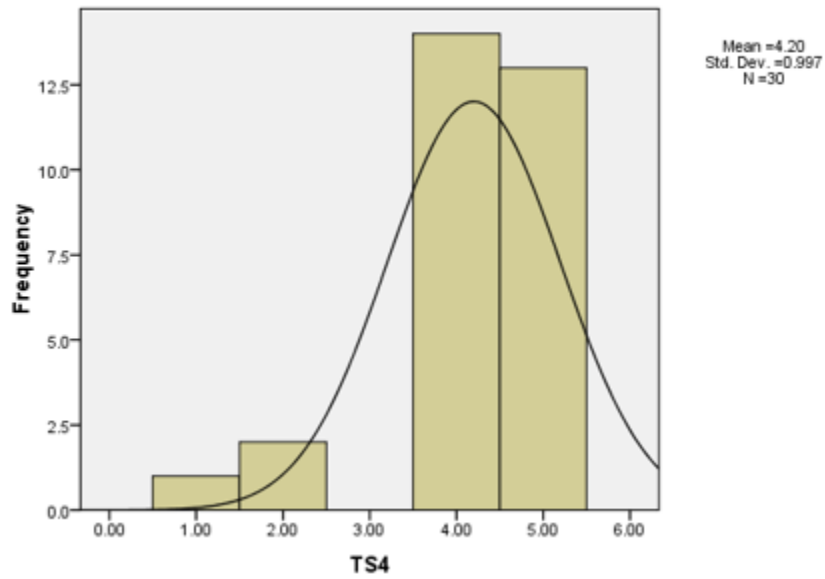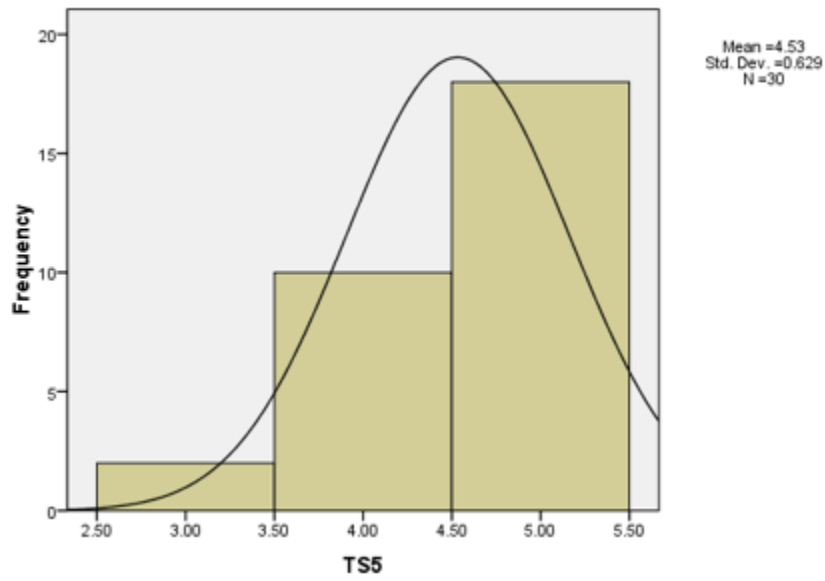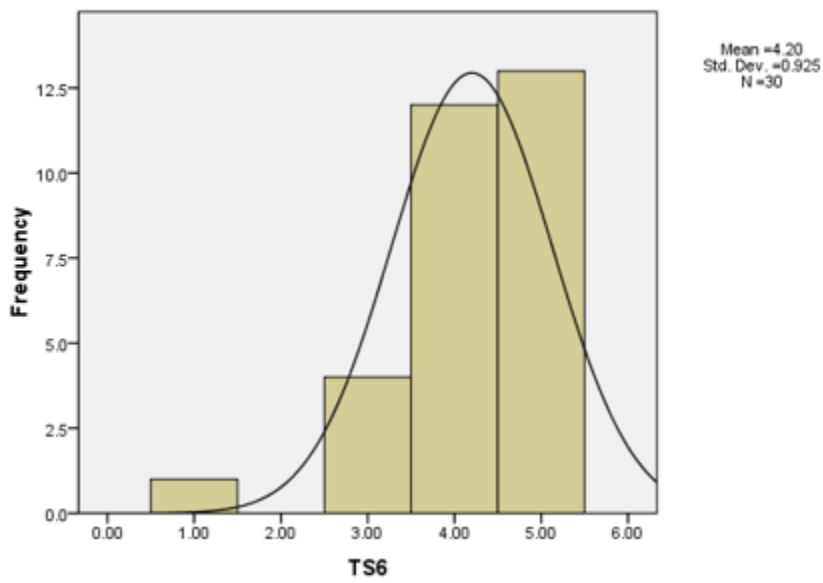
Independent Variable: Self-Efficacy

Frequencies

[DataSet0] F:\SPSS.sav

Statistics

		SE1	SE2	SE3	SE4	SE5	SE6
N	Valid	30	30	30	30	30	30
	Missing	0	0	0	0	0	0

Frequency Table

SE1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.0	10.0	10.0
	3	3	10.0	10.0	20.0
	4	10	33.3	33.3	53.3
	5	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

SE2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.0	10.0	10.0
	3	2	6.7	6.7	16.7
	4	16	53.3	53.3	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

SE3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	3	4	13.3	13.3	16.7
	4	13	43.3	43.3	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

SE4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	3	3	10.0	10.0	16.7
	4	11	36.7	36.7	53.3
	5	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

SE5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.0	10.0	10.0
	3	4	13.3	13.3	23.3
	4	14	46.7	46.7	70.0
	5	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

SE6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	2	6.7	6.7	10.0
	3	4	13.3	13.3	23.3
	4	11	36.7	36.7	60.0
	5	12	40.0	40.0	100.0
	Total	30	100.0	100.0	
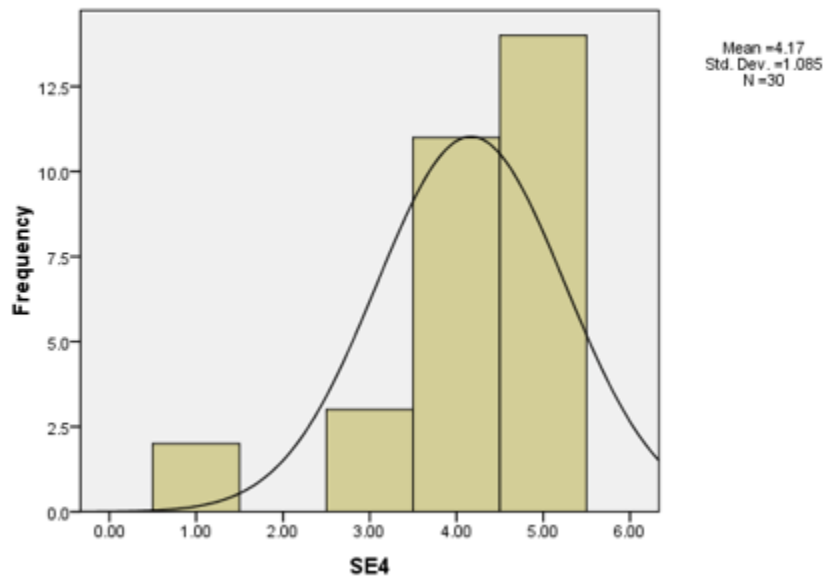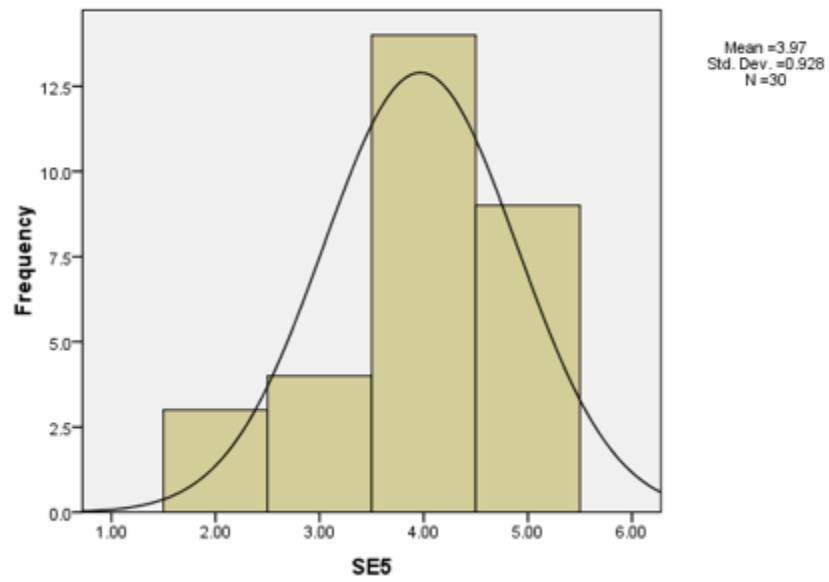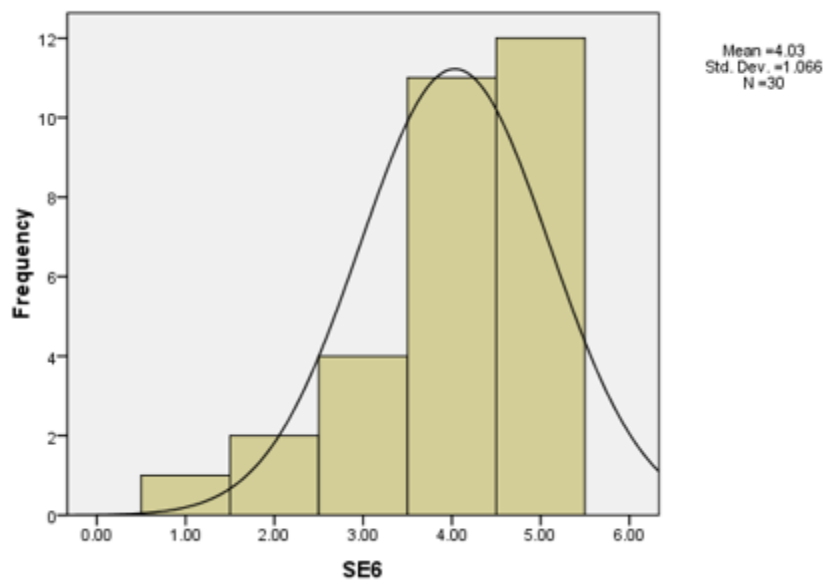
Histogram

SE1

Mean =4.17
Std. Dev. =0.986
N =30

SE2

Mean =4.03
Std. Dev. =0.89
N =30

SE3

Mean =4.17
Std. Dev. =0.913
N =30

SE4

Mean =4.17
Std. Dev. =1.085
N =30

SE5

Mean =3.97
Std. Dev. =0.928
N =30

SE6

Mean =4.03
Std. Dev. =1.066
N =30

SPSS Results (Reliability Test)

Dependent variable: Employability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.761	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
E1	20.9000	7.403	.655	.448	.666
E2	20.6333	8.378	.500	.314	.713
E3	20.6667	9.057	.383	.372	.741
E4	20.6000	8.593	.589	.453	.699
E5	20.8000	8.441	.368	.302	.752
E6	20.9000	7.403	.511	.350	.713

Independent Variable: Academic Performance

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.675	.684	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
AP1	25.0333	11.275	.256	.355	.672
AP2	25.0667	10.892	.346	.493	.651
AP3	25.2667	10.892	.150	.516	.720
AP4	25.1667	8.971	.572	.630	.581
AP5	25.1333	9.499	.558	.586	.592
AP6	25.3000	10.562	.333	.597	.654
AP7	25.0333	9.068	.550	.699	.589

Independent Variable: Communication skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.707	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CS1	25.5667	6.806	.495	.591	.645
CS2	25.7333	7.375	.329	.300	.687
CS3	25.5667	7.771	.136	.225	.746
CS4	25.4000	7.903	.292	.556	.693
CS5	25.4333	6.461	.601	.444	.616
CS6	25.3333	6.437	.582	.545	.620
CS7	25.3667	6.378	.506	.476	.639

Independent Variable: Technical skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.586	.595	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TS1	21.4000	7.076	.309	.180	.551
TS2	21.8000	5.407	.399	.335	.504
TS3	21.5333	6.120	.476	.347	.480
TS4	21.7000	5.803	.356	.157	.526
TS5	21.3667	7.344	.225	.158	.576
TS6	21.7000	6.631	.214	.060	.591

Independent Variable: Self-efficacy

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.925	.925	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SE1	20.3667	17.757	.782	.686	.912
SE2	20.5000	18.879	.718	.708	.920
SE3	20.3667	18.447	.758	.589	.915
SE4	20.3667	16.309	.882	.792	.898
SE5	20.5667	18.185	.781	.704	.912
SE6	20.5000	17.086	.794	.784	.911

Normality Test

Dependent Variable: Employability

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
E1	30	3	2	5	4.00	.159	.871	.759	-.671	.427	.053	.833
E2	30	3	2	5	4.27	.143	.785	.616	-.983	.427	.903	.833
E3	30	2.00	3.00	5.00	4.2333	.13290	.72793	.530	-.396	.427	-.957	.833
E4	30	2.00	3.00	5.00	4.3000	.11890	.65126	.424	-.385	.427	-.609	.833
E5	30	3.00	2.00	5.00	4.1000	.16850	.92289	.852	-1.055	.427	.668	.833
E6	30	4.00	1.00	5.00	4.0000	.18570	1.01710	1.034	-1.264	.427	1.657	.833
Valid N (listwise)	30											

Independent Variable: Academic Performance

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
AP1	30	3.00	2.00	5.00	4.3000	.13688	.74971	.562	-1.094	.427	1.621	.833
AP2	30	3.00	2.00	5.00	4.2667	.13505	.73968	.547	-1.028	.427	1.635	.833
AP3	30	4.00	1.00	5.00	4.0667	.19730	1.08066	1.168	-1.370	.427	1.439	.833
AP4	30	4.00	1.00	5.00	4.1667	.17343	.94989	.902	-1.648	.427	3.545	.833
AP5	30	4.00	1.00	5.00	4.2000	.15462	.84690	.717	-1.868	.427	6.025	.833
AP6	30	4.00	1.00	5.00	4.0333	.15524	.85029	.723	-1.869	.427	5.509	.833
AP7	30	4.00	1.00	5.00	4.3000	.17387	.95231	.907	-1.946	.427	4.561	.833
Valid N (listwise)	30											

Independent Variable: Communication skills

Descriptive Statistics

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CS1	30	2.00	3.00	5.00	4.1667	.12761	.69893	.489	-.240	.427	-.831	.833
CS2	30	3.00	2.00	5.00	4.0000	.12685	.69481	.483	-1.322	.427	3.579	.833
CS3	30	3.00	2.00	5.00	4.1667	.15225	.83391	.695	-1.097	.427	1.320	.833
CS4	30	2.00	3.00	5.00	4.3333	.09981	.54667	.299	.050	.427	-.699	.833
CS5	30	2.00	3.00	5.00	4.3000	.12821	.70221	.493	-.499	.427	-.781	.833
CS6	30	3.00	2.00	5.00	4.4000	.13218	.72397	.524	-1.379	.427	2.730	.833
CS7	30	3.00	2.00	5.00	4.3667	.14765	.80872	.654	-1.211	.427	1.085	.833
Valid N (listwise)	30											

Independent Variable: Technical skills

Descriptive Statistics

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TS1	30	2.00	3.00	5.00	4.5000	.11497	.62972	.397	-.888	.427	-.134	.833
TS2	30	4.00	1.00	5.00	4.1000	.19387	1.06188	1.128	-1.322	.427	1.473	.833
TS3	30	3.00	2.00	5.00	4.3667	.13965	.76489	.585	-1.250	.427	1.741	.833
TS4	30	4.00	1.00	5.00	4.2000	.18194	.99655	.993	-1.774	.427	3.418	.833
TS5	30	2.00	3.00	5.00	4.5333	.11480	.62881	.395	-1.025	.427	.113	.833
TS6	30	4.00	1.00	5.00	4.2000	.16884	.92476	.855	-1.547	.427	3.536	.833
Valid N (listwise)	30											

Independent variable: Self-efficacy

Descriptive Statistics

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance | Skewness | | Kurtosis | |
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SE1	30	3.00	2.00	5.00	4.1667	.17993	.98553	.971	-1.051	.427	.189	.833
SE2	30	3.00	2.00	5.00	4.0333	.16248	.88992	.792	-1.012	.427	.817	.833
SE3	30	4.00	1.00	5.00	4.1667	.16667	.91287	.833	-1.516	.427	3.612	.833
SE4	30	4.00	1.00	5.00	4.1667	.19817	1.08543	1.178	-1.740	.427	3.185	.833
SE5	30	3.00	2.00	5.00	3.9667	.16940	.92786	.861	-.763	.427	.018	.833
SE6	30	4.00	1.00	5.00	4.0333	.19466	1.06620	1.137	-1.167	.427	1.058	.833
Valid N (listwise)	30											

Full Test

Variable view
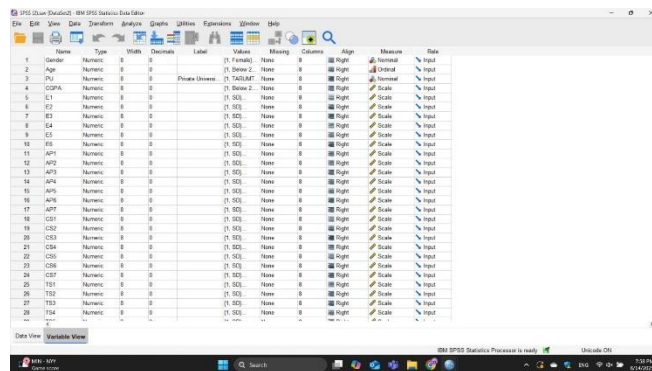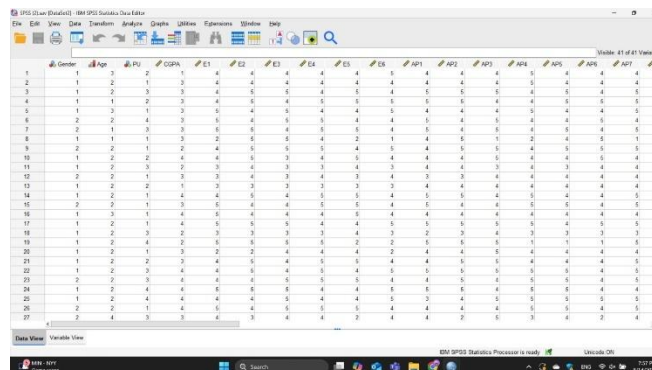
Data View

Descriptive Analysis Results:

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	76	71.7	71.7	71.7
	Male	30	28.3	28.3	100.0
	Total	106	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years old	4	3.8	3.8	3.8
	20-22 years old	68	64.2	64.2	67.9
	23-25 years old	31	29.2	29.2	97.2
	Above 25 years old	3	2.8	2.8	100.0
	Total	106	100.0	100.0	

Private Universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TARUMT	43	40.6	40.6	40.6
	HELP University	29	27.4	27.4	67.9
	SEGI University	20	18.9	18.9	86.8
	Nilai University, Malaysia	14	13.2	13.2	100.0
	Total	106	100.0	100.0	

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 2.5	5	4.7	4.7	4.7
	2.51 - 3.00	20	18.9	18.9	23.6
	3.01 - 3.50	37	34.9	34.9	58.5
	3.51 - 4.00	44	41.5	41.5	100.0
	Total	106	100.0	100.0	

Bar Chart

114

Age

Private Universities

CGPA
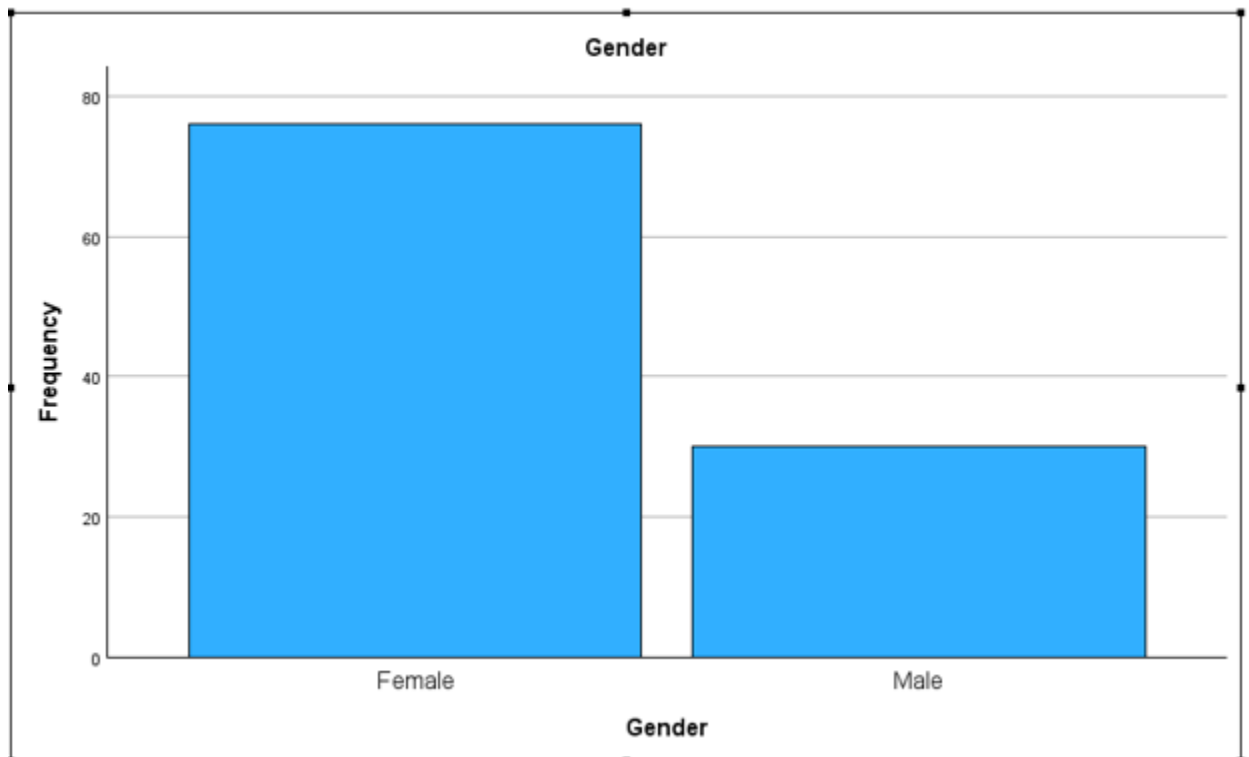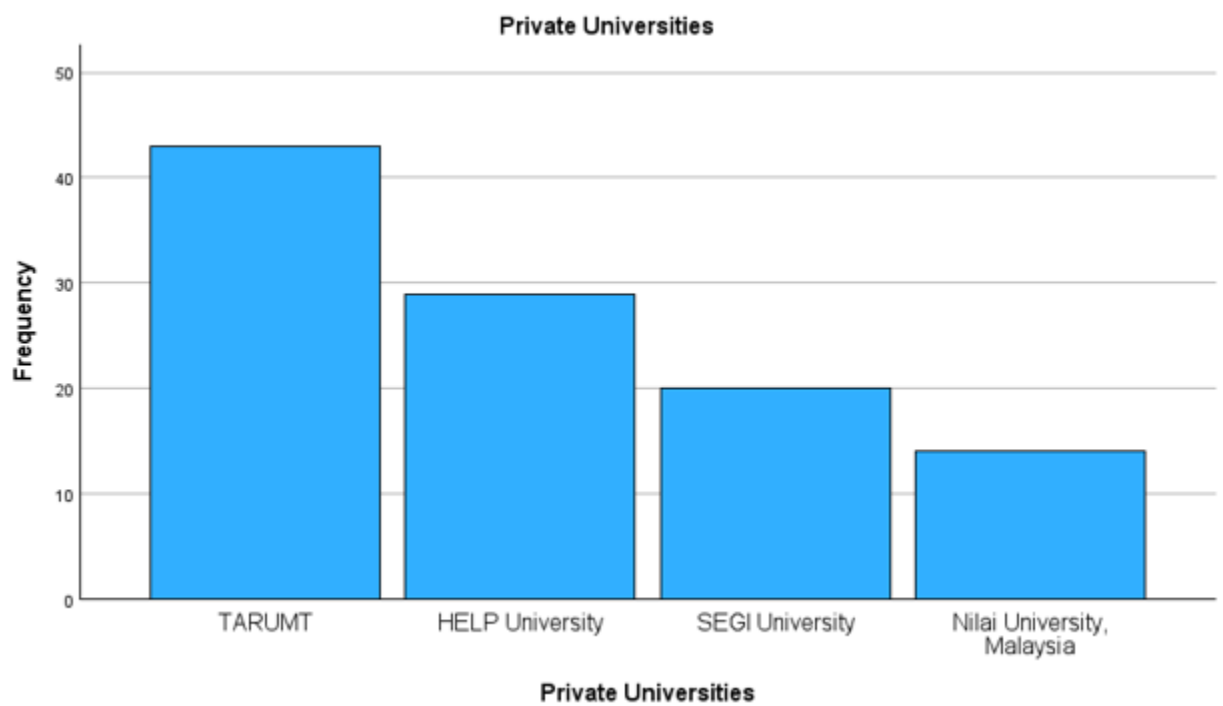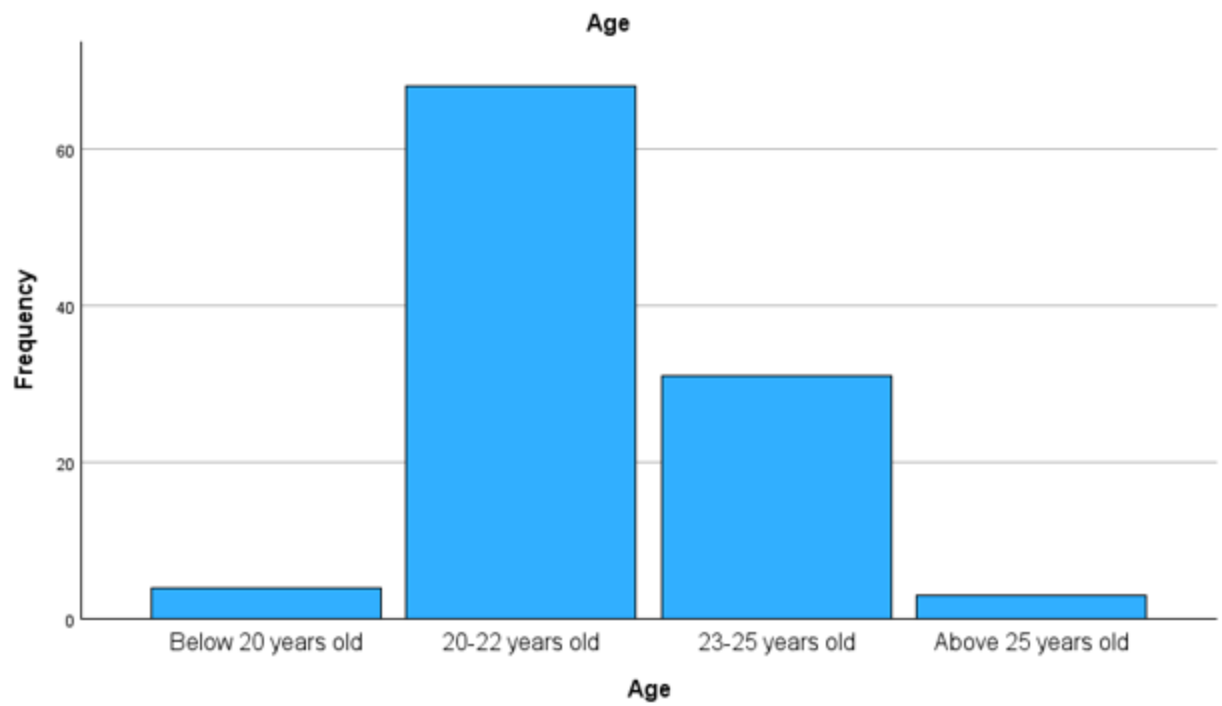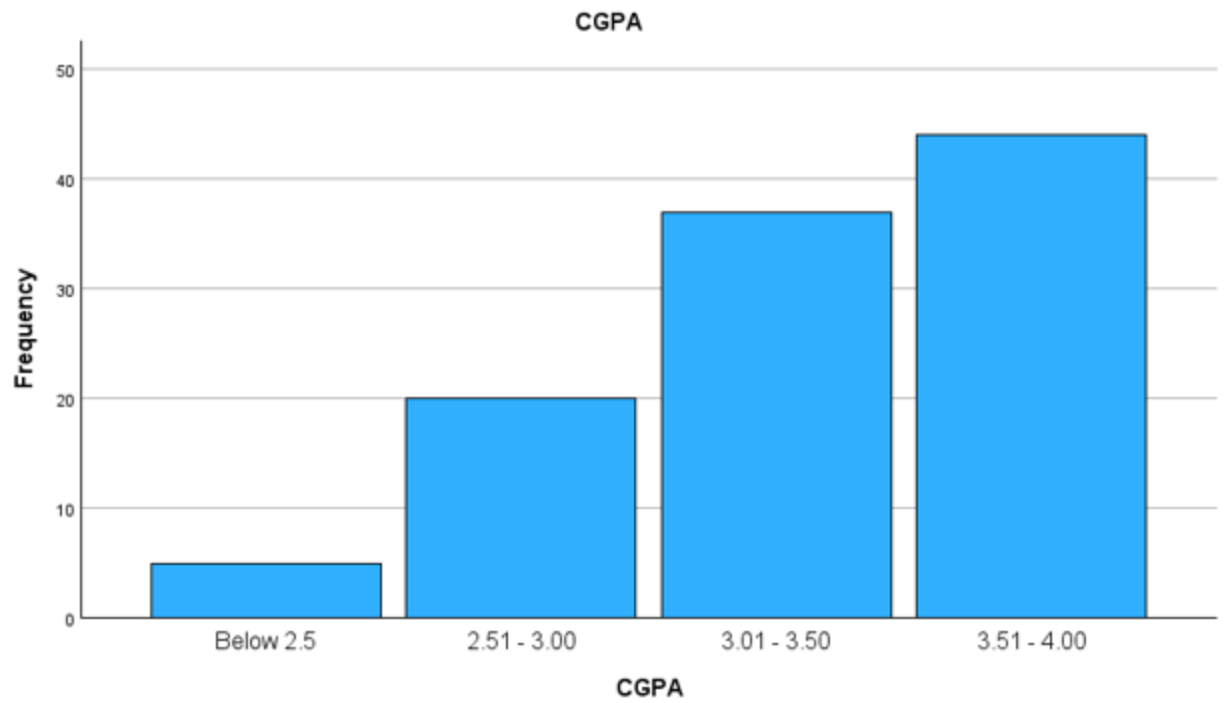
Inferential Analysis Results:

Dependent Variable: Employability

Frequencies

Statistics

		E1	E2	E3	E4	E5	E6
N	Valid	106	106	106	106	106	106
	Missing	0	0	0	0	0	0

Frequency Table

E1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	5.7	5.7	5.7
	N	14	13.2	13.2	18.9
	A	64	60.4	60.4	79.2
	SA	22	20.8	20.8	100.0
	Total	106	100.0	100.0	

E2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	9.4	9.4	9.4
	N	9	8.5	8.5	17.9
	A	53	50.0	50.0	67.9
	SA	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

E3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	2.8	2.8	2.8
	N	11	10.4	10.4	13.2
	A	46	43.4	43.4	56.6
	SA	46	43.4	43.4	100.0
	Total	106	100.0	100.0	

E4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	12	11.3	11.3	12.3
	N	13	12.3	12.3	24.5
	A	46	43.4	43.4	67.9
	SA	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

E5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	5	4.7	4.7	6.6
	N	11	10.4	10.4	17.0
	A	56	52.8	52.8	69.8
	SA	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

E6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	8	7.5	7.5	9.4
	N	12	11.3	11.3	20.8
	A	45	42.5	42.5	63.2
	SA	39	36.8	36.8	100.0
	Total	106	100.0	100.0	

E1

Mean = 3.96
Std. Dev. = .755
N = 106

E2

Mean = 4.05
Std. Dev. = .888
N = 106

119

E3

Mean = 4.27
Std. Dev. = .763
N = 106

E4

Mean = 3.94
Std. Dev. = .994
N = 106

E5

E6
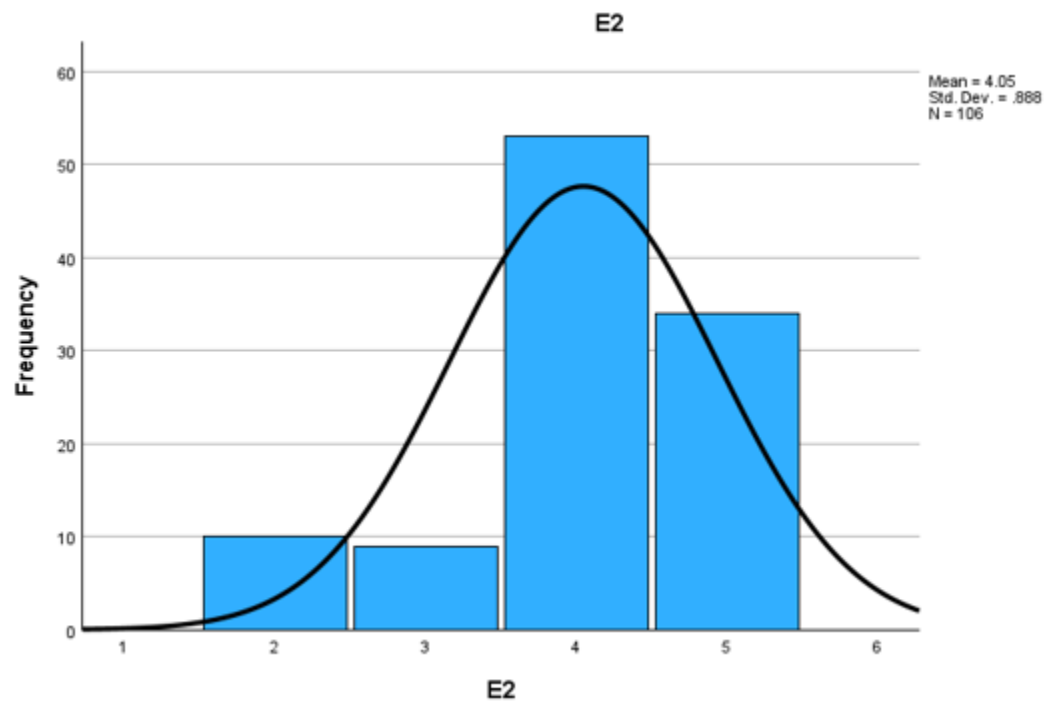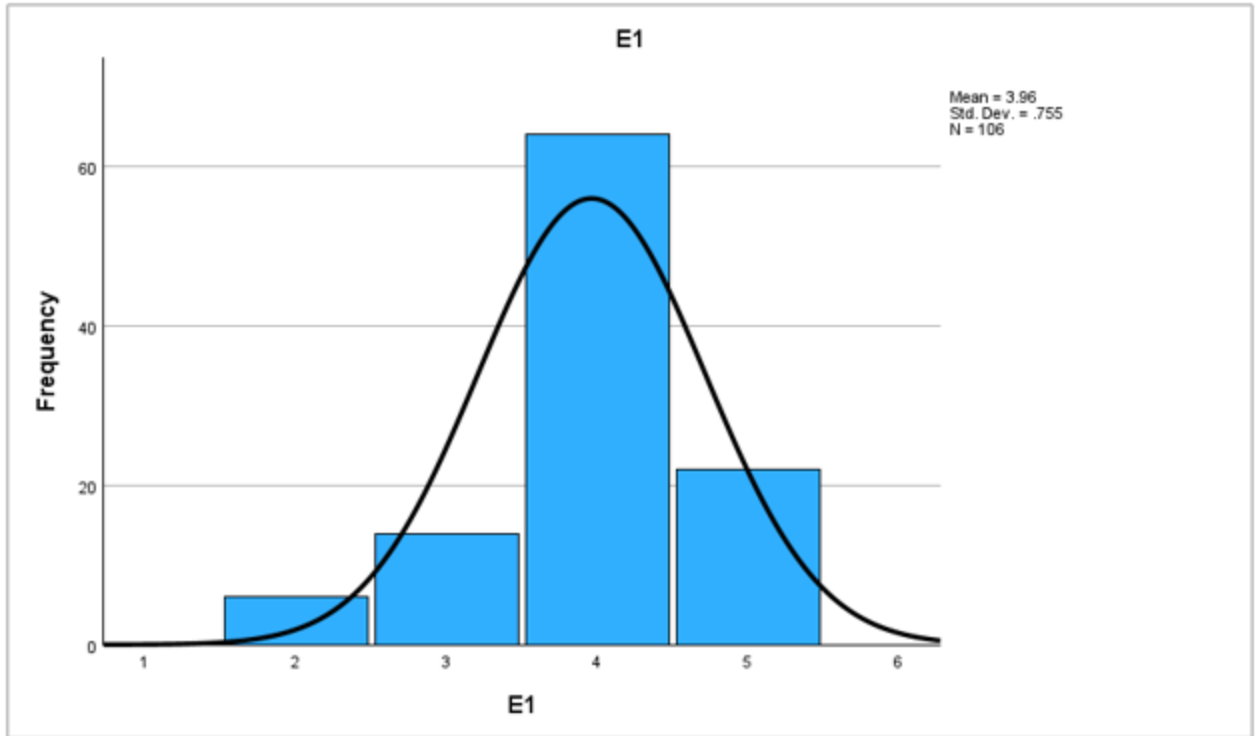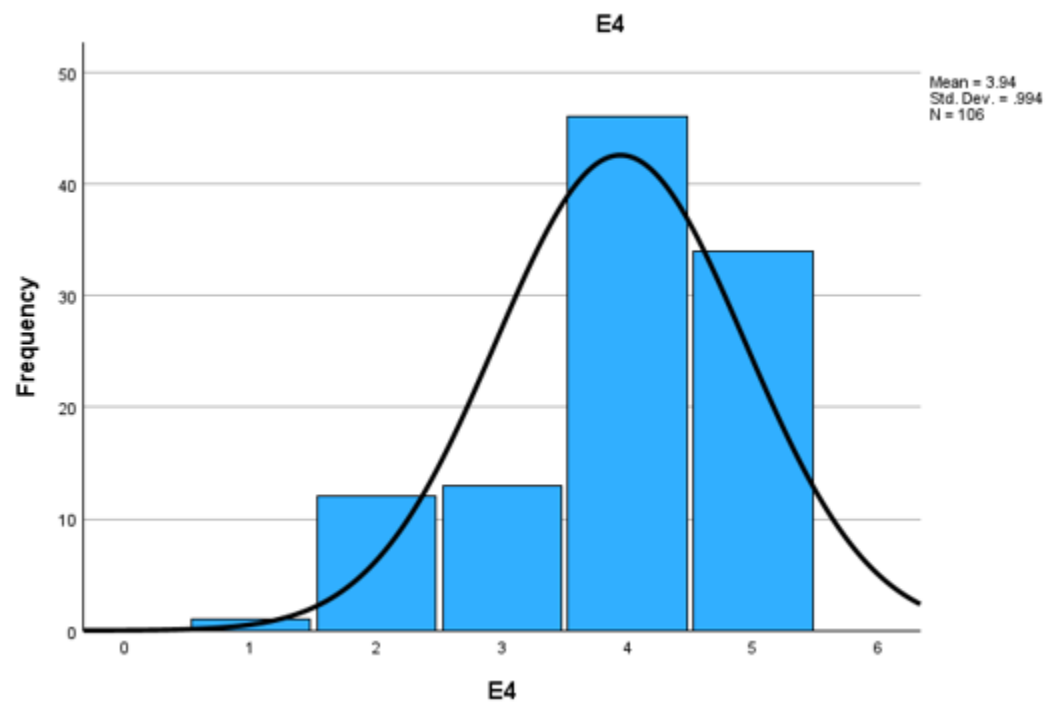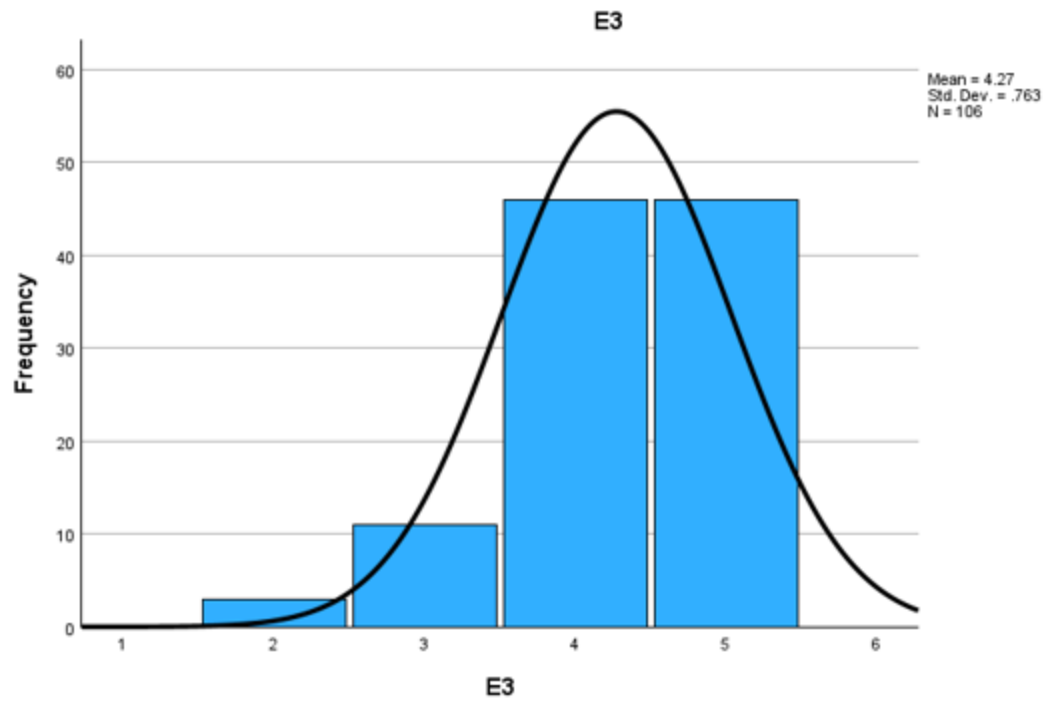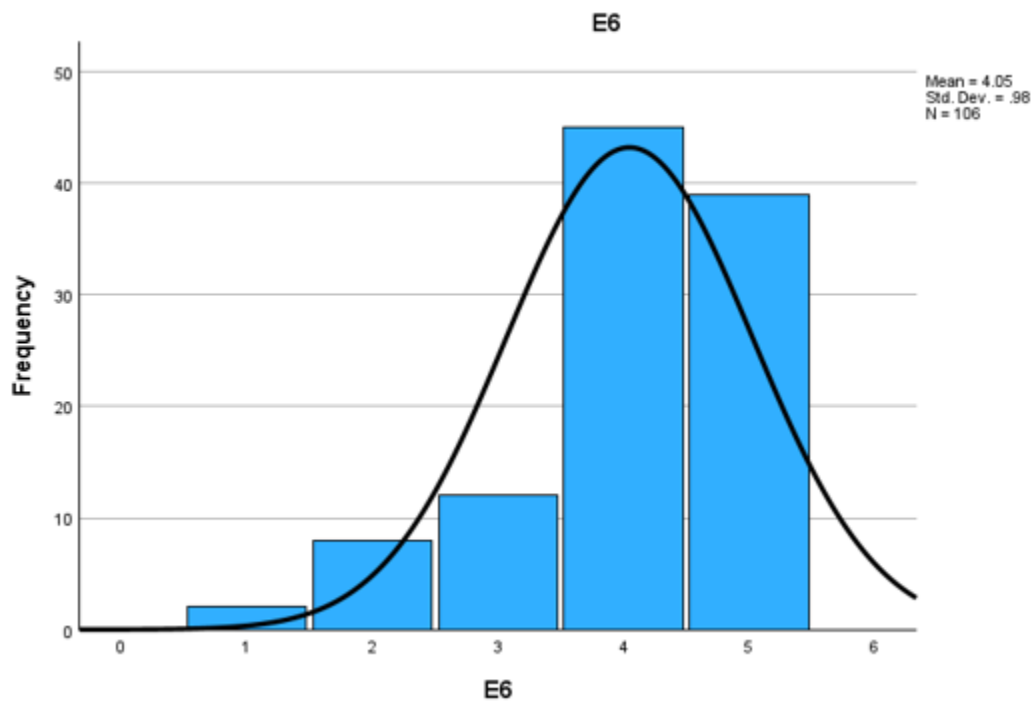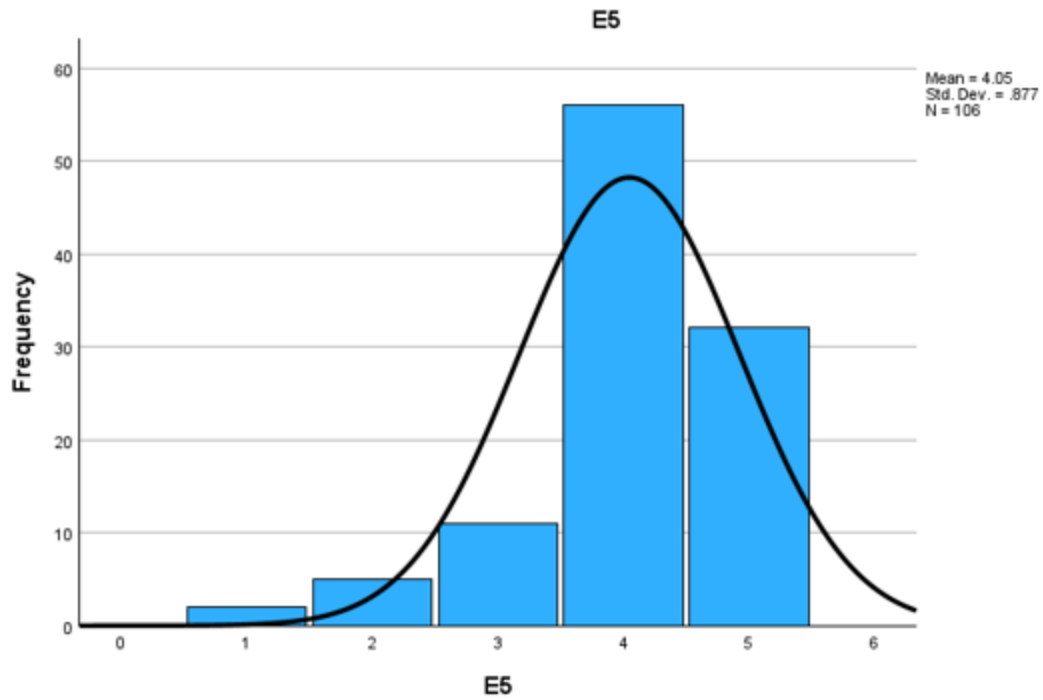
Independent Variable: Academic Performance

Frequencies

Statistics

		AP1	AP2	AP3	AP4	AP5	AP6	AP7
N	Valid	106	106	106	106	106	106	106
	Missing	0	0	0	0	0	0	0

Frequency Table

AP1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	3	2.8	2.8	4.7
	N	7	6.6	6.6	11.3
	A	58	54.7	54.7	66.0
	SA	36	34.0	34.0	100.0
	Total	106	100.0	100.0	

AP2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	5	4.7	4.7	5.7
	N	10	9.4	9.4	15.1
	A	52	49.1	49.1	64.2
	SA	38	35.8	35.8	100.0
	Total	106	100.0	100.0	

AP3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	5	4.7	4.7	5.7
	N	4	3.8	3.8	9.4
	A	58	54.7	54.7	64.2
	SA	38	35.8	35.8	100.0
	Total	106	100.0	100.0	

AP4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	5	4.7	4.7	5.7
	N	16	15.1	15.1	20.8
	A	53	50.0	50.0	70.8
	SA	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

AP5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	2	1.9	1.9	2.8
	N	9	8.5	8.5	11.3
	A	56	52.8	52.8	64.2
	SA	38	35.8	35.8	100.0
	Total	106	100.0	100.0	

AP6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	6	5.7	5.7	7.5
	N	8	7.5	7.5	15.1
	A	58	54.7	54.7	69.8
	SA	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

AP7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	1	.9	.9	2.8
	N	7	6.6	6.6	9.4
	A	54	50.9	50.9	60.4
	SA	42	39.6	39.6	100.0
	Total	106	100.0	100.0	

Histogram

AP1

Mean = 4.16
Std. Dev. = .818
N = 106

AP2

Mean = 4.14
Std. Dev. = .844
N = 106

AP3

AP4

125

AP5

Mean = 4.21
Std. Dev. = .752
N = 106

AP6

Mean = 4.06
Std. Dev. = .882
N = 106

AP7

Mean = 4.25
Std. Dev. = .781
N = 106
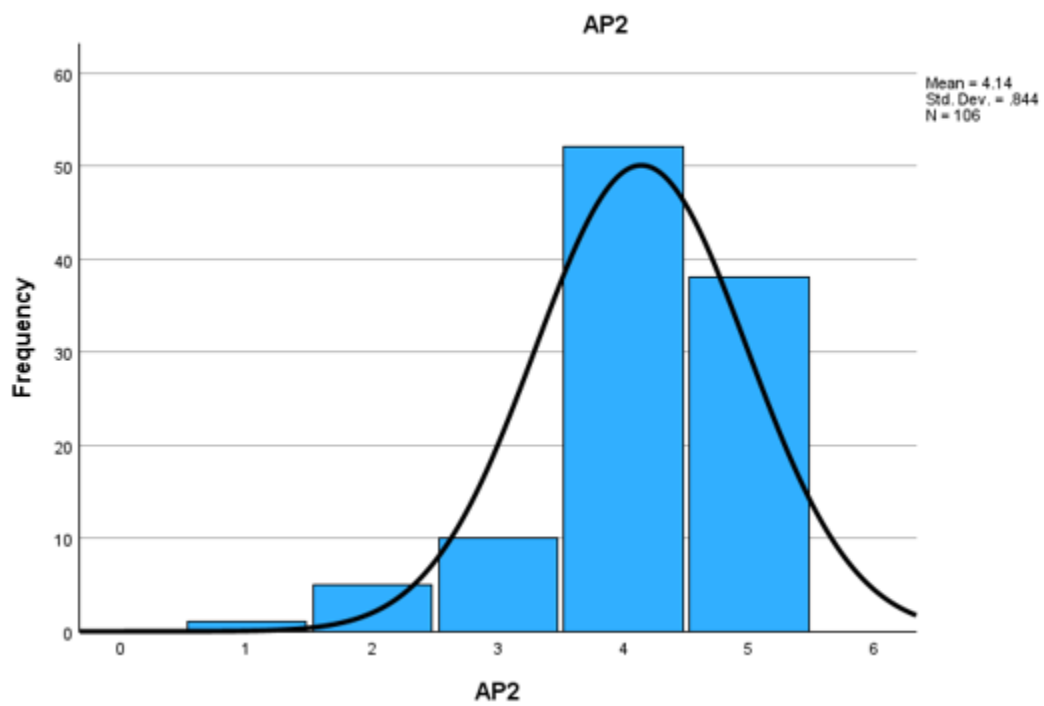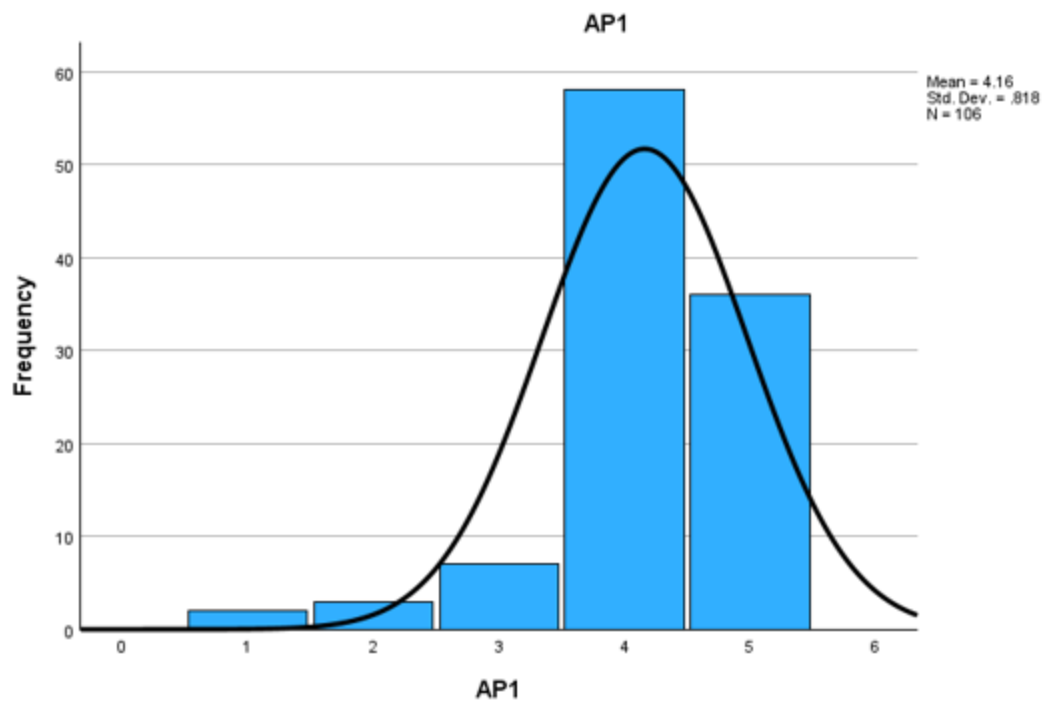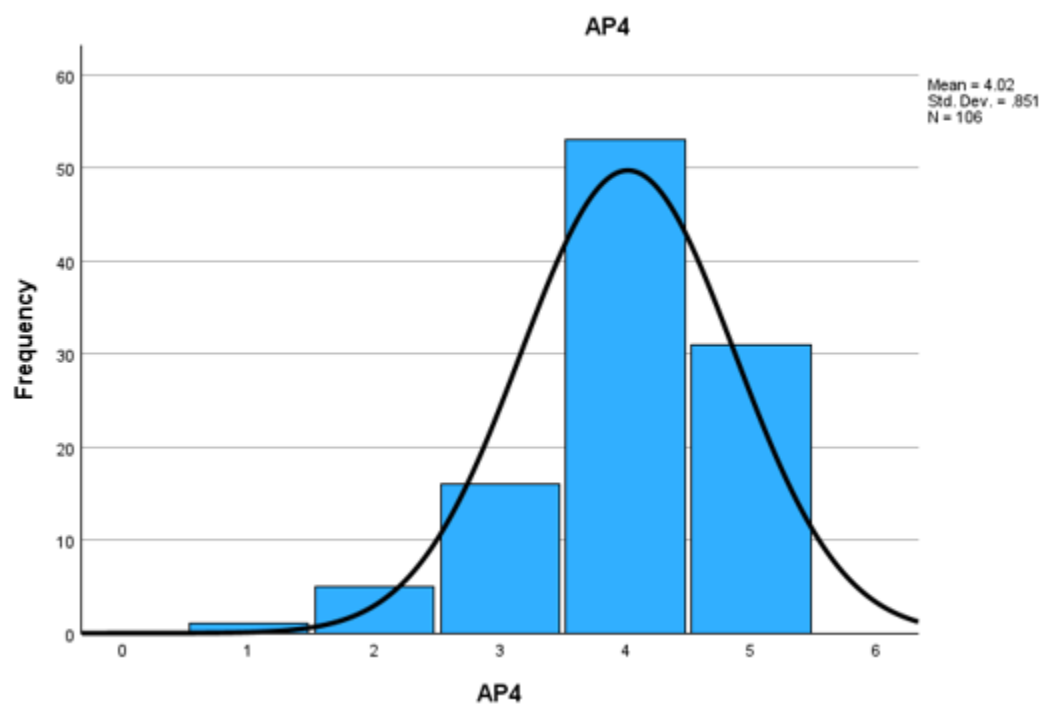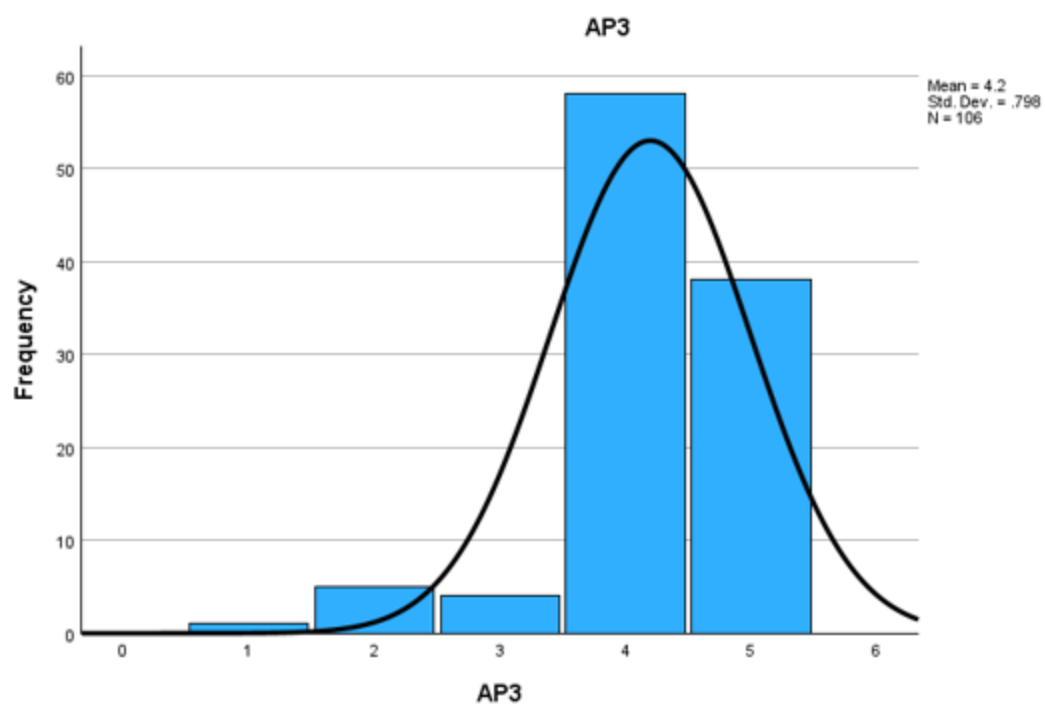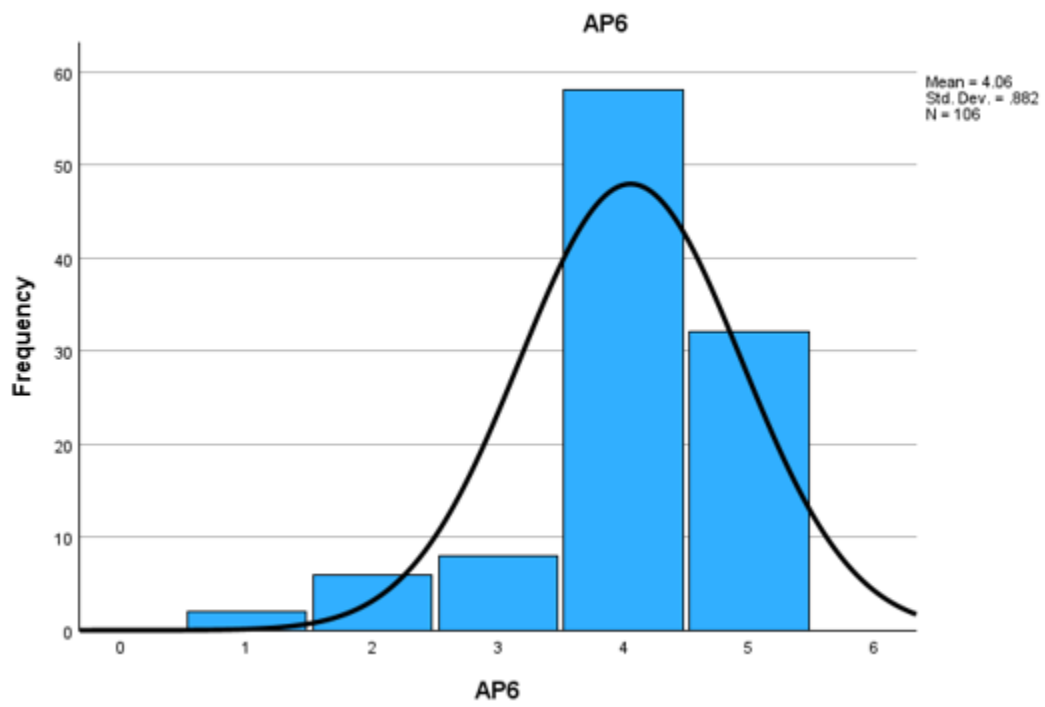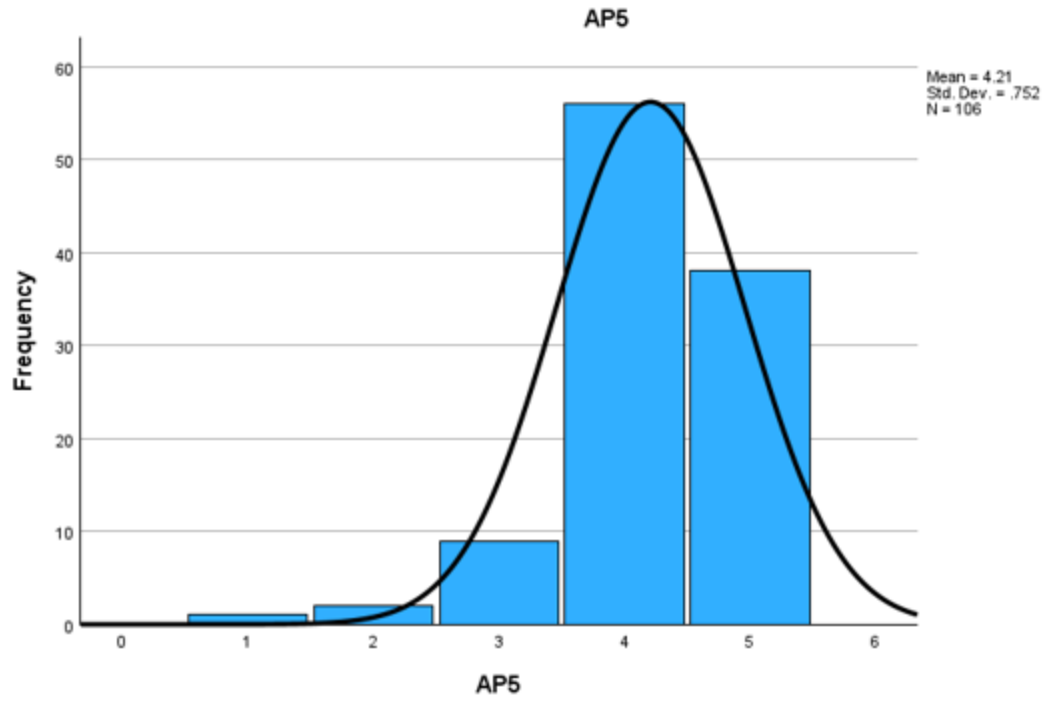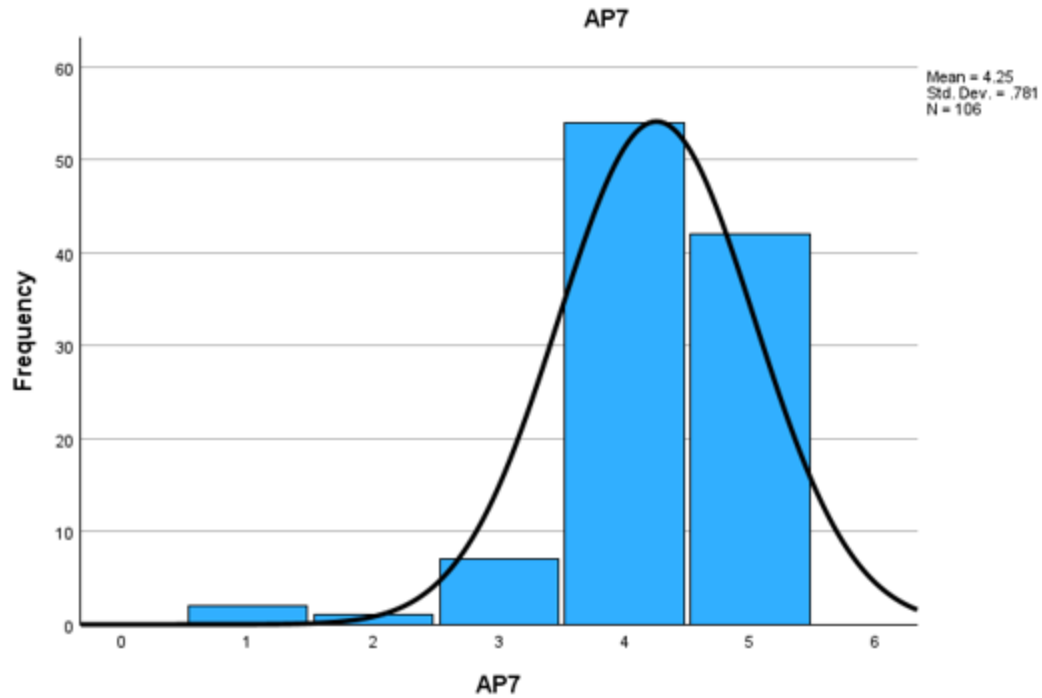
Independent Variable: Communication skills

Frequencies

Statistics

		CS1	CS2	CS3	CS4	CS5	CS6	CS7
N	Valid	106	106	106	106	106	106	106
	Missing	0	0	0	0	0	0	0

Frequency Table

CS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	12.3	12.3	12.3
	N	7	6.6	6.6	18.9
	A	55	51.9	51.9	70.8
	SA	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

CS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	10	9.4	9.4	11.3
	N	7	6.6	6.6	17.9
	A	56	52.8	52.8	70.8
	SA	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

CS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	2.8	2.8	2.8
	D	8	7.5	7.5	10.4
	N	8	7.5	7.5	17.9
	A	46	43.4	43.4	61.3
	SA	41	38.7	38.7	100.0
	Total	106	100.0	100.0	

CS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	6.6	6.6	6.6
	N	9	8.5	8.5	15.1
	A	54	50.9	50.9	66.0
	SA	36	34.0	34.0	100.0
	Total	106	100.0	100.0	

CS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	4	3.8	3.8	5.7
	N	9	8.5	8.5	14.2
	A	50	47.2	47.2	61.3
	SA	41	38.7	38.7	100.0
	Total	106	100.0	100.0	

CS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	3	2.8	2.8	3.8
	N	6	5.7	5.7	9.4
	A	55	51.9	51.9	61.3
	SA	41	38.7	38.7	100.0
	Total	106	100.0	100.0	

CS7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	3	2.8	2.8	3.8
	N	8	7.5	7.5	11.3
	A	48	45.3	45.3	56.6
	SA	46	43.4	43.4	100.0
	Total	106	100.0	100.0	

Histogram

CS1

Mean = 3.98
Std. Dev. = .926
N = 106

CS2

Mean = 3.98
Std. Dev. = .956
N = 106

CS3

Mean = 4.08
Std. Dev. = 1.011
N = 106

130

CS4

Mean = 4.12
Std. Dev. = .825
N = 106

CS5

Mean = 4.17
Std. Dev. = .878
N = 106

CS6

Mean = 4.25
Std. Dev. = .766
N = 106

CS7

Mean = 4.27
Std. Dev. = .799
N = 106
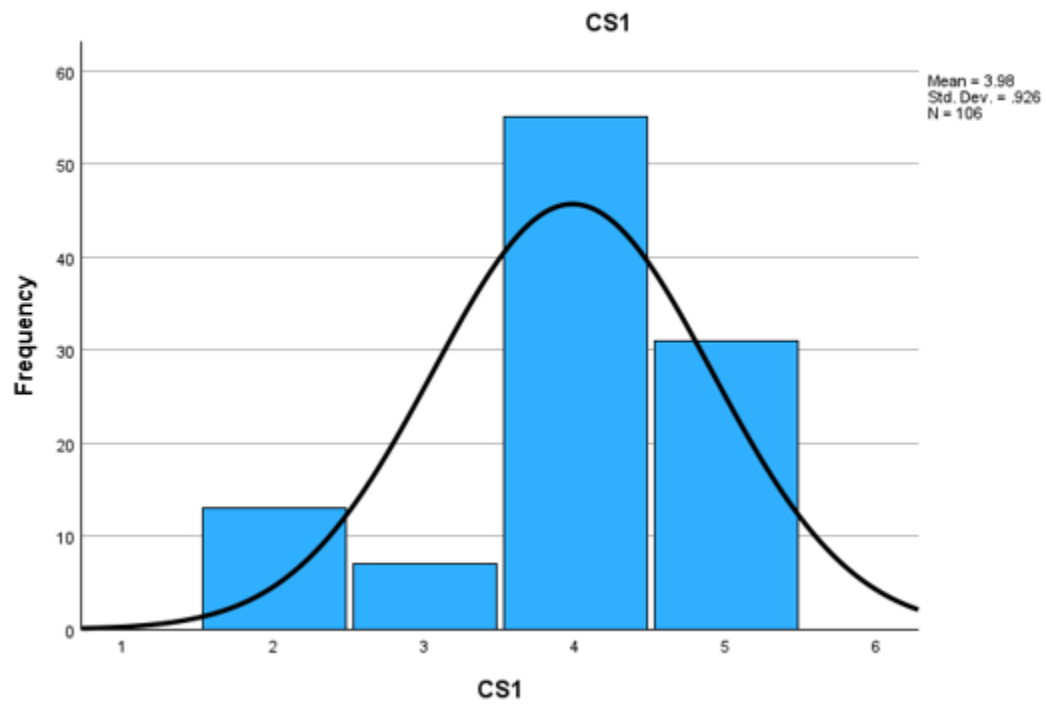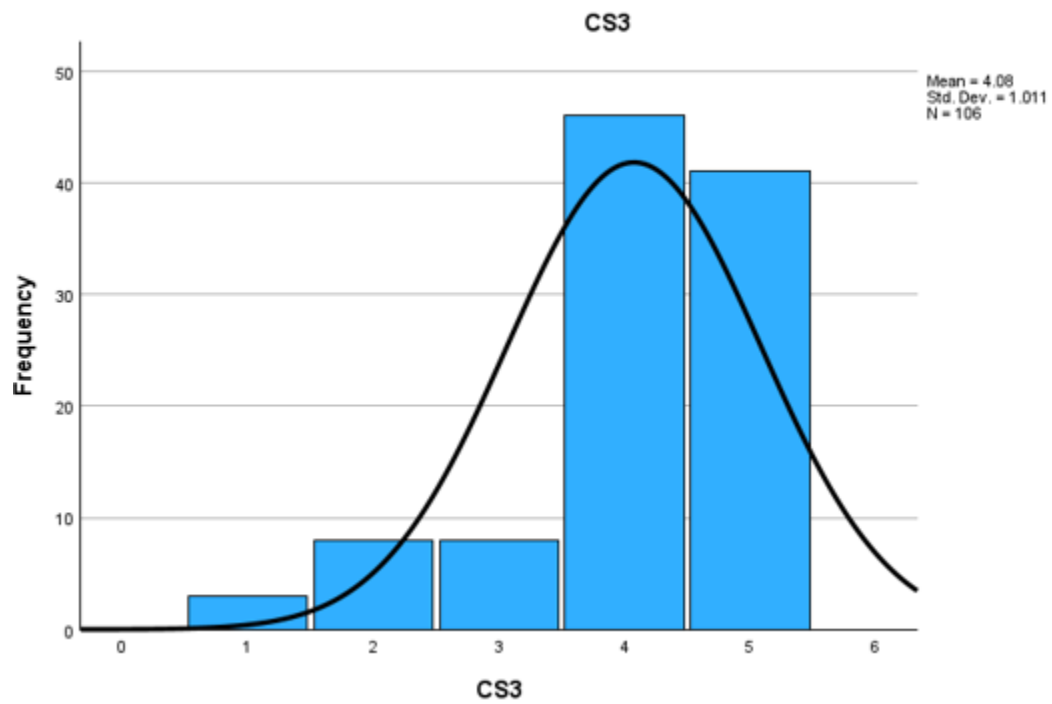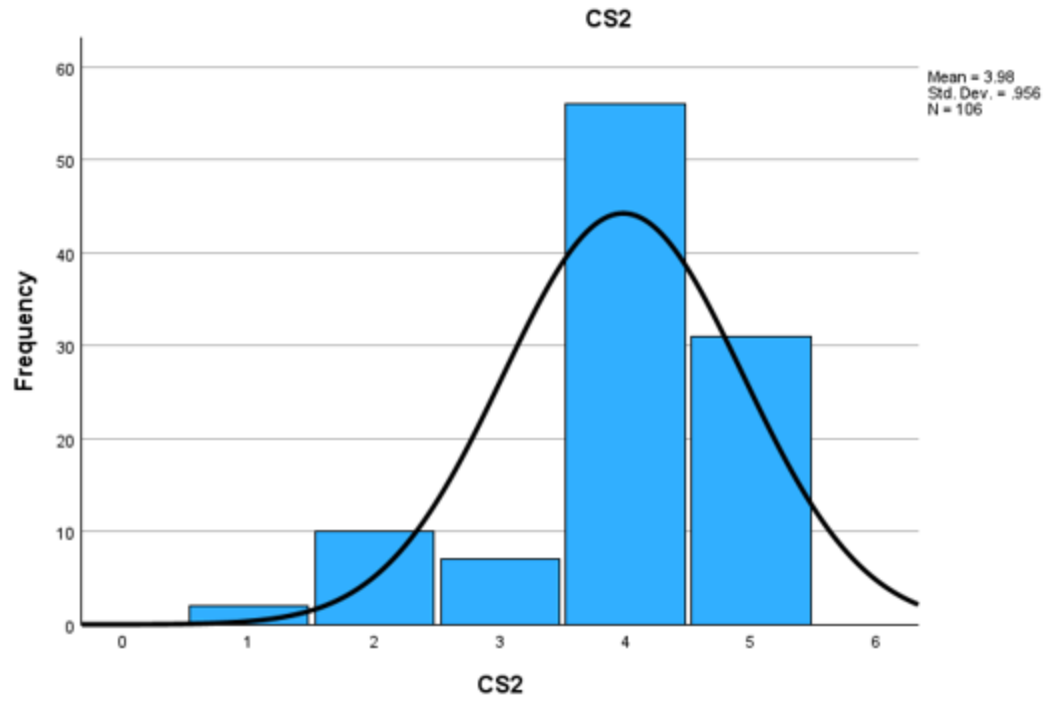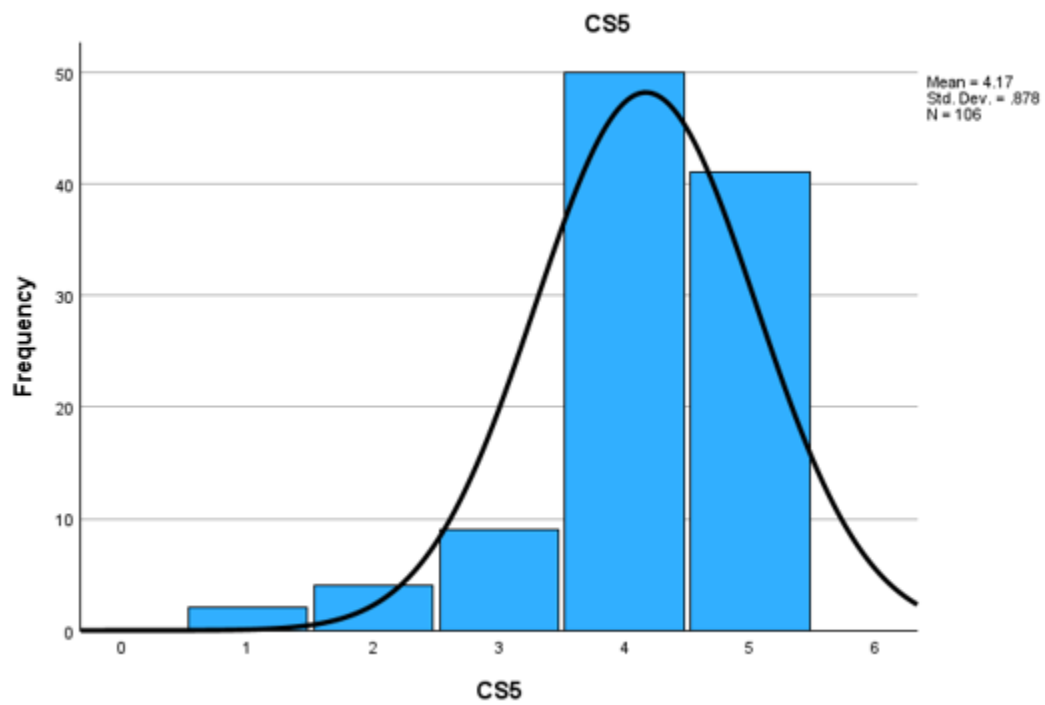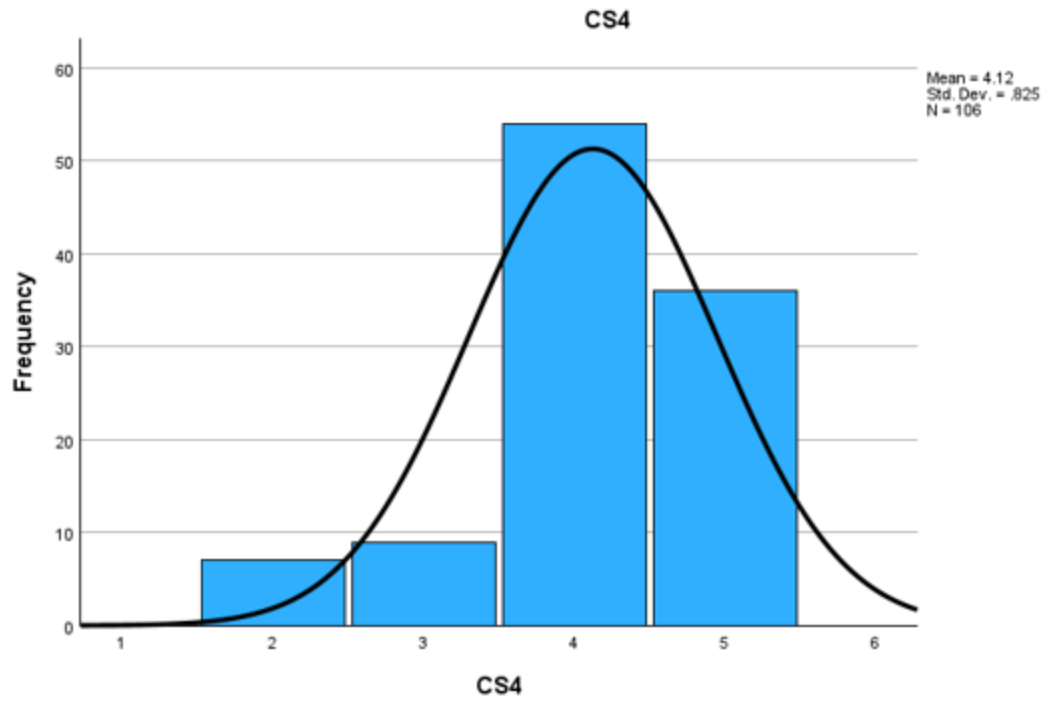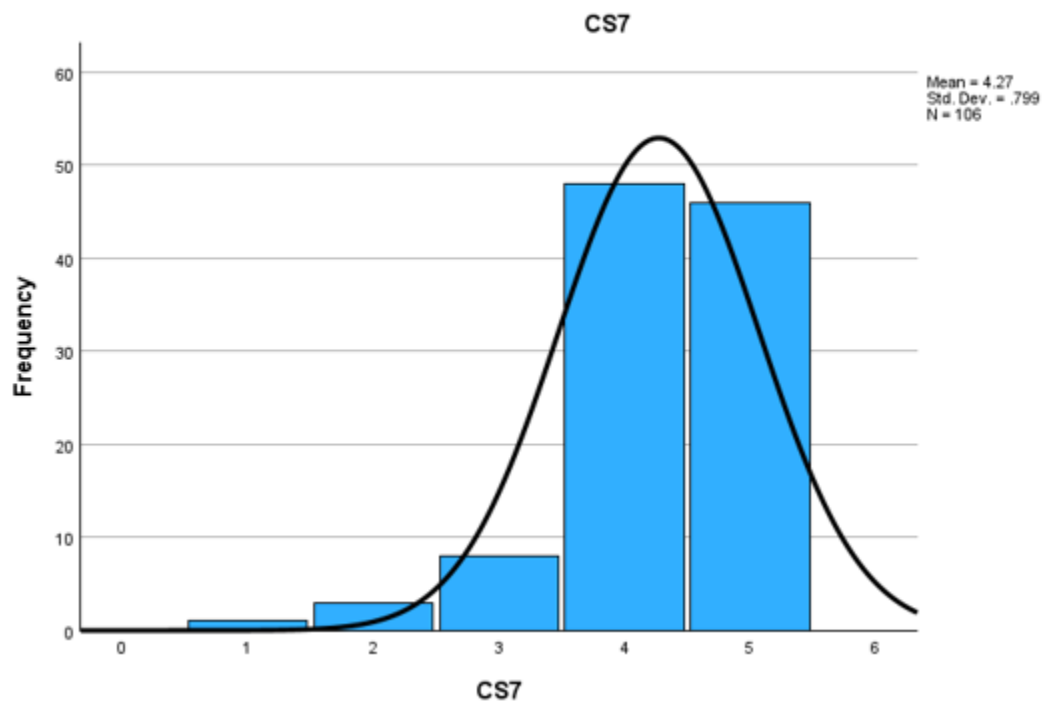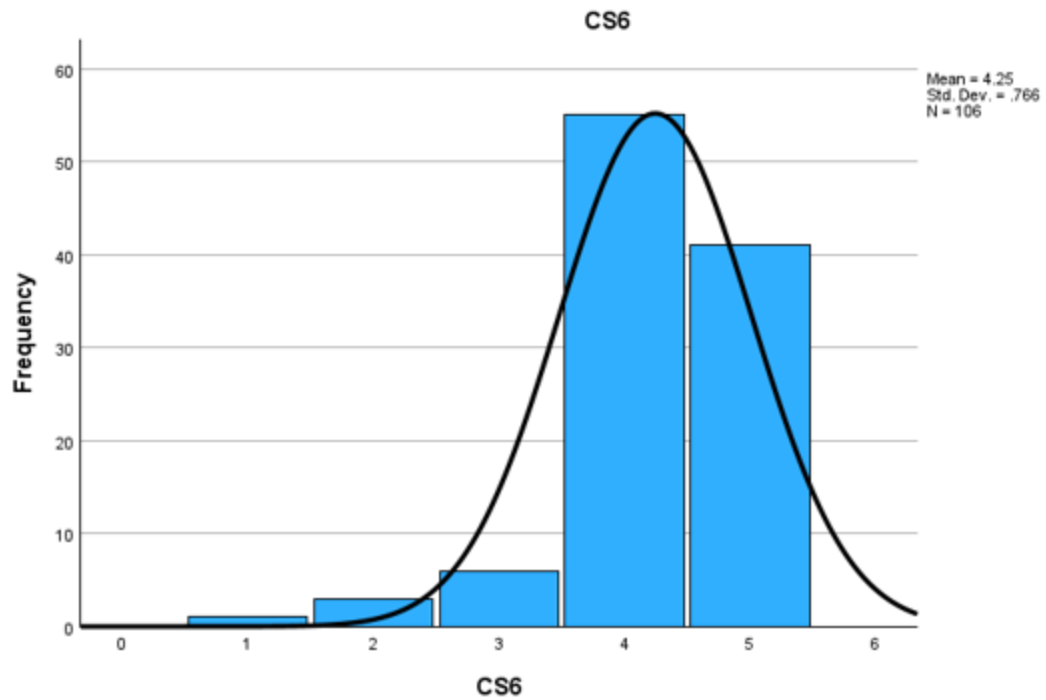
Independent Variable: Technical skills

Frequencies

Statistics

		TS1	TS2	TS3	TS4	TS5	TS6
N	Valid	106	106	106	106	106	106
	Missing	0	0	0	0	0	0

Frequency Table

TS1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	N	5	4.7	4.7	5.7
	A	52	49.1	49.1	54.7
	SA	48	45.3	45.3	100.0
	Total	106	100.0	100.0	

TS2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	8	7.5	7.5	8.5
	N	8	7.5	7.5	16.0
	A	42	39.6	39.6	55.7
	SA	47	44.3	44.3	100.0
	Total	106	100.0	100.0	

TS3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	1.9	1.9	1.9
	N	7	6.6	6.6	8.5
	A	53	50.0	50.0	58.5
	SA	44	41.5	41.5	100.0
	Total	106	100.0	100.0	

TS4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	12	11.3	11.3	13.2
	N	11	10.4	10.4	23.6
	A	47	44.3	44.3	67.9
	SA	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

TS5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	6	5.7	5.7	5.7
	A	41	38.7	38.7	44.3
	SA	59	55.7	55.7	100.0
	Total	106	100.0	100.0	

TS6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	2	1.9	1.9	2.8
	N	5	4.7	4.7	7.5
	A	46	43.4	43.4	50.9
	SA	52	49.1	49.1	100.0
	Total	106	100.0	100.0	

Histogram

TS1

Mean = 4.38
Std. Dev. = .668
N = 106

TS2

Mean = 4.19
Std. Dev. = .937
N = 106

TS3

Mean = 4.31
Std. Dev. = .681
N = 106

TS4

Mean = 3.93
Std. Dev. = 1.026
N = 106

TS5

Mean = 4.5
Std. Dev. = .606
N = 106

TS6

Mean = 4.38
Std. Dev. = .749
N = 106
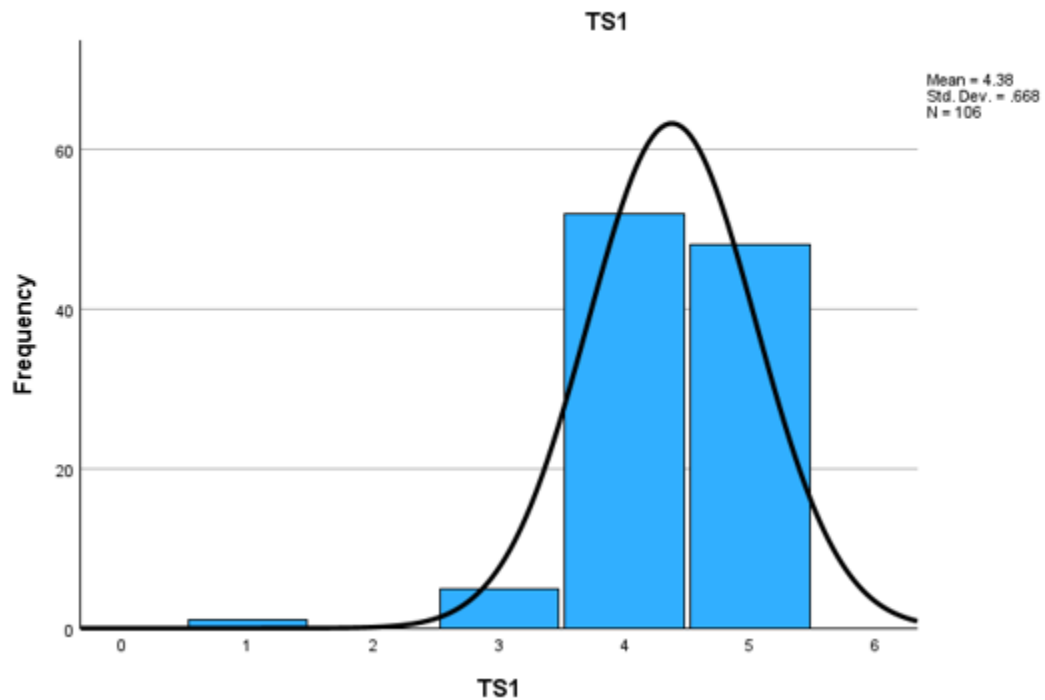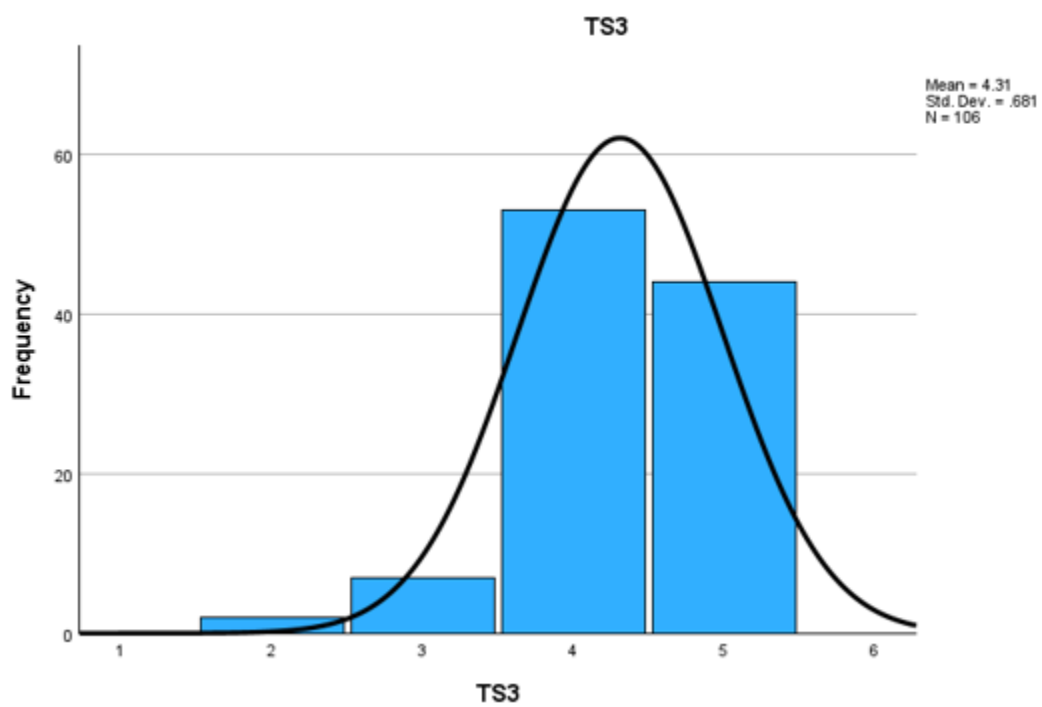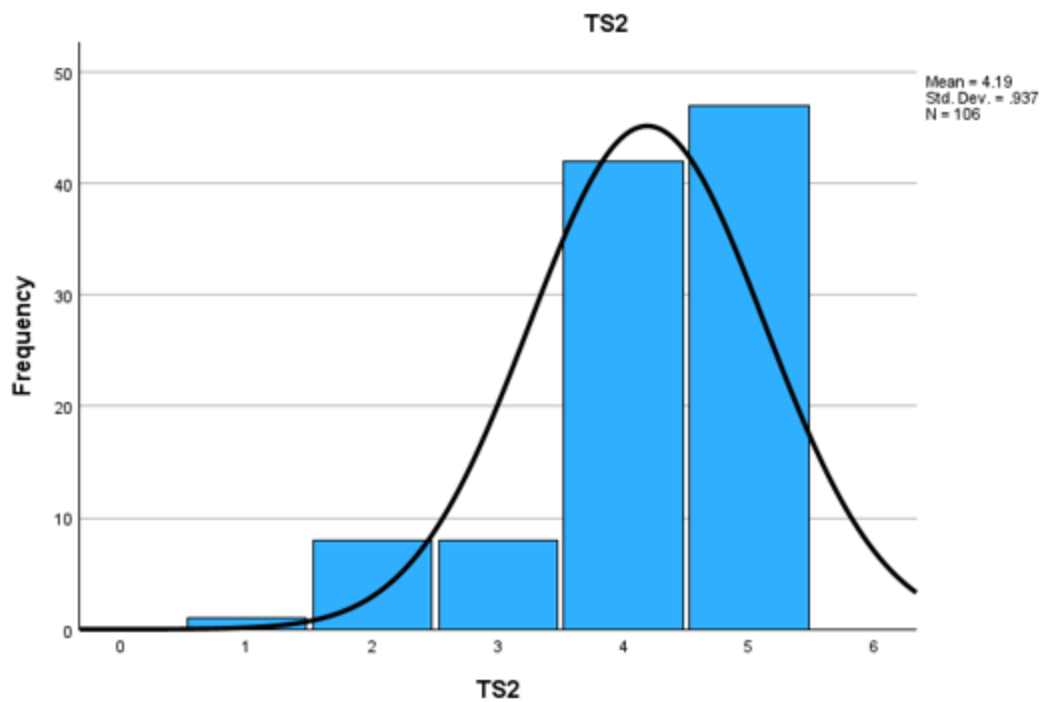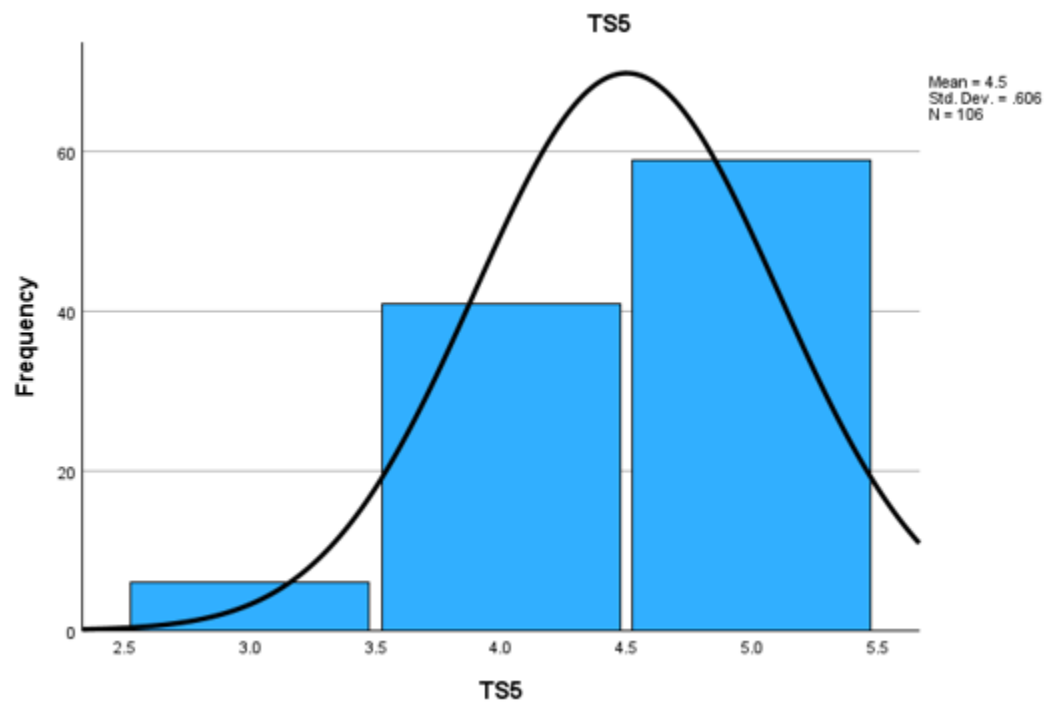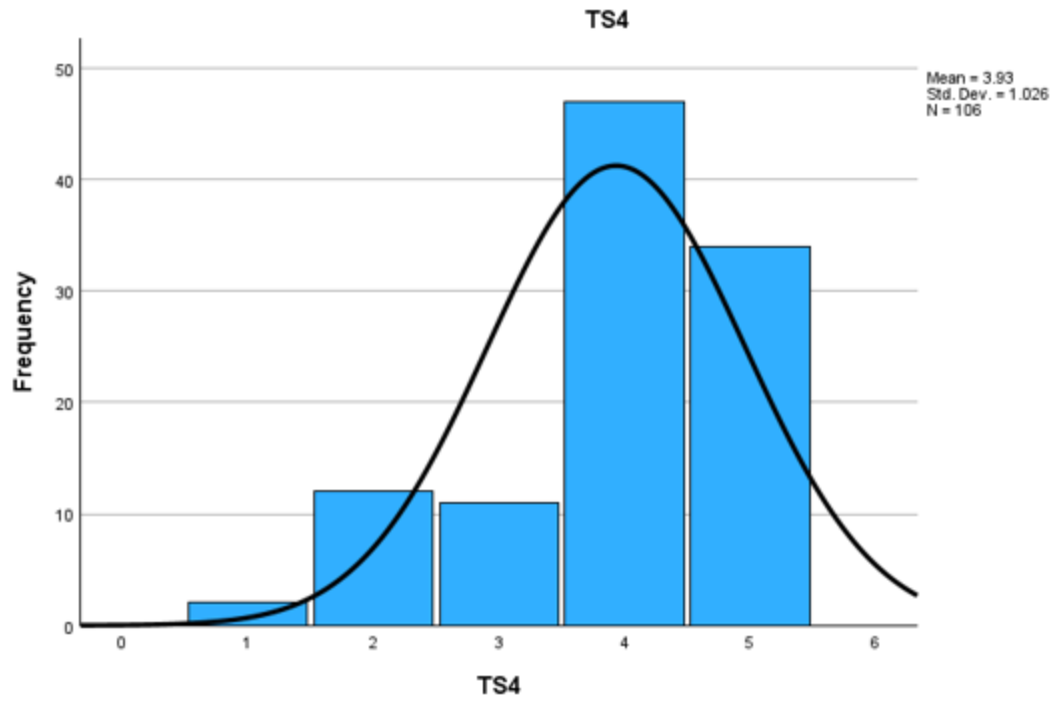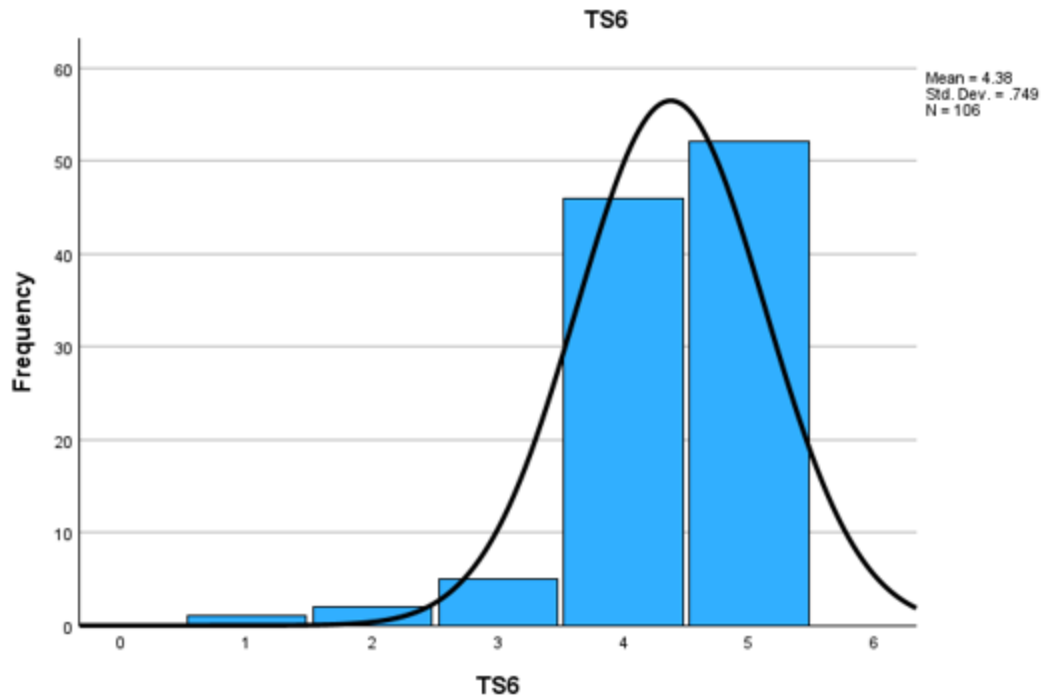
Independent Variable: Self-Efficacy

Frequencies

Statistics

		SE1	SE2	SE3	SE4	SE5	SE6
N	Valid	106	106	106	106	106	106
	Missing	0	0	0	0	0	0

Frequency Table

SE1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	3	2.8	2.8	3.8
	N	9	8.5	8.5	12.3
	A	52	49.1	49.1	61.3
	SA	41	38.7	38.7	100.0
	Total	106	100.0	100.0	

SE2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	11	10.4	10.4	10.4
	N	8	7.5	7.5	17.9
	A	56	52.8	52.8	70.8
	SA	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

SE3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	2	1.9	1.9	2.8
	N	11	10.4	10.4	13.2
	A	51	48.1	48.1	61.3
	SA	41	38.7	38.7	100.0
	Total	106	100.0	100.0	

SE4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.9	1.9	1.9
	D	5	4.7	4.7	6.6
	N	8	7.5	7.5	14.2
	A	55	51.9	51.9	66.0
	SA	36	34.0	34.0	100.0
	Total	106	100.0	100.0	

SE5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	11	10.4	10.4	11.3
	N	10	9.4	9.4	20.8
	A	52	49.1	49.1	69.8
	SA	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

SE6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.9	.9	.9
	D	9	8.5	8.5	9.4
	N	6	5.7	5.7	15.1
	A	54	50.9	50.9	66.0
	SA	36	34.0	34.0	100.0
	Total	106	100.0	100.0	

Histogram

SE1

Mean = 4.22
Std. Dev. = .793
N = 106

SE2

Mean = 4.01
Std. Dev. = .889
N = 106

SE3

Mean = 4.22
Std. Dev. = .781
N = 106

SE4

Mean = 4.11
Std. Dev. = .876
N = 106

SE5

Mean = 3.97
Std. Dev. = .951
N = 106

SE6

Mean = 4.08
Std. Dev. = .906
N = 106
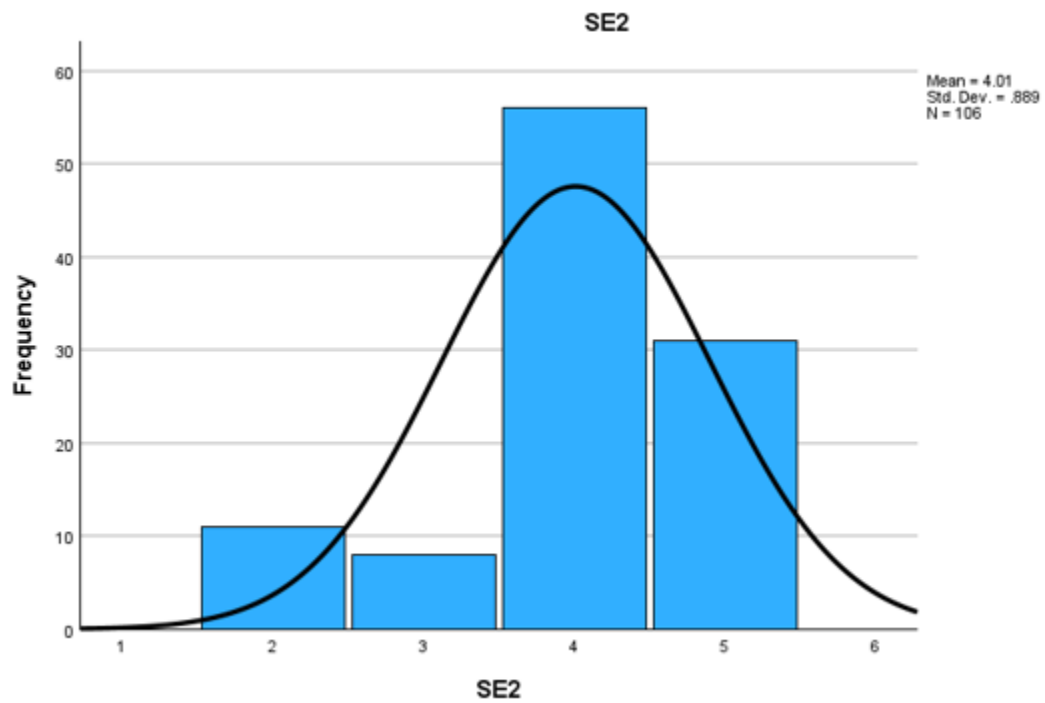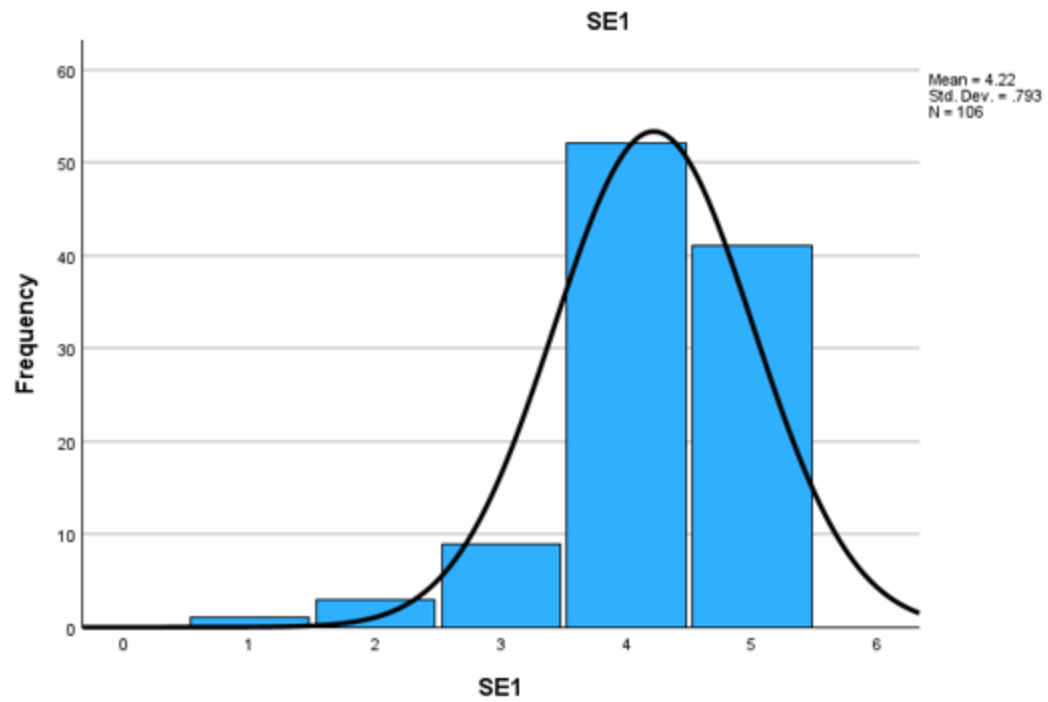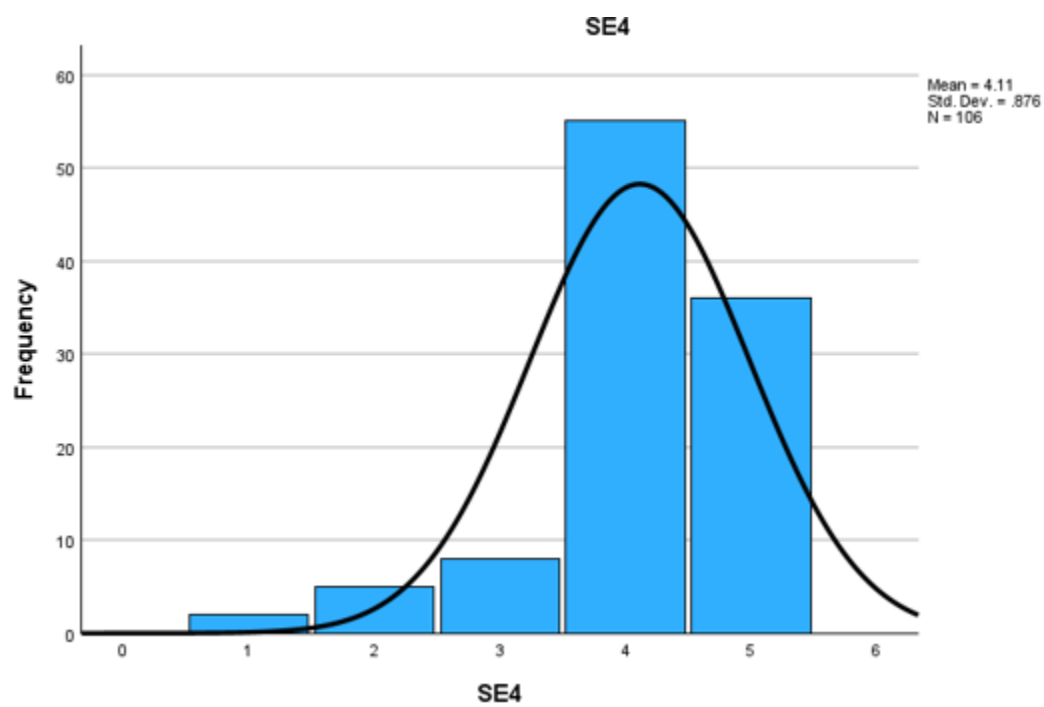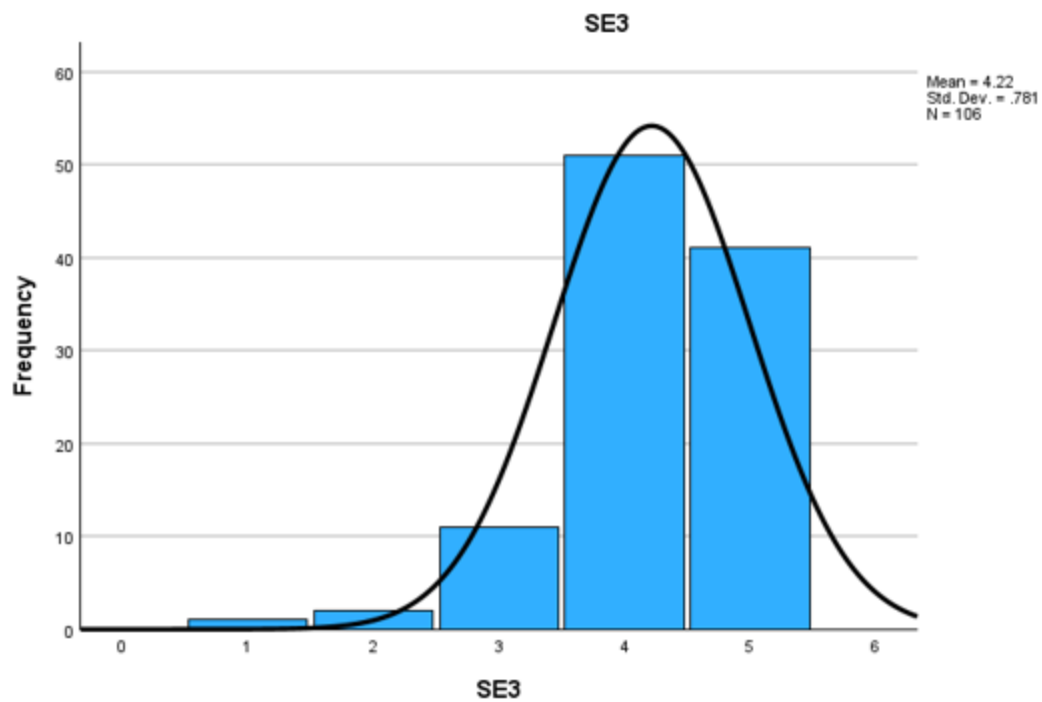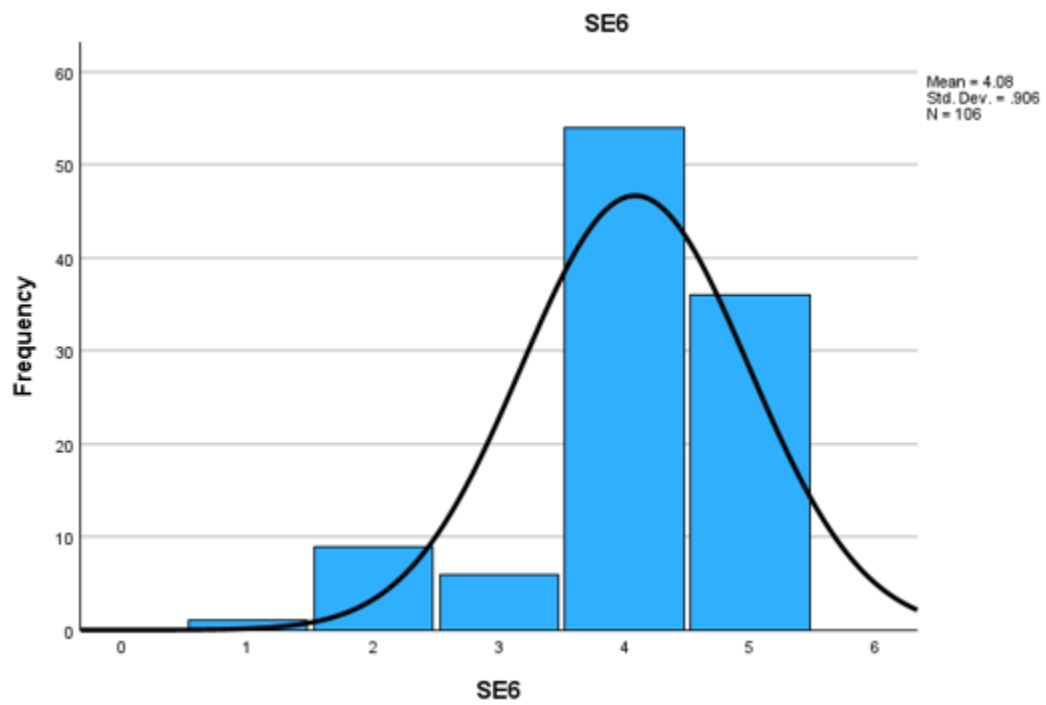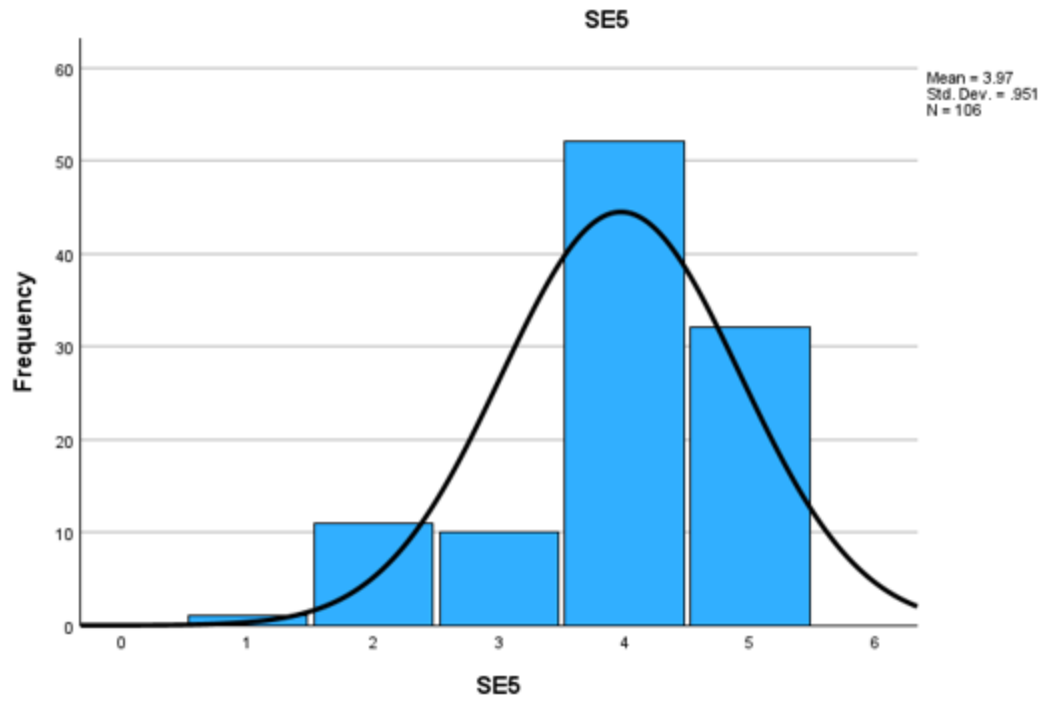
Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	SelfEfficacy, AcademicPerformance, CommunicationSkills, TechinicalSkills[b]	.	Enter

a. Dependent Variable: Employability

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.821[a]	.674	.661	.35569	.674	52.094	4	101	<.001

a. Predictors: (Constant), SelfEfficacy, AcademicPerformance, CommunicationSkills, TechinicalSkills

b. Dependent Variable: Employability

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.363	4	6.591	52.094	<.001[b]
	Residual	12.778	101	.127		
	Total	39.142	105			

a. Dependent Variable: Employability

b. Predictors: (Constant), SelfEfficacy, AcademicPerformance, CommunicationSkills, TechinicalSkills

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	-.463	.334		-1.386	.169		
	AcademicPerformance	.211	.107	.166	1.965	.052	.455	2.199
	CommunicationSkills	.280	.085	.260	3.294	.001	.518	1.931
	TechinicalSkills	.316	.118	.249	2.688	.008	.378	2.645
	SelfEfficacy	.277	.073	.294	3.768	<.001	.530	1.887

a. Dependent Variable: Employability

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	(Constant)	AcademicPerformance	CommunicationSkills	TechinicalSkills	SelfEfficacy
					Variance Proportions			
1	1	4.970	1.000	.00	.00	.00	.00	.00
	2	.012	19.985	.34	.01	.01	.00	.58
	3	.008	24.689	.21	.00	.77	.00	.29
	4	.006	28.959	.43	.49	.20	.09	.08
	5	.003	37.758	.02	.50	.02	.91	.05

a. Dependent Variable: Employability

SPSS Results (Reliability Test)

Dependent Variable: Employability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	106	100.0
	Excluded[a]	0	.0
	Total	106	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.787	6

Item Statistics

	Mean	Std. Deviation	N
E1	3.96	.755	106
E2	4.05	.888	106
E3	4.27	.763	106
E4	3.94	.994	106
E5	4.05	.877	106
E6	4.05	.980	106

Independent Variable: Academic Performance

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	106	100.0
	Excluded[a]	0	.0
	Total	106	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.662	.661	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
AP1	24.88	8.337	.391	.203	.620
AP2	24.90	8.494	.335	.223	.637
AP3	24.84	9.641	.117	.191	.695
AP4	25.02	7.809	.489	.408	.589
AP5	24.83	8.447	.421	.226	.613
AP6	24.98	7.981	.421	.305	.611
AP7	24.78	8.267	.440	.299	.607

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.04	10.856	3.295	7

Independent Variable: Communication skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	106	100.0
	Excluded[a]	0	.0
	Total	106	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.759	7

Item Statistics

	Mean	Std. Deviation	N
CS1	3.98	.926	106
CS2	3.98	.956	106
CS3	4.08	1.011	106
CS4	4.12	.825	106
CS5	4.17	.878	106
CS6	4.25	.766	106
CS7	4.27	.799	106

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CS1	24.87	10.840	.665	.536	.689
CS2	24.87	12.287	.380	.212	.755
CS3	24.77	10.901	.573	.472	.710
CS4	24.73	12.258	.487	.414	.731
CS5	24.68	11.763	.534	.367	.721
CS6	24.60	13.289	.335	.259	.759
CS7	24.58	12.875	.390	.275	.750

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.85	15.748	3.968	7

Independent Variable: Technical skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	106	100.0
	Excluded[a]	0	.0
	Total	106	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.655	.659	6

Item Statistics

	Mean	Std. Deviation	N
TS1	4.38	.668	106
TS2	4.19	.937	106
TS3	4.31	.681	106
TS4	3.93	1.026	106
TS5	4.50	.606	106
TS6	4.38	.749	106

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TS1	21.31	6.483	.400	.207	.609
TS2	21.50	5.129	.538	.327	.545
TS3	21.38	6.371	.424	.230	.601
TS4	21.75	5.444	.375	.197	.626
TS5	21.19	7.050	.272	.177	.647
TS6	21.31	6.464	.333	.152	.630

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.69	8.293	2.880	6

Independent Variable: Self-Efficacy

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	106	100.0
	Excluded[a]	0	.0
	Total	106	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.843	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SE1	20.40	11.480	.567	.429	.826
SE2	20.60	10.870	.596	.405	.821
SE3	20.40	11.232	.633	.436	.815
SE4	20.50	10.614	.660	.464	.808
SE5	20.64	10.746	.562	.357	.829
SE6	20.53	10.194	.715	.572	.796

Normality Test

Dependent Variable: Employability

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
E1	106	3	2	5	3.96	.073	.755	.570	-.749	.235	.838	.465
E2	106	3	2	5	4.05	.086	.888	.788	-.926	.235	.393	.465
E3	106	3	2	5	4.27	.074	.763	.582	-.904	.235	.555	.465
E4	106	4	1	5	3.94	.097	.994	.987	-.835	.235	.005	.465
E5	106	4	1	5	4.05	.085	.877	.769	-1.215	.235	2.023	.465
E6	106	4	1	5	4.05	.095	.980	.960	-1.087	.235	.849	.465
Valid N (listwise)	106											

Independent Variable: Academic Performance

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
AP1	106	4	1	5	4.16	.079	.818	.669	-1.476	.235	3.565	.465
AP2	106	4	1	5	4.14	.082	.844	.713	-1.146	.235	1.675	.465
AP3	106	4	1	5	4.20	.077	.798	.637	-1.406	.235	3.019	.465
AP4	106	4	1	5	4.02	.083	.851	.723	-.888	.235	.999	.465
AP5	106	4	1	5	4.21	.073	.752	.566	-1.184	.235	2.816	.465
AP6	106	4	1	5	4.06	.086	.882	.778	-1.300	.235	2.201	.465
AP7	106	4	1	5	4.25	.076	.781	.611	-1.581	.235	4.505	.465
Valid N (listwise)	106											

Independent Variable: Communication skills

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CS1	106	3	2	5	3.98	.926	.857	-.917	.235	.211	.465
CS2	106	4	1	5	3.98	.956	.914	-1.162	.235	1.161	.465
CS3	106	4	1	5	4.08	1.011	1.023	-1.280	.235	1.322	.465
CS4	106	3	2	5	4.12	.825	.680	-.960	.235	.788	.465
CS5	106	4	1	5	4.17	.878	.771	-1.373	.235	2.460	.465
CS6	106	4	1	5	4.25	.766	.587	-1.358	.235	3.210	.465
CS7	106	4	1	5	4.27	.799	.639	-1.335	.235	2.576	.465
Valid N (listwise)	106										

Independent Variable: Technical skills

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TS1	106	4	1	5	4.38	.065	.668	.447	-1.391	.235	4.814	.465
TS2	106	4	1	5	4.19	.091	.937	.878	-1.237	.235	1.139	.465
TS3	106	3	2	5	4.31	.066	.681	.464	-.851	.235	1.041	.465
TS4	106	4	1	5	3.93	.100	1.026	1.053	-.944	.235	.264	.465
TS5	106	2	3	5	4.50	.059	.606	.367	-.787	.235	-.341	.465
TS6	106	4	1	5	4.38	.073	.749	.561	-1.580	.235	3.985	.465
Valid N (listwise)	106											

Independent Variable: Self-Efficacy

Descriptives

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SE1	106	4	1	5	4.22	.077	.793	.629	-1.228	.235	2.394	.465
SE2	106	3	2	5	4.01	.086	.889	.790	-.930	.235	.423	.465
SE3	106	4	1	5	4.22	.076	.781	.610	-1.137	.235	2.205	.465
SE4	106	4	1	5	4.11	.085	.876	.768	-1.349	.235	2.420	.465
SE5	106	4	1	5	3.97	.092	.951	.904	-.959	.235	.478	.465
SE6	106	4	1	5	4.08	.088	.906	.821	-1.187	.235	1.310	.465
Valid N (listwise)	106											

Histogram

Employability

Mean = 4.05
Std. Dev. = .611
N = 106

AcademicPerformance

Mean = 4.13
Std. Dev. = .479
N = 106

CommunicationSkills

Mean = 4.12
Std. Dev. = .567
N = 106

TechinicalSkills

Mean = 4.28
Std. Dev. = .48
N = 106

SelfEfficacy

Mean = 4.10
Std. Dev. = .649
N = 106

150
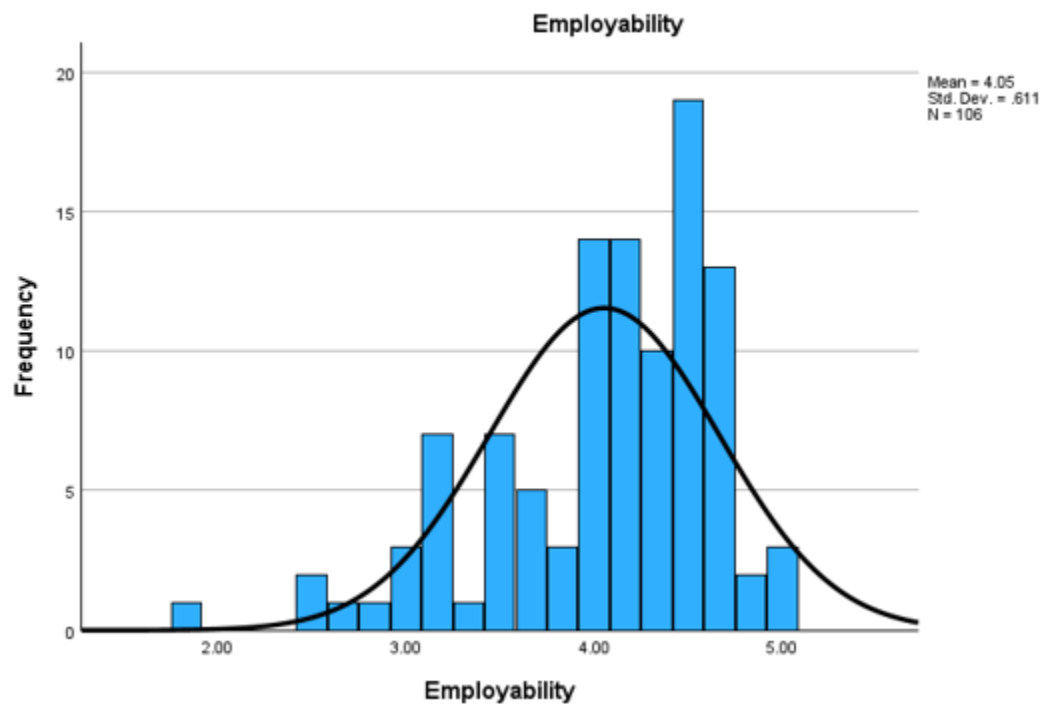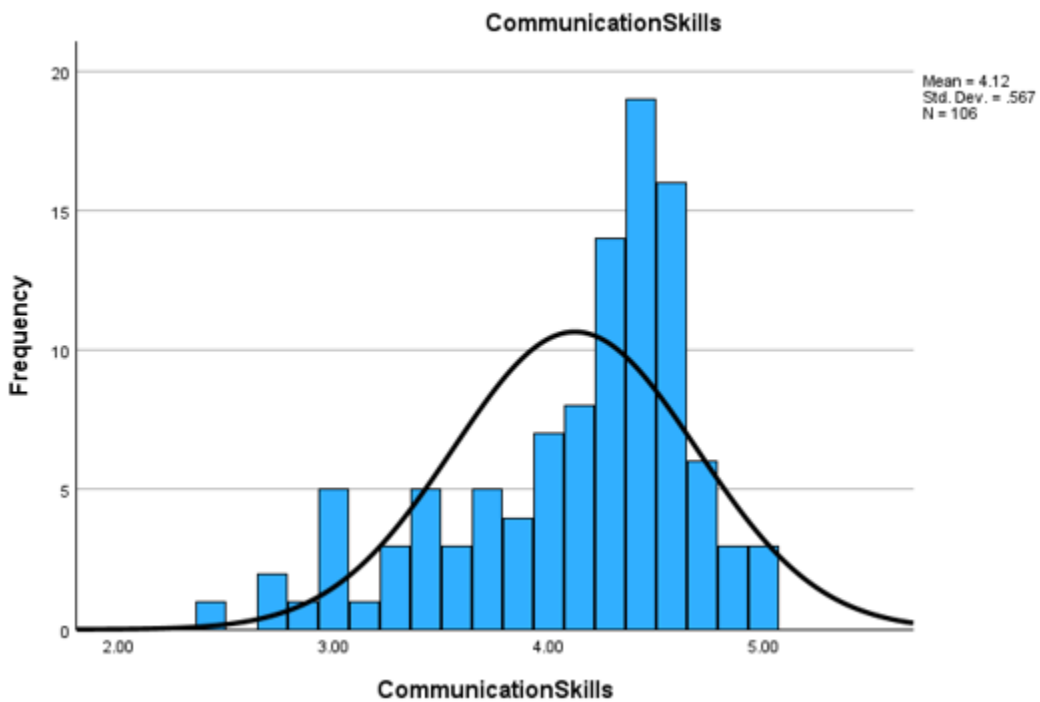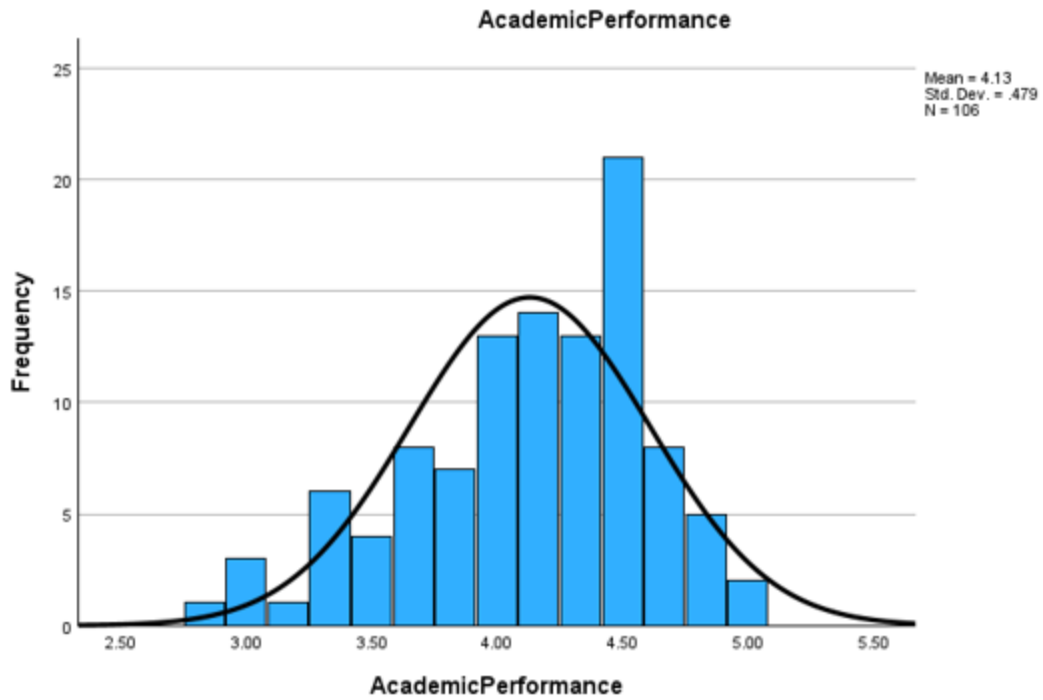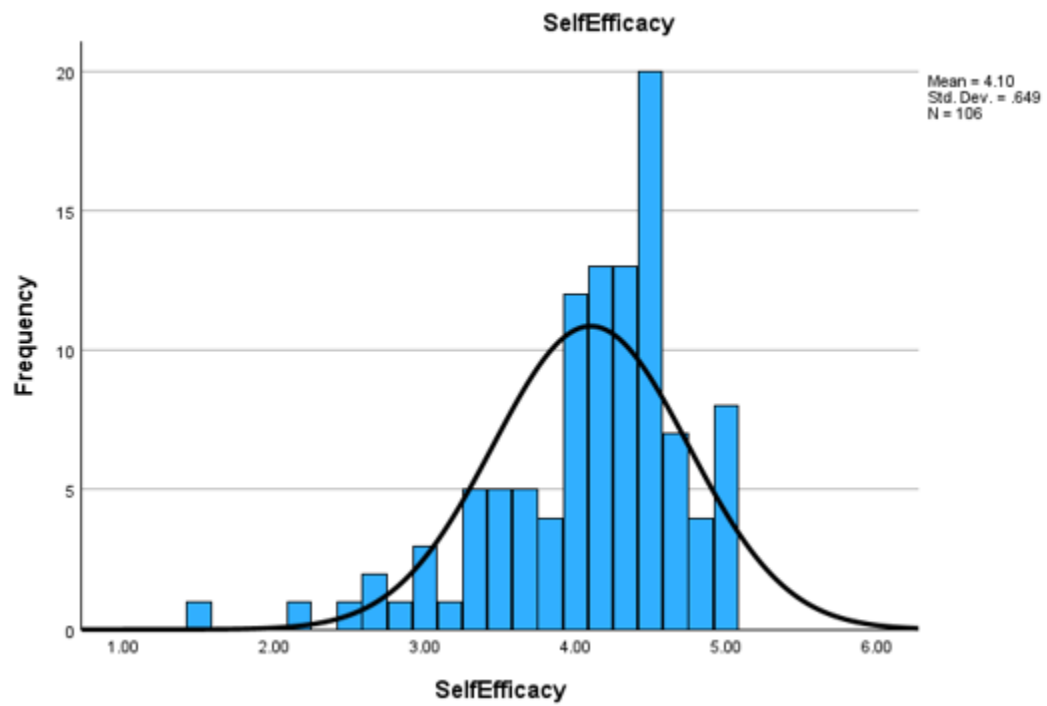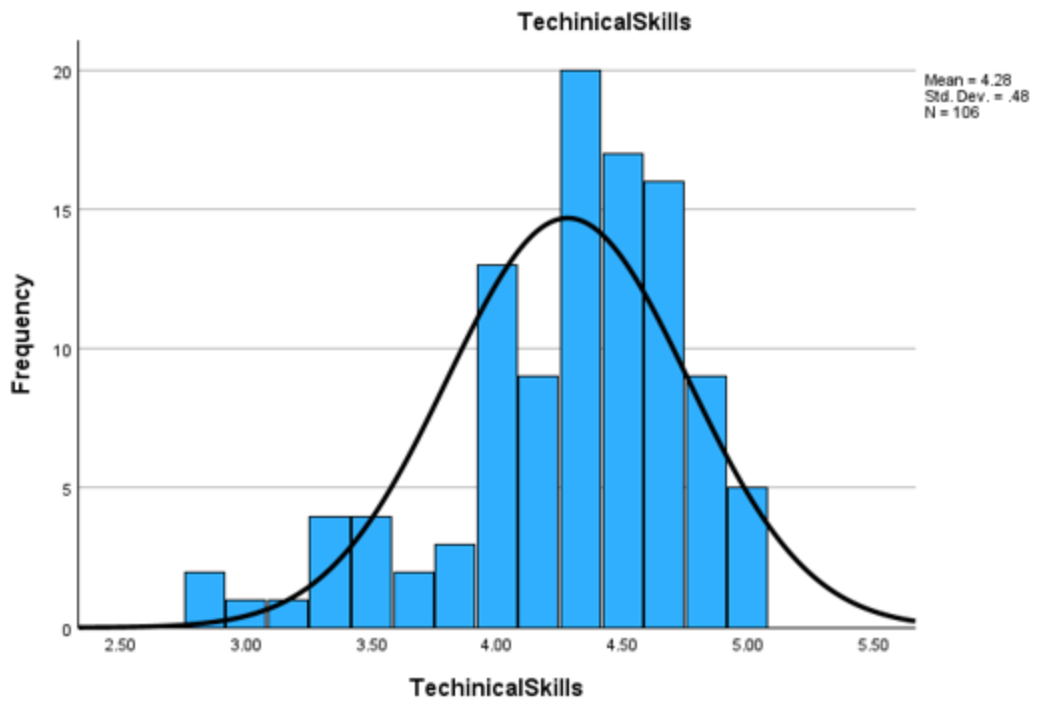
Descriptives

			Statistic	Std. Error
Employability	Mean		4.0535	.05930
	95% Confidence Interval for Mean	Lower Bound	3.9359	
		Upper Bound	4.1710	
	5% Trimmed Mean		4.0919	
	Median		4.1667	
	Variance		.373	
	Std. Deviation		.61055	
	Minimum		1.83	
	Maximum		5.00	
	Range		3.17	
	Interquartile Range		.83	
	Skewness		-1.057	.235
	Kurtosis		1.029	.465
AcademicPerformance	Mean		4.1305	.04654
	95% Confidence Interval for Mean	Lower Bound	4.0382	
		Upper Bound	4.2228	
	5% Trimmed Mean		4.1497	
	Median		4.1667	
	Variance		.230	
	Std. Deviation		.47920	
	Minimum		2.83	
	Maximum		5.00	
	Range		2.17	
	Interquartile Range		.67	
	Skewness		-.619	.235
	Kurtosis		-.120	.465
CommunicationSkills	Mean		4.1213	.05506
	95% Confidence Interval for Mean	Lower Bound	4.0121	
		Upper Bound	4.2305	
	5% Trimmed Mean		4.1517	
	Median		4.2857	
	Variance		.321	
	Std. Deviation		.56692	
	Minimum		2.43	
	Maximum		5.00	
	Range		2.57	
	Interquartile Range		.75	
	Skewness		-.970	.235
	Kurtosis		.301	.465
TechinicalSkills	Mean		4.2814	.04662
	95% Confidence Interval for Mean	Lower Bound	4.1890	
		Upper Bound	4.3739	
	5% Trimmed Mean		4.3104	
	Median		4.3333	
	Variance		.230	
	Std. Deviation		.47995	
	Minimum		2.83	
	Maximum		5.00	
	Range		2.17	
	Interquartile Range		.67	
	Skewness		-1.006	.235
	Kurtosis		.867	.465

SelfEfficacy	Mean		4.1022	.06302
	95% Confidence Interval for Mean	Lower Bound	3.9773	
		Upper Bound	4.2272	
	5% Trimmed Mean		4.1508	
	Median		4.1667	
	Variance		.421	
	Std. Deviation		.64880	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	
	Interquartile Range		.67	
	Skewness		-1.266	.235
	Kurtosis		2.202	.465

Questionnaire
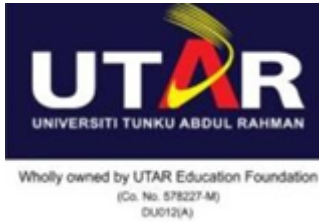
UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

TOPIC: Job Qualifications Affecting Employability among Private Universities Students

Dear respondents,

We are students of Bachelor of Business Administration from Universiti Tunku Abdul Rahman (UTAR). The purpose of this study is to find out the job qualifications affecting employability among Private Universities Students. This study can help students to know more about the job qualifications affecting employability.

There are **FIVE** (5) sections in this questionnaire. Section A is on demographics. Section B, C, D, E and F cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 5 to 10 minutes.
Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purposes.

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation. If you have any questions regarding this questionnaire, you may contact us at 011-10800309 (Fong Annie).

If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formally consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Yours sincerely,
Fong
Annie.

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes: Name, identity card, place of birth, address, education history, employment history, medical history, blood type, race, religion, photo, personal information and associated research data.

2. The purposes for which your personal data may be used are inclusive but not limited to:

   a) For assessment of any application to UTAR
   b) For processing any benefits and services
   c) For communication purposes
   d) For advertorial and news
   e) For general administration and record purposes
   f) For enhancing the value of education
   g) For educational and related purposes consequential to UTAR
   h) For replying any responds to complaints and enquiries
   i) For the purpose of our corporate governance
   j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in

respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed to ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance with the terms and conditions in the Notice and our relevant policy.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at anniefong2003@1utar.my.

Acknowledgment of Notice

[   ] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
[   ] I disagree, my personal data will not be processed.

Yours sincerely,
Fong Annie.

Section A: Demographic Profile

Please place a tick "√" for each of the following:

1. Gender

   ☐ Female

   ☐ Male

2. Age

   ☐ Below 20 years
   ☐ 20-22 years

   ☐ 23-25 years
   ☐ Above 25 years

3. Private University

   ☐ TARUMT
   ☐ HELP University
   ☐ SEGI University
   ☐ Nilai University, Malaysia

4. CGPA

   ☐ Below 2.5
   ☐ 2.51-3.00
   ☐ 3.01-3.50
   ☐ 3.51-4.00

Section B: Employability

Based on your behavior, please select the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1 - Strongly disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 – Strongly agree

N o	Questions	Strongl y Disagre e	Disagre e	Neutra l	Agre e	Strongl y Agree	Referenc e
1	My skills and abilities align with what employers are looking for.	1	2	3	4	5	Rothwell et al. (2009)
2	My degree is seen as leading to a specific career that is generally perceived as highly desirable.	1	2	3	4	5	Rothwell et al. (2009)
3	I believe I can secure any job as long as my skills and experience	1	2	3	4	5	Rothwell et al. (2009)

		1	2	3	4	5	
	align with the requirements.						
4	I am generally confident of success in job Interviews and selection events.	1	2	3	4	5	Rothwell et al. (2009)
5	Employers actively seek graduates from my university.	1	2	3	4	5	Rothwell et al. (2009)
6	I can easily find out about opportunities in my chosen field.	1	2	3	4	5	Rothwell et al. (2009)

Section C: Academic Performance

Based on your behavior, please select the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1 - Strongly disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly agree

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Reference
1	Academic performance is an important factor in determining my employability within my organization.	1	2	3	4	5	Hosain et al. (2021)
2	I believe organisations view academic performance as a key indicator of employability, though it is not the sole factor.	1	2	3	4	5	Hosain et al. (2021)

3	I believe the need for good academic performance can be relaxed for exceptionally qualified job candidates.	1	2	3	4	5	Hosain et al. (2021)
4	I possess a wide range of skills relevant to the field I am studying.	1	2	3	4	5	Roslan et al. (2020)
5	I can effectively apply the skills I learnt in real-world situations.	1	2	3	4	5	Roslan et al. (2020)
6	I have a comprehensive understanding of the field I am studying.	1	2	3	4	5	Roslan et al. (2020)
7	I am knowledgeable about the responsibilities and	1	2	3	4	5	Roslan et al. (2020)

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Reference
	requirements of various positions within my field.						

Section D: Communication Skills

Based on your behavior, please select the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

1 - Strongly disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly agree

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Reference
1	I am confident in my communication skills, which meet the required standards, along with	1	2	3	4	5	Hosain et al. (2021)

	other qualifications.						
2	I possess strong networking abilities.	1	2	3	4	5	Hosain et al. (2021)
3	My effective communicatio n skills boost my confidence.	1	2	3	4	5	Hosain et al. (2021)
4	I can speak clearly so that others understand.	1	2	3	4	5	Pabilando and Sabonsoli n (2023)
5	I can write clearly so that others understand.	1	2	3	4	5	Pabilando and Sabonsoli n (2023)
6	I can interpret and understand information presented in various formats, including words, graphs, diagrams, and charts.	1	2	3	4	5	Pabilando and Sabonsoli n (2023)

7	I actively listen and ask questions to fully comprehend instructions and other people's perspectives.	1	2	3	4	5	Pabilando and Sabonsolin (2023)

Section E: Technical Skills

Based on your behavior, please select the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1 - Strongly disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly agree

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Reference
1	Technical skills are essential for employabilit	1	2	3	4	5	Hosain et al. (2021)

		1	2	3	4	5	
	y in my organization.						
2	My strong technical skills make me a more attractive candidate to organizations.	1	2	3	4	5	Hosain et al. (2021)
3	My technical skills enable me to effectively solve challenges.	1	2	3	4	5	Hosain et al. (2021)
4	I am proficient in word processing.	1	2	3	4	5	Pabilando and Sabonsolin (2023)
5	I can search the internet for information to support my studies and assignments.	1	2	3	4	5	Pabilando and Sabonsolin (2023)
6	I am familiar with the use of emails to send and	1	2	3	4	5	Pabilando and Sabonsolin (2023)

receive mails.					

Section F: Self-efficacy

Based on your behavior, please select the most appropriate option that best indicates your agreement level about the following statements.

Level of agreement

1 - Strongly disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly agree

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Reference
1	I am aware of the job opportunities available to me.	1	2	3	4	5	Scoupe et al. (2022)
2	I feel confident and prepared to begin	1	2	3	4	5	Scoupe et al. (2022)

	working in my field.						
3	I believe in my ability to secure a job that aligns with my studies.	1	2	3	4	5	Scoupe et al. (2022)
4	I can remain calm when facing difficulties because I can rely on my coping abilities	1	2	3	4	5	Pabilando and Sabonsolin (2023)
5	I find it easy to stay focused on my goals and achieve them	1	2	3	4	5	Pabilando and Sabonsolin (2023)
6	I am confident in my ability to handle unexpected events efficiently.	1	2	3	4	5	Pabilando and Sabonsolin (2023)

Thank you for your participation.