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THE ROLE OF THE EDUCATION SYSTEM IN INFLUENCING THE TERENGGANU GRADUATE JOB MARKET

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Abstract

As the unemployment rate among Malaysian graduates rises, the issue of graduate employability is becoming increasingly important and frequently discussed. This issue is becoming more contentious by the year because it not only affects graduates, but it can also cause a country's economy to lack young manpower to develop the country. Work skills are now crucial to a company's or industry's success and growth. The National Economic Action Council (NEAC) identified five issues in 2012: a lack of skills, a lack of work experience, a mismatch between industry demands and graduates' field of study, a lack of ability to speak properly in English, and some graduates' unfavorable attitude toward employment. As a result, the purpose of this study is to ascertain the level of employability of graduates influenced by the educational system, as well as the factors that influence employability. Furthermore, the purpose of this research is to make recommendations and suggestions for improving the educational system based on the integration of skills and academics. The study's findings revealed that gender, age, working period, education, and current employment all have an impact on employability and the role of the education system. As a result, the government should improve the quality of higher education and skill institutes so that existing employment opportunities can meet students' needs and desires, and education can be of global standard.

Keywords: Graduate employability; Higher education institution; Human capital; Employment status; education system.

Abstrak

Apabila kadar pengangguran dalam kalangan siswazah Malaysia meningkat, isu kebolehpasaran siswazah menjadi semakin penting dan kerap dibincangkan. Isu ini semakin menjadi perbalahan dari tahun ke tahun kerana ia bukan sahaja menjejaskan graduan, malah boleh menyebabkan ekonomi sesebuah negara kekurangan tenaga muda untuk membangunkan negara. Kemahiran kerja kini

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penting untuk kejayaan dan pertumbuhan syarikat atau industri. Majlis Tindakan Ekonomi Negara (MTEN) mengenal pasti lima isu pada 2012: kekurangan kemahiran, kekurangan pengalaman kerja, ketidakpadanan antara permintaan industri dan bidang pengajian graduan, kekurangan kebolehan bertutur dalam bahasa Inggeris dengan betul dan beberapa sikap tidak baik graduan terhadap pekerjaan. Hasilnya, tujuan kajian ini adalah untuk memastikan tahap kebolehpasaran graduan yang dipengaruhi oleh sistem pendidikan, serta faktor-faktor yang mempengaruhi kebolehpasaran. Seterusnya, tujuan penyelidikan ini adalah untuk membuat cadangan dan cadangan penambahbaikan sistem pendidikan berasaskan kesepaduan kemahiran dan akademik. Dapatan kajian mendedahkan bahawa jantina, umur, tempoh bekerja, pendidikan, dan pekerjaan semasa semuanya mempunyai kesan ke atas kebolehpasaran dan peranan sistem pendidikan. Akibatnya, kerajaan harus meningkatkan kualiti pendidikan tinggi dan institut kemahiran supaya peluang pekerjaan sedia ada dapat memenuhi keperluan dan keinginan pelajar, serta pendidikan bertaraf global.

Kata kunci: *Kebolehpasaran siswazah; Institusi pengajian tinggi, Modal insan, Status pekerjaan, Sistem pendidikan.*

Introduction

Education is an important investment for a country in terms of improving human capital and thus job employability. According to Tverdostup & Paas (2022), a classical and novel of human capital components including formal education degree and field; overall work experience and work experience related to the current job; hereunder total and job-specific experience; understanding abilities in literacy and numeracy field, job-specific cognitive, non-cognitive and problem-solving skills. Thus, education has also been shown to play an important role in ensuring lifetime income as well as increasing the country's income. People who do not have an education tend to be uneducated in terms of earning and knowledge. In the global context, education is critical for youths and children to secure a better life.

In Malaysia, the Ministry of Education is determining the educational path for the next 15 years through a national transformation program. The goal of this program is to provide every student in this country with all of the new skills they will need to succeed in today's challenging world. As a result, to challenge developed countries, Malaysia's government should implement an education system capable of producing a young generation with knowledge, critical and creative thinking skills, excellent leadership skills, and global communication skills (Malaysia Education Blueprint 2013-2025).

The Ministry of Education has discovered a significant performance to meet the higher education vision, particularly to improve the system and quality of educational

institutions, through the 'Malaysia Education Blueprint 2013-2025' program. Furthermore, access to higher education has greatly improved, with a total of 128,418 students enrolled in public universities in 2019 which is an increase from the total of the previous year, 2018, which was 119,345. Figure 1 showed the higher learning institutions in Malaysia which have been established totaling about 672 institutions. The numbers consisted of including Public Universities, Community Colleges, Polytechnics, Private Colleges, Private Universities, Private University Colleges, and Higher Institutions Centers of Excellence (HICoE).

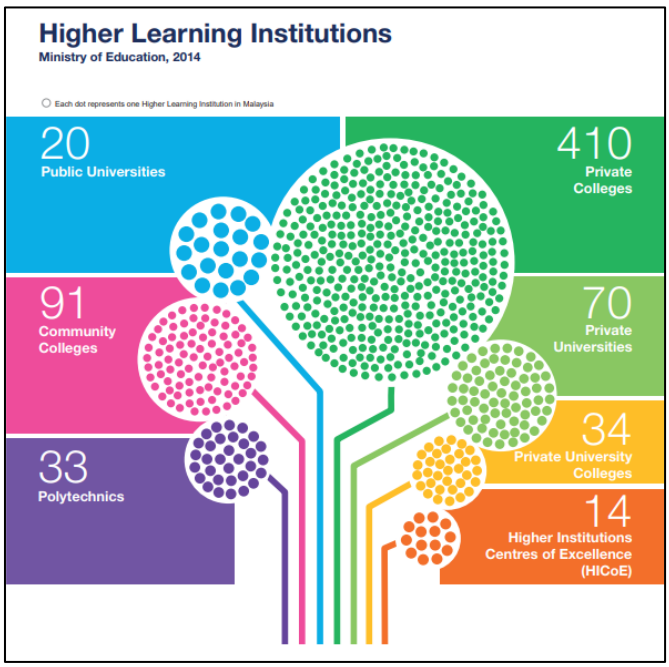

Figure 1: Total of higher learning institutions in Malaysia
(Source: Malaysia Education Blueprint 2015-2025 (HE))

The Malaysia Education Blueprint 2015-2025 identifies challenges and expectations in Malaysia's education system. Employers have generally reported that most of our graduates lack communication and critical thinking skills, as well as poor command of the English language. Azman Seri Haron, president of the Malaysian Employers Federation (MEF), claimed this consensus in 2019 based on surveys. He also stated that the government should emphasize learning English during school so that our graduates are well-versed in the English language during interviews, as English is the primary language used by the majority of Malaysian businesses (Malaysia World News, 2019). As a result, the Ministry of Education has plagued five educational aspirations: access, quality, equity, unity, and efficiency to improve graduate skills.

Access

The Ministry of Education hopes to increase access to and enrollment in higher education by 2025. If Malaysia can increase tertiary education enrolment from 36% to 53% (and higher education enrolment from 48% to 70%), it will be on par with the highest level of enrollment in ASEAN at the moment. This expansion scenario necessitates an additional 1.1 million study places by 2025, primarily in technical and vocational education and training (TVET), private higher education, and online learning. The level and methods of this development plan will be determined in close collaboration with the industry to ensure that graduates are produced to meet market needs (Malaysia Education Blueprint 2015-2025, Higher Education).

Quality

The Ministry of Education's ambitions covers three areas: graduate quality, institution quality, and overall system quality. The Ministry intends to raise the employability rate of graduates from 75% to more than 80% by 2025. Meanwhile, only one local university is ranked among the top 200 in the world by QS. By 2025, the Ministry intends to have two universities in Asia's Top 25 and two in the Global Top 200. In terms of overall quality, the Ministry aims to raise U21 research output from 36th to 25th out of 50 countries and to increase international students in higher learning institutions from 108,000 now to 250,000 in higher learning institutions and schools by 2025.

Equity

Although comprehensive data on equity is still limited, the Ministry intends to ensure that all Malaysians, regardless of race or socioeconomic background, have access to higher education opportunities. For example, the Ministry of Education is committed to increasing enrollment and graduation rates for students from low-income families (Malaysia Education Blueprint 2015-2025, Higher Education).

Unity

There is no single widely accepted method for measuring the level of unity. Nonetheless, the Ministry is committed to ensuring that enrollment in IPT reflects Malaysia's unity in racial diversity. The goal is to create an education system that allows students to understand shared values while also sharing experiences and inspirations. The educational system's final goal is competence. The Ministry intends to maximize the benefits of higher education funding while maintaining the current level of government spending per student in public institutions of higher learning. The Ministry also intends to raise Malaysia's ranking in U21 from 44th to 25th by 2025 in

terms of higher education output, including enrollment research and graduate employability (Malaysia Education Blueprint 2015-2025).

Even though there are so many goals and aspirations that government wants to achieve to enhance the quality of Malaysia's education system, many issues have been raised regarding graduate employability and the education system. In reality, many job vacancies are mismatched with graduate education qualifications. Most of the job vacancies offered in Malaysia are low-skilled jobs (Ministry of Human Resources, 2021). This may consequences graduates to be underemployed and unemployed after many years invested in higher education level. Based on a recent report by the Department of Statistics Malaysia (DOSM) in 2021, graduate unemployed has increased to 15.6% compared to 2019 which is 13.8%. This percentage could be worsened due to the Covid-19 pandemic.

Poor education systems especially higher education institutions have led to a lack of graduate soft skills that consist of including communication skills and English Language proficiency. For example, National Economic Action Council (2012), has conducted a study on factors that caused graduate employability and they found that most Malaysian graduates lack job-related skills, work experience, mismatching between industrial needs and formal education degree, poor English communication, negative attitude towards job scope and not aware of job opportunities. On the other hand, the latest study by Jamaludin, Said, Ismail & Mohamed Nor (2021) has argued that Malaysian graduate is difficult to find a job because their qualifications are not suitable for the job criteria. However, research by Abdul Majid, Hussin, Norman & Kasavan (2020), has found that teaching and learning approaches, facilities, and technology provided by institutions are mostly not in line with the industry demand. This concludes that the education system plays a crucial part in graduate employability.

This study aims to investigate why the education system still does not contribute to graduate employability. This study has come up with 3 objectives:

(i) To identify the level of graduate employability skills;
(ii) To identify the perception of graduates on the role of the education system;
(iii) To analyze the factors contributing to graduate employability.

The significance of this study is related to the current importance of the educational system and individual human capital. This is because education is the primary means through which young people, particularly graduates, obtain employment. Today's workplace is not only significant in terms of academics but also in terms of self-sedation and abilities. Employers seek individuals who can adapt to a constantly changing workplace. Personality is also vital for a graduate to gain credibility in the job market; with so many grads, less skilled graduates who lack self-scenarios would

face unemployment. As a result, the educational system plays a part in boosting graduates' self-abilities; when graduates are selected for the labor market, their standard of living is guaranteed, and they can develop their potential to survive in the market. The educational institution must also ensure that these graduates have received the essential training. To enable fresh graduates to be picked in the employment market, several policies and incentives have been implemented. Furthermore, skill schools are not exempt from paying attention to ensure that TVET graduates are of high quality and capable of competing in the market.

We make various contributions to this study, including an analysis of the relationship between the educational system and graduate employability, analyzing the factors contributing to graduate employability, and the level of the education system influencing graduate employability. As a result, the research objective and research question have been developed, focused on how the educational system can influence graduate employability and unemployment issues. We also make recommendations on how the government, non-governmental organizations, and people might contribute to this topic.

Literature Review

Human Capital Theory

Becker (1962) views human capital as an added value for labor in terms of knowledge, appearance, and another useful asset in a company or business production process. The developed human capital can be done through the education process, which is a mix of human characteristics, performance possibilities, ability to learn and develop, motivation to train others, and shared knowledge and expertise (Becker, 1964). Other than that, human capital can be recognized as the total of an individual’s knowledge and skill gained by the company to achieve its goal (Wang & Sun, 2009; Cooper & Davis, 2017). They also stated that human capital can see as a resource similar to physical capital where expected future benefits are greater than the present cost of education. This shows that human capital investment is the activity that can lead to an increase in the quality (productivity) of labor.

Education can be considered an important human capital investment. McGregor (2004) has developed the human capital theory where human capital consists of all processes that can produce a graduate that has a high level of knowledge and is competitive. This can be related to the modern human capital concept of the theory that has been proposed by Schultz (1960) and Becker (1974) where it’s explained as either a natural or accumulation ability or capacity gained over a productive working age as well as forms of capital or other inputs to achieve economic sustainability. Furthermore, Yan (2003) premises human capital definition as education accumulation that includes knowledge and appearance at working age that is formed

through formal education, training, and work experience. Human capital comprises the accumulation of earlier investments in education, on-job-training, health, and other factors that increase productivity (McConnell et. al, 2017). This concept has aligned with McGregor's et al. (2004) which explains that the human capital concept is related to the occupation relationship transition model in the new economy. Other than that, Susanne (2009) in her empirical observation has analyzed the relationship between human capital and economic growth that justified the importance of a human capital variable.

Graduates with good human capital and high levels of knowledge will be ahead of the job market. Work experience also provides added value for getting used to the job market. Work experience is one aspect often used in measuring human capital. Work experience is the knowledge or workability that a person acquires for doing a job over a certain period (Depnakertrans, 2006). The theory of human capital explains the process by which education has a positive impact on economic growth. Graduates with higher educational standards will have better jobs and wages than graduates whose education is lower. When wages are associated with productivity then the more people have higher education, the higher productivity is produced, then the economy will grow higher (Adriani, 2019). Kwon (2009) stated that human capital means that humans are considered a production factor that is used in making a product or service.

Role of higher education institution

When it comes to higher education institutions, definitely its can be related to community colleges, public universities, as well as private universities, which play a big role to shape graduates in terms of soft skills and knowledge that can help the graduate to get their first job. Although, some elements in the education system need to be improved since an increment of graduates in the job market. For example, a study conducted by Kinash, Crane, Judd, and Knight (2016) found that universities should weigh curriculum activity that focuses on discipline fundamental and multi-discipline skilled thus helping graduates to adapt themselves to real-life job situations. On the other hand, Jaludin, Zainal, and Nongkang (2020) have carried out a study that has found that TVET institutions should provide good educational services to increase employability as well as to build the experience of students. On top of that, they also stated that curriculum, career guidance, career guidance services, teaching staff, and infrastructure facilities are the employability and experience elements that should be improved.

The most critical factor that needs to take into consideration by higher education institution which affects job opportunity includes education quality, employers' readiness to hire local graduate, Malaysia's economic growth and development, and the quality of graduate (Hazrul Ismail, 2012). To be employed, the graduates should

be prepared with all skills required to get into the job market. Other than that, higher education institutions such as universities should implement an entrepreneurship program to educate the students and communities so that it can help them to get alternative jobs becoming an entrepreneur thus unemployment issue can be overcome (Adnyana & Purnami, 2016).

In 2017, Roew and Zegwaard has illustrated a similar method of graduate employability that comprises a network, professional identity, and active nationality. This criterion can be achieved if a real work environment such as industrial training is implemented in a course of study (Clarke, 2018). Other than that, a model of professional purpose mindset introduced by Bates (2019) indicates a person's commitment to developing a professional future parallel to personal values, professional aspirations, and societal outlook. He also stressed the role of the higher education institution in developing professional purpose so that it can help strengthen graduates to manage their future careers by showing their role of attributes.

Graduate Employability

At this point, employability skills are becoming a critical issue. The education-oriented working world through technical skill mastery and employability skills are required to support the development of a knowledge-based economy (Esposto & Meagher, 2007; Sunardi, 2016). Employability skills are a set of non-technical abilities that can be transferred. It is necessary to enter the working world, stay on the job, and develop a career in various fields of work, in the workplace, or for career advancement at a new job (Yorke, 2006). These abilities include the ability to work independently, manage oneself, work in groups, adapt to change, solve complex problems, and think creatively and innovatively (Heager & Holland, 2006; Tome, 2007; Sunardi, 2016).

Employers nowadays demand graduates who have equipped themselves with global 21st-century skills, such as the abilities to communicate, collaborate, be creative, and critically thinking, as well as additional skills required for Industry 4.0 (Ismail & Razali, 2019; Rodzalan, Mohd Noor, Abdullah & Mohamed Saat, 2022). According to Rodzalan & Mohamed Saat (2018), most employers are likely to hire graduate that has outside of box thinking skill so that they can improve the quality of work. Other than that, the employer also demands a graduate candidate who has a high spirit and motivation, is confident, and able to develop their career and company productivity (Ishak Yussof & Hair Awang, 2011). Hence, all graduates should have an added value to improve their employability because most graduates shift their time to get a job before securing a permanent job (Hanushek et. al, 2017).

Graduates are unlikely to understand the scope of training and market expectations, which could result in a skills shortage required by employers (Emily Murray, 2020). This will have an impact on graduates' employability. Although there is no consensus

on how to define employability, there are some general factors that are recognized in the form of skills and/or practices. As the technological climate increases, self-regulated and lifelong learning are significant factors to persist with recent innovations in the industry (Senkbeil & Ihme 2017; Khuraisah, Khalid & Husnin, 2020). These factors can be enhanced by gaining knowledge, skills, and experience in a variety of programs. Many universities are now incorporating work skills development into all programmers' curricula.

The employability initiatives being highlighted are intended to evaluate the feasibility and effectiveness of the initiative. While the goal is to improve graduate employability, the purpose of individual initiatives varies. Some focus on improving personal attributes relevant to the workforce, while others focus on developing discipline-specific knowledge and skills required for a specific industry or developing links between learning environments and the workplace (Gilbert, 2012).

According to Yorke (2006); Murrar, Batra, Paz, Asfour & Balmakhtar (2021), in sense of the employability concept, it can be defined as "a set of achievements – skills, understandings and personal attributes – where the graduates are hopeful to be employed and successful in their preferred occupations, which advantage themselves, the workforce, the community as well as the economy." Therefore, employability is an extensive set of skills and attributes that enable graduate job seekers to be successful throughout their career path from the beginning. In that manner, employability has been seen to be relevant for job applications. Employability during university transition into the workplace has been studied in terms of self-career management, the role of career proactive behavior such as involving in a suitable job aligned with their degree as the probability of antecedent job quality acquired after finishing the degree. Lo Presti et. al, (2021) examined the indirect relationship between career competencies measured at graduation and subjective career success (SCS) measured through employability activities after six months among a sample of 613 graduates. The results showed that through employability activities, there is an indirect relationship between career competencies and SCS. They also point up career competencies are a valuable resource that graduates can use both during and after their move from school to work.

Although The National Graduate Employability Blueprint 2012-2017 has reported that most employer has identified the common problem that fresh graduates are poor English communication skill, low attitude, and personality, unrealistic wages demand, skill mismatch, selective about the job, and lack of problem-solving and knowledge. Besides, communication skills should be a primary skill than any other skill (Othman, Shan, Yusoff & Kee, 2018). The graduates with good communication skills have an element of empathy, active listening, and written, and verbal skills so that communication will be much more effective. On top of that, the employer's expectations of fresh graduates are also to have functional computer literacy,

experience in the use of core computer applications, and knowledge in data processing and information dissemination. Along with the development of the times, fresh graduates nowadays should be able to communicate effectively in all electronic forms (Chen, Cahoon, Hateman & Bhaskar, 2018). In recent years, particularly during Fourth Industrial Revolution, many employers are looking for graduates that have communication skills, ICT or digital skills, leadership, and interpersonal and personal qualities (Tajudin, Bahari, Majdhoub, Baboo & Samson, 2022).

Research Method

We used a quantitative analysis approach in this paper. Quantitative analysis, according to Normaliza Abd Rahim (2019), is three-part research that includes descriptive, explanation, and investigation. In this study, the first element is descriptive and corresponds to data collecting based on an independent variable and a dependent variable. Referring to Figure 2, the independent variable includes the graduate's employability skills and the role of higher education institutions while the dependent variable refers to the graduate's employment status. Second, explanation. Explanation describes a comparison or evaluation of how the independent variable and dependent variable relate to each other or it's known as correlation. Third, exploration. Exploration refers to identifying a problem or making a justification regarding the correlation of the variables.

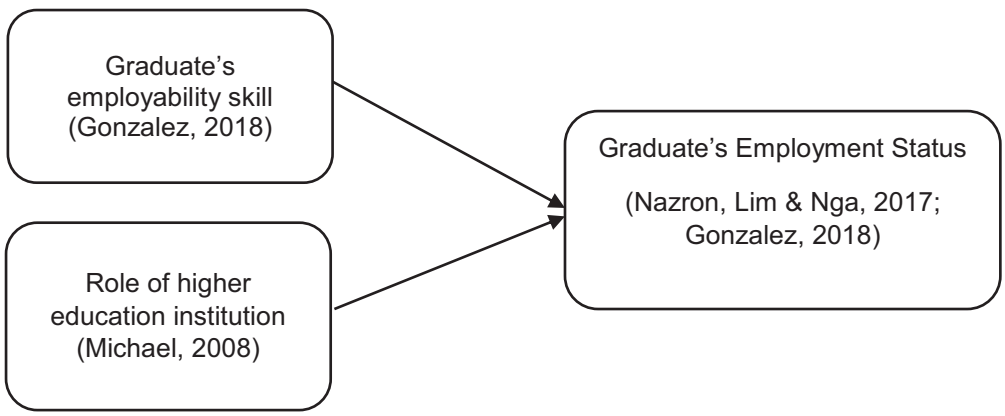

Figure 2: Theoretical Framework for Relationship Between Role of Higher Education Institution and Graduate's Employability Skill towards Graduate's Employment Status

This study's questionnaire is divided into four sections: section A is demographic respondents, section B is employability skills, section C is the role of the education system and section D is view and suggestion. A total of 150 set questionnaires were distributed to the targeted respondents, who were graduates in the Kuala Nerus area

by using stratified random sampling. The return of answered questionnaire was 102 set which means that 102 samples were collected. The survey was carried out to collect data on a variety of qualitative and quantitative variables, including age, gender, job status, job period, education level, and marital status. After the data was collected, it was tested for reliability. The reliability test is a data validity measurement that refers to each item in the survey form. To conduct this test, a Cronbach Alpha value greater than 0.60 was obtained, indicating that the data obtained is accurate and valid (Sekaran, 2003; Hair, 2010). The result of the reliability test is shown in Table 1.

Table 1: Reliability Test Result

Part	Item	Cronbach's Alpha
Employability Skills	Interpersonal Communication	0.832
	Decision-making and problem-solving skills	0.758
	ICT	0.832
	Leadership	0.927
	Teamwork	0.929
	Work planning	0.938
	Thinking Skills	0.922
	Ethic and value	0.854
	Other skills	0.923
	Overall Value	**0.977**
Education system	Subject and learning system	0.916
	Lecturer quality	0.956
	Campus facilities and others	0.887
	Overall Value	**0.960**

This study's analysis relied on the descriptive analysis to examine the level of graduates' employability and graduates perception of the education system. Therefore, the first and second objectives will be achieved. Therefore, to achieve the third objective, Logistic Regression Analysis is used to analyze the factors of employability skills towards graduate employability.

Table 2: Mean Score Scale and Interpretation

Mean Score	Interpretation Mean Score
1.00 – 1.59	Low
1.60 – 2.45	Normal
2.46 – 3.95	Medium
3.97 – 5.00	High

Source: Mohammad Rusdi (2021)

Table 2 shows a mean score scale and interpretation. The mean score of 1.00 to 1.59 indicates a low, a mean score of 1.60 to 2.45 is normal then a mean score of 2.46 to 3.95 is medium, and lastly, a mean score of 3.97 to 5.00 is high. Then, the mean score obtained will be interpreted based on this mean score scale. Based on this study, the overall mean score is to measure the level of employability graduates among graduates from the college community and public universities in the Kuala Nerus district. So, the first objective of this study can be accomplished.

Logistic regression was used to identify the factors influencing employability among graduates (employed/unemployed, coded 1/2). This variable will be used as a dependent variable in this analysis. The set of predictors (independent variables) includes the graduate's employability skills (interpersonal communication, decision-making and problem-solving, ICT, leadership, teamwork, work planning, thinking skill, value, and ethic) and the role of higher education institution (subject and learning system, lecturer quality, campus facility, and others). Each variable was subjected to the recording of its original scores to ensure suitability for analysis. The categorical variables were recoded from their original coding so that 1=employed and 2=unemployed.

Result and Discussion

Descriptive analysis

Table 3 shows the profile of respondents which total of 102 respondents who are from public universities and community colleges. There are 52.9% are female meanwhile 47.1% are male. A total of 55.9% are from public universities and 44.1% are from the community college. By employment status, it demonstrates 84.13% are employed while 15.7% are still unemployed. It depicts that graduates from the Kuala Nerus district have high employability.

Table 3: Profile of respondent

Variable	Frequency	Percentage(%)
Gender		
Male	48	47.1
Female	54	52.9
Institution		
Public university	57	55.9
Community college	45	44.1
Employment status		
Employed	86	84.13
Unemployed	16	15.7

Table 4 indicates the level of the graduate's employability skills. The Likert scale has been used as a measurement to determine the level of graduates' employability skills. They have been asked to respond whether they 'strongly disagree', 'disagree', 'neutral, 'agree', or 'strongly agree' to the statement given by each item. Overall, ICT shows the highest mean score (4.45) of the other eight items. This value indicates that respondents have ICT skills. Meanwhile, respondents have the lowest thinking skill (4.25) among the other eight items even though the value shows high in terms of mean score scale interpretation. In general, the level of graduates' employability skills are high.

Table 4: Tabulation of graduate employability

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
Interpersonal communication	-	-	20 (19.6%)	53 (52%)	29 (28.4%)	4.36	0.57
Decision-making and problem solving	-	-	13 (12.7%)	64 (62.8%)	25 (24.5%)	4.35	0.53
ICT	-	1 (1.0%)	13 (12.7%)	56 (54.9%)	32 (31.4%)	4.45	0.58
Leadership	-	1 (1.0%)	11 (10.8%)	60 (58.8%)	30 (29.5%)	4.35	0.59
Teamwork	-	1 (1.0%)	8 (7.8%)	64 (62.8%)	29 (28.4%)	4.34	0.55
Work planning	-	1 (1.0%)	14 (16.7%)	61 (59.8%)	26 (25.5%)	4.31	0.58
Thinking skill	-	1 (1.0%)	20 (19.6%)	56 (54.9%)	25 (24.5%)	4.25	0.62
Value and ethic	-	-	14 (13.7%)	61 (59.8%)	27 (26.5%)	4.38	0.54
Others skill	-	1 (1.0%)	21 (20.6%)	55 (53.9%)	25 (24.6%)	4.27	0.60

Table 5 presents the feedback from respondents on their perception of the role of higher education institutions. The respondents show a high perception of lecturer quality which obtain the highest mean score (4.46) among the three items given while the campus facility and others show the lowest mean score(4.30) means that they have a low perception of that. Overall, these three items on the role of higher education institutions show a high perception of the role of the educational institution.

Table 5: Tabulation role of higher education institution

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
Subject and learning system	-	-	19 (18.6%)	68 (66.7%)	15 (14.7%)	4.33	0.52
Lecturer quality	-	1 (1.0%)	15 (14.7%)	58 (56.8%)	28 (27.5%)	4.46	0.54
Campus facility and others	-	-	23 (22.5%)	59 (57.9%)	20 (19.6%)	4.30	0.53

An Independent sample t-test has been conducted to identify whether males or females have a significant difference in terms of graduate employability and also the role of higher education institutions then a null hypothesis has been developed. Based on table 6, it can be concluded that there is no significant difference between males and females on t graduate's employability where the p-value obtained (0.767) is not significant which exceeded 0.05. The same goes for their perception of the role of higher education institutions where the null hypothesis is accepted where the p-value obtained (0.751) is not significant which exceeded 0.05.

Hypothesis 1: There is no significant difference between males and females in graduate employability.

Hypothesis 2: There is no significant difference between males and females in their perception of the role of higher education institutions.

Table 6: Independent Sample t-test

Variable	Gender	N	Mean	P-Value
Graduate's employability	Male	48	4.34	0.767
	Female	54	4.31	
Role of higher education institution	Male	48	4.38	0.751
	Female	54	4.35	

Logistic Regression

Employment status has been used as the dependent variable which is coded as (employed = 1, unemployed = 0). Meanwhile, there are two predictor variables have been used comprising the graduate's employability skills and the role of higher education institutions.

Table 7 above shows the logistic regression coefficient, Wald Test, and odds ratio for each variable. The Omnibus Tests of Model Coefficients provide an overall indicator

of the model's performance, sometimes known as 'goodness of fit.' In this result of the study, the significant value is more than 0.05. The chi-square value for the Hosmer-Lemeshow Test is 3.883, with a significance level of 0.868 which supports the model since its value is larger than 0.05. The Cox & Snell R Square and the Nagelkerke R Square values indicate the amount of variance in the dependent variable described by the model, which ranges from 0.145 to 0.250, implying that this set of variables explains between 14.5% and 25.0% of the variability.

Based on table 7, the Wald Test demonstrates how predictor variables contribute significantly to the model's predictive ability. The variable of teamwork is significant at 0.10 (p=0.057) including the variable of other skills which is significant at 0.05 (p=0.027) are the key determinants in this outcome. The B values (positive or negative) indicated the relationship's direction (which factors increase the likelihood of an employed and which factors decrease it). According to this study, the lower the 'teamwork,' the lower the graduate's employability also known as positive correlation (-2.973). This shows that graduates that have teamwork skills have a better chance to get the job. Next, a similar explanation goes to the ‘other skill’ which comprises ‘presenting an idea and report’, ‘analytical thinking’, ‘critical thinking’, and ‘computer and innovation’ whereby an increase of one unit of the other skill contributes to the graduate’s employability (2.590).

In terms of the odds ratio Exp(B), there is a 95% confidence interval [95.0% CI for EXP (B)], giving a lower and upper value. The odds ratio is ‘the increase (or decrease if the ratio is less than one) in odds of being in one outcome category when the value of the predictor increases by one unit’ (Tabachnick & Fidell, 2001). The employed graduates do have other skills 13.33 times higher rather than an unemployed person, all other factors being equal. However, the odds ratio for teamwork (0.051) showed a value of less than 1. It means that for every extra unit of teamwork they have, the odds of him/her being employed by a factor 0.051, all other factors being equal. While the confidence interval for the variable skills showed 95% confidence.

Table 7: Logistic Regression Predicting Factors Influencing Graduates' Employability

Items	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
ICT	-1.205	.825	2.135	1	.144	.300	.059	1.509
Communication and Interpersonal	.435	.908	.229	1	.632	1.544	.260	9.162
Decision-making and problem solving	-.526	.939	.313	1	.576	.591	.094	3.725
Leadership	-.816	1.176	.482	1	.487	.442	.044	4.428
Teamwork	-2.973	1.564	3.611	1	.057*	.051	.002	1.098

Table 7 (continues)

Items	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Work planning	2.007	1.245	2.599	1	.107	7.438	.649	85.291
Thinking Skill	1.010	1.397	.522	1	.470	2.745	.178	42.444
Ethic and value	-1.290	1.366	.892	1	.345	.275	.019	4.003
Other skills	2.590	1.167	4.922	1	.027**	13.330	1.352	131.377
Lecturer	1.167	1.120	1.086	1	.297	3.212	.358	28.821
Campus facility and others	-.148	.942	.025	1	.876	.863	.136	5.471
Subject and learning system	-1.324	1.218	1.183	1	.277	.266	.024	2.893
Constant	2.852	3.037	.882	1	.348	17.315		
-2 Log likelihood	72.619							
Cox and Snell R^2	0.145							
Nagelkerke R^2	0.250							
Model x^2	16.005							
Cases correctly predicted	86.3%							
Hosmer & Lemeshow Test	3.883							

***Significant at 0.01, **Significant at 0.05, *Significant at 0.10

Conclusion

In conclusion, based on descriptive analysis, graduates' employability in the Kuala Nerus district is high. Besides, the perception towards graduate employability between male and female has no significant difference which means male or female has the same opinion on employability. The explanation same goes for perception towards the role of higher education institutions. The logistic regression analysis has been conducted to determine the relationship between graduates' employability skills and the role of higher education institutions toward employability status. Teamwork and other skills have shown a significant value where teamwork has a negative relationship with employment status while another skill has a positive relationship. The role of higher education institutions has no relationship with employment status. proven by a significant value exceeding p-value (0.297, 0.876, 0.277) respectively.

The function of individuals and governments in recommendation can be classified into two categories. Individuals should equip themselves with a variety of skills and emphasize excellent ethics to choose from in the employment market, according to one of the proposals. As a result, the Malaysia Education Development Plan (Higher Education) places a strong emphasis on the qualities that students must possess,

such as ethics and spirituality, leadership abilities, national identity, language skills, critical thinking skills, and knowledge. This quality serves as a barometer for students preparing to enter the workforce.

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