

**ENHANCING INDIVIDUAL EMPLOYABILITY SKILLS : A
CASE STUDY OF UNIVERSITI TEKNOLOGI MARA PAHANG**

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ENHANCING INDIVIDUAL EMPLOYABILITY SKILLS: A CASE STUDY OF
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Othman Yeop Abdullah Graduate School of Business,

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DECLARATION

I declare that the substance of this project paper has never been submitted for any degree or post graduate program and qualifications.

I certify that all the supports and assistance received in preparing this project paper and all the sources abstracted have been acknowledged in this stated project paper.

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ABSTRACT

The increase in the number of graduates is not commensurate with the number of jobs available. This has created a fortuitous situation for employers who have the advantage in selecting the best and rejecting the rest. In this study, student engagement, curriculum design and teaching methods have been selected as the independent variables, while the employability skills, as a dependent variable. They will be tested in order to determine whether there is a relationship among them. For the purpose of data analysis, a survey had been done to the UiTM Pahang's final semester students by using the Simple Random Sampling. The result reveals positive relationships between those variables and enhancing students' employability skills. The numbers of questionnaires distributed were 200, where 170 respondents had returned their questionnaire which consists of 85%. After data screening, 4 questionnaire are rejected due to invalid or incomplete, thus, 166 questionnaires used in the final analysis. The correlation coefficient for the Student Engagement (Behavioural) with Employability Skills (Analytical Skills, Soft Skills and Non-Technical Skills) is 0.537, 0.440, 0.482 $p < 0.00$, Student Engagement (Emotional) with Employability Skills (Analytical Skills, Soft Skills and Non-Technical Skills) is 0.747, 0.615, 0.635, $p < 0.00$, Teaching Method with Employability Skills (Analytical Skills, Soft Skills and Non-Technical Skills) is 0.707, 0.594, 0.589, $p < 0.00$ and for the Curriculum Design (Coursework) with Employability Skills (Analytical Skills, Soft Skills and Non-Technical Skills) is 0.692, 0.613, 0.642, $p < 0.00$, While, Pearson Correlation Curriculum Design (Internship) with Employability Skills (Analytical Skills, Soft Skills and Non-Technical Skills) is 0.593, 0.455, 0.497 $p < 0.00$. Thus, it is crucial for the organization to put a great emphasize on the significant roles played by these three variables in enhancing student employability skills.

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CHAPTER 1: INTRODUCTION

1.0 Background of the Study

Malaysian higher education system has gradually shifted its focus from catering to small groups of academic elites to one that caters for a mass Higher Education (HE) system. From having only one public university catering for HE needs in the 1960s, there are currently 20 public universities, 19 private universities and close to 500 other post-secondary institutions offering a range of HE qualifications (William & Sirat, 2008).

Public Higher Education Industries (HEIs) in Malaysia come under the direct purview of Ministry of Higher Education (MoHE) until 15th May 2013. Currently Ministry of Higher Education (MoHE) known as Ministry of Education, which initiates policies and provides the funding. More than 700,000 students attend post-secondary education; 47% of them attend public institutions while another 46% attend private institutions (William & Sirat, 2008) and the rest study abroad. In Malaysia, education, in particular HE, is generally viewed as a key determinant guaranteeing upward social mobility (William & Sirat, 2008). Hence, stiff competition prevails in securing limited government scholarships and places in public HEIs, where fees are substantially lower than those of private institutions (William & Sirat, 2008).

The increase in the number of graduates is not commensurate with the number of jobs available. This has created a fortuitous situation for employers who have the advantage in selecting the best and rejecting the rest. Employers, especially those in

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