

**FACTORS AFFECTING UNEMPLOYMENT AMONG
GRADUATES IN UNIVERSITY MALAYSIA
KELANTAN**

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Factors Affecting Unemployment Among Graduates In UMK

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2024

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List of Abbreviations

UMK – University Malaysia Kelantan

FEB – Faculty of Entrepreneurship and Business

FKP – *Fakulti Keusahawanan dan Perniagaan*

SPSS – Statistical Package for the Social Science

WDI – World Development Indicators

EU-ERA – Centre for Future Labor Market Studies

MOE – Ministry of Education

ANOVA – Analysis of Variance

IV – Independent Variable

DV – Dependent Variable

SAK – *Sarjana Muda Keusahawanan (Perdagangan) dengan Keupujian*

SAL – *Sarjana Muda Logistik dengan Keupujian*

SAB – *Sarjana Muda Perbankan dengan Keupujian*

SAR – *Sarjana Muda Runcit dengan Keupujian*

SAE – *Sarjana Muda Keusahawanan dengan Keupujian*

SAA – *Sarjana Muda Akaun dengan Keupujian*

NGU – Number of Graduates Unemployed

CS – Communication Skills

DAG – Demanding Attitude among Graduates

EP – Employer Preference

LCO – Lack of Career Orientation

BHNews – Berita Harian News

Abstract

This study investigates the multifaceted factors contributing to the unemployment among graduates in University Malaysia Kelantan (UMK), concentrating on the independent variables of communication skills, employer preference, demanding attitude among graduates, and lack of career orientation where a thorough analysis is essential to discern the crucial factors that contribute to the elevated unemployment among graduates in UMK. The research focused on UMK graduates, specifically those from the Faculty of Entrepreneurship and Business (FEB), comprising a sample size of 250 individuals. Employing a convenience sampling method, data were collected and subsequent analysis was conducted using the SPSS software. The findings unveiled a compelling positive correlation between the percentage of unemployed UMK graduates and key independent variables, namely communication skills, demanding attitude among graduates, employer preference, and lack of career orientation. The study sheds light on the intricate dynamics affecting the employment prospects of UMK graduates and provides valuable insights for academia, policymakers, and stakeholders. Understanding the identified factors is crucial for developing targeted interventions and strategies to enhance the employability of UMK graduates in the competitive job market. This research contributes to the ongoing discourse on addressing unemployment challenges among university graduates, specifically focusing on the context of UMK in Kelantan, Malaysia.

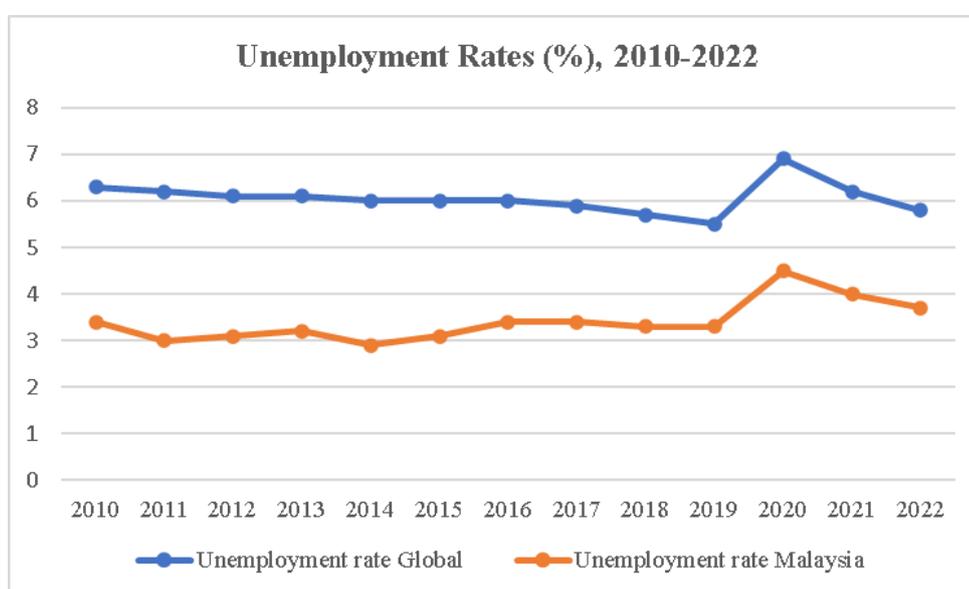
Abstrak

Kajian ini menyelidiki faktor-faktor yang menyumbang kepada pengangguran di kalangan graduan di Universiti Malaysia Kelantan (UMK), dengan menumpukan kepada pembolehubah bebas seperti kemahiran berkomunikasi, keutamaan majikan, sikap menuntut graduan, dan kekurangan orientasi kerjaya di mana analisis menyeluruh penting untuk mengenal pasti faktor-faktor penting yang menyumbang kepada kadar pengangguran yang tinggi di kalangan graduan UMK. Kajian ini memberi tumpuan kepada graduan UMK, khususnya dari Fakulti Keusahawanan dan Perniagaan (FKP), dengan saiz sampel sebanyak 250 individu. Dengan menggunakan kaedah persampelan kemudahan, data dikumpulkan dan analisis seterusnya dilakukan menggunakan perisian SPSS. Penemuan menunjukkan korelasi positif yang kukuh antara peratusan graduan UMK yang menganggur dan pembolehubah bebas utama, iaitu kemahiran berkomunikasi, sikap menuntut graduan, keutamaan majikan, dan kekurangan orientasi kerjaya. Kajian ini menerangkan dinamika rumit yang mempengaruhi prospek pekerjaan graduan UMK dan memberikan pandangan berharga untuk akademik, pembuat polisi, dan pihak berkepentingan. Memahami faktor-faktor yang dikenal pasti ini penting untuk membangunkan intervensi dan strategi yang berorientasikan untuk meningkatkan daya saing pekerjaan graduan UMK di pasaran kerja yang kompetitif. Kajian ini memberi sumbangan kepada perbincangan berterusan mengenai cabaran pengangguran di kalangan graduan universiti, dengan memberi tumpuan khusus kepada konteks UMK di Kelantan, Malaysia.

CHAPTER 1: INTRODUCTION

1.1 Introduction

Unemployment is one of the most serious and chronic issues confronting many countries worldwide. Its consequences go beyond economic figures, impacting individuals, communities, and the entire stability of nations. High unemployment shows that worker resources are being wasted (Azhar & Ibrahim, 2021). Rising unemployment rate is a threat to national development, security of lives and properties of a nation and its citizenry (Obi & Jones, 2022).



Source: World Development Indicators (WDI), 2023

Figure 1.1: Unemployment Rates (%), 2010-2022

Figure 1.1 shows the statistics of the unemployment rates (%) between global and Malaysia from 2010 to 2022. Based on Figure 1.1, we can see the statistics of the global unemployment rate has fluctuated consistently over the years. In 2010, the rate was 6.3%, then dropped to 6.2% in 2011 and subsequently reduced to 5.8% in 2022. Besides, Malaysia had a 3.4% unemployment rate in 2010, which fell to 3% in 2011. Following that, Malaysia suffered minor variations but was able to sustain the rate between 3% and 3.7% until 2022. However, the unemployment rate in Malaysia has typically stayed lower than the worldwide average, demonstrating the country's persistence in maintaining a healthy work market. Even

if the unemployment rate in Malaysia is lower than global, studying the underlying variables that contribute to this trend can give useful insights about the labor market's health and efficiency. This knowledge can assist policymakers in making sensible choices regarding skill development, education, and economic policies to enhance the labour market and support long term growth.

Unemployment among graduates is a challenging and serious issue that is garnering more attention from politicians, educators, economists, and the public. The number of students attending colleges has significantly grown over the last fifty years, and universities and their educational institutions have expanded significantly as a result, indicating the tremendous demand for higher education (Rafi et al., 2019). According to Aun (2020) claims that Malaysia follows the regional trend, with young unemployment in 2019 at 10.5%, more than six times the adult rate of 1.7%.² Over the previous ten years, the proportion of young unemployment to the national average has increased. The transition from higher education to the job has grown more difficult than ever before as an increasingly globalised and technologically driven society changes the nature of employment (Alpaydın & Kültür, 2022).

The study's main objective will be the factors affecting unemployment among graduates in UMK. Faculty of Entrepreneurship and Business (FEB) is one of the faculties in UMK that offers a diverse range of programs such as business in ecommerce, logistic, finance, entrepreneurship, retail, and account, each with its unique focus, from entrepreneurship to accounting. Business studies is one of the oldest, richest, and most influential academic disciplines (Abdin, 2019). According to the New Straits Times, the top three fields of study with the most unemployed graduates were social sciences, business, and law (14,665), engineering, manufacturing, and construction (8,950), and sciences, mathematics, and computing (4,113).

In essence, studying the unemployment among graduates in UMK is about understanding the institution's particular characteristics, the local labour market, and the influence of its programmes on graduates' employability. This research might be a significant resource offering answers to any unemployment difficulties or improving the university's educational and career assistance.

1.2 Problem Statement

The unemployment among graduates from FKP and UMK has emerged as a critical concern. This problem demands a comprehensive analysis to identify key elements contributing to the high unemployment among FKP graduates. This issue needs a thorough examination of graduates who have been unemployed for a year, with a special focus on the cohort of FKP graduates from the 2017/2018 academic year. Understanding these elements is crucial for developing effective strategies to enhance graduates' employability and bridge the gap between academic preparation and industry demands.

Communication skills are components of generic skills that have been identified as a focus at the universities (Kementerian Pengajian Tinggi Malaysia, 2006). Besides that, communication skills are also the bedrock of professional success, and demanding attitudes among graduates' can significantly impact their employability. In the context of FKP graduates at UMK, a comprehensive assessment of the communication skills embedded in the curriculum is necessary. In addition, an exploration of whether there is a correlation between graduates' attitudes and their ability to effectively communicate in a professional setting is essential. Addressing these intertwined aspects is crucial for ensuring that FKP graduates not only possess the necessary technical skills but also exhibit the interpersonal finesse required in today's competitive job market.

Besides that, a demanding attitude among graduates towards work often involves high expectations for career growth, work-life balance, and job satisfaction. According to Balakrishnan (2017), 64% of recent graduates are overly particular about the position or business that extends an offer of employment. Here are some characteristics of a demanding mindset among recent graduates and possible outcomes. First is about work title and role. This can be seen whereby certain graduates expect higher-level employment titles or roles than those that are generally available to applicants at entry-level. Second, qualified advancement is also a demanding attitude among graduates. Unrealistic graduates may have high hopes for quick promotions and professional growth, but they may not be willing to invest the time and energy necessary to learn and develop within the company in the first place. Therefore, frustration and job discontent may result from this impatience. Addressing these intertwined aspects is crucial for ensuring that FKP graduates not only possess the necessary technical skills but also exhibit the interpersonal finesse required in today's competitive job market.

Next, employer preferences play a pivotal role in shaping the employability landscape for FKP graduates. It is imperative to examine whether the skills imparted by FKP programs align with the expectations of employers in relevant industries. This alignment is critical for graduates to secure employment opportunities easily. According to Di Stasio (2014) employer preferences, we can anticipate that the mix of age and education type will match the findings of the labor supply-side literature. However, factorial polls on education that focus on new graduates. There are some ways that employer choices may impact unemployment among graduates. Experience with requirements comes first. Candidates with past work experience are often preferred by businesses. It could be difficult for recent graduates to achieve these requirements, particularly if they're looking for entry-level jobs. Concurrently, the absence of a robust career orientation component within the FKP programs can leave graduates illequipped to navigate the complexities of the job market. Investigating the extent

of career guidance provided, and implementing measures to enhance career orientation, can empower FKP graduates with the insights needed to make informed career decisions, potentially mitigating the challenges posed by unemployment.

Last but not the least, career orientation is the process of identifying and matching oneself with a good career path based on unique interests, abilities, values, and objectives. It also denotes the presence of a plan to reach that objective (Samant, 2022). In this research, graduates might not have a clear plan for their career path because of issues with the educational system that prevent students from receiving the necessary preparation for making well informed career decisions or from receiving useful advice that could expose them to having specific goals after graduation. This is because graduates who are not properly oriented towards their careers may find it difficult to make decisions regarding their career paths, which could result in unemployment.

1.3 Research Question

1. What is the relationship between communication skills and unemployment among graduates in UMK?
2. What is the relationship between a demanding attitude and unemployment among graduates in UMK?
3. What is the relationship between employer preferences and unemployment among graduates in UMK?
4. What is the relationship between lack of career orientation and unemployment among graduates in UMK?

1.4 Research Objectives

1. To identify the relationship between communication skills and unemployment among graduates in UMK.
2. To determine the relationship between demanding attitude and unemployment among graduates in UMK.
3. To determine the relationship between employer preferences and unemployment among graduates in UMK.
4. To identify the relationship between lack of career orientation and unemployment among graduates in UMK.

1.5 Scope of the Study

It is evident that a large number of people graduate each year. The scope of the study is to identify the factors affecting unemployment among graduates in UMK. This research aims to determine communication skills, demanding attitudes among graduates, employer preferences, and lack of career orientation. The scope for this study is limited only to the FKP graduates from University Malaysia Kelantan. A questionnaire will be given to them via Facebook, Instagram, WhatsApp, and other platforms that enable us to reach FKP graduates from UMK.

1.6 Significance of Study

The significance of studying the factors affecting unemployment among graduates in UMK from FKP lies in its potential to address critical issues within the higher education system. Understanding the factors that contribute to graduates' unemployment can help the university identify areas for improvement in its academic programs, career counselling

services, and overall student preparation for the workforce. By pinpointing specific challenges faced by FKP graduates from UMK in securing employment, this study can provide valuable insights for curriculum adjustments, skill development initiatives, and strategic partnerships with industries, also enhancing the university's ability to produce graduates who are well-equipped for the demands of the job market.

Moreover, the significance extends beyond the university to the broader context of regional and national economic development. High unemployment among graduates can have adverse effects on the overall labor market and economic productivity. According to the Centre for Future Labour Market Studies (EU-ERA) statistics in 2023, approximately 90,000 graduates in Malaysia are facing unemployment. Addressing these issues at the university level can contribute to the nation's efforts to build a skilled and competitive workforce, fostering economic growth and stability. Consequently, this study's findings may serve as a foundation for evidence-based policies aimed at reducing graduate unemployment, enhancing the employability of FKP graduates in UMK, and positively impacting the socioeconomic landscape of the region and the nation as a whole.

1.7 Definition of Term

1.7.1 Unemployment

Unemployed graduates are defined as graduates who are unemployed if they are looking for work and willing to work at the prevailing wage but are unable to find a job. Unemployment refers to the state of being unemployed or the number of unemployed people in the working population, according to Baharudin (2003). In this era of globalization, unemployment has spread throughout the globe and grown to be a problem. Regardless of a nation's wealth or poverty, it will almost always have an unmanageable unemployment issue.

A person of working age who demands a full-time job but is unable to find one is considered unemployed, according to Ruth, Emmanuel et al. (2014).

1.7.2 Communication Skills

Based on the article, the meaning of communication skills is one's ability to give and receive various types of information. Even though one might use these abilities frequently in their day-to-day job, being able to communicate clearly, effectively, and efficiently is a very important and practical skill. Buck & Vanlear, (2002) state that communication happens when a message is sent by one person (the "sender") and affects the actions of another person (the "receiver"). Both spoken and nonverbal elements of communication interact to help the sender and the receiver understand one another. Language use is the main component of verbal communication, whereas nonverbal communication also includes body language or posture, eye contact, gestures, facial expressions, proxemics (the use and understanding of space), and voice characteristics like rate, tone, or intonation patterns (Duncan, 1969).

1.7.3 Demanding attitude among graduates

Graduates who have a demanding attitude are those who have a propensity or expectation for hard work, high standards, and ongoing education in their career endeavours. For example, job seekers are extremely picky about pay because they won't work for a company unless the pay is good enough for them. This kind of thinking frequently entails looking for chances to push boundaries, which calls for commitment and a proactive approach to both professional and personal development. Cleveland et al. (2013) claimed that after studying for a long period, new graduates anticipate a lot from the work since they believe it should be the return for all this time spent learning.

1.7.4 Employer preferences

Employer preferences refer to the qualifications, and characteristics that an employer looks for when hiring candidates for a job such as education, experience, and skills. In addition to the typical job and skill-related factors like qualifications and education and other human capital, a job seeker's personal and household characteristics may also impact a potential employer (Becker, 1971). In hiring spree, Malaysian companies typically give preference to foreign graduates rather than twinning or domestic graduates. This is due to their study's conclusion that international graduates outperform domestic graduates in terms of leadership or problem-solving abilities, creativity and innovation, confidence or positive self-image, and communication skills. Thus, most definitions generally state that a graduate's skills, abilities, competencies, and qualities are the most important factors in determining their employability (Morshidi et al., 2012).

1.7.5 Lack of career orientation

Lack of a career because of unemployment is the absence of a long-term, satisfying career path. A person's career trajectory may be upset by unemployment, which can hinder the acquisition of experience, the development of new skills, and overall career advancement. Sincere graduates anticipate gaining the skills and knowledge required to fulfil the demands of their employers, perform their jobs well, and progress in their careers after completing their university education (Rosenberg, Heimler & Morote, 2011; Bok, 2006).

1.8 Organization of the Proposal

This study is conducted in order to investigate the factors affecting unemployment among graduates in UMK. The reason for choosing this topic is to find out the relationship between the dependent variable which is unemployment with the independent variables which consists of communication skills, demanding attitude among graduates, employer preference, as well as lack of career orientation.

Chapter 1 which is the introduction provides a summary of the study's background, problem statement, research questions, and objectives as well as its scope, significance, and definition of key terms. It also describes how the proposal is organized. This chapter provides a general overview of research methodology, which is the quantitative data collection technique used in research. The first chapter will include the information discovered in this study which is an overview of the factors affecting unemployment among graduates in UMK.

Chapter 2 which is the literature review highlights the factors affecting unemployment among graduates in University Malaysia Kelantan, this chapter discusses the literature review about the introduction, underpinning theory, previous studies, hypothesis statements, conceptual framework, and a summary of the factors affecting unemployment among graduates in University Malaysia Kelantan. This chapter provides an explanation of important theories and a literature review conducted to meet the research objectives. In this chapter, variables are discussed, and a conceptual framework is developed through a comparison of works related to this topic. In addition, the theory is tested by creating hypotheses.

Chapter 3 which is the research methodology where the researchers will analyse introduction, research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurement of the variables, the procedure for data analysis, and summary. This research chapter will also address the approach that will be used for this investigation.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter will solely discuss the literature review on the topic, key elements that contribute to unemployment among graduates in University Malaysia Kelantan. We also explain the variables involved in communication skills, demanding attitude among graduates, employer preferences and lack of career orientation as the independent variable, while unemployment among graduates in UMK as the dependent variable. This chapter also indicates the past studies that are connected to the topic, and it surveys scholarly articles, books, and other sources which are relevant to a particular area of a research.

2.2 Underpinning Theory

2.2.1 Communication Skills

The Human Capital Theory is a theoretical framework that can help explain the relationship between communication skills and unemployment among graduates in UMK. This theory emphasizes that individuals' investment in skills and education enhances their human capital, making them more employable. Communication skills are a crucial component of human capital, as they contribute to an individual's overall effectiveness in the workplace. Graduates with strong communication skills are better equipped to articulate their ideas, collaborate with colleagues, and adapt to the evolving demands of the job market.

Todaro and Smith (2003) maintained that human capital is used in reference to education, health and other human capabilities that raise productivity when they are increased. Dees and Picken (2000) insist that human capital is known to consist of individual capabilities, knowledge, skills and experience that are relevant to the development of the nation's resources. In this context, a higher level of communication competence can

positively influence employability, potentially reducing the unemployment rate among individuals who possess these sought-after skills.

Also, the theory suggests that investments in education, such as those made at UMK, contribute to the development of human capital, making graduates more competitive in the job market. Effective communication skills are critical in job interviews, networking, and overall professional interactions. Graduates with well-developed communication skills are better positioned to convey their expertise, collaborate with colleagues, and adapt to diverse workplace challenges, potentially reducing their unemployment rates. On the contrary, graduates facing challenges in communicating their qualifications may encounter obstacles in securing employment, highlighting the importance of a comprehensive approach to human capital development, encompassing both technical and soft skills, in addressing unemployment concerns among FKP graduates. Lastly, the theory underscores the significance of a holistic skill set, including communication proficiency, in the successful transition from education to employment for FKP graduates.

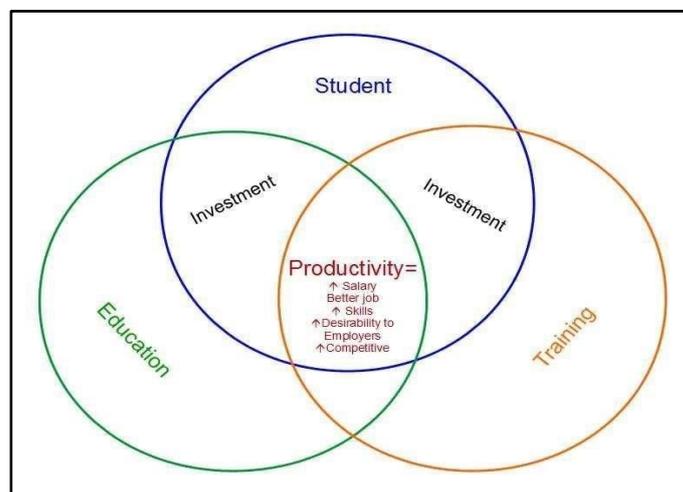


Figure 2.1: Human Capital Theory

2.2.2 Demanding Attitude among Graduates

The theoretical framework that can help explain the relationship between a demanding attitude among graduates and unemployment among graduates in UMK is the Efficiency Wage Theory. According to this theory, employers are willing to pay higher wages to workers who possess desirable traits, such as a positive attitude, flexibility, and a cooperative mindset. According to Ansari (2023), the efficiency wage theory states that paying workers higher wages than the market rate can increase their productivity, which can lead to greater efficiency and profitability in the long run.

The efficiency wage hypothesis states that if workers are paid more than the market rate, they will be motivated to work harder, produce more output, and be less likely to leave their jobs. Graduates exhibiting a demanding attitude, characterized by rigid expectations and reluctance to compromise on certain job aspects, may be perceived as less adaptable by employers. This could lead to a mismatch between the expectations of graduates and the perceived value they bring to the workplace, potentially contributing to higher unemployment among individuals with a demanding attitude.

Within the unemployment landscape among FKP graduates, the Efficiency Wage Theory offers insights into how a demanding attitude might impact labor market outcomes. Graduates possessing a demanding attitude, shaped by factors like educational achievements and personal expectations, may seek higher-than-average wages in line with their perceived value. However, if these expectations are not met, it could lead to prolonged job searches and higher unemployment rates among this group. Employers might be cautious about meeting these demands, potentially viewing them as disproportionate to the graduates' skills or the prevailing market conditions. The interplay between graduates' attitudes, wage expectations, and employers' willingness to meet them can contribute to the overall unemployment dynamics among FKP graduates, illustrating the relevance of Efficiency Wage Theory in understanding these phenomena.

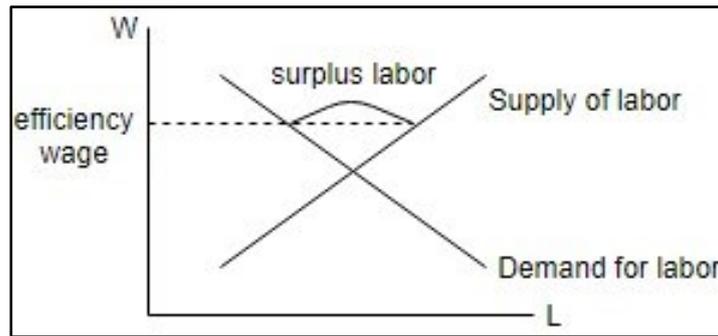


Figure 2.2: Efficiency Wage Theory

2.2.3 Employer Preferences

The Matching Theory provides insights into how employer preferences can impact unemployment. According to this theory, unemployment can arise when there is a lack of alignment between the characteristics and preferences of job seekers and employers. Besides that, lack of specific skills or desired attributes can pose challenges for job seekers in securing suitable employment opportunities, potentially resulting in extended periods of unemployment. In a scenario without external economic disruptions, the economy would reach a stable state where the creation and destruction of jobs balance out.

In this equilibrium, a low number of unemployment would prevail if the rate of job creation outpaced job destruction, which, in turn, would be influenced by a high number of job openings. But if there were few vacancies, then the flow of job creations would be small, and unemployment among graduates in UMK would be high. The negative relationship between vacancies and unemployment (at the steady state) is represented in the right panel of figure 1.4, and it is called the Beveridge curve (Main et al, 2006). To address this, it becomes crucial for educational institutions and workforce development programs to align their offerings with the evolving preferences of employers, facilitating a better match between job

seekers and available opportunities and, in turn, reducing the overall number of graduates' unemployed.

Within the realm of unemployment among FKP graduates, the Matching Theory underscores the importance of understanding and addressing the preferences of both job seekers and employers. Graduates may have preferences shaped by their educational background and career aspirations, while employers may have specific criteria and expectations. If these preferences are not effectively aligned, it can lead to a situation where graduates struggle to find suitable employment opportunities, contributing to a higher number of unemployed. Strategies such as career counselling, job market information dissemination, and skill development programs that bridge the gap between the preferences of FKP graduates and employer requirements can enhance the matching process, potentially reducing unemployment by facilitating better alignment between the skills and preferences of graduates and the needs of employers in the job market.

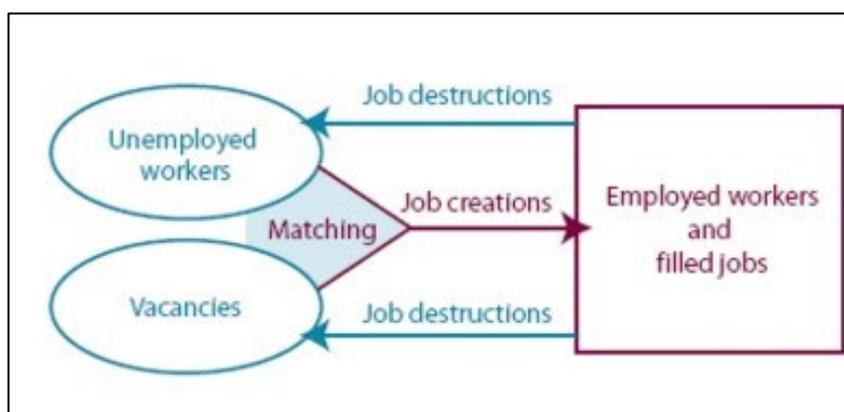


Figure 2.3: Matching Theory

2.2.4 Lack of Career Orientation

The Job Matching Theory can provide insights into the relationship between a lack of career orientation and unemployment among graduates in UMK. According to this theory, unemployment can occur when there is a mismatch between the skills, preferences, and

aspirations of job seekers and the requirements of available job positions. A lack of career orientation may result in graduates entering the job market without a clear understanding of their skills, interests, and the specific career paths that align with their strengths. The Romanian researchers results (Zamfir, 2013) show a negative effect of the education-job mismatch on wages in most of the cases. Thus, higher education determines higher productivity, but productivity is shaped by job adequacy.

On the other hand, measurement alone is not sufficient, as long as the information obtained is not used in other decision-making processes like: strategic planning, quality management, budgeting, increased productivity (Ghența, 2015). This mismatch can lead to prolonged job searches and an increased number of graduates' unemployed as individuals struggle to find suitable positions that resonate with their capabilities and aspirations. Improving career orientation programs and providing comprehensive guidance can help address this issue, facilitating better matches between job seekers and available opportunities.

Graduates who lack clear career goals or a well-defined understanding of their skills may struggle to identify suitable job opportunities that align with their capabilities. Simultaneously, employers seeking candidates with specific skill sets may face challenges in finding graduates who meet their requirements. This mismatch between the skills of FKP graduates and the demands of the job market, exacerbated by a lack of career orientation, can lead to prolonged job searches, increased frictional unemployment, and higher overall unemployment rates. Addressing the issue of unemployment among FKP graduates requires efforts to enhance career orientation and align educational outcomes with the needs of the job market. Career guidance programs, internships, and mentorship initiatives can help graduates gain a better understanding of their skills and career aspirations.

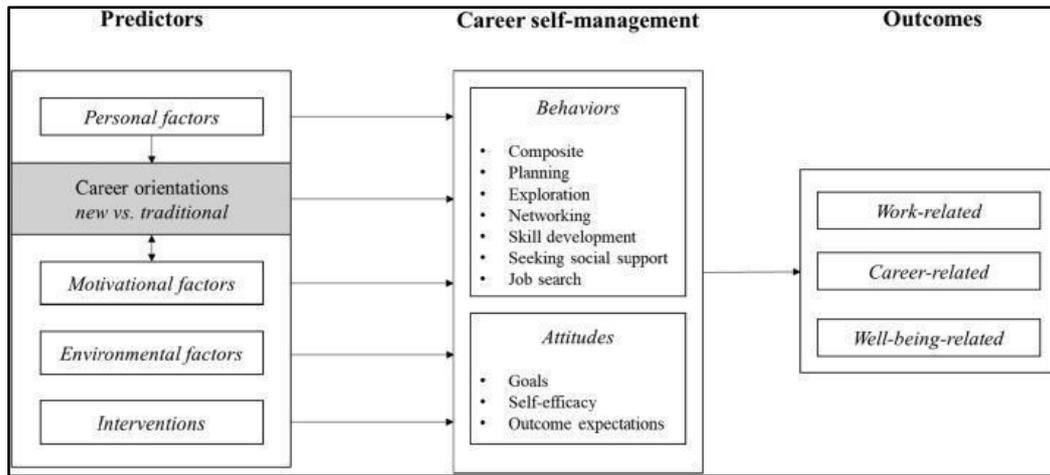


Figure 2.4: The Job Matching Theory

2.3 Previous Studies

2.3.1 Communication skills and Unemployment

Communication skills are also among the 21st century skills that should be developed during the college learning process (Fadli, 2020). In general, communication may be defined as the process of transferring information from the person providing the information to the person receiving the information using both spoken and nonverbal approaches. Instead, most approaches to what makes competence or good communication simply choose a collection of "skills" as suitable choices and then develop a set of items to reflect these abilities (Spitzberg, 2000).

According to Spitzberg & Cupach (1984), general effective communication refers to the skills required for accurate and fruitful communication between the interviewer and the interviewee during the exchange of ideas, opinions, and information. Previous research described communication as verbal communication, offering, and receiving feedback, effective presentations, and meeting participation (Jackson, 2013). While Amutan et al. (2019) state that an applicant can demonstrate language competence, critical thinking abilities, and problem-solving skills in a job interview, he or she is more likely to be hired or recognised to have employability skills.

Moreover, Andrews and Higson (2008) state that companies want graduates with strong written and spoken communication skills, teamwork abilities, and the capacity to think creatively with less supervision. According to Nesbit (2014), communication skills, problem solving, and reasoning that may be cultivated during an internship are increasingly in demand by companies. Meanwhile, Zulkifli et al. (2016) state that private companies that comprise multinational companies and international subsidiaries are recruiting graduates majoring or fluent in English communication. If graduates display such weaknesses in their

communication during their face-to-face meetings with potential employers, then the chances are very slim for them being employed.

H1: There is a significant relationship between communication skills and unemployment among graduates in UMK.

2.3.2 Demanding attitude among graduates and Unemployment

Attitude is a mental and neurological state of readiness formed by experience that has a direct or dynamic impact on individual responses to all objects and situations with which it is involved (Baloch, 2016). According to Balakrishnan (2017), 64% of graduates are overly selective about the employer or company that is providing them an interview or employment. The job features that are associated with the job sound to be able to meet the demands of success, personal worth, and self-realization, and therefore produce a sense of pleasure and job satisfaction (Serhan et al., 2016). Meanwhile, according to Jobstreet.com (2015), Malaysian graduates' bad attitude and weak time management are contributing factors to graduate unemployment.

Previous studies' researchers have a different perspective over the concept of attitude. According to Ab Malik et al. (2014) define attitude as a type of skill. Meanwhile, according to Md. Shamsuri & Izzaidin (2014); Nazron et al. (2017); Zainudin & Ahmad Zamri (2017); Morshidi et al. (2012); all state that attitude is a type of employability skill. Such attitudes, however, serve as the foundation for skilled performance, which is measured by new behaviours (Muff & Mayenfisch, 2014).

H2: There is a significant relationship between the demanding attitude and unemployment among graduates in UMK.

2.3.3 Employer preferences and Unemployment

In the context of the workplace and job market, employability refers to the likelihood that a person will be hired by a company because of their competencies meeting the requirements and expectations of possible employers. According to Masura (2011) concurred that employers frequently use the term "employability" to gauge a graduate's employability. Furthermore, undergraduates overvalued their academic credentials and disregarded employers' preferences for soft skills. Even though they believed that a university education was the best for growing and improving their employability, they were concerned about their ability to compete fairly when looking for work (Pambas et al., 2022).

In general, employer preferences refer to the qualifications, and characteristics that an employer looks for when hiring candidates for a job such as education, experience, and skills. Meanwhile, according to Fehintola (2017), employers are searching for attitudes such as positive attitudes, personal qualities or character, and the ability to finish tasks assigned to them. On the other hand, according to (Quah et al., 2009) found that Malaysian employers prefer foreign graduates over twinning or local graduates in their recruitment drive, which is consistent with the findings of this study. Employers often create job descriptions that outline their preferences to help them find the most suitable candidates for a particular position. While disciplinary knowledge and abilities are crucial for employment, employers greatly value graduates with soft skills like initiative, teamwork, leadership, time management, motivation, flexibility, communication, self-worth, and resilience (Roy & El Marsafawy, 2023).

In addition to domain-specific skills, employers highly value personality traits and values. A university graduate is thought to have a better chance of finding employment if they possess specific competencies linked to the effective delivery of postsecondary education. Most definitions generally state that a graduate's skills, abilities, competencies, and qualities are the most important factors in determining their employability (Morshidi et

al., 2012). Rather than the possession of conventional academic, theoretical knowledge and skills, Stiwne and Alves (2010) define "employability" as aspects of "behavioural competence" and the students' capacities to show a range of personal, performative, and organizational skills.

H3: There is a significant relationship between employer preference and unemployment among graduates in UMK.

2.3.4 Lack of career orientation and Unemployment

According to Rynänen (2001, p. 8), professional orientation is defined as an individual's attitude towards professional interests or jobs. Professional orientations are the inclinations and actions that demonstrate a person's desire to pursue or dedicate oneself to a particular occupation. Taken together, these orientations influence a person's process of decision-making regarding their choice of occupation (Gerber et al., 2009). As the various career choice models illustrate, selecting a job is a complex process that results from decisions made under the combined influence of many different factors. Furthermore, it is critical to emphasize that a modern understanding of career guidance views it as an ongoing process that follows people throughout their lives rather than a singular event in which they decide about their career (Jarvis, 2000; Kenderfi, 2012; Watts, 2000; Xantus, 1983).

Moreover, higher education institutions should offer programs that focus on helping students develop their professional orientations and administrative skills because of the significant role that university environments play (Palade & Constantin, 2012). According to Nikolaou (2008), the findings of earlier research supported the necessity of providing professional orientation development programs in higher education settings since these initiatives have been shown to alter students' professional orientations, strengthen the competencies needed for a variety of professional cultures, and foster personal development. By giving students the right kind of support and assisting them in identifying their unique physical, cognitive, and personal characteristics, special programs aid in the development of

professional orientations in educational settings. Lastly, according to Millosi (2013), these programs help students connect their skills to the demands of the workplace and find careers that align with these qualities.

H4: There is a significant relationship between lack of career orientation and unemployment among graduates in UMK.

2.3.5 Unemployment

The Malaysia Labor Force Survey defines the unemployed as those who were looking for work during a reference period but were unable to find it. They may or may not be actively seeking employment during the specified time frame. Rahmah et al. (2011) state that one factor influencing the problem of unemployment among Malaysian graduates is the calibre of graduates. Some employers in the company have voiced their disdain of the graduates, claiming that they don't have the qualifications and abilities needed to meet the expectations of the industry. Furthermore, the graduates' work performance is subpar and they lack employable skills. A 2002 report by the Central Bank of Malaysia stated that foreign graduates possess greater talent than Malaysian graduates. Among the talents are technical proficiency, problem solving abilities, and communication fluency, especially in the English language.

Based on data from the Centre for Future Labour Market Studies (EU-ERA), almost 90,000 Malaysian graduates were unemployed in 2023. When people actively seek employment and are willing to work but are unable to find it, they are said to be unemployed. There were 224,000 recent graduates in Malaysia in 2022; their average age ranged from 23 to 26 years old. In Malaysia, structural and frictional unemployment are the main causes of unemployment among university graduates. Technological developments frequently lead to industrial restructuring, which causes structural unemployment, whilst job transitions cause frictional unemployment. According to a survey conducted by the Ministry of Education

(MOE) in Malaysia, one of the main causes of graduate unemployment is a lack of the abilities, knowhow, and attitudes that companies are looking for.

According to Noor Azina (2011), a good level of education is no longer a guarantee of employment for Malaysian graduates. While it is a benefit for the graduates, it does not ensure that they will be hired or that they can handle the responsibilities assigned by the employers. This issue needs to be addressed to guarantee that Malaysia produces graduates that are competent, adaptable, and marketable, as there is a significant discrepancy between the quality levels of Malaysian graduates and the international standard. According to the human capital theory of Becker (1964), high knowledge and skill levels in human capital help to raise the nation's economic productivity.

2.4 Hypotheses Statement

According to Sekaran & Bougie (2016), a hypothesis is a hypothesized relationship between two or more aspects that motivates research to investigate it. Positive or negative relationships are possible in this context. A hypothesis is an established, tested notion that is assumed to be true. The analysis verifies the validity of the assertion, which could be a fundamental one or a false one. Based on the study, the hypotheses were created and to be test:

H1: There is a significant relationship between communication skills and unemployment among graduates in UMK.

H2: There is a significant relationship between the demanding attitude and unemployment among graduates in UMK.

H3: There is a significant relationship between employer preference and unemployment among graduates in UMK.

H4: There is a significant relationship between lack of career orientation and unemployment among graduates in UMK.

2.5 Conceptual Framework

A conceptual framework is a theoretical structure that outlines and connects key concepts or variables in a research study. The conceptual framework below shows the relationship between the independent variables which are communication skills, demanding attitude among graduates, employer preference, and lack of career orientation while the dependent variable is unemployment among graduates in UMK. The conceptual framework is an illustration of factors affecting unemployment among graduates in UMK.

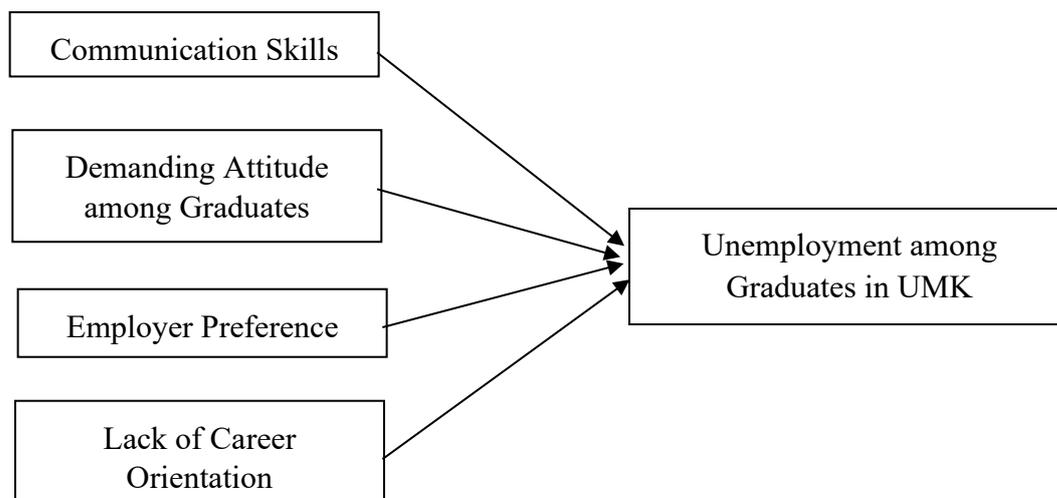


Figure 2.5: Conceptual Framework

2.6 Summary / Conclusion

To provide a brief summary, the literature study that pertained to the previously investigated components had included a review of this component. The suggested theoretical framework is being built based on a mixed model, and this is being done on the basis of the literature review. The researchers have a tendency to analyse the association between all of the independent variables of the key elements that contribute to unemployment among graduates in UMK. Discovering the technique behind the study that was carried out will be covered in the next chapter, which will focus on the various methodology types.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter investigates the factors affecting unemployment among graduates in University Malaysia Kelantan. This study aims to examine the independent variables to find out whether the factors affect the unemployment among graduates in UMK. In this investigation, a questionnaire will be distributed among online respondents to see if the unemployment factor among FKP graduates is true or if there are other factors that cause graduates today to be unemployed.

3.2 Research Design

A researcher's overall plan and framework for carrying out an inquiry or study is referred to as research design. Research design, as defined by Creswell & Plano Clark (2007), refers to the methods used in research investigations for data collection, analysis, interpretation, and reporting. In general, it serves as a bridge between conceptual and empirical research issues by outlining the steps required to collect, process, and evaluate the relevant data as well as how to respond to the research questions (Grey, 2014).

This study is using a quantitative approach to emphasize objective measurement and the statistical, mathematical, and numerical evaluation of data gathered through surveys and questionnaires. Additionally, a set of questions will be created in a questionnaire form to gather information from the intended respondents. This approach is used because it guarantees that the information gathered from fieldwork is appropriate for resolving issues. Thus, we will carry out the survey to investigate the factors affecting unemployment among graduates in University Malaysia Kelantan. Through this data, researchers can form the framework and construct the hypothesis for this study. In addition, the researchers analyse the result from the questionnaire that is distributed to the respondents to ensure the outcomes of this study are valid.

3.3 Data Collection Methods

The methodology approaches and procedures used to obtain data, facts, or observations from diverse sources or subjects for study or analysis are known as data collection methods. These techniques are crucial for gathering information that can be utilized to test theories, find answers to research questions, or come to wise decisions. Depending on the type of data needed and the nature of the research, there can be a wide range in data collection methods. In order to accomplish the study's objectives and address its research questions, a primary data collection strategy is required. Compared to secondary data collection, primary data collection is more labour-intensive and efficient (Malhotra, 2004). The questionnaire is the primary method of data to collect data from respondents. It is frequently used by many researchers because it effectively and efficiently allows data collection in a shorter period of time. Furthermore, the secondary tools used by researchers are journals, and previous research from website or online reference materials.

Primary data are those that researchers collect from a variety of sources, including observations, surveys, and interviews, in order to achieve the objectives of their study (Saunders et al., 2012). In order to complete this research, a questionnaire will be used to collect data. The purpose of the questionnaire is to collect primary data from participants in order to address the unemployment among graduates in University Malaysia Kelantan. Thus, this questionnaire has a Likert response scale to cut down on the time needed to answer the questions. A concise overview of the research study and its objectives will be included on the first page of the questionnaire. Three sections will make up the questionnaire as well, which consists Section A will contain general information, Section B will contain a dependent variable, and Section C will contain an independent variable.

3.4 Study Population

According to Sekaran & Bougie (2016), the population is defined as the total people or objects that the researcher collects to get the required data. The target population in this study is graduates from the University Malaysia Kelantan and focused on the Faculty of Entrepreneurship and Business. UMK was the 19th public university in Malaysia and it has a population with more than 6000 graduate students in this faculty. According to the enrolment of graduate students in 2017/2018, the total number of students studying at the Faculty of Entrepreneurship and Business (FEB) is 735 students. The respondent will focus on all graduates majoring in University Malaysia Kelantan from the Faculty of Entrepreneurship and Business (FEB) as the gender, age, marital status, race, and course.

3.5 Sample Size

The following table will serve as the main source for figuring out how many observations are needed. It operates on the presumptive expected respondent count within the research population. Krejcie and Morgan designed the table in 1970. Based on the provided information, the sample size for this study would consist of around 248-254 respondents. That being said, 250 respondents in total were supposed to complete the questionnaire. The following table displays the sample sizes that Krejcie and Morgan (1970) used to calculate the study's sample size:

Table 3.1: Sample Size Formula

Table 3.1 Table for Determining Sample Size of a Known Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size
Source: Krejcie & Morgan, 1970

3.6 Sampling Techniques

According to Sekaran & Bougie (2016), there are essentially two categories of sampling techniques that can be used to create a research sample, and these are the probability and nonprobability sampling techniques. The major difference between the probability and nonprobability sampling techniques involves the random choice of people who are found within the research population. Randomness here implies that the participants were selected arbitrarily, no one expected them. However, the non-probability sampling method is based on non-randomized selection, which translates into the fact that participants chosen in a situation where they have been selected are not selected by chance. Therefore, in probability sampling, all samples are accorded equal chances of being selected.

In accordance, a non-probability sampling method could be preferred, as it aids to estimate the relationship of population and sample. From then, a non-probability sampling approach called convenience sampling is used to pick respondents to fill out questionnaires. Convenience sampling, as defined by Mcleod (2019), is a sampling technique used to gather information from a group of respondents who are thought to be readily available and convenient sources of information. A convenience sample can be drawn in a few different ways. As an example, it can be done through an advertisement or social media post, recruiting in person at gatherings, on the street, or in areas related to your study, via websites that facilitate crowdsourcing and through already-existing groups like organisations or college students. In this study, researchers will be using this method to obtain a sample from a group of FKP graduates' from UMK whereby those data will be obtained via social media platforms such as Telegram, Instagram and Facebook alumni page.

3.7 Research Instrument Development

A measurement device, such as a survey, test, or questionnaire, is referred to as an instrument by researchers. The instrument that will be used by the researchers is a survey that has been carefully created after substantial literature study. Several instruments, such as interviews, questionnaires, and direct observation, can be utilized in research. Questionnaires are one of the most common techniques used to collect data from respondents. This section examines the critical procedures and factors in developing a successful questionnaire as a research tool. A questionnaire is essentially a medium for human communication,' which is both complicated and prone to failure (Amani, 2017). The research instrument used in this study is a questionnaire that will be distributed online to respondents which includes questions about factors affecting unemployment among graduates in University Malaysia Kelantan, which are communication skills, demanding attitude among graduates, employer preference, and lack of career orientation.

The questionnaire has been divided into three sections, which are Section A, Section B, and Section C. Next, section A will contain the demographic of respondents that gender, age, race, marital status, and course. Section B is part of a dependent variable that is designed to know general information about their perspective about unemployment after graduation. The last section, Section C, is part of independent variables that include communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation. The questionnaire in this study is an online platform that is a Google Form questionnaire that will be sent to respondents who are graduates of FKP students at UMK.

3.8 Measurement of the Variables

Variable measurement is a fundamental and crucial part of the research process, acting as the foundation for scientific exploration. In a research study, variables are qualities or attributes that can change and are subject to observation and assessment. Variables in research may be divided into two types which are independent variables and dependent

variables. A measurement scale is then used to specify and categories variables. The scale of measurement is the instrument that a researcher uses to organize data according to the degree of measurement that they have chosen. Each measuring scale has characteristics that govern how to properly analyse data as well as unique attributes that specify the numerous applications of statistical analysis.

In Section A of the questionnaire, which provides the demographic profile of respondents, a nominal scale is used. The nominal scale is used to label variables in several categories such as gender, age, race, marital status, and course. Meanwhile in Section B applies the ordinal scale. The ordinal scale defines the data placed in a certain order because it shows the position relative of the variables. With a five-point Likert scale rating employed in this questionnaire to reflect the level of agreement on the order of factors specified on a range from 1 to 5, the level of agreement on the order of variables identified can be swiftly analysed. As a result, the use of this sort of data includes frequency data points in consent surveys, which allow researchers to identify and define the magnitude of variables more easily. In addition, Section C applies to interval scale. An interval scale is quantitative because it may quantify the difference between values and aid in assigning any quantitative score to an indeterminate judgment such as agreement. Besides, the Likert scale employed in this study measures respondents' agreement or disagreement on a scale of 1 to 5, with 1 being strongly disagree, disagree, neutral, agree and strongly agree. In terms of method, this study used a five-point Likert scale to assess exogenous constructs and to measure internal elements. It is shown as Table 3.2 below.

Table 3.2: A Five Point Likert Scale

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

3.9 Procedure for Data Analysis

Data analysis is the process of going over data to look at every aspect of the collected data. Researchers frequently look for patterns in observations over the whole data collection process. (Savenye & Robinson, 2005). The purpose of data analysis is to identify the central tendency and variability, evaluate the validity, and suggest research ideas. Data analysis is essential to preventing judgment mistakes. Researchers will be using a quantitative method and Statistical Package for the Social Sciences (SPSS) software to perform data analysis. In this study, the data will be analysed using descriptive analysis, multiple linear regression analysis, and Pearson's correlation. This analysis is done as it allows for the data analysis of both descriptive and bivariate statistics, as well as the prediction of numerical outcomes to identify distinct groups. The presentation of findings will involve the use of frequencies and percentages. Data analysis is performed as it contributes to more scientific decision-making and more efficient results.

Regression analysis will be employed to ascertain the strength and direction of relationships between dependent variables and the independent variables. Subsequently, ANOVA (Analysis of Variance) is a statistical test based on comparison of variances within all groups to variances between groups. It will be conducted to compare means across various groups such as different age and gender and assess their impact on unemployment. Furthermore, correlation analysis will be utilized to study the relationships between variables and identify any robust linear associations that may be present. Finally, the chi-square test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.

3.9.1 Pilot Test

A pilot test is a small-scale preliminary investigation conducted before the main research project. The primary purpose of a pilot test is to identify and address potential issues with the research design, data collection methods, and instruments. According to Formplus Blog (2022), pilot testing includes a number of procedures that let us assess the many facets of the researcher's project in advance. The researcher may also refer to this as a trial run or preparation to help identify any flaws in the plan before starting putting it into action. It is advisable to do a pilot test for qualitative and quantitative research (Enago Academy, 2022).

Based on this study on factors affecting unemployment among graduates in University Malaysia Kelantan, pilot testing involves carrying out surveys and measuring a small sample of respondents. Upon completion of the questionnaire, we can assess our research methods with a smaller group of test participants through a pilot test that will be 20 respondents. This preliminary step ensures a smoother research process and greatly improves the quality of our study results. In case any issues arise, we'll refine the questionnaires based on the pilot test findings before distributing them for the actual research.

3.9.2 Descriptive Analysis

Descriptive analysis is a fundamental method in statistics and data analysis that aims to provide a clear and concise summary of a dataset's main characteristics. Descriptive statistics provide more for easier understanding of the data by allowing for the analysis, reorganization, ranking, and modification of the data to offer descriptive information (William, 2003). Descriptive analysis involves techniques such as mean, mode, median, variance and standard deviation as well as creating visual representations like histograms, bar charts, pie charts and scatter plots which clarifies data and findings that are complicated.

Descriptive analysis in this study serves as the essential purpose of providing a clear and detailed overview of the key elements influencing the employment status of graduates from University Malaysia Kelantan. Through this analysis, the study aims to uncover and present important information about various factors such as communication skills, employer preferences, demanding attitude among graduates and lack of career orientation. By employing descriptive statistics, the researchers can summarize and organize the data, offering a comprehensive snapshot of the situation. This approach helps in identifying patterns, trends, and potential correlations within the factors affecting graduate unemployment, contributing valuable insights for policymakers, educators, and stakeholders to develop targeted interventions and improvements in the university's education and career support systems.

3.9.3 Reliability Analysis

The main objective of the reliability test is to verify if the data and study are stable and consistent. Reliability is known as consistency or repeatability of such measurements (Anne Bruton, 2002). Cronbach's alpha is the reliability coefficient which will be used to quantify the reliability of measurement.

Table 3.3: Rules of Thumb about Cronbach's Alpha Coefficient

Cronbach's Alpha Coefficient	The Strength of the Association
<0.6	Poor
0.6 to <0.7	Moderate
0.7 to <0.8	Good
0.8 to <0.9	Very Good
0.9 to 1.0	Excellent

3.9.4 Correlation Analysis

Correlation analysis is a statistical technique used to measure and quantify the strength as well the direction of the relationship between two or more variables. According to Bettany, Saltikov et al (2015), the statistics test known as Pearson correlation analysis is used to determine the statistical association or link between two continuous variables, independent variables (IV), and dependent variable (DV). The Pearson correlation, denoted as “r”, ranges from (-1) that indicates strong negative correlation while (1) indicates strong positive correlation and (0) indicates no correlation between the variables.

Table 3.4: Pearson’s Correlation Coefficient Size

Correlation Coefficient Size	The Strength of the Relationship
1.00	Perfect Positive Correlation
0.50 to 1.00	Strong Positive Correlation
0.50	Moderate Positive Correlation
0 to 0.50	Weak Positive Correlation
0	No Correlation
0 to -0.50	Weak Negative Correlation
-0.50	Moderate Negative Correlation
-0.50 to -1.00	Strong Negative Correlation
-1.00	Perfect Negative Correlation

3.10 Conclusion

Concluding this chapter, it mainly depicts the research design which revolves on the basis of the quantitative approach and introduces the method implemented throughout the research study. With the aid of the SPSS software, data obtained through the surveys conducted could be statistically analysed for this study. Measures followed during the information assortment were discussed in this part and the data about the sample was given. Research design, analysis, population and sampling and data collection method together with the analysis has been explained. Statistical methods including frequency, percentage, mean and standard deviation which were used are among the data analysis methods discussed. At the same time, inferential statistical analysis consisting of Pearson's correlation and linear regression has been given a description too.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter identifies the findings of the analysis along with an explanation of their impact on the factors affecting unemployment among graduates in University Malaysia Kelantan (UMK). The obtained data was analysed with the aid of the IBM® SPSS Version 20. The analytical framework was established based on the study objectives. The important information was communicated and emphasised via the figures, tables, and paragraphs that were used to show the results.

4.2 Preliminary Analysis

A pilot test is undertaken before the main study to examine the feasibility, reliability, and validity of the research instruments. The questionnaire was completed by a specified group of 20 participants. The results of the reliability investigation are shown in Table 4.1. Cronbach's Alpha values indicate the internal consistency of each variable. From the below results, there is a significant positive correlation between the independent variables (communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation) and the dependent variable (unemployment among graduates in UMK).

Higher values typically suggest greater reliability, with 0.7 being a common threshold for acceptable reliability. In this case, the variables related to communication skills, demanding attitude among graduates' and lack of career orientation show relatively stronger internal consistency compared to those related to Employer Preference, which displays moderate reliability.

Table 4.1: Pilot test

Number of items	Study variable	Cronbach's Alpha	Remarks
5	Communication Skills	0.754	Good
5	Demanding Attitude among Graduates'	0.809	Very Good
5	Employer Preference	0.697	Moderate
5	Lack of Career Orientation	0.795	Good

4.3 Demographic Profile of Respondents

This section presents the 250 respondents' demographic profile. The data points included in this section are gender, age, marital status, race and course of Faculty Entrepreneurship and Business (FEB) in University Malaysia Kelantan.

Table 4.2: Results of Respondents (Gender)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	44.8	44.8	44.8
	Female	138	55.2	55.2	100.0
	Total	250	100.0	100.0	

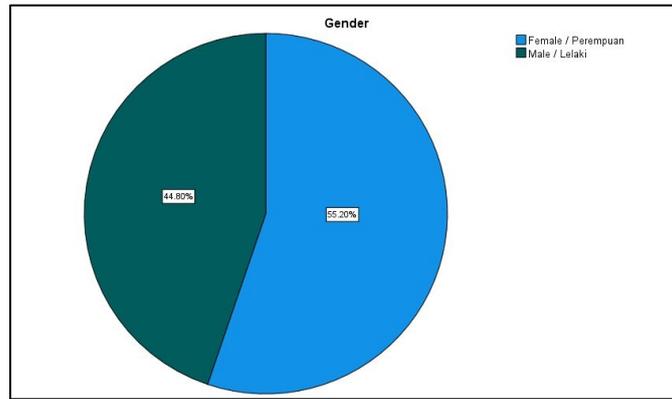


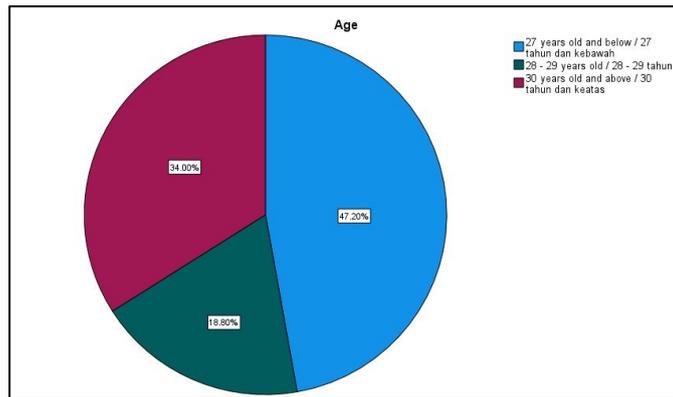
Figure 4.1: Gender

According to the data, females dominated males with 138 responses, and 55.2%. For male respondents, there are as many as 112 respondents, and 44.8%. It is evident that men comprise a smaller percentage of respondents to the questionnaire than women, who make up the majority. The truth is that a significant number of engaged individuals are female.

Table 4.3: Results of Respondents (Age)

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27 years old and below	118	47.2	47.2	47.2
	28-29 years old	47	18.8	18.8	66.0
	30 years old and above	85	34.0	34.0	100.0
	Total	250	100.0	100.0	

Figure 4.2: Age



Based on table 4.3, the age of the respondents for 27 years and below shows that the highest respondents answered the questionnaire which is 47.2% equal to 118 respondents. While for 28 - 29 years old, the total number of respondents is 47 people together with 18.8%. The total number of respondents aged 30 years and above is 85 people and 34% of respondents. This is clearly proven that the age of 27 and under is most respondents who answered this questionnaire and the age of 28-29 is the minority. In conclusion, the majority of the adult group responders to this questionnaire are 27 years of age and below.

Table 4.4: Results of Respondents (Marital Status)

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	171	68.4	68.4	68.4
	Married	79	31.6	31.6	100.0
	Total	250	100.0	100.0	

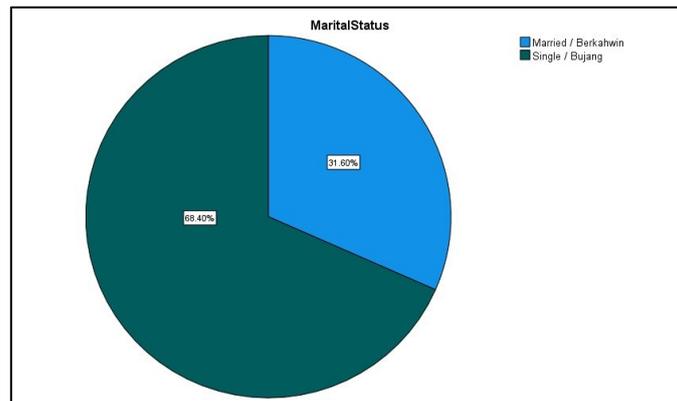


Figure 4.3: Marital Status

Based on table 4.4, the respondents for marital status are a total of 250 people, consisting of single and married. The single respondents who answered this questionnaire were a total of 171 people, equivalent to 68.4% of the respondents. Meanwhile, for the data that answered the questionnaire for married status, there were 79 people, which is equivalent to 31.6%. It is clearly proven that single status has more respondents than married.

Table 4.5: Results of Respondents (Race)

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	123	49.2	49.2	49.2
	Chinese	45	18.0	18.0	67.2
	Indian	50	20.0	20.0	87.2
	Others	32	12.8	12.8	100.0
	Total	250	100.0	100.0	

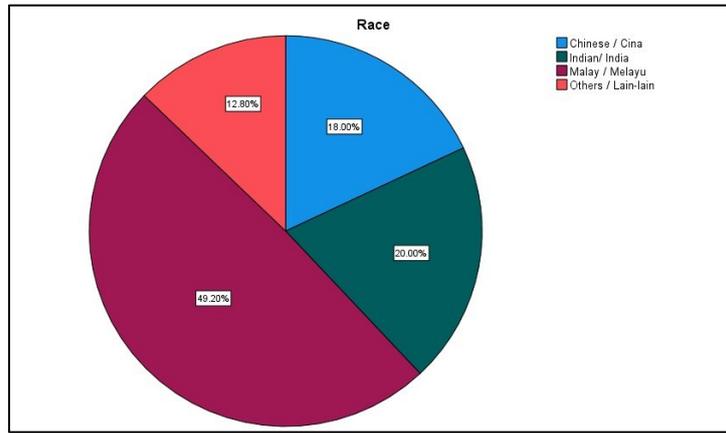


Figure 4.4: Race

Table 4.3 reveals that the race of respondents who gave the highest response was Malay 49.2% (N=123) while Indian people were 20% (N=50). While Chinese made up 18% (N=45) and other races were 12.8% with 32 respondents. It is evident that the Malays represent the majority of respondents, with the other races making up the minority. According to the poll, the highest percentage of Malays responded more than other races.

Table 4.6: Results of Respondents (Course)

		Course			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SAK	62	24.8	24.8	24.8
	SAB	28	11.2	11.2	36.0
	SAL	63	25.2	25.2	61.2
	SAE	57	22.8	22.8	84.0
	SAR	25	10.0	10.0	94.0
	SAA	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

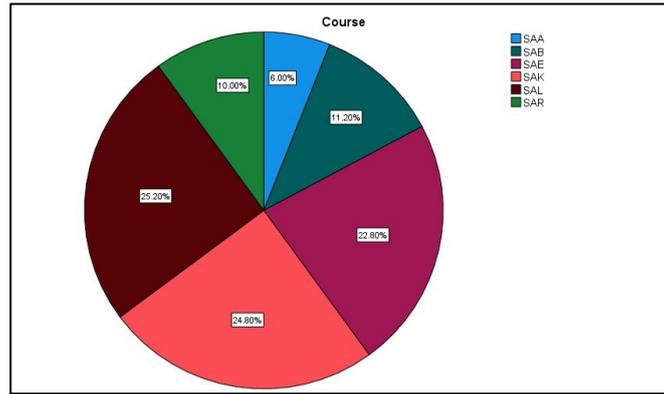


Figure 4.5: Course

Based on the statistics shown, there are several courses that are studied. A total of 63 respondents from the SAE (Entrepreneurship) course with 25.2% marked the highest number of respondents amongst the courses listed. This was followed by respondents from the SAK (Commerce) course with 62 people, equal to 24.8% answered the questionnaire. Next will be respondents for SAL (Logistics and Distributive Trade) are 57 respondents, equivalent to 22.8%. As for the SAB (Islamic Banking and Finance) course, it is 11.2%, which is 28 respondents. Meanwhile, a total of 10% which is 25 respondents from SAR (Retailing) and there is a list of 15 people, which is equivalent to 6.0% of respondents for SAA course respectively. The majority of those who answered the questionnaire were from the SAE course, while the minority were from the SAA (Accounting) course. In conclusion, graduates from the SAE course are the highest respondents based on this questionnaire.

4.4 Descriptive Analysis

A statistical technique called descriptive analysis is used to list and characterize a dataset's key features. We can quickly and easily summarise as well as describe large datasets in an accurate and concise way by using descriptive statistics (Hinton et al., 2014). Most frequently used descriptive statistics in this investigation were the measures of central tendency (mean, median, and mode) and the measures of dispersion (standard deviation). The

researchers' method of analysis involved summarising the item and calculating the mean to show the degree of factors affecting unemployment among graduates in UMK. The unemployment graduates as well as the factors that contribute to unemployment (communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation) were measured by the researchers using the mean, mode, median, and standard deviation.

4.4.1 Descriptive Analysis for Unemployment

Table 4.7: Descriptive Analysis for Unemployment

Descriptive Statistics					
	N	Std. Deviation	Mean	Maximum	Minimum
The job search process after graduation is challenging.	250	.492	4.59	5	4
The existence of foreign workers in Malaysia has led to a reduction in job opportunities for local graduates.	250	.553	4.46	5	3
I am actively seeking to enhance my education and skills to align with the dynamic requirements of today's	250	.521	4.44	5	3

competitive job markets.					
I am committed to securing a position that aligns seamlessly with my qualifications, ensuring a fulfilling and rewarding professional experience.	250	.527	4.35	5	3
I faced significant barriers in securing employment after graduation.	250	.627	4.54	5	3

Based on the table 4.7 shows the mean and standard deviation for the unemployment where five questions were measured with the most remarkable mean of 4.59 while the standard deviation is 0.492 for the statement “The job search process after graduation is challenging”, which shows that respondents agree with this statement. The lowest mean of 4.35 with standard deviation of 0.527 was measured for the statement “I am committed to securing a position that aligns seamlessly with my qualifications, ensuring a fulfilling and rewarding professional experience”, showing that respondents almost agree with this statement. The mean values of the other three items are 4.54 (I faced significant barriers in securing employment after graduation) while the standard deviation is 0.627, 4.46 (The existence of foreign workers in Malaysia has led to a reduction in job opportunities to local graduates) with the standard deviation of 0.553, and 4.44 (I am actively seeking to enhance my education and skills to align with the dynamic requirements of today's competitive job

markets) while the standard deviation is 0.521, which means that every respondent agrees with the mentioned items.

4.4.2 Descriptive Analysis for Communication Skills

Table 4.8: Descriptive Analysis for Communication Skills

Descriptive Statistics					
	N	Std. Deviation	Mean	Maximum	Minimum
I am actively working to strengthen and improve my proficiency in the English language.	250	.510	4.58	5	3
I am actively working to boost and enhance my communication skills.	250	.515	4.54	5	3
I believe candidates should possess effective communication skills in addition to meeting other requirements.	250	.706	4.34	5	2
Candidates who possess exceptional communication skills are highly esteemed.	250	.748	4.38	5	2

I am eager to gain valuable experience in communication skills, particularly in public speaking and formal presentations to enhance these areas of expertise.	250	.609	4.48	5	1
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Table 4.8 above shows the mean and standard deviation for communication skills. The highest mean of 4.58 while the standard deviation is 0.510 was obtained for the statement “I am actively working to strengthen and improve my proficiency in the English language”, indicating that respondents agree with this statement. The lowest mean of 4.34 with standard deviation of 0.706 was obtained for the item “I believe candidates should possess effective communication skills in addition to meeting other requirements”, which shows that respondents almost agree with this item. The mean values of the other three items are 4.54 (I am actively working to boost and enhance my communication skills) while the standard deviation is 0.515, 4.48 (I am eager to gain valuable experience in communication skills, particularly in public speaking and formal presentations to enhance these areas of expertise) with the standard deviation of 0.609, and 4.38 (Candidates who possess exceptional communication skills are highly esteemed) while the standard deviation is 0.748, which means that every respondent agrees with the mentioned items.

4.4.3 Descriptive Analysis for Demanding Attitude among Graduates

Table 4.9: Descriptive Analysis for Demanding Attitude Among Graduates

Descriptive Statistics					
	N	Std. Deviation	Mean	Maximum	Minimum
Being adaptable in the workplace is crucial.	250	.516	4.66	5	3
Will you be persistent in your job search efforts, considering the competitive job market?	250	.551	4.29	5	2
I would rather work in a location near my home area.	250	.941	3.66	5	2
I am seeking a position where the salary aligns with the level of responsibility and expertise associated with my desired role.	250	.682	4.10	5	2
I am focused on pursuing opportunities that align with the level of education I have attained.	250	.530	4.32	5	2

Table 4.9 above shows the mean and standard deviation for demanding attitude among graduates. The highest mean is 4.66 while the standard deviation is 0.516 for the statement “Being adaptable in the workplace is crucial”, which means that respondents agree with this statement. The lowest mean of 3.66 with standard deviation of 0.941 refers to the statement “I would rather work in a location near my home area”, which means that respondents roughly agree with this statement. Be that as it may, the mean for the other three items is 4.32 (I am focused on pursuing opportunities that align with the level of education I have attained) while the standard deviation is 0.530, 4.29 (Will you be persistent in your job search efforts, considering the competitive job market?) with the standard deviation of 0.551, and 4.10 (I am seeking a position where the salary aligns with the level of responsibility and expertise associated with my desired role) while the standard deviation is 0.682, which shows that respondents agree with the questions.

4.4.4 Descriptive Analysis for Employer Preferences

Table 4.10: Descriptive Analysis for Employer Preferences

Descriptive Statistics					
	N	Std. Deviation	Mean	Maximum	Minimum
Do you believe that in today's context, employers have a preference for candidates with prior experience?	250	.527	4.58	5	3

Do you believe that your individual skills play a role in the selection process of a company?	250	.588	4.46	5	3
Do you consider internships a priority as a recent graduate looking for employment opportunities?	250	.696	4.30	5	1
Do you agree employers favor employees who take the initiative and demonstrate a proactive attitude in their work?	250	.576	4.49	5	2

Do you agree that companies consistently seek candidates who resonate with their values and collaborate effectively with the current team?	250	.546	4.53	5	3
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Table 4.10 above shows the mean and standard deviation for employer preferences. Where the most elevated mean is 4.58 while the standard deviation is 0.527 for the statement “Do you believe that in today's context, employers have a preference for candidates with prior experience?”, which implies that each respondent concurs with this articulation. The lowest mean of 4.30 with standard deviation of 0.696 alludes to the statement “Do you consider internships a priority as a recent graduate looking for employment opportunities?”, which means that respondents generally concur with this statement. On the other hand, the mean for the other three items is 4.53 (Do you agree that companies consistently seek candidates who resonate with their values and collaborate effectively with the current team?) while the standard deviation is 0.546, 4.49 (Do you agree employers favor employees who take the initiative and demonstrate a proactive attitude in their work?) with the standard deviation of 0.576, and 4.46 (Do you believe that your individual skills play a role in the selection process of a company?) while the standard deviation is 0.588, which shows that respondents agree with the questions.

4.4.5 Descriptive Analysis for Lack Of Career Orientation

Table 4.11: Descriptive Analysis for Lack of Career Orientation

Descriptive Statistics					
	N	Std. Deviation	Mean	Maximum	Minimum
I am in the process of gaining clarity and building confidence as I work towards my career goals.	250	.515	4.46	5	3
I am currently exploring and refining goals that resonate with my passion and career.	250	.529	4.26	5	3
I am actively seeking a work environment that aligns with my preferences and values.	250	.660	4.25	5	2

I am in the process of carefully considering my career choices, aiming for a decision that brings fulfilment and enthusiasm.	250	.543	4.22	5	2
I am actively working on building self-confidence in my career path.	250	.558	4.56	5	3

Table 4.11 above shows the mean and standard deviation for lack of career orientation. The highest mean of 4.56 while the standard deviation is 0.558 for the statement “I am actively working on building self-confidence in my career path”, indicating that every respondent agrees with this statement. The lowest mean of 4.22 with standard deviation of 0.543 was measured for the question “I am in the process of carefully considering my career choices, aiming for a decision that brings fulfilment and enthusiasm”, indicating that respondents exceptionally agree with this statement. In addition, the mean for the other three questions is 4.46 (I am in the process of gaining clarity and building confidence as I work towards my career goals) while the standard deviation is 0.515, 4.26 (I am currently exploring and refining goals that resonate with my passion and career) with the standard

deviation of 0.529, and 4.25 (I am in the process of carefully considering my career choices, aiming for a decision that brings fulfilment and enthusiasm) while the standard deviation is 0.660, indicating that respondents agree with all the questions.

4.5 Reliability Test

The validity of the data obtained reveals how well it covers the real field of inquiry (Ghauri & Gronhaug, 2005). Cronbach's Alpha is a prominent metric used by researchers to evaluate the consistency of their findings. This strategy divides the criteria in half to study and compare their connection. Cronbach's Alpha values range from 0 to 1. A score of more than 0.7 is typically deemed acceptable, whereas a score of less than 0.5 is considered unacceptable.

Table 4.12: Cronbach's Alpha Reliability Test Result

Variable	Cronbach's Alpha	Number of Items (N)	Strength
Unemployment among graduates in UMK (DV)	0.636	5	Moderate
Communication Skills (IV)	0.792	5	Good
Demanding Attitude among Graduates' (IV)	0.847	5	Very Good
Employer Preference (IV)	0.765	5	Good
Lack of Career Orientation (IV)	0.651	5	Moderate

The results shown in Table 4.12 depicts the outcome of the reliability assessment using Cronbach's Alpha Coefficient for both dependent and independent variables in our study, based on a survey conducted with 250 respondents.

The variable "Unemployment among Graduates in UMK" has a Cronbach's Alpha score of 0.636, indicating a moderate level of internal consistency among the five items defining this construct. Although this score is within an acceptable range, it indicates considerable fluctuation or a lack of strong coherence across these variables.

As a result, the alpha score of 0.792 indicates that there is good internal consistency among the questions measuring "Communication Skills." This indicates a more robust association between these items, indicating more reliable assessment of the same concept.

Besides that, the alpha value of 0.847 indicates a very good level of internal consistency among the questions assessing "Demanding Attitude among Graduates." This high score indicates that these items have great coherence and reliability, indicating a robust assessment of this construct.

Moreover, the alpha value of 0.765 suggests a good of internal consistency among the items linked with "Employer Preference." This shows that these items have a strong association, confirming their dependability in measuring this concept.

Finally, the "Lack of Career Orientation" alpha score of 0.651 indicates a moderate level of internal consistency among the items defining this construct. While this score is acceptable, it indicates some fluctuation or less coherence across these items when compared to those with higher alpha scores.

4.6 Normality Test

Normality tests are done to determine whether a set of data is very much likely displayed by an ordinary dispersion. The test serves the persistence to express parametric or non-parametric data for inferential statistics. The common normality tests adaptable in the IBM SPSS are the Kolmogorov-Smirnov^a Test and Shapiro-Wilk Test. The number of respondents which took part in this survey were 250, therefore the said test is being used to test on the normality of the data. The Shapiro-Wilk Test is defined to be more appropriate for smaller sample sizes. If the result from the test marks a significance level which is greater than 0.05 ($p > 0.05$), it is assumed that the data is normally distributed.

Table 4.13: Test of Normality table

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
NGU1	.388	250	.000	.624	250	.000
NGU2	.324	250	.000	.704	250	.000
NGU3	.351	250	.000	.675	250	.000
NGU4	.372	250	.000	.689	250	.000
NGU5	.382	250	.000	.687	250	.000
CS1	.385	250	.000	.651	250	.000
CS2	.364	250	.000	.661	250	.000
CS3	.281	250	.000	.763	250	.000
CS4	.323	250	.000	.753	250	.000
CS5	.331	250	.000	.699	250	.000
DAG1	.423	250	.000	.626	250	.000
DAG2	.370	250	.000	.690	250	.000
DAG3	.243	250	.000	.873	250	.000
DAG4	.336	250	.000	.740	250	.000

DAG5	.380	250	.000	.681	250	.000
EP1	.382	250	.000	.665	250	.000
EP2	.327	250	.000	.723	250	.000
EP3	.259	250	.000	.770	250	.000
EP4	.335	250	.000	.690	250	.000
EP5	.360	250	.000	.687	250	.000
LCO1	.348	250	.000	.666	250	.000
LCO2	.386	250	.000	.698	250	.000
LCO3	.290	250	.000	.768	250	.000
LCO4	.380	250	.000	.705	250	.000
LCO5	.379	250	.000	.680	250	.000
a. Lilliefors Significance Correction						

Table 4.13 shows that the Kolmogorov-Smirnov^a Test indicates that the data were found to not be normally distributed, $p < 0.05$. Nonetheless, in this research, the researchers provide a rationale for considering the data as normal based on the study's sample size, which consists of 250 respondents. The justification draws on recommendations from Pallant (2007) and Elliot (2007), who suggest that if a study has a sample size exceeding 30 or 40, parametric procedures can be employed even in cases where the data may not strictly adhere to a normal distribution (Pallant and Elliot, 2007). On the other hand, the Shapiro-Wilk Test indicates that the data is normally distributed which is at $p > 0.05$.

4.7 Hypothesis Testing

The linear link between two variables is measured by the Pearson correlation. It has a range of 1 to -1, with 1 denoting perfect positive linear correlation, 0 denoting no linear correlation, and -1 denoting perfect negative linear correlation.

4.7.1 Hypothesis 1

H1: There is a significant relationship between communication skills and unemployment among graduates in UMK.

Table 4.14: Hypotheses 1

Correlations				
			Unemployment among graduates in UMK (DV)	Communication Skills (IV1)
Pearson	Unemployment among graduates in UMK (DV)	Pearson Correlation	1	.563**
		Sig. (2-tailed)	.	<.001
		N	250	250
	Communication Skills (IV1)	Pearson Correlation	.563**	1
		Sig. (2-tailed)	<.001	.
		N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).				

The data in the associated table indicates a strong positive correlation between communication skills and unemployment among graduates in UMK. The Pearson correlation has a significance level of <.001 and is 0.563. This indicates that the unemployment among graduates and communication skills have a statistically significant link ($r = 0.563$, $N = 250$, p

<.001). There is a significant positive correlation. As a result, this study denotes H1, meaning the researcher demonstrates that communication skills and the unemployment of University Malaysia Kelantan graduates from the Faculty of Entrepreneurship and Business who are unemployed are significantly correlated.

4.7.2 Hypothesis 2

H2: There is a significant relationship between the demanding attitude and unemployment among graduates in UMK.

Table 4.15: Hypotheses 2

Correlations				
			Unemployment among graduates in UMK (DV)	Demanding Attitude among Graduates' (IV2)
Pearson	Unemployment among graduates in UMK (DV)	Pearson Correlation	1	.216**
		Sig. (2-tailed)	.	<.001
		N	250	250
	Demanding Attitude among Graduates' (IV2)	Pearson Correlation	.216**	1
		Sig. (2-tailed)	<.001	.
		N	250	250
		**. Correlation is significant at the 0.01 level (2-tailed).		

The data in the associated table indicates a weak positive correlation between demanding attitude and unemployment among graduates in UMK. The Pearson correlation has a significance level of $<.001$ and is 0.216. This indicates that the unemployment among graduates and communication skills have a statistically significant link ($r = 0.216$, $N = 250$, $p <.001$). There is a significant positive correlation. As a result, this study denotes H2, meaning the researcher demonstrates that demanding attitude among graduates and the unemployment of University Malaysia Kelantan graduates from the Faculty of Entrepreneurship and Business who are unemployed are significantly correlated.

4.7.3 Hypothesis 3

H3: There is a significant relationship between employer preferences and unemployment among graduates in UMK.

Table 4.16: Hypotheses 3

Correlations				
			Unemployment among graduates in UMK (DV)	Employer Preferences (IV3)
Pearson	Unemployment among graduates in UMK (DV)	Pearson Correlation	1	.486**
		Sig. (2-tailed)	.	<.001
		N	250	250

	Employer	Pearson	.486**	1
	Preferences	Correlation		
	(IV3)	Sig. (2-tailed)	<.001	.
		N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).				

The data in the associated table indicates a moderate positive correlation between employer preferences and unemployment among graduates in UMK. The Pearson correlation has a significance level of <.001 and is 0.486. This indicates that the unemployment among graduates and employer preferences have a statistically significant link ($r = 0.486$, $N = 250$, $p < .001$). There is a significant positive correlation. As a result, this study denotes H3, meaning the researcher demonstrates that employer preferences and unemployment of University Malaysia Kelantan graduates from the Faculty of Entrepreneurship and Business who are unemployed are significantly correlated.

4.7.4 Hypothesis 4

H4: There is a significant relationship between lack of career orientation and unemployment among graduates in UMK.

Table 4.17: Hypotheses 4

Correlations

			Unemployment among graduates in UMK (DV)	Lack of Career Orientation (IV4)	
Pearson	Unemployment among graduates in UMK (DV)	Pearson Correlation	1	.415**	
		Sig. (2-tailed)	.	<.001	
		N	250	250	
	Lack of Career Orientation (IV4)	Pearson Correlation	.415**	1	
		Sig. (2-tailed)	<.001	.	
		N	250	250	
	**. Correlation is significant at the 0.01 level (2-tailed).				

The data in the associated table indicates a moderate positive correlation between lack of career orientation and unemployment among graduates in UMK. The Pearson correlation has a significance level of <.001 and is 0.415. This indicates that the unemployment among graduates and lack of career orientation have a statistically significant link ($r = 0.415$, $N = 250$, $p < .001$). There is a significant positive correlation. As a result, this study denotes H4, meaning the researcher demonstrates that lack of career orientation and unemployment among graduates from the Faculty of Entrepreneurship and Business who are unemployed are significantly correlated.

4.8 CONCLUSION

In conclusion, the results of all the data analyses in Chapter 4 were obtained through the use of SPSS software. In light of this, the gathered data are analysed using the following methods which are preliminary analysis, demographic, descriptive analysis, validity and reliability test, normality test and hypothesis testing. To summarise this chapter, the research findings included the research data's reliability and normalcy assumptions, as well as a significant explanation of the frequency findings about the participant demographics. The conclusion of the hypothesis will next be covered in more detail in Chapter 5.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses the results from the previous chapter. This chapter will discuss the key finding, discussion of hypothesis from Pearson Correlation whether it accepted or rejected, implication of this study carried out on this research, limitation of the study, recommendation for future research opportunities and follow up by conclusion for the whole research.

5.2 Key Findings

This study is to determine the relationship between independent variables such as communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation toward the dependent variable, which is unemployment among graduates in UMK. The results after the survey collected are acceptable since they passed the required test such as pilot test, descriptive analysis, reliability analysis, and correlation analysis. In general, all the independent variables in this study are significant. The Pearson correlation test results showed that there were positive correlations between the independent variables of communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation with the dependent variables the unemployment among graduates' in UMK. It means that Research Hypothesis 1, Research Hypothesis 2, Research Hypothesis 3, and Research Hypothesis 4 are supported in this study. Fourth hypotheses that were developed in the beginning of this research are accepted by the result of analysis. The summary of the result is illustrated in the table 5.1 below.

Table 5.1: The Result of Finding

The hypothesis	Result	Finding of data analysis
H1: There is a significant relationship between communication skills and unemployment among graduates in UMK.	r = .563** p = <.001 Strong	H1 is accepted
H2: There is a significant relationship between the demanding attitude and unemployment among graduates in UMK.	r = .216** p = <.001 Weak	H2 is accepted
H3: There is a significant relationship between employer preferences and unemployment among graduates in UMK.	r = .486** p = <.001 Moderate	H3 is accepted
H4: There is a significant relationship between lack of career orientation and unemployment among graduates in UMK.	r = .415** p = <.001 Moderate	H4 is accepted

5.3 Discussion

In a world where the concern of unemployment among university graduates' echoes globally, University Malaysia Kelantan (UMK) grapples with its own share of challenges. The growing number of unemployed graduates prompts a closer look at the factors contributing to this issue and how they interplay within the context of UMK. This discussion

delves into four pivotal factors which are communication skills, demanding attitudes among graduates, employer preferences, and the lack of career orientation, unraveling their connections to the unemployment among graduates in UMK. Understanding the intricate dynamics of these factors becomes paramount in crafting meaningful strategies to bolster graduates' employability and tackle the pervasive problem of unemployment.

5.3.1 Hypothesis 1

Hypothesis 1 states that there is a significant relationship between communication skills and unemployment among graduates in UMK. The hypothesis suggests a positive correlation between communication skills and unemployment among UMK graduates. With a Pearson correlation coefficient of 0.563 at a significance level of $<.001$, this finding underscores the pivotal role of effective communication in navigating the competitive job market. Graduates endowed with superior communication skills are better poised to secure employment, emphasizing the profound impact that clear and articulate expression can have on professional success.

The results from hypothesis 1 can be supported by previous study where communication skills are among the 21st century skills that should be developed during the college learning process (Fadli,2020). This also aligns with previous research by Jackson (2013), which identified essential components of effective communication, including verbal communication, offering and receiving feedback, effective presentations, and active participation in meetings. Besides that, this hypothesis can also be supported by Che Omar (2016) who said that graduates need to improve their communication skills and soft skills as these two play a major role for the employer in selecting a worker. Moreover, graduates with effective communication skills are better equipped to articulate their ideas, collaborate with others, and present themselves confidently in job interviews. Insufficient emphasis on

communication skills within the curriculum may hinder graduates' ability to meet the expectations of potential employers, contributing to their unemployment.

5.3.2 Hypothesis 2

Hypothesis 2 states that there is a significant relationship between the demanding attitude among graduates and unemployment among graduates in UMK. While a modest positive correlation of 0.216 exists between demanding attitudes and unemployment, the significance level of $<.001$ signals the statistical relevance of this relationship. Graduates harboring high expectations may find themselves facing challenges in the job search process. This underscores the importance of adaptability and cultivating realistic expectations, vital qualities for successfully navigating the intricacies of the employment landscape.

The results from hypothesis 2 can be supported by previous study where according to Balakrishnan's research in 2017, it was found that a substantial 64% of graduates exhibit a tendency to be highly selective when considering potential employers or companies for interviews or employment opportunities. Concurrently, previous research by Md. Shamsuri & Izzaidin (2014), Nazron et al. (2017), Zainudin & Ahmad Zamri (2017), and Morshidi et al. (2012) collectively assert that attitude represents a key facet of employability skills. These attitudes, essential for fostering skilled performance, form the bedrock for assessing new behaviours, as articulated by Muff & Mayenfisch in 2014.

Furthermore, a demanding attitude among graduates can also significantly impact their employability. While it is essential for graduates to have high aspirations, an overly demanding attitude may lead to unrealistic expectations. This factor can create challenges during the job search process, as graduates may encounter difficulties in finding positions that align perfectly with their expectations, resulting in prolonged periods of unemployment.

5.3.3 Hypothesis 3

Hypothesis 3 states that there is a significant relationship between employer preference and unemployment among graduates in UMK. The hypothesis posits a moderate positive correlation, substantiated by a Pearson correlation coefficient of 0.486 at a significance level of $<.001$. This emphasizes that graduates who align their skills and qualities with employer expectations are more likely to secure employment. The synergy between graduate attributes and industry preferences becomes a key determinant in the journey from academia to the professional realm.

The results from hypothesis 3 can be supported by previous study where according to Fehintola (2017), employers are searching for attitudes such as positive attitudes, personal qualities or character, and the ability to finish tasks assigned to them. While disciplinary knowledge and abilities are crucial for employment, employers greatly value graduates with soft skills like initiative, teamwork, leadership, time management, motivation, flexibility, communication, self-worth, and resilience (Roy & El Marsafawy, 2023). Besides that, employer preferences play a crucial role in the hiring process. Graduates who align their skills, knowledge, and attributes with the expectations of employers are more likely to secure employment. Understanding industry needs, staying updated on market trends, and tailoring education programs to meet these preferences can enhance graduates' chances of finding suitable employment opportunities.

5.3.4 Hypothesis 4

Hypothesis 4 states that there is a significant relationship between lack of career orientation and unemployment among graduates in UMK. The hypothesis suggests a moderate positive correlation, supported by a Pearson correlation coefficient of 0.415 at a significance level of $<.001$. Graduates with a clear career orientation are more adept at navigating the job market successfully, accentuating the critical need for comprehensive

career guidance and planning within the university curriculum. Recognizing the interconnectedness of these factors is imperative. Graduates with strong communication skills may find it easier to align with employer preferences, while a lack of career orientation could intensify the challenges posed by demanding attitudes. The call for universities lies in adopting a holistic approach that collectively addresses these factors, imparting graduates with a well-rounded set of skills and attributes.

The results from hypothesis 4 can be supported by previous study where it is critical to emphasize that a modern understanding of career guidance views it as an ongoing process that follows people throughout their lives rather than a singular event in which they decide about their career (Jarvis, 2000; Kenderfi, 2012; Watts, 2000; Xantus, 1983). Also, by giving students the right kind of support and assisting them in identifying their unique physical, cognitive, and personal characteristics, special programs aid in the development of professional orientations in educational settings. Lastly, according to Milloshi (2013), these programs help students connect their skills to the demands of the workplace and find careers that align with these qualities.

Last but not the least, lack of career orientation is another factor contributing to graduate unemployment. Graduates who lack a clear understanding of their career goals and lack strategic career planning may struggle in the competitive job market. Universities should prioritize providing comprehensive career guidance, mentorship programs, and internships to help students develop a strong career orientation.

In conclusion, the landscape of unemployment among graduates in UMK is intricate and multifaceted. Communication skills, demanding attitudes, employer preferences, and the lack of career orientation converge to shape this complex issue. By acknowledging the significance of these factors and implementing thoughtful interventions, UMK can fortify its

graduates' employability, taking a significant step toward alleviating the persistent challenge of unemployment.

5.4 Implications of The Study

The theoretical implications of this work are extremely important for students since they provide significant insights to the current academic literature, therefore improving our grasp of the complex dynamics that influence graduate unemployment. By shedding light on the linkages between employability and higher education, the study has a direct influence on students' understanding and grasp of crucial aspects influencing their postgraduate careers.

Furthermore, its practical implications of this study go beyond academics, giving vital insights into Malaysian millennials' attitudes and aspirations in the context of industrial dynamics. Understanding the concept of communication skills, demanding attitude among graduates, employer preferences, and lack of career orientation can affect unemployment among graduates and provide individuals, educational institutions like UMK, employers, enterprises, and policymakers with practical information. These practical implications can be used to guide the development of informed policies and initiatives targeted at lowering the percentage of graduate unemployed in Malaysia. Stakeholders may collaboratively contribute to a more robust and responsive job environment by aligning school curriculum with industry demands, supporting a holistic approach to career development, and improving communication skills. As a result, this study serves as a fundamental resource for those involved in determining the future of employment for Malaysian graduates, providing a road map to significant interventions and structural reforms.

5.5 Limitations of The Study

Certainly, some limitations arose throughout the course of this work, offering direction for future research but not weakening the value of the acquired results. First, a significant constraint affecting respondent honesty and the correctness of their replies

emerged throughout the course of this study. In certain cases, respondents may not have given honest or totally truthful replies. This restriction might have resulted from a variety of variables, including social desirability bias, in which respondents felt forced to answer in a way that was more socially acceptable rather than accurately representing their experiences or viewpoints. As a result, the findings may not completely represent the respondents' true viewpoints or experiences.

The study encountered barriers mostly owing to time limits. A key obstacle was the limited time available for data collection, processing, and interpretation. This constraint may have had an impact on the study's depth, reducing the breadth of data collecting or the completeness of analysis. A hasty data gathering method may compromise the comprehensiveness of the study's conclusions if the timetable is too short. Due to time constraints, additional variables, or full inquiry into subtle parts of the research issue may have been limited, thereby limiting the depth and extent of the study's results.

5.6 Recommendation and Suggestion for Future Research

There are several recommendations that can be used for future researchers relevant to factors affecting unemployment among graduates in UMK.

First, it is recommended to increase the range of languages available for the questionnaire. The questionnaire was written in two languages such as English and Bahasa Malaysia. To enable a larger and better comprehension, it would be more advantageous and useful if the questionnaire was offered in languages like Chinese and Tamil. As other languages became available, more individuals were able to respond to the questionnaire because they understood it.

The second recommendation is to include more researchers in the future who can expand the study's emphasis to include graduate students in other states of Malaysia as not

only focusing on FKP students at UMK. This is due to the fact that each respondent's experience with the unemployment factor will differ. It will provide different kinds of viewpoints based on what each graduate requires. Because it only considers one faculty, the unemployment among graduates may thus have a little disparity. Further research on the influences and causes affecting today's graduates is also necessary for future scholars.

Another suggestion for future study is to expand the scope of concepts or variables that may impact the factors influencing graduate unemployment. This is because, while selecting an option, the responders will have more possibilities and won't be limited to the gap that we only offer. For instance, we may ask responders to answer the following question with their thoughts. As a result, the respondents will still be able to answer our questionnaire and express their opinions without restriction. Data collected in the future can be analyzed using preliminary analysis, descriptive analysis, reliability analysis and Pearson correlation in order to get more accurate results based on the answers given by respondents.

And lastly, a greater duration must be applied to the investigation. Time has an impact on the study's findings. There is no denying that time has a significant influence on the study's conclusions. An extended study duration is highly advantageous as it enables the researcher to have a deeper understanding of the participants and extends the observational period for feedback.

5.7 Overall Conclusion of The Study

This study's main objective is to investigate the factors influencing the unemployment among graduates in UMK. Communication skills, graduates' demanding attitudes, employer preferences, and a lack of career orientation are factors that affect unemployment among graduates in UMK (dependent variable). 250 responders received 250 questionnaires, as mentioned in Chapter 3.

Using the Statistical Package for the Social Sciences (SPSS), the independent and dependent variables in chapter 4 can be analysed using the Pearson correlation coefficient to ascertain the link between each of them. The results of the Pearson correlation coefficient demonstrate that there is a significant relationship between the dependent variable which is unemployment among graduates in UMK and all of the independent variables, which include communication skills, graduate demand, employer preferences, and lack of career orientation.

Lastly, a synopsis of the findings is predicated on the data analysis. The study's conclusions validate the variables affecting the proportion of University Malaysia Kelantan graduates without jobs. This indicates that the work supports Research Hypotheses 1, 2, 3, and 4. The analysis's findings support the four hypotheses that were formulated at the outset of the study. The unemployment rate, according to BHNews (2019), will make people feel uncomfortable since a great deal of unemployed graduates are helping out their respective families, many of which may be poor or members of the lowest household group, B40.

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**APPENDIX A - DRAFT OF QUESTIONNAIRE
“FACTORS AFFECTING UNEMPLOYMENT AMONG GRADUATES IN
UNIVERSITY MALAYSIA KELANTAN”**

Greeting to all dear respondents,

We are fourth year students at the Universiti Malaysia Kelantan’s Faculty of Entrepreneurship and Business (FKP) pursuing a Degree in Bachelor of Entrepreneurship (Commerce) with Honors. We are currently conducting a research survey regarding “Factors Affecting Unemployment Among Graduates in University Malaysia Kelantan”. We really appreciate you taking part in this study. The questionnaire will take about 5 to 10 minutes of your valuable time. Your response will be kept completely confidential and used only for academic purposes.

Salam sejahtera kepada semua responden yang dihormati,

Kami merupakan pelajar tahun empat di Universiti Malaysia Kelantan Fakulti Keusahawanan dan Perniagaan (FKP) yang mengikuti pengajian Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan kepujian. Kami sedang menjalankan tinjauan penyelidikan mengenai “Faktor-Faktor Yang Mempengaruhi Pengangguran Dalam Kalangan Graduan di Universiti Malaysia Kelantan”. Penyertaan anda dalam penyelidikan ini amat dihargai. Soal selidik akan mengambil masa kira-kira 5 hingga 10 minit dari masa berharga anda. Jawapan anda akan disimpan sulit sepenuhnya dan hanya digunakan untuk tujuan akademik sahaja.

SECTION A: DEMOGRAPHIC INFO BAHAGIAN

A: MAKLUMAT DEMOGRAFI

Please tick in the relevant field.

Sila tandakan di ruangan yang berkaitan.

1. Gender / *Jantina:*

Male / *Lelaki*

Female / *Perempuan*

2. Age / *Umur:*

27 years old and below / *27 tahun dan ke bawah*

28 - 29 years old / *28 - 29 tahun*

30 years old and above / *30 tahun dan ke atas*

3. Race / Bangsa:

Malay/Melayu

Chinese/Cina

Indian/India

Others/Lain-lain

4. Marital Status / Status Perkahwinan:

Single / Bujang

Married / Berkahwin

5. Course / Kos:

SAK

SAB

SAL

SAE

SAR

SAA

SECTION B: DEPENDENT VARIABLE

UNEMPLOYMENT AMONG GRADUATES / PENGANGGURAN DALAM KALANGAN GRADUAN

This section will measure the unemployment among FKP students. Please mark your answer based on the scale from 1 to 5.

Bahagian ini akan mengukur kadar pengangguran dikalangan pelajar FKP. Sila tandakan jawapan anda berdasarkan skala dari 1 hingga 5.

Strongly Disagree (<u>SD</u>)/ Sangat Tidak Setuju	Disagree (<u>D</u>)/ Tidak Setuju	Neutral (<u>N</u>)/ Berkecuali	Agree (<u>A</u>)/ Setuju	Strongly Agree (<u>SA</u>)/ Sangat Setuju
1	2	3	4	5

UNEMPLOYMENT AMONG GRADUATES / PENGANGGURAN DALAM KALANGAN GRADUAN		<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1.	The job search process after graduation is challenging. / <i>Proses mencari kerja selepas tamat pengajian adalah mencabar.</i>	1	2	3	4	5
2.	The existence of foreign workers in Malaysia has led to a reduction in job opportunities for local graduates. / <i>Kewujudan pekerja asing di Malaysia telah menyumbang kepada pengurangan peluang pekerjaan kepada graduan tempatan.</i>	1	2	3	4	5
3.	I am actively seeking to enhance my education and skills to align with the dynamic requirements of today's competitive job markets. / <i>Saya sedang aktif mencari untuk meningkatkan pendidikan dan kemahiran saya agar sejajar dengan keperluan dinamik dalam pasaran pekerjaan yang kompetitif pada masa kini.</i>	1	2	3	4	5
4.	I am committed to securing a position that aligns seamlessly with my qualifications, ensuring a fulfilling and rewarding professional experience. / <i>Saya berkomitmen untuk mendapatkan jawatan yang sejajar dengan kelayakan saya, memastikan pengalaman profesional yang memuaskan dan bermakna.</i>	1	2	3	4	5
5.	I faced significant barriers in securing employment after graduation. / <i>Saya menghadapi halangan yang signifikan dalam mendapatkan pekerjaan selepas tamat pengajian.</i>	1	2	3	4	5

SECTION C**INDEPENDENT VARIABLE I****COMMUNICATION SKILLS / KEMAHIRAN KOMUNIKASI**

COMMUNICATION SKILLS/ KEMAHIRAN KOMUNIKASI		<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1.	I am actively working to strengthen and improve my proficiency in the English language. / <i>Saya sedang aktif berusaha untuk mengukuhkan dan meningkatkan kemahiran saya dalam Bahasa Inggeris.</i>	1	2	3	4	5
2.	I am actively working to boost and enhance my communication skills. / <i>Saya sedang aktif berusaha untuk meningkatkan dan memperbaiki kemahiran komunikasi saya.</i>	1	2	3	4	5
3.	I believe candidates should possess effective communications skills in addition to meeting other requirements. / <i>Saya percaya calon perlu memiliki kemahiran komunikasi yang berkesan selain memenuhi keperluan lain.</i>	1	2	3	4	5
4.	Candidates who possess exceptional communication skills are highly esteemed. / <i>Calon yang memiliki kemampuan kemahiran komunikasi yang unggul sangat dihargai.</i>	1	2	3	4	5
5.	I am eager to gain valuable experience in communication skills, particularly in public speaking and formal presentations to enhance these areas of expertise. / <i>Saya bersemangat untuk mendapatkan pengalaman berharga dalam kemahiran berkomunikasi, khususnya dalam berucap di hadapan umum dan persembahan formal, untuk meningkatkan kecekapan dalam bidang ini.</i>	1	2	3	4	5

INDEPENDENT VARIABLE II

DEMANDING ATTITUDE AMONG GRADUATES / SIKAP MENUNTUT DI KALANGAN GRADUAN

DEMANDING ATTITUDE AMONG GRADUATES/ SIKAP MENUNTUT DI KALANGAN GRADUAN		<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1.	Being adaptable in the workplace is crucial. / <i>Menyesuaikan diri di tempat kerja adalah sangat penting.</i>	1	2	3	4	5
2.	Will you be persistent in your job search efforts, considering the competitive job market? / <i>Adakah anda akan gigih dalam usaha mencari pekerjaan anda, mengambil kira pasaran pekerjaan yang kompetitif?</i>	1	2	3	4	5
3.	I would rather work in a location near my home area. / <i>Saya lebih suka bekerja di lokasi yang berdekatan dengan kawasan rumah saya.</i>	1	2	3	4	5
4.	I am seeking a position where the salary aligns with the level of responsibility and expertise associated with my desired role. / <i>Saya sedang mencari jawatan di mana gaji sejajar dengan tahap tanggungjawab dan kepakaran yang berkaitan dengan peranan yang diidamkan.</i>	1	2	3	4	5
5.	I am focused on pursuing opportunities that align with the level of education I have attained. / <i>Saya memberi tumpuan untuk mengejar peluang yang sejajar dengan tahap pendidikan yang telah saya capai.</i>	1	2	3	4	5

INDEPENDENT VARIABLE III

EMPLOYER PREFERENCES / KEUTAMAAN MAJIKAN

EMPLOYER PREFERENCES / <i>KEUTAMAAN MAJIKAN</i>		<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1.	Do you believe that in today's context, employers have a preference for candidates with prior experience? / <i>Adakah anda percaya bahawa dalam konteks hari ini, majikan lebih cenderung memilih calon yang mempunyai pengalaman terdahulu?</i>	1	2	3	4	5
2.	Do you believe that your individual skills play a role in the selection process of a company? / <i>Adakah anda percaya bahawa kemahiran individu anda memainkan peranan dalam proses pemilihan sesebuah syarikat?</i>	1	2	3	4	5
3.	Do you consider internships a priority as a recent graduate looking for employment opportunities? / <i>Adakah anda menganggap latihan industri adalah keutamaan sebagai graduan baru yang mencari peluang pekerjaan?</i>	1	2	3	4	5
4.	Do you agree employers favor employees who take the initiative and demonstrate a proactive attitude in their work? / <i>Adakah anda setuju bahawa majikan cenderung kepada pekerja yang mengambil inisiatif dan menunjukkan sikap proaktif dalam kerja mereka?</i>	1	2	3	4	5
5.	Do you agree that companies consistently seek candidates who resonate with their values and collaborate effectively with the current team? / <i>Adakah anda setuju bahawa syarikat secara konsisten mencari calon yang sesuai dengan nilai mereka dan bekerjasama secara berkesan dengan pasukan semasa?</i>	1	2	3	4	5

INDEPENDENT VARIABLE IV

LACK OF CAREER ORIENTATION/ *KEKURANGAN ORIENTASI KERJA*

LACK OF CAREER ORIENTATION/ <i>KEKURANGAN ORIENTASI KERJA</i>		<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
1.	I am in the process of gaining clarity and building confidence as I work towards my career goals. / <i>Saya sedang dalam proses untuk mendapatkan kejelasan dan membina keyakinan semasa saya berusaha mencapai matlamat kerjaya saya.</i>	1	2	3	4	5
2.	I am currently exploring and refining goals that resonate with my passion and career. / <i>Saya kini sedang meneroka dan menyempurnakan matlamat yang sejajar dengan minat dan kerjaya saya.</i>	1	2	3	4	5
3.	I am actively seeking a work environment that aligns with my preferences and values. / <i>Saya sedang aktif mencari persekitaran kerja yang sejajar dengan pilihan dan nilai-nilai saya.</i>	1	2	3	4	5
4.	I am in the process of carefully considering my career choices, aiming for a decision that brings fulfillment and enthusiasm. / <i>Saya sedang dalam proses dengan teliti mempertimbangkan pilihan kerjaya saya, dengan matlamat membuat keputusan yang membawa kepuasan dan semangat.</i>	1	2	3	4	5
5.	I am actively working on building self-confidence in my career path. / <i>Saya sedang aktif berusaha untuk memperkukuhkan keyakinan diri dalam bidang kerjaya saya.</i>	1	2	3	4	5

APPENDIX B - GANTT CHART

Descriptions	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Chapter 1: Introduction														
Introduction														
Problem Statement														
Research Question														
Research Objectives														
Scope of the Study														
Significant of the Study														
Definition of Term														
Organization of the Proposal														
Chapter 2: Literature Review														
Introduction														
Underpinning Theory														
Previous Studies														
Hypotheses Statement														
Conceptual Framework														
Summary/ Conclusion														

Chapter 3: Research Methods														
Introduction														
Research Design														
Data Collection Methods														
Study Population														
Sample size														
Sampling Techniques														
Research Instrument Development														
Measurement of the Variables														
Procedure for Data Analysis														
Summary / Conclusion														
Chapter 4: Data Analysis and Findings														
Introduction														
Preliminary Analysis														
Demographic Profile of Respondents														
Descriptive Analysis														
Validity and Reliability Test														

Normality Test														
Hypotheses Testing														
Summary / Conclusion														
Chapter 5: Discussion and Conclusion														
Introduction														
Key Findings														
Discussion														
Implications of the Study														
Limitations of the Study														
Recommendations/ Suggestion for Future Research														
Overall Conclusion of the Study														
REFERENCES														
APPENDIX A – Draft of Questionnaire														
APPENDIX B - Gantt Chart														