

Employability Skills in Business Management Graduate and Role of Malaysian Vocational College

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Abstract

Employability skills among graduates are a key requirement for them to get jobs in the labor market. However, not all graduates have the employability skills required by employers. Therefore, this article aims to examine the importance of employability skills that must be mastered by Business Management graduates in vocational colleges (KVs). Human Capital Theory, Self-Concept Theory of Career Development and Skills Relationship Model has been linked to this article. Employability skills that must be mastered by Business Management graduates are the skills of analysis and problem solving, communication, information technology application, leadership and management, teamwork and interpersonal and entrepreneurial. The need for employability skills is a priority for employers as well as technical skills. It is also a key criterion in determining the employability and marketability of graduates in the labor market. This article also recommends that KVs take the initiative to inculcate employability skills among Business Management graduates, so they are more prepared and equipped with the skills required by employers and thus have the opportunity to gain employment in the labor market.

Keywords: Employability Skills, Employability, Marketability, Business Management Graduation, Vocational College.

Introduction

Employability skills are the key skills required in each self-employed especially KV Business Management graduates. This is to ensure that they can get jobs in the labor market as well as create their own job opportunities. Employability skills are the skills needed not only to gain employment, but to progress in the enterprise to achieve the potential of a person who can contribute to the organization's success (Aida, Norailis, & Rozaini, 2015). It is also the ability of a person to get a job appropriate to his qualifications, relevant in the labor market, and be able to make a transition between his or her job in the same organization or capable of finding new jobs in the labor market (Mohamad, Rafikul, & Hazilah, 2014). Employability skills can be regarded as an aspect of the overall job competence that graduates need to meet the needs

and requirements of the industry employers to position themselves in the labor market and enable them to become skilled and capable employees in the field of work (Mohd, Isma, Fathin, & Norhayati, 2016). Therefore, employability skills among graduates can be regarded as a measure of the employability and marketability of graduates after graduation. In view of the fact that the current job market situation requires not only the employees with the skills in the academic field but also requires productive and knowledgeable workers (Mohd et al., 2016).

The unemployment rate in Malaysia is considered to be alarming when it records a value of 3 percent almost every year. In August 2017, the unemployment rate posted a 3.4 per cent, down 0.1 percentage point compared to the previous month, while over the years, the unemployment rate fell by 0.1 percentage points compared to August 2016 (Department of Statistics Malaysia, 2017). Although it showed a slight decrease of 0.1 percentage point compared to the previous month and year, however, it showed an increase compared to 2015 and previous years. This situation illustrates that the trend of unemployment rate in Malaysia is consistent at a relatively high rate for each year. This explains that the issue of unemployment in Malaysia is a prolonged issue and is not a temporary issue. The unemployment phenomenon and the difficulty in obtaining jobs among graduates of tertiary institutions are at a very worrying level (Chun & Chien, 2015; Dian, Umi, Hana, & Mohd, 2015; Kee, Hill, Fernandez & Yin, 2016; Norliana, Chang, Mat & Rahman 2016; Suhaili, 2015; Nordin, & Ridzwan, 2015). This is a phenomenon that involves various levels and programs of study, especially the KV Business Management Program. The studies conducted by Atif Aziz and Faizuniah (2017) found that Business Management graduates ranked highest in the list of youth unemployed in Malaysia. This finding will also complicate the efforts of the KV to achieve their goal of targeting 70 percent of graduates for each intake to get jobs, 10 percent to become entrepreneurs and 20 percent to continue their studies.

This unemployment phenomenon is caused by several factors. Among these factors is the lack of employability skills among graduates themselves. In addition, the inequality between the skills required by the employer of the industry and the skills possessed by the graduates is also one of the factors that contributed to this unemployment phenomenon. There is an inequality between graduates produced by the Institute of Public Skills Training in Malaysia and the competent work force required by industry employers. The employers have also tried to state some of the employability skills they want from graduates (Bishanani, Sharifah, & Norlidah, 2016). Even employers also emphasize the importance of employability skills among graduates to ensure that they become highly skilled workers in their work (Bishanani et al., 2016).

Employability Skills

There are many studies that examine the employability skills. This is because the issue of employability skills among graduates is an important issue that is often discussed over the years. Many recent studies have discussed employability skills involving various parties including industry employers, tertiary institutions and graduates themselves (Jackson, 2016a, 2016b; Kee-Cheok Cheong et al., 2016; Noor Lela Ahmad & Suraini Mohd Rhouse, 2016; O'Leary, 2017; Williams, Dodd, Steele, & Randall, 2016; Windes & Hamilton, 2017; Zaliza & Arasinah, 2017). The study conducted by Zaliza and Arasinah (2017) found that the mastery of the technical skills and employability skills of each grader is an important criterion for

enabling them to obtain employment in the current labor market. In fact, the difference between the skills needed in a job with the skills possessed by graduates is a real concern to top management and human resources who want competent employees (Aida et al., 2015).

Different jobs require different skill mastery. Similarly, employability skills where not all fields of work require the same control of the same employability skills. Most of the work now requires not only knowledge in certain areas, but also emphasizes on employability skills. Pramela, Kamisah, Subahan, and Zanaton (2014) found it difficult and challenging for employers to have graduates able to communicate well, especially in English. They also consider the decline in English fluency as the main weakness among graduates today. Employers are deeply concerned with the mastery of English as it helps to enhance the potential of graduates' career and is an invaluable asset to any global organization (Pramela et al., 2014).

Meanwhile, Zafir, Ishak Yussof, and Abd (2015) have shown that the performance of graduates in terms of ethics and values, thinking skills, leadership, decision-making and problem solving are considered to be quite a skill gap by employers. The study, conducted by Suhaili (2015), emphasized both technical skills and employability skills. His research also found that graduates issued by tertiary institutions did not have technical skills related to some aspects required by industry employers. In fact, this study also found that the employers strongly need employees with the employability skill (Suhaili, 2015). Table 1 below is some of the last studies related to this article.

Table 1

Literature Related to Employability Skills

Researcher	Research topic	Research Objectives	Employability Skills	Research Results
Alshare (2018)	A Gap Analysis Of Business Students' Skills In The 21 St Century: A Case Study Of Qatar	Explore whether there is a gap between the skills / competencies of business students provided by business colleges and current job market needs.	Critical thinking / Problem solving, creativity/innovation, collaboration / Teamwork, communications (oral & written), professionalism, leadership, information technology, interpersonal skills, technical skills, flexibility/adaptability, multicultural awareness, work ethic, planning and organizing, voluntarism, analytic thinking, social responsibility, dealing with real world	The findings show that there is a gap between the skills / competence of business students with the skills / competencies required by employers.

			problems, knowledge, creativity/innovation, global business and decision making.	
Nur Farha Hassan, Saifullizam Puteh, and Amanina Muhamad Sanusi (2018)	Elements of Technology Enabled/Enhanced Active Learning (TEAL) to Enhance Quality and Employability of Bachelor's Students	Determines the element of Technology Enabled / Enhanced Active Learning (TEAL).	Telecommunication Media and Computer, decision making and action, critical thinking and problem solving.	The findings show that this TEAL element will help institutions to promote students to engage in active learning.
Zaliza Hanapi and Arasinah Kamis (2017)	Comparative analysis between industry, lecturers and graduates on the importance of technical skills and employability skills that must be mastered by electrical graduates in community colleges.	Review comparative perceptions on the importance of the elements of technical skills and employability skills.	Information management skills, self-management skills, ethical and moral skills, entrepreneurial skills, communication skills, creative thinking and critical thinking skills, teamwork and leadership skills.	There is a significant difference in the perception of the importance of information management skills, self-management skills, ethical and moral skills as well as entrepreneurial skills between employers, graduates and Community College lecturers. However, instead of communication skills, creative thinking and critical thinking skills, teamwork and collaborative skills and leadership skills.
Windes and Hamilton (2017)	Preparing Business Students for Participation in God ' s Creative and Redemptive Purpose for the World Preparing Business Students	Combine business education with vocational education, form the curriculum and evaluate its effectiveness.	Faithful in life, ethics, understanding, effective in teams, critical in thinking, innovative and creative, professional and technical	The results obtained from the training supervisor are in line with the self-assessment of the skills students.

	for Participation in God ' s Creative and Redemptive Purpose for the World.		excellence in their field of study.	
Bishanani Omar et al. (2016)	Employability Skills: Issues of Vocational College Business Management Graduates.	Discuss issues of employment skills among Business Management graduates in the KV.	Employability Skills There are various interpretations of this skill based on the field involved.	Employability skills required by students to meet different job requirements.
Jackson (2016)	Modeling graduate skill transfer from university to the workplace.	Expanding and testing the model of master's proficiency in job skills.	Working with others, Communicating, Self-awareness, Critical thinking, Analyzing data and using technology, Troubleshooting, Developing initiatives and enterprises, Self-management, Social responsibility and accountability, developing professionalism.	The results suggest that various factors influence the efficiency of job skills.
Jackson (2016b)	Re-conceptualising graduate employability: the importance of pre-professional identity.	Redefine graduates' employment by incorporating pre-professional identity creation.	Communication, teamwork, self-management and critical thinking.	Establishment of Pre-professional Identity (PPI) will benefit graduates' understanding and effort for improvement.
Noor Lela Ahmad and Suraini Mohd Rhouse (2016)	Professional Skills Graduates Accounting: Among Employers Expectations and Student Needs in the Accounting Curriculum.	Explore the professional skills required by the career environment based on the perspective of the employers industry and final year of the degree of accounting.	Technical skills (accounting, finance and taxation), management skills, information technology skills, intellectual skills, interpersonal skills and personal skills.	There is a gap between the needs of the students and the expectations of employers on professional skills.
Kee-Cheok Cheong et al. (2016)	Employing the 'unemployable': employer perceptions of	Reporting on the perception of Malaysian employers on	English language proficiency, communication skills, analytical skills, and critical thinking.	Employers find that graduates can not be admired and marketability is

	Malaysian graduates.	graduates of the country.		less dependent on core skills than employability skills and intrinsic personality and attitude towards graduates.
Mane and Miravet (2016)	Using the job requirements approach and matched employer-employee data to investigate the content of individuals' human capital.	Prove that returns to employability skills vary depending on the position of the employee at the firm.	Problem solving, client communication, high-level communication, planning skills, horizontal communication, numeracy skills, technical knowledge and literacy skills.	Employability skills bring positive returns and are not neglected by any job.
Mohd Hazwan Mohd Puad (2015)	The Role Of Employability Skills Training Programs In The Workforce Of Malaysia.	Reviewed the perceptions of educators, employers, and new graduates on the role of skills training programs in Malaysia's workforce.	Discipline and integrity, interpersonal skills, and professionalism, creativity and innovation, teamwork, lifelong learning, the ability to apply knowledge, and knowledge in certain engineering disciplines.	The importance of training programs to improve skills, minimize unemployment, and develop Malaysia's workforce.
Erabaddage Gishan Tharanga Sumanasiri, Mohd Shukri Ab Yajid, and Ali Khatibi (2015)	Conceptualizing Learning and Employability "Learning and Employability Framework".	Propose the new employability model of "Learning framework and employability".	Imagination/ Creativity, Adaptability/ Flexibility, Willingness to learn Independent, working/autonomy Working in a team, Ability to manage others, Ability to work under pressure, Good oral communication, Communication in writing for varied purposes/audiences, Numeracy, Attention to detail,	Learning and Employability are mutually supportive and complementary constructs.

			Time management, Assumption of responsibility and for making decisions, Planning, coordinating and organizing ability, Ability to use new technologies.	
Aida et al. (2015)	Critical Success Factor of Graduate Employability Programs.	Reviewed whether the content or context of the graduates' employability program has been successful in enhancing the potential of graduates in Malaysia.	Reliable, responsible, problem solving, social skills, collaboration, Creativity, negotiating, action planning and networking.	Verifying that graduates' employability programs should emphasize on contextual approaches.
Sarimah Ismail and Dahiru Sale Mohammed (2015)	Employability Skills in TVET Curriculum in Nigeria Federal Universities of Technology.	Discuss how the curriculum of one of the TVET programs at the Federal Technology University in Nigeria, Electrical Education Technology has contributed to the issue of employability.	Communication Skills, Technical Writing and Library Use.	Core skills in the curriculum do not have problem solving and decision-making skills, lifelong learning skills and efficiency in TVET disciplines.
Mohamad Shukri Abdul Hamid, Rafikul Islam, and Hazilah Abd Manaf (2014)	Employability Skills Development Approaches: an Application of the Analytic Network Process.	Evaluate the importance of employability skills and identify the most effective development approaches to tertiary institutions.	Computing skills, management skills, critical thinking skills, enterprise skills and entrepreneurial skills, interpersonal skills, communication skills and analytical skills.	The ability to speak fluently in English 'is the most important skill, followed by the' ability to write effectively in English 'and' ability to think critically'
Parmjit Singh, Thambusamy, and Adlan Ramly (2014)	Assessing graduates' generic skills: An indicator of employability.	Discussing the issue of graduates' skills, generic skills and second assessment in the context of	Problem Solving Skills, Critical Thinking Skills, Interpersonal Skills, and Communication Skills.	The model can generate a lot of research in terms of its effectiveness and implementation.

		current tertiary education and suggesting models (GEMs)		
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This article finds that the findings from previous studies have emphasized on employability skills among graduates in line with the real needs and needs of employers. Discussions on past studies also show that employability skills among graduates are a key factor in ensuring employment in the labor market.

Employability skills that Graduates need to master

Employability skills are an important criterion that can increase the level of employability and marketability of graduates in the labor market (Zaliza & Arasinah Kami, 2017). The studies conducted by Ridzwan, Ruhizan, and Sattar (2014) have linked the six main constructs of employability skills comprising basic skills, thinking skills, resource skills, interpersonal skills, information technology system skills, quality individual and informational skills to measure the constructs of employability skills that each graduate need to master. Meanwhile, Noor Lela Ahmad and Suraini (2016) have focused on professional skills for graduates. Professionally trained proficiency consists of six skills constructs namely technical skills (accounting, finance and taxation), management skills, information technology skills, intellectual skills, interpersonal skills and personnel skills (Noor & Suraini, 2016). The Technical and Vocational Education Division (BPTV, 2011) has linked the three key skills to be mastered by every KV graduates. These three key skills have been described in the Vocational Education Skills Dimension which comprise technical skills, entrepreneurial skills and employability skills. This vocational education dimension is a key functional competency for each grader to be produced by KV. In this Vocational Education Dimensional Skill, employability skills are divided into eight skills namely communication, teamwork, problem solving, initiative and entrepreneurship, planning and management, self-management, technology management and learning capabilities. Meanwhile, the implementation of Work Integrated Learning (WIL) and broadened collaborative educational initiatives can enhance professional skills and job readiness; however, graduates often lack the 'employability' (communication, collaboration, problem solving) productivity and innovation at work (McLachlan, & Lim, 2017).

The most critical skills employability skills available to every graduate in the current global job market required by employers are communication skills, problem solving, teamwork, lifelong learning, entrepreneurship, information management, and leadership skills (Mohamad Shukri Abdul Hamid et al., 2014). Meanwhile, a study on the effects of graduates' employability skills in Yemen, analytical thinking and problem-solving skills, learning and ongoing management skills, communication skills, entrepreneurial skills, information technology application skills, leadership and management skills, and teamwork and skills interpersonal has been conducted. The study found that the listed employability skills are most commonly used in marketing able skills, required by employers, and allow graduates to survive on the market today. The study also expects that these marketable skills will be associated with graduates who are considered marketers (Fatihya, Abdul, & Norzieiriani, 2017). Meanwhile, Mohd (2015) in his study has identified the most important skills that graduates need to master in obtaining jobs in the competitive labor market as

educators, employers, and graduates see. Employability skills are discipline and integrity, interpersonal skills, professionalism, creativity and innovation, lifelong learning, ability to use knowledge, and knowledge in certain engineering fields (Mohd, 2015). All of these studies have emphasized on employability skills for graduates to enable them to gain employment and create their own job opportunities. Previous studies have also found that employability skills are the essential requirements that every graduate need to meet the needs of industry employers.

Alshare (2018) in his study, has identified the 20 dimensions of 'employability' skills for jobs that need to be mastered by Business Management graduates in the 21st century. These skills are critical thinking and problem solving, creativity and innovation, collaboration and teamwork, communication (oral & written), professionalism, leadership, information technology, interpersonal skills, technical skills, flexibility and suitability, multi-cultural awareness, work ethics, voluntarism, analytical thinking, social responsibility, addressing real world problems, knowledge, creativity / innovation, global business and decision making. Based on the discussion and findings of the previous study, this article has finally been able to formulate six employability skills - analysis and problem solving, communication skills, information technology application skills, leadership and management skills, teamwork and interpersonal skills and entrepreneurial skills as the key skills KV should be focused on the part so that each Business Management graduates master it. Employability skills are emphasized in this study as its role is crucial to improving the degree of employability and marketability of graduates in the labor market. This is also noted in many previous discussions and findings that emphasize the need for skills employability among graduates (Noor & Suraini, 2016; Pramela et al., 2014; Ridzwan et al., 2014; Suhaili, 2015; Zaliza & Arasinah, 2017).

Model and Theory of Study

This article relates Human Capital Theory (Schultz T. W., 1961) which focuses on the needs of the employability skills that must be mastered by each Business Management graduates in KV. Each KV grader needs to have the required employability skills to ensure that they are able to get a job in the labor market and be able to create their own job opportunities. Human Capital Theory is used to assist this article to generate a list of key employability skills needed to improve the degree of workmanship and marketability of KV Business Management graduates in the labor market. The Human Capital Theory introduced by Schultz (1961), has a close relationship to help improve the level of employability and high marketability among graduates. This theory emphasizes on investing in human capital that requires an increase in knowledge and skills education and requires more proactively labor-intensive labor among workers. This theory suggests that qualified workers should be rewarded with the knowledge and skills they possess. However, to make graduates a quality employee, this theory emphasizes that an increase in the comprehensiveness and quality of skills is indispensable. Therefore, graduates with full knowledge and skills are graduates who possess not only basic academic skills, but they also need to equip themselves with employability skills. Becker (1975) states that employee productivity can be enhanced by providing education and training through the delivery of relevant skills by any tertiary institution. An increase in employee productivity is expected to increase the future earnings of workers and improve their standard of living. He also pointed out that many employees are able to increase their productivity by learning new skills and completing relevant tasks while working. Workers with

extensive skills, especially employability skills, will become more competitive in the labor market. This is because they are considered to be of higher quality and skill that will not only increase their level of employability and marketability but also increase their income.

The Self Concept Theory in Career Development by Super (1980, 1990) is also attributed in this article. This theory has often been concentrated by some researchers in recent studies, especially in America and several other countries including in Malaysia itself. Super (1990, 1980) in this theory states that career selection and development is a process of developing and implementing one's self-concept. He also noted that self-concept is the result of complex interactions between several factors involving physical and mental growth, personal experience, mental characteristics and environmental stimuli. The development of vocational skills is a process in building and implementing self-concept. Self-concept is considered more realistic and stable in describing the value of an individual, as well as the choice of vocational skills and desired behaviors. One will choose a job that will enable them to express their own concepts based on what knowledge and skills they have. Their job satisfaction is also related to the level they get in implementing their own self-concept. Super (1990, 1980) also found that there were other factors that indirectly influenced the career choice and individual development as well as the self-concept. This is because of the impact of social relationships and individual wins and environmental influences that also affect the career choice and development of an individual. Self-Theory itself is basically the theory that builds on individual personality (Super, 1980, 1990).

The Self-Concept Theory was used in this study to assist Business Management graduates to be more prepared in preparing themselves with the necessary knowledge and skills to enable them to find employment in the labor market and be able to create their own job opportunities. This study emphasizes Self Concept Theory in career development because self-concept is important in determining the career of graduates. Graduates who have a positive self-concept can understand themselves, but they can also accept related things about themselves without making the matter a threat to itself. The involvement of graduates in various development programs that involve relevant skills, can directly build their more self-conceptual concepts. Therefore, this study is confident that positive self-concept can give freedom to graduates to make choices in determining appropriate career. Graduates are also expected to make a decision and are able to cope with all the challenges, but they are also proud of the success they have achieved. In addition, this study relates the Model of Skills Relationships in the study of Sattar, Yusof, Napsiah, Rashid, et al. (2009) based on the report of 'Secretary's Commission on Achieving Necessary Skill' (SCANS, 1991). Three important skills required by employers have been emphasized in this model. These three skills are technical skills, academic basic skills and employability skills. These skills need to be mastered by each grader as a neat preparation before stepping into the labor market. This model is an adaptation of the skill set that has been determined by The Secretary's Commission on Achieving Necessary Skills SCANS, (1991).

Based on the model, theories and previous studies that have been discussed, this article is finally able to produce a theoretical framework of the study that can link six employability skill. These are analysis and problem solving, communication skills, information technology application skills, leadership and management skills, work teamwork and

interpersonal skills and entrepreneurial skills with the workmanship and marketability of graduates. This theory framework can be shown in Figure 3.1:

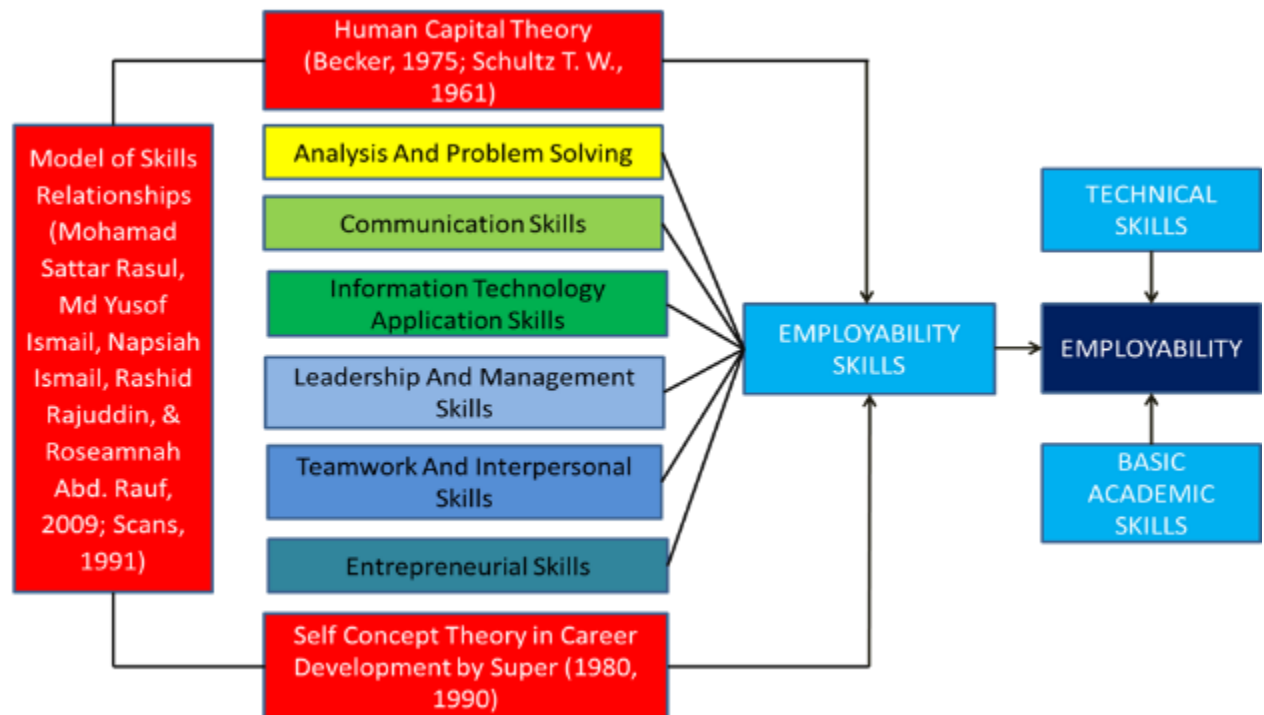


Figure 1. Graduates' Employability Skills Theoretical Framework

(Becker, 1975; Schultz T. W., 1961; Super, 1980; Super, 1990; Mohamad Sattar Rasul, Md Yusof Ismail, Napsiah, Rashid, et al., 2009; SCANS, 1991).

The Role of Vocational Colleges to Foster the Employability Skills Among Business Management Graduates

Enhancing graduates' marketability is a priority for many stakeholders in tertiary education (O'Leary, 2017). The responsibility of tertiary institutions in the development of employability skills for business management graduates to improve performance at work is undisputed. This includes the role of KV in producing highly skilled Business Management graduates according to current needs. The KV party needs to identify several ways to tailor the appropriate curriculum and pedagogy to improve the skills of graduates (Jackson, 2016a). Other factors such as geographic origin, sex, work experience, involvement with skills agendas, degree studies, relationship scope and outdoors of education and employment as well as the quality of skills development in program learning can influence the skills of 'employability' (Jackson, 2016a). The study conducted by Jackson (2016) also supported the findings of many previous studies which emphasized the need for mastering skills of employability among graduates. The employer considers that the ability to master the employability skills is still the responsibility of tertiary institutions and has a great role to explain exactly the skills required by business graduates (Bishanani et al., 2016).

Meanwhile, Mohd (2015) study found that educators and graduates agreed on the positive impact of training programs on the skills of the trainers. However, employers are of the view that the job skills training program is insufficient to ensure skill upgrades, reduce unemployment, or expand the workforce. Therefore, KV is advised to plan and implement more effective and quality training programs in order to inculcate employability skills among Business Management graduates in line with the wishes of the industry employers. The KV also needs to identify a number of other factors that are expected to affect the improvement in graduates' employability skills and facilitate their involvement in training programs (Mohd, 2015). Implementation of the work-integrated learning practices by the KV, through job assignments, can help graduates to improve their employability skills. There is evidence to demonstrate the need to systematically assess the skills, competencies and behaviors of graduates for development purposes as well as support for continuous feedback and critical reflection on graduates' progress towards development goals, but also recognize the importance of graduates to practice the orientation of learning goals to maximize benefits their experience (McLachlan et al., 2017). Therefore, industry involvement in innovative joint ventures is needed to achieve the equivalent training form of industrial demand and thus generate a smoother transition of graduates from institutions to work (Boahin, 2018).

The study of graduates' skills should be carried out by the KV so that it can identify the shortcomings and needs that need to be improved and subsequently carry out curriculum reviews and changes according to the needs in business management education. For Business Management graduates who are graduating, employability skills education should be included in the KV curriculum. This is intended to produce complete graduates with the skills required for employment in the local and international labor market (Bishanani et al., 2016). Therefore, the focus should be on employability skills where educators should teach relevant skills according to the employer's needs (Bishanani et al., 2016). The KV also needs to give a balanced emphasis on both technical skills and employability in its curriculum through integration to produce competent and competitive workers (Zaliza & Arasinah, 2017). Transition of tertiary institutions from higher order skills, intellectual intelligence and core skill leadership in a given field of expertise and vocational skills are both necessary and challenging, yet employability skills remain a priority and thus affect the curriculum policy and reforms in institutions tertiar especially in KV (Jackson, 2016b). KV parties need to focus on employability skills as well as certain skills that are specific to Business Management graduates such as management and accounting skills.

The use of relevant technology in the teaching and learning process is important. According to Nur Farha Hassan et al. (2018), there are five elements of TEAL approaches required in the Technical and Vocational Education and Training (TVET) institutions, Elements of online learning, Elements of Blended Learning, Elements of Collaborative Learning, Elements of Practical Learning and Elements of Interactive Learning graduates' employability skills. These elements are important for classroom use to ensure that each student is able to participate in an active environment to develop learning experiences. The combination of these elements will help graduates improve their knowledge, skills and experience in technical work by using technology innovation tools (Nur Farha Hassan et al., 2018). These five elements need to be applied in the process of learning in KV and should be practiced by every graduate to gain employment in the labor market as these elements are among the key prerequisites to be a measure of their skills and skills when they work.

In addition, the quality of knowledge and skills among KV teachers should be addressed. This is to ensure that the teaching process can be implemented more effectively where instructors should link skills taught in the work environment in each of their teaching sessions (Bishanani Omar et al., 2016). Teachers need to teach the students the skills they want employers. This can be done by establishing links between KV and industry employers and involving them in designing the curriculum. Therefore, the industry will actively participate in influencing the business curriculum according to the required skills requirement. Additionally, this collaboration will influence business instructors to change and update business curriculum equivalent to the employer's needs (Alshare, 2018). KV parties are also advised to emphasize 12 main domains for the purpose of establishing the competence of graduates' behavior and skills, namely governance, eligibility framework, competency standards, skills standard suppliers, delivery, industrial relations, industrial work experience, twinning programs, service programs community, curriculum-based industrial visits, and entrepreneurship education (Noorazman Abd Samad et al., 2018). The responsibility to improve employability skills among graduates is considered as an important task not only in KV but also for tertiary institutions in Malaysia and abroad (Aida et al., 2015). It is also the responsibility of all stakeholders to develop the awareness and explicit relationships among graduates with the process of identity creation (Jackson, 2016b).

Conclusion

Labor market is now a place for graduates of tertiary institutions to compete for employment. This situation will determine the fate of their lives in the future. It is also a measure of the capabilities and achievements of tertiary institutions in producing graduates of either quality or otherwise. This clarifies that the need for skills employability is essential to be mastered by each KV grader in particular, to enable them to compete for employment in the current labor market. Therefore, the employability skills highlighted in this article are important to assist related parties especially KV to prepare Business Management graduates with the level of employability and desired marketability so that they can not only gain employment in the labor market, but they are also capable of creating opportunities own job. The need for six employability skills - analytical thinking and problem solving skills, communication skills, information technology application skills, leadership and management skills, teamwork skills and interpersonal skills, and entrepreneurial skills - are the main 'employability' skills to be given special attention by KV so that every Business Management graduates have marketable skills in the labor market in line with the needs and requirements of the industry employers. Graduates with these employability skills have the advantage of getting jobs with any organization and can be adapted to any occupational or employment situation (Aida et al., 2015).

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