EMPLOYABILITY SKILLS FOR HOSPITALITY STUDENTS IN MALAYSIA

Nor Aziah Ahmad[1], Husaina Banu Kenayathulla[2] (PhD) &
Abdul Rahman Idris (PhD)

**[1] Department of Technical & Vocational Education
University of Tun Hussein Onn
MALAYSIA**

**[2] Department of Educational Management, Planning and Policy,
Faculty of Education,
University of Malaya,
MALAYSIA**

Corresponding Author:
Department of Educational Management, Planning and Policy,
Faculty of Education,
University of Malaya, MALAYSIA
Email: husaina@um.edu.my

ABSTRACT

Malaysia needs high skilled workforce to support growth of the industry. With dynamically changing job market and progressive technological change, employees are expected to keep abreast of global economics. In the process of achieving the status of developed nation by the year 2020, Malaysia needs to restructure its workforce to ensure that middle level workers are highly skilled. Current job environment demands multi-task and skills. Thus, university graduates must be prepared to meet the demand especially in the hospitality industry. The purpose of this study is to identify the level of employability skills in the hospitality field. This research applied quantitative methodology. The respondents consist of final year students in bakery and culinary programme. Stratified sampling was used to select students in hospitality programs from 22 vocational colleges in Malaysia. Questionnaires were distributed to 841 students in five regions which are Central, South, North, East and East Malaysia (Sarawak) in Malaysia. Descriptive analysis was used to analyse the quantitative data. The results showed that the level of hospitality employability skills among vocational students in Malaysia were at high level of competence (93.2%). The research has brought meaningful implications for hospitality vocational students, employers and policy makers.

Keywords: **Employability Skills, hospitality, Technical and Vocational Education, Malaysia**

INTRODUCTION

Malaysia needs to restructure its workforce to ensure that middle-level workers are highly skilled for achieving the status of developed nation by the year 2020. Malaysian future workforce must have the ability to adjust to the shifting nature and solicitations of works. All industries need the labor force that has the employability skills in this area. In giving the future workforce employability skills, the vocational and technical education must assume a noteworthy part of achieving this target. Therefore, the ministry would like more students to be trained and qualified in the technical and vocational industry. This field now comprises only 25 percent of the workforce (Eleventh Malaysian Plan, 2016 – 2020). In this plan, the academic and professional graduates will boost up to 35 percent.

Entering the 21st century, numerous imperative changes happen in the general public's social life. This is the after effect of the progressions, advancement, and complexity of innovation from past circumstances. Data and correspondences innovation have been assuming a vital part in elevating items to the world market and it, thusly, enhances the productivity of the economy. Globalization besides stimulates headway of advancement and passes on changes at work to offer effect to capacities of people. It is ordinary that a greater number of works are probably going to be made in regions of data frameworks, utilization of PCs and control structures. The new time of works requires inconceivably talented workforce to use new advances. Works in current conditions are delineated as change ahead of schedule, from any measure of the high-regard time frame; a progression of workforce impersonating; relationship of information; and expansive fixing up.

As indicated by Department of Statistics Malaysia, the unemployment rate in Malaysia has expanded 0.3 percent in October 2014 contrasted with September 2014. This rate included 378,200 work compel that were unemployed amid the Labor Force Survey led by Department of Statistics Malaysia (The Office of Chief Statistician Malaysia, 2014). The report characterized 'work constrain' as individuals matured between 15 to 64 years and are either utilized or unemployed amid the review of being directed and the 'unemployment rate' as the extent of unemployed populace to the aggregate populace in labor drive which measures the rate of unemployed populace in the work compel (Department of Statistics Malaysia, 2014).

The issue of unemployment among graduates rises the key issue of what turned out seriously with forefront preparing, especially the approach got a handle on in front line preparing sorting out and its teaching and learning. Obviously, there are many reasons or fragments identified with the issue of unemployment. Concentrating on instructive engineering methodology will empower the arrangement suppliers to be better organized and give sensible informative undertakings prepared for watching out for the issue of unemployment. As per this, there was a call for more vital open entryway for adjusting sensitive capacities and the blend of both zones of specific data and nonexclusive skills in the Ninth Malaysia Plan (Jailani et al., 2005). Along these lines, the introduction of the seven fragile mastery estimations and the training and learning of sensitive capacities have ended up being required for all propelled instruction associations (MoHE, 2005) and that best in class training should arrange students for future business.

The principle concern is the difficulties confronted by students and educators in the 21st century instruction. Hassan et al (2012) proposed that various initiatives need to be taken in TVET education to achieve a fully developed nation by the year 2020. Past reviews and reports in regards to TVET likewise have delegated a few proper 21st century skills that concentrated on reinforcing TVET. The skills contained responsibility and versatility, relational abilities, imagination and scholarly interest, basic considering and frameworks considering, data and media proficiency skills, and relational and community skills, adaptability, deep rooted learning, viable abilities, and employability (Hassan et al., 2011; Maclean & Pavlova, 2011; Wang, 2012).

To be seen as a developing country by 2020, Malaysia needs to restructure its workforce. Malaysia needs to train more middle level skilled workers. Malaysian future workforce must have the ability to adjust to the changing nature and solicitations of works. Above all, our future workforce needs the employability capacities required by all ventures. The proficient and specific guideline can expect an imperative part in giving the future workforce employability capacities. Along these lines, a review was expected to distinguish the degree of employability skills controlled by students from specialized and professional universities in Malaysia. In advancing towards a propelled country, we will require the more high-talented labours. The Government might want more students to seek after an instruction in specialized and professional preparing and be prepared and qualified. This field now contains just 25 percent of the workforce (Eleventh Malaysian Plan, 2016 – 2020). This Plan expects to lift this workforce to 35 percent, at standard with scholastic and expert graduates. Accordingly, the Technical and Vocational Education and Training (TVET) will be fortified.

Table 1
Enrolment at Secondary level by Type of Schools (2012-2014)

Type of schools	2012	2013	2014
Regular	2,087,689	2,100,737	2,035,649
Fully Residential	37,202	39,069	38,642
Religious	39,088	39,283	38,975
Technical	10,777	9,862	4,856
Vocational	38,756	31,055	2,301
Special Education	644	701	789
Special Model	11,709	11,868	11,669
Sports	850	1,028	1,184
Arts	533	535	644
Special Model (K9)	121	233	792
Government Aided Religious Schools (GARs)	53,855	61,818	64,508
Bimbingan Jalinan Kasih	0	0	33
Vocational College	0	0	34,579
TOTAL	2,281,224	2,296,189	2,234,621

Source: Educational and Research Division (EMIS: Data as of 31 January 2014)

In building up these skills, there is an area to be played by students, propelled training, organizations and policymakers. As one of the key player in overhauling employability, the foundations of (Hamid, 2009), higher learning need to perceive how they can enhance abilities of their students. The Ministry of Higher Education (MOHE) in Malaysia has commandingly set out set for taking in students and enhances their fragile skills headway remembering the true objective to convey astounding human capital, scholarly, engaged, has the innovative and creative components and move as per industry requirements and social needs of the country. These fragile capacities, for instance, human relations skills, social capacities, moral direct abilities and qualitative capacities are the qualities that being considered by organizations when evaluating work applicants (Hamid, 2009).

In the Malaysian setting, an extensive variety of exact reviews has reported the absence of delicate skills from the work point of view. Nurita et al. (2004) called attention to that nearby graduates are for the most part very much prepared in their territories of specialization yet need delicate skills.

Likewise, it was recorded that over the most recent couple of years the unemployment rate among the range graduates was humbly high and it was evaluated that 70% of the graduated class from state-financed colleges and establishments of higher learning are so far unemployed, when showed up diversely in connection to 34% of the remote graduates and 26% of the contiguous private graduates (Suresh, 2006).

By 2020, no less than 46% of occupations will require specialized and professional capabilities. For this, the Government will expand professional and community colleges through the Vocational and Technical Transformation program and redesign universities.

It is important for vocational colleges to prepare graduates that meet the required skills for employability. Such skills might vary based on societal needs. Thus, this research is conducted to identify the level of employability skills in the hospitality field. Indirectly, it will also help the educators to cognize the required soft skills in the particular hospitality field and prepare the students to surface the encounters in the industry.

As indicated by the National Graduate Employability Blueprint 2012-2017, employability and work has distinctive definition; business is characterized as the possibility to secure a vocation at a work environment while employability is characterized as the possibility to secure, keep up, and develop in a specific occupation at the working environment. To date, there are a number of studies with respect to employability abilities in accommodation programs in Malaysia, for example, viability, view of partners in regards to hospitality projects, measures and nature of the projects, and strategies utilized as a part of the projects. Furthermore, there is a worry with respect to the advance and effect of employability abilities projects to enhance the skills of the workforce and limit unemployment.

To date, there are a set number of studies with respect to employability abilities in accommodation programs in Malaysia, for example, viability, view of partners in regards to hospitality projects, measures and nature of the projects, and strategies utilized as a part of the projects. Furthermore, there is a worry with respect to the advance and effect of employability abilities projects to enhance the skills of the workforce and limit unemployment.

Therefore, the purpose of this study was to identify the level of employability skills in the hospitality field. It consists of fifteen elements of employability skills. These skills include Communication Skills, Teamwork Skills, Problem-solving Skills, Initiative and enterprise Skills, Planning and Organizing Skills, Self-management Skills, Learning Skills, Technology Skills, Entrepreneurship Skills, Leadership Skills, Basic Skills, Learning how to learn, Working with others, Ethical & Professional moral, Technical & Vocational skills among vocational students in Malaysia.

LITERATURE REVIEW

Employability Skills

According to Yorke and Knight (2004), employability skills is an arrangement of accomplishments skills, understandings and individual properties that make graduates more prone to pick up business and be fruitful in their picked occupations, which benefits themselves, the workforce, the group and the economy. Those psychological, emotional, psychomotor, open to instruction, and fundamental abilities important to get, keep, and prevail in a consistent occupation alongside adaptable and dynamic manager requests (Mohd Puad, 2012). The skills are recorded in the Malaysian Engineering Employability Skills (MEES) system.

There are 10 properties or skills in the structure: (a) relational abilities; (b) cooperation; (c) long lasting learning; (d) polished methodology; (e) critical thinking and basic leadership skills; (f) skill in application and practice; (g) information of science and building standards; (h) learning of contemporary issues; (i) designing framework methodologies; and (j) fitness in particular building standards (Zaharim et al., 2010). As indicated by Akrivos et al., 2007; Chung-Herrera et al., 2003; DeFillippi and Arthur, 1994; Kay and Russette, 2000; Ladkin and Juwaheer, 2000; Munar and Montaño, 2009; Ng and Pine, 2003; Sewell and Pool, 2010, correspondence and relational skills are essential for hospitality industry representatives These abilities incorporate the capacity to look after connections, arrange, convey viably, utilize dialect, and take an interest effectively in creating and keeping up interpersonal organizations with associates and clients.

Communication skills are necessary to empower graduates to convey their thoughts as people and gathering individuals. As Morreale et al. (2000) show, these skills consolidate differing qualities of components keeping in mind the end goal to create great choices, arrangements, and transactions.

The teamwork skills contribute to profitable working connections and results. Abilities concentrate on group advancement and execution. Group advancements allude to helping the group frame and complete an objective. Group execution alludes to the group elements and attempting to look after connections (Northouse, 2010).

Problem-solving skills practices mean to empower the students to handle the issues efficiently at the working spot toward the arrangement and gaining from this procedure (QCA, 2002).

Information technology skills are one of the employability abilities which seem to make an intense cooperative energy for employability abilities advancement. The utilization of innovation in educating and learning would give numerous chances to educators and learners with a specific end goal to build up their long lasting learning (Herington & McLoughlin, 1999).

Entrepreneurship skills are the ability to of an individual to misuse a thought and make a venture (Small or Big) for individual pick up as well as for social and formative pick up (Olagunju, 2004) exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2004).

Numeracy skills is defined as the total of abilities, information, convictions, examples of considering, and related open and critical thinking forms that people need to viably translate and handle genuine quantitative circumstances and issues (Gal, 1997; Jelas et al., 2006; Washer, 2007).

Learning how to learn is learning highlights procedures, understandings and skills that can be learned and taught when one has grabbed predominance in making sense of how to learn, one can learn effectively and capably at any age (Fry et al., 2002; Bennet et al., 2000).

Working with others (WWO) focuses on concentrates on helping students to figure out how to end up noticeably esteemed individuals from a group which is a standout amongst the most imperative abilities that one ought to have for employability (QCA, 2002).

Initiative and Enterprise Skills is the abilities that add to creative results. The capacity of a person to show activity in the work environment and accomplish yields and results of their employment without close and itemized supervision, and the capacity to propose and start changes in the way work is embraced (ACCI & BCA 2002).

Planning and Organizing Skills is an ability that adds to long haul and here and now key arranging. The ability to arrange and compose one's own work exercises, including making great utilization of time and assets, dealing with needs and observing execution (Australian Education Council and The Mayer Committee 1992).

Self-management Skills is ability that add to representative fulfilment and development. Self-administration Skills at working environment is about arranging, sorting out and controlling the worker's own particular work exercises (Renn et al., 2011).

Learning Skills is skills an aptitude that contribute skills that add to continuous change and extension in representative and organization operations and results. Learning skills also defined as a capacity of a person to be energetic and adaptable about how their learning happens and to add to the learning group in the work environment (ACCI & BCA 2002).

As said by Holtkamp (2014), authority skills are capacities to be a powerful pioneer which are empowered by certain key characteristics. They are the interface between individual qualities and activity in administration practices.

RESEARCH METHODOLOGY

Population and Sampling

This research applied quantitative methodology. The respondents consist of 841 final year students in bakery and culinary programme. Stratified sampling was used to select students in hospitality programs from 22 vocational colleges in Malaysia.

Instrument

A survey questionnaire was used to collect data from the final year vocational colleges students in five regions in Malaysia. The instrument consisted of 2 sections. While section A requested demographic information of the participants including gender, race, household income, parental education, and current CGPA, Part B was to measure the employability skills of the contains 150 items adapted from generic skills questionnaire developed by the SCANS (1991), Mohd Sattar (2009), Kamaruddin (2010), Soft Skills (KPTM 2006) and Malaysian Quality Framework (MQA), 2005) including Communication Skills, Teamwork Skills, Problem-solving Skills, Initiative and enterprise Skills, Planning and organizing Skills, Self-management Skills, Resource Management Skills, Technology Skills, Leadership Skills, and Basic Skills. However, in this study the researcher has added other skills which are Entrepreneurship Skills, Learning How to Learn, Working with Others, Technical and Vocational Skills, Ethical and Professional Moral Skills.

Data Collection Process

The researchers personally visited the vocational colleges and follow up the official approval about their intentions with the Principal of the vocational colleges. After confirmation with the teacher of the colleges, the researchers started to distribute the questionnaire to the students according to their courses (bakery and culinary). In general, the respondents spend 30 minutes to 35 minutes to respond the questionnaire completely. In short quantitative data collection was conducted by distributing questionnaire on the spot and then waited 35 minutes for collection.

Data Analysis Procedure

Descriptive analysis was used to analyse the quantitative data in terms of frequency, percentage, mean and standard deviation(SD). The results showed that the level of hospitality employability skills among vocational students in Malaysia were at high level of competent and importance (93.2%).

Validity and Reliability

To ensure its reliability for use with the sample, the pilot study was tested among 30 students from one of the vocational college. The questionnaire used in this research is reliable in the sense that the results will be replicable when the research would be conducted again with the similar sample, keeping in mind that all the factors have to be kept the same. In this research, the reliability was tested by using SPSS version 20.

RESULTS

This study involved 841 vocational students from Vocational Colleges in Malaysia who are in hospitality field. Table 2 presents the respondent's profile according to gender, ethnicity, CGPA, father's occupation, mother's occupation, family income, location, program, internship upon graduation and internship with industry.

Table 2
Respondent's Demographic Profile

	Frequency (N)	Total (N)	Percentage (%)	Total (%)
Gender		841		100
Male	347		41.3	
Female	494		58.7	
Ethnicity		841		100
Malay	664		79.0	
Chinese	121		14.4	
Indian	20		2.4	
Others	36		4.3	
CGPA		841		100
2.00 – 2.50	0		0	
2.51 – 3.00	426		50.7	
3.01 – 3.50	415		49.3	
3.51 – 4.00	0		0	
Father's Occupation		841		100
Government servant	364		43.3	
Private servant	205		24.4	
Self - employed	212		25.2	
Others	60		7.1	
Mother's Occupation		841		100
Government servant	126		15.0	
Private servant	414		49.2	
Self - employed	167		19.9	
Others	134		15.9	
Family Income		841		100
Below RM2000.00	0		0	
RM2001.00-RM3000.00	370		44.0	
RM3001.00– RM4000.00	300		35.7	
Above RM4000.00	171		20.3	
Location		841		100
Rural	463		55.1	

Urban	378		44.9	
Program		841		100
Bakery & Pastry	463		55.1	
Catering	378		44.9	
Internship upon graduation		841		100
Yes	841		100.0	
No	0		0	
Internship with industry		841		100
Yes	841		100.0	
No	0		0	

Majority of the respondents are female (about 58.7 percent) and male are only 41.3 percent. Looking at the respondent profiles according to ethnicity, show that 79.0 percent of the respondents were Malay, 14.4 percent of them were Chinese, 2.4 percent of them were Indians also 4.3 percent of them were in other race. In term of CGPA category, show that majority of the respondents had CGPA 2.51 – 3.00 (50.7%). Meanwhile 49.3 percent of the respondents are in range of 3.01 – 3.50. Based on parental occupation of respondent's category, majority of the respondents indicated that their father was working in government sector (43.3%). However, in terms of mother's occupation, most of the mothers of respondents were working in private sector (49.2 percent). According to the Table 2, in term of family income of the respondent category, the result shows that most of the respondents were from middle class family. Their family income mostly ranged from RM2001-RM3000 per month (44.0%). Meanwhile, 35.7 percent of the respondents indicated that their family income is between RM3001-RM4000. And 20.3 percent indicated that their family income is above RM4000 per month. According to the location category, the majority of the respondents are in rural area which represents 55.1 percent of the respondents while 44.9 percent are in urban area. Based on the program category, four hundred sixty three of the respondents are in bakery course (55.1%) while 44.9 percent are in catering course. Table 2 also shows that hundred percent of the respondents are having internship upon graduation. Lastly, according to Table 2, shows that hundred percent of the respondents are having internship with industry.

In this section, the levels of hospitality employability skills among vocational students are explored. The analysis report and the discussion in this part aim to answer the research question. The mean score of each level was analysed by grouping the questions that were under the same construct together and sought the grand mean score. In order to interpret the mean score, Qualification and Curriculum Authority QCA (2001) offer the most relevant interpretation of data (Table 3).

Table 3
Interpretation of Mean Score

Mean Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

Qualification and Curriculum Authority (QCA, 2002). *Key Skills Units (Level 1 -5)*

The students' mean score of each item and construct collapse into three new groups, as seen in Table 3. The student's' mean score of each item and construct were interpreted into three levels. Mean score within 1.00 – 2.33 falls under the low employability skills level. Meanwhile, if the mean score falls within 2.34 – 3.66, the level of employability skills reaches the medium level. If the mean score within 3.67 – 5.00, it was interpreted as the high level of employability skills.

Table 4

Level of Competence in Communication Skills among Vocational Students

	Level of Competence			
No	Communication Skills	Mean	SD	Level
1	I am able to interact with customers in a polite and friendly manner	4.39	.58	High
2	I am able to ask questions and actively listen to customers to determine their needs	4.46	.52	High
3	I am able to provide clear and accurate information to customers and colleagues to ensure a positive hospitality experience	4.31	.50	High
4	I am able to interpret verbal and written information on hospitality products, services and operational procedures	4.41	.53	High
5	I am able to discuss operational and service difficulties with colleagues and supervisors	4.37	.50	High
6	I ask for more information about why a particular demand is being made to explore for underlying interests and ask why a position is important	4.38	.50	High
7	I listen fully and affirm that I understand what the other person has said as a sign of respect to the speaker	4.37	.53	High
8	The best way to get the listening I need is to make the other person feel listened to first	4.20	.46	High
9	In negotiations I try to direct the focus away from stated positions and explore for interests and common solutions	4.37	.61	High
10	When someone says something I'm not sure about I ask for clarification	4.31	.57	High
	Overall	4.35	.53	High

Students in vocational colleges have self-evaluated their competency in employability skills. In terms of communication skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to interact with customers in a polite and friendly manner is high (M=4.39, SD=0.58). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to ask questions and actively listen to customers to determine their needs (M=4.46, SD=0.52). Even though the mean for ability to get the listening need is to make the other person feel listened to first is high (M=4.20, SD=0.46) but this is the lowest mean compared to other items in communication skills.

Table 5

Level of Competence in Teamwork Skills among Vocational Students

No	Teamwork Skills	Mean	SD	Level
	Level of Competence			
1	I am able to work as a team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer	4.23	.52	High
2	I am able to support other team members to coordinate hospitality operational and service activities to achieve quality service delivery of the hospitality product	4.18	.54	High
3	I am able to respect the cultural diversity of team members and seek their assistance to service the culturally diverse needs of hospitality customers	4.33	.52	High
4	I am able to work as a kitchen team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer.	4.40	.51	High
5	I am able to support other team members to coordinate operational activities in the kitchen to ensure a positive dining experience for the hospitality customer.	4.23	.43	High
6	Team members are held accountable for the decisions they make	4.23	.45	High
7	Work assignments are distributed fairly	4.28	.47	High
8	Sufficient effort is made to get the opinions and ideas of the employees.	4.33	.59	High
9	There is good alignment between my department and other with whom I need to coordinate	4.40	.58	High
10	My department knows enough about other related departments within the company	4.34	.58	High
	Overall	4.29	.51	High

As displayed in Table 5, in terms of teamwork skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to support other team members to coordinate operational activities in the kitchen to ensure a positive dining experience for the hospitality customer (M=4.23, SD=0.43). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to ask questions and actively listen to customers to determine their needs (M=4.46, SD=0.526). Even though the mean for ability to support other team members to coordinate hospitality operational and service activities to achieve quality service delivery of the hospitality product is high (M=4.18, SD=0.54), but this is the lowest mean compared to other items in teamwork skills.

Table 6

Level of Competence in Problem Solving Skills among Vocational Students

No	Problem Solving Skills	Mean	SD	Level
	Level of Competence			
1	I am able to think about problems that relate to own role in hospitality operational and service activities	4.29	.52	High
2	I am able to avoid deadline problems by planning own day-to-day operational activities	4.35	.52	High
3	I am able to identify and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions	4.33	.59	High
4	I am able to clarify the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.	4.41	.61	High
5	I am able to create a plan of action to solve problems.	4.43	.57	High
6	I am able to analyze facts & testing assumption	4.39	.55	High
7	Defining the problem & contributing factors	4.36	.53	High
8	Developing creative, innovative &/or practical solutions	4.42	.51	High
9	Showing initiative in identifying & solving problem	4.34	.47	High
10	Solving problems independently & in teams	4.32	.51	High
	Overall	4.36	.53	High

As displayed in Table 6, in terms of problem solving skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to identify and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions (M=4.33, SD=0.59). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to create a plan of action to solve problems (M=4.43, SD=0.57). Even though the mean for ability to think about problems that relate to own role in hospitality operational and service activities is high (M=4.29, SD=0.52), but this is the lowest mean compared to other items in problem solving skills.

Table 7

Level of Competence in Initiative and Enterprise Skills among Vocational Students

No	Initiative and Enterprise Skills	Mean	SD	Level
	Level of Competence			
1	I am able to identify and discuss with supervisors on better ways to organize hospitality operational and service activities	4.18	.45	High
2	I am able to seek information on new technologies and suggest their use to supervisors	4.36	.55	High
3	I am able to provide suggestions for better customer service provision	4.37	.57	High
4	I am able to identify and suggest ways to improve	4.41	.52	High

	kitchen operations and service efficiency			
5	I am able to generate and suggesting ideas for new or improved recipes and menu items	4.45	.51	High
6	I am able to identify opportunities not obvious to others	4.41	.54	High
7	I am able to assess the competitive advantage of ideas	4.40	.50	High
8	Identifying customer or client requirements	4.39	.51	High
9	I am able to being creative, initiating ideas & innovative solutions	4.32	.52	High
10	I am able to use a range of business communication methods	4.53	.57	High
	Overall	4.38	.52	High

As displayed in Table 7, in terms of initiative and enterprise skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to being creative, initiating ideas & innovative solutions (M=4.32, SD=0.52). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to use a range of business communication methods (M=4.53, SD=0.57).

Even though the mean for ability to identify and discuss with supervisors on better ways to organize hospitality operational and service activities is high (M=4.18, SD=0.45), but this is the lowest mean compared to other items in initiative and enterprise skills.

Table 8
Level of Competence in Planning and Organizing Skills among Vocational Students

	Level of Competence			
No	Planning and Organizing Skills	Mean	SD	Level
1	I am able to collect and organize customer, product and procedural information to efficiently coordinate hospitality, operational and service activities	4.31	.52	High
2	I am able to plan both operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for hospitality customers	4.40	.61	High
3	I am able to work towards agreement with others.	4.35	.48	High
4	I am able to follow workplace rules	4.50	.54	High
5	I am able to follow the work directions	4.30	.53	High
6	Managing time & priorities – setting milestones	4.37	.51	High
7	Managing tasks - delegating, coordinating,	4.32	.54	High

	monitoring			
8	Managing people - training, developing, motivating, giving feedback, supervising	4.40	.50	High
9	Being resourceful, taking initiative & making decisions	4.41	.50	High
10	Establishing evaluation criteria & participating in continuous improvement	4.32	.54	High
	Overall	4.36	.52	High

As displayed in Table 8, in terms of planning and organizing skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to establish evaluation criteria & participating in continuous improvement (M=4.32, SD=0.54). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to follow workplace rules (M=4.50, SD=0.54).

Even though the mean for ability to follow the work directions is high (M=4.30, SD=0.53) but this is the lowest mean compared to other items in planning and organizing skills.

Table 9
Level of Competence in Self-Management Skills among Vocational Students

Level of Competence				
No	Self-Management Skills	Mean	SD	Level
1	I am able to following policies and procedures for legal compliance	4.39	.56	High
2	I am able to take responsibility for servicing the hospitality customer and knowing when to refer difficulties to supervisors	4.35	.49	High
3	I am able to seek feedback and guidance from supervisors on success in hospitality operational and service activities.	4.41	.49	High
4	I am able to take responsibility for own job role in servicing the hospitality customer and for resolving operational problems in the kitchen	4.36	.51	High
5	I am able to think about own work performance and seeking feedback and guidance on success in cooking activities	4.40	.52	High
6	Having a personal vision & goals	4.51	.53	High
7	Evaluating & monitoring own performance	4.36	.55	High
8	Having knowledge & confidence in own ideas &	4.32	.62	High

	vision			
9	Articulating own ideas & vision	4.43	.61	High
10	Taking responsibility	4.40	.53	High
	Overall	4.39	.54	High

As displayed in Table 9, in terms of self-management skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to evaluate and monitoring own performance (M=4.36, SD=0.55). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to have a personal vision and goals (M=4.51, SD=0.53). Even though the mean for ability to have knowledge and confidence in own ideas and vision is high (M=4.32, SD=0.62) but this is the lowest mean compared to other items in self-management skills.

Table 10

Level of Competence in Learning How to Learn Skills among Vocational Students

Level of Competence				
No	Learning How to Learn Skills	Mean	SD	Level
1	I am able to participate in activities to learn new things about the hospitality industry, new operational tasks and better ways of providing hospitality service	4.45	.57	High
2	I am able to seek and sharing information with colleagues on new hospitality products and services.	4.24	.48	High
3	I am able to know own product knowledge and cookery skill strengths and weaknesses, being aware of opportunities to learn and participate in commercial cookery professional development activities	4.29	.58	High
4	I am able to seek and sharing information with colleagues on new food trends, products, services and suppliers	4.31	.59	High
5	I am able to coach others in job skill	4.43	.59	High
6	Contributing to the learning community at the workplace	4.27	.50	High
7	Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses	4.42	.53	High
8	Applying learning to 'technical' issues e.g. learning about products & 'people' issues e.g. interpersonal and cultural aspects of work	4.30	.56	High
9	Having enthusiasm for ongoing learning	4.31	.53	High
10	Being willing to learn in any setting – on & off the job	4.47	.57	High
	Overall	4.34	.55	High

As displayed in Table 10, in terms of learning how to learn skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to use a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses (M=4.42, SD=0.53). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to being willing to learn in any setting – on and off the job (M=4.47, SD=0.57). Even though the mean for ability to seek and sharing information with colleagues on new hospitality products and services is high (M=4.24, SD=0.48) but this is the lowest mean compared to other items in learning how to learn skills.

Table 11

Level of Competence in Information and Technology Skills among Vocational Students

Level of Competence				
No	Information Technology Skills	Mean	SD	Level
1	I am able to understand the operating capability of tools and equipment and selecting and safely using them	4.35	.51	High
2	I am able to select and using the right personal protective equipment to manage personal safety in the workplace.	4.34	.52	High
3	I am able to understand the operating capability of computer systems software and information systems that assist in commercial cookery activities	4.38	.56	High
4	I am able to use technology to communicate with others.	4.28	.49	High
5	I am able to adapt the changes in technology.	4.37	.52	High
6	Having a range of basic IT skills	4.24	.45	High
7	Applying IT as a management tool	4.36	.50	High
8	Using IT to organize data	4.36	.48	High
9	Being willing to learn new IT skills	4.37	.53	High
10	Having the appropriate physical capacity	4.40	.57	High
	Overall	4.34	.51	High

As displayed in Table 11, in terms of information and technology (IT) skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to understand the operating capability of computer systems software and information systems that assist in commercial cookery activities (M=4.38, SD=0.56). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability for having the appropriate physical capacity (M=4.40, SD=0.57). Even though the mean for ability for having a range of basic IT skills is high (M=4.24, SD=0.45) but this is the lowest mean compared to other items in information and technology (IT) skills.

Table 12

Level of Competence in Resource Management Skills among Vocational Students

No	Resource Management Skills	Mean	SD	Level
	Level of Competence			
1	I am able to control kitchen resources	4.46	.53	High
2	I am able to manage facilities in the kitchen	4.39	.56	High
3	I am able to manage the cash flow of money in the kitchen	4.37	.54	High
4	I am able to arrange stock in the kitchen	4.36	.56	High
5	I am able to managing one's own time and the time of others	4.46	.51	High
6	Determining how money will be spent to get the work done, and accounting for these expenditures	4.36	.56	High
7	Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work	4.37	.54	High
8	Motivating, developing, and directing people as they work, identifying the best people for the job	4.32	.58	High
9	We are assigned challenging jobs to charge our enthusiasm and develop our skills.	4.34	.55	High
10	We are encouraged to participate in various seminars and workshops	4.43	.51	High
	Overall	4.38	.54	High

As displayed in Table 12, in terms of resource management skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for encouragement to participate in various seminars and workshops (M=4.43, SD=0.51). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the ability to control kitchen resources (M=4.46, SD=0.53). Even though the mean for ability for motivating, developing, and directing people as they work, identifying the best people for the job is high (M=4.32, SD=0.58) but this is the lowest mean compared to other items in resource management skills.

Table 13

Level of Competence and Importance in Entrepreneurship Skills among Vocational Students

	Level of Competence			
No	Entrepreneurship Skills	Mean	SD	Level
1	I am constantly seeing business opportunities or ideas that have potential commercial value	4.39	.54	High
2	I am flexible and I am able to adapt to changes and surprises quickly and successfully	4.45	.52	High
3	I thrive on learning and I am constantly seeking out new information that can help me with my business.	4.24	.51	High
4	I am risk tolerant and I am able to successfully manage risk associated with creating and growing a business	4.32	.57	High
5	I am motivated by success and driven to do well	4.33	.53	High
6	I do things my own way. Nobody needs to tell me to get going	4.36	.54	High
7	If someone gets me started, I keep going all right	4.39	.54	High
8	Easy does it. I don't put myself out until I have to	4.41	.54	High
9	I like to have a plan before I start. I'm usually the one who lines things up	4.36	.56	High
10	I do all right unless things get too complicated. Then I may cop out	4.31	.54	High
	Overall	4.35	.53	High

As displayed in Table 13, in terms of entrepreneurship skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to risk tolerant and able to successfully manage risk associated with creating and growing a business (M=4.32, SD=0.57). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for flexible and adapt to changes and surprises quickly and successfully (M=4.45, SD=0.52). Even though the mean for thrive on learning and constantly seeking out new information that can help with my business.is high (M=4.24, SD=0.51) but this is the lowest mean compared to other items in entrepreneurship skills.

Table 14

Level of Competence in Basic Skills among Vocational Students

	Level of Competence			
No	Basic Skills	Mean	SD	Level
1	I am able to calculate quantities and portions against orders, costs per person; function price and profitability	4.38	.60	High
2	I am able to produce food requisitions for specific client numbers	4.34	.52	High
3	I am able to control quantities of stock	4.41	.61	High
4	I am able to create customer accounts and tally amounts owing	4.43	.50	High
5	I am able to read and interpreting numerical information such as recipes and surveys	4.31	.57	High
6	I can use basic mathematical functions of plus, minus, multiply and divide	4.36	.53	High

No		Mean	SD	Level
7	I can solve problems using math and science concepts	4.34	.49	High
8	I can learn very quickly	4.34	.54	High
9	Skills related to security and maintenance	4.29	.54	High
10	Foreign languages	4.32	.51	High
	Overall	4.35	.54	High

As displayed in Table 14, in terms of basic skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to read and interpreting numerical information such as recipes and surveys (M=4.31, SD=0.57). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest to control quantities of stock (M=4.41, SD=0.61). Even though the mean for skills related to security and maintenance is high (M=4.29, SD=0.54) but this is the lowest mean compared to other items in basic skills.

Table 15

Level of Competence in Leadership Skills among Vocational Students

Level of Competence				
No	Leadership Skills	Mean	SD	Level
1	I am effective with the detailed aspects of my work.	4.43	.53	High
2	I usually know ahead of time how people will respond to a new idea	4.41	.54	High
3	I am able to manage people and resources and it is one of my strengths	4.43	.52	High
4	I enjoy discussing organizational values and philosophy	4.29	.57	High
5	I am flexible about making changes in our organization	4.31	.52	High
6	I am effective with the detailed aspects of my work	4.40	.53	High
7	I usually know ahead of time how people will respond to a new idea or proposal.	4.31	.56	High
8	I use my emotional energy to motivate others.	4.43	.56	High
9	Obtaining and allocating resources is a challenging aspect of my job.	4.34	.52	High
10	Making strategic plans for my company appeals to me.	4.39	.55	High
	Overall	4.37	.54	High

As displayed in Table 15, in terms of leadership skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to making strategic plans for the company appeals (M=4.39, SD=0.55). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for the using emotional energy to motivate others (M=4.43, SD=0.56). Even though the mean for discussing organizational values and philosophy is high (M=4.29, SD=0.57) but this is the lowest mean compared to other items in leadership skills.

Table 16

Level of Competence in Working with Others Skills among Vocational Students

	Level of Competence			
No	Working with Others Skills	Mean	SD	Level
1	I am good with coming up ideas	4.43	.51	High
2	I get on well with other people	4.49	.49	High
3	I am able to talk to other people I don't know	4.56	.56	High
4	I can be a leader if the task suit to me	4.86	.48	High
5	I don't mind receiving feedback on my work	4.58	.58	High
6	I enjoy working as part of a team	4.35	.50	High
7	I like to contribute to common goals	4.24	.50	High
8	I enjoy the "give and take" of working in a group	4.27	.49	High
9	Make decisions co-operatively within the team.	4.32	.51	High
10	Contribute to the team by completing the tasks assigned to you on time	4.07	.90	High
	Overall	4.31	.55	High

As displayed in Table 16, in terms of working with others skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to make decisions co-operatively within the team (M=4.32, SD=0.51). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for being a leader if the task suits (M=4.86, SD=0.48). Even though the mean for contributing to the team by completing the tasks assigned on time is high (M=4.07, SD=0.90) but this is the lowest mean compared to other items in working with others skills.

Table 17

Level of Competence in Ethical and Professional Moral Skills among Vocational Students

	Level of Competence			
No	Ethical and Professional Skills	Mean	SD	Level
1	Shares complete and accurate information.	4.22	.73	High
2	Maintains confidentiality and meets own commitments.	4.26	.60	High
3	Adheres to organizational policies and procedures	4.07	.61	High
4	Adapts to changing work environments, work priorities and organizational needs	4.15	.48	High
5	Able to effectively deal with change and diverse people	4.13	.70	High
6	Takes personal responsibility for job performance.	4.23	.66	High
7	Completes work in a timely and consistent manner.	4.37	.54	High
8	Sticks to commitments	4.32	.52	High
9	Displays energy and enthusiasm in approaching the job also commits to putting in additional effort.	4.27	.48	High
10	Maintains high level of productivity and self-direction	4.18	.81	High
	Overall	4.21	.61	High

As displayed in Table 17, in terms of ethical and professional moral skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability to display energy and enthusiasm in approaching the job also commits to putting in additional effort (M=4.27, SD=0.48). This shows that students perceived that they have high competency in this skill. In addition, the self-evaluation was the highest for sticks to commitments (M=4.32, SD=0.52). Even though the mean for adheres to organizational policies and procedures is high (M=4.07, SD=0.61) but this is the lowest mean compared to other items in ethical and professional moral skills.

Table 18
Level of Competence in Technical and Vocational Skills among Vocational Students

	Level of Competence			
No	**Technical and Vocational Skills**	**Mean**	**SD**	**Level**
1	Management skills (strategic management, marketing, financial management, personnel management, operations management/ logistics, project/events management, knowledge management, stock management) supervisory skills (e.g. cost control, staff management and development)	4.11	.71	High
2	knowledge of specialist IT software (e.g. advance reservation systems, yield management, estate management, customer flow design)	4.18	.72	High
3	Knowledge of relevant employment law (e.g. health and safety, working time) and trading standards (e.g. hygiene, trade descriptions)	4.29	.68	High
4	product knowledge (e.g. wines and spirits, cocktail recipes, nutrition/diet, food production)	3.47	.80	Medium
5	local tourism knowledge (venues, events and transport/travel)	3.64	.87	Medium
6	Knowledge of own and guest cultures	3.68	.70	High
7	Specific reception and telephone skills	3.78	.83	High
8	food and drink storage	3.90	.57	High
9	cooking, food preparation	4.07	.81	High
10	food and bar service skills	3.88	.70	High
	Overall	3.96	.73	High

As displayed in Table 18, in terms of technical and vocational skills, the hospitality students have provided higher scores for all the items. For instance, the self-evaluation for ability in management skills for example strategic management, marketing, financial management, personnel management, operations management/ logistics, project/events management, knowledge management, stock management also supervisory skills such as cost control, staff management and development (M=4.11, SD=0.71). This shows that students perceived that they have high competency in this skill.

In addition, the self-evaluation was the highest for Knowledge of relevant employment law for example health and safety, working time also trading standards such as hygiene and trade descriptions (M=4.29, SD=0.68). The mean for product knowledge such as wines and spirits, cocktail recipes, nutrition/diet, food production is medium (M=3.47, SD=0.80) and this is the lowest mean compared to other items in technical and vocational skills.

DISCUSSION AND CONCLUSION

The findings revealed that in overall the level of hospitality employability skills among vocational students in Malaysia were at high level of competence and importance (93.2%). This is showed that the students were competent on the employability skills. However, a study by Rahman et al. (2010) revealed that biology pre-services teacher's numeracy, critical thinking and problem skills at a low level. Samsudin and Rusnayati (2010) found that physics pre-service teachers' generic skills in terms of numeracy are at high level. The findings show that the employability skills of vocational secondary school students are moderately high (M = 3.81, SD = 0.34). A study by Rohana (2010) using 393 vocational agriculture students also showed that students' employability skills were moderate, but the scores were lower (Mean 3.62, SD. = 0.43) than the current score.

The discussions of findings above portray the acquisition of Hospitality Employability Skills among Vocational Students in Malaysia. These findings are mostly applicable to all hospitality students in vocational colleges related to hospitality employability skills. In addition, the finding is also relevant as references for further studies in areas of human resources development, adult education and professional development. The skills and general encounters picked up by students working in industry-based positions while finishing their degrees can possibly fundamentally impact students when they start administrative positions after graduation, their employment headway desires, and view of profession. A review by Omar, Bakar, and Rashid (2012) using community college students also confirmed the moderate findings in their sample (Mean = 3.63, SD. = 0.47) in light of these reviews, we can state that employability skills of Malaysian vocational and technical students were moderate to moderately high. Governmental offices and industry ought to improve their joint efforts to provide powerful workforce instruction, for example, through employability skills preparatory programs. Managers should be given more opportunities for commitments in instruction and preparation since they are significant partners.

Graduates should leave higher education better in many ways rather than when they first enter it. This improvement should be attributable to the vocational colleges' curriculum rather than to the fact they are simply three to five years in the college. They need to be equipped with employability skills that they can use to promote themselves to employers. In short, integrating employability skills into existing curriculum can enhance the quality of the content learning by promoting experiential and active learning approaches. The issue of having graduates which can satisfy the business needs is generally concerned with the skills possessed by the graduates. Thus, it is important to ensure that hospitality graduates are equipped with the employability skills that help them to perform efficiently and effectively in the industry. In this case, policy makers, curriculum developers, industry partners should work together to ensure that hospitality students are able to master the employability skills needed in the 21st Century.

REFERENCES

Akrivos, C., Ladkin, A., & Reklitis, P. (2007). Hotel managers' career strategies for success. *International Journal of Contemporary Hospitality Management*,*19* (2), 107 – 119.

Australian Chamber of Commerce and Industry & Business Council of Australia. (2002). Employability skills for the future, Department of Education, Science and Training, Canberra.

Bennett, N., Dunne, E., & Carre, C. (2000). *Skills development in higher education and employment*. Buckingham: SRHE & Open University Press.

Chung-Herrera, B. G., Enz, C. A., & Lankau, M. J. (2003). Grooming future hospitality leaders: A competences model. *Cornell Hotel and Restaurant Administration Quarterly*, *44*(3), 17–25.

DeFillippi, R. J. and Arthur, M. B. (1994) The Boundaryless Career: A Competency-based Perspective, *Journal of Organizational Behavior, 15* (4), 307-324.

Department of Statistics Malaysia. (2014). The Office of Chief Statistician Malaysia, Putrajaya, Malaysia

Economic Planning Unit (2015). Eleventh Malaysia Plan, Economic Planning Unit, Prime Minister's Department, Putrajaya.

Fry, H., Davenport, E., Woodman, T. & Pee, B. (2002). Developing progress files: a case study, teaching in Higher Education, *7*(1), 97–111.

Gal I. Big picture: What does 'numeracy' mean? GED Items. (1997; 12(4/5): Also available online through Testing Service of the American Council on Education: http://mathforum.org/teachers/adult.ed/articles/gal.html.

Hamid, Z. A. (2009). Enhancing Graduate Employability Though Knowledge Management, National Higher Education Research Institute (IPPTN).

Hassan, F., Ismail, Z. Ahmad Zaini, A., Hassan, S. And Maisham, M. (2011). An evaluation of the competencies, skills and knowledge of quantity surveying graduates in consultant quantity surveying firms in Malaysia, In the Proceeding of IEEE Colloquium on Humanities, Science and Engineering Research (CHUSER 2011), 228-232.

Hassan, R., Razzaly, W., & Alias, M. (2012). *Technical and Vocational Education Teachers in Malaysia.* A country paper presented during the Experts Meeting organized by SEAMEO VOCTECH and UNESCO-UNEVOC in Conjunction with International Conference on The Excellence in Teacher Education and Research Innovation by Rajabhat Universities Network, Bangkok, Thailand, 25-28 December 2012.

Herrington, J. & McLoughlin, C. (1999). Exploring the Development of Students' Generic Skills Development in Higher Education Using A Web-based Learning Environment. *British Journal of Educational Technology, 30* (3), 231–243.

Holtkamp, P., Lau, I., & Pawlowski, J.M. (2014). How do Software Development Competences change in Global Settings – An explorative study. *Journal of Software: Evolution and Process*, *27* (1), 50-72

Jailani, Wan Mohd Rashid, Noraini & Wahid (2005). Technical and Vocational Education and Training (TVET) from Malaysia Perspective. Paper presented at 2nd International TT-TVET EU-Asia-Link Project Meeting, VEDC Malang.

Jelas, Z. M., & Azman, N. (2005). Generic skills provision in higher education: A Malaysian perspective. *The International Journal of Learning*, *12*(5), 200-210.

Kamaruddin Md Tahir. (2010). Generic skills development assessments among final year students of the Malaysian Higher Education College Community College. PhD thesis: National University of Malaysia (UKM).

Kay, C., Russette, J., 2000. Hospitality management competencies. *Cornell Hotel and Restaurant Administration Quarterly, 41* (2), 52–63

Kementerian Pengajian Tinggi Malaysia (KPTM). (2006). Soft Skills Development module for Malaysian Higher Education Institutions. Universiti Putra Malaysia. Selangor.

Ladkin, A., & Juwaheer, T.D. (2000). The career paths of hotel general managers in Mauritius. *International Journal of Contemporary Hospitality Management, 12*(2), 119-125.

Maclean, R., & Pavlova, M. (2011). Skills development for employability (TVET) in higher education: issues and challenges. *Journal of Asian Public Policy, 4*(3), 321–330. doi:10.1080/17516234.2011.630226

Malaysian Qualification Agency (2006). The point of reference and mutual understanding of the feasibility of tertiary education in Malaysia. Kuala Lumpur: Malaysian Qualifications Agency.

Mayer, E (1992). Key Competencies. Report of the committee to advise the Australian   Education   Council   and MOVEET on employment-related key competencies for post-compulsory education and training, Australian Government Publishing Service, Canberra

Ministry of Higher Education. (2005). Ministry of Higher Education. Annual Report.   Putrajaya,   Malaysia

Mohd Puad, M. H. (2012). The effects of the Industrial Skills Enhancement Program   (INSEP) on the acquisition of knowledge of employability skills among engineering graduates. Paper presented at the Hawaii International Conference on   Education 2012, Honolulu,   Hawaii.   Retrieved   from http://www.hiceducation.org/EDU2012.pdf.

Mohamad Sattar Rasul, Md Yusof Ismail, Napsiah Ismail, Rashid Rajuddin, & Rose   Amnah Abd. Rauf. (2009). The employability skills required by today's employers are required. *Journal of Education Malaysia, 34* (2), 67- 79.

Morreale, S. P., Osborn, M. M. & Pearson, J. C. (2000). *Why communication is   important: A   rationale   for the   centrality   of   a   discipline.* Online:http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000 158/WhyCommisImportant.pdf.

Munar, A. M., & Montaño, J. J. (2009). Generic competences and tourism graduates. *Journal of Hospitality, Leisure, Sport and Tourism Education*, *8*(1), 70–84.

Ng. C.W. & Pine, R. (2003). Women and men in hotel management in Hong Kong. *International   Journal   of Hospitality Management*, 22 (1), 85-102.

Northouse, P. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage   Publications, Inc.

Nurita, Shaharudin & Ainon. (2004). A survey of students' employability skills: A case   of   Unitar.   *Unitar   e-Journal, 4* (1), 1-11.

Nurita, Shaharudin & Ainon. (2004). *Perceived employability skills of graduating students: Implications for SMEs. Unitar e-Journal*, *4*(1), 1 -13.

Olagunju, Y. A. (2004*). Entrepreneurship Small Scale Business Enterprises Development in Nigeria*. Ibadan University Press Plc.

Omar, M. K., Bakar, A. R., & Mat Rashid, A. (2012). Employability skill acquisition among Malaysia college community students*. Journal of Social Sciences*, 8(3), 472- 478.
Perceptions of gender and career development issues. *International Journal of Hospitality Management, 2*2(1), 85-102.

QCA [Qualifications and Curriculum Authority]. (2002). Guidance on the Wider Key Skills. London: QCA. www.qca.org.uk/qualifications/types/6483.html.

Rahman, S., Mokhtar, S. B., Mohd Yasin, R., & Mohd Hamzah, M. A. (2010). Generic Skills among Technical Students in Malaysia. *Procedia Social and Behavioral Sciences, 15*, 3713–3717

Renn, J. O., Ortleb, L., Benighaus, C., & Benighaus. (2011). Risks P. Pechan, *et al.* (Eds.), Safe or Not Safe: Deciding What Risks to accept in Our Environment and Food, Springer Science+Business Media, New York, USA.

Rohana, A. R. (2010). Career Interest, Career Decision Self Efficacy, Employability Skill and Career Choice Of Agriculture Vocational Student In Peninsular Malaysia. Thesis PhD. Universiti Putra Malaysia, Malaysia

Samsudin, A., & Rusnayati, H. (2010). Profile Generic Ability of Science Candidates of Physics Teacher in Exercise Activity Basic Physics I, Proceedings of the National Seminar on Physics, UNNES Physics Department.

Sewell, P., & Pool, L. D. (2010). Moving from conceptual ambiguity to operational clarity: Employability, enterprise and entrepreneurship in higher education, *Education and Training*, *52*(1), 89-94.

Secretary's Commission on Achieving Necessary Skills. (1991).What Work Requires of Schools. A SCANS Report for America 2000. Washington, DC: U.S. Department of Labor.

Suresh, R. (2006). 70% of grads from public institutions jobless. Retrieved from http://www.thesundaily.my/node/173527

Wang, Y. (2012). Education in a Changing World: Flexibility, Skills, and Employability. Washington, DC: Human Development Network, World Bank.

Washer, P. (2007). Revisiting key skills: A practical framework for higher education. *Journal of Quality in Higher Education*, *13*(1), 57-67.

Yorke, M. (2004). *Employability in higher education: What it is - what it is not?* London: The Higher Education Academy.