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# What they want, what we give: the mismatch yet to be solved

Intan Marzita Saidon & Nadzri Ab Ghani,  
Faculty of Accountancy, UiTM Kedah

Corresponding author: [i.marzita@uitm.edu.my](mailto:i.marzita@uitm.edu.my)

The capability of universities in providing quality education which meets the need of the current market has long become a topic of concern among various parties (Botes & Sharma, 2017). For instance, employers were reported to have been looking for graduates who are more agile and fully equipped with relevant, updated work skills and universities were criticized for the failure to supply such graduates (Docherty, 2014). The emerging era of the industrial revolution 4.0 (IR4.0), which brings about various new technologies such as artificial intelligence (AI), augmented/virtual reality, big data, and the Internet of Things in the work-place further widen the expectation gap between employers and universities as a human resource provider.

Results of a recent survey which investigated the readiness of graduates to work in the digital-evolving workplace highlight that most of the graduates feel unprepared to join the IR4.0 workforce and they think, universities may not be doing enough to prepare them for such work environment (Sani, 2019). Previous studies highlight the existence of the expectation gap between the skills of fresh graduates and expectations of employers (Low, Botes, Dela Rue, & Allen, 2016; Marshall, Dombroski, Garner, & Smith, 2010). As for the accounting field, Bloomberg Businessweek reported that based on numerous studies carried out in the United States, United Kingdom, and Europe, accounting would be the most vulnerable occupation in the future (Chang, 2019). It was further explained that low-level accountants and bookkeepers whose main function is recording business transactions are predicted to lose their jobs in the coming decade because of automation. There is enough evidence that justifies the need for universities to make drastic changes to their common traditional approaches to prepare their graduates.

Undoubtedly, universities need to move in tandem with changes in the work environment so that the quality of future graduates is aligned with the needs of future markets. A lot needs to be done by universities to catch up with the current needs of the digitalized work environment. For instance, first, assessment and evaluation of the current study plan of the programmes offered appear to be mandatory. Ideally, programs offered must embed the theoretical and technical knowledge as well as real-world insights so that students, i.e. the future workforce are more ready to face future realism at the workplace. Secondly, the traditional method of teaching where lecturers verbally communicate information to students and students feverishly take notes is no longer a favorite method to be applied in today's classroom. Student-centered or active teaching approach is preferable because this approach

could promote deeper levels of thinking and better facilitate the encoding, storage, and retrieval of information (McGlynn, 2005). Finally, good conducive infrastructures, particularly those related to teaching and learning are needed to ensure that resources could be utilized efficiently. Upgraded classrooms which include features such as tiered seating, customized lighting packages, upgraded desks, and individual student computers are highly needed to support current teaching methods. Previously, it was found that students' achievement was impacted by the physical environment of classrooms (Young, Green, Roehrich-Patrick, Joseph, & Gibson, 2003). Given limited financial resources, perhaps, the most critical challenge facing university leaders nowadays is to develop the capacity for change to meet the current market needs.

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