



UNIVERSITI TEKNOLOGI MARA SARAWAK
FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES
BACHELOR OF ADMINISTRATIVE SCIENCE (HONS.)

**THE EMPLOYABILITY OF BACHELOR OF ADMINISTRATION
SCIENCE GRADUATES FROM UITM SARAWAK**

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**CLEARANCE FOR SUBMISSION OF THE RESEARCH PROPOSAL BY THE
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Research Proposal

THE DECLARATION

Declaration

We hereby declare that the work contained in this research proposal is original and our own except those duly identified and recognized. If we are later found to have committed plagiarism or accts of academic dishonestly, action can be taken in accordance with UiTM's rules and academic regulations.

Signed

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**ASSESSMENT CRITERIA FOR RESEARCH PROPOSAL
ADS 501**

NO	CRITERIA	WEIGHT	SCORE- SUPERVISOR	SCORE- MODERATOR	COMMENTS
1	Problem Statement & Research Objectives are clear, concise, relevant and connected	10			
2	Scope, Significance And Terminologies are well defined and explained	5			
3	Literature Review No. Of sources (adequacy) Nature of the sources (credibility) Logical organization of the view (arrangement) quality of the review (analysis)	15			
4	Conceptual Framework The concepts and the relationships are clearly delineated and explained	15			
5	Research Method Research design, sample size & sampling technique, measurement, data collection and data analysis are clearly explained and	30			

**ASSESSMENT CRITERIA FOR RESEARCH PROPOSAL
ADS 501**

	is consistent with the research objectives.				
6	Presentation and language; The proposal is substantially free of grammatically and typographical errors. The used of tables, charts, and diagrams are appropriate and effective	10			
7	Adherence to the format provided The report follows all the requirement contained in the bas research format handout.	5			
8	Attendance at the supervisory sessions Good; attended all sessions Average: attended most of the sessions Poor: missed more a 1/3 of the sessions	10			

Lecturer

Supervisor

Research Proposal

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Suryati Binti Sahari

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Bachelor of Administrative Science (Honours)

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Chapter 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The main focus of this study are to find out the employability and relevant of these programmed offer to the students. The most important criteria in hiring fresh university graduates are their own soft skills, such as their intra-personal and interpersonal skills. Malaysian employers also give greater emphasis on a graduate's major than his or her cumulative grade point average (CGPA) or reputation of graduating university in making hiring decisions. Our research focuses more on the employer in which our fresh graduates from Bachelor in Administrative Science UiTM Sarawak are employed.

There are several important criteria influencing employers in hiring fresh graduates. Such as their ability in soft skills, proficiency in English language, capability in answering questions during the interview session, computer literacy, personal appearance, graduate's major, CGPA, reputation of graduate's university and internship or relevant experience.

Even though the unemployment rate in Malaysia is considered low at three percent in comparison to some countries, the Malaysian government does not take any chances. It has developed policies to sustain unemployment rate and

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improve the quality of education such as the National Education Blueprint (MOHE,2006), and developed a holistic human capital as stipulated in the Ninth Malaysian Plan,2006.

To move forward, Khazanah, a government corporate body, was given the mandate to manage the Graduate Employability Management Scheme or GEMs to support the governments initiatives to reduced un employment among graduates. GEMs was officially launched by the then Deputy Prime Minister Dato' Seri Mohd Najib Tun Razak on March 13, 2009.

Similarly, moving towards the same direction, to ensure the employability of University Teknologi MARA (UiTM) Sarawak graduates, measures are undertaken through various programs to trace and monitor the progress and development of its graduates and to determine the outcomes of these graduates in the labor market, both in term of hard and soft skills capabilities.

In line with the government and UiTM initiatives, we has taken the step to trace our BAS graduates employability status in the market.

1.2 RESEARCH OBJECTIVES

1. To identify the number of graduates being employed
2. To identify the relevancy of subjects taught in classes to the job
3. To determine the relationship between CGPA towards perception of employability
4. To determine the influence of gender toward perceptions of employability
5. To find out the ways to improve the program to meet changes or challenges.

1.3 SIGNIFICANCE OF STUDY

This study is apparently to investigate the market needs and employers expectations of graduates of Bachelor in Administrative Science and to identify that the course taken is applicable with their jobs. Besides that these studies indirectly provide some feedback concerning the marketability of graduates and as well as job matching for this particular course in UiTM. Possibly, this study can give the positive ideas and suggestion toward the employability among the ex graduates of BAS. And also would stand to benefit the current students of this course in way for them feel more secure and precise in what they will be after graduated as well the members of the faculty or management members.

1.4 PROBLEM STATEMENTS

The Faculty of Administrative Science and Policy Studies were established on January 14, 2004. Since then, there has not been any initiative taken to trace the employability and the development of these graduates in the labour market, even though they have been making steady progress in their chosen career. Nor there any attempts to investigate the employer's acceptance and expectation of these graduates as well as to indentify whether their acquired learning experiences have benefited and helped them in seeking for job opportunities as compared to other graduates from other universities.

1.5 DEFINITION OF TERM

1.5.1 EMPLOYABILITY

Refer to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required. "...the combination of factors and processes which enable people to progress towards or get into employment, to stay in employment and to move on in the workplace."

(Hillage and Pollard, 1998)

1.5.1.1 EMPLOYMENT

The action of employing or the state of being employed, a person's job or profession.

1.5.1.2 GRADUATES

Someone who has completed a university degree, especially a first degree.

(Longman Dictionary, Contemporary English)

1.5.1.3 BACHELOR

Is a person who has a Bachelor's degree (a first university degree)

(Oxford dictionary, Advanced Learner's)

1.5.1.4 ADMINISTRATIVE

Connected with organizing the work for business or an institution.

(Oxford dictionary, Advanced Learner's)

1.5.1.5 SCIENCE

A system for organizing the knowledge about particular subjects, especially one concerned with aspect of human behavior or society.

(Oxford dictionary, Advanced Learner's)

1.5.1.6 BAS Graduates

UiTM Sarawak Bachelor of Business Administration (Hons) degree programme full-time students and graduates.

1.5.1.7 GENDER

Gender is the wide set of characteristics that are seen to distinguish between female and male entities, extending from one's biological sex to, in humans, one's social role or gender identity.

(Wikipedia/org.com)

CHAPTER 2

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

2.1 Definition of Employability

There are differences between employment and employability. Employment means the action of employing or the state of being employed. To put it simply, employment means a person's work or profession. However, employability connotes many different concepts and definitions. For example, Yorke (2006, p.7) contends that "employability implies something about the capacity of the graduates to functions in a job, and is not to be confused with the acquisition of a job, whether the graduates job or otherwise". In other word, employability is similar to a curricular process. A graduate who achieved academic excellent does not guarantee his or her employability. It is a process that helps the graduates to gain employment and as such employability actually derives from the ways in which the students learns from his or her experiences (Yorke, 2006, p. 7)

Other than that, employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively,

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employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and attitudes (KSA's) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work.

Employability is a two-sided equation and many individuals need various forms of support to overcome the physical and mental barriers to learning and personal development (ie updating their assets). Employability is not just about vocational and academic skills. Individuals need relevant and usable labour market information to help them make informed decisions about the labour market options available to them. They may also need support to realise when such information would be useful, and to interpret that information and turn it into intelligence. Finally, people also need the opportunities to do things differently, to access relevant training and, most crucially, employment. Both the supply and demand of labour need to be taken into account when defining employability, which is often dependent on factors outside of an individual's control.

For individuals, employability depends on their assets in terms of the knowledge, skills and attitudes they possess, the way they use and deploy those assets, the

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way they present them to employers and crucially, the context (e.g. personal circumstances and labour market environment) within which they seek work.

While there is no singular definition of employability, a review of the literature suggests that employability is about work and the ability to be employed, such as the ability to gain initial employment; hence the interest in ensuring that 'key skills', careers advice and an understanding about the world of work are embedded in the education system, the ability to maintain employment and make 'transitions' between jobs and roles within the same organisation to meet new job requirements, and the ability to obtain new employment if required, is to be independent in the labour market by being willing and able to manage their own employment transitions between and within organizations.

It is also, ideally, about the quality of such work or employment. People may be able to obtain work but it may be below their level of skill, or in low paid, undesirable or unsustainable jobs, and so forth. The capacity and capability of gaining and maintaining productive work over the period of one's working life.

(Muhammad Nawaz Qaisar, MS HRD, NUML, Islamabad, Pakistan)

2.2 Literature Review

The Malaysian Government conducted a survey on Malaysian Graduates and it was discovered that about 60,000 Malaysian Graduates were unemployed due to a lack of experience, poor English, poor communication skills and because they had pursued studies irrelevant to the market place (Malaysian Today, 2005). The research further mentioned that the typical unemployed graduate was female, mainly from the Malay ethnic group and from the lower income group. Most unemployed graduates had majored in Business studies or information technology. A total of 82 percent of the unemployed graduates had attended public universities where the medium of instruction in many courses was the Malay Language. The Ministry of Human Resource recently reported that a large number of graduates are still jobless. According to the report, 70 percent graduates of public universities and institutions of higher learning are still unemployed. This is in contrast with 26 percent from private institutions of higher learning and 34 percent who are foreign graduates (Suresh, 2006).

It was reported that, generally, Malaysia has sufficient supply of graduates with technical skills mainly in information, communication and technology (ICT), business, engineering and many other field. Unfortunately, the demand for these graduates is still low despite the economic growth in the country. The obvious question that arises is what could be the factors leading to the decrease in

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demand for these graduates? Does it imply that many of the local institutions of higher learning, both public and private, have failed to offer a sufficiently rigorous education to produce the necessary quality in the workforce which the industry requires?

The general consensus among Malaysian employers indicates that Malaysian graduates are well trained in their areas of specialization but unfortunately they lack of 'soft skills' (Nurita, Shaharudin, Aion, 2004). This 'deficit' in graduates skills has also been acknowledged by the UK government with respects to its graduates (Dickinson, 2000). Lawrence (2002) adds that America is also experiencing the same problem. Studies of employers have repeatedly stressed the priority which they give to 'personal transferable skills' (Dearing Committee, 1997). Employers are looking for graduates not only specific skills and knowledge but with the ability to be proactive enough to see and respond to problems. In Malaysia, more employers are searching for graduates who are balanced, with good academic achievement and possessing 'soft skills' such as communications skills, problem solving skills, interpersonal skills and the ability to be flexible (Nurita, Shaharudin, & Aion, 2004). These 'soft skills' (also known as employability skills) are foundation skills that apply across the board, no matter what job the employee is performing (Lawrence, 2002).

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Baxter and Young (1982) have indicated that employers need entry level workers who are dependable and trustworthy, have basic communication, thinking and problems solving skills, and have the desire to learn and advance the ability to work as part of a team, possess a proper attitude. These skills has been defined as those needed by today's students in the report published by the US Department of Labor (2000). The report states that graduates must master employability skills, also called foundation skills, and competencies in order to find meaningful work. Foundation skills are basic skills, thinking skills, and personal qualities, while competencies include resource, interpersonal, information, systems, and technology competencies.

Employability, the ability of graduates to gain employment appropriate to their educational standard, was the focus of the Dearing Inquiry into higher education (Dearing, 1997). Employability was highlighted as a concern for employers, and was the focus of a major study (Harvey et. Al. 1997) that was used to inform the Dearing Inquiry into graduate education. This meant employability became an issue for the providers of graduate education and also an issue for those who would be the prime beneficiaries of being employable, the graduates themselves. Employability is an issue of direct concern to students. The prime motivation in attending university for the majority of students is not to study a particular subject in depth, but to enhance their employment status (Stewart and

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Knowles, 2000). Therefore, there is a greater need for graduates to develop and enhance their employability skills from time to time.

Employability also means that those possessing the capability to acquire the skills to do the required work may not necessarily be able to do the work immediately and without further training (Cox and King, 2006). Employers are looking for are more flexible, adaptable workforce as they themselves seek to transform their companies into being more flexible, adaptable workforce in response to changing market needs. As quoted in a newspaper article (New Straits Times, 2005), the Human Resources Minister of Malaysia, Datuk Wira Dr Fong Chan Onn highlighted the fact that 30,000 Malaysian graduates had only managed to get casual and temporary work such as being cashier and restaurant workers because of their poor English proficiency. This factor hinders graduates in becoming better in their jobs thus reducing chances of brighter career prospects especially in getting jobs that are relevant to their careers.

In July 2006, The Sun newspaper reported that the unemployment rate of public universities has reached a staggering 70%, whereas the private institutions recorded 26% and foreign graduates 34%. Out of the 70%, the highest unemployment was contributed by the following statistics: first Universiti Teknologi MARA, UiTM – 3,278 (16.2%), second Universiti Utara Malaysia, UUM – 1,532 (7.6%), third Universiti Teknologi Malaysia, UTM – 1,147 (5.7%) forth

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Universiti Kebangsaan Malaysia, UKM – 971 (4.8%) and lastly Universiti Putra Malaysia, UPM – 919 (4.5%). The situation was somewhat different before the 1997 crisis when Malaysia was having a vibrant employment and graduates were in high demand. But those were the good old days and things are no longer the same today.

According to Shyam Lakshmanan, *The Star*, 17 April 2008 “My own experience with graduates – not once, but many times – has convinced me that today’s academic achievement has little to do with how well you can excel in the working world. I used to be short listing 4-5 first class graduates for an interview and in the end rejected them all, and hired a second class student instead. It seems that the country is blessed with institutions highly capable to produce low quality, academic achievers. This statement may not bode well with some of the institutions out there but this should be taken as a challenge, not a mockery.”

One of the replies made by Aisyah responding with the topic Why Graduates are Unemployed in January 26th, 2009 11:20 am. Let me share some of employment experience with the unemployed out there. I used to be ashamed to admit that I’ve got only a general degree. But not anymore as I know now that I am on par with the ones with the first class degrees or even those who possess master degrees. This I have come to realize when I ask around, most of my colleagues have master degrees. I also understand now that having a general degree does

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not make you less marketable than those who have first class degree. I am not downgrading the emphasis of achieving good qualification but let's not make it the ultimate factor when you want to find a job. Just because you have got a first class degree you expect that you only deserve to work for the best employers and in the best positions. Well, it does not work anymore, not now. My experience has taught me to be humble and to start from the bottom. As a fresh graduate (I know I am not much of a graduate), I worked as a cashier, washing dishes, a lowly clerk and other mundane jobs. But at the same time, I also underwent for short courses and got myself a post-graduate diploma. And now, I am at the same level with those who achieved flying colours back in their university days and still are dazed and disillusioned by their achievement back in the universities that they had not realized that others are overtaking them from all directions.

According to Datuk Mustapa Minister of Higher Education, UiTM graduates are "more employable than other local graduates due to their strong command of English." He said the curriculum in UiTM stressed on the importance of English to produce students proficient in the language. "The employment rate of UiTM graduates is generally higher than that of other local graduates because they are good in English"... Besides, Mustapa added, the university offered hands-on courses that were relevant to the job market. He said the students were taught entrepreneurial skills. In fact, UiTM has more than double the number of

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unemployed graduates (16.2%) relative to the next highest university Universiti Utara Malaysia (UUM) (7.6%). Even after taking into account the significantly larger campus in UiTM, the statistics by Datuk Mustapa's fellow colleague doesn't provide any justification at all to his claim that UiTM graduates are more employable than those of other local universities. (November 30, 2006)

The government has recently launched A Graduate Employability Management Scheme aims at reducing the current rate of unemployment among fresh graduates. An initiative that has evolved from the Graduate Employability Enhancement Programme (Green) that was started in 2006 by Khazanah Nasional, it will now be undertaken by some 38 government-linked companies that fall under the Putrajaya Committee for GLC High Performance (PCG). With the support of the Finance Ministry as a project under its stimulus package, Gems will see 5,000 graduates undergoing a two-and-a-half month training programme before being placed in a GLC for six months with a view towards full employment. The government had promised to create 163,000 training or job opportunities under its RM60 billion second stimulus plan that was announced on Tuesday. The GREEN programme had managed a 97 per cent rate of fulltime employment out of 690 who had gone through the programme with another 504 still undergoing training. Gems is open to those under the age of 27 and who have obtained a CGPA of over 2.5 or an equivalent score in an undergraduate programme.

Study by University of Jyväskylä (2007) shows that there is some degree of uncertainty in employment also among university and polytechnic graduates. This is reflected by the fact that a fair number of the graduates had been unemployed at some point after graduating. A lack of working experience hinders the start phase of the working career. Furthermore, the study showed that the type of employment had not always been appropriate. It seems that if graduates have not been able to find a job corresponding to their education in three years, it will be unlikely later on. According to the study the graduates were also slightly critical about their work oriented skills and knowledge provided by their education. In their opinion, their social and communication skills, leadership and managerial skills and problem-solving skills did not come up to the demands of working life.

This is also reflected in the London Communiqué adopted by Ministers in May 2007: Following up on the introduction of the three-cycle degree system, we ask BFUG to consider in more detail how to improve employability in relation to each of these cycles as well as in the context of lifelong learning. This will involve the responsibilities of all stakeholders. Governments and HEIs will need to communicate more with employers and other stakeholders on the rationale for their reforms. We will work, as appropriate, within our governments to ensure that employment and career structures within the public service are fully

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compatible with the new degree system. We urge institutions to further develop partnerships and cooperation with employers in the ongoing process of curriculum innovation based on learning outcomes.

(<http://educationmalaysia.blogspot.com/2006/02/freshgraduates-galore.html>)

This blog is the personal thoughts & opinions of the writers on the state of the Malaysian education system, both private and public, the resulting products of the system as well as the job market in relation to fresh graduates. 'Tis the season for recruitment of fresh graduates in Malaysia. And although there are many students graduating all around the year with presence of so many universities and colleges as well as batches, most graduates of the public universities will be, or are going through their final year examinations at this point of time and will be seeking employment by April. For me as usual, I'd put up my advertisements in Jobstreet in the hope of attracting the top talents from the local universities. And as usual, I will get the fair share of applicants who can't be bothered to give answers for simple questions or who give short abrupt answers or those like the one below. Why do you think you can make a difference in this position? (monash gradutes who studying in Business and Commerce degree majoring in e-Business.)

(Thursday, February 16, 2006)

The Multimedia Development Corporation Malaysia conducted a survey among Multimedia Super Corridor (MSC) status companies and found that respondents

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perceived Malaysian ICT graduates to be 'average'. The graduates were generally good team players and had good learning ability, however, their major weakness was their communication skills.

One Malaysian report (Chang, 2004) claimed that the reason graduates are unemployed is that they do not have the right degree. Some graduates with specific qualifications are already abundant in the market, whereas Engineering and other Science degree graduates are still in high demand. Another reason is that graduates with a degree no longer automatically qualify for getting their first job. Instead, graduates who possess the greatest knowledge and skills in their study domain get hired first. In addition, the business world is becoming very competitive and computerization makes job performance measurement very transparent. Managers will only want to hire people who can contribute to team success. Proficiency in English, the ability to present ideas, explain issues and problems, to speak up in a constructive manner, to resolve problems, to understand issues and problems faced by companies and to come up with workable solutions to problems are all good communication and interpersonal skills sought after by employers. Therefore employees are expected to contribute from day one of being hired. (Chang,2004).

According to a survey conducted on 3300 human resource personnel and bosses by JobStreet.com, a Malaysian employment agency, (2005), the factors relating

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to graduate unemployment are; Weak English – 56%; Bad social etiquette – 36%; Demand too much pay – 32%; Degrees not relevant – 30%; Fresh graduates too choosy – 23%; No vacancies – 14%. Weak English and bad social etiquette are the top reasons for graduates being unemployed. These findings show that Malaysian graduates are unemployed not because they are unintelligent but rather because most of them lack soft-skills.

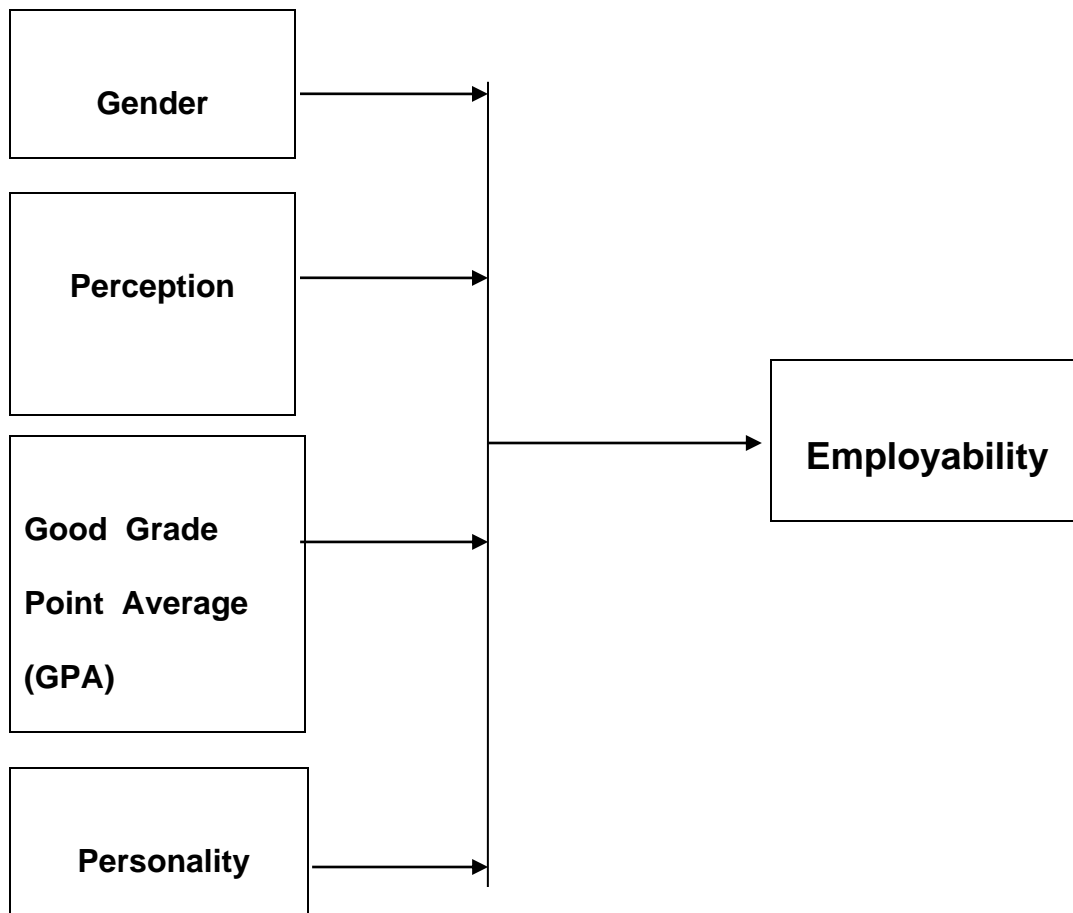
Competition is a major factor that motivates industry to be more efficient and to employ strategies that will improve production, service and product quality. Because strategies require worker collaboration and teamwork, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills (Mustapha & Abdullah, 2000).

Past research revealed that employers looked for certain skills, behaviors and attitudes in their potential employees. Many employers preferred employees who were motivated, possessed basic skills, and had satisfied higher performance standards; who could adapt through the use of creative thinking and problem solving skills, who possessed effective personal management skills, had interpersonal, negotiating and teamwork skills that made them effective work group members, and could influence others to act through leadership skills, and had individual responsibility, self management and integrity (SCANS, 1991).

2.3 Conceptual Framework

2.3.1 *Conceptual Framework for the Employability of Bachelor of Administrative Science Graduates from UiTM Sarawak*

Drivers of Employability



INDEPENDENT VARIABLES

DEPENDENT VARIABLES

2.3.2 Independent Variables: Drivers of Employability

The drivers are variables that indicate the factors of employability among fresh graduate of Bachelor of Administrative Science Graduates from Uitm Sarawak.

2.3.1.1 GENDER

Gender is the wide set of characteristics that are seen to distinguish between female and male entities, extending from one's biological sex to, in humans, one's social role or gender identity. Last time male conquer the job market and have a more positive thinking towards employability. Now a day both female and male is compete among each other to get a better job and employability.

2.3.1.2 PERCEPTION

Perception refers to opinion towards something. Different people have a different perception towards several issues. A positive perception towards employability might motivate the person to be more prepared in term of expertise, experiences, knowledge and qualification. Thus this enables them to compete with other candidates. While negative perception might influence the person to become afraid and unable to compete with others as they have low self-esteem and confident.

2.3.1.3 SOFT SKILLS

Soft skills also known as employability skills. The graduate must master employability skills, also called foundation skills are basic skills, thinking skills, and personal qualities, while competencies include resource, interpersonal, and information, systems, and technologies competencies. Employers today are looking for graduates not only with a specific skills and knowledge but with the ability to be proactive enough to see and respond to problems.

2.3.1.4 GOOD GRADE POINT AVERAGE (GPA)

Good grade point average (GPA) indicates the excellent performance of the students. The better the grade point the better the position that the graduate will get. It also becomes the requirement to fulfill the vacant post with the good qualification and academic requirement. GPA can be used for the employers to differentiate among the fresh graduate to decide who will be the best suit with the vacant post. Graduate with good GPA normally the best students with an excellent performance and good attitude.

2.4.1 DEPENDENT VARIABLE: EMPLOYABILITY

This refers to a person's capability of gaining initial employment and obtaining new employment if required based on the factors of independent variables. It is true that employability is affected by those drivers. Therefore, the study will show the relationship between the dependent and independent variable.

An alternative account of employability takes a more relative approach. Brown and Hesketh define employability as 'the relative chances of getting and maintaining different kinds of employment' (2004).

While most people view employability in absolute terms, focusing on the need for individuals to obtain credentials, knowledge and social status, the concept of employability can also be seen as subjective and dependent on contextual factors. 'Employability not only depends on whether one is able to fulfill the requirements of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers' (Brown and Hesketh, 2004). Taking the supply and demand of labor into account challenges the idea that credentials, knowledge and social status alone will guarantee a good position in the labor market.

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With the move to a more knowledge based economy, it is widely thought that there is an increasing demand for high-calibre managerial talent. However, a focus on obtaining skills in order to gain good employment has led to an over-supply of graduates and a larger number of contenders chasing the same top jobs. Brown and Hesketh argue that there is a clear mismatch between individuals' expectations of employability and the realities posed by the labour market.

Under these conditions, students will use a number of tactics in the labour market to maintain competitive advantage. Brown and Hesketh identify two ideal types of individuals entering the labour market. Those who will do anything to get a top job are classed as 'players'. Players are not afraid to take on a different identity if they feel that is what the employer is looking for. The second type, 'purists', is those who believe that job market outcomes should reflect meritocratic achievement. For purists it is important to maintain an authentic sense of self as this will ensure a good fit between individual capabilities and occupational demands. Purists may be as competitive as Players but feel that Players are cheating in order to get ahead.

This view of employability incorporates the dual aspects of supply and demand of labour to show that advancing one's position in the labour market by gaining credentials is partially dependent on structural factors outside the individual's

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control. The recent financial crisis demonstrates that global economic factors can and do have a significant impact on the likelihood of an individual securing a job regardless of their skills, credentials and social status.

CHAPTER 3

METHODOLOGY

3.1 RESEARCH DESIGN

For the purpose of this study, the research design will be cross sectional survey. The research demand for information regarding employability among ex-students of Bachelor of Administrative Science (BAS). The primary data will be collected by distributing questionnaire to our ex-students of Bachelor of Administrative Science (BAS). The questionnaire will be distributed through fax, e-mail, calling service and personal interview.

3.2 UNIT OF ANALYSIS

Since this study will address the employability among Bachelor of Administrative Science (BAS), therefore the unit of analysis will be ex-students of Bachelor of Administrative Science (BAS) from 2004 - 2009.

3.3 SAMPLE SIZE

The target sample size for the study was 120 of BAS graduates which included graduates who had graduated from July 2004 to April 2009. The sample size is based on student's personal records given by Encik Abang Yusuf.

3.4 SAMPLING METHOD

Sampling is the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population's elements. There are two types of sampling which is probability and non probability.

Probability sampling is referring to each and every individual in the population has the equal chance to be selects as the sample. This is used when the objective of the study is to make descriptive statements about the sample frame or the list of population. Five most common complex probability samplings design include systematic sampling, stratified random sampling, cluster sampling, and double sampling.

In this research, our group used stratified sampling because stratifying is an efficient research sampling design that is provides more information with given sample size. Since that our respondents are from different location and organization, we need to divide it into mutually exclusive group that are relevant, appropriate and meaningful. We decide to distribute questionnaires to our ex-fresh graduates from Bachelor of Administrative Science. As a result, our research will work as plan and can avoid overlapping work as we already identify

our respondents. Moreover, this will contribute to more systematic and arrangement in term of work and time

3.5 DATA COLLECTION

Data collection is about how and where to obtain the information needed to accomplish this objective. Data can be obtained from primary and secondary sources include primary data in which refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study and secondary data refer to information gathered from sources already existing. For our research, primary data are collected through questionnaires, telephone call, personal interview, e-mail and fax. While for secondary data we obtained from student's personal files.

3.5.1 Primary Data

Primary data in which refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study. Among of primary data that we used are;

3.5.2 Questionnaires

Collection methods that our group used is by distribute questionnaires for our survey research. Our group used this method to collect our respondents' responses. A questionnaire is a set of questions design to generate the necessary

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data for achieving the objectives of our research. These methods was chosen because the designed questionnaire could be sent to a large number of organizations in a limited time (Tsang; Antony, 2001).We personally observed and distribute the questionnaire because it is the most appropriate way to collect data from respondent and make sure everything a work as plan.

Section A of the questionnaire comprised questions on the graduates' profile, which included the year of graduation, gender, and place of origin, salary and occupation. Section B addressed question related to graduates employability such as whether they get their desired job and relevancy of the subjects taught in classes to the jobs. Meanwhile, section C is open ended questions that required respondent's suggestion/recommendation towards this program.

3.5.3 Telephone Call

Besides that we also used telephone call to communicate with our respondents since that it is the easier way to collecting data and information. If there are doubts or misunderstanding from our respondents they can ask any question directly through phone and we will explain to them clearly. Since the questionnaire will be distributed to ex-students of Bachelor of Administrative Science which stay outside the campus, therefore telephone call is the best method in collecting information and respondent's feedback.

3.5.4 Personal Interview

Personal interview is one of the methods that we used in collecting data. This method allows us to communicate with the respondents directly and making it easier for us to ask any question and get the information that we wanted. In term of respondents' side, they can ask anything about the questionnaire that they do not understand and as a result more accurate information can be collected. However not all of our respondents can be interview through this method since the respondents live outside of Kuching area. Therefore, for those respondents that live outside Kuching area will be interview through other method.

3.5.5 E-mail services

Other than that, we also used e-mail service method to distribute the questionnaire. This method help us to communicate with our respondents outside of Kuching area, therefore more respondents will be given a questionnaire. One of the reasons why we choose this method because it save cost, fast and can reached out by respondents.

3.5.6 Fax

Fax is also one of the method that almost similar with e-mail because we can distributed the questionnaire to respondents who live outside Kuching area. For those respondents that wanted to fax their feedback can directly fax them to our supervisors En. Abang Yusuf. This method is very convenient and can reach out our respondents easily.

3.6 Secondary Data

Secondary data refer to information gathered from sources already existing. There are only one secondary data that we used;

3.6.1 Student's Personal Files

Our last method is student's personal files which are contained of student's personal information that can be used to find and contact them to give a full cooperation in make sure this research will work as plan. Through these files, we can contact them and get the information in which company that they employed.

3.7 DATA ANALYSIS

There are three objectives of data analysis; getting a feel for the data, testing goodness of data, and testing the hypotheses developed for the research. The feel for the data will give preliminary ideas of how good the scales are and how well the coding and entering data have been done. The second objective is

testing the goodness of data be accomplished by submitting the data for factor analysis, obtaining the Crobach's alpha or the split-half reliability of the measures. The third objective is hypotheses testing –is achieved by choosing the appropriate method of the software programs, to test each of the hypotheses using the relevant statistical test.

The data was analyzed using Software Packages for Social Science (SPSS 16.0). Descriptive statistics was performed to profile the characteristic of the graduates, their employability and reflections of UiTM Sarawak as well as their relationship and future communication with the university. All this information was interpreted using frequency distribution and percentages.

3.8 Quantitative Analysis

The data collected from the study will be marked and each item will be coded for systematic analysis of data. The researcher will use the percentage and frequency count.

3.9 Qualitative Analysis

The conclusion of the research will be made based on information and evidence obtained in the interviews, questionnaires and document analysis. This will support our research for the finding of the qualitative analysis. This analysis also describes the method that will be used in our research. Interviews are focused to explore on where our ex-students of Bachelor of Administrative Science are employed. Lastly, we also identify the numbers of fresh graduates that have been employed based on students' personal records from Head of Programme Encik Sapawi and Encik Abang Yusof.

3.9.1 PROPOSED TEST AND ANALYSIS

Descriptive statistics is involving transformation of raw data into a form that would provide information to describe a set of factors in a situation. This is done through ordering and manipulation of the raw collected.

Descriptive statistic is provided by frequencies, measures of central tendency and dispersion. Mean or average is a measure of central tendency that offers a general picture of the data without unnecessarily inundating one with each of the observation in a data set. Median is the central item in a group of observation when they are arrayed in either an ascending or a descending order. Mode- in some cases, a set of observation would not lend itself to a meaningful representation through either the mean or the median but can be signified by the most frequently occurring phenomenon. We used this method to collect data and produce finding.

4.0 RESEARCH HYPOTHESIS

Hypothesis 1:

H0: There are average salary earned by BAS graduates

H1: There are no average salary earned by BAS graduates

Hypothesis 2:

H0: Subjects taught in classes relevant to the jobs

H1: Subjects taught in classes not relevant to the jobs

Hypothesis 3:

H0: There are relationships between CGPA towards perception of employability

H1: There are no relationships between CGPA towards perception of employability

Hypothesis 4:

H0: There is influence of gender toward perceptions of employability

H1: There is no influence of gender toward perceptions of employability

**CHAPTER 4
FINDINGS**

Respondents' Characteristics	Sub-Profile	Frequency	Percent (100%)
Race	Melayu	9	29.0
	Melanau	7	22.6
	Iban	9	29.0
	Bidayuh	2	6.5
	Orang Ulu	3	9.7
	Others	1	3.2
Religion	Islam	15	48.4
	Christian	16	51.6
Gender	Male	7	22.6
	Female	24	77.4
Age	21-25	17	54.8
	26-30	12	38.7
	31-35	2	6.5
Marital Status	Single	25	80.6
	Married	5	16.1
	Divorced	1	3.2
CGPA	1.00-2.00	-	-
	2.00-3.00	12	38.7
	3.00-4.00	19	61.3
Income Per Month (RM)	1000-1999	13	41.9
	2000-2499	13	41.9
	2500-2999	4	12.9

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	3000-3499	1	3.2
State of Origin	Labuan	1	3.2
	Sarawak	30	96.8
Occupation	account and admin officer	1	3.2
	admin assistant	2	6.5
	admin officer	1	3.2
	admin support	1	3.2
	agriculture assistant officer	1	3.2
	agriculture officer	1	3.2
	assistant director	1	3.2
	audit executive	1	3.2
	KPLI	1	3.2
	Lecturer	2	6.5
	lecturer part time full time	2	6.5
	marketing executive	2	6.5
	pegawai tadbir dan diplomatic (PTD)	1	3.2
	Public health assistant	1	3.2
	Registration assistant	1	3.2
	price monitoring officer	2	6.5
	sarawak administrative officer	1	3.2
	swinburne university	1	3.2
	Teacher	2	6.5
	temporary teacher	2	6.5
	TPM-Master student	1	3.2
	trainee as supervisor	1	3.2
	training executive	1	3.2
	training under CBG program	1	3.2

Table 4.1 Respondents' profile

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From the table 4.1, it shows that 23% of our respondents are male while 77% are female. Secondly, most of our respondents are from the range age of 21 to 25 with 55%, 39% of respondents are from the range age of 26 to 30 and 7% from the age of 31 to 35. Moreover, most of our respondents are Christian with 52% followed by 48% are Muslims. Next, most of our respondents are Melayu and Iban with 29% respectively, 23% are Melanau, followed by Bidayuh with 6.5%, Orang Ulu with 9.7% and others 3.2%.

In term of marital status, 81% of our respondents are single while 16% are married and 3% are divorced. Our respondents CGPA are including 39% with CGPA 2.00 to 3.00 and other with 61% has higher than CGPA 3.00. Income per month show that our respondents earned salary of RM1000 to RM1999 and RM2000 and RM 2499 with respective percentage of 42%, 13% of our respondents earned RM2500 to RM2999 and 3% earned RM3000 to RM3499. States of origins of our respondents are from Sarawak with 97% and 3% from Labuan.

Lastly is our respondent's occupation. Most of our respondent's has been employed by different organization and department. There are 6.5% of our respondents work as admin assistant, part time and full time lecturer, and marketing executive, price monitoring officer, temporary teacher and full time teacher respectively with total frequency of 14. While the remaining 17 of the respondents are work under administration, marketing and agriculture department with respective percentage of 3.2%.

4.2 OBJECTIVE 1: To identify the number of graduates being employed

Number of graduates being employed	No. of Respondents	Mean
The program help them to get their desired job	31	5.52
BAS graduates are most preferable by the employers	31	5.39

Table 4.2

The first objective of this study is to identify the number of graduates being employed. The table above shows the average mean of the respondent's was being employed had been implemented. The use of interval scale 1 to 7, whereby 1 indicates strongly disagree, scale 2 disagree, scale 3 slightly disagree, scale 4 neither agree nor disagree, scale 5 slightly agree, scale 6 agree and finally scale strongly agree. After all the data collected, mostly the average mean resulted is above 4 indicate that is most of our respondent are being employed.

4.2.1 This program helped me to get my desired job

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	2	6.5
Neither agree nor disagree	6	19.4
Slightly agree	5	16.1
Agree	10	32.3
Strongly agree	8	25.8
Total	31	100.0

Table 4.2.1

The table 4.5 shows 32% of our respondents agree that this program helped them to get their desired job. Followed with 25.8% of respondents are strongly agree and 19.4% of them neither agree nor disagree. While the remaining 6.5% and 16.1% of the respondents slightly disagree and slightly agree respectively. In short, there are 58.1% of our respondents agree that this program helped them to get their desired job.

4.2.2 BAS graduates are most preferable by the employers

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	2	6.5
Neither agree nor disagree	7	22.6
Slightly agree	6	19.4
Agree	8	29.0
Strongly agree	7	22.6
Total	31	100

Table 4.2.2

The table of 4.6 shows the highest respondents agrees that BAS graduates are most preferable by the employers with 29.0%. While 22.6% of the respondents are neither agree nor disagree and strongly agree respectively. Besides that there are 19.4% of the respondents are slightly agree and the lowest percentage are 6.5%. In short most of the respondents agree our graduates from this program are most preferable by the employers.

4.3 Objectives 2: To identify the relevancy of subjects thought in classes to the jobs

The relevancy of subjects thought in classes to the jobs	No. of Respondents	Mean
All subjects they have learnt from this program were useful for my career development	31	5.93
Every subjects they have learnt from this program is relevant to their job	31	5.68
They satisfied with the knowledge they have gained from this program	31	6.26
Participating in curricular activities in campus will give more advantage to BAS in their career	31	5.90
Activities conducted through BASIS help them to improve their skills in public speaking and interpersonal aspects	31	5.61

Table 4.3

The second objective of this study is the relevancy of subjects thought in classes to the jobs. The table 4.3 shows the average mean of the respondent's think the relevancy of subjects thought in classes to the jobs had been implemented. The use of interval scale 1 to 7, whereby 1 indicates strongly disagree, scale 2 disagree, scale 3 slightly disagree, scale 4 neither agree nor disagree, scale 5 slightly agree, scale 6 agree and finally scale strongly agree. After all the data collected, mostly the average mean resulted is above 4 indicate that the subjects thought in classes relevant to the jobs.

4.3.1 All subjects i have learnt from this program were useful for my career development

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	-	-
Neither agree nor disagree	2	6.5
Slightly agree	9	29
Agree	9	29
Strongly agree	11	35
Total	31	100

Table 4.3.1

From the table 4.3.1, 35% of the respondents strongly agree that all subjects they learn from this program were useful for their career development. There are respectively 29% of the respondents agree and slightly agree, while only 6.5% are neither agree nor disagree. These shows most of the respondents are strongly agree that all subjects they learn from this program were useful for their career development.

4.3.2 Every subject i have learnt from this program is relevant to my job

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	1	3.2
Neither agree nor disagree	3	9.7
Slightly agree	10	32.3
Agree	8	25.8
Strongly agree	9	29.0
Total	31	100

Table 4.3.2

The table 4.3.2 shows 32% of the respondent slightly agrees that every subject they learnt from this program is relevant to their job. While 29% of the respondents strongly agree and 25.8% agree with it. However, there are also 9.7% and 3.2% respondents neither agree nor disagree and slightly disagree. This show that most of the respondents agree that every subject they learnt from this program is relevant to their job.

4.3.3 I am satisfied with the knowledge i have gained from this program

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	-	-
Neither agree nor disagree	-	-
Slightly agree	5	16.1
Agree	13	42.0
Strongly agree	13	41.9
Total	31	100

Table 4.3.3

The table 4.3.3 shows that most of our respondents are agree and strongly agree that they are satisfied with the knowledge they have gained from this program with respective percentage of 41.9% while the another 16.1% are slightly agree with it. In other words, the respondents are strongly agree and satisfied with the knowledge they gained from Faculty of Administrative Science and Policy.

4.3.4 By participating in co-curricular activities in campus will give more advantage to BAS in their career

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	-	-
Slightly disagree	-	-
Neither agree nor disagree	3	9.7
Slightly agree	5	16.1
Agree	15	48.4
Strongly agree	8	25.8
Total	31	100

Table 4.3.4

Table 4.3.4 shows 48.4% respondents agree that by participating in co-curricular activities in campus will give more advantage to BAS in their career. 25.8% respondents strongly agree, 16.1% respondents slightly agree and 9.7% respondents neither agree nor disagree. In other words, it shows that our respondents agree that by participating in co-curricular activities in campus will give more advantage to BAS in their career.

4.3.5 Activities conducted through BASIS help me to improve my skills in public speaking and interpersonal aspects.

Respondent's answer	Frequency	Percentage
Strongly disagree	-	-
Disagree	1	3.2
Slightly disagree	3	9.7
Neither agree nor disagree	2	6.5
Slightly agree	5	16.1
Agree	10	32.3
Strongly agree	10	32.3
Total	31	100

Table 4.3.5

Table 4.3.5 shows the highest percentage is 32.3% where refer to respondents agree and strongly agree towards activities conducted through BASIS help them to improve their skills in public speaking and interpersonal aspects. 16.1% of the respondents slightly agree, 6.5% neither agree nor disagree, 9.7% slightly disagree and 3.2% are disagreeing with it. In short most of the respondents agree with cumulative percentage of 64.6%.

4.3.6 Objective 3: To determine the relationship between CGPA towards perception of employability

Correlations

		perception	highest academic qualification-CGPA
perception	Pearson Correlation	1	-.214
	Sig. (2-tailed)		.248
	N	31	31
highest academic qualification-CGPA	Pearson Correlation	-.214	1
	Sig. (2-tailed)	.248	
	N	31	31

Table 4.3.6

The table 4.3.6 shows correlation test is no correlation between CGPA and perception of employability because $p > 0.05$

4.3.7 Objective 4: To determine the influence of gender toward perceptions of employability

T-TEST

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
perception	male	7	6.0000	.76376	.28868
	female	24	5.8177	.64160	.13097

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
perception	Equal variances assumed	.493	.488	.635	29	.531	.18229	.28725	-.40521	.76979
	Equal variances not assumed			.575	8.629	.580	.18229	.31699	-.53953	.90411

Table 4.3.7

The table 4.3.7 shows gender does not influence the perception of employability because $p > 0.05$

4.4 Hypothesis Testing

4.4.1 Hypothesis 1:

HO: There are number of graduates being employed

H1: There are no graduates being employed

The frequency table answering objective 1 shows that all our respondents (graduates) are being employed. So accept HO and reject H1. The descriptive statistic also shows all of the respondents are being employed.

4.4.2 Hypothesis 2:

HO: Subjects taught in classes relevant to the jobs

H1: Subjects taught in classes not relevant to the jobs

The frequency table answering objective 2 shows the relevancy of subjects taught in classes to the jobs. So, accept HO and reject H1. The descriptive statistic also shows that most of the respondents agree that subjects taught in classes relevant to the jobs.

4.4.3 Hypothesis 3:

H0: There are relationships between CGPA towards perception of employability

H1: There are no relationships between CGPA towards perception of employability

The correlation table answering objectives 3 shows there are no relationships between CGPA towards perception of employability. So accept H1 and reject H0.

There is no correlation since $p > 0.05$

4.4.4 Hypothesis 4:

H0: There is influence of gender toward perceptions of employability

H1: There is no influence of gender toward perceptions of employability

The T-test table answering objectives 4 shows there is no influence of gender toward perceptions of employability. So accept H1 reject H0. There is no influence of gender towards perceptions of employability since $p > 0.05$

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter concludes the present study. To infer the findings of this study and later presents the discussion of the present study. This chapter also provides practical implication of the findings. Moreover, these chapters discuss the limitation, recommendation for the future study and the limitation occurs in this research.

5.2 Implication of the study

There are several implications that can be drawn from the study result. Base on the objective that have been derive before, we would like to indentify the number of graduates being employed. For the present study, the study provides invaluable information for the following decisions: 1) to determine UiTM students Sarawak graduates' employability and career development in the labour market as well as to reveals the ability to obtain jobs as a key indicator to measure the graduates' employability; 2) specifically important for the management of the program at the faculty level and 3) especially very critical information for the management of the BAS degree program.

Secondly, the present study is to identify the relevancy of subjects taught in classes to the jobs. Through this study the management of this program can continuously evaluate the subjects taught in classes to make it relevant with the job market demand and make BAS graduates are very competitive in the job market. Moreover, through this study UiTM can improve its quality plus with producing a competitive graduates in the future to achieved its mission and vision.

Other than that, this study also focuses on the perception of respondents in term of gender towards employability. The perceptions from respondents are important in order to know their opinion and their position in job market either our graduates are competitive and preferable in line with the market demand. Based on respondent's perception, UiTM can organized a seminar on employability to help graduate get more information about the requirement demanded in job market.

Achievement in academic such as good CGPA may also important especially in obtaining good jobs. Involvement in activities organized by universities or association also help graduates to explore new environment. Moreover, our qualification must equivalent with the position offered so that what we have learned in class can be practice and adapt in our working environment.

Lastly, this study also helps to find out ways to improve the program to meet changes or challenges. Based on our respondents suggestion and recommendation, UiTM can consider the most useful opinion to improve this program to make it more effective, enhanced its quality as well as to make this program become most preferable by the public.

5.3 Suggestion and Recommendation

In part C of our questionnaire given to the respondent, the respondent were asked on their opinion whether the subjects and activities included in this program help them to get the job that there are holding now. Other than that, they are also being asked regarding their opinion and suggestions on how to further improve this program so that it is always relevant to the market demand. Obviously, the respondent has listed several subjects that they think relevant with this program. Most of the student has selected all the subjects that we listed in our appendix such as Human Resource Management (ADM551), Computer & Information Processing (CSC134), Business Law (LAW503), Public Relation (PRO458), Accounting (ACC114 & ACC280), Quality Management (ADM510), Management Information System (CSC208), Ethic in Administration (ADS451), Organization Behavior (ADM501), Knowledge Management (ADS 503), International Relations (ADS 510), and Strategic Management (ADS552) .

Generally, the program covered most of the areas that required by the market. The reason why they select all those subject because it is related to their field and enables them to practice it in their working environment. For example Human Resources Management (ADM551), this subject can be implemented in their working environment such recruitment process, training, interview,

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selection process and etc. All this term had been taught in UiTM so it will be easy for them to adopt and implement it.

Besides that, the respondent was asked for their opinion and suggestions on how to further improve this program so that it is always relevant to the market demand. Based on our findings it shows that the majority of the respondents suggest that practical training played an important role for the students. This is because it will enable the student to have a clear picture of the real working scenario. It also helps to tailor the needs for this program to be more marketable and meet the labor market demand. This helps to establish rapport between the corporate organization and university as we are indirectly marketing our student through undergoing practical training in the company.

In addition, it is recommended that UiTM Sarawak and potential employers strike a partnership to ensure the BAS degree program and the overall students' learning experiences meet the need of the market demand.

The respondent also suggests encouraging students to participate in activities that expose the student to the real environment of the workplace and improve communication skills, especially in English, which will enable the students to communicate well with people and boost their confidence level, which will really help them in their near future career.

Other important findings are suggestions by the graduates that UiTM Sarawak should be concerned with aspects such as the improvement of the quality of the classrooms facilities and environment, the quality of accommodation, the quality of career services offered by the UiTM Sarawak, and the quality of relationship and communication between the university and its graduates.

Lastly student must be balanced not only in academic but also in co-curricular activities in order to increase the employability chances and confidence in the job market. Meaning that, by practicing soft skills such as critical thinking, problem solving, team working, communication and interaction skills, leadership, moral and ethics in every subject it will helps them to exposed with the real world as well as gain work experience.

5.4 Limitation of the study

There are several limitations, which hinder and slow down the projects and study includes:

5.4.1 Lack of the relevant information

Some relevant data and information regarding our research topic limit the scope and validity of study. Poor cooperation from respondents may also be the factors that cause some difficulties in data collection.

5.4.2 Return of questionnaires

As we try to contact our respondent since early January, then distributed the questionnaire at the end of February through fax, e-mail, and personal interview however some of the respondent are failed to give feedback within the time required. They are given 3 weeks to submit the questionnaire, but only received 37 questionnaires in return. The complete data been answer was only 31 pieces.

5.4.3 Poor feedback from respondents

It must be noted that the findings reported are specific to the BAS graduates and cannot be generalized for graduates from other degree programs. Some of the

respondents take this matter for granted, and only several of them completely fill the questionnaire. As a result, some of the questionnaire cannot be used as the information needed from them is missing or not complete. Moreover, there are also questionnaire that have not been return back from the respondents. Thus, it hinders the study to successfully carry out.

5.4.5 Budget Constraints

Most of our respondents are all over Sarawak and Sabah, and then it required a budget for us to contact them to get their latest address, e-mail and personal details. Thus, due to budget constraints we are not able to keep in touch with them regularly and this might the factors that we lost our respondents. Communications through telephone call and personal interview required more budgets to spend on transportation cost and reload card.

5.4.6 Confidential and privacy

Some of the respondents prefer privacy in term of their occupation and employability, while some of them prefer to keep their personal details confidential. As a result, respondents failed to fill the questionnaire completely and this make the data cannot be process and accurate. However, we respect our respondent's privacy.

5.5 Conclusions

Based on our research that we have conducted, we managed to get at least some information regarding employability of Bachelor of Administrative Science graduates from UiTM Sarawak. Moreover, we also managed to identify the number of BAS graduates being employed and find out their suggestions to improve this program.

Even though the study reveals that majority of the BAS graduates obtained their employment after they graduated from UiTM Sarawak, there is an indication that a mismatch occurred between the graduates' academic qualification and their job positions. Hence, there is a need to close this gap between the skills employers expect from the graduates and what the graduates learned formally at the institution of higher learning.

We hope that the findings of this study have potentials input for management decision making in term of improving the collaborative networking between institution of higher learning and the industry of employing organizations.

APPENDIXES

Kepada:
Semua Graduan BAS (UiTM Sarawak)

Perkara: Borang Kaji Selidik Kursus BAS

Perkara di atas adalah dirujuk.

Sukacita dimaklumkan bahawa saya sekarang sedang menjalankan satu kajian mengenai kerjaya graduan Ijazah Sarjana Muda Sains Pentadbiran, UiTM Sarawak dibantu oleh saudari Suryati Sahari dan Shanty Andrew.

Oleh yang demikian saya memohon kerjasama daripada anda semua untuk memberi tindakbalas dengan mengisi borang kajiselidik yang disertakan bersama ini. Saya ingin mengambil kesempatan ini untuk mengucapkan selamat maju jaya dalam menjalankan tugas dan kerjaya masing-masing. Adalah diharap anda semua tidak akan melupakan pengalaman yang telah kita lalui di UiTM dulu.

"masihkah kau ingat.... sekuntum bunga itu..kusemat dirambutmu..."

Kerjasama anda semua amat saya hargai. Sekian Terima Kasih.

Yang Benar,
ABANG YUSUF BIN ABANG SPAWI
2 Mac 2010

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RESEARCH QUESTIONNAIRE

TOPIC

THE EMPLOYABILITY OF BACHELOR OF ADMINISTRATIVE SCIENCE STUDENTS (BAS) GRADUATES FROM UITM SARAWAK

**SECTION A
RESPONDENTS' PERSONAL BACKGROUND**

Please tick (/) where appropriate.

1. Race

1	Melayu		4	Bidayuh	
2	Melanau		5	Orang Ulu	
3	Iban		6	Others	

2. Religion

1	Islam		3	Buddha	
2	Christian		4	Others	

3. Gender

1	Male		3	Female	
---	------	--	---	--------	--

4. Age (Years)

21 – 25		26 - 30		31 - 35	
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5. State of origin and home town address

State	Home Address

6. Martial status

Single		Married		Divorced	
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7. Highest academic qualification attained

Certificates	Courses	Date of Certificate	CGPA
Diploma			
Bachelor			
Master			

8. Associations and Activities Involvement

Association & Activities (University)	Name of Association or Activities	Positions	Period
Association & Activities (Now at your workplace)			

9. Occupation

No.	Name of Job(s)	Year (From - To)
1		
2		
3		

10. Income per month (Ringgit Malaysia)

1	1,000 – 1,999		4	3,000 – 3,499	
2	2,000 – 2,499		5	3,500 – 3,999	
3	2,500 – 2,999		6	4,000 and above	

11. Present Employer

Present Dept. / Company	Address / Tel. No./ Fax No.	Length of Service (Yrs)

12. Previous Employer (if any)

Previous Dept. / Company	Address / Tel. No./ Fax No.	Length of Service (Yrs)
Reasons for leaving the company / job		

SECTION B
RESEARCH SURVEY FOR DATA / INFORMATION

This survey deals with your perception of Bachelor of Administrative Science Graduates from 2004 - 2009. Please give your response for each of these items by cycling the given scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1. All subjects I have learnt from this program were useful for my career development.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Every subject I have learnt from this program is relevant to my job.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I am satisfied with the knowledge I have gained from this program.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. This program helped me to get my desired job.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. BAS graduates are most preferable by the employers.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. Practical training should be included in this program to prepare BAS graduates to be more familiar to working environment.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. By participating in co-curricular activities in campus will give more advantage to BAS in their career development.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. Activities conducted through BASiS help me to improve my skills in public speaking and interpersonal aspects.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Research Proposal

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FREQUENCIES (DEMOGRAPHIC)**SECTION A****Statistics**

		state of origin	occupation	race	religion	gender	age	marital status	income per month (RM)
N	Valid	31	31	31	31	31	31	31	31
	Missing	0	0	0	0	0	0	0	0

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	melayu	9	29.0	29.0	29.0
	melanau	7	22.6	22.6	51.6
	iban	9	29.0	29.0	80.6
	bidayuh	2	6.5	6.5	87.1
	orang ulu	3	9.7	9.7	96.8
	others	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Islam	15	48.4	48.4	48.4
	Christian	16	51.6	51.6	100.0
	Total	31	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	22.6	22.6	22.6
	Female	24	77.4	77.4	100.0
	Total	31	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	17	54.8	54.8	54.8
	26-30	12	38.7	38.7	93.5
	31-35	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	25	80.6	80.6	80.6
	married	5	16.1	16.1	96.8
	divorced	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Income per month (RM)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1000-1999	13	41.9	41.9	41.9
	2000-2499	13	41.9	41.9	83.9
	2500-2999	4	12.9	12.9	96.8
	3000-3499	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

State of origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Labuan	1	3.2	3.2	3.2
	Sarawak	30	96.8	96.8	100.0
	Total	31	100.0	100.0	

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	account and admin officer	1	3.2	3.2	3.2
	admin assistant	2	6.5	6.5	9.7
	admin officer	1	3.2	3.2	12.9
	admin support	1	3.2	3.2	16.1
	agriculture assistant officer	1	3.2	3.2	19.4
	agriculture officer	1	3.2	3.2	22.6
	assistant director	1	3.2	3.2	25.8
	audit executive	1	3.2	3.2	29.0
	KPLI	1	3.2	3.2	32.3
	lecturer	2	6.5	6.5	38.7
	lecturer part time full time	2	6.5	6.5	45.2
	marketing executive	2	6.5	6.5	51.6
	pegawai tadbir dan diplomatik	1	3.2	3.2	54.8
	pembantu kesihatan awam	1	3.2	3.2	58.1
	penolong pendaftar	1	3.2	3.2	61.3
	price monitoring officer	2	6.5	6.5	67.7
	sarawak administrative officer	1	3.2	3.2	71.0
	swinburne uni	1	3.2	3.2	74.2
	teacher	2	6.5	6.5	80.6
	temporary teacher	2	6.5	6.5	87.1
	TPM-Master student	1	3.2	3.2	90.3
	trainee as supervisor	1	3.2	3.2	93.5
	training executive	1	3.2	3.2	96.8
	training under CBG program	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

SECTION A (DEMOGRAPHIC)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
race	31	1.00	6.00	2.5484	1.41041
religion	31	1.00	2.00	1.5161	.50800
gender	31	1.00	2.00	1.7742	.42502
age	31	1.00	3.00	1.5161	.62562
marital status	31	1.00	3.00	1.2258	.49730
income per month (RM)	31	1.00	4.00	1.7742	.80456
highest academic qualification-certificates	31	2.00	2.00	2.0000	.00000
Valid N (listwise)	31				

SECTION B

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
all subjects i have learnt from this program were useful for my career development	31	4.00	7.00	5.9355	.96386
every subject i have learnt from this program is relevant to my job	31	3.00	7.00	5.6774	1.10716
i am satisfied with the knowledge i have gained from this program	31	5.00	7.00	6.2581	.72882
this program helped me to get my desired job	31	3.00	7.00	5.5161	1.26151
BAS graduates are most preferable by the employers	31	3.00	7.00	5.3871	1.25638
practical training should be included in this program to prepare BAS graduates to be more familiar to working environment	31	5.00	7.00	6.5806	.71992
by participating in co-curricular activities in campus will give more advantage to BAS in thier career	31	4.00	7.00	5.9032	.90755

activities conducted through BASIS help me to improve my skills in public speaking and interpersonal aspects.	31	2.00	7.00	5.6129	1.43009
Valid N (listwise)	31				

Section C

List out the subjects and activities included in this program, that help you to get the job that you are holding now

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ACC114,CSC134,ADS451,ADS503	1	3.2	3.2	3.2
ACC114,PRO458,ADS552	1	3.2	3.2	6.5
ADM 551,CSC134,PRO458,ADM510,CSC208,ADS451,ADM501	1	3.2	3.2	9.7
ADM501,ADM551,CSC134,PRO458	1	3.2	3.2	12.9
ADM551,ADM501,PRO458,ADS251	1	3.2	3.2	16.1
ADM551,CSC134,LAW503,PRO458,ADM501,ADM501	1	3.2	3.2	19.4
ADM551,CSC134,LAW503,PRO458,ADM501,CSC208,ADM501	1	3.2	3.2	22.6
ADM551,CSC134,PRO458,ACC114,ADS451,ADM501,ADS552	1	3.2	3.2	25.8
ADM551,LAW503,ADM501,ADS501,ADS552	1	3.2	3.2	29.0
ADM551,LAW503,PRO458,ADM501,ADS451,ADM501	1	3.2	3.2	32.3
ADM551,PRO458,ACC114,ACC280,CSC208,ADM501,ADS552	1	3.2	3.2	35.5
all listed in appendix A	14	45.2	45.2	80.6
CSC134,ADM501,ADS541	1	3.2	3.2	83.9
CSC134,PRO458	1	3.2	3.2	87.1
PRO458,ACC114&280,ADM501,ADS503	1	3.2	3.2	90.3
PRO458,ADM451,ADS451,ADM503	1	3.2	3.2	93.5

PRO458,ADM50 1,ADM551	1	3.2	3.2	96.8
PRO458,ADM55 1,ACC114&280, ADS510,CSC20 8 Total	1	3.2	3.2	100.0
	31	100.0	100.0	

Opinion and suggestions how to further improve this programs so that it is always relevant to the market demand

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
academic trip	1	3.2	3.2	6.5
encourage students to participate in activities	1	3.2	3.2	9.7
expose student to real environment of workplace	1	3.2	3.2	12.9
focusing more on global and national issues,public speaking	1	3.2	3.2	16.1
improve communication skill especially in english language	1	3.2	3.2	19.4
improve the communication skill	1	3.2	3.2	22.6
increase soft skill	1	3.2	3.2	25.8
industrial training	2	6.5	6.5	32.3
internship	1	3.2	3.2	35.5
more case study assignment, industrial trainig	1	3.2	3.2	38.7
more critical thinking assignment, practical training	1	3.2	3.2	41.9
more project paper, practical training	1	3.2	3.2	45.2
participate in outside activities, industrial training	1	3.2	3.2	48.4
practical training	8	25.8	25.8	74.2

practical training, public speaking, more subject	1	3.2	3.2	77.4
practical training, public speaking, more subject language	1	3.2	3.2	80.6
practical training, public speaking,more presentation,on- site visit private companies	1	3.2	3.2	83.9
practical training,developi ng student self- directed	1	3.2	3.2	87.1
practical training,specific course	1	3.2	3.2	90.3
public speaking, practical training	1	3.2	3.2	93.5
public speaking,more documentation, organize events,practical training	1	3.2	3.2	96.8
training and specific courses	1	3.2	3.2	100.0
Total	31	100.0	100.0	

All subjects i have learnt from this program were useful for my career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neither agree nor disagree	2	6.5	6.5	6.5
	slightly agree	9	29.0	29.0	35.5
	agree	9	29.0	29.0	64.5
	strongly agree	11	35.5	35.5	100.0
	Total	31	100.0	100.0	

Every subject i have learnt from this program is relevant to my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	3.2	3.2	3.2
	4.00	3	9.7	9.7	12.9
	5.00	10	32.3	32.3	45.2
	6.00	8	25.8	25.8	71.0
	7.00	9	29.0	29.0	100.0
	Total	31	100.0	100.0	

i am satisfied with the knowledge i have gained from this program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	5	16.1	16.1	16.1
	6.00	13	41.9	41.9	58.1
	7.00	13	41.9	41.9	100.0
	Total	31	100.0	100.0	

This program helped me to get my desired job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	6.5	6.5	6.5
	4.00	6	19.4	19.4	25.8
	5.00	5	16.1	16.1	41.9
	6.00	10	32.3	32.3	74.2
	7.00	8	25.8	25.8	100.0
	Total	31	100.0	100.0	

BAS graduates are most preferable by the employers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	6.5	6.5	6.5
	4.00	7	22.6	22.6	29.0
	5.00	6	19.4	19.4	48.4
	6.00	9	29.0	29.0	77.4
	7.00	7	22.6	22.6	100.0
	Total	31	100.0	100.0	

Practical training should be included in this program to prepare BAS graduates to be more familiar to working environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	4	12.9	12.9	12.9
	6.00	5	16.1	16.1	29.0
	7.00	22	71.0	71.0	100.0
	Total	31	100.0	100.0	

By participating in co-curricular activities in campus will give more advantage to BAS in thier career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	3	9.7	9.7	9.7
	5.00	5	16.1	16.1	25.8
	6.00	15	48.4	48.4	74.2
	7.00	8	25.8	25.8	100.0
	Total	31	100.0	100.0	

Activities conducted through BASIS help me to improve my skills in public speaking and interpersonal aspects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	3.2	3.2	3.2
	3.00	3	9.7	9.7	12.9
	4.00	2	6.5	6.5	19.4
	5.00	5	16.1	16.1	35.5
	6.00	10	32.3	32.3	67.7
	7.00	10	32.3	32.3	100.0
	Total	31	100.0	100.0	