

THE INFLUENCE OF INDIVIDUAL AND ORGANISATIONAL FACTORS ON  
UNIVERSITY STUDENTS' GENERIC SKILLS

SHAZAITUL AZREEN BINTI RODZALAN

UNIVERSITI TEKNOLOGI MALAYSIA

THE INFLUENCE OF INDIVIDUAL AND ORGANISATIONAL FACTORS ON  
UNIVERSITY STUDENTS' GENERIC SKILLS

SHAZAITUL AZREEN BINTI RODZALAN

A thesis submitted in fulfilment of the  
requirements for the award of the degree of  
Doctor of Philosophy (Management)

Faculty of Management  
Universiti Teknologi Malaysia

JUNE 2016

## DEDICATION

To my beloved mom and dad

*Sarifah Abdul Ghani & Rodzalan Nayan*

To my beloved brothers and sisters

*Shahrill Azran*

*Norazila*

*Shafezza Azwa*

*Syawal Aznuddin*

To my beloved niece and nephew

*Iman Nur Damia*

*Iqbal Danish*

## ACKNOWLEDGEMENTS

In the name of Allah S.W.T, the Most Gracious and the Most Merciful Peace be upon the Holy Prophet Muhammad S.A.W. *Alhamdulillah* I humbly thank to Almighty Allah S.W.T who gave me strength, perseverance, health, thoughts and supportive people to finally complete my PhD thesis. First and foremost, I would like to express my deepest gratitude to my supervisors Dr. Maisarah Mohamed Saat and Dr. Lily Suriani Mohd Arif for their continuous encouragement, guidance and advice throughout this doctoral research journey. Throughout their outstanding supervision, I was able to overcome all the obstacles that I encountered during my study. In fact, I am very thankful for both of them as they have gone beyond their duties as supervisors by assisting me in any kind of non-academic matters.

My heartfelt gratitude to my beloved parents for their unconditional support, patience and care all these while. Many thanks to my brothers, sister and sister-in-law for their assistance in the time I need. My loving thanks to my niece and nephew for keeping my life's wonderful and never quiet. Without them besides me, I would not get this far in completing my PhD journey. Thank you for all your prayers.

I would like to extend my gratitude to Universiti Teknologi Malaysia (UTM), mainly *Zamalah* scholarship for funding my PhD study. I also wish to extend my warmest thanks to all those who have helped me in both phases of data collection and made the thesis possible. I am particularly indebted to all industrial training coordinators for the permission to conduct this study in their respective universities. Also, thank you to all who has directly and indirectly helped me with this challenging path. May Allah bless you all.

## ABSTRACT

It is reported that the generic skills of Malaysian university graduates do not meet the employers' expectation and worse, the issue has led to increase in unemployment rate. Undergoing industrial training is a good platform to improve generic skills. Thus, the objective of this study is to examine students' generic skills (communication, teamwork, critical thinking and problem solving, and moral and professional ethics) improvement after undergoing industrial training. It also seeks to examine the differences in students' generic skills based on the demographic of students, supervisors and organisation. This study also investigates the relationship between students' motivation, supervisors' leadership styles, job scope and organisational culture on students' generic skills. The study further examines the influence of individual (students' demographic and motivation) and organisational (supervisors' demographic, organisational demographic, supervisors' leadership styles, job scope and organisational culture) factors on students' generic skills. It engages pre- and post training surveys by distributing questionnaires to social science, science and engineering students at six public universities in Malaysia. A series of interviews with nine employers and twelve students were also conducted. Statistical Package for the Social Sciences (SPSS) software was used to analyze the data using paired sample t-test, independent sample t-test, analysis of variance (ANOVA), correlation and multiple regressions analyses. Results indicate that all four generic skills were improved significantly after students have undergone the industrial training. There are differences between all demographic factors with regards to students' teamwork, critical thinking and problem solving, and moral and professional ethics skills. There are also relationships between students' motivation, supervisors' leadership styles, job scope and organisational culture on students' communication and teamwork skills. The results show that both individual and organisational factors have influenced students' communication, teamwork, and moral and professional ethics skills. Results from qualitative data demonstrate that employers and students agreed that there is an improvement in communication and critical thinking and problem solving skills after completing the industrial training. Interview responses highlight that factors such as motivation, supervisors and job scope have influenced students' generic skills. This study contributes to the industrial training programmes mainly to public universities in Malaysia by examining generic skills improvement using two phases of data collection and identifying factors that influence skill improvement. The results recommend that the industrial training should be made compulsory in private higher learning institutions. Among recommendations to improve the programme is through inclusion of experiential components during learning process at university and emphasis on mutual understanding between higher learning institutions and host organisations. The results also implicate industrial training stakeholders as they are able to identify individual and organisational factors that influence students' generic skills. Thus, among recommendations are the stakeholders need to consider both factors in selecting training placement and achieving the training effectiveness by increasing students' motivation, knowing appropriate leadership styles, giving the relevant job and implementing suitable work culture in the organisation as these factors are proven to improve students' generic skills.

## ABSTRAK

Kemahiran generik graduan universiti Malaysia dilaporkan tidak memenuhi jangkaan majikan dan lebih buruk, isu ini telah membawa kepada peningkatan dalam kadar pengangguran. Menjalani latihan industri merupakan landasan terbaik untuk meningkatkan kemahiran generik. Oleh itu, objektif kajian ini adalah untuk mengkaji peningkatan kemahiran generik (komunikasi, kerja berpasukan, pemikiran kritis dan penyelesaian masalah, dan moral dan etika profesional) pelajar selepas menjalani latihan industri. Ianya juga bertujuan untuk mengkaji perbezaan dalam kemahiran generik pelajar berdasarkan demografi pelajar, penyelia dan organisasi. Kajian ini juga menyiasat hubungan di antara motivasi pelajar, gaya kepimpinan penyelia, skop kerja dan budaya organisasi ke atas kemahiran generik pelajar. Kajian ini seterusnya mengkaji pengaruh faktor individu (demografi pelajar dan motivasi) dan organisasi (demografi penyelia, demografi organisasi, gaya kepimpinan penyelia, skop kerja dan budaya organisasi) ke atas kemahiran generik pelajar. Ianya melibatkan kaji selidik sebelum dan selepas latihan dengan mengedarkan soal selidik kepada pelajar sains sosial, sains dan kejuruteraan di enam buah universiti awam di Malaysia. Beberapa siri temu bual bersama sembilan orang majikan dan dua belas orang pelajar turut dijalankan. Perisian *Statistical Package for the Social Sciences* (SPSS) telah digunakan untuk menganalisis data dengan menggunakan ujian-t sampel berpasangan, ujian-t sampel bebas, analisis varians (ANOVA), korelasi dan analisis regresi berganda. Dapatan menunjukkan keempat-empat kemahiran generik telah meningkat secara signifikan setelah pelajar menjalani latihan industri. Terdapat perbezaan di antara kesemua faktor demografi berkaitan dengan kemahiran kerja berpasukan, pemikiran kritis dan penyelesaian masalah, dan moral dan etika profesional pelajar. Terdapat juga hubungan di antara motivasi pelajar, gaya kepimpinan penyelia, skop kerja dan budaya organisasi ke atas kemahiran komunikasi dan kerja berpasukan pelajar. Dapatan menunjukkan kedua-dua faktor individu dan organisasi mempengaruhi kemahiran komunikasi, kerja berpasukan, dan moral dan etika profesional pelajar. Dapatan daripada data kualitatif menunjukkan majikan dan pelajar bersetuju iaitu terdapat peningkatan dalam kemahiran komunikasi dan pemikiran kritis dan penyelesaian masalah setelah menamatkan latihan industri. Maklum balas temu bual menekankan bahawa faktor-faktor seperti motivasi, penyelia dan skop kerja mempengaruhi kemahiran generik pelajar. Kajian ini menyumbang kepada program latihan industri terutamanya kepada universiti awam di Malaysia dengan mengkaji peningkatan kemahiran generik menggunakan dua fasa pengumpulan data dan mengenal pasti faktor-faktor yang mempengaruhi peningkatan kemahiran tersebut. Dapatan kajian mencadangkan bahawa latihan industri perlu diwajibkan di institusi pengajian tinggi swasta. Antara cadangan untuk menambah baik program adalah melalui kemasukan komponen berasaskan pengalaman ketika proses pembelajaran di universiti dan menekankan persefahaman di antara institusi pengajian tinggi dan organisasi latihan. Dapatan juga memberi implikasi kepada pihak berkepentingan terhadap latihan industri kerana mereka dapat mengenal pasti faktor individu dan organisasi yang mempengaruhi kemahiran generik pelajar. Oleh itu, antara cadangan adalah pihak berkepentingan perlu mempertimbangkan kedua-dua faktor tersebut dalam memilih penempatan latihan dan mencapai keberkesanan latihan dengan meningkatkan motivasi pelajar, mengetahui gaya kepimpinan yang sewajarnya, memberi kerja yang relevan dan melaksanakan budaya kerja yang sesuai di organisasi kerana faktor ini terbukti dapat meningkatkan kemahiran generik pelajar.

## TABLE OF CONTENTS

<b>CHAPTER</b>	<b>TITLE</b>	<b>PAGE</b>
	<b>DECLARATION</b>	ii
	<b>DEDICATION</b>	iii
	<b>ACKNOWLEDGEMENTS</b>	iv
	<b>ABSTRACT</b>	v
	<b>ABSTRAK</b>	vi
	<b>TABLE OF CONTENTS</b>	vii
	<b>LIST OF TABLES</b>	xvi
	<b>LIST OF FIGURES</b>	xxii
	<b>LIST OF ABBREVIATIONS</b>	xxiii
	<b>LIST OF APPENDICES</b>	xxiv
<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
	1.1 Introduction	1
	1.2 Research Background	2
	1.3 An Overview of Malaysian Education Background	5
	1.4 Problem Statement	6
	1.5 Research Questions	13
	1.6 Research Objectives	16
	1.7 MOHE Initiatives in Improving Students' Generic Skills	19
	1.8 Foundation of Industrial Training and Generic Skills	22
	1.8.1 Objectives of industrial training	23
	1.8.2 Benefits of industrial training to stakeholders	25
	1.9 Conceptual Framework	27
	1.10 Significance of Research	29

1.11	Research Scope	31
1.12	Conceptual and Operational Definitions	32
1.13	Outline of the Thesis	35
1.14	Summary	36
<b>2</b>	<b>THEORETICAL REVIEW</b>	<b>37</b>
2.1	Introduction	37
2.2	Behaviourism Learning Theory	38
2.3	Cognitivism Learning Theory: Social Cognitive Theory	40
2.4	Constructivism Learning Theory	43
2.5	The Integration of Learning Theories	45
2.6	Training Evaluation Model: Kirkpatrick's Four-Level Model	48
2.6.1	Reactions (Level 1)	50
2.6.2	Learning (Level 2)	53
2.6.3	Behaviour (Level 3)	57
2.6.4	Results (Level 4)	58
2.7	Communication Skill	59
2.7.1	Communication skill improvement	60
2.7.2	Influence of individual and organisational factors on students' communication skill	66
2.8	Teamwork Skill	70
2.8.1	Teamwork skill improvement	70
2.8.2	Influence of individual and organisational factors on students' teamwork skill	78
2.9	Critical Thinking and Problem Solving Skill	82
2.9.1	Critical thinking and problem solving skill improvement	82
2.9.2	Influence of individual and organisational factors on students' critical thinking and problem solving skill	90
2.10	Moral and Professional Ethics Skill	94



2.10.1	Moral and professional ethics skill improvement	95
2.10.2	Influence of individual and organisational factors on students' moral and professional ethics skill	101
2.11	Research Gaps	106
2.12	Summary	108
<b>3</b>	<b>METHODOLOGY</b>	<b>110</b>
3.1	Introduction	110
3.2	Research Philosophy and Research Approach	111
3.3	Research Design	112
3.4	Research Instrument	114
3.4.1	Questionnaire	115
3.4.2	Interview	119
3.5	Population and Sample	119
3.6	Pilot Study	121
3.7	Data Collection Process of Actual Study	122
3.7.1	Pre-training data collection	123
3.7.2	Post-training data collection	123
3.8	Reliability	125
3.8.1	Reliability analysis of pilot study	125
3.8.2	Reliability analysis of actual study	126
3.9	Validity	126
3.9.1	Factor analysis of communication skill	127
3.9.2	Factor analysis of teamwork skill	128
3.9.3	Factor analysis of critical thinking and problem solving skill	129
3.9.4	Factor analysis of moral and professional ethics skill	129
3.9.5	Factor analysis of students' motivation	130
3.9.6	Factor analysis of supervisors' leadership styles	131

3.9.7	Factor analysis of job scope	132
3.9.8	Factor analysis of organisational culture	133
3.10	Testing the Assumptions of Multivariate Analysis	134
3.11	Data Analysis	136
3.11.1	Quantitative data analysis	137
3.11.2	Qualitative data analysis	142
3.12	Summary	143
<b>4</b>	<b>ANALYSES AND FINDINGS</b>	<b>144</b>
4.1	Introduction	144
4.2	Demographic Profiles	145
4.2.1	Students' demographic profile (pre- and post-training surveys)	145
4.2.2	Supervisors' demographic profile	146
4.2.3	Organisational demographic profile	147
4.2.4	Employers' demographic profile	148
4.2.5	Students' demographic profile (interview)	149
4.3	Descriptive Statistics	149
4.3.1	Students' motivation	150
4.3.2	Supervisors' leadership styles	151
4.3.3	Job scope	152
4.3.4	Organisational culture	153
4.4	Findings on Communication Skill	154
4.4.1	Communication skill improvement	155
4.4.2	Differences between students' demographic on students' communication skill	157
4.4.3	Relationship between students' motivation and students' communication skill	160
4.4.4	Differences between supervisors' demographic on students' communication skill	161
4.4.5	Differences between organisational demographic on students' communication skill	163

4.4.6	Relationship between supervisors' leadership styles and students' communication skill	165
4.4.7	Relationship between job scope and students' communication skill	166
4.4.8	Relationship between organisational culture and students' communication skill	167
4.4.9	Influences of individual and organisational factors on students' communication skill	168
4.4.10	Employers' interview feedback on students' communication skill	170
4.4.11	Students' interview feedback on communication skill	173
4.5	Findings on Teamwork Skill	175
4.5.1	Teamwork skill improvement	177
4.5.2	Differences between students' demographic on students' teamwork skill	178
4.5.3	Relationship between students' motivation and students' teamwork skill	180
4.5.4	Differences between supervisors' demographic on students' teamwork skill	181
4.5.5	Differences between organisational demographic on students' teamwork skill	182
4.5.6	Relationship between supervisors' leadership styles and students' teamwork skill	184
4.5.7	Relationship between job scope and students' teamwork skill	184
4.5.8	Relationship between organisational culture and students' teamwork skill	185
4.5.9	Influences of individual and organisational factors on students' teamwork skill	186
4.5.10	Employers' interview feedback on students' teamwork skill	188

4.5.11	Students' interview feedback on teamwork skill	189
4.6	Findings on Critical Thinking and Problem Solving Skill	191
4.6.1	Critical thinking and problem solving skill improvement	192
4.6.2	Differences between students' demographic on students' critical thinking and problem solving skill	194
4.6.3	Relationship between students' motivation and students' critical thinking and problem solving skill	197
4.6.4	Differences between supervisors' demographic on students' critical thinking and problem solving skill	198
4.6.5	Differences between organisational demographic on students' critical thinking on problem solving skill	200
4.6.6	Relationship between supervisors' leadership styles and students' critical thinking and problem solving skill	201
4.6.7	Relationship between job scope and students' critical thinking and problem solving skill	202
4.6.8	Relationship between organisational culture and students' critical thinking and problem solving skill	203
4.6.9	Influences of individual and organisational factors on students' critical thinking and problem solving skill	204
4.6.10	Employers' interview feedback on students' critical thinking and problem solving skill	206
4.6.11	Students' interview feedback on critical thinking and problem solving skill	208

4.7	Findings on Moral and Professional Ethics Skill	210
4.7.1	Moral and professional ethics skill improvement	211
4.7.2	Differences between students' demographic on students' moral and professional ethics skill	213
4.7.3	Relationship between students' motivation and students' moral and professional ethics skill	216
4.7.4	Differences between supervisors' demographic on students' moral and professional ethics skill	217
4.7.5	Differences between organisational demographic on students' moral and professional ethics skill	220
4.7.6	Relationship between supervisors' leadership styles and students' moral and professional ethics skill	223
4.7.7	Relationship between job scope and students' moral and professional ethics skill	224
4.7.8	Relationship between organisational culture and students' moral and professional ethics skill	224
4.7.9	Influences of individual and organisational factors on students' moral and professional ethics skill	225
4.7.10	Employers' interview feedback on students' moral and professional ethics skill	227
4.7.11	Students' interview feedback on moral and professional ethics skill	229
4.8	Summary	231
<b>5</b>	<b>DISCUSSION AND CONCLUSIONS</b>	<b>236</b>
5.1	Introduction	236
5.2	Overview of study	236

5.3	Discussion and Conclusions on Students' Communication Skill	239
5.3.1	Communication skill improvement	239
5.3.2	Influence of individual and organisational factors on students' communication skill	241
5.3.3	Discussion of interviews' output on students' communication skill	245
5.4	Discussion and Conclusions on Students' Teamwork Skill	247
5.4.1	Teamwork skill improvement	247
5.4.2	Influence of individual and organisational factors on students' teamwork skill	249
5.4.3	Discussion of interviews' output on students' teamwork skill	253
5.5	Discussion and Conclusions on Students' Critical Thinking and Problem Solving Skill	255
5.5.1	Critical thinking and problem solving skill improvement	255
5.5.2	Influence of individual and organisational factors on students' critical thinking and problem solving skill	256
5.5.3	Discussion of interviews' output on students' critical thinking and problem solving skill	261
5.6	Discussion and Conclusions on Students' Moral and Professional Ethics Skill	263
5.6.1	Moral and professional ethics skill improvement	263
5.6.2	Influence of individual and organisational factors on students' moral and professional ethics skill	265
5.6.3	Discussion of interviews' output on students' moral and professional ethics skill	270
5.7	Research Implications and Recommendations	272

5.7.1	Theoretical implications	272
5.7.2	Practical implications	275
5.7.3	Empirical implications	279
5.8	Limitations and Recommendations for Future Research	281
5.9	Concluding Remarks	283
<b>REFERENCES</b>		<b>285</b>
Appendices A1 – D		339 – 350

## LIST OF TABLES

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
1.1	List of public universities based on the categories	5
2.1	Summary of studies on communication skill	64
2.2	Summary of studies on teamwork skill	76
2.3	Summary of studies on critical thinking and problem solving skill	87
2.4	Summary of studies on moral and professional ethics skill	100
2.5	Overall summary of studies on generic skills within industrial training context	107
3.1	Research designs commonly used in training evaluation	112
3.2	Collection of data over two intervals of time	116
3.3	Levels of agreement	116
3.4	Statistics of respondents by university and field of study	123
3.5	Cronbach's alpha coefficient of pilot study	126
3.6	Cronbach's alpha coefficient of actual study	126
3.7	Factor analysis of communication skill items	128
3.8	Factor analysis of moral and professional ethics skill items	129
3.9	Factor analysis of motivation items	130
3.10	Factor analysis of supervisors' leadership styles items	132
3.11	Factor analysis of job scope items	133
3.12	Factor analysis of organisational culture items	134



3.13	Multicollinearity of the variables	136
3.14	Analysis of variables	137
4.1	Students' demographic profile (pre- and post-training surveys)	146
4.2	Supervisors' demographic profile	147
4.3	Organisational demographic profile	148
4.4	Employers' demographic profile	148
4.5	Students' demographic profile (interview)	149
4.6	Responses on students' motivation	150
4.7	Responses on supervisors' leadership styles	152
4.8	Responses on job scope	153
4.9	Responses on organisational culture	153
4.10	Paired samples t-test of students' communication skill	156
4.11	t-test of differences in students' gender and ethnicity on students' communication skill	157
4.12	ANOVA of differences in field of study and academic performance on students' communication skill	158
4.13	<i>Bonferroni post-hoc test</i> of differences in field of study and students' communication skill	159
4.14	Correlation between academic performance and students' communication skill	159
4.15	Correlation between motivation factors and students' communication skill	160
4.16	t-test of differences in supervisors' gender and ethnicity on students' communication skill	161
4.17	ANOVA of differences in working position and working experience on students' communication skill	162
4.18	<i>Bonferroni post-hoc test</i> of differences in working experience and students' communication skill	162

4.19	t-test of differences in types of sectors and types of companies on students' communication skill	164
4.20	ANOVA of differences in organisational size on students' communication skill	164
4.21	<i>Bonferroni post-hoc test</i> of differences in organisational size and students' communication skill	165
4.22	Correlation between supervisors' leadership styles and students' communication skill	166
4.23	Correlation between job scope and students' communication skill	167
4.24	Correlation between organisational culture and students' communication skill	167
4.25	Regression model (students' communication skill)	169
4.26	Multiple regressions analysis (stepwise) for predicting students' communication skill	169
4.27	Paired samples t-test of students' teamwork skill	177
4.28	t-test of differences in students' gender and ethnicity on students' teamwork skill	178
4.29	ANOVA of differences in field of study and academic performance on students' teamwork skill	179
4.30	<i>Bonferroni post-hoc test</i> of differences in field of study and students' teamwork skill	179
4.31	Correlation between academic performance and students' teamwork skill	179
4.32	Correlation between motivation factors and students' teamwork skill	180
4.33	t-test of differences in supervisors' gender and ethnicity on students' teamwork skill	181
4.34	ANOVA of differences in working position and working experience on students' teamwork skill	181
4.35	t-test of differences in types of sectors and types of companies on students' teamwork skill	183

4.36	ANOVA of differences in organisational size on students' teamwork skill	183
4.37	<i>Bonferroni post-hoc test</i> of differences in organisational size and students' teamwork skill	183
4.38	Correlation between supervisors' leadership styles and students' teamwork skill	184
4.39	Correlation between job scope and students' teamwork skill	185
4.40	Correlation between organisational culture and students' teamwork skill	186
4.41	Regression model (students' teamwork skill)	187
4.42	Multiple regressions analysis (stepwise) for predicting students' teamwork skill	187
4.43	Paired samples t-test of students' critical thinking and problem solving skill	193
4.44	t-test of differences in students' gender and ethnicity on students' critical thinking and problem solving skill	194
4.45	ANOVA of differences in field of study and academic performance on students' critical thinking and problem solving skill	195
4.46	<i>Bonferroni post-hoc test</i> of differences in field of study and students' critical thinking and problem solving skill	195
4.47	<i>Bonferroni post-hoc test</i> of differences in academic performance and students' critical thinking and problem solving skill	196
4.48	Correlation between academic performance and students' critical thinking and problem solving skill	196
4.49	Correlation between motivation factors and students' critical thinking and problem solving skill	197
4.50	t-test of differences in supervisors' gender and ethnicity on students' critical thinking and problem solving skill	198
4.51	ANOVA of differences in working position and working experience on students' critical thinking and problem solving skill	199

4.52	<i>Bonferroni post-hoc test</i> of differences in working position and students' critical thinking and problem solving skill	199
4.53	<i>Bonferroni post-hoc test</i> of differences in working experience and students' critical thinking and problem solving skill	199
4.54	t-test of differences in types of sectors and types of companies on students' critical thinking and problem solving skill	201
4.55	ANOVA of differences in organisational size on students' critical thinking and problem solving skill	201
4.56	Correlation between supervisors' leadership styles and students' critical thinking and problem solving skill	202
4.57	Correlation between job scope and students' critical thinking and problem solving skill	203
4.58	Correlation between organisational culture and students' critical thinking and problem solving skill	204
4.59	Regression model (students' critical thinking and problem solving skill)	205
4.60	Multiple regressions analysis (stepwise) for predicting students' critical thinking and problem solving skill	205
4.61	Paired samples t-test of students' moral and professional ethics skill	212
4.62	t-test of differences in students' gender and ethnicity on students' moral and professional ethics skill	214
4.63	ANOVA of differences in field of study and academic performance on students' moral and professional ethics skill	214
4.64	<i>Bonferroni post-hoc test</i> of differences in field of study and students' moral and professional ethics skill	215
4.65	Correlation between academic performance and students' moral and professional ethics skill	215
4.66	Correlation between motivation factors and students' moral and professional ethics skill	216
4.67	t-test of differences in supervisors' gender and ethnicity on students' moral and professional ethics skill	217

4.68	ANOVA of differences in working position and working experience on students' moral and professional ethics skill	218
4.69	<i>Bonferroni post-hoc test</i> of differences in working position and students' moral and professional ethics skill	219
4.70	<i>Bonferroni post-hoc test</i> of differences in working experience and students' moral and professional ethics skill	219
4.71	t-test of differences in types of sectors and types of companies on students' moral and professional ethics skill	221
4.72	ANOVA of differences in organisational size on students' moral and professional ethics skill	221
4.73	<i>Bonferroni post-hoc test</i> of differences in organisational size and students' moral and professional ethics skill	222
4.74	Correlation between supervisors' leadership styles and students' moral and professional ethics skill	223
4.75	Correlation between job scope and students' moral and students' professional ethics skill	224
4.76	Correlation between organisational culture and students' moral and professional ethics skill	225
4.77	Regression model (students' moral and professional ethics skill)	226
4.78	Multiple regressions analysis (stepwise) for predicting students' moral and professional ethics skill	226
5.1	Results of hypotheses	237

## LIST OF FIGURES

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
1.1	Global employability skills deficiencies (Soft Skills)	7
1.2	Model for implementation of soft skills in Higher Learning Institutions	20
1.3	Employability Attributes Framework	21
1.4	Conceptual framework	28
2.1	Venn diagram of learning theories	46
2.2	The Evaluation View of Kirkpatrick Model	49
2.3	Conceptual framework	108
3.1	Retrospective survey design (one-group pretest-posttest design)	113
3.2	Research design process	114
3.3	Proportionate stratified random sampling	120
4.1	Conceptual framework connecting variables (communication skill)	155
4.2	Conceptual framework connecting variables (teamwork skill)	176
4.3	Conceptual framework connecting variables (critical thinking and problem solving skill)	192
4.4	Conceptual framework connecting variables (moral and professional ethics skill)	211

**LIST OF ABBREVIATIONS**

COMMS	–	Communication skill
CTPS	–	Critical thinking and problem solving skill
FRLM	–	Full Range Leadership Model
MOE	–	Ministry of Education
MOHE	–	Ministry of Higher Education
MPES	–	Moral and professional ethics skill
TWS	–	Teamwork skill

**LIST OF APPENDICES**

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
A1	Pre-training questionnaire	339
A2	Post-training questionnaire	342
B1	Employers' interview protocol	347
B2	Students' interview protocol	348
C	Results of normality tests (using Shapiro-Wilk tests)	349
D	Dummy variable coding	350



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

Generic skills have been globally recognised as among required attributes for fresh graduates to be recruited in the job market. Generic skills are important in enhancing graduates' employability as to assure that they are capable in coping with the advancement in work context (Possa, 2006; Roselina, 2009). Hence, the importance of generic skills had prompted higher learning institutions to play a more significant role in producing a higher quality graduates who are better equipped, not only with the hard skills but with the soft skills or generic skills as well (Andrews and Russell, 2012; Mohd Lazim, 2009). One of the efforts taken by higher learning institutions in improving students' generic skills is by insisting the university students to undergo industrial training. The industrial training has been argued to provide students an opportunity to apply what they have learnt in the classroom to real life workplace environment (Katajavuori *et al.*, 2006; Lai *et al.*, 2011; Sariwati and Mazanah, 2010; Siti Aminah *et al.*, 2009).

The focus of this study was to examine generic skills improvement among students who had undergone industrial training. In addition, this study attempts to examine the influence of individual (students' demographic and motivation) and organisational (supervisors' demographic, organisational demographic, supervisors' leadership styles, job scope and organisational culture) factors on students' generic skills (communication, teamwork, critical thinking and problem solving, and moral and professional ethics). In the context of this study, industrial training is a

component of the social science, science and engineering programmes in all public universities in Malaysia. Students either return to their respective universities to complete the education programme or graduate upon the completion of the industrial training.

This chapter introduces the background of generic skills, in Section 1.2 and follows by overview of Malaysian education background in Section 1.3. The chapter continues with discussion on problems regarding the improvement of students' generic skills in Section 1.4. These problems raise a number of questions (Section 1.5) in relation to the focus of this study and thus form the basis of the development of the research objectives which are outlined in Section 1.6. Then, this chapter highlights initiatives taken by Ministry of Higher Education (MOHE) in improving students' generic skills (Section 1.7) and briefly discusses foundation of industrial training and generic skills (Section 1.8). A conceptual framework is proposed in Section 1.9 and further signified the contribution of study in Section 1.10. The chapter then continues with the scope used in this study (Section 1.11) and highlights some key terms (Section 1.12). The chapter finally designs the overall structure of the thesis (Section 1.13) and conclude with summary of the chapter (Section 1.14).

## **1.2 Research Background**

There has been a global consensus on the importance of generic skills in graduates' employability (Crossman and Clarke, 2010; Devadason *et al.*, 2010; Mohd Sahandri Gani and Saifuddin Kumar, 2009a). The evolution of generic skills has begin in the early 70's as Streumer and Bjorkquist (1998) had traced the use of the term 'key skills' in Mertens's study (1974) of educational system at that time. The factors of labour market requirements and increasing in unemployment rate among youth have growing attention from other scholars and researchers to establish appropriate generic skills that need to be mastered by university students (Caleb and Udofia, 2013; Mohd Sahandri Gani and Saifuddin Kumar, 2009a; Roselina, 2009). When looking into this generic skills evolution, among well-known researches on generic skills are performed by The Secretary's Commission on Achieving

Necessary Skills or SCANS (1991) which come out with report on workplace know-how skills, while in 1999, the Conference Board of Canada has introduced employability skills 2000++ as stated in the report of understanding employability skills (Bloom and Kitagawa, 1999). In modern era, the generic skills evolution has expanded and gets worldwide attention, in conjunction with high technology advancement and highly competitive labour market (Bowman, 2010; MOHE, 2006). Thus, sets of skills that required to be strengthen by university students has been improved to suit with today's work environment. Similar to other countries, Malaysia also has introduced Soft Skills Module in 2006, with the aims to produce quality human capital (MOHE, 2006) and had recently launched Employability Attributes Framework in 2012. Further explanation on this module and framework will be discussed in Section 1.7.

As these skills are important, students need to improve their generic skills in order to have better employment opportunity upon completing their study. Basically, generic skills are related to “skills, qualities and traits that an individual has to master in order to succeed in their studies and career” (Mohd Sahandri Gani and Saifuddin Kumar, 2009a, p. 684). In addition, Robinson (2000) defines generic skills or employability skills as “those basic skills necessary for getting, keeping, and doing well on a job” (p. 1). There are various terminologies that have been used in defining generic skills such as soft skills (Devadason *et al.*, 2010), transferable skills (Bowman, 2010; Kelly, 2001), teachable skills (Pool and Sewell, 2007; Washer, 2007; Zinser, 2003), employability skills, key skills and core skills (Mohd Sahandri Gani and Saifuddin Kumar, 2009b; Shahrin *et al.*, 2004; Sulaiman *et al.*, 2008). This study will use the term generic skills throughout the thesis.

The use of ‘general’ term indicates that these skills can be implemented across disciplines and workplaces, which means there is no specific set of skills for any particular discipline or working environment (Devadason *et al.*, 2010; Shahrin *et al.*, 2004). However, generic skills are typically refer to communication skill, thinking skill, interpersonal skills, numeracy skill, planning skill and others related skills (Awayiga *et al.*, 2010; Mohd Sahandri Gani and Saifuddin Kumar, 2009a; 2009b). In Malaysian context, the Ministry of Higher Education (MOHE) has listed

seven generic skills, namely communication skill (CS), teamwork skill (TS), critical thinking and problem solving skill (CTPS), moral and professional ethics (MPES), lifelong learning and information management skills (LLIMS), entrepreneurial skills (ES) and leadership skills (LS) (MOHE, 2006). Nevertheless, only four of these skills will be studied in this research which are communication skill, teamwork skill, critical thinking and problem solving skill, and moral and professional ethics skill. The selection of four out of seven generic skills are due to past studies had emphasised that these generic skills can be developed and be sharpen during industrial training (Knemeyer and Murphy, 2002; Mihail, 2006; Mohd Zaidi Omar *et al.*, 2008; Sariwati and Mazanah, 2010). As these skills are transferable and teachable, it is highly recommended for lecturers and instructors to infuse these skills in their teaching and learning activities such as in group assignment, presentation and case study. Through these activities, the generic skills are able to be put on practice as well as to promote the institutions in producing highly skilled graduates (Latisha Asmaak and Surina, 2010).

Basically, generic skills are important due to the changes occurring in today's organisational environment. These changes are due to the fast-paced technology as well as the changing scenario of global environment which require employers to become very particular in hiring new employees (Mohd Sahandri Gani and Saifuddin Kumar, 2009a). Therefore, it is important for the university students to equip themselves with skills such as critical thinking and problem solving skill, communication and teamwork skills (Zubaidah *et al.*, 2006). Graduates are expected to have ability to interact with people from different background, have a thinking skill that is creative as well as able to solve complex problems. Nevertheless, the improvement of generic skills depends on various external factors, for example, exposure to various experiences. Therefore, university students should be prepared themselves to expose to various experiences by actively participate in class and extra co-curriculum activities throughout the duration of their studies. The institutions, on the other hand, must include in their programme's curriculum, a specific duration of time for students to attend an industrial training. During industrial training, students are expected to fully utilise this opportunity by interacting and working collaboratively as well as being confident in giving ideas among the professional

(Nurkaliza *et al.*, 2014). This training also provides working experience for students as an early preparation before entering real workforce in the future.

### 1.3 An Overview of Malaysian Education Background

Previously, there are two ministries that handled matters pertaining education in Malaysia. The Ministry of Education (MOE) has caters matters on primary and secondary schools, while MOHE manages on tertiary education. But on May 14, 2013, both ministries were merged, and had known as the Ministry of Education (MOE). The objective of this merger is to increase the highly effectiveness and efficiency by sharing of resources and expertise at every level of educations. Once again, after reshuffling the cabinet on July 28, 2015, the MOE were split into two ministries which dealing with two separate entities focusing on education (primary and secondary education) and higher education (tertiary education).

**Table 1.1:** List of public universities based on the categories

Categories	Lists of public universities	Establishment Year
Research Universities	1. Universiti Malaya (UM)	1961
	2. Universiti Sains Malaysia (USM)	1969
	3. Universiti Kebangsaan Malaysia (UKM)	1970
	4. Universiti Putra Malaysia (UPM)	1971
	5. Universiti Teknologi Malaysia (UTM)	1975
Comprehensive Universities	1. Universiti Teknologi MARA (UiTM)	1999
	2. Universiti Islam Antarabangsa Malaysia (UIAM)	1983
	3. Universiti Malaysia Sabah (UMS)	1994
	4. Universiti Malaysia Sarawak (UniMAS)	1992
Focused Universities	1. Universiti Utara Malaysia (UUM)	1984
	2. Universiti Pendidikan Sultan Idris (UPSI)	1997
	3. Universiti Tun Hussein Onn Malaysia (UTHM)	2000
	4. Universiti Teknikal Malaysia Melaka (UTeM)	2000
	5. Universiti Malaysia Perlis (UniMAP)	2001
	6. Universiti Malaysia Terengganu (UMT)	1999
	7. Universiti Malaysia Pahang (UMP)	2001
	8. Universiti Sains Islam Malaysia (USIM)	1998
	9. Universiti Darul Iman Malaysia (UniSZA)	2005
	10. Universiti Malaysia Kelantan (UMK)	2006
	11. Universiti Pertahanan Nasional Malaysia (UPNM)	2006

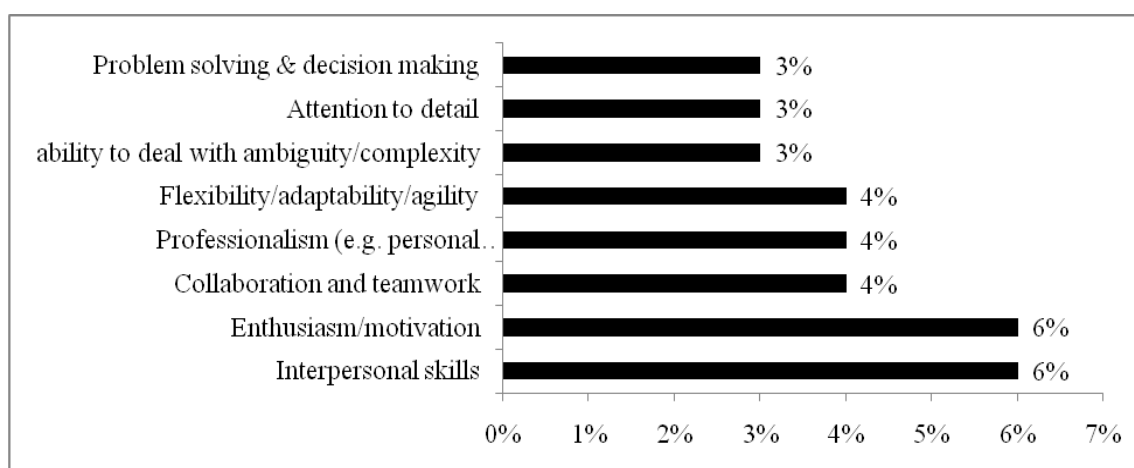
Source: MOHE (2009)

Currently, there are twenty public universities in Malaysia and these universities can be divided into three main categories, namely Research University, Comprehensive University and Focused University. Table 1.1 shows the list of public universities according to their respective categories. Research University is a categorization given to universities with research-focused field of the study with competitive enrolment. Meanwhile, Comprehensive University is a categorization to universities which are known to offer various fields of studies without focusing on specific areas. Other than that, Focused University is categorised to universities which are focusing on selected fields, such as technical, education, management and defence. As depicted in Table 1.1, it shows that MOHE has acknowledged the importance of higher education in producing quality future leaders and professional human resources. With better higher education provided by the universities, it is expected that the vision to bring Malaysia as a centre of higher educational excellence by the year 2020 will be achieved. Thus, responsible parties should have better planning and implementation by upgrading the higher education system in Malaysia in order to achieve the vision. With this aim, the Section 1.7 describes the initiatives taken by MOHE in improving students' generic skills.

#### **1.4 Problem Statement**

There are two issues which motivate this study to be conducted. Firstly, the issue of generic skills deficiency among university graduates which leads to increase unemployment rate and secondly, the issue of literature gaps found in the area of generic skills and industrial training. Generic skills deficiency among university graduates has garnered wide attention from numerous scholars and educators worldwide (Cable *et al.*, 2007; Crawford *et al.*, 2011; Crossman and Clarke, 2010; Dickinson, 2000; Economic Planning Unit, 2007; Jackling and Watty, 2010; Panagiotakopoulos, 2012). An evidence was provided by ManpowerGroup (2012) who carried out a Talent Shortage Survey to determine problems faced by employers when hiring new employees. This survey found that six percent of employers rated interpersonal skills and enthusiasm/motivation as the most cited problems (see Figure 1.1). Other studies by Ahmad Asrul *et al.* (2009), Ahmad Nabil *et al.* (2011)

and Panagiotakopoulos (2012) also found that generic skills deficiency was a problem faced by employers globally. Most of the employers stated that it is difficult to find a potential employee who can work efficiently with others. Furthermore, it was also agreed that new graduates lack of integrity and honesty and unable to work independently (Ahmad Nabil *et al.*, 2011). The justification of four generic skills are also being made based on Figure 1.1 which indicated that employers have problems with students' interpersonal skill (include communication skill), collaboration and teamwork, ability to deal with complexity and problem solving (require critical thinking and problem solving skill) and professionalism (moral and professional ethics skill). Therefore, it shows the importance of these four generic skill which motivate this study to be conducted.



**Figure 1.1:** Global employability skills deficiencies (Soft Skills) (Source: ManpowerGroup, 2012)

At the local context, similar issues regarding generic skills deficiency among university graduates were reported by the National Higher Education Research Institute Malaysia (2003). The report states that employers complained about graduates lack of communication skill and incapable of working as a team. In fact, the National Graduate Employability Blueprint (2012-2017) also reported that main problem faced by employers in hiring fresh graduates is due to lack of communication skill, which contributed 55.8% of the problems (MOHE, 2012). In addition, the Director of Students Affairs Development in the MOHE, Professor Dr. Mohd Fauzi Ramlan, claimed that graduates were lacking with communication skill

and problem solving skill (KOSMO, 2012, November 6). In a study by Nik Hairi *et al.* (2012) reveals that university students were still found to be lacking with communication, teamwork and critical thinking skills. Employers in the study claimed that students were unable to relay information to others, poor in listening and responding skills during teamwork discussion as well as ineffective in making presentation. Consistently, findings by several public universities in Malaysia shown that majority of university students prefer to interact only in small groups and unable to communicate effectively (Anwar, 2013, July 16). Recently, the Deputy Vice Chancellor of Students Affairs Universiti Teknologi MARA, Professor Datuk Dr. Abdullah Mohd Sai expressed his concern that students were still unaware with the importance of generic skills for their future careers, and thus reducing possibility to be hired due to lack of generic skills (Ruhaiza, 2015, June 29).

Findings from previous studies also indicated that generic skills deficiency leads to an increase in unemployment rate (Ahmad Nabil *et al.*, 2011; Mohd Yusof *et al.*, 2010). This is reported by Human Resource Deputy Minister, Datuk Maznah Mazlan who declared that 76,200 unemployed graduates who are still unemployed due to various factors, including generic skills deficiency (Noor Mohamad, 2012, June 6). In addition, a latest claim made by Deputy Vice Chancellor of Academic and International Universiti Malaysia Pahang, Professor Dr. Wan Azhar Wan Yusoff was on unemployed graduates who only excellent in their technical skills, but poor in their generic skills (Ruhaiza, 2015, March 16). He also mentioned that at present, only 28% of total workforce is highly skilled workers, which is still at low percentage. Therefore, the need to further investigate this issue is suggested by prior studies (Ahmad Nabil *et al.*, 2011; Hairuzila *et al.*, 2009; Mohd Yusof *et al.*, 2010; Rahmah *et al.*, 2011; Selvadurai *et al.*, 2012). One common denominator hold by past studies is the effects of the learning environment on students' generic skills (Devadason *et al.*, 2010; Hussain *et al.*, 2008).

Many studies (Crebert *et al.*, 2001; Haller *et al.*, 2007; Kitahara *et al.*, 2011; Rocca, 2009) have identified that learning environment is one of the factors which can lead to generic skills deficiency, particularly in communication skill. Despite various learning context practice in the classroom (such as Problem Based Learning



(PBL), and Outcome Based Education (OBE)), which encourage actual communication between lecturers-students and students to students, communication is still minimal. Students who felt less confident and do not want to look dumb in front of others will refuse to interact during discussion session (Hyde and Ruth, 2002; Murie, 2004; Weaver and Qi, 2005) especially when students feel that their lecturers pay less attention to them and overly criticized their opinion, further causing them to be less communicative during the discussion (Rocca, 2009). Hence, less interaction during the discussion leads to communication skill deficiency, even though various learning context are being applied and exercised.

The students learning context also affects the acquisition of teamwork skill. While most of universities are now emphasizing on collaborative learning, it is still questionable why university students are still lacking with teamwork skill. McGourty and Meuse (2001) proposed that the lack of teamwork skill can be explained using self-selection approach. Teamwork skill was not increased because students are allowed to choose their close friends as team member. According to Buckenmyer (2000), students often select those friends who have similar demographic characteristics, interest and academic performance, which then create a homogeneous group. This homogeneous group subsequently lead to restrict learning opportunities, especially for students who poor in academic performance as they often end up together in a leftover group (Felder and Brent, 1994). In addition, Crebert *et al.* (2001) asserted that students preferred to delegate work individually although they were assigned to work in a team. By delegating individually, it causes students to have less experience on how to tackle conflict and reduce collaboration among team members (Francescato *et al.*, 2006; Thompson and Ku, 2006). Furthermore, Crebert *et al.* (2001) also stated that the emergence of free rider or social loafing (a person who take less effort in a team) demotivate other team members.

As students learning context shows its inefficiency in improving students' communication and teamwork skills, the same situation goes to critical thinking and problem solving skill. As asserted by Haller *et al.* (2007) and Mohd. Ali and Shaharom (2003), teaching and learning process in the classroom which emphasise on rote learning lead students to memorize the knowledge learned, rather than to

analyze and synthesize the exact meaning of the knowledge. Since they do not have deep understanding of the knowledge learned, it reduces their ability to think critically as well as to solve complicated problems (Roselina, 2009). Other than rote learning issue, there are some lecturers who are too focused on the content, without emphasizing on how to induce students' critical thinking during teaching and learning process (Marlina and Shaharom, 2010). Moreover, the difficulties in designing suitable problem scenario is the one of challenging parts for lecturers, especially for those who are using the PBL method (Jonassen, 2000; Pawson *et al.*, 2006). Without having suitable problem scenario, students lose the opportunity to improve their thinking and problem solving skill. Thus, the method of learning in the classroom should be well planned and implemented in order to alleviate skills deficiency among university students.

Even though moral and ethics are often emphasised during classroom learning, it has yet reach its objectives as most of the employers still complain that university graduates are still poor with this skill (Ahmad Nabil *et al.*, 2011; Panagiotakopoulos, 2012). According to Anitsal *et al.* (2009), students were inclined to behave unethically in the classroom learning, due to the effect of undetected academic dishonesty that happen during the learning process at the university. In general, there are three factors which lead them to commit unethical behaviour. Firstly, students who were unable to interact and work collaboratively as well as poor in thinking critically were compelled to cheat in order to solve the problems during classroom learning (Carroll and Zetterling, 2009). If this situation is prolonged, low ethical standard and integrity among university students are expected. Secondly, internal and external factors during classroom learning also become the reason which contribute to deficiency in students' moral and professional ethics skill (Anitsal *et al.*, 2009; Kitahara *et al.*, 2011). The internal factors include gender, age, nationality and interest to learn (Kitahara *et al.*, 2011; Klein *et al.*, 2007), while external factors include peer pressure, fear of being caught and characteristics of their lecturers (Pulvers and Diekhoff, 1999). In the context of students' interest to learn, Pulvers and Diekhoff (1999) claimed that students who were not motivated to participate during learning classroom, have higher tendency to behave unethically. In regards to lecturer's characteristics, Love and Simmons (1998) argued that students tend to

commit dishonest behaviour when the lecturers are not too strict. Thirdly, limited exposure to ethical dilemmas during classroom learning causes a lower ethical awareness among university students (Crebert *et al.*, 2001). Therefore, it is important for students to be exposed to real ethical dilemmas as Trevino (1986) asserted that moral development can be developed through work experience.

Technology advancement is also a factor that may influence acquisition of generic skills being less effective (Pumphrey and Slater, 2002). The technology advancement may affect students' communication skill as the medium to interact has been replaced through e-mail or skype. By using these medium, they may have less actual face to face interaction with lecturers and colleagues (Meyer, 2003; Scotty, 2011). In addition, Curtis and Lawson (2001) argued that technology usage in communication process could lead anxiety and higher misunderstanding between sender and receiver. Such problems could lead to their skills deficiency in communication. Furthermore, with the technology advancement, students can get access to most of the information through internet, which then causes negative effect as they simply adopt the information without analyzing, interpreting and thinking critically (Purcell *et al.*, 2012). By simply adopting the information, it may hinder their ability to solve the problems because internet offers most of the solutions. Moreover, the usage of technology in education also exposed students to plagiarism (Sohrabi *et al.*, 2011). Consequently, this action would undermine students' ethical standard.

The second issue that this study highlights is the four literature gaps in the area of generic skills and industrial training. Firstly, there is a gap to what extent industrial training could assist university students to improve their generic skills while it is undeniable that industrial training could be a platform for students to improve these generic skills (Craig and Oja, 2012; Mihail, 2006; Sariwati and Mazanah, 2010). In a study by Sariwati and Mazanah (2010), they found that there are six problems in current practices of industrial training, such as: (i) inadequate documentations; (ii) no procedures and guidelines for industrial training; (iii) lack or no documented syllabus and scope of industrial training; (iv) no specific objectives and curricular structure; (v) insufficient industrial training evaluation on learning

outcomes after completion of industrial training and; (vi) no evaluation on the supervisors and host organisations. These problems then lead into the issue of differences in stakeholders' (students, higher learning institutions and host organisations) perceptions and expectations regarding their experience of industrial training. For example, students are required to accomplish the jobs beyond their educational background (Rusnah *et al.*, 2009). Similarly, Pillai and Marohaini (2007) reported that there is a debate between higher learning institutions and host organisations regarding problem related to kinds of job given to trainees. More badly, host organisations sometimes treat the students as cheap labour due to lower wages being paid to them. By taking benefit of lower wages, there are also host organisations that treat students as floating members in order to replace position of those employees who are on leave (Lam and Ching, 2007). On top of that, a recent study by Karunaratne and Perera (2015) highlighted on the problem of improper training which lead to lack of improvement in knowledge and generic skills. There is also a problem on lack of supervision by host organisation supervisors (Ramlee *et al.*, 2001). Based on these problems, it is imperative to examine factors that influence on students' generic skills after attending industrial training, so that the stakeholders will understand their roles without having any disagreements.

Secondly, while the previous studies only looked at one specific generic skill, such as communication skill (Kakepoto *et al.*, 2012; Koo *et al.*, 2009; Mohd Zaidi *et al.*, 2009). In filling this gap, the present study focuses on four generic skills (communication skill, teamwork skill, critical thinking and problem solving skill, and moral and professional ethics skill). Thirdly, past studies only looked into organisational factors, such as training duration and job scope (Halabi and Suziah, 2002; Zaherawati *et al.*, 2011), and little has looked into the influence of individual factors (like students' demographic and motivation) on students' generic skills. Continuous empirical study need to be conducted on the effectiveness of industrial training, so the objectives of providing training to students can be achieved. For example, if a student is not motivated to go for the industrial training, no significant changes of his or her generic skills can be anticipated even though the training programme is well implemented. Thus, less improvement of generic skills during industrial training may due to individual factor itself. The fourth gap is most of the

previous studies were conducted using cross sectional approach, while the present study using pre and post approach which in contrast to other studies. The former approach only looked at generic skills improvement at one shot, but this study used mean comparison in examining the amount of generic skills improvement after completing their industrial training. With the inclusion of these four gaps in the present study, it is expected that the findings will reduce literatures gaps in generic skills and industrial training.

The third issue is this study highlights the theoretical gap relating to Training Evaluation Model by Kirkpatrick (1994). Past studies investigating on the effectiveness of training use mostly in organisational based (Anesee, 2008; Homklin, 2014; Sugrue and Rivera, 2005; Twitchell *et al.*, 2000) and little has looked into industrial training in higher learning institutions students. In addition, studies using this model only focus on specific outcomes, for example examining how training can improve employees' technical skills in general (Anesee, 2008; Homklin, 2014). Due to this gap, this study will examine to what extent the industrial training will improve four specific generic skills. For the above mentioned issues, the following research questions will be proposed.

## **1.5 Research Questions**

The previous section has discussed issues on generic skills deficiency, unemployment and other reasons employers faced in recruiting fresh graduates. In addressing these issues, students are required to attend industrial training because it provides a platform to improve their generic skills. However, to what extent this training contributes to students' generic skills improvement is still very much unexplained. This is because the improvement of generic skills within industrial training context may influence by other factors (such as individual and organisational). Based on these reasons, this study's research questions are:

1. Do students' communication skill is improved after undergoing industrial training?
  - 1a. Do there any differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' communication skill?
  - 1b. Do there any relationships between students' motivation and students' communication skill?
  - 1c. Do there any differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' communication skill?
  - 1d. Do there any differences between organisational demographic (types of sectors, types of companies, organisational size) on students' communication skill?
  - 1e. Do there any relationships between supervisors' leadership styles and students' communication skill?
  - 1f. Do there any relationships between job scope and students' communication skill?
  - 1g. Do there any relationships between organisational culture and students' communication skill?
  - 1h. Do individual and organisational factors influence students' communication skill?
2. Do students' teamwork skill is improved after undergoing industrial training?
  - 2a. Do there any differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' teamwork skill?
  - 2b. Do there any relationships between students' motivation and students' teamwork skill?
  - 2c. Do there any differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' teamwork skill?
  - 2d. Do there any differences between organisational demographic (types of sectors, types of companies, organisational size) on students' teamwork skill?

- 2e. Do there any relationships between supervisors' leadership styles and students' teamwork skill?
- 2f. Do there any relationships between job scope and students' teamwork skill?
- 2g. Do there any relationships between organisational culture and students' teamwork skill?
- 2h. Do individual and organisational factors influence students' teamwork skill?
3. Do students' critical thinking and problem solving skill is improved after undergoing industrial training?
  - 3a. Do there any differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' critical thinking and problem solving skill?
  - 3b. Do there any relationships between students' motivation and students' critical thinking and problem solving skill?
  - 3c. Do there any differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' critical thinking and problem solving skill?
  - 3d. Do there any differences between organisational demographic (types of sectors, types of companies, organisational size) on students' critical thinking and problem solving skill?
  - 3e. Do there any relationships between supervisors' leadership styles and students' critical thinking and problem solving skill?
  - 3f. Do there any relationships between job scope and students' critical thinking and problem solving skill?
  - 3g. Do there any relationships between organisational culture and students' critical thinking and problem solving skill?
  - 3h. Do individual and organisational factors influence students' critical thinking and problem solving skill?
4. Do students' moral and professional ethics skill is improved after undergoing industrial training?
  - 4a. Do there any differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' moral and professional ethics skill?

- 4b. Do there any relationships between students' motivation and students' moral and professional ethics skill?
- 4c. Do there any differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' moral and professional ethics skill?
- 4d. Do there any differences between organisational demographic (types of sectors, types of companies, organisational size) on students' moral and professional ethics skill?
- 4e. Do there any relationships between supervisors' leadership styles and students' moral and professional ethics skill?
- 4f. Do there any relationships between job scope and students' moral and professional ethics skill?
- 4g. Do there any relationships between organisational culture and students' moral and professional ethics skill?
- 4h. Do individual and organisational factors influence students' moral and professional ethics skill?

## **1.6 Research Objectives**

In answering the research questions from the preceding section, this study has established four main objectives; with each has eight sub-objectives. These objectives of this study are:

1. To examine students' communication skill improvement after undergoing industrial training.
  - 1a. To examine the differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' communication skill.
  - 1b. To examine the relationship between students' motivation and students' communication skill.



- 1c. To examine the differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' communication skill.
- 1d. To examine the differences between organisational demographic (types of sectors, types of companies, organisational size) on students' communication skill.
- 1e. To examine the relationship between supervisors' leadership styles and students' communication skill.
- 1f. To examine the relationship between job scope and students' communication skill.
- 1g. To examine the relationship between organisational culture and students' communication skill.
- 1h. To examine the influence of individual and organisational factors on students' communication skill.
2. To examine students' teamwork skill improvement after undergoing industrial training.
  - 2a. To examine the differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' teamwork skill.
  - 2b. To examine the relationship between students' motivation and students' teamwork skill.
  - 2c. To examine the differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' teamwork skill.
  - 2d. To examine the differences between organisational demographic (types of sectors, types of companies, organisational size) on students' teamwork skill.
  - 2e. To examine the relationship between supervisors' leadership styles and students' teamwork skill.
  - 2f. To examine the relationship between job scope and students' teamwork skill.
  - 2g. To examine the relationship between organisational culture and students' teamwork skill.

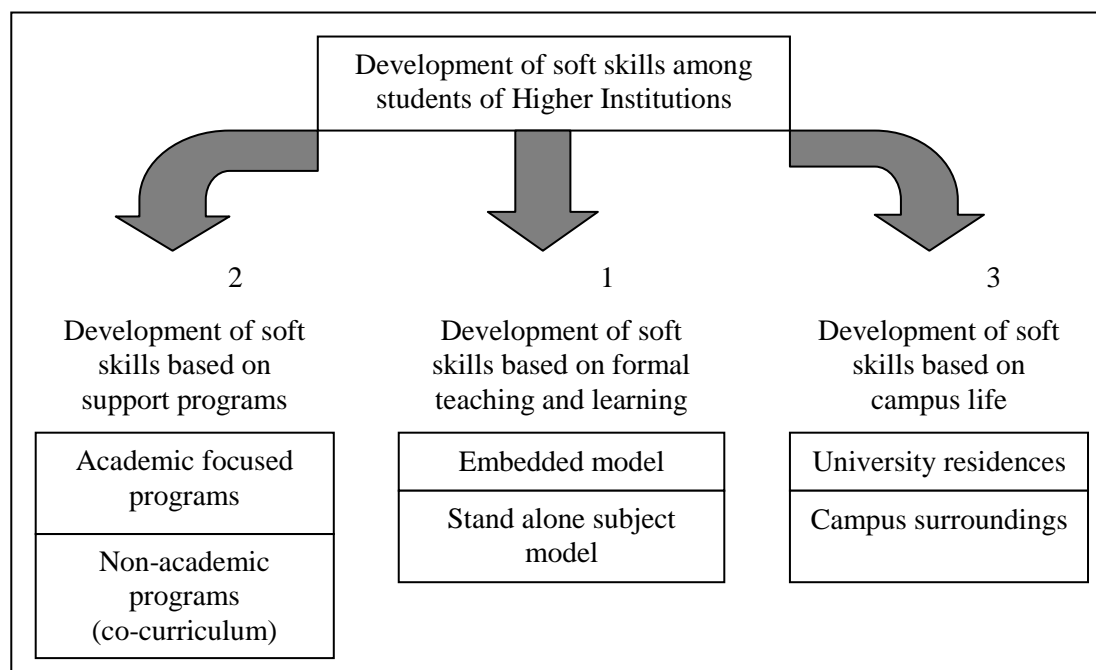
- 2h. To examine the influence of individual and organisational factors on students' teamwork skill.
3. To examine students' critical thinking and problem solving skill improvement after undergoing industrial training.
  - 3a. To examine the differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' critical thinking and problem solving skill.
  - 3b. To examine the relationship between students' motivation and students' critical thinking and problem solving skill.
  - 3c. To examine the differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' critical thinking and problem solving skill.
  - 3d. To examine the differences between organisational demographic (types of sectors, types of companies, organisational size) on students' critical thinking and problem solving skill.
  - 3e. To examine the relationship between supervisors' leadership styles and students' critical thinking and problem solving skill.
  - 3f. To examine the relationship between job scope and students' critical thinking and problem solving skill.
  - 3g. To examine the relationship between organisational culture and students' critical thinking and problem solving skill.
  - 3h. To examine the influence of individual and organisational factors on students' critical thinking and problem solving skill.
4. To examine students' moral and professional ethics skill improvement after undergoing industrial training.
  - 4a. To examine the differences between students' demographic (gender, ethnicity, field of study, academic performance) on students' moral and professional ethics skill.
  - 4b. To examine the relationship between students' motivation and students' moral and professional ethics skill.
  - 4c. To examine the differences between supervisors' demographic (gender, ethnicity, working position, working experience) on students' moral and professional ethics skill.

- 4d. To examine the differences between organisational demographic (types of sectors, types of companies, organisational size) on students' moral and professional ethics skill.
- 4e. To examine the relationship between supervisors' leadership styles and students' moral and professional ethics skill.
- 4f. To examine the relationship between job scope and students' moral and professional ethics skill.
- 4g. To examine the relationship between organisational culture and students' moral and professional ethics skill.
- 4h. To examine the influence of individual and organisational factors on students' moral and professional ethics skill.

### **1.7 MOHE Initiatives in Improving Students' Generic Skills**

The main focus of higher education is to produce quality graduates who possess both hard and soft skills. In general, employers are satisfied with the graduates' hard skills, but unfortunately dissatisfied with graduates' generic skills (Singh and Singh, 2008). With regards to this issue, a Module of Soft Skills Development for Malaysian Higher Learning Institutions has been launched on August 26, 2006 by MOHE, with the aims to produce quality human capital that are presentable and able to compete up to international level. In this module, MOHE has developed a model (see Figure 1.2), which consists of three major approaches to be implemented in all public universities in Malaysia. The first approach is development of generic skills based on formal teaching and learning. This approach can be implemented through stand alone subject model or by embedding in the existing courses. The stand alone subject or known as elective courses can be taken by students in any semester such as English, Professional Ethics and others. Other than that, the implementation of generic skills can be embedded in existing courses through "course objectives, learning outcomes and teaching strategies when conducting either core subjects and co-curriculum and extra-curriculum activities" (Hazadiah *et al.*, 2008, p. 296). The faculties for each university should be responsible to identify which courses have the most and the least generic skills

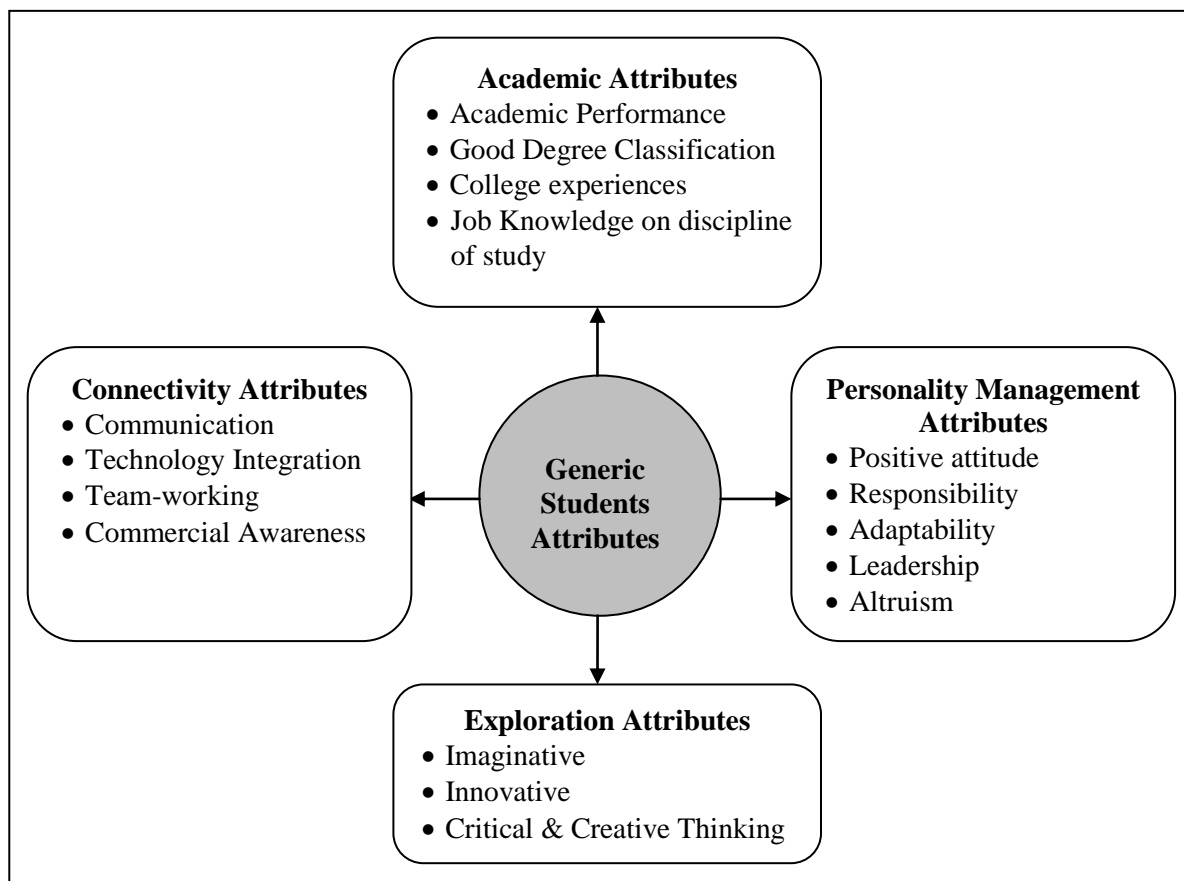
aspects. With regards to teaching strategies, lecturers should play their role by having creativity in incorporating the generic skills in teaching process. For example, lecturers need to organize class activities through case study, presentation and group discussion in promoting generic skills improvement.



**Figure 1.2:** Model for implementation of soft skills in Higher Learning Institutions (Source: MOHE, 2006)

The second approach is the development of generic skills based on support programmes. The support programmes can be divided into two which are academic and non-academic (co-curriculum) programmes. Even though the co-curriculum activities are non-academic, yet students have the opportunity to further improve their skills. For example, the interaction among the committee members will help to increase their confidence to communicate and will encourage them to respect with other committee members. The last approach is the development of generic skills based on campus life. This approach can be implemented through university residences and campus surroundings. The activities such as sports carnival, 'gotong-royong', residences' day, bazaar and other activities are able to improve students' social interaction, teamwork, and build relationship among college residents. However, there is a weakness in the implementation of this model as it may vary among faculties due to the courses offered by the respective universities. In fact, the

implementation is not restricted to the actual model, which means higher learning institutions are required to make variations and additions in the implementation aspects. These variations and additions in the module aspect may deviate from the intended objectives in improving students' generic skills.



**Figure 1.3:** Employability Attributes Framework (Source: Adapted and modified from Hapidah and Mohd Sahandri Gani, 2011)

Other than the Module of Soft Skills Development, the Ministry of Education also has launched The National Graduate Employability Blueprint 2012-2017 on December 4, 2012 (MOHE, 2012). Among the objectives of the blueprint are to overcome prospective employers complain on generic skills deficiency among graduates and meets the employers demand as well as to reduce number of unemployment and to boost graduates marketability (MOHE, 2012). In attaining these objectives, this blueprint has come out with Employability Attributes Framework (EAF), which consists of four main Generic Students Attributes as illustrated in Figure 1.3. These main attributes are academic attributes, personality

management attributes, exploration attributes and connectivity attributes, which need to be fostered by all graduates and need to be developed throughout learning process in higher learning institutions. Based on the framework in Figure 1.3, it is recognised that all generic skills studied in this study are enclosed in the framework, indicated that these skills are the most important skills in graduates marketability.

Despite of the three approaches in the Module of Soft Skill Development, public universities required their undergraduate students to undergo industrial training. This is because of industrial training is a platform for students to improve their generic skills as well as gain working experience. On top of that, the industrial training also being included as one of the integrated approach in curriculum design by the National Graduate Employability Blueprint 2012-2017 in order to assess and improve students' generic skills. Although MOHE has come out with several initiatives, it is still questionable to what extent the module, training and framework are effective for students to improve their generic skills. Thus, it is expected that factors such as individual and organisation may influence their generic skills. The next section discusses the foundation of industrial training and generic skills, objectives of industrial training and the importance of this training on the stakeholders; students, higher learning institutions and host organisations.

## **1.8 Foundation of Industrial Training and Generic Skills**

Issues like demand from employers and business, combined with the rapid changes in economic and technology are served as a foundation on the emergence of generic skills term (Caleb and Udofia, 2013; Mohd Sahandri Gani and Saifuddin Kumar, 2009a; Roselina, 2009; UNESCO, 2012). With respect to these issues, higher education in 21<sup>st</sup> century has made substantial changes by integrating generic skills in learning and teaching processes (Hazadiah *et al.*, 2008; Muhamad Farid, 2013). These changes are identified as part of initiatives in producing graduates who are marketable. One of the popular initiatives is providing industrial training or experiential learning as part of compulsory subject for undergraduate programmes (Weligamage, 2009). According to MOHE (2006), industrial training refers to the

students' placement in an organisation by taking part in supervised practical work in selected industries, either outside or inside the country, within a certain period of time before they are awarded certificate, diploma or degree. Although the work of experiential had begin in the late of 1940s by John Dewey (Dewey, 1938), but theorist like Kolb (1984) proposed a more validated concept as he focused on adult learning development. Based on the concept, scholars and researchers recognised industrial training as learning through experience. By undergoing the industrial training, students are able to apply theory into practical work, have real work experience, and most importantly enhance their marketability, in conjunction with generic skills improvement after the training period.

It is undeniable that industrial training serve as a platform in improving students' generic skills due to positive outcomes were reported by previous studies (Devadason *et al.*, 2010; Hanim and Noor Hafisah, 2010; Keneley and Jackling, 2011; Knemeyer and Murphy, 2002; Mohd Zaidi *et al.*, 2008; Smith, 2000; Smith *et al.*, 2007; Sulaiman *et al.*, 2008). These studies serve a foundation to what extent generic skills can be improved through industrial training. Further discussions on these past studies were discussed in Chapter 2, Sub-sections 2.7.1, 2.8.1, 2.9.1 and 2.10.1 with the respect of four generic skills. The next sub-section highlights the objectives and goals of the implementation of industrial training in public higher learning institutions in Malaysia.

### **1.8.1 Objectives of industrial training**

Industrial training is an important element in the formulation of curriculum for many programmes offered at the university (Callanan and Benzing, 2004; Mihail, 2006; Nor'Aini and Siti Nur Fazillah, 2013; Wasonga and Murphy, 2006). This is because many people have realized the importance of industrial training to students. It is a value-added to students' learning process (Maisarah and Raja Adzrin, 2009). In general, industrial training conducted is based on the following objectives and goals as outlined by MOHE.

1. To expose students with the real working environment;
2. to expose students with the latest technology and knowledge in the market;
3. to expose students with specific practice in respective fields of specialization;
4. to enhance students' knowledge, skills (especially generic skills) and experiences regarding organisation;
5. to produce competent graduates;
6. to improve employment opportunities; and
7. to close the links between higher education institutions (HEIs) and industries.

Source: MOHE (2010)

In addition to the above mentioned objectives, MOHE has also listed other specific objectives of industrial training for students. From these objectives, students are able to identify and understand their roles in attending the industrial training. Specifically, industrial training aims the students to:

1. understand the responsibilities of real working environment;
2. acquire relevant practical experiences that are related to respective fields;
3. apply knowledge and skills in real working environment;
4. appreciate the value of professional ethics;
5. develop relevant generic skills that related to work environment;
6. develop communication skill;
7. assess the career ability, knowledge and self-confident;
8. develop employability of students to become more competitive;
9. inculcate and develop entrepreneurship ability through real exposure and career opportunities; and
10. build connection with professionals and industries.

Source: MOHE (2010)

MOHE industrial training's objectives may serve as a guideline for higher learning institutions, in designing its own industrial training curriculum.



Nevertheless, the implementation of industrial training is diverse across the universities, due to these universities unique objectives that are designed to suit with their respective programmes. Even though each institution and programme has different objectives and goals, it has a common mission of implementation. The following is a summary of industrial training objectives (most highlighted) from public universities in Malaysia.

1. Provide students the opportunity to bridge the theory learned in university into practical work of a real working environment.
2. Develop students' generic skills through interaction and experience in working with professionals.
3. To provide students with opportunities for practical, hands-on learning from practitioners in the students' areas of specialization.
4. Increase a responsibility of students towards their job requirements.
5. Enhance students' employability for future work career.
6. Enhance to students' motivation on their career choice.

Source: MOHE (2010)

In achieving the above mentioned objectives of industrial training, it requires better planning and implementation from stakeholders. The reason is industrial training may not only benefit the students, but it also benefits to higher learning institutions and host organisations. The subsequent sub-section discusses the benefits of industrial training to the stakeholders.

### **1.8.2 Benefits of industrial training to stakeholders**

Apart from learning process in the class, university students also have chances to embrace with learning process in the authentic work environment through industrial training placement. As industrial training benefits the students, it goes similar to the other two stakeholders; higher learning institutions and host organisations. Within the student's context, industrial training provides a platform

for them to apply knowledge to the world of practical work (Paulins, 2008). By doing practical work, the students may realize the real nature of their future work and learn how to become responsible with the task given (Hurst and Good, 2010). After undergoing the training, they may be able to identify their strength, weaknesses and interest regarding their practical work and future career. Consequently, it assists them to make wise career choices as they have experienced in real working environment (Mihail, 2006). On the other hand, many scholars have highlighted the benefits of industrial training in improving students' generic skills (Craig and Oja, 2012; Knemeyer and Murphy, 2002; Maisarah and Raja Adzrin, 2009; Mihail, 2006; Mohd Zaidi *et al.*, 2008; Nurkaliza *et al.*, 2014; Sariwati and Mazanah, 2010; Semedo *et al.*, 2010). This is supported by Knemeyer and Murphy (2002), where the interaction process between students and supervisor or senior employees will enhance effective communication skill. In addition, students who undergo this training have opportunity to mingle with professionals and observe how they work and make decision in accomplishing the tasks assigned. The improvement of generic skills will then increase students' employability (Blasko, 2002; Greenbank, 2002; Mason *et al.*, 2009; Singh *et al.*, 2014) as they meet employer's expectations.

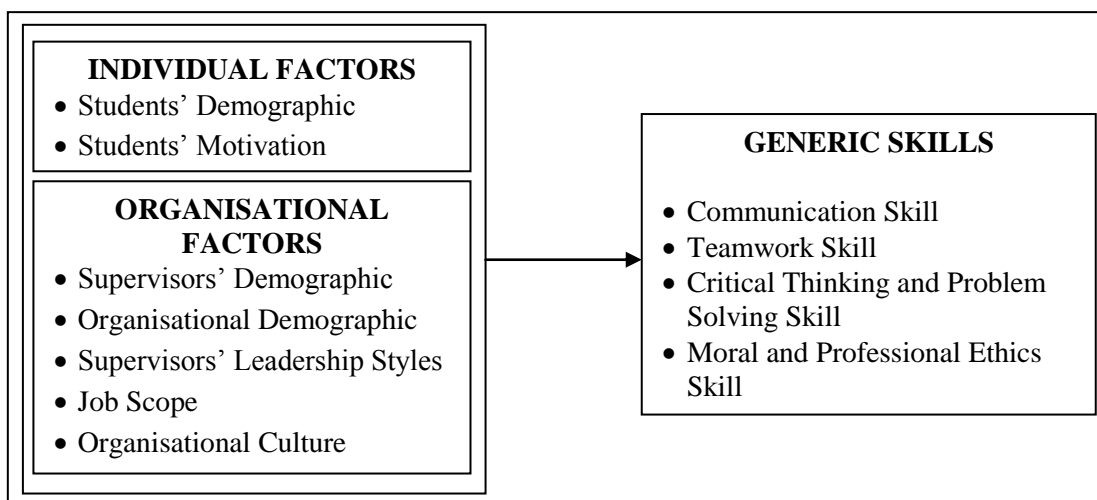
Looking into higher learning institutions perspectives, industrial training also provides benefits to this stakeholder. Firstly, higher learning institutions can collaborate with host organisations in terms of sharing the latest knowledge and products through research that benefits both parties (Cord *et al.*, 2010). Through this linkage, higher learning institutions are able to improve industrial training programme as they received feedbacks from host organisations. As mentioned by Coco (2000), other potential benefits include research funding and sponsorship for higher learning institutions activities. Secondly, higher learning institutions will receive good reputation in producing graduates who are marketable (Chi and Gursoy, 2009), results from effective industrial training. Consequently, it will reduce the number unemployed graduates.

The host organisations are benefited as well. The first benefit is the host organisations have an opportunity to identify the potential candidates to be hired (Chi and Gursoy, 2009; Sessions, 2006). As asserted by Beck and Halim (2008), industrial

training provides effective method in recruiting new employees as compared to interview session. This is because employers can assess students' ability, knowledge and skills as well as observe their commitment to work. It is important for employers to select potential candidates because they can save their cost in sending new employees for training. The second benefit of industrial training is it helps host organisations to know the latest knowledge, techniques and concept from the students (Cook *et al.*, 2004). By knowing these, host organisations are able to increase their performance and hit the goals. The third benefit is by having closer link with higher learning institutions. This provides a win-win situation for both parties, as host organisations may provide funding to invent new product, whereby higher learning institutions benefit to enhance their knowledge. From this investment, it will increase expectations in society of an organisation's social responsibility (Beard, 1998; 2007; Burnett, 2003).

## **1.9 Conceptual Framework**

In order to achieve the research objectives, a conceptual framework in Figure 1.4 is proposed and used as a guideline for this study. The foundation to develop the conceptual framework is based on the reviewed made on learning theories, training evaluation model and literatures in Chapter 2, which then aims to answer four main research questions. The theories and models provide as a guide for researcher to carry out the research, which then used to develop the conceptual framework (Imenda, 2014). In other words, the conceptual framework is developed based on several concepts from theories or models which then integrated together in order to explain and predict one phenomena. The conceptual framework attempts to analyze comprehensively the relationship between independent variables and dependent variables within industrial training context.



**Figure 1.4:** Conceptual framework

This study utilised learning theories and training evaluation model by Kirkpatrick (1994) as a guide to develop the conceptual framework. In fact, the theories and model serve holistic discussions on how the variables (mainly independent and dependent variables) were selected. Both factors provides an indicator on how learning occurred (from Level 2 of learning to Level 3 of behaviour) in the Kirkpatrick model which then finally result to effective training (Bates and Coyne, 2005). In fact, the learning theories which comprises of behaviourism, cognitivism and constructivism highlighted that factors such as behaviour and environment influence the learning outcomes including generic skills improvement. Therefore, it is assumed that both individual and organisational factors have become the influential factor on students' generic skills improvement after they completed the industrial training. However, less attention has been paid with regards to the influence of both factors on generic skills improvement mainly in the context of industrial training. As generic skills deficiency issue keeps on growing in workplace setting, higher education is responsible to provide graduates with appropriate skill, and thereby taken an initiative by sending them to industrial training. The understanding on generic skills in this study are taken from model of transactional communication (Barnlund, 1970; DeVito, 2007; Tubbs and Moss, 1983), model of understanding teamwork (Reeves *et al.*, 2010), model of critical thinking and problem solving skill (Haller *et al.*, 2007) and model of ethical decision making in organisations (Trevino, 1986). Apart from these models, Herzberg's Motivation-Hygiene Theory and Full Range Leadership Model (FRLM) are utilised

in understanding the concept of motivation and leadership styles. Beside, Hofstede theory is adopted to grasp the concept of organisational culture in training organisation. Detail explanations regarding the conceptual framework are discussed in Chapter 2.

In order to respond on research questions in examining the influence of individual and organisational factors on students' generic skills improvement within industrial training context, generic skills is assigned as dependent variables and both factors as the independent variable. Specifically, individual factors refer to two main aspects; students' demographic (consist of gender, ethnicity, field of study and academic performance) and students' motivation (include of intrinsic and extrinsic motivation). Organisational factors, on the other hand, will be divided into five main aspects. Firstly, supervisors' demographic (consist of gender, ethnicity, working position and working experience), secondly, organisational demographic (consist of types of sectors, type of industries and organisational size) and thirdly, supervisors' leadership styles. The other two aspects under organisational factor are job scope and organisational culture (individualism versus collectivism and power distance) where students undergo their training.

### **1.10 Significance of Research**

The findings of this study could provide significant implications in three aspects of theoretical, practical and empirical. The details of these implications with several recommendations will be elaborated in Section 5.7. Briefly, the findings of this study contributes theoretically to learning theories and training evaluation model by Kirkpatrick (1994) that being used, mainly in the relevance to industrial training context and generic skills. The findings of this study validate and support the notion made by the theorists such as Tubbs and Moss (1983) and Trevino (1986) which suit within the industrial training context. Practically, the findings of this study benefit industrial training stakeholders (students, higher learning institutions and host organisations). Findings on generic skills assist stakeholders to identify the loopholes (for example, identify tasks that suit with their field of study) if any, that can help to

improve industrial training and become indicator to what extent the industrial training is able to improve students' generic skills. For example, the stakeholders are able to identify what are the individual and organisational factors that influence students' generic skills. By knowing these factors, it may help students and higher learning institutions to select appropriate industrial training placement. Meanwhile, host organisations mainly supervisors are able to improve in terms of their supervision as they know factors that influence students' generic skills. It is important for higher learning institutions and host organisations to provide better planning because students must clearly understand the objectives of training in order to integrate theory and practice in a real workplace setting.

When looking into the empirical implications, this study contributes largely to the body of knowledge and reduces the literature gap in education and industrial training in Malaysia. The investigation of individual and organisational factors with relation to industrial training will result in a number of recommendations for establishing effective training which later able to improve students' generic skills. These recommendations will assist industrial training stakeholders in order to minimize the gaps between students' and employers' expectation regarding generic skills, mostly in public universities in Malaysia. Additionally, this study is also important as it examines the generic skills in different field of study which are social science, science and engineering. Most of past studies only focused in specific field such as accounting and human resources. Thus, the findings will contribute mostly to social science, science and engineering bodies on how far these students benefited from industrial training, particularly in generic skills. In fact, the findings assist future employers by having view on what are future employees from these three fields of study looks alike.

On the other hand, most of past studies (Abdul Malek *et al.*, 2012; Ahern *et al.*, 2012; Beck and Halim, 2008; Devadason *et al.*, 2010; Fadzilah Akmal *et al.*, 2012; Keneley and Jackling, 2011; Knemeyer and Murphy, 2002; Latisha Asmaak and Surina, 2010; Mihail, 2006; Panagiotakopoulos, 2012; Sugahara *et al.*, 2010) investigate students' generic skills with relation to industrial training by using cross sectional approach. In attaining more comprehensive results, this study extends prior

studies by implementing pre- and post-industrial training approaches. Even though studies have been using pre and post approaches (Craig and Oja, 2012; Dellaportas *et al.*, 2006; Mohd Zaidi *et al.*, 2008) generic skills have been limited to certain skills such as communication skill. The present study not only used the pre and post approaches, but also looks into four generic skills; communication, teamwork, critical thinking and problem solving, and lastly moral and professional ethics. In addition, the present study is the extension from the previous study as it takes into account the influence of industrial training on those skills. Besides, this study further investigates whether individual factors (consist of students' demographic and motivation) and organisational factors (consist of supervisors' demographic, organisational demographic, supervisors' leadership styles, job scope and organisational culture) have influence on students' generic skills. As these factors being included in the present study, it will assist to reduce the literature gaps mostly in generic skills and industrial training areas.

### **1.11 Research Scope**

This study focused on students' generic skills improvement after undergoing an industrial training. It also focused on the influence of individual and organisational factors on students' generic skills. The respondents of this study were undergraduate students who enrolled in social science (such as accounting, management and business, economics and others social science programmes), science (such as chemistry, biology, mathematics and others science programmes) and engineering (such as civil, electrical, mechanical and other engineering programmes). Students in these three fields of study were selected from public universities in Malaysia. The researcher developed two sets of questionnaires in order to capture data on students' generic skills. As this study used pre and post approaches, the survey was conducted in two phase; pre- and post-industrial training. Thus, to ensure the validity of this study, similar students were used in both phases.

## 1.12 Conceptual and Operational Definitions

The followings are basic definition of terms which are frequently used throughout the thesis. Conceptual definition explains the terms in general, while operational definition describes the terms accordingly to suit with the context of the present study.

### (a) Generic skills

Generic skills refer to “skills, qualities and traits that an individual has to master in order to succeed in their studies and career” (Mohd Sahandri Gani and Saifuddin Kumar, 2009a, p. 684). These skills are transferable (Kelly, 2001; Yorke, 2004), teachable (Pool and Sewell, 2007; Washer, 2007; Zinser, 2003) and important in securing a job (Robinson, 2000) for university graduates. The generic skills can be interchangeably used with other terms; employability skills; soft skills; key skills; and core skills (Dacko, 2008; Mohd Sahandri Gani and Saifuddin Kumar, 2009a; 2009b; Sulaiman *et al.*, 2008; Yorke, 2004). However, the terms generic will be used throughout this study. In the context of this study, generic skills are mainly referred to four skills; communication, teamwork, critical thinking and problem solving, and finally moral and professional ethics.

### (b) Communication skill

Communication can be defined as a process of sending information whereby both sender and receiver understand the meaning of what have been communicated (Keyton, 2011). Meanwhile, communication can be defined as a process where ‘sender’ transmits the message to ‘receiver’ through a right channel, and then the receiver give feedback on the message received, with both sender and receiver able to differentiate and aware of the communication context and try to minimize the interference or noise when the communication process takes place (Tubbs and Moss, 1983). According to Malaysian Higher Education, communication skill involves effective communication both in Malay and English languages which include different individual and different context of communication (MOHE, 2006). Specifically, it refers to students’ abilities to present ideas clearly, practice active listening and provide feedback (MOHE, 2006). It also includes abilities to



communicate with individuals from different cultures and possess with non verbal skill in communication. In the context of this study, communication skill refers to how competent students' interaction in different situation or context, sensitivity into cultural, and ability to deliver and receive accurate messages.

**(c) Teamwork skill**

A team can be defined as two or more people work together in order to accomplish common goals (Cohen and Bailey, 1997; Harris and Harris, 1996). Besides, teamwork can be defined as a “cooperative process that allows ordinary people to achieve extraordinary results” (Scarnati, 2001, p.5). Meanwhile, O’Neil *et al.* (1997) defined effective teamwork when team members adopt six categories of skills in teamwork, which are adaptability, communication, coordination, decision making, leadership and interpersonal skills. According to Malaysian Higher Education, teamwork skill involves an ability to work with others from different socio-cultural background in achieving the same goals (MOHE, 2006). Specifically, it refers to ability to build good relationship, interact with others, understand and respect other team members, and able to exchange roles (MOHE, 2006). In the context of this study, teamwork skill refers to students' ability to work cooperatively, adapt and respond effectively, build good relationship and communicate closely in understanding other team members.

**(d) Critical thinking and problem solving skill**

Critical thinking refers to an ability to analyze information, to determine the relevance of information gathered and then to interpret it in solving the problems (Ennis, 1989; Gagné, 1988). According to Jeevanantham (2005), critical thinking in solving the problems requires high-level thinking; involves the process of analysis, evaluation, reasonableness and reflection. In addition, critical thinking and problem solving skill involves students' critical, creative, innovative and analytical thinking abilities as well as ability to understand and apply knowledge into new perspective (MOHE, 2006). In detail, it refers to ability to solve problems; by identifying, analyzing, making justification based on actual fact and finding other alternatives (MOHE, 2006). In this study, critical thinking and problem solving skill is related to students' ability to solve problems creatively by remembering previous knowledge,

understanding the knowledge, applying the knowledge in new ways, analyzing the concept into several alternatives and evaluating pro and cons of all alternatives before making any decisions.

**(e) Moral and professional ethics skill**

Morals are concerned with the principles of right and wrong behaviour, while ethical is defined as moral principle of an individual or a group (Hornby, 1989). Besides, ethics can also be defined as moral behaviour standards which the groups refer it as right or wrong behaviour (Nickels *et al.*, 2008). Moral and professional ethics skill involves students' inclination to apply ethical principles and professional ethics which includes awareness towards society, culture and the environment (MOHE, 2006). Moral and professional ethics skill also specifically related to ability to understand the effect of ethical principles on economy, environmental and socio cultural, as well as ability to make decision ethically (MOHE, 2006). In this study, moral and professional ethics skill referred to students' ethical principle, moral awareness, intention and behaviour when dealing with ethical dilemma or situation. The terms moral and ethical can be used interchangeably as the two concepts are closely related (Khalidah *et al.*, 2010; Kidder, 2005).

**(f) Industrial training**

Industrial training refers to the students' placement in an organisation by taking part in supervised practical work in selected industries, either outside or inside the country, within a certain period of time before they are awarded certificate, diploma or degree (MOHE, 2006). In the context of this study, industrial training is a component of the social science, science and engineering undergraduate programmes in public universities in Malaysia and act as context of this study. Students either return to their respective universities to complete the education programme or graduate on the completion of the industrial training.

**(g) Individual factors**

According to Gilbert (2007), individual factors are one of the factors that can impact organisational performance, which also include skills development. On top of that, Kirkpatrick's training evaluation model (1998) proposed that factors such as

individual characteristics and motivation have influenced learning. Similarly, there are numbers of researchers claimed that factors such as individual characteristics, organisational, work environment, training design and delivery can influence training effectiveness throughout the training period (Aguinis and Kraiger, 2009; Bates *et al.*, 2000; Cannon-Bowers *et al.*, 1995; Ford and Kraiger, 1995; Homklin, 2014; Salas and Cannon-Bowers, 2001; Tannenbaum and Yukl, 1992; Tracey *et al.*, 1995). Thus, in this study, individual factors refer to students' demographic and their motivation. The students' demographic include factor of gender, ethnicity, field of study and academic performance. By following Herzberg's theory (1974), students' motivation includes two types of motivation namely; intrinsic and extrinsic motivation.

#### **(h) Organisational factors**

Other factor that impact organisational performance is work environment (Gilbert, 2007) which refer to organisational factors. Similar to individual factors, Kirkpatrick (1998) and Baldwin and Ford (1988) also suggest that throughout the learning process, factors such as direct supervisor, training design and delivery as well as work environment might influenced on the training outcomes. Therefore, in this study, organisational factors refer to supervisors' demographic, organisational demographic, supervisors' leadership styles, job scope and organisational culture. More specifically, supervisors demographic includes factor of gender, ethnicity, working position and experience. Meanwhile, the organisational demographic consists types of sectors, types of companies and organisational size factors. In supervisors' leadership styles, it refers to transformation, transactional and laissez-faire styles which follow the Full Range Leadership Model by Bass (1985). Using Hofstede cultural dimensions (1984), the organisational culture refers to individualism versus collectivism and power distance dimensions.

### **1.13 Outline of the Thesis**

The thesis starts with Chapter 1 by introducing research background on generic skills and overview of Malaysian education. Subsequently, the chapter identifies research problem and clarifies the research objectives. It then continues

with initiatives taken by MOHE in improving students' generic skills and briefly reviews on the foundation of industrial training and generic skills. The chapter continues with justification of its contribution and describing the research scope. The following section proposes a conceptual framework and defines conceptual and operational definitions. Chapter 2 then reviews relevant learning theories and training evaluation model. The chapter also discusses past studies in relation to generic skills and proposes the hypotheses. Chapter 3 explains methods used in this study. Chapter 4 then analyses and reports the findings of four generic skills improvement in this study. Finally, Chapter 5 discusses the findings of this study and provides a few implications and recommendations for future research.

#### **1.14 Summary**

This chapter provides an insight for the study by introducing the research background, the research problem and clarifies the objectives of research. This chapter also highlights the MOHE initiatives in improving students' generic skills and outlines the foundation of industrial training and generic skills. The chapter also highlights significance and scope of the study and delineates conceptual and operational definitions of this study. In short, this study aims to examine students' generic skills after undergoing industrial training. It further aims to examine the influence of individual and organisational factors on university students' generic skills. Next, Chapter 2 will discuss learning theories and training evaluation model, as well as past literatures that relevant to this study.

## REFERENCES

- Abdul Malek Abdul Karim, Nabilah Abdullah, Abdul Malek Abdul Rahman, Sidek Mohd Noah, Wan Marzuki Wan Jaafar, Joharry Othman, Lihanna Borhan, Jamaludin Badushah and Hamdan Said (2012). A Nationwide Comparative Study between Private and Public University Students' Soft Skills. *Asia Pacific Education Review*. 13(3), 541-548.
- Abdul Rahim Zumrah (2012). *The Influence of Perceived Organizational Support on Transfer of Training and the Consequences of Transfer of Training on Service Quality and Job Satisfaction: A Malaysian Public Sector Context*. Doctor Philosophy, University of South Australia, Australia.
- Abrahamsson, L. (2001). Gender-Based Learning Dilemmas in Organizations. *Journal of Workplace Learning*. 13(7/8), 298-307.
- Adebakin, A., Ajadi, O. T. and Subair, S. T. (2015). Required and Possessed University Graduate Employability Skills: Perceptions of the Nigerian Employers. *World Journal of Education*. 5(2), 115-121.
- Adler, R. and Towne, N. (1996). *Looking Out/Looking In: Interpersonal Communication*. (7th ed.) Florida: Harcourt Brace & Company.
- Aguinis, H. and Kraiger, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. *Annual Review Psychology*. 60, 451-474.
- Ahern, A., O'Connor, T., McRuairc, G., McNamara, M. and O'Donnell, D. (2012). Critical Thinking in the University Curriculum – The Impact on Engineering Education. *European Journal of Engineering Education*. 37(2), 125-132.
- Ahmad Asrul Ibrahim, Azah Mohamed and Asraf Mohamed Moubark (2009). Status Kebolehpasaran Graduan Kejuruteraan Elektrik, Elektronik dan Sistem, UKM. *Proceedings of the Seminar Pendidikan Kejuruteraan dan Alam Bina (PeKA' 09)*. Universiti Kebangsaan Malaysia, Bangi, 68-76.

- Ahmad Nabil Md Nasir, Dayana Farzeeha Ali, Muhammad Khair Noordin and Mohd Safarin Nordin (2011). Non-Technical Skills for Technical Skilled Workers in Malaysia. *Proceedings of the International Engineering and Technology Education Conference*. 16-19 January. Kuala Lumpur, Malaysia.
- Ahmad Nizam Mohd Yusof (2012). The Relationship Training Transfer between Training Characteristic, Training Design and Work Environment. *Human Resource Management Research*. 2(2), 1-8.
- Albaum, G. and Peterson, R. A. (2006). Ethical Attitudes of Future Business Leaders: Do They Vary by Gender and Religiosity? *Business & Society*. 45(3), 300-321.
- Al-Hebaish, S. M. (2012). The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. *Theory and Practice in Language Studies*. 2(1), 60-65.
- Aliakbari, M. and Sadeghdaghighi, A. (2011). Investigation of the Relationship between Gender, Field of Study, and Critical Thinking Skill: the Case of Iranian Students. *Proceedings of the 16<sup>th</sup> Conference of Pan-Pacific Association of Applied Linguistics*. 8-10 August. The Chinese University of Hong Kong, 301-310.
- Alleyne, P., Cadogan-McClean, C. and Harper, A. (2013). Examining Personal Values and Ethical Behaviour Perceptions between Accounting and Non-accounting Students in the Caribbean. *The Accounting Educator's Journal*. XXIII, 47-70.
- Alleyne, P., Devonish, D., Allman, J., Charles-Soverall, W. and Marshall, A. Y. (2010). Measuring Ethical Perceptions and Intentions among Undergraduate Students in Barbados. *The Journal of American Academy of Business, Cambridge*. 15(2), 319-326.
- Allmon, D. E., Chen, H. C. K., Pritchett, T. K. and Forrest, P. (1997). A Multicultural Examination of Business Ethics Perceptions. *Journal of Business Ethics*. 16(2), 183-188.
- Allmon, D. E., Page, D. and Roberts, R. (2000). Determinants of Perceptions of Cheating: Ethical Orientation, Personality and Demographics. *Journal of Business Ethics*. 23(4), 411-422.
- Almala, A. H. (2006). Applying the Principles of Constructivism to a Quality E-Learning Environment. *Distance Learning*. 3(1), 33-40.

- Amalina Abdullah, Zunaidah Sulong and Ridzwana Mohd Said (2014). An Analysis on Ethical Climate and Ethical Judgment among Public Sector Employees in Malaysia. *Journal of Applied Business and Economics*. 16(2). 133-142.
- Amerrudin Abdul Manan and Sarimah Shamsudin (2012). Comparing Form Four Malay and Chinese Students' Spoken English. *The English Teacher*. XLI(1), 13-26.
- Ancona, D. G. and Caldwell, D. F. (1992). Demography and Design: Predictors of New Product Team Performance. *Organisation Science*. 3(3), 321-341.
- Anderman, E. M. and Anderman, L. H. (2009). Social Cognitive Theory. (2009). In Anderman, E. M. and Anderman, L. H. (Eds.) *Psychology of Classroom Learning* (Vol. 2, pp. 833-839). Detroit: Macmillan Reference USA.
- Andersen, J. A. (2010). Public versus Private Managers: How Public and Private Managers Differ in Leadership Behavior. *Public Administration Review*. 70(1), 131-141.
- Anderson, K. J. B., Courter, S. S., McGlamery, T., Nathans-Kelly, T. M. and Nicometo, C. G. (2010). Understanding Engineering Work and Identity: A Cross-Case Analysis of Engineers within Six Firms. *Engineering Studies*, 2(3). 153-174.
- Andreu-Andres, M. A., Garcia-Casas, M. and Rising, B. (2009). Assessment of Student Participation and Critical Thinking in Engineering Students' Teamwork. *WSEAS Transactions On Advances In Engineering Education*. 6(12), 464-477.
- Andrew, L. (2007). Comparison of Teacher Educators' Instructional Methods with the Constructivist Ideal. *The Teacher Educator*. 42(3), 157-184.
- Andrews, G. and Russell, M. (2012). Employability Skills Development: Strategy, Evaluation and Impact. *Higher Education, Skills and Work-based Learning*. 2(1), 33-44.
- Andrews, J. and Higson, H. (2008). Graduate Employability, 'Soft Skills' versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*. 33(4), 411-422.
- Anesee Ibrahim. (2008). *Evaluating Training Effectiveness in the Malaysian Public Service*. Doctor Philosophy, University of Durham, England.
- Anitsal, I., Anitsal, M. and Elmore, R. (2009). Academic Dishonesty and Intention to Cheat: A Model on Active versus Passive Academic Dishonesty as Perceived

- by Business Students. *Academy of Educational Leadership Journal*. 13(2), 17-26.
- Anwar Ridhwan (2013, July 16). Pelajar Kita Masih Tumpul Kemahiran Insaniah. *Berita Harian*. Retrieved June 14, 2015, from <http://www.beritaharian.com.my>
- Arnifa Asmawi and Mohan, A. (2010). Understanding Patterns of Organisational Culture: A Study in Malaysian R&D Institutions. *Proceedings of the 2010 IEEE International Conference on Management of Innovation & Technology*. 2-5 June. Furama Riverfront Singapore, 324-329.
- Arroba, T. and Wedgwood-Oppenheim, F. (1994). Do Senior Managers Differ in the Public and Private Sector? *Journal of Managerial Psychology*. 9(1), 13-16.
- Arsenio, W. F. and Lemerise, E. A. (2004). Aggression and Moral Development: Integrating Social Information Processing and Moral Domain Models. *Child Development*. 75(4), 987-1002.
- Ashkanasy, N. M. (2002). Leadership in the Asian Century: Lessons from GLOBE. *International Journal of Organisational Behavior*. 5(3), 150-163.
- Asproni, G. (2004). Motivation, Teamwork, and Agile Development. *Agile Times*. 4, 1-9.
- Atmeh, M. and Al-Khadash, H. (2008). Factors Affecting Cheating Behavior among Accounting Students (Using the Theory of Planned Behavior. *Journal of Accounting - Business & Management*. 15(1), 109-125.
- Awayiga, J. Y., Onumah, J. M. and Tsamenyi, M. (2010). Knowledge and Skills Development of Accounting Graduates: The Perceptions of Graduates and Employers in Ghana. *Accounting Education*. 19(1-2), 139-158.
- Ayres, J. and Malouff, J. M. (2007). Problem-Solving Training to Help Workers Increase Positive Affect, Job Satisfaction, and Life Satisfaction. *European Journal of Work and Organisational Psychology*. 16(3), 279-294.
- Azami Zaharim, Yuzainee Md Yusoff, Mohd. Zaidi Omar, Azah Mohamed and Norhamidi Muhamad (2009). Employers' Perceptions and Expectation toward Engineering Graduates: A Study Case. *Proceedings of the 6<sup>th</sup> WSEAS International Conference on Engineering Education*. 16-19 July. Rodos, Greece, 23-29.
- Azleen Ilias, Mohd Zulkeflee Abd Razak, Nek Kamal Yeop Yunus and Siti Fara Fadila Abd Razak (2012). How Accounting Students Perceived Towards



- Teamwork Skills. *Journal of Education and Vocational Research*. 3(12), 387-398.
- Azman Ismail, Sieng, L. L. C., Muhammad Madi Abdullah and Francis, S. K. (2010). Linking Supervisor's Role in Training Programs to Motivation to Learn as an Antecedent of Job Performance. *Intangible Capital*. 2(1), 1-25.
- Azmi Ahmad (2011). *Effectiveness of Learning Transfer in National Dual Training System (NDTS)*. Doctor Philosophy, Universiti Tun Hussein Onn, Batu Pahat and University of Bremen, Germany.
- Babbie, E. (2010). *The Practice of Social Research*. (12<sup>th</sup> ed.) United States of America: Wadsworth, Cengage Learning.
- Babbie, E. (2007). *The Practice of Social Research*. (11<sup>th</sup> ed.) California: Thompson Learning, Inc.
- Bacon, D. R. (2005). The Effect of Group Projects on Content-Related Learning. *Journal of Management Education*. 29(2), 248-267.
- Baker, S. D. and Comer, D. R. (2012). "Business Ethics Everywhere": An Experiential Exercise to Develop Students' Ability to Identify and Respond to Ethical Issues in Business. *Journal of Management Education*. 36(1), 95-125.
- Baldwin, T. T. and Ford, J. K. (1988). Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology*. 41(1), 63-105.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1991). Social Cognitive Theory of Self-Regulation. *Organizational Behavior and Human Decision Processes*. 50(2), 248-287.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*. 52, 1-26.
- Bandura, A., Caprara, G. V., Barbaranelli, C. Pastorelli, C. and Regalia, C. (2001). Sociocognitive Self-regulatory Mechanisms Governing Transgressive Behavior. *Journal of Personality and Social Psychology*. 80(1), 125-135.
- Baranski, J. V., Thompson, M. M., Lichacz, F. M. J., McCann, C., Gil, V. and Pasto, L. (2007). Effects of Sleep Loss on Team Decision Making: Motivational

- Loss or Motivational Gain? *Human Factors: The Journal of the Human Factors and Ergonomics Society*. 49(4), 646-660.
- Barker, S. A. (2002). Utilizing Cross-Cultural Curricula to Improve Interpersonal Job Skills Training. *Journal of European Industrial Training*. 26(1), 38-52.
- Barney, J. B. (1986). Organisational Culture: Can It Be a Source of Sustained Competitive Advantage? *The Academy of Management Review*. 11(3), 656-665.
- Barnlund, D. (1970). A Transactional Model of Communication. In Sereno K. K. and Mortensen C. D. (Eds.). *Foundations of Communication Theory* (pp. 83-102). New York: Harper.
- Barnlund, D. C. (2008). A Transactional Model of Communication. In Mortensen, C. D. (Ed.) *Communication Theory* (pp. 47-57). New Brunswick, New Jersey: Transaction.
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. New York: The Free Press.
- Bass, B. M. (1998). *Transformational Leadership: Industrial, Military, and Educational Impact*. Mahwah, NJ: Lawrence Erlbaum.
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organisational Psychology*. 8(1), 9-32.
- Bass, B. M. and Avolio, B. J. (1994). *Improving Organisational Effectiveness through Transformational Leadership*. Thousand Oaks, CA: Sage.
- Bass, B. M. and Avolio, B. J. (1995). *Multifactor Leadership Questionnaire*. (2<sup>nd</sup> ed.) Redwood City, CA: Mind Garden.
- Bass, B. M., Avolio, B.J., Jung, D. I. and Berson, Y. (2003). Predicting Unit Performance by Assessing Transformational and Transactional Leadership. *Journal of Applied Psychology*. 88(2), 207-218.
- Bass, B. M. and Riggio, R. E. (2006). *Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum.
- Bates, R. and Coyne, T. H. (2005). Effective Evaluation of Training: Beyond the Measurement of Outcomes. *Paper presented at the Academy of Human Resource Development International Conference (AHRD)*. 24-27 February. Estes Park, Colorado, 371-378.

- Bates, R. A., Holton, E. F. III, Seyler, D. A. and Carvalho, M. A. (2000). The Role of Interpersonal Factors in the Application of Computer-Based Training in an Industrial Setting. *Human Resource Development International*. 3, 19-43.
- Baumeister, R. F. and Leary, M. R. (1995). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. *Psychological Bulletin*. 117(3), 497-529.
- Beal, B. (2003). Teamwork – The Key to Staff Development. *Career Development International*. 8(5), 235-240.
- Beard, D. F. (1998). The Status of Internships/Cooperative Education Experiences in Accounting Education. *Journal of Accounting Education*. 16(3–4), 507-516.
- Beard, D. F. (2007). Assessment of Internship Experiences and Accounting Core Competencies. *Accounting Education*. 16(2), 207-220.
- Beck, J. E. and Halim, H. (2008). Undergraduate Internships in Accounting: What and How do Singapore Interns Learn from Experience? *Accounting Education*. 17(2), 151-172.
- Becker, D. A. and Ulstad, I. (2007). Gender Differences in Student Ethics: Are Females Really More Ethical? *Plagiarism: Cross-Disciplinary Studies in Plagiarism, Fabrication, Falsification, and Falsification*. 2(3), 77-91.
- Bednar, A. K., Cunningham, D., Duffy, T. M. and Perry, J. D. (1991). Theory into Practice: How Do We Link? In Anglin, G. J. (Ed.) *Instructional Technology: Past, Present, and Future*. Englewood, CO: Libraries Unlimited.
- Beekun, R. I., Hamdy, R., Westerman, J. W. and HassabElnaby, H. R. (2008). An Exploration of Ethical Decision-making Processes in the United States and Egypt. *Journal of Business Ethics*. 82(3), 587-605.
- Beins, B. and McCarthy, M. (2010). *Research Methods and Statistics*. Upper Saddle River, New Jersey: Pearson.
- Belbin, R. M. (1981). *Management Teams: Why They Succeed or Fail*. (3<sup>rd</sup> ed.) Butterworth-Heinemann: Oxford.
- Belbin, R. M. (1996). *Team Roles at Work*. Butterworth-Heinemann: Oxford.
- Bell, C. and Hughes-Jones, J. (2008). Power, Self-regulation and the Moralization of Behavior. *Journal of Business Ethics*. 83(3), 503-514.
- Belling, R., James, K. and Ladkin, D. (2004). Back to the Workplace: How Organizations Can Improve their Support for Management Learning and Development. *The Journal of Management Development*. 23(3), 234-255.

- Benton, T. and Craib, I. (2010). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. (2nd ed.) London: Palgrave Macmillan.
- Bhati, D. (2007). *Factors That Influence Transfer of Hazardous Material Training: The Perception of Selected Fire-Fighter Trainees and Supervisors*. Doctor Philosophy, University of Central Florida, Florida.
- Bigge, M. L. and Shermis, S. S. (1999). *Learning Theories for Teachers*. (6<sup>th</sup> ed.) New York, NY: Addison Wesley Longman.
- Billany, T., Hartnett, M. and Bhattacharya, M. (2007). Understanding Topical Science Issues – A Learning Design Approach. *Journal of Interactive Learning Research*. 18(1), 85-100.
- Billing, D. (2007). Teaching for Transfer of Core/Key Skills in Higher Education: Cognitive Skills. *Research in Higher Education*. 37, 71-93.
- Blasko, Z. (2002). *Access to What: Analysis of Factors Determining Graduate Employability*: Bristol, HEFCE.
- Blom, A. and Saeki., H. (2011). *Employability and Skill Set of Newly Graduated Engineers in India*. World Bank Policy Research Working Paper Series. 1-58.
- Bloom, M. R. and Kitagawa, K. G. (1999). Understanding Employability Skills. *The Conference Board of Canada*. Ottawa: Canada.
- Bogdał, M. (2013). Communication Management in Public Sectors: The Case of the Polish Energy Sector. *Comunicação Pública*. 8(14), 7-23.
- Boje, D. M., Rosile, G. A., Durant, R. A. and Luhman, J. T. (2004). Enron Spectacles: A Critical Dramaturgical Analysis. *Organisation Studies*. 25(5), 851-884.
- Bolden, R., Gosling, J., Marturano, A. and Dennison, P. (2003). A Review of Leadership Theory and Competency Frameworks. *Centre for Leadership Studies*. 1-44.
- Borkowski, S. C. and Ugras, Y. J. (1992). The Ethical Attitudes of Students as a Function of Age, Sex and Experience. *Journal of Business Ethics*. 11(12), 961-979.
- Bowman, K. (2010). *Background Paper for the AQF Council on Generic Skills*. Australia: Australian Qualifications Framework Council.
- Brahnam, S. D., Thomas M. M., Michael A. H., Tonya B. B. and Jerry M. C. (2005). A Gender-Based Categorization for Conflict Resolution. *Journal of Management Development*. 24(3), 197-208.

- Brinkerhoff, R. O. (1987). *Achieving Results from Training*. San Francisco: Jossey-Bass.
- Brislin, R. W. (1970). Back-Translation for Cross-Cultural Research. *Journal of Cross-Cultural Psychology*. 1, 185-216.
- Broad, M. L. and Newstrom, J. W. (1992). *Transfer of Training: Action-Packed Strategies to Ensure High Payoff from Training Investments*. New York: Addison-Wesley.
- Broussard, S. C. and Garrison, M. E. B. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary-School-Aged Children. *Family and Consumer Sciences Research Journal*. 33(2), 106-120.
- Brown, M. E. and Treviño, L. K. (2006). Ethical Leadership: A Review and Future Directions. *The Leadership Quarterly*. 17(6), 595-616.
- Brown, M. E., Treviño, L. K. and Harrison, D. A. (2005). Ethical Leadership: A Social Learning Perspective for Construct Development and Testing. *Organisational Behavior and Human Decision Processes*. 97(2), 117-134.
- Brown, T. (2005). Effectiveness of Distal and Proximal Goals as Transfer of Training Intervention: A Field Experiment. *Human Resource Development Quarterly*. 16(3), 369-387.
- Bruce, W. (1994). Ethical People Are Productive People. *Public Productivity & Management Review*. 17(3), 241-252.
- Bruner, J. S. (1996). *The Culture of Education*. Cambridge: Harvard University Press.
- Brunetto, Y., Farr-Wharton, R. and Shacklock, K. (2011). Supervisor-Nurse Relationships, Teamwork, Role Ambiguity and Well-Being: Public versus Private Sector Nurses. *Asia Pacific Journal of Human Resources*. 49(2), 143-164.
- Buckenmyer, J. A. (2000). Using Teams for Class Activities: Making Course/Classroom Teams Work. *Journal of Education for Business*. 76(2), 98-107.
- Bui, B. and Porter, B. (2010). The Expectation-Performance Gap in Accounting Education: An Exploratory Study. *Accounting Education*. 19(1-2), 23-50.
- Bukaliya, R. (2012). The Potential Benefits and Challenges of Internship Programmes in an ODL Institution: A Case for the Zimbabwe Open

- University. *International Journal on New Trends in Education and Their Implications*. 3(1), 118-133.
- Bunch, K. (2007). Training Failure as a Consequence of Organisational Culture. *Human Resource Development Review*. 6(2), 142-163.
- Burke, L. A. and Baldwin, T. T. (1999). Workforce Training Transfer: A Study of the Effect of Relapse Prevention Training and Transfer. *Human Resource Management*. 38(3), 227-243.
- Burke, L. A. and Hutchins, H. M. (2008). A Study of Best Practices in Training Transfer and Proposed Model of Transfer. *Human Resource Development Quarterly*. 19(2), 107-128.
- Burnett, S. (2003). The Future of Accounting Education: A Regional Perspective. *Journal of Education for Business*. 78(3), 129-134.
- Bushe, G. R. and Coetzer, G. H. (2007). Group Development and Team Effectiveness. *The Journal of Applied Behavioral Science*. 43(2), 184-212.
- Cable, D., Dale, M. and Day, R. (2007). Accounting Education: The Gap between Academic Study and Professional Practice. *Proceedings of the Second Innovation in Accounting and Corporate Governance Education Conference*. 31 January-2 February. Hobart, Tasmania, 1-6.
- Caleb, E. C. and Udofia, A. E. (2013). Generic Skills and the Employability of Electrical Installation Students in Technical Colleges of Akwa Ibom State, Nigeria. *IOSR Journal of Research & Method in Education*. 1(2), 59-67.
- Callanan, G. and Benzing, C. (2004). Assessing the Role of Internships in the Career-Oriented Employment of Graduating College Students. *Education + Training*. 46(2), 82-89.
- Can, A. and Aktas, M. (2012). Cultural Values and Followership Style Preferences. *Procedia - Social and Behavioral Sciences*. 41, 84-91.
- Cannon-Bowers, J. A., Salas, E., Tannenbaum, S. I. and Mathieu, J. E. (1995). Toward Theoretically Based Principles of Training Effectiveness: A Model and Initial Empirical Investigation. *Military Psychology*. 7, 141-164.
- Carroll, J. and Zetterling, C-M. (2009). Guiding Students away from Plagiarism: KTH Learning Lab.
- Chan, R. and Cabrera, M. (2007). The Concept of Context: Filling in the Blanks. *Proceedings of the The Association for Business Communication 7<sup>th</sup> Asia-*

- Pacific Conference*. 27-31 March. Hong Kong Special Administrative Region, 1-16.
- Chanock, K. (2000). Comments on Essays: Do Students Understand What Tutors Write? *Teaching in Higher Education*. 5(1), 95-105.
- Chen, G. M. and Starosta, W. J. (2000). The Development and Validation of Intercultural Communication Sensitivity Scale. *Human Communication*. 3(1), 1-15.
- Chen, H-C., Holton, E. F. and Bates, R. A. (2006). Situational and Demographic Influences on Transfer System Characteristics in Organizations. *Journal of Performance Improvement Quarterly*. 19(3), 7-26.
- Cheng, E. and Hampson, I. (2008). Transfer of Training: A Review and New Insights. *International Journal of Management Reviews*. 10(4), 327-341.
- Cheng, E. W. L. and Ho, D. C. K. (2001). A Review of Transfer of Training Studies in the Past Decade. *Journal of Personnel Review*. 30(1), 102-118.
- Chi, C. G. and Gursoy, D. (2009). How to Help Your Graduates Secure Better Jobs? An Industry Perspective. *International Journal of Contemporary Hospitality Management*. 21(3), 308-322.
- Chiaburu, D. S. and Lindsay, D. R. (2008). Can Do or Will Do? The Importance of Self-Efficacy and Instrumentality for Training Transfer. *Journal of Human Resource Development International*. 11(2), 199-206.
- Chiaburu, D. S. and Marinova, S. V. (2005). What Predicts Skill Transfer? An Exploratory Study of Goal Orientation, Training Self-Efficacy and Organizational Supports. *International Journal of Training and Development*. 9, 110-123.
- Chiaburu, D. S. and Tekleab, A. G. (2005). Individual and Contextual Influences on Multiple Dimensions of Training Effectiveness. *Journal of European Industrial Training*. 29(8), 604-626.
- Chin, C. and Brown, D. E. (2000). Learning in Science: A Comparison of Deep and Surface Approaches. *Journal of Research in Science Teaching*. 37(2), 109-138.
- Christensen, D. S. and Rees, D. (2002). An Analysis of the Business Communication Skills Needed By Entry-Level Accountants. *Mountain Plain Journal of Management and Economics*, 1-11.

- Clarke, N. (2002). Job/Work environment Factors Influencing Training Effectiveness within a Human Service Agency: Some Indicative Support for Baldwin and Fords' Transfer Climate Construct. *International Journal of Training and Development*. 6(3), 146-162.
- Clarke, P., Hill, N. T. and Stevens, K. (1996). Ethical Reasoning Abilities: Accountancy Practitioners in Ireland. *IBAR*. 17, 94-109.
- Clegg, J. K. (2013). Careers: 5 Keys to Fruitful Collaborations. *Chemistry in Australia*. Feb 2013, 34–35.
- Closson, R. (2013). Racial and Cultural Factors and Learning Transfer. *Learning Transfer in Adult Education: New Directions for Adult and Continuing Education*. 37, 61-69.
- Cobb, P. and Bowers, J. (1999). Cognitive and Situated Learning Perspectives in Theory and Practice. *Educational Researcher*. 28(2), 4-15.
- Coco, M. (2000). Internships: A Try before you Buy Arrangement. *SAM Advanced Management Journal*. 65, 41-44.
- Cohen, S. G. and Bailey, D. E. (1997). What Makes Teams Work: Group Effectiveness Research from the Shop Floor to the Executive Suite. *Journal of Management*. 23(3), 239-291.
- Coldwell, D., Billsberry, J., van Meurs, N. and Marsh, P. G. (2008). The Effects of Person–Organisation Ethical Fit on Employee Attraction and Retention: Towards a Testable Explanatory Model. *Journal of Business Ethics*. 78(4), 611-622.
- Conti, B. and Kleiner, B. H. (1997). How to Increase Teamwork in Organisations. *Training for Quality*. 5(1), 26-29.
- Cook, S. J., Parker, R. S. and Pettijohn, C. E. (2004). The Perceptions of Interns: A Longitudinal Case Study. *Journal of Education for Business*. 79(3), 179-185.
- Cord, B., Bowrey, G. and Clements, M. (2010). Accounting Students' Reflections on a Regional Internship Program. *Australasian Accounting Business and Finance Journal*. 4(3), 47-64.
- Cordery, J. L. (1995). Work Redesign: Rhetoric vs Reality. *Asia Pacific Journal of Human Resources*. 33(2), 3-19.
- Craig, P. J. and Oja, S. N. (2012). Moral Judgement Changes among Undergraduates in a Capstone Internship Experience. *Journal of Moral Education*, 1-28.



- Crawford, L., Helliard, C. and Monk, E. A. (2011). Generic Skills in Audit Education. *Accounting Education*. 20(2), 115-131.
- Crebert, G., Bates, M., Bell, B., Patrick, C. J. and Cragolini, V. (2001). *Developing Generic Skills at University. during Work Placement and in Employment: Graduates' Perceptions*. Australia: Griffith University.
- Crebert, G., Bates, M., Bell, B., Patrick, C. J. and Cragolini, V. (2004). Developing Generic Skills at University, During Work Placement and in Employment: Graduates' Perceptions. *Higher Education Research & Development*. 23(2), 147-165.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. (2<sup>nd</sup> ed.) United States of America: Sage Publications, Inc.
- Crossman, J. and Clarke, M. (2010). International Experience and Graduate Employability: Stakeholder Perceptions on the Connection. *Higher Education*. 59(5), 599-613.
- Crowl, T. K., Kaminsky, S. and Podell, D. M. (1997). *Educational Psychology: Windows on Teaching*. Madison, WI: Brown and Benchmark.
- Curtis, D. and Lawson, M. (2001). Exploring Collaborative Online Learning. *Journal of Asynchronous Learning Networks*. 5(1), 21-34.
- Dacko, S. G. (2008). Developing the Top Five Skills within An MBA Programme: Implications for Management Educators. *The International Journal of Management Education*. 13(2), 21-31.
- Daffron, S. R. and North, M. W. (2006). Learning Transfer: Lessons Learned from Software Company Professionals. *PAACE Journal of Life Long Learning*. 15, 51-67.
- Daniel, J. L. (2010). The Effect of Workplace Spirituality on Team Effectiveness. *Journal of Management Development*. 29(5), 442-456.
- Davidsson, P. and Wiklund, J. (2001). Levels of Analysis in Entrepreneurship Research: Current Research Practice and Suggestions for the Future. *Entrepreneurship Theory & Practice*. 25(4), 81-100.
- De Cremer, D. and Tyler, T. R. (2005). A Matter of Intragroup Status: The Importance of Respect for the Viability of Groups *Status and Groups* (Vol. 7, pp. 1-21): Emerald Group Publishing Limited.
- de Vaus, D. (2002). *Surveys in Social Research*. (5<sup>th</sup> ed.) Australia: Allen & Unwin.

- de Villiers, R. (2010). The Incorporation of Soft Skills into Accounting Curricula: Preparing Accounting Graduates for Their Unpredictable Futures. *Meditari Accountancy Research*. 18(2), 1-22.
- Deal, T. E. and Kennedy, A. A. (1982). *Corporate Cultures*. Menlo Park: Addison Wesley Publishing Co.
- Dellaportas, S., Cooper, B. and Leung, P. (2006). Measuring Moral Judgement and the Implications of Cooperative Education and Rule-Based Learning. *Accounting and Finance*. 46(1), 53-70.
- Detert, J. R., Trevino, L. K. and Sweitzer, V. L. (2008). Moral Disengagement in Ethical Decision Making: A Study of Antecedents and Outcomes. *Journal of Applied Psychology*. 93(2), 384-391.
- Devadason, E. S., Subramaniam, T. and Daniel, E. G. S. (2010). Final Year Undergraduates' Perceptions of the Integration of Soft Skills in the Formal Curriculum: A Survey of Malaysian Public Universities. *Asia Pacific Education Review*. 11(3), 321-348.
- DeVito, J. A. (2007). *The Interpersonal Communication Book*. (11<sup>th</sup> ed.) Boston, MA: Pearson/Allyn and Bacon.
- Devonish, D., Alleyne, P., Cadogan-McClean, C. and Greenidge, D. (2009). An Empirical Study of Future Professionals' Intentions to Engage in Unethical Business Practices. *Journal of Academic Ethics*. 7(3), 159-173.
- Dewey, J. (1938). *Education and Experience*. New York: Simon and Schuster.
- Diaz-Lefebvre, R. (2004). Multiple Intelligences, Learning for Understanding, and Creative Assessment: Some Pieces to the Puzzle of Learning. *Teachers College Record*. 106(1). 49-57.
- Dickinson, M. (2000). Giving Undergraduates Managerial Experience. *Education + Training*. 42(3), 159-170.
- Douglas, E. (2009). The Practice of Critical Thinking among Engineering Students. *Proceedings of the 116<sup>th</sup> ASEE Annual Conference & Exposition*. 14-17 June. Hilton Austin, Texas.
- Driscoll, M. P. (2000). *Psychology of Learning for Instruction*. (2<sup>nd</sup> ed.) Needham Heights, MA, USA: Allyn and Bacon.
- Dufwenberg, M. and Muren, A. (2006). Gender Composition in Teams. *Journal of Economic Behavior & Organisation*. 61(1), 50-54.

- Duran, R. L. (1992). Communicative Adaptability: A Review of Conceptualization and Measurement. *Communication Quarterly*. 40(3), 253-268.
- Eagly, A. H., Johannesen-Schmidt, M. C. and van Engen, M. L. (2003). Transformational, Transactional, and Laissez-Faire Leadership Styles: A Meta-Analysis Comparing Women and Men. *Psychological Bulletin*. 129(4), 569-591.
- Economic Planning Unit. (2007). *Malaysia and the Knowledge Economy: Building a World-Class Higher Education System*. (No. 40397-MY). World Bank, Washington DC.: Human Development Sector, East Asia and Pacific Region.
- Edmondson, A. C., Dillon, J. R. and Roloff, K. (2007). *Three Perspectives on Team Learning: Outcome Improvement, Team Mastery, and Group Process*. New York, NY: Lawrence Erlbaum.
- Elangovan, A. R. and Karakowsky, L. (1999). The Role of Trainee and Environmental Factors in Transfer of Training: An Exploratory Framework. *Leadership & Organisation Development Journal*. 20(5), 268-276.
- Ely, R. J. (2004). A Field Study of Group Diversity, Participation in Diversity Education Programs, and Performance. *Journal of Organisational Behavior*. 25(6), 755-780.
- Ennis, R. H. (1989). Critical Thinking and Subject Specificity: Clarification and Needed Research. *Educational Researcher*. 18(3), 4-10.
- Eraut, M. (2000). Non-Formal Learning and Tacit Knowledge in Professional Work. *British Journal of Educational Psychology*. 70(1), 113-136.
- Esterle, J. and Clurman, D. (1993). *Conversations with Critical Thinkers*. San Francisco: The Whitman Institute.
- Evans, A. M., Levitt, D. H. and Henning, S. (2012). The Application of Ethical Decision-Making and Self-Awareness in the Counselor Education Classroom. *Journal of Counselor Preparation and Supervision*. 4(2), 41-52.
- Facione, P. A. (2000). The Disposition toward Critical Thinking: Its Character, Measurement, and Relation to Critical Thinking Skill. *Informal Logic*. 20(1), 61-84.
- Fadzilah Akmal Ali, Yasmiza Long, Fakhrul Anwar Zainol and Maslina Mansor (2012). Students' Self-Perceived Importance of Employability Skills Needed: A Case Study in University of Sultan Zainal Abidin (UniSZA), Malaysia.

- Proceedings of the 2<sup>nd</sup> International Conference on Management*. 11-12 June. Langkawi Kedah, Malaysia, 1038-1054.
- Fairuzza Hairi, Mohamad Nazuir Ahmad Toe and Wahid Razzal (2011). Employers' Perception on Soft Skills of Graduates: A Study of Intel Elite Soft Skill Training. *Proceedings of the International Conference on Teaching & Learning in Higher Education (ICTLHE 2011)*. 21-23 November. Equatorial Hotel Malacca, Malacca, 1-8.
- Falk, I. (2003). Designing Effective Leadership Interventions: A Case Study of Vocational Education and Training. *Leadership & Organisation Development Journal*. 24(4), 193-203.
- Felder, R. M. and Brent, R. (1994). *Cooperative Learning in Technical Courses: Procedures, Pitfalls, and Payoffs*. United States: North Carolina State University.
- Feldman, K. A. (2007). Identifying Exemplary Teachers and Teaching: Evidence from Student Ratings. In Perry, R. P. and Smart, J. C. (Eds.) *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective* (pp. 93-143). Springer Netherlands: Kluwer Academic Publishers.
- Ferreira, A. I. and Hill, M. M. (2008). Organisational Cultures in Public and Private Portuguese Universities: A Case Study. *Higher Education*. 55(6), 637-650.
- Field, A. (2005). *Discovering Statistics using SPSS: (and Sex, Drugs and Rock 'n' Roll)*. (3<sup>rd</sup> ed.) London: SAGE Publications.
- Fincham, R. and Rhodes, P. (1999). *Principles of Organizational Behavior*. (3<sup>rd</sup> ed.) New York: Oxford University Press.
- Ford, J. K. and Kraiger, K. (1995). The Application of Cognitive Constructs and Principles To The Instructional Systems Design Model of Training: Implications for Needs Assessment, Design, and Transfer. *International Review of Industrial and Organizational Psychology*. 10, 1-48.
- Forgarty, R. and McTighe, J. (1993). Educating Teachers for Higher Ordering Thinking: The Three-Story Intellect. *Theory into Practice*. 32(3), 161-169.
- Forte, A. (2004). Business Ethics: A Study of the Moral Reasoning of Selected Business Managers and the Influence of Organisational Ethical Climate. *Journal of Business Ethics*. 51(2), 167-173.
- Fox, L. (2003). *Enron: The Rise and Fall*. Hoboken, NJ: John Wiley.

- Francescato, D., Porcelli, R., Mebane, M., Cuddetta, M., Klobas, J. and Renzi, P. (2006). Evaluation of the Efficacy of Collaborative Learning in Face-To-Face and Computer-Supported University Contexts. *Computers in Human Behavior*. 22(2), 163-176.
- Franklin, A. L. and Pagan, J. F. (2006). Organizational Culture as an Explanation for Employee Discipline Practices. *Review of Public Personnel Administration*. 26, 53-73.
- Fredricks, S. M. and Tilley, E. (2014). Confluence of the Power-Distance Cultural Dimensions between the United States, New Zealand, and Germany in Ethical Responses. *International Journal of Humanities and Social Science*. 4(4), 7-20.
- Freire, P. (1998). *Politics and Education*. Los Angeles, California: UCLA Latin American Center Publications.
- Freudenberg, B., Brimble, M. and Cameron, C. (2011). WIL and Generic Skill Development: The Development of Business Students' Generic Skills through Work Integrated Learning. *Asia-Pacific Journal of Cooperative Education*. 12(2), 79-93.
- Fricke, R. D. and Schonlau, M. (2002). Advantages and Disadvantages of Internet Research Surveys: Evidence from the Literature. *Field methods*. 14(4), 347-367.
- Gadotti, M. (2002). General Theme: The Possible Dream. Paulo Freire and the Future of Humanity. In *The Third International Paulo Freire Forum*. Los Angeles.
- Gage, N. L. and Berliner, D. C. (1992). *Educational Psychology*. (5<sup>th</sup> ed.) Boston: Houghton Mifflin.
- Gagné, R. (1988). Some Reflections on Thinking Skills. *Instructional Science*. 17(4), 387-390.
- Gagnon, G. W. and Collay, M. (2006). *Constructivist Learning Design: Key Questions for Teaching to Standards*. Thousand Oaks, CA: Corwin Press.
- Galvin, J. C. (1983). What Trainers Can Learn From Educators about Evaluating Management Training. *Training and Development Journal*. 37(8), 52-57.
- Gamble, T. K. and Gamble, M. W. (2013). *Interpersonal Communication: A First Look Interpersonal Communication: Building Connections Together*: SAGE Publications, Inc.

- Ganapathy, M. and Kaur, S. (2014). ESL Students' Perceptions of the use of Higher Order Thinking Skills in English Language Writing. *Advances in Language and Literary Studies*. 5(5), 80-87.
- Gaur, A. S. and Gaur, S. S. (2009). *Statistical Method for Practice and Research*. New Delhi, India: SAGE Publications India.
- Gelders, D., Bouckaert, G. and van Ruler, B. (2007). Communication Management in the Public Sector: Consequences for Public Communication about Policy Intentions. *Government Information Quarterly*. 24(2), 326-337.
- Gibbs, G. and Coffey, M. (2004). The Impact Of Training Of University Teachers on their Teaching Skills, their Approach to Teaching and the Approach to Learning of their Students. *Active Learning in Higher Education*. 5(1), 87-100.
- Gilbert, T. F. (2007). *Human Competence: Engineering Worthy Performance*. (Tribute ed.). San Francisco, CA: Pfeiffer.
- Grant, C. D. and Dickson, B. R. (2006). Personal Skills in Chemical Engineering Graduates the Development of Skills within Degree Programmes to Meet the Needs of Employers. *Education for Chemical Engineers*. 1(1), 23-29.
- Gredler, M. E. (2005). *Learning and Instruction: Theory into Practice*. (5<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.
- Greenbank, P. (2002). Undergraduate Work Experience: An Alternative Approach using Micro Businesses. *Education + Training*. 44(6), 261-270.
- Groves, K. S. (2005). Gender Differences in Social and Emotional Skills and Charismatic Leadership. *Journal of Leadership & Organisational Studies*. 11(3), 30-46.
- Guerrero, L. and Floyd, K. (2008). *Nonverbal Communication in Close Relationships*. Mahwah, N. J: Lawrence Erlbaum.
- Guo, K. L. and Sanchez, Y. (2009). Workplace Communication. In Borkowski, N. M. (Ed.). *Organisational Behaviour, Theory and Design in Health Care* (pp. 77-110). United States of America: Jones & Barlett.
- Gupta, S., Cunningham, D. J. and Arya, A. (2009). A Comparison of the Ethics of Business Students: Stated Behavior versus Actual Behavior. *Journal of Legal, Ethical and Regulatory Issues*. 12(2), 103-122.

- Hackman, J. R. and Oldham, G. R. (1976). Motivation through the Design of Work: Test of Theory. *Organisational Behavior and Human Performance*. 16(3), 250-279.
- Hafizoah Kassim and Fatimah Ali (2010). English Communicative Events and Skills Needed at the Workplace: Feedback from the Industry. *English for Specific Purposes*. 29(3), 168-182.
- Haines, R. and Leonard, L. N. K. (2007). Individual Characteristics and Ethical Decision-Making in an IT Context. *Industrial Management & Data Systems*. 107(1), 5-20.
- Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E. (2010). *Multivariate Data Analysis*. (7<sup>th</sup> ed.) Upper Saddle River, NJ: Prentice Hall.
- Hairuzila Idrus, Hazadiah Mohd Dahan and Normah Abdullah (2009). Challenges in the Integration of Soft Skills in Teaching Technical Courses: Lecturers' Perspectives. *Asian Journal of University Education*. 5(2), 67-81.
- Halabi Hasbullah and Suziah Sulaiman (2002). Industrial Internship Programme at Universiti Teknologi Petronas – A Collaboration Strategy that Enhanced Students' Soft Skills in the Ever-Changing Technology. *Proceedings of the International Conference on Engineering Education*. 18–21 August. Manchester, United Kingdom, 1-5.
- Haller, C., Fisher, R. and Gapp, R. (2007). Reflection as a Means of Understanding: Ways in Which Confucian Heritage Students Learn and Understand Organisational Behaviour. *Multicultural Education & Technology Journal*. 1(1), 6-24.
- Hamilton, Barton H., Nickerson, Jack A. and Owan, H. (2003). Team Incentives and Worker Heterogeneity: An Empirical Analysis of the Impact of Teams on Productivity and Participation. *Journal of Political Economy*. 111(3), 465-497.
- Hanim Sulaiman and Noor Hafisah Sapuan (2010). Kemahiran Generik yang diperoleh Pelajar Sarjana Muda Teknologi serta Pendidikan (Kemahiran Hidup) PKPG semasa Menjalani Latihan Industri. Universiti Teknologi Malaysia.
- Hapidah Mohamad and Mohd Sahandri Ghani Hamzah (2011). Employability Profiles of Graduates: The Malaysia Scenario from an Employer Perspective.

- Proceedings of the 5<sup>th</sup> QS-Apple Conference*. 24-26 November. Kuala Lumpur, Malaysia.
- Harris, P. R. and Harris, K. G. (1996). Managing Effectively through Teams. *Team Performance Management: An International Journal*. 2(3), 23-36.
- Harris, S., Lowery-Moore, H. and Farrow, V. (2008). Extending Transfer of Learning Theory to Transformative Learning Theory: A Model for Promoting Teacher Leadership. *Theory Into Practice*. 47(1), 318-326.
- Harrison, J. L. (2011). Instructor Transformational Leadership and Student Outcomes. *Emerging Leadership Journeys*. 4(1), 82-136.
- Hart Research Associates. (2015). Falling Short? College Learning and Career Success. Hart Research Associates, Connecticut Avenue, NW, NW Washington, DC.
- Hartmann, A. (2006). The Role of Organisational Culture in Motivating Innovative Behaviour in Construction Firms. *Construction Innovation: Information, Process, Management*. 6(3), 159-172.
- Hassall, T., Joyce, J., Arquero Montaña, J. L. and Donoso Anes, J. A. (2005). Priorities for the Development of Vocational Skills in Management Accountants: A European Perspective. *Accounting Forum*. 29(4), 379-394.
- Hauser, R., Paul, R. and Bradley, J. (2008). The Impact of Culture and Computer Self-Efficacy in an Online Training Environment. *Proceedings of the Allied Academies International Conference Academy of Information and Management Sciences*. 15-17 October. Reno, NV.
- Hayibor, S. and Wasieleski, D. (2009). Effects of the Use of the Availability Heuristic on Ethical Decision-Making in Organisations. *Journal of Business Ethics*. 84(1), 151-165.
- Hazadiah Mohd Dahan, Marzita Puteh, Sidhu, G. and Nor Aziah Alias (2008). Reengineering Teaching and Learning in Higher Education in the Development of Human Capital - The Malaysian Initiatives. In Nygaard, C. and Holtham, C. (Eds.) *Understanding Learning-Centred Higher Education* (pp. 283–300). Copenhagen: CBS Press.
- He, R. and Liu, J. (2010). Barriers of Cross Cultural Communication in Multinational Firms. *Halmstad School of Business and Engineering*. 1-32.
- Heong, Y. M., Jailani Md Yunos, Widad Othman, Razali Hassan, Kiong, T. T. and Mimi Mohaffyza Mohamad (2011). The Needs Analysis of Learning Higher



- Order Thinking Skills for Generating Ideas. *Procedia-Social and Behavioral Sciences*. 59, 197-203.
- Herrington, J. and Oliver, R. (2000). An Instructional Design Framework for Authentic Learning Environments. *Educational Technology, Research and Development*. 48(3), 23-48.
- Herrmann, N. (1996). *The Whole Brain Business Book*. (1<sup>st</sup> ed.) United State of America: McGraw-Hill.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland, OH: World Publishing Company.
- Herzberg, F. (1968). One More Time: How Do You Motivate Employees? *Harvard Business Review*. January-February, 53-63.
- Herzberg, F. (1974). Motivation-Hygiene Profiles: Pinpointing What Ails the Organisation. *Organisational Dynamics*. 3(2), 18-29.
- Herzberg, F., Mausner, B. and Snyderman, B. (1959). *The Motivation to Work*. New York, NY: Wiley.
- Hill, R. and Stewart, J. (2000). Human Resource Development in Small Organisations. *Journal of European Industrial Training*. 24(2/3/4), 105-117.
- Hinkin, T. R. and Tracey, J. B. (1999). The Relevance of Charisma for Transformational Leadership in Stable Organisations. *Journal of Organisational Change Management*. 12(2), 105-119.
- Hodge, D. C., Nadler, M. K., Shore, C. and Taylor, B.A. (2011). Institutionalizing Large Scale Curricular Change: The Top 25 Project at Miami University. *Change: The Magazine of Higher Learning*. 43(5), 28-35.
- Hofreiter, T. D., Monroe, M. C. and Stein, T. V. (2007). Teaching and Evaluating Critical Thinking in an Environmental Context. *Applied Environmental Education & Communication*. 6(2), 149-157.
- Hofstede, G. (1983). The Cultural Relativity of Organisational Practices and Theories. *Journal of International Business Studies*. 14(2), 75-89.
- Hofstede, G. (1984). *Culture's Consequences: International Differences in Work-Related Values*. Newbury Park, CA: Sage.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organisations across Nations*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage.

- Hofstede, G. (2008). Values Survey Module 2008 (VSM 2008). Retrieved October 18, 2012, from <http://www.geerthofstede.nl/vsm-08>
- Hofstede, G. and Bond, M. H. (1988). The Confucius Connection: from Cultural Roots to Economic Growth. *Organisational Dynamics*. 16(4), 5-21.
- Hollenbeck, J. R., DeRue, D. S. and Guzzo, R. (2004). Bridging the Gap between I/O Research and HR Practice: Improving Team Composition, Team Training, and Team Task Design. *Human Resource Management*. 43(4), 353-366.
- Holton, E. F. (1996). The Flawed Four-Level Evaluation Model. *Human Resource Development Quarterly*. 7(1), 5-21.
- Holton, E. F., Bates, R. and Ruona, W. E. A. (2000). Development of a Generalized Learning Transfer System Inventory. *Human Resource Development Quarterly*. 11(4), 333-360.
- Homklin, T. (2014). *Training Effectiveness of Skill Certification System: The Case of Automotive Industry in Thailand*. Doctor Philosophy, Hiroshima University.
- Hornby, A. S. (1989). *Oxford Advanced Learners Dictionary*. (4<sup>th</sup> ed.) Oxford: Oxford University Press.
- Huberts, L. W. J. C., Kaptein, M. and Lasthuizen, K. (2007). A Study of the Impact of Three Leadership Styles on Integrity Violations Committed By Police Officers. *Policing: An International Journal of Police Strategies & Management*. 30(4), 587-607.
- Hurst, J. L. and Good, L. K. (2010). A 20-Year Evolution of Internships: Implications for Retail Interns, Employers and Educators. *The International Review of Retail, Distribution and Consumer Research*. 20(1), 175-186.
- Hussain Othman, Berhannudin Mohd Salleh, Syed Muhammad Dawilah al-Edrus and Abdullah Sulaiman (2008). Pelaksanaan Pendekatan Pembelajaran Berasaskan Pengalaman (PBL Dan POPBL) bagi Meningkatkan Kemahiran Insaniah Pelajar. *Proceedings of the Seminar Kebangsaan Kemahiran Insaniah dan Kesejahteraan Sosial (SKIKS) 2008*. 18-19 August. Hotel Mahkota, Melaka, Malaysia, 107-118.
- Hyde, C. A. and Ruth, B. J. (2002). Multicultural Content and Class Participation: Do Students Self-Censor? *Journal of Social Work Education*. 38(2), 241-256.
- Ibrahim Tamby Chek, Syed Ismail Syed Mohamad, Kamaruzaman Jusoff, Razak, A. Z. A. A., Norlia Mat Norwani and Khairuddin, M. L. (2011). Gender and

- Communication Issues in the Malaysian Public Universities. *World Applied Sciences Journal*. 12, 41-45.
- Idris Osman (2013). Employees' Soft Skills: A Managerial Perspective. *Proceedings of the International Conference on Entrepreneurship and Business Management (ICEBM 2013)*. 21-22 November. Tarumanagara University, Jakarta, Indonesia, 318-323.
- Imenda, S. (2014). Is There a Conceptual Difference between Theoretical and Conceptual Frameworks? *Journal Social Science*. 38(2), 185-195.
- Iqbal, M. Z., Arif, M. I. and Abbas, F. (2011). HRM Practices in Public and Private Universities of Pakistan: A Comparative Study. *International Education Studies*. 4(4), 215-222.
- Jackling, B. and Watty, K. (2010). Generic Skills. *Accounting Education*. 19(1-2), 1-3.
- Jackson, S. E. and Joshi, A. (2004). Diversity in Social Context: A Multi-Attribute, Multilevel Analysis of Team Diversity and Sales Performance. *Journal of Organisational Behavior*. 25(6), 675-702.
- Jackson, S. E., Joshi, A. and Erhardt, N. L. (2003). Recent Research on Team and Organisational Diversity: SWOT Analysis and Implications. *Journal of Management*. 29(6), 801-830.
- Jacob, S. A. and Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. *The Qualitative Report 2012*. 17(42), 1-10.
- Jamal, M. (2007). Type-A Behavior in a Multinational Organisation: A Study of Two Countries. *Stress and Health*. 23(2), 101-109.
- Janson, E. (2010). Bridge Team without Teamwork. Retrieved August 24, 2013, from <http://www.maritrain.se/files/sg1001.pdf>
- Jeevanantham, L. S. (2005). Why Teach Critical Thinking? *Africa Education Review*. 2(1), 118-129.
- Jehn, K. A. (1997). A Qualitative Analysis of Conflict Types and Dimensions in Organisational Groups. *Administrative Science Quarterly*. 42(3), 530-557.
- Jensen, J. (2001). *Improving Training in Order to Upgrade Skills in the Tourism Industry*. Tourism and Employment, Final Report of Working Group B, European Commission.

- Jentsch, F., Hoefl, R. M., Fiore, S. M. and Bowers, C. A. (2004). "A Frenchman, A German, and An Englishman...": The Impact of Cultural Heterogeneity on Teams. In Kaplan, M. (ed.) *Cultural Ergonomics: Advances in Human Performance and Cultural Engineering Research* (pp. 317-340). Emerald Group Publishing Limited.
- Jiang, X. (2010). How to Motivate People Working in Teams. *International Journal of Business and Management*. 5(10), 223-229.
- Johnson, R. B. and Christensen, L. B. (2010). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. (4<sup>th</sup> ed.) Los Angeles: Sage.
- Johnson, R. B. and Dick, W. (2012). Evaluation in Instructional Design: A Comparison of Evaluation Models. In Reiser, R. A. (Ed.) *Trends and Issues in Instructional Design and Technology* (pp. 96-104). Boston: Pearson.
- Jonassen, D. H. (2000). Toward a Design Theory of Problem Solving. *Educational Technology Research and Development*. 48(4), 63-85.
- Jones, A. (2009). Redisciplining Generic Attributes: The Disciplinary Context in Focus. *Studies in Higher Education*. 34(1), 85-100.
- Jordan, K., and Stevens, P. (2001). Teaching Ethics to Graduate Students: A Course Model. *The Family Journal*. 9(2), 178-184.
- Ju, S., Zhang, D. and Pacha, J. (2012). Employability Skills Valued by Employers as Important for Entry-Level Employees with and Without Disabilities. *Career Development for Exceptional Individuals*. 35(1), 29-38.
- Kadiresan, V. and Najwa Khalid Javed (2015). Discrimination in Employment and Task Delegation at Workplace in the Malaysian Context. *International Journal of Academic Research in Business and Social Sciences*. 5(7), 29-41.
- Kagaari, J. R. K. (2007). Evaluation of the Effects of Vocational Choice and Practical Training on Students' Employability. *Journal of European Industrial Training*. 31(6), 449-471.
- Kakepoto, I., Hadina Habil, Noor Abidah Mohd Omar, Yusuf Boon and Majid Hamdani (2012). Oral Communication Skills of Engineering Students of Pakistan in Perspective of Industrial Internships. *International Journal of Applied Linguistics & English Literature*. 1(2), 170-176.
- Kalman, C. S. (2002). Developing Critical Thinking in Undergraduate Courses: A Philosophical Approach. *Science & Education*. 11(1), 83-94.

- Kamarulzaman Mat, Mohd Zaidi Omar, Siti Aminah Osman, Norhisham Tan Kofli, Mohd Nizam Abd. Rahman, Maslina Jamil and Nordin Jamaluddin (2011). The Effectiveness of Industrial Training on UKM Engineering Students. In Rahmat, R. Osman, K. and Basri, H. (Eds.), *Kongres Pengajaran Dan Pembelajaran UKM, 2010* (Vol. 18). Amsterdam: Elsevier Science Bv.
- Kark, R., Shamir, B. and Chen, G. (2003). The Two Faces of Transformational Leadership: Empowerment and Dependency. *Journal of Applied Psychology*. 38(2), 246-255.
- Karunaratne, K. and Perera, N. (2015). Students' Perception on the Effectiveness of Industrial Internship Programme. *Proceedings of the International Conference on Global Business, Economics, Finance and Social Sciences*. 20-22 February. Bangkok, Thailand, 1-16.
- Katajavuori, N., Lindblom-Ylänne, S. and Hirvonen, J. (2006). The Significance of Practical Training in Linking Theoretical Studies with Practice. *Higher Education*. 51(3), 439-464.
- Kathiravelu, A., Ruzela Tapsir and Ainon Mariam Osman (2004). *Meta Cognitive and Critical Thinking Abilities of Students at INTEC: Institute of Research, Development and Commercialisation (IRDC), UiTM Shah Alam, Selangor*.
- Kaur, N. and Sharma, R. (2008). Skills Development among Undergraduates at the Malaysian University. UNIMAP.
- Keller, A. C., Smith, K. T. and Smith, L. M. (2007). Do Gender, Educational Level, Religiosity, and Work Experience Affect the Ethical Decision-Making of U.S. Accountants? *Critical Perspectives on Accounting*. 18(3), 299-314.
- Kelly, A. (2001). The Evolution of Key Skills: Towards a Tawney Paradigm. *Journal of Vocational Education & Training*. 53(1), 21-36.
- Kember, D. and Leung, D. (2010). Disciplinary Differences in Student Ratings of Teaching Quality. *Research in Higher Education*. 1-22.
- Keneley, M. and Jackling, B. (2011). The Acquisition of Generic Skills of Culturally-diverse Student Cohorts. *Accounting Education*. 20(6), 605-623.
- Kennedy, J. C. (2002). Leadership in Malaysia: Traditional Values, International Outlook. *The Academy of Management Executive (1993-2005)*. 16(3), 15-26.
- Kent, T. W., Crotts, J. C. and Azziz, A. (2001). Four Factors of Transformational Leadership Behavior. *Leadership & Organisation Development Journal*. 22(5), 221-229.

- Kettler, D. T. (2012). *An Analysis of Critical Thinking Skills with Gifted and General Education Students: Relationships Between Cognitive, Achievement, and Demographic Variables*. Doctor Philosophy, Baylor University.
- Keyton, J. (2011). *Communication and Organisational Culture: A Key to Understanding Work Experience*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage.
- Khalidah Khalid Ali, Rohani Salleh and Mashitah Sabdin (2010). A Study on the Level of Ethics at a Malaysian Private Higher Learning Institution: Comparison between Foundation and Undergraduate Technical-based Students. *International Journal of Basic & Applied Sciences IJBAS-IJENS*. 10(5), 20-30.
- Khalizani Khalid (2012). The Ethical Reasoning Variations of Personal Characteristics. *International Journal of Development and Sustainability*. 1(1), 8-30.
- Kidder, R. M. (2005). *Moral Courage*. New York, USA: Harper Collins.
- Kiffin-Petersen, S. and Cordery, J. (2003). Trust, Individualism and Job Characteristics as Predictors of Employee Preference for Teamwork. *The International Journal of Human Resource Management*. 14(1), 93-116.
- Kim, S. (2012). Sample Attrition in the Presence of Population Attrition. Retrieved July 17, 2013, from [http://faculty.washington.edu/seikkim/seikkim\\_sapa.pdf](http://faculty.washington.edu/seikkim/seikkim_sapa.pdf)
- King, F. J., Goodson, L. and Rohani, F. (1998). Higher Order Thinking Skills • Definition • Teaching Strategies • Assessment. Retrieved on January 14, 2016, from [http://www.cala.fsu.edu/files/higher\\_order\\_thinking\\_skills.pdf](http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf)
- Kirkman, B. L., Lowe, K. B. and Gibson, C. B. (2006). A Quarter Century of Culture's Consequences: A Review of Empirical Research Incorporating Hofstede's Cultural Values Framework. *Journal of International Business Studies*. 37(3), 285-320.
- Kirkpatrick, D. L. (1994). *Evaluating Training Programs: The Four Levels*. (1<sup>st</sup> ed.) San Francisco: Berrett-Koehler.
- Kirkpatrick, D. L. (1998). *Evaluating Training Programs The Four Levels*. (2<sup>nd</sup> ed.) San Francisco: Berret Koehler.
- Kirwan, C. (2013). *Making Sense of Organizational Learning: Putting Theory into Practice*. Farnham: Gower.

- Kitahara, R., Westfall, F. and Mankelwicz, J. (2011). New, Multi-Faceted Hybrid Approaches to Ensuring Academic Integrity. *Journal of Academic and Business Ethics*. 3, 1-12.
- Kitao, K. (2006). Using the Internet to Teach English. Retrieved October 6, 2011, from <http://iteslj.org/Articles/Kitao-WhyTeach.html>
- Kitchenham, A. (2008). The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education*. 6(2), 104-123.
- Klein, H. A. Levenburg, N. M., McKendall, M. and Mothersell, W. (2007). Cheating during the College Years: How Do Business School Students Compare? *Journal of Business Ethics*. 72(2), 197-206.
- Knemeyer, A. M. and Murphy, P. R. (2002). Logistics Internships: Employer and Student Perspectives. *International Journal of Physical Distribution & Logistics Management*. 32(2), 135-152.
- Koh, H. C. and Boo, E. H. Y. (2004). Organisational Ethics and Employee Satisfaction and Commitment. *Management Decision*. 42(5), 677-693.
- Kohlberg, L. (1981). *Essays on Moral Development. The Philosophy of Moral Development. Moral Stages and the Idea of Justice*. (1<sup>st</sup> ed.) New York, New York, USA: Harper & Row.
- Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages*. Vol. II, *Essays on Moral Development*. San Francisco: Harper & Row.
- Kohonen, V. (2007). Learning to Learn through Reflection – An Experiential Learning Perspective. Retrieved March 10, 2013, from [http://archive.ecml.at/mtp2/Elp\\_tt/Results/DM\\_layout/00\\_10/05/Supplementary%20text%20E.pdf](http://archive.ecml.at/mtp2/Elp_tt/Results/DM_layout/00_10/05/Supplementary%20text%20E.pdf)
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice-Hall.
- Kolb, D. and Fry, R. (1975). *Towards an Applied Theory of Experiential Learning*. In Cooper, C. (Ed.), *Theories of Group Processes*. London: Wiley.
- Kong, Y. (2009). A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning. *International Education Studies*. 2(2), 145-149.
- Koo, Y. L., Pang, V. and Fadhil Mansur (2009). Employer Perceptions on Graduate Literacies in Higher Education in Relation to the Workplace. *In English for*

- Specific Purposes World*. Retrieved February 29, 2012, from [http://www.esp-world.info/Articles\\_20/DOC/Koo\\_vp\\_employer\\_Journal18Oct09.pdf](http://www.esp-world.info/Articles_20/DOC/Koo_vp_employer_Journal18Oct09.pdf)
- Kopelman, R. E., Brief, A. P. and Guzzo, R. A. (1990). The Role of Climate and Culture in Productivity. In Schneider, B. (Ed.) *Organizational Climate and Culture* (pp. 282–317). San Francisco: Jossey-Bass.
- KOSMO. (2012, November 6). Punca Graduan Sukar Dapat Kerja. Retrieved March 29, 2013, from <http://blog.mohe.gov.my/2012/11/punca-graduan-sukar-dapat-kerja.html>
- Kouroshnia, M. and Latifian, M. (2012). The Relationship between Cultural Values and Students' Critical Thinking Dispositions with the Mediation of Dimensions of Family/Teachers Communication Patterns. *Studies in Learning & Instruction*. 3(2), 24-26.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*. 41(4), 212-218.
- Krejcie, R. V. and Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. 30(3), 607-610.
- Kwok, M. (2004). Disciplinary Differences in the Development of Employability Skills of Recent University Graduates in Manitoba: Some Initial Findings. *Higher Education Perspectives*. 1(1), 60-77.
- Lai, E. R. (2011). *Motivation: A Literature Review*. Pearson's Research Report.
- Lai, F-W., Zainal Ambri Abd Karim and Johl, S. K. (2011). Examining a Successful Industrial Training Program Model: Inter-relationship among the Three Main Stakeholders: Students, University and Host Companies. *Review of Higher Education & Self-Learning*. 3(8), 16-22.
- Lam, T. and Ching, L. (2006). An Exploratory Study of an Internship Program: The Case of Hong Kong Students. *Hospitality Management*. 26, 336-351.
- Landrum, N. E., Howell, J. P. and Paris, L. (2000). Leadership for Strategic Change. *Leadership & Organisation Development Journal*. 21(3), 150-156.
- Latisha Asmaak Shafie and Surina Nayan (2010). Employability Awareness among Malaysian Undergraduates. *International Journal of Business and Management*. 5(8), 119-123.
- Leach, B. T. and Good, D. W. (2011). Critical Thinking Skills as Related to University Students' Gender and Academic Discipline. *International Journal of Humanities and Social Science*. 1(21), 100-106.



- Lennon, L. (1995). In-House Communication Consultancy Strengthens Internal Brand. *Communication World*, 20(6), 38-39.
- Leonard, K. and Kenneth, M. (1999). The Lessons of Work: Toward an Understanding of the Implications of the Workplace for Adult Learning and Development. *Journal of Workplace Learning*. 11(6), 192-202.
- Lepadatu, E. D. (2007). *Diversity in a Japanese Transplant: The Effect of Gender, Race, Age, and Employment Status on Teamwork*. Doctor Philosophy, University of Kentucky, Lexington.
- Levine, D. P. (2005). The Corrupt Organisation. *Human Relations*. 58(8), 823-840.
- Lewis, A. and Smith, D. (1993). Defining Higher Order Thinking. *Theory into Practice*. 32(3), 131-137.
- Lim, D. H. and Johnson, S. D. (2002). Trainee Perceptions of Factors that Influence Learning Transfer. *International Journal of Training and Development*. 6(1), 36-48.
- Liu, B. F., Horsley, J. S. and Levenshus, A. B. (2010). Government and Corporate Communication Practices: Do the Differences Matter? *Journal of Applied Communication Research*. 38(2), 189-213.
- Lloréns Montes, F. J., Ruiz Moreno, A. and García Morales, V. (2005). Influence of Support Leadership and Teamwork Cohesion on Organisational Learning, Innovation and Performance: An Empirical Examination. *Technovation*. 25(10), 1159-1172.
- Locke, E. A. and Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-year Odyssey. *American Psychologist*. 57, 705-717.
- London, M. and Smither, J. W. (1999). Empowered Self-Development and Continuous Learning. *Journal of Human Resource Management*. 38(1), 3-15.
- Longest, B. B., Rakich, J. S. and Darr, K. (2000). *Managing Health Services Organisations*. (4<sup>th</sup> ed.) Baltimore: Health Professions Press, Incorporation.
- Loui, M. C. (2005). Ethics and the Development of Professional Identities of Engineering Students. *Journal of Engineering Education*. 94(4), 383-390.
- Love, P. and Simmons, J. (1998). Factors Influencing Cheating and Plagiarism among Graduate Students in a College of Education. *College Student Journal*. 32(4), 539-551.

- Loviscky, G., Treviño, L. and Jacobs, R. (2007). Assessing Managers' Ethical Decision-making: An Objective Measure of Managerial Moral Judgment. *Journal of Business Ethics*. 73(3), 263-285.
- Lu, C-S. and Yang, C-S. (2010). Safety Leadership and Safety Behavior in Container Terminal Operations. *Safety Science*. 48(2), 123-134.
- Lublin, J. (2003). Deep, Surface and Strategic Approaches to Learning. Retrieved March 9, 2013, from <http://www2.warwick.ac.uk>
- Lunenburg, F. C. (2010). Communication: The Process, Barriers, and Improving Effectiveness. *Schooling*. 1(1), 1-11.
- Machin, M. and Fogarty, G. (1997). The Effects of Self-Efficacy, Motivation to Transfer, and Situational Constraints on Transfer Intentions and Transfer of Training. *Journal of Performance Improvement Quarterly*. 10(2), 98-115.
- Mafuse, N., Gwati, M. E. M. and Manyumwa, D. (2012). Factors Influencing the Transfer of Learning in Training Smallholder Farmers by Agricultural Extensionist. *Global Journal of Science Frontier Research Agriculture and Veterinary Sciences*. 12(10), 1-9.
- Mahdyeh, N. and Arefi, M. (2014). A Comparison of Critical Thinking, Self-Efficacy and Academic Performance among Students of Faculty of Humanities and Engineering. *Indian Journal of Fundamental and Applied Life Sciences*. 4(1), 153-162.
- Mai, R. C. (2012). *Stakeholders' Perceptions of Soft Skills Competencies in Graduates of the Industrial Training Soft Skills Module in Malaysian Polytechnics*. Doctor Philosophy, La Trobe University, Australia.
- Mainly, B. F. J. (2005). *Multivariate Statistical Method*. (3<sup>rd</sup> ed.) United State of America: Chapman & Hall/CRC.
- Maisarah Mohamed Saat (2010). *An Investigation of the Effects of a Moral Education Program on the Ethical Development of Malaysian Future Accountants*. Doctor Philosophy, Curtin University of Technology, Australia.
- Maisarah Mohamed Saat and Raja Adzrin Raja Ahmad (2009). Ethical Exposure in Practical Training. *Accountants Today*. 14-21.
- Maisarah Mohamed Saat, Hamidah Abd Rahman and Azizah Rajab (2012a). The Impact of Industrial Training on Ethical Awareness and Ethical Judgement. *Procedia - Social and Behavioral Sciences*. 69(0), 1676-1683.

- Maisarah Mohamed Saat, Rosman Md. Yusoff and Siti Aisyah Panatik (2014). The Effect of Industrial Training on Ethical Awareness of Final Year Students in a Malaysian Public University. *Asia Pacific Education Review*. 15, 115-125.
- Maisarah Mohamed Saat, Suaibah Abu Bakar, Noor Hakim Rafai and Azriszul Mohd Amin (2012b). Ethical Challenges in the Workplace: Are These Future Engineers Prepared? *Procedia - Social and Behavioral Sciences*. 40(0), 269-273.
- Maizam Alias and Busmina Balkis Abdul Hadi (2010). The Relationship between Creative and Critical Thinking Styles and Academics Achievements among Post Secondary Vocational Students. *Proceedings of the Seminar Kebangsaan Jawatankuasa Penyelarasan Pendidikan Guru 2010*. 2-3 August. Hotel Concorde, Shah Alam, Malaysia, 1-9.
- ManpowerGroup. (2012). 2012 Talent Shortage Survey. Retrieved June 4, 2013, from [http://www.manpowergroup.us/campaigns/talent-shortage-2012/pdf/2012\\_Talent\\_Shortage\\_Survey\\_Results\\_US\\_FINALFINAL.pdf](http://www.manpowergroup.us/campaigns/talent-shortage-2012/pdf/2012_Talent_Shortage_Survey_Results_US_FINALFINAL.pdf)
- Mansor Abu Talib (2010). Cultural Influences and Mandated Counseling in Malaysia *Asian Culture and History*. 2(1), 28-33.
- Manzoor, S. R., HafizUllah, Hussain, M. and Ahmad, Z. M. (2011). Effect of Teamwork on Employee Performance. *International Journal of Learning & Development*. 1(1), 110-126.
- Marlina Ali and Shaharom Noordin (2010). Hubungan antara Kemahiran Berfikir Kritis dengan Pencapaian Akademik dalam Kalangan Pelajar Fakulti Pendidikan Universiti Teknologi Malaysia. *Jurnal Teknologi*. 52(1), 45-55.
- Martin, J. and Siehl, C. (1983). Organisational Culture and Counterculture: An Uneasy Symbiosis. *Organisational Dynamics*. 12(2), 52-64.
- Martin, M. M., Myers, S. A. and Mottet, T. P. (1999). Students' Motives for Communicating with their Instructors. *Communication Education*. 48(2), 155-164.
- Marzano, R. J. (1993). How Classroom Teachers Approach the Teaching of Thinking. *Theory into Practice*. 32(3), 154-156.
- Mason, G., Williams, G. and Cranmer, S. (2009). Employability Skills Initiatives in Higher Education: What Effects Do They Have on Graduate Labour Market Outcomes? *Education Economics*. 17(1), 1-30.

- Mathieu, J. E., Heffner, T. S., Goodwin, G. F., Salas, E. and Cannon-Bowers, J. (2000). The Influence of Shared Mental Models on Team Process and Performance. *Journal of Applied Psychology*. 85(2), 273-283.
- Mathur, P., Aycan, Z. and Kanungo, R. N. (1996). Work Cultures in Indian Organisations: A Comparison between Public and Private Sector. *Psychology & Developing Societies*. 8(2), 199-222.
- McAllister, D. J. (1995). Affect- and Cognition-Based Trust as Foundations for Interpersonal Cooperation in Organisations. *The Academy of Management Journal*. 38(1), 24-59.
- McCabe, A. C., Ingram, R. and Dato-on, M. C. (2006). The Business of Ethics and Gender. *Journal of Business Ethics*. 64(2), 101-116.
- McCrimmon, M. (2010). Are Women Better Leaders than Men? *Management-issues* Retrieved April 10, 2013, from <http://www.management-issues.com/2010/9/7/opinion/are-women-better-leaders-than-men.asp>
- McDaniel, C., Schoeps, N. and Lincourt, J. (2001). Organisational Ethics: Perceptions of Employees by Gender. *Journal of Business Ethics*. 33(3), 245-256.
- McDevitt, R., Giapponi, C. and Tromley, C. (2007). A Model of Ethical Decision Making: The Integration of Process and Content. *Journal of Business Ethics*. 73(2), 219-229.
- McFeeters, F. E. (2003). *The Effects of Individualism vs. Collectivism on Learner's Recall, Transfer and Attitudes toward Collaboration and Individualized Learning*. Doctor Philosophy, Virginia Polytechnic Institute and State University, United States.
- McGourty, J. and Meuse, K. P. D. (2001). *The Team Developer: An Assessment and Skill Building Program*. United States of America: John Wiley & Sons.
- McKechnie, D. S., Grant, J. and Bagaria, V. (2007). Observation of Listening Behaviors in Retail Service Encounters. *Managing Service Quality*. 17(2), 116-133.
- McLaughlin, P., Kennedy, B. and Reid, J. (2015). Learning for Life and Work in a Complex World. *Proceedings of 38<sup>th</sup> HERDSA Conference*. 6-9 July. Melbourne. Australia.
- McLean, B. and Elkind, P. (2003). *The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron*. London, UK: Viking.

- Md Zabid Abdul Rashid and Ho, J. A. (2003). Perceptions of Business Ethics in a Multicultural Community: The Case of Malaysia. *Journal of Business Ethics*. 43(1/2), 75-87.
- Md Zabid Abdul Rashid and Saidatul Ibrahim (2008). The Effect of Culture and Religiosity on Business Ethics: A Cross-Cultural Comparison. *Journal of Business Ethics*. 82(4), 907-917.
- Merriam, S. B. and Bierema, L. L. (2014). *Adult Learning Linking Theory and Practice*. (1<sup>st</sup> ed.) United States of America: John Wiley & Sons, Inc.
- Merriam, S. B. and Caffarella, R. S. (2007). *Learning in Adulthood: A Comprehensive Guide*. (3<sup>rd</sup> ed.) San Francisco: Jossey Bass.
- Mertens, D. (1974). Schlüsselqualifikationen. Thesen zur Schulung für eine moderne Gesellschaft [Key Skills: Thesen on Schooling for a Modern Society]. *Mitteilungen aus der Arbeitsmarkt und Berufsforschung*. 7(1), 741-749.
- Meyer, K. (2003). Face-To-Face Versus Threaded Discussions: The Role of Time and Higher Order Thinking. *Journal of Asynchronous Learning Networks*. 7(3), 55-65.
- Mezirow, J. (2003). Epistemology of Transformative Learning. *Unpublished manuscript*, 1-5.
- Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E. M. and Roeser, R. (1998). The Development and Validation of Scales Assessing Students' Achievement Goal Orientations. *Contemporary Educational Psychology*. 23(2), 113-131.
- Mihail, D. M. (2006). Internships at Greek Universities: An Exploratory Study. *Journal of Workplace Learning*. 18(1), 28-41.
- Milliken, F. J. and Martins, L. L. (1996). Searching for Common Threads: Understanding the Multiple Effects of Diversity in Organisational Groups. *The Academy of Management Review*. 21(2), 402-433.
- Ministry of Education Malaysia. (2013). *Malaysia Education Blueprint 2013-2025*. Putrajaya, Malaysia. Kementerian Pendidikan Malaysia.
- Miri, B., David, B-C. and Uri, Z. (2007). Purposely Teaching for the Promotion of Higher-order Thinking Skills: A Case of Critical Thinking. *Research in Science Education*. 37(4), 353-369.
- Mohd Azhar Abd. Hamid (2001). *Pengenalan Pemikiran Kritis dan Kreatif*. (1st ed.) Johor, Malaysia: Penerbit Universiti Teknologi Malaysia.

- Mohd Majid Konting (1990). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka
- Mohd Lazim Abdullah (2009). Identifying the Generic Skills amongst Malaysian Undergraduate Students: An Analysis of Gender Differences. *Jurnal Teknologi*. 50(E) Jun 2009, 11-20.
- Mohd Safarin Nordin, Ahmad Nabil Md Nasir, Muhammad Khair Noordin and Yahya Buntat (2013). Gap of Proficiency for Skilled Workers and Employer Needs towards Non-Technical Skills for Electronic Sector in Klang Valley, Malaysia. *Procedia - Social and Behavioral Sciences*. 93, 1473-1477
- Mohd Sahandri Gani Hamzah and Saifuddin Kumar Abdullah (2009a). Generic Skills in Personnel Development. *European Journal of Social Sciences*. 11(4), 684-689.
- Mohd Sahandri Gani Hamzah and Saifuddin Kumar Abdullah (2009b). Generic Skills Needed to Produce Human Capital with “First Class Mentality”. *European Journal of Social Sciences*. 10(1), 102-110.
- Mohd Yusof Husain, Seri Bunian Mokhtar, Abdul Aziz Ahmad and Ramlee Mustapha (2010). Importance of Employability Skills from Employers’ Perspective. *Procedia Social and Behavioral Sciences*. 7(C), 430-438.
- Mohd Zaidi Omar, Mohd Nizam Ab. Rahman, Norhisham Tan Kofli, Kamaruzaman Mat, Zuhairusse M. Darus, Siti Aminah Osman and Ruhizan Mohd Yasin (2008). Assessment of Engineering Students Perception after Industrial Training Placement. *Proceedings of the 4<sup>th</sup> WSEAS/IASME International Conference on EDUCATIONAL TECHNOLOGIES (EDUTE'08)*. 26-28 October. Corfu, Greece, 163-169.
- Mohd Zaidi Omar, Norhisham Tan Kofli, Kamaruzaman Mat, Zuhairusse M. Darus, Siti Aminah Osman and Ruhizan Mohd Yasin (2009). Measuring the Outcomes from Industrial Training Program. *European Journal of Social Sciences*. 8(4), 581-588.
- Mohd. Ali Ibrahim and Shaharom Noordin (2003). Perbandingan Pencapaian Para Pelajar dalam Pentaksiran Kerja Amali dengan Peperiksaan Bertulis. *Buletin Persatuan Pendidikan Sains dan Matematik Johor*.
- MOHE. (2006). *Development of Soft Skills for Institutions of Higher Learning*. Serdang, Selangor: Universiti Putra Malaysia Press.

- MOHE. (2009). Retrieved September 25, 2012, from <http://www.mohe.gov.my/educationmsia/index.php?article=mohe>
- MOHE. (2010). Industrial Training Policy for Higher Education Institutions (HEIs). Retrieved September 25, 2012, from <http://jpt.moe.gov.my/graduate/industrainpolicy.html>
- MOHE. (2012). *The National Graduate Employability Blueprint 2012-2017*. Serdang, Selangor: Universiti Putra Malaysia Press.
- Moore, T. (2004). The Critical Thinking Debate: How General are General Thinking Skills? *Higher Education Research & Development*. 23(1), 3-18.
- Moore, T. (2011). Critical Thinking: Seven Definitions in Search of a Concept. *Studies in Higher Education*. 1-17.
- Mortenson, S. T. (2002). Sex, Communication Values, and Cultural Values: Individualism-Collectivism as a Mediator of Sex Differences in Communication Values in Two Cultures. *Communication Reports*. 15(1), 57-70.
- Muhamad Farid Daud (2013). How Effective is the Assessment of Generic Skills Gained by Technical Vocational Education and Training (TVET) of Engineering Students Engaged in Problem-Based Learning (PBL)? – A Literature Review. *Proceedings of the 4<sup>th</sup> International Research Symposium on Problem-Based Learning (IRSPBL) 2013*. 2-3 July. Kuala Lumpur, Malaysia, 88-94.
- Mulnix, J. W. (2010). Thinking Critically about Critical Thinking. *Educational Philosophy and Theory*. 1-16.
- Murie, C. R. (2004). Effects of Communication on Student Learning. *Kagan Online Magazine*.
- Mushtaq, I. and Khan, S. N. (2012). Factors Affecting Students' Academic Performance. *Global Journal Of Management And Business Research*. 12(9), 17-22.
- Nabi, F. (2013). Management Students' Self-perception towards their Employability Skills-A Pre and Post Soft Skills Training Analysis. *International Research Journal of Business and Management*. IV, 1-12.
- Natale, S. and Ricci, F. (2006). Critical Thinking in Organisations. *Team Performance Management*. 12(7), 272-277.

- National Higher Education Research Institute. (2003). *A Study of Unemployment Among Graduates*. Penang: Universiti Sains Malaysia.
- Newman, D. L., Caspi, A., Moffitt, T. E. and Silva, P. A. (1997). Antecedents of Adult Interpersonal Functioning: Effects of Individual Differences in Age Temperament. *Developmental Psychology*. 33, 206-217.
- Newstrom, J. W. (1995). Review of Evaluating Training Programs: The Four Levels by D. L. Kirkpatrick. *Human Resource Development Quarterly*. 6, 317-319.
- Ng, T. W. H. and Feldman, D. C. (2010). Organisational Tenure and Job Performance. *Journal of Management*. 36(5), 1220-1250.
- Ngang, T. K. (2011). Soft Skills Integrated in Sustainable Higher Education *Journal of Modern Education Review*. 1(2), 99-110.
- Ngoo, Y. T., Tiong, K. M. and Pok, W. F. (2015). Bridging the Gap of Perceived Skills between Employers and Accounting Graduates in Malaysia. *American Journal of Economics*. 5(2), 98-104.
- Nickels, W. G., McHugh, J. M. and McHugh, S. M. (2008). *Understanding Business*. (8th ed.) Irwin: New York: McGraw Hill.
- Nickols, F. (2011). Leveraging the Kirkpatrick Model. Retrieved March 4, 2013, from <http://www.trainingjournal.com>
- Niehaus, K., Rudasill, K. M. and Adelson, J. L. (2012). Self-Efficacy, Intrinsic Motivation, and Academic Outcomes among Latino Middle School Students Participating in an After-School Program. *Educational Psychology Papers and Publications*. 34(1), 118-136.
- Nijman, D-J. J. M. (2004). *Supporting Transfer of Training: Effects of the Supervisor*. Doctor Philosophy, University of Twente, Netherlands.
- Nijman, D-J. J. M. (2006). Exploring Differential Effects of Supervisor Support on Transfer of Training. *Journal of European Industrial Training*. 30(7), 529-549.
- Nijman, D-J. J. M., Nijhof, W. J., Wognum, A. A. M. and Veldkamp, B. P. (2006). Exploring Differential Effects of Supervisor Support on Transfer of Training. *Journal of European Industrial Training*. 30(7), 59-549.
- Nik Hairi Omar, Azmi Abdul Manaf, Rusyda Helma Mohd, Arena Che Kassim and Khairani Abd. Aziz (2012). Graduates' Employability Skills Based on Current Job Demand through Electronic Advertisement. *Asian Social Science*. 8(9), 103-110.



- Nil, A. and Schibrowsky, J. A. (2005). The Impact of Corporate Culture, the Reward System, and Perceived Moral Intensity on Marketing Students' Ethical Decision Making. *Journal of Marketing Education*. 27(1), 68-80.
- Nishimura, S., Nevgi, A. and Tella, S. (2008). Communication Style and Cultural Features in High/Low Context Communication Cultures: A Case Study of Finland, Japan and India. Proceedings of a Subject-Didactic Symposium, Helsinki. Retrieved February, 1, 2014, from <http://www.helsinki.fi/~tella/nishimuranevgitella299.pdf>.
- Noe, R. A. (2008). *Employee Training and Development*. (5<sup>th</sup> ed.) New York: McGraw Hill.
- Noor Azina Ismail (2011). Graduates' Characteristics and Unemployment: A Study among Malaysian Graduates. *International Journal of Business and Social Science*. 2(16), 94-106.
- Noor Mohamad Shakil Hameed (2012, June 6). Wujud Kursus Cari Kerja, Temu Duga. *myMetro*. Retrieved June 14, 2015, from <http://www.hmetro.com.my>
- Nor'Aini Yusof and Siti Nur Fazillah Mohd Fauzi (2013). Students' Performance in Practical Training: Academicians Evaluation. *Procedia - Social and Behavioral Sciences*. 93, 1275–1280.
- Nor'Aini Yusof, Siti Nur Fazillah Mohd Fauzi, Nazirah Zainul Abidin and Hanizam Awang (2013). Employers' Evaluations on Student Performance in Industrial Training: A Case of Built Environment Students in a Public University in Malaysia. *Proceedings of the 9<sup>th</sup> International Conference on Educational Technologies (EDUTE '13) and Proceedings of the 1<sup>st</sup> International Conference on Engineering and Technology Education (ETE '13)*. 2 – 4 April. Kuala Lumpur, 152-157.
- Norsiah Mohamad, Hamzah Abdul-Rahman, Ismar Minang Satotoy Usman and Norngainy Mohd Tawil (2015). Ethics Education and Training for Construction Professionals in Malaysia. *Asian Social Science*. 11(4), 55-64.
- Nur Barizah Abu Bakar, Suhaiza Ismail and Suaniza Mamat (2010). Will Graduating Year Accountancy Students Cheat in Examination?: A Malaysian Case. *International Education Studies*. 3(3), 145-152.
- Nurazzura Mohamad Diah, Khairulanuar Abd Rahman, Sohela Mustari and Noor Syafika Ramli (2014). Internship in Sociology: A New Dimension of

- Increasing Students' Employability in Malaysian Job Market. *World Applied Sciences Journal*. 30, 263-268.
- Nurkaliza Khalid, Nor 'Adha Abd Hamid, Rahmatunnisah Sailin, Norziah Othman, Abdul Hadi Awang and Mohd Farok Mat Nor (2014). Importance of Soft Skills for Industrial Training Program: Employers' Perspective. *Asian Journal of Social Sciences & Humanities*. 3(4), 10-18.
- Nurul Salmi Mohd Dazali and Mohd Isha Awang (2014). Tahap Kemahiran Komunikasi dalam Kalangan Pelajar Sarjana Muda Pendidikan IPTA di Utara Semenanjung Malaysia. *Jurnal Pendidikan Bahasa Melayu – JPBM*. 4(2), 44-56.
- Oettingen, G. (1995). Cross-Cultural Perspectives on Self-Efficacy. In Bandura, A. (Ed.) *Self-Efficacy in Changing Societies* (pp. 149-176). New York: Cambridge University Press.
- Olaru, S. D. and Gurgu, E. (2009). Ethics and Integrity in Multinational Companies. *Review of International Comparative Management*. 10(1), 113-120.
- O'Leary, C. (2008). An Empirical Analysis of the Positive Impact of Ethics Teaching on Accounting Students. *Accounting Education*. 18(4-5), 505-520.
- O'Neil, H. F., Chung, K. W. and Brown, R. S. (1997). Review of Workforce Readiness Theoretical Frameworks. In O'Neil J. H. F. (Ed.) *Workforce Readiness: Competencies and Assessment* (pp. 411-413). Mahwah, NJ: Lawrence Erlbaum Associates.
- Orner, M. (2009). *Employability Skill Acquisition of Career and Technical Education Students*. Doctor Philosophy, Duquesne University, United States -- Pennsylvania.
- Osland, J. S. and Kolb, D. A. (2007). *Organisational Behaviour: An Experiential Approach*. (8<sup>th</sup> ed.) Upper Saddle River, New Jersey: Pearson Education, Inc.
- Osterman, P. (1994). How Common Is Workplace Transformation and Who Adopts It? *Industrial and Labor Relations Review*. 47(2), 173-188.
- Oyserman, D., Coon, H. M. and Kimmelmeier, M. (2002). Rethinking Individualism and Collectivism: Evaluation of Theoretical Assumptions and Meta-Analyses. *Psychological Bulletin*. 128(1), 3-72.
- Panagiotakopoulos, A. (2012). Employability Skills Development in Greek Higher Education Institutions (HEIs): Implications for Policy Makers. *Higher Education, Skills and Work-based Learning*. 2(2), 141-150.

- Papastephanou, M. and Angeli, C. (2007). Critical Thinking beyond Skill. *Educational Philosophy and Theory*. 39(6), 604-621.
- Parry, K. W. and Proctor-Thomson, S. B. (2002). Perceived Integrity of Transformational Leaders in Organisational Settings. *Journal of Business Ethics*. 35(2), 75-96.
- Patki, V. and Patki, M. (2015). Importance of Industry Training for Engineering Undergraduate Students-Cade Study. *International Journal Of Emerging Trends & Technology in Computer Science (IJETICS)*. 4(4), 164-167.
- Paulins, V. A. (2008). Characteristics of Retailing Internships Contributing to Students' Reported Satisfaction with Career Development. *Journal of Fashion Marketing and Management*. 12(1), 105-118.
- Pawson, E., Fournier, E., Haight, M., Muniz, O., Trafford, J. and Vajoczki, S. (2006). Problem-Based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. *Journal of Geography in Higher Education*. 30(1), 103-116.
- Pendergast, D. M. C. (1994). Perceptions of Faculty and Students towards Case Teaching in Czechoslovakia. *Journal of Management Development*. 13(7), 12-22.
- Peterson, M. S. (1997). Personnel Interviewers' Perceptions of the Importance and Adequacy of Applicants' Communication Skills. *Communication Education*. 46(4), 287-291.
- Phang, S. (2006). Lack of English Hinders Malaysia Grads. Retrieved October 7, 2011, from <http://www.iht.com/articles/2006/12/06/bloomberg/sxmalay.php>
- Piaget, J. (1965). *The Moral Development of the Child*. New York, New York, USA: Simon & Schuster (Original work published in 1932).
- Pierce, B. and Sweeney, B. (2010). The Relationship between Demographic Variables and Ethical Decision Making of Trainee Accountants. *International Journal of Auditing*. 14(1), 79-99.
- Pikkert, J. J. J. and Foster, L. (1996). Critical Thinking Skills among Third Year Indonesian English Students. *RELC Journal*. 27(2), 56-64.
- Pillai, R. and Williams, E. A. (2004). Transformational Leadership, Self-Efficacy, Group Cohesiveness, Commitment, and Performance. *Journal of Organisational Change Management*. 17(2), 144-159.

- Pillai, S. and Marohaini Yusoff (2007). The Students Industrial Training Programme: Issues and Challenges. *Proceedings of 15th World Conference on Cooperative Education (WACE 2007)*. 26-29 June. Singapore, 1-5.
- Pintrich, R. R. and DeGroot, E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*. 82, 33-40.
- Pool, L. D. and Sewell, P. (2007). The Key to Employability: Developing a Practical Model of Graduate Employability. *Education + Training*. 49(4), 277-289.
- Possa, G. (2006). Europe's Universities in Response to Europe's Challenges. *Higher Education in Europe*. 31(4), 355-357.
- Prager, K. (2012). *Understanding Behaviour Change: How to Apply Theories of Behaviour Change to SEWeb and related Public Engagement Activities*: James Hutton Institute, United Kingdom.
- Preston, C. C. and Colman, A. M. (2000). Optimal Number of Response Categories in Rating Scales: Reliability, Validity, Discriminating Power, and Respondent Preferences. *Acta Psychologica*. 104, 1-15.
- Prinsley, R. and Baranyai, K. (2015). *Stem Skills in the Workforce: What Do Employers Want?* Occasional Paper Series, Issue 9, Office of the Chief Scientist, Australian Government, Canberra.
- Pulvers, K. and Diekhoff, G. (1999). The Relationship between Academic Dishonesty and College Classroom Environment. *Research in Higher Education*. 40(4), 487-498.
- Pumphrey, J. and Slater, J. (2002). An Assessment of Generic Skills Needs. Retrieved September 5, 2013, from [www.skillsbase.dfes.gov.uk](http://www.skillsbase.dfes.gov.uk)
- Purcell, K., Rainie, L., Heps, A., Buchanan, J., Friedrich, L., Jacklin, A., Chen, C. and Zickuhr, K. (2012). *How Teens Do Research in the Digital World*: Pew Research Center.
- Rabey, G. (2003). The Paradox of Teamwork. *Industrial and Commercial Training*. 35(4), 158-162.
- Radhakrishna, R. B. (2007). Tips for Developing and Testing Questionnaires/Instruments. *Journal of Extension*. 45(1), 1-4.
- Rahmah Ismail, Ishak Yussof and Sieng, L. W. (2011). Employer's Perceptions on Graduates in Malaysian Services Sectors. *International Business Management*. 5(3), 184-193.

- Rajendran, N. S. (2001). The Teaching of Higher-Order Thinking Skills in Malaysia. *Journal of Southeast Asian Education*. 2(1), 1-21.
- Rajendran, N. S. (2008). *Teaching and Acquiring Higher-Order Thinking Skills Theory & Practice*. Penerbit Universiti Pendidikan Sultan Idris: Tanjong Malim Perak.
- Raliphada, N., Coetzee, J. and Ukpere, W. I. (2014). Organisational Factors Affecting Learning Transfer in the South African Public Service. *Mediterranean Journal of Social Sciences*. 5(2), 743-754.
- Ramachandran, S. D., Chong, S. C. and Hishamuddin Ismail (2011). Organisational Culture: An Exploratory Study Comparing Faculties' Perspectives within Public and Private Universities in Malaysia. *International Journal of Educational Management*. 25(6), 615-634.
- Ramlee Mustapha, Mohd Sani Ibrahim and Abu Abdullah (2001). Tech-Prep and School-to-Work Reforms in Malaysia: Meeting the Global Challenges. *International Vocational Education and Training Association Annual Conference*. 31 July – 2 August. Montego Bay, Jamaica. 1-11.
- Ramlee Mustapha, Mohd Yusof Hussain, Seri Bunian Mokhtar, Eddyzulham Abu Bakar and Mohammad Anuar Safian (2011). Kemahiran Employability dari Perspektif Pelajar Kejuruteraan. *Proceedings of the Persidangan Kebangsaan Penyelidikan dan Inovasi dalam Pendidikan dan Latihan Teknik dan Vokasional (CIE-TVT 2011)*. 16–17 November. Pulau Pinang, 1-12.
- Ramlee Mustapha, Seri Bunian, Saemah Rahman, Mohd Yusof Husain and Rahayu Ahamad Bahtiar (2014). Environmental Factors and Students' Learning Approaches: A Survey on Malaysian Polytechnics Students. *Journal of Education and Learning*. 8(4), 387-398.
- Ramsden, P. (2003). *Learning to Teach in Higher Education*. London: RoutledgeFalmer.
- Rayner, G. and Papakonstantinou, T. (2015). Employer Perspectives of the Current and Future Value of STEM Graduate Skills and Attributes: An Australian Study. *Journal of Teaching and Learning for Graduate Employability*. 6(1), 100–115.
- Reeves, S., Lewin, S., Espin, S. and Zwarenstein, M. (2010). A Conceptual Framework for Interprofessional Teamwork. *Interprofessional Teamwork for Health and Social Care* (pp. 57-76): Wiley-Blackwell.

- Reid, J. R. and Anderson, P. R. (2012). Critical Thinking in the Business Classroom. *Journal of Education for Business*. 87(1), 52-59.
- Reinstein, A. and Bayou, M. E. (1997). Critical Thinking in Accounting Education: Processes, Skills and Applications. *Managerial Auditing Journal*. 12(7), 336-342.
- Reiss, S. (2012). Intrinsic and Extrinsic Motivation. *Teaching of Psychology*. 39(2), 152-156.
- Renaud, R. and Murray, H. (2007). The Validity of Higher-Order Questions as a Process Indicator of Educational Quality. *Research in Higher Education*. 48(3), 319-351.
- Rest, J., Narvaez, Bebeau, M. J. and Thoma, S. J. (1999). *Post Conventional Moral Thinking a Neo Kohlbergian Approach*: Lawrence Erlbaum Associates, Inc.
- Rhodes, L. K. and Bellamy, G. T. (1999). Choices and Consequences in the Renewal of Teacher Education. *Journal of Teacher Education*. 50(1), 17-26.
- Richardson, J. T. E. (2005). Students' Approaches to Learning and Teachers' Approaches to Teaching in Higher Education. *Educational Psychology*. 25(6), 673-680.
- Riebe, L., Roepen, D., Santarelli, B. and Marchioro, G. (2010). Teamwork: Effectively Teaching an Employability Skill. *Education + Training*. 52(6), 528-539.
- Robbins, S. P. (2001). *Organisational Behavior*. (9<sup>th</sup> ed.) New Jersey: Prentice Hall.
- Robbins, S. P. and Judge, T. A. (2009). *Organisational Behaviour*. (13<sup>th</sup> ed.) Saddle River, New York Prentice Hall.
- Robinson, J. P. (2000). "What are Employability Skills?" *Community Workforce Development Specialist, Alabama Cooperative Extension System*. 1(3).
- Rocca, K. A. (2009). Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression. *Journal of Classroom Interaction*. 43(2), 22-33.
- Rogelberg, S. G. (2004). *Handbook of Research Methods in Industrial and Organisational Psychology*. London: Blackwell.
- Roscoe, J. T. (1975). *Fundamental Research Statistics for the Behavioral Sciences*. (2<sup>nd</sup> ed.) New York: Holt, Rinehart and Winston
- Roselina Shakir (2009). Soft Skills at the Malaysian Institutes of Higher Learning. *Asia Pacific Education Review*. 10(3), 309-315.

- Rothman, M. (2007). Lessons Learned: Advice to Employers from Interns. *Journal of Education for Business*. 82, 140-144
- Rouillier, J. and Goldstein, I. (1993). The Relationship between Organisational Transfer Climate and Positive Transfer of Training. *Human Resources Development Quarterly*. 4, 377-390.
- Ruhaiza Rusmin (2015, June 29). Bukan sekadar cukupkan nilai kredit. *myMetro*. Retrieved August 18, 2015, from <http://www.hmetro.com.my>
- Ruhaiza Rusmin (2015, March 16). Mahir teknikal namun lemah insaniah. *myMetro*. Retrieved August 18, 2015, from <http://www.hmetro.com.my>
- Ruhanita Maelah, Aini Aman, Zakiah Muhammadun Mohamed and Rosiati Ramli (2012). Enhancing Soft Skills of Accounting Undergraduates through Industrial Training. *Procedia - Social and Behavioral Sciences*. 59(0), 541-549.
- Ruhizan Mohd Yasin, Saemah Rahman, Ramlee Mustapha and Kamarudin Tahir (2011). Development of Generic Employability Skills through Peer Interaction and Contextual Teaching and Learning in Community Colleges. *World Applied Sciences Journal*. 15 (Innovation and Pedagogy for Lifelong Learning), 1-7.
- Rusnah Muhamad, Yazkhiruni Yahya, Suhaily Shahimi and Nurmazilah Mahzan (2009). Undergraduate Internship Attachment in Accounting: The Interns Perspective. *International Education Studies*. 2(4), 49-55.
- Russ, M. and Crews, D. E. (2014). A Survey of Multitasking Behaviors in Organizations. *International Journal of Human Resource Studies*. 4(1), 137-153.
- Russ-Eff, D. (2004). Toward a Meta-Theory of Learning and Performance. *Proceedings of the Academy of Human Resource Development International Conference (AHRD)*. 3-7 March. Austin, Texas, 656-664.
- Ryan, C. and Krapels, R. H. (1997). Organisations and Internships. *Business Communication Quarterly*. 60(4), 126-131.
- Sacli, F. and Demirhan, G. (2011). Comparison of Critical Thinking Skills of Students in Physical Education Teacher Education, Coaching and Recreation Programs. *H. U. Journal of Education*. 41, 372-385.
- Saemah Rahman, Seri Bunian Mokhtar, Ruhizan Mohd Yasin, Kamaruzaman Jusoff and Mohd Hizam Mohd Hamzah (2011). Learning Environment dan the

- Development of Student's Generic Skills. *Middle East Journal of Scientific Research*. 7(5), 663-668.
- Sahbaz, S., Culver, S. M. and Burge, P. L. (2014). College Students' Perceptions of their Core Competencies: An Institutional Analysis of Discipline and Gender. *Advances in Social Sciences Research Journal*. 1(5), 123-135.
- Salas, E. and Cannon-Bowers, J. A. (2001). The Science of Training: A Decade of Progress. *Annual Review of Psychology*. 52, 471-499.
- Salina Daud, Nurazariah Abidin, Noraian Mazuin Sapuan and Rajadurai, J. (2011). Enhancing University Business Curriculum using Importance Performance Approach: A Case Study of Business Management Faculty of a University in Malaysia. *International Journal of Educational Management*. 25(6), 545-569.
- Sariwati Mohd Shariff and Mazanah Muhamad (2010). Learning in an Industrial Practicum Training Program: A Case Study in a Public University in Malaysia. *World Applied Sciences Journal*. 11(11), 1361-1368.
- Sariwati Mohd Shariff and Shatina Saad (2010). Continual Improvement in Outcome-Based Education (OBE) for Industrial Practicum Training Program. *Business Management Quarterly Review (BMQR)*. 1(1), 41-51.
- Saunders, M., Lewis, P. and Thornhill, P. (2012). *Research Methods for Business Students*. (6<sup>th</sup> ed.) England: Prentice Hall-Pearson Education Ltd.
- Scaduto, A., Lindsay, D. and Chiaburu, D. S. (2008). Leader Influences on Training Effectiveness: Motivation and Outcome Expectation Processes. *International Journal of Training and Development*. 12(3), 158-170.
- Scarnati, J. T. (2001). On Becoming a Team Player. *Team Performance Management: An International Journal*. 7(1/2), 5-10.
- Schein, E. H. (1996a). Culture: The Missing Concept in Organization Studies. *Administrative Science Quarterly*. 41(2), 229-240.
- Schein, E. H. (1996b). Three Cultures of Management: The Key to Organisational Learning. *Sloan Management Review*. 38(1), 9-20.
- Schippers, M. C., Den Hartog, D. N., Koopman, P. L. and Wienk, J. A. (2003). Diversity and Team Outcomes: The Moderating Effects of Outcome Interdependence and Group Longevity and the Mediating Effect of Reflexivity. *Journal of Organisational Behavior*. 24(6), 779-802.



- Schminke, M. (2001). Considering the Business in Business Ethics: An Exploratory Study of the Influence of Organisational Size and Structure on Individual Ethical Predispositions. *Journal of Business Ethics*. 30(4), 375-390.
- Schramm, W. (1954). How Communication Works. In Schramm, W. (Ed.) *The Process and Effects of Mass Communication*. (pp. 3-26). Urbana, IL: University of Illinois Press.
- Schunk, D. H. (2004). *Learning Theories: An Educational Perspective*. (4<sup>th</sup> ed.) Upper Saddle River, New Jersey: Pearson.
- Schunk, D. H. (2008). *Learning Theories: An Educational Perspectives*. (5<sup>th</sup> ed.) Upper Saddle River, New Jersey: Pearson.
- Schunk, D. H. and Zimmerman, B. J. (2006). Competence and Control Beliefs: Distinguishing the Means and Ends. In Alexander, P. A. and Winne, P. H. (Eds.) *Handbook of Educational Psychology* (pp. 349-367). Mahwah, NJ: Erlbaum.
- Scollon, R. and Scollon, S. (2001). *Intercultural Communication*. Oxford: Blackwell.
- Scott, M. (2009). Chapter 2 - Communication Theory and Applications. *Marketing Communications in Tourism and Hospitality*. (pp. 21-46). Butterworth-Heinemann: Oxford.
- Scotty, R. (2011). Social Effects of Internet Communication. Retrieved August 30, 2013, from <http://www.helium.com/items/648679-study-questions-social-effects-of-internet-communication>
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach*. (2<sup>nd</sup> ed.) New York: John Wiley & Sons, Inc.
- Sekaran, U. and Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach*. (5<sup>th</sup> ed.) West Sussex, United Kingdom: John Wiley & Sons Ltd.
- Sellnow, D. D. and Ahlfeldt, S. L. (2005). Fostering Critical Thinking and Teamwork Skills via a Problem-Based Learning (PBL) Approach to Public Speaking Fundamentals. *Communication Teacher*. 19(1), 33-38.
- Selvadurai, S., Choy, E. A. and Maros, M. (2012). Generic Skills of Prospective Graduates from the Employers' Perspectives. *Asian Social Science*. 8(12), 295-303.
- Semedo, L., Newman-Ford, L., Lloyd, S. and Thomas, S. (2010). HoneyBee: Evaluating Glamorgan's Work-based Learning Initiative. Retrieved February

14, 2012, from <http://www.engsc.ac.uk/downloads/scholarart/100128-honeybee-final-report.pdf>

- Sessions, D. J. (2006). Recruiting Made Easy. *Journal of Accountancy*. 31-34.
- Shaharuddin Ahmad, Noriah Mohd Ishak, Khaidzir Ismail and Jumali Selamat (2010). Generic Competency Profile among Students in Institute of Higher Learning: A Case of Universiti Kebangsaan Malaysia (UKM), Malaysia. *College Student Journal*. 44(3), 811-820.
- Shahrin Mohammad, Hasanan Md. Nor, Wahid Omar and Danial Mohamed (2004). Enhancing Teaching and Learning through the Incorporation of Generic Skills for Civil Engineering Undergraduates. *Proceedings of the Conference on Engineering Education (CEE 2004)*. 14-15 December. Kuala Lumpur, Malaysia, 1-6.
- Shahsavar, Z. (2014). The Impact of Culture on Using Critical Thinking Skills through the Blog. *Journal of International Scientific Publications*. 3, 99-105.
- Shakirova, D. M. (2007). Technology for the Shaping of College Students' and Upper-Grade Students' Critical Thinking. *Russian Education & Society*, 49(9), 42-52.
- Shannon, C. E. and Weaver, W. (1949). *The Mathematical Theory of Communication*. Urbana: University of Illinois Press.
- Sharma, J. P. and Bajpai, N. (2014). Teamwork a Key Driver in Organisations and Its Impact on Job Satisfaction of Employees in Indian Public and Private Sector Organisations. *Global Business Review*. 15(4), 815-831.
- Shelton, S. and Alliger, G. M. (1993). Who's Afraid of Level 4 Evaluation? A Practical Approach. *Training and Development Journal*. 47(6), 43-46.
- Simons, T. L. and Peterson, R. S. (2000). Task Conflict and Relationship Conflict in Top Management Teams: The Pivotal Role of Intragroup Trust. *Journal of Applied Psychology*. 85, 102-111.
- Singh, G. K. G. and Singh, S. K. G. (2008). Malaysian Graduates' Employability Skills. *UNITAR E-JOURNAL*. 4(1), 15-45.
- Singh, P., Thambusamy, R. X. and Mohd Adlan Ramly (2014). Fit or Unfit? Perspectives of Employers and University Instructors of Graduates' Generic Skills. *Procedia - Social and Behavioral Sciences*. 123, 315-324.

- Singhapakdi, A. and Vitell, S. J. (1990). Marketing Ethics: Factors Influencing Perceptions of Ethical Problems and Alternatives. *Journal of Macromarketing*. 10(1), 4-18.
- Sirin, S. R., Brabeck, M. M., Satiani, A. and Rogers-Serin, L. (2003). Validation of a Measure of Ethical Sensitivity and Examination of the Effects of Previous Multicultural and Ethics Courses on Ethical Sensitivity. *Ethics & Behavior*. 13(3), 221-235.
- Siti Aminah Osman, Mohd Zaidi Omar, Kamaruzaman Mat, Norhisham Tan Kofli, Mohd Nizam Ab. Rahman and Zuhairusse M. Darus (2009). Outcome Based Education (OBE) Curriculum Assessment for Industrial Training Program: Based on Students' Perception. *WSEAS Transaction on Advances in Engineering Education*. 6(12), 454-463.
- Siti Nor Habibah Hassan, Mahanum Mohd Zamberi, Siti Nurhaida Khalil, Nortazi Sanusi, Faizil Wasbari and Anita Akmar Kamarolzaman (2012). Company Perception on the Employability Skills of Industrial Training Students. *Journal of Technical Education and Training (JTET)*. 4(2), 1-8.
- Siti Rahayah Ariffin, Faiz Daud, Roseni Ariffin, Nur Aidah Rashid and Ayesha Badib (2011). Profile of Creativity and Innovation among Higher Learning Institution Students in Malaysia. *World Applied Sciences Journal*. 15 (Innovation and Pedagogy for Lifelong Learning), 36-41.
- Skinner, B. F. (1971). *Beyond Freedom and Dignity*. New York: Knopf.
- Smith, E. A. (2000). Applying Knowledge-Enabling Methods in the Classroom and in the Workplace. *Journal of Workplace Learning*. 12(6), 236-244.
- Smith, A. and Hume, E. (2005). Linking Culture and Ethics: A Comparison of Accountants' Ethical Belief Systems in the Individualism/Collectivism and Power Distance Contexts. *Journal of Business Ethics*. 62(3), 209-220.
- Smith, K., Clegg, S., Lawrence, E. and Todd, M. J. (2007). The Challenges of Reflection: Students Learning from Work Placements. *Innovations in Education and Teaching International*. 44(2), 131-141.
- Snyder, L. G. and Snyder, M. J. (2008). Teaching Critical Thinking and Problem Solving Skills. *The Delta Pi Epsilon Journal*. L(2), 90-99.
- Sohrabi, B., Gholipour, A. and Mohammadesmaeili, N. (2011). Effects of Personality and Information Technology on Plagiarism: An Iranian Perspective. *Ethics & Behavior*. 21(5), 367-379.

- Sonfield, M., Lussier, R., Corman, J. and McKinney, M. (2001). Gender Comparisons in Strategic Decision-Making: An Empirical Analysis of the Entrepreneurial Strategy Matrix. *Journal of Small Business Management*. 39(2), 165-173.
- Statistics of Malaysian Higher Education. (2009). Data Makro Pengajian Tinggi. Retrieved September 26, 2012, from [http://www.mohe.gov.my/web\\_statistik/statistik\\_pdf\\_2009/03\\_BAB\\_1\\_MAKRO.pdf](http://www.mohe.gov.my/web_statistik/statistik_pdf_2009/03_BAB_1_MAKRO.pdf)
- Statistics of Malaysian Higher Education. (2010). Public Higher Education Institution (Public HEI). Retrieved September 28, 2012, from [http://www.mohe.gov.my/web\\_statistik/statistik2010/BAB2\\_IPTA.pdf](http://www.mohe.gov.my/web_statistik/statistik2010/BAB2_IPTA.pdf)
- Stein, M. (2007). Oedipus Rex at Enron: Leadership, Oedipal Struggles, and Organisational Collapse. *Human Relations*. 60(9), 1387-1410.
- Stein, M. and Pinto, J. (2011). The Dark Side of Groups: A “Gang at Work” in Enron. *Group & Organisation Management*. 36(6), 692-721.
- Stoltzfus, K. M. (2010). *The Relationship between Teachers’ Training Transfer and their Perceptions of Principal Leadership Style*. Doctor of Philosophy, The University of Arizona, United States.
- Stonehouse, G., Hamill, J., Campbell, D. and Purdie, T. (2004). *Global and Transnational Business-Strategy and Management*. (2<sup>nd</sup> ed.) Chichester: John Wiley & Sons.
- Strauser, D. R., Ketz, K. and Keim, J. (2002). The Relationship between Self-Efficacy, Locus of Control and Work Personality. *Journal of Rehabilitation*. 68(1), 20-26.
- Streumer, J. N. and Bjorkquist, D. C. (1998). Moving beyond Traditional Vocational Education and Training: Emerging Issues: In Nijhof, W. J. and Streumer, J. N. (Eds.) *Key Qualifications in Work and Education* (pp. 249-264). Dordrecht: Kluwer.
- Sugahara, S., Suzuki, K. and Boland, G. (2010). Students’ Major Choice in Accounting and Its Effect on Their Self-Efficacy towards Generic Skills: An Australian Study. *Asian Review of Accounting*. 18(2), 131-147.
- Sugrue, B. and Rivera, R. J. (2005). *State of the Industry: ASTD’s Annual Review of Trends in Workplace Learning and Performance*. Alexandria, VA: ASTD

- Suhaiza Ismail and Zaza Eliza Mohd. Redza (2013). Factors Affecting the Ethical Judgment of Business Ethics' Students. *Terengganu International Management and Business Journal*. 3(2), 19-33.
- Sulaiman Yassin, Fauziah Abu Hasan, Wan Amin and Nur Amiruddin (2008). Implementation of Generic Skills in the Curriculum. *Proceedings of the EDU-COM International Conference*. 19-21 November. The Pullman Khon Kaen Raja Orchid Hotel, Khon Kaen, Thailand, 571-582.
- Sydow, J., Schreyogg, G. and Koch, J. (2005). Organisational Paths: Path Dependency and Beyond Path Dependency and Creation Processes in the Emergency of Markets, Technologies and Institutions. *Proceedings of 21<sup>st</sup> EGOS Colloquium*. June 30-July 2. Faculty of Economics and Business Administration, University of Berlin, Germany. 2-42.
- Tabachnick, B. G. and Fidell, L. S. (2008). *Using Multivariate Statistics*. (5<sup>th</sup> ed.) United States of America: Pearson Education, Inc.
- Tabassi, A. A., Mahyuddin Ramli and Abu Hassan Abu Bakar (2012). Effects of Training and Motivation Practices on Teamwork Improvement and Task Efficiency: The Case of Construction Firms. *International Journal of Project Management*. 30(2), 213-224.
- Taberner, C. and Hernandez, B. (2011). Self-Efficacy and Intrinsic Motivation Guiding Environmental Behavior. *Environment and Behavior*. 43(5), 658-675.
- Tagg, J. (2003). *The Learning Paradigm College*. (1<sup>st</sup> ed.) Boston, MA: Anker.
- Taghva, F., Rezaei, N., Ghaderi, J. and Taghva, R. (2014). Studying the Relationship between Critical Thinking Skills and Students' Educational Achievement (Eghlid Universities as Case Study). *International Letters of Social and Humanistic Sciences*. 25, 18-25.
- Tang, T. L-P. (2014). Theory of Monetary Intelligence: Money Attitudes—Religious Values, Making Money, Making Ethical Decisions, and Making the Grade. *Journal of Business Ethics*.
- Tannenbaum, S. I. and Yukl, G. (1992). Training and Development in Work Organizations. *Annual Review of Psychology*. 43, 399-441.
- Tapper, J. (2004). Student Perceptions of How Critical Thinking is Embedded in a Degree Program. *Higher Education Research & Development*. 23(2), 199-222.

- Thayer, P. W. and Teachout, M. S. (1995). *A Climate for Transfer Model*. (AL/HR-TP-95-0035). Brooks AFB, TX: Technical Training Research Division, Armstrong Laboratory.
- The Secretary's Commission on Achieving Necessary Skills. (1991). *What Work Requires of Schools*. Retrieved December 7, 2015, from <http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>
- Thompson, L. and Ku, H. (2006). A Case Study of Online Collaborative Learning. *Quarterly Review of Distance Education*. 7(4), 361-375.
- Tiraieyari, N. and Uli, J. (2011). Moderating Effects of Employee Gender and Organisational Tenure in Competency-Performance Relationships. *African Journal of Business Management*. 5(33), 12898-12903.
- Tompson, H. B. and Tompson, G. H. J. (2013). The Focus of Leadership Development in MNCs. *International Journal of Leadership Studies*. 8(1), 6-14.
- Tracey, J. B., Tannenbaum, S. I. and Kavanagh, M. J. (1995). Applying Trained Skills on the Job: The Importance of the Work Environment. *Journal of Applied Psychology*. 80(2), 239-252.
- Trevino, L. K. (1986). Ethical Decision Making in Organisations: A Person-Situation Interactionist Model. *The Academy of Management Review*. 11(3), 601-617.
- Triandis, H. C. (1995). *Individualism and Collectivism*. Boulder, CO: Westview.
- Trottier, T., Van Wart, M. and Wang, X. (2008). Examining the Nature and Significance of Leadership in Government Organisations. *Public Administration Review*. 68(2), 319-333.
- Trounson, A. (2011). Students Fail to Improve their Thinking, Study Finds. *The Australian*. Retrieved November 1, 2012, from <http://www.theaustralian.com.au/higher-education/students-fail-to-improve-their-thinking-study-finds/story-e6frgcjx-1225991311384>
- Tubbs, S. and Moss, S. (1983). *A Model of Human Communication*. (3<sup>rd</sup> ed.) New York: Random House.
- Tubbs, S. and Moss, S. (2006). *Human Communication: Principles and Contexts*. (10<sup>th</sup> ed.) New York: McGraw Hill.
- Tudge, J. R. H. and Scrimsher, S. (2003). Lev S. Vygotsky on Education: A Cultural-Historical, Interpersonal, and Individual Approach to Development. In

- Zimmerman, B. J. and Schunk, D. H. (Eds.) *Educational Psychology: A Century of Contributions* (pp. 207-228). Mahwah, NJ: Erlbaum.
- Twitchell, K., Holton, E. III and Trott, J. W. Jr. (2000). Technical Training Evaluation Practices in the United States. *Performance Improvement Quarterly*. 13(1), 84–109.
- Tziner, A., Fisher, M., Senior, T. and Weisberg, J. (2007). Effects of Trainee Characteristics on Training Effectiveness. *International Journal of Selection and Assessment*. 15(2), 167-174.
- UNESCO. (2012). *Transforming Technical and Vocational Education and Training Building Skills for Work and Life* (pp. 28). 7, place de Fontenoy, 75352 Paris 07 SP, France: United Nations Educational, Scientific and Cultural Organization.
- Valentine, S. and Godkin, L. (2000). Supervisor Gender, Leadership Style, and Perceived Job Design. *Women In Management Review*. 15(3), 117-129.
- van Dick, R., Tissington, P., A. and Hertel, G. (2009). Do Many Hands Make Light Work?: How to Overcome Social Loafing and Gain Motivation in Work Teams. *European Business Review*. 21(3), 233-245.
- van Knippenberg, D., De Dreu, C. K. W. and Homan, A. C. (2004). Work Group Diversity and Group Performance: An Integrative Model and Research Agenda. *Journal of Applied Psychology*. 89(6), 1008-1022.
- van Teijlingen, E. R. and Hundley, V. (2001). The Importance of Pilot Studies. Retrieved August 11, 2014, from <http://sru.soc.surrey.ac.uk/SRU35.pdf>
- van Vuuren, M., de Jong, M., D. T. and Seydel, E. R. (2007). Direct and Indirect Effects of Supervisor Communication on Organisational Commitment. *Corporate Communications: An International Journal*. 12(2), 116-128.
- Vazifehdost, H. and Rahmani, M. (2013). The Relationships between Teamwork, Role Ambiguity, Supervisor-Nurse and Well-Being: Public against Private Sector Nurse. *International Journal of Research in Social Sciences*. 3(4), 18-31.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D. and Kavanagh, M. J. (2007). The Effects of Training Design, Individual Characteristics and Work Environment on Transfer of Training. *International Journal of Training and Development*. 11(4), 282-294.

- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Waddock, S. (Ed.) (2007) *Encyclopedia of Business Ethics and Society*. Thousand Oaks, CA: SAGE Reference Online.
- Washer, P. (2007). Revisiting Key Skills: A Practical Framework for Higher Education. *Quality in Higher Education*. 13(1), 57-67.
- Wasonga, T. A. and Murphy, J. F. (2006). Learning from Tacit Knowledge: The Impact of the Internship. *International Journal of Educational Management*. 20(2), 153-163.
- Weaver, R. R. and Qi, J. (2005). Classroom Organisation and Participation: College Students' Perceptions. *The Journal of Higher Education*. 76(5), 570-601.
- Weligamage, S. S. (2009). Graduates' Employability Skills: Evidence from Literature Review. *Proceedings of the 2009 Conference of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL)*. 22-24 November. Phnom Penh, Cambodia, 115-125.
- Westray, V. (2008). *Job Readiness Training: A Qualitative Study of Program Graduates in Rural South Carolina*, Doctor Philosophy, Cappella University, United States – Minnesota.
- Wickramasinghe, V. and Perera, L. (2010). Graduates', University Lecturers' and Employers' Perceptions towards Employability Skills. *Education & Training*. 52(3), 226-244.
- Wiemann, J. M. (1977). Explication and Test of a Model of Communicative Competence. *Human Communication Research*. 3(3), 195-213.
- Wilkinson, R. and Ishak Yussof (2005). Public and Private Provision of Higher Education in Malaysia: A Comparative Analysis. *Higher Education*. 50(3), 361-386.
- William, A-M. C. (2015). *Soft Skills Perceived by Students and Employers as Relevant Employability Skills*. Doctor Philosophy, Walden University, Minneapolis, Minnesota.
- Wilson, C. (2010). Bruce Tuckman's Forming, Storming, Norming & Performing Team Development Model. Retrieved March 6, 2013, from [http://www.performancecoachtraining.com/resources/docs/pdfs2/BruceTuckman\\_Team\\_Development\\_Model.pdf](http://www.performancecoachtraining.com/resources/docs/pdfs2/BruceTuckman_Team_Development_Model.pdf)



- Windsor, C. A. (2002). Auditors' Predisposition to Provide Fair Judgments: Australian Evidence of Auditors' Level of Moral Reasoning. *Australian Accounting Review*. 12(27), 51-58.
- Wismath, S. and Zhong, M. (2014). Gender Differences in University Students' Perceptions of and Confidence in Problem-Solving Abilities. *Journal of Women and Minorities in Science and Engineering*. 20(1), 1-10.
- Wittmer, D. (1991). Serving the People or Serving for Pay: Reward Preferences among Government, Hybrid Sector, and Business Managers. *Public Productivity & Management Review*. 14(4), 369-383.
- Woo, Y. and Reeves, T. C. (2007). Meaningful Interaction in Web-based Learning: A Social Constructivist Interpretation. *The Internet and Higher Education*. 10(1), 15-25.
- Wood, J. T. (2006). *Communication In Our Lives*. (6<sup>th</sup> ed.) Belmont, CA: Holly Allen.
- Wood, J. T. (2010). *Interpersonal Communication: Everyday Encounters*. (6<sup>th</sup> ed.) Canada: Wadsworth, Cengage Learning.
- Woods, D. R., Felder, R. M., Rugarcia, A. and Stice, J. E. (2000). The Future of Engineering Education III. Developing Critical Skills. *Chemical Engineering Education*. 34(2), 108-117.
- Wrzesniewski, A. and Dutton, J. (2001). Crafting a Job: Revisioning Employees as Active Crafters of their Work. *Academy of Management Review*. 28(2), 179-201.
- Yamhill, S. and McLean, G. N. (2001). Theories Supporting Transfer of Training. *Human Resource Development Quarterly*. 12(2), 195-208.
- Yang, L-R., Huang, C-F. and Wu, K-S. (2011). The Association among Project Manager's Leadership Style, Teamwork and Project Success. *International Journal of Project Management*. 20(2011), 258-267.
- Yasmin Mohd Adnan, Md Nasir Daud, Anuar Alias and Muhammad Najib Razali (2012). Importance of Soft Skills for Graduates in the Real Estate Programmes in Malaysia. *Journal of Surveying, Construction & Property*. 3(2), 1-13.
- Yorke, M. (2004). Employability in the Undergraduate Curriculum: Some Student Perspectives. *European Journal of Education*. 39(4), 409-427.

- Zaherawati Zakaria, Zaliha Hussin, Nazni Noordin, Mohd Zool Hilmie Mohamed Sawal and Zuriawati Zakaria (2011). Practical Training in Tertiary Institution: A Case Study in Malaysia. *Proceedings of the International Conference on Management and Service Science*. 7-9 May. Bangkok, Thailand, 95-99.
- Zaman, H. M. F., Nas, Z., Ahmed, M., Raja, Y. M. and Marri, M. Y. K. (2013). The Mediating Role of Intrinsic Motivation between Islamic Work Ethics and Employee Job Satisfaction. *Journal of Business Studies Quarterly*. 5(1), 93-102.
- Zhu, W., Riggio, R. E., Avolio, B. J. and Sosik, J. J. (2011). The Effect of Leadership on Follower Moral Identity: Does Transformational/Transactional Style Make a Difference? *Journal of Leadership & Organisational Studies*. 18(2), 150-163.
- Zinser, R. (2003). Developing Career and Employability Skills: A US Case Study. *Education + Training*. 45(7), 402-410.
- Zohar, A. and Schwartz, N. (2005). Assessing Teachers' Pedagogical Knowledge in the Context of Teaching Higher-Order Thinking. *International Journal of Science Education*. 27(13), 1595–1620.
- Zubaidah Awang, Hafilah Zainal Abidin, Md. Razib Arshad, Hadina Habil and Ahmad Syukri Yahya (2006). *Non-Technical Skills for Engineers in the 21<sup>st</sup> Century: A Basis for Developing a Guideline*: Universiti Teknologi Malaysia.
- Zweifel, P. and Zaborowski, C. (1996). Employment Service: Public or Private? *Public Choice*. 89(1/2), 131-162.