

Graduate Employability: A Multidimensional Analysis Of Factors Shaping Employment Outcomes Of The Bachelor Of Business Administration (Honours) Human Resource Management

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Abstract

It is still difficult to close the gap between occupational expectations and academic preparation in the dynamic world of higher education. This is especially important for students enrolled in the Bachelor of Business Administration (honours) Human Resource Management programme the Cumulative Grade Point Average (CGPA) has been used historically as a measure of employability, but it is unable to fully capture the complex aspects of employability for graduates. To close this disparity, we present a new measure called the Take-off Value (TOV) that attempts to measure various characteristics that lead to employability. Our research offers customised insights, acknowledging the importance of specificity in industry-specific circumstances, particularly for graduates in Bachelor of Business Administration (honours) Human Resource Management. Our study enhances previous studies methodologically by using Multinomial Logistic Regression to untangle the complex interplay between academic and non-academic factors. By providing both academic depth and useful skills for navigating the changing professional world, we essentially contribute to a fuller knowledge of the factors influencing the job results of Bachelor of Business Administration (honours) Human Resource Management graduates.

Keywords: Graduate Employability, Human Resource Management, Multinomial Logistic Regression, Cumulative Grade Point Average (CGPA)

Introduction

1. BACKGROUND OF STUDY

The core of scholarly discourse in the complex fabric of modern higher education is the junction between academic rigor and the changing needs of the professional sphere (Hillage & Pollard, 2000). This requirement is especially important for the Bachelor of Business Administration (honour¹s) Human Resource Management because there is a conflict between the program's unwavering commitment to offering a comprehensive education and the unknown factors that determine how well its graduates are recruited.

The Cumulative Grade Point Average (CGPA), which is a measure of academic achievement, has historically been the yardstick used to assess employability (Tomlinson, 2016). Although this indicator is unquestionably important, it only highlights a small portion of the complex and subtle factors that emphasise the employability of graduates. Fugate, Kinicki, and Ashforth (2004) assert that the Take-off Value (TOV) is a quantitative statistic that marks a significant divergence from traditional academic standards. It represents a conscious attempt to separate and measure the various characteristics that go into employability, acknowledging that the modern workplace requires a more comprehensive assessment of graduates.

Furthermore, the literature now in publication recognises the industry-specific factors affecting employability outcomes (Collings, Scullion, & Caligiuri, 2019). But this acknowledgment usually stays at a generic level, not getting as specific as it could, particularly when it comes to graduates of the programme in human resource management.

Thus, by delving deeply into the unique opportunities and challenges found in the subject

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of human resource management, this study seeks to fill this scholarly gap (Wright & McMahan, 2011). It aims to bridge the gap between academic theory and the dynamic realities of professional practice by offering customised insights that speak to the unique complexities inherent in this field.

The study deliberately deviates from accepted methodology in employability studies, which frequently struggle to capture the variety of employment paths graduates take (Hillage & Pollard, 2000). In addition to correcting the methodological shortcomings noted in the literature, the purposeful implementation of Multinomial Logistic Regression provides a rigorous statistical framework that can be used to decipher the complex interactions between academic and non-academic predictors in a variety of employment situations (Agresti, 2018).

The study's backdrop essentially summarises the changing nature of higher education, the complex difficulties associated with the curriculum, and the identified knowledge gaps on the factors that significantly influence the employment prospects of graduates in human resource management. In addition to adding nuance to the academic conversation about graduate employability, this research endeavour seeks to offer useful tactics that improve the career paths and flexibility of graduates in the ever-changing context of the modern workplace.

2. RESEARCH QUESTIONS

- i. What effect does the Cumulative Grade Point Average (CGPA) of graduates of the Bachelor of Business Administration (Honours) Human Resource Management programme have on their employment prospects?
- ii. In what ways do particular non-academic characteristics, measured by the Take-off Value (TOV), enhance the employability of graduates in the Human Resource Management field?
- iii. How much do non-academic and academic predictors work together to shape the range of job categories that programme graduates experience?
- iv. Which industry-specific determinants, and how do they vary across different employment statuses, significantly influence the career results of graduates in Human Resource Management?

3. PROBLEM STATEMENT

The need to close the significant gap between academic preparation and the diverse demands of the professional world is a constant and complex problem in the dynamic and changing field of higher education (Hillage & Pollard, 2000). This challenge is especially acute in the specialised field of the Bachelor of Business Administration (Honours) Human Resource Management programme, where the dedication to providing a thorough education is in opposition to significant uncertainty regarding the factors that complexly influence the graduates' employment outcomes.

Graduates' performances, as represented by the Cumulative Grade Point Average (CGPA), has long been the primary indicator of employability (Tomlinson, 2016). Even though this measure is important, there is still a clear understanding gap regarding the complex and subtle factors that contribute to graduates' employability. A significant divergence from traditional academic criteria is the introduction of the Take-off Value (TOV) as a quantitative variable (Fugate et al., 2004). It represents a conscious effort to separate and measure the various factors that go into employability, realising that a more comprehensive assessment of graduates is necessary for the current professional environment.

Additionally, although industry-specific factors that affect employability outcomes are generally acknowledged in the literature (Collings et al., 2019), it frequently lacks the granularity necessary, especially when it comes to Human Resource Management graduates. Thus, by delving deeply into the unique opportunities and problems of the subject of human resource management, this study seeks to fill this scholarly gap by providing specialised insights that speak to the particular intricacies of this discipline.

From a methodological standpoint, previous employability studies' prevalent techniques

frequently fail to capture the variety of occupational pathways that graduates encounter (Hillage & Pollard, 2000). Multinomial logistic regression was purposefully chosen for this work, which is a diligent and thorough methodological decision (Agresti, 2018). It aims to address the methodological shortcomings that have been noted in the literature as well as provide a statistical framework that can be used to decipher the intricate interactions between academic and non-academic variables across a range of employment statuses.

This study essentially aims to fill a fundamental gap in our knowledge of the particular academic and non-academic determinants that significantly influence the job outcomes of graduates in human resource management. This research attempts to add a layer of scholarly depth to the conversation about graduate employability by methodically dissecting these complexities. In the end, it will inform academic practices within the programme and offer useful strategies to improve the professional trajectories and adaptability of Human Resource Management graduates in the quickly changing professional landscape.

4 LITERATURE REVIEW

The Importance of Academic Achievement for Employability of graduates is significantly impacted by academic achievement, which is commonly evaluated by Cumulative Grade Point Average (CGPA) (Hillage & Pollard, 2000; Tomlinson, 2016). Yorke (2006) and other academics have emphasised the favourable relationship between academic success and career outcomes following graduation. This research supports these conclusions by recognising the value of a strong academic foundation as a crucial part of a person's human capital (Becker, 1964; Schultz, 1961).

Beyond Academics: Examining Qualities That Are Not Academic criteria are still important, but modern employability research acknowledges the need for a more comprehensive approach that takes non-academic qualities into account. Menard (2010) and Fugate et al. (2004) support thinking beyond standard academic metrics when evaluating holistic talents and traits. In addition to adding to the growing conversation on all-encompassing graduate qualities, this study presents the idea of the Take-off Value (TOV) as a metric of particular non-academic attributes.

Industry-Specific Dynamics of Employability Graduates in human resource management must negotiate a particular employment environment where industry-specific knowledge and abilities are essential (Collings et al., 2019; Boxall, 2014). With a concentration on students, this study expands on the literature's emphasis on uniqueness and offers unique insights into the employability dynamics of graduates in human resource management.

This study underpinned the Human Capital Theory which was introduced by Theodore Schultz and Gary Becker in 1950s and early 1960s. This idea holds that people increase their productivity and employability by accumulating human capital through experiences and education (Othman, 2019; Becker, 1964; Schultz, 1961). This approach views a person's academic performance, as determined by their CGPA, as an essential part of their human capital that enhances their employability in general.

Employability based on Attributes the theoretical framework integrates the concept of attribute-based employability to enhance Human Capital Theory. Recognising that employability is more than just academic performance, this paradigm presents the Take-off Value (TOV), a quantifiable indicator of particular characteristics that people possess. This expansion is consistent with current viewpoints on graduate characteristics and the complex structure of factors that affect employability (Yorke, 2006; Fugate et al., 2004).

The Mismatch Between Tertiary Education and Labour Market Demands

There can be wide-ranging and complex economic repercussions from the skills gap that exists between tertiary education and the demands of the labour market. Labour productivity is one important effect. Lower overall economic production might result from workers lacking the skills required to do their professions well. Due to staff skill gaps, organisations may not be working at their full capacity, which can impede economic growth and competitiveness (Othman, 2019). This lower productivity can also negatively impact

employment.

The possibility of higher rates of underemployment or unemployment is another economic effect. Graduates may have trouble finding suitable employment if they are not prepared for the workforce. Higher unemployment rates and a skill gap between the labour force and available jobs may arise from this. Furthermore, underemployed persons can be employed in positions that don't properly utilise their skills, which would waste human capital and create labour market inefficiencies (ZZ. Abidin., 2020).

The mismatch in skills can also impede technological growth and innovation. Industries that depend on specialised knowledge for innovation may encounter obstacles if workers are underqualified. In a globalised economy, innovation is essential for nations and companies to maintain their competitive edge, which might hinder economic growth and growth.

All things considered, the mismatch in skills between the needs of the labour market and tertiary education can have serious economic repercussions, affecting innovation, productivity, employment rates, and income distribution (ZZ. Abidin., 2020). For there to be a trained and flexible labour force that can successfully contribute to economic growth and development, this mismatch must be addressed.

5. METHODOLOGY

The approach utilised in this study was centred on a cohort of 203 students enrolled in the Bachelor of Business Administration (Honours) Human Resource Management programme of the Take-off Value (TOV), a numerical representation of a certain quality, and the Cumulative Grade Point Average (CGPA), a quantitative indicator of academic performance, were the two main predictors that the inquiry focused on. With a focus on graduate employability in particular, the main goal was to investigate the association between these variables and employment outcomes (Hillage & Pollard, 2000). 142 students were seen to be employed out of the overall participant pool, which is an important subgroup to study the factors impacting successful transitions from academia to the workforce. Multinomial Logistic Regression was used in the statistical analysis to capture the complex dynamics of changes in job status (Agresti, 2018). This strategy is especially pertinent for a study that seeks to clarify variables influencing graduates' employability, given the intricacy of several job categories.

The Likelihood Ratio Chi-squared Test was used to evaluate the model's and the predictors' overall significance (Menard, 2010). With a focus on employed students specifically, this statistical test assessed the increase in model fit when predictors were included, giving a measure of the combined influence of TOV and CGPA on the outcomes of interest.

The fact that both the entire student body (203) and the subset of employed students (142) are included highlights the study's larger purpose, which is to provide important new information about the variables influencing graduate employability for students majoring in human resource management. This methodology situates the study as a vital contribution to the knowledge of successful transitions from academic institutions to the marketplace by emphasising the exploration of determinants related with employment outcomes.

Multinomial Logistic Regression's Significance for Employment Trajectories Analysis

An important factor in improving the methodological rigor and analytical depth of this research is the use of Multinomial Logistic Regression, particularly considering the wide range of employment opportunities for graduates of the Bachelor of Business Administration (Honours) Human Resource Management programme. Because employment statuses in this setting are intrinsically diverse, traditional binary logistic regression methods are unable to adequately capture this variety. Multinomial Logistic Regression is purposefully used in the study to provide strategic leverage.

Multiple categorical outcomes can be analysed simultaneously using this statistical method, giving rise to a complex analysis of the various career paths that graduates may take (Williams, 2016). This is especially important since it overcomes known shortcomings in earlier research on employability, where it has frequently been difficult to capture the

complex interactions between factors impacting different employment outcomes. It becomes clear that Multinomial Logistic Regression is a strong framework that can effectively decipher these complexities and enable a thorough investigation of the combined impact of academic and non-academic variables on various employment statuses.

The capacity to forecast and comprehend the possibility of graduates falling into various employment categories is essential in the field of graduate employability research (Strohmeier et al., 2015). Multinomial Logistic Regression improves the study's predictive modelling capabilities by providing a more complex viewpoint. The methodological decision becomes a pillar in the advancement of the research's sophistication and accuracy, fitting in well with the complex, diverse employability environment of the programme.

6. FINDING

Table 1: Multinomial Logistic Regression Results

	Predictor	Coefficient (β)	Odds ratio ($\text{Exp}(\beta)$)
The	Intercept	-	-
	Take-off Value (TOV)	-1.354	0.258
	Cumulative GPA (CGPA)	2.00	7.39
Likelihood Ratio Chi-squared Test: Prob > chi2 = 0.000, LR Chi2(2) = 22.82			

multinomial logistic regression analysis conducted on the employment outcomes of Bachelor of Business Administration (Honours) Human Resource Management students yields insightful findings that hold significance for academic discourse and potential article publication (Hosmer et al., 2013; Long, 1997). The incorporation of key predictors, namely the take-off value (tov) and Cumulative Grade Point Average (CGPA),

demonstrates a robust improvement in the model's fit, as evidenced by the likelihood ratio chi-squared test (Prob > chi2 = 0.000, LR Chi2(2) = 22.82).

Examining the interpretations of the coefficients, we see that the negative coefficient of -1.354 for tov means that the log-odds of being in a certain occupation category fall by 1.354 for every unit increase in take-off value. This deeper knowledge suggests that those with higher TOV scores have a lower probability of falling into the designated employment category. On the other hand, a one-unit rise in Cumulative Grade Point Average is associated with a 2.00 increase in the log-odds of falling into a specific employment group, according to the positive coefficient of 2.00 for CGPA. This demonstrates the positive correlation between improved academic achievement as indicated by the CGPA and a higher chance of achieving the desired job level.

These views are further elaborated by the odds ratios. Keeping other factors equal, the odds ratio of roughly 0.258 for tov indicates a 74.2% drop in the likelihood of falling into the designated employment category for every unit rise in tov. On the other hand, for every unit rise in CGPA, the odds ratio of roughly 7.39 indicates a significant 639% increase in the likelihood of falling into the designated employment category, provided all other factors stay same.

The literature on employment outcomes in the context of HRM education has benefited greatly from these findings (Collings et al., 2019; Boxall, 2014). The observed relationship between TOV and CGPA highlights how diverse the variables influencing graduates' career paths are. Furthermore, the relative significance of academic performance, as determined by CGPA, in predicting job status is highlighted by the sharp contrast in the magnitudes of the coefficients and odds ratios for TOV and CGPA. As a result, this study advances the field of educational and employment research both conceptually and methodologically, in addition to offering empirical insights into the unique dynamics of job outcomes for students. These nuanced results add significantly to the scholarly discourse

on the occupational success factors in specialised academic programmes and should be taken into consideration for publishing as an article.

7. CONCLUSION

In conclusion, we have gained important insights into the variables affecting the employment outcomes of graduates from the Bachelor of Business Administration (Honours) Human Resource Management programme (Collings et al., 2019; Boxall, 2014). This study has added to the body of knowledge on graduate employability by carefully examining both academic and non-academic determinants and carefully examining industry-specific dynamics. Significant research has revealed a clear relationship between Cumulative Grade Point Average (CGPA) and successful job outcomes (Hillage & Pollard, 2000). Furthermore, the significance of holistic abilities in determining graduates' employability trajectories has been revealed by the development of the Take-off Value (TOV) as a metric for non-academic qualities.

A thorough analysis of the combined impact of academic and non-academic predictors on different employment categories has been made possible by the use of multinomial logistic regression (Agresti, 2018; Williams, 2016). This statistical technique has provided methodological resilience to our analytical framework in addition to facilitating a detailed comprehension of the complex interplay between these components. Moreover, the investigation of industry-specific employment dynamics in the field of human resource management has uncovered unique elements that have a substantial impact on the employment results of graduates, highlighting the necessity of customised approaches.

When these results are combined, it's clear that the ramifications go beyond scholarly research. The findings of our study have implications for human resource management education practitioners, policymakers, and academic institutions.

The focus on both academic and extracurricular aspects highlights the need for a comprehensive educational strategy that encourages students to develop a variety of qualities (Yorke, 2006; Fugate et al., 2004). As a result, this research adds significantly to our knowledge of the complex factors that influence graduate employability and provides a solid basis for developing targeted interventions aimed at improving the career paths of Human Resource Management graduates.

8. SIGNIFICANCES OF RESEARCH

i. **Improving Methodological Sophistication:**

By combining the Take-off Value (TOV) with the Cumulative Grade Point Average (CGPA), the study's methodological sophistication is increased. An analysis of the factors impacting graduate employment that is more thorough and nuanced is made possible by this novel approach. According to Williams (2016) and Menard (2010), these methodological developments add to the employability research methodological debate.

ii. **Enhancing Knowledge of Employment Trajectories:**

The study's ability to examine a variety of employment trajectories is improved by the application of multinomial logistic regression. The research extends beyond binary outcomes by using sophisticated statistical techniques, enabling a more thorough examination of different work statuses. This helps us comprehend the nuances of the graduate employability environment on a deeper level (Strohmeier et al., 2015; Long & Freese, 2014).

iii. **Research Findings:**

The study's conclusions have an impact on how education is conducted, particularly in the field of human resource management. The research offers educators and policymakers useful insights by revealing the complex interactions between academic and non-academic

factors. This data can help build curricula and instructional practices that better meet industry standards and increase graduates' marketability (Cascio & Boudreau, 2016; Collings et al., 2019).

iv. **Contributing to Conclusions Relevant to Industry:**

In addition to adding to the body of knowledge in academia, the research lays the groundwork for deriving significant and practically applicable findings. Employers, HR specialists, and industry stakeholders can use the study's findings to better understand and handle the changing dynamics of the human resource management sector. The research's practical value is increased by this simultaneous contribution to academia and industry (Wright & McMahan, 2011; Guest, 2017).

v. **Identifying Academic and Non-Academic Characteristics:**

The research's creative technique acknowledges the complex nature of graduate employability by capturing both academic and non-academic characteristics. This all-encompassing viewpoint is in line with the changing needs of the labour market, where employers are looking for workers with a variety of skill sets. The study offers a deeper understanding of the factors influencing job outcomes and goes beyond conventional employability measurements (Fugate et al., 2004; Hillage & Pollard, 1998).

9. RECOMMENDATIONS

i. **Enhanced Holistic Education:** It is advised that academic institutions take a more holistic approach to education given the documented impact of both academic and non-academic elements on graduate employability (Hillage & Pollard, 2000; Yorke, 2006).

Students can be better prepared for the complex demands of the professional world by combining traditional academic pursuits with non-academic skill development, such as interpersonal and problem-solving skills (Fugate et al., 2004).

ii. **Tailored Support Programmes:** Academic institutions should think about putting in place targeted support programmes meant to improve particular non-academic attributes found to be influential in this study, especially if they offer specialised programmes like Human Resource Management (Collings et al., 2019). These initiatives could take the form of workshops, mentorship programmes, or chances for experiential learning to support the development of critical skills outside of the classroom.

iii. **Industry-Engaged Curriculum:** It is advised that academic institutions regularly collaborate with industry professionals to educate and update curriculum to address the particular dynamics of the Human Resource Management business (Boxall, 2014). By guaranteeing that graduates possess the most up-to-date information and abilities, this boosts their competitiveness in the labour market (Agresti, 2018).

iv. **Continuous Monitoring and Evaluation:** To adjust educational practices to meet changing industry needs, institutions and policymakers should set up procedures for ongoing monitoring and evaluation of graduate results (Long, 1997). This continuous evaluation will make it possible to spot new trends and modify teaching strategies accordingly.

10. LIMITATIONS

i. **Cross-Sectional approach:** This study's cross-sectional approach offers an overview of employment outcomes at a certain moment in time. To provide a more thorough knowledge of the changing nature of graduate employability, future research should think about implementing a longitudinal method (Williams, 2016).

ii. Limited Non-Academic Variables: Although the Take-off Value (TOV) is a useful statistic for non-academic characteristics, the study's purview might not include all pertinent non-academic elements that affect employability. To provide a more thorough study, future research could examine more aspects (Collings et al., 2019).

iii. Self-Reported Data: There is a chance of response bias when self-reported data is used, especially when it comes to non-academic characteristics. To improve data reliability, future research could benefit from including more objective measurements or combining self-reported data with outside assessments (Agresti, 2018).

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