DETERMINANTS OF EMOTIONAL INTELLIGENCE AMONG BACHELOR'S DEGREE GRADUATES IN UUM SINTOK

NURFATIHA BINTI SAAD

MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
AUGUST 2025

DETERMINANTS OF EMOTIONAL INTELLIGENCE AMONG BACHELOR'S DEGREE GRADUATES IN UUM SINTOK

By

NURFATIHA BINTI SAAD

Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Master of Human Resource

Pusat Pengajian Pengurusan Perniagaan
SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)
NURFATIHA SAAD (833396)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)
MASTER OF HUMAN RESOURCE MANAGEMENT

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

DETERMINANTS OF EMOTIONAL INTELLIGENCE AMONG BACHELOR'S DEGREE GRADUATES IN UUM SINTOK

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia *(Name of Supervisor)*	:	**DR. SAIFUL AZIZI ISMAIL**
Tandatangan *(Signature)*	:	
Tarikh *(Date)*	:	**11 OGOS 2025**

PERMISSION TO USE

In presenting this thesis in partial fulfilment of requirements for a Post Graduate degree from Universiti Utara Malaysia (UUM), I agree that Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation/project paper in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my dissertation/project paper. It is understood that any copying or publication or use of this dissertation/project paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Requests for permission to copy or to make other use materials in this dissertation/project paper in whole or in part should be addressed to:
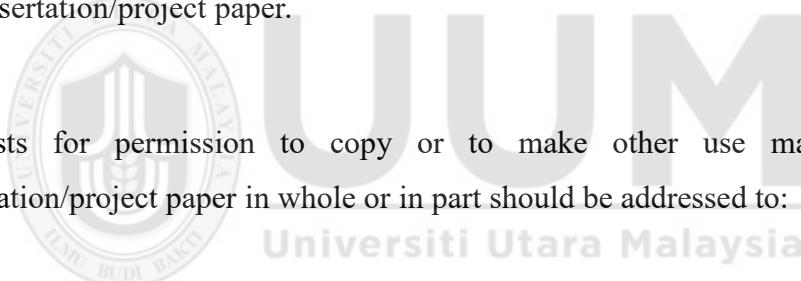
Dean of Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

ABSTRAK

Kajian ini menyelidik faktor-faktor yang mempengaruhi kecerdasan emosi (EI) graduan dalam kalangan graduan ijazah sarjana muda bagi tahun 2024 di Universiti Utara Malaysia (UUM) Sintok. Kecerdasan emosi, yang merangkumi kesedaran diri, pengawalan emosi, empati dan kemahiran sosial, semakin diiktiraf sebagai elemen penting bagi kebolehpasaran graduan dalam pasaran kerja moden. Walaupun ramai graduan Malaysia memiliki kelayakan akademik yang tinggi, mereka menghadapi kesukaran dalam aspek kemahiran insaniah dan kesiapsiagaan emosi, yang menjejaskan peralihan mereka ke alam pekerjaan. Kajian ini meneliti tiga pemboleh ubah bebas iaitu kemahiran insaniah, kandungan kurikulum program dan kemahiran digital. Reka bentuk kajian kuantitatif telah digunakan dengan pengumpulan data daripada 150 pelajar UUM melalui soal selidik berstruktur. Analisis statistik menggunakan SPSS versi 29, termasuk ujian korelasi dan regresi berganda, menunjukkan bahawa kandungan kurikulum program mempunyai hubungan negatif yang signifikan dengan kecerdasan emosi, manakala kemahiran digital mempunyai hubungan positif yang signifikan. Secara mengejutnya, kemahiran insaniah tidak menunjukkan hubungan yang signifikan dengan kecerdasan emosi dalam konteks ini. Dapatan ini mencadangkan bahawa kesiapsiagaan digital dan penjajaran kurikulum memainkan peranan penting dalam membangunkan kecerdasan emosi, manakala kemahiran insaniah sahaja mungkin tidak mencukupi tanpa sokongan akademik dan teknologi yang tersusun. Kajian ini memberikan pandangan berguna kepada pendidik, pembuat dasar dan majikan dalam menambah baik program universiti agar dapat melahirkan graduan yang bersedia dari segi emosi dan professional bagi memenuhi tuntutan dunia pekerjaan.

Kata kunci: Kecerdasan Emosi, Kemahiran Insaniah, Kandungan Kurikulum, Kemahiran Digital, Kebolehpasaran Gradians.

ABSTRACT

This study investigates the factors influencing graduate emotional intelligence (EI) among bachelor's degree graduates at Universiti Utara Malaysia (UUM) Sintok, Year of 2024. Emotional intelligence, which includes self-awareness, emotional regulation, empathy and social skills, is increasingly recognized as essential for employability in modern workforce. Despite high academic qualifications, many Malaysian graduates struggle with soft skills, and emotional readiness, affecting their transition into employment. The study examined on three independent variables such as soft skills, curriculum content of program and digital skills. A quantitative research design was employed with data collected from 150 students of UUM through structured questionnaires. Statistical analysis using SPSS version 29, including correlation and multiple regression test, revealed that curriculum content of program have a significant negative relationship with emotional intelligence and digital skills have a significant positive relationship with emotional intelligence. Surprisingly, soft skills showed no significant relationship with emotional intelligence in this context. These findings suggest that while digital readiness and curriculum alignment are critical to developing emotional intelligence, soft skills alone may not be sufficient without structured academic and technological support. The study offers valuable insights for educators, policymakers and employers in redesigning university programs to better prepare students emotionally and professionally for the demands of the workforce.

Keywords: Emotional Intelligence, Soft Skills, Curriculum Content, Digital Skills, Graduate Employability.

ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to Allah SWT for giving me the strength, patience and guidance throughout the completion of this research project.

I would like to sincerely thank my supervisor, Dr. Saiful Aziz Bin Ismail, for their invaluable support, encouragement and constructive feedback throughout this journey. Their expertise and insightful guidance have been crucial in shaping the direction and outcome of this research.

My heartfelt appreciation also goes to the lecturers and administrative staff of Othman Yeop Abdullah Graduate School of Business (OYAGSB), School of Business (SBM) and Universiti Utara Malaysia (UUM), for their assistance and support during my study.

I am especially grateful to all the respondents who participated in the survey and provided honest and meaningful responses. Without their cooperation, this research would not have been possible.

To my family, especially my parents, thank you for your endless love, prayers and moral support. Your belief in me has been my greatest motivation.

Lastly, to all my friends and fellow coursemates, thank you for your encouragement, discussions and help throughout this academic journey.

Thank you all for being a part of this achievement.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

UUM	Universiti Utara Malaysia
HEI	Higher Education Institution
OBE	Outcome-Based Education
MOHE	Ministry of Higher Education
GTS	Graduate Tracer Study
DOSM	Department of Statistics Malaysia
SBM	School of Business Management
COLGIS	School of Law
COARS	School of Art and Sciences
SOIS	School of International Studies
SOC	School of Computing
EI	Emotional Intelligence

LIST OF APPENDICES

Appendix 1:   Survey Questionnaire

Appendix 2:   SPSS Output

Appendix 3:   Official Letter

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Universiti Utara Malaysia (UUM) was established in 1984. UUM were located in Sintok, Kedah, which are one of the Malaysia's leading public universities renowned for its focus on management education and social sciences. Therefore, a numerous types of undergraduate degree programs offers a subjects including management, economics, finance, communications, law, education and technology are also available through its 15 schools and faculties. In order to comply with the changing needs of Malaysia's workforce and the global economy, UUM currently offers more than 48 undergraduate programs as of 2024 (UUM, 2024). The university's academic structure is organized around key schools, which include School of Business Management (SBM), School of Law (COLGIS), and School of Art and Sciences (COARS) among others, with each fostering specialized knowledge and research in their respective fields. Furthermore, UUM is a vital institution in furthering Malaysia's higher education objectives due to its convenient location in the northern region of Malaysia, and commitment to producing graduates who are globally competitive, entrepreneurial and holistic (UUM, 2024).

As Malaysia strives toward achieving its objectives of becoming a high-income country, graduate employability remains a critical issue (Mohamad et al, 2021). As consequence of the increasing number of fresh graduates entering the workforce, the rate of graduate unemployment has been a persistent challenge.

REFERENCES

Abdullah, A. G. K., Ling, Y. L., & Sulaiman, T. (2019). The integration of emotional intelligence in Malaysian education: Challenges and opportunities. *International Journal of Academic Research in Business and Social Sciences, 9*(7), 1012–1022. https://doi.org/10.6007/IJARBSS/v9-i7/6203

Ahmad, M. F., Yusof, H. M., & Jamil, R. (2021). Impact of online learning on emotional development: A Malaysian higher education perspective. *Journal of Education and e-Learning Research*, 8(2), 172–179.

Alonso-Almeida, M. M., Bagur-Femenias, L., & Llach, J. (2019). The role of emotional intelligence in human resource management: A systematic literature review. *European Research on Management and Business Economics, 25*(4), 185–193. https://doi.org/10.1016/j.iedeen.2019.07.003

Aziz, N. A., Shukor, M. A., & Kamarulzaman, W. (2023). Embedding emotional intelligence into higher education curriculum: Challenges and opportunities. *Journal of Educational Development*, 11(1), 45–56.

Cherniss, C. (2017). Emotional intelligence and the good community. *American Journal of Community Psychology, 60*(3–4), 293–300. https://doi.org/10.1002/ajcp.12151

Cherniss, C. (2017). *The business case for emotional intelligence*. Consortium for Research on Emotional Intelligence in Organizations (CREIO). Retrieved from https://www.eiconsortium.org/reports/business_case_for_ei.html

Chin, S. S. T., Yusoff, R. M., & Yusoff, N. M. (2020). The mediating effect of emotional intelligence on sustainability and future business performance. *Journal of Governance, Risk Management, Compliance and Sustainability*, 1(1), 1–11. https://doi.org/10.31098/jgrcs.v1i1.491

Chin, W. L., Liu, Y., & Wong, M. H. (2020). The impact of emotional intelligence on work performance: A study among university graduates in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 10(3), 355–369.

Chong, L. C., Lim, H. M., & Hashim, R. (2022). Emotional intelligence and graduate employability: A study on Malaysian university students. *Malaysian Journal of Learning and Instruction*, 19(2), 67–84.

Clarke, N. (2018). Emotional intelligence and learning in organizations: A review of the literature. *The International Journal of Organizational Analysis*, 26(2), 354–367. https://doi.org/10.1108/IJOA-03-2017-1131

Clarke, N. (2018). Relational leadership: Theory, practice and development. *Routledge*.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.

Department of Statistics Malaysia. (2023, November 20). *Malaysia produced almost six million graduates in 2022, says Statistics Dept*. The Star. Retrieved from https://www.thestar.com.my/news/nation/2023/11/20/malaysia-produced-almost-six-million-graduates-in-2022-says-statistics-dept

Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.

George, D., & Mallery, P. (2019). *IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference* (16th ed.). Routledge.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (2019). *Emotional Intelligence: Why It Can Matter More Than IQ* (Revised ed.). Bantam Books.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Cengage Learning.

Ismail, S., & Abidin, N. (2021). Regional inequality in graduate employability: A study of public universities in Malaysia. *Malaysian Journal of Higher Education*, *19*(1), 45–58.

Jackson, D. (2020). Developing graduate employability: The importance of soft skills and emotional intelligence in higher education. *Journal of Higher Education Policy and Management*, 42(3), 243–258.

Jackson, D. (2020). Developing graduate employability: The role of curriculum and higher education. *Journal of Higher Education Policy and Management*, 42(3), 243–258. https://doi.org/10.1080/1360080X.2020.1713738

Jackson, D. (2020). The importance of soft skills in higher education and employability. *Journal of Education and Work*, 33(2), 123–141.

Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54–78. https://doi.org/10.1037/a0017286

Kaur, H. (2020). Emotional intelligence among Malaysian undergraduates: Need for curriculum enhancement. *Asian Journal of University Education, 16*(3), 1–14. https://doi.org/10.24191/ajue.v16i3.9151

Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Mayer, J. D., Salovey, P., & Caruso, D. R. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290–300.

Mehta, M., & Singh, N. (2019). Emotional intelligence and employability skills: A comparative study of management and engineering students. *International Journal of Management Studies*, 6(3), 1–12. https://doi.org/10.18843/ijms/v6i3/01

Mehta, S., & Singh, N. (2019). Emotional intelligence as a predictor of employability skills among university students. *International Journal of Education and Management Studies, 9*(4), 239–245.

Ministry of Education Malaysia. (2015). *Malaysia Education Blueprint 2015–2025 (Higher Education)*. Putrajaya: Ministry of Education Malaysia. Retrieved from https://www.moe.gov.my/en/pelan-pembangunan-pendidikan-2015-2025-pt

Ministry of Higher Education Malaysia. (2021). *Graduate Tracer Study 2021*. Putrajaya: MOHE. Available from: https://www.mohe.gov.my

Ministry of Higher Education. (2022). *MyHEI Graduate Employability Report 2022*. https://www.mohe.gov.my

Mohamad, N., Hassan, H., & Samat, M. F. (2021). Graduate employability and skills mismatch in Malaysia: A conceptual perspective. *e-Proceeding of International Conference on Innovation in Education and Teaching (ICIET)*, 1(1), 33–41. Retrieved from https://epiiecons.usim.edu.my/index.php/eproceeding/article/download/88/63/122

Mustapha, R., Rahman, N. H. A., & Hassan, S. A. (2022). Bridging the employability gap through emotional intelligence education: A case of Malaysian undergraduates. *ASEAN Journal of Education*, 8(1), 22–34.

OECD. (2021). *Skills for Jobs 2021*. OECD Publishing.

Omar, N., Awang, Z., Baharuddin, K., & Kamaruddin, R. (2023). University curriculum relevance and graduate readiness: A digital skill gap perspective.

Journal of Technical Education and Training (JTET), 15(2), 45–58. https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/14873

Pallant, J. (2020). *SPSS Survival Manual* (7th ed.). McGraw-Hill Education.

Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7th ed.). Open University Press.

Rashid, A. M., & Ibrahim, R. (2019). Curriculum relevance and graduate readiness: Evidence from Malaysian public universities. *Journal of Higher Education Research*, 20(1), 55–72.

Rashid, S. M., & Ibrahim, R. (2019). Curriculum relevance and graduate employability: Insights from Malaysian non-research public universities. *Journal of Education and Learning*, 13(2), 123–134.

Rasul, M. S., Ismail, M. Y., Rauf, R. A. A., & Samad, N. A. (2020). Soft skills competencies of technical students: Employers' perspectives. *Asian Journal of University Education*, *16*(1), 15–24. https://doi.org/10.24191/ajue.v16i1.8986

Rasul, M. S., Yasin, R. M., & Ismail, M. Y. (2020). Employability skills needed for TVET graduates in Malaysia: Perspective of industry experts. *TVET@Asia*, 15, 1–16. Retrieved from https://tvet-online.asia/15/employability-skills-needed-for-tvet-graduates-in-malaysia-perspective-of-industry-expert/

Rasul, M. S., Yasin, R. M., Ismail, M. E., & Ariffin, M. Z. (2024). Employers' perception on importance and gaps of digital skills among Malaysian TVET graduates. *Education and Information Technologies*, 29, Article 11387931. https://doi.org/10.1007/s10639-024-12398-z

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453–465.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (2018). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167–177. https://doi.org/10.1016/S0191-8869(98)00001-4

Sharil, S., Harun, H., & Ishak, N. M. (2019). Embedding emotional intelligence into curriculum: A strategy for graduate readiness. *Asian Journal of University Education*, 15(3), 1–12.

Sharil, S., Harun, H., & Ishak, N. M. (2019). Soft skills in Malaysia's higher education system: Graduate employability perspective. *Asian Journal of University Education*, 15(3), 1–12.

Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics* (7th ed.). Pearson.

TalentCorp & Khazanah Research Institute. (2021). *The School-to-Work Transition of Young Malaysians: Survey Report*. Putrajaya: TalentCorp Malaysia.

Tan, C. L., Rahman, A. A., & Aziz, R. A. (2021). Embedding soft skills in the Malaysian higher education curriculum: Issues and strategies. *Malaysian Journal of Learning and Instruction*, 18(2), 123–145.

Tan, P. L., & Lee, S. C. (2020). Developing digital readiness in Malaysian higher education: Curriculum and employability implications. *Journal of Higher Education Policy and Management*, 42(5), 510–526.

Tan, P. L., & Lee, S. C. (2020). Embedding emotional intelligence into higher education curriculum: Malaysian perspectives. *Asian Journal of University Education*, 16(1), 88–103.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

Universiti Utara Malaysia (UUM). (2024). *Academic Programmes*. Retrieved from
https://www.uum.edu.my

Vuorikari, R., Punie, Y., Carretero, S., & Van den Brande, G. (2019). *DigComp 2.1: The Digital Competence Framework for Citizens*. European Commission. https://doi.org/10.2760/38842

Vuorikari, R., Punie, Y., Carretero, S., & Van den Brande, G. (2019). *DigComp 2.1: The Digital Competence Framework for Citizens*. European Commission.

Yusof, M., & Jamaluddin, M. (2020). Regional disparity and employability: A case of Malaysia's northern states. *Journal of Economics and Development Studies*, *9*(2), 15–26.

Yusof, N., Jamaluddin, M., & Lazim, M. (2020). Graduate employability and soft skills: A study of Malaysian graduates. *International Journal of Modern Education*, 2(6), 45–55.

Yusoff, N., Ismail, R., & Zulkifli, M. (2021). Enhancing graduate employability in Malaysia: The role of emotional intelligence. *Asian Journal of University Education*, 17(3), 93–104.

Zaharim, A., Omar, M. Z., Basri, H., Muhamad, N., & Isa, F. (2022). A gap study between employers' perceptions and expectations of engineering graduates in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 12(9), 1023–1034. Retrieved from https://hrmars.com/index.php/papers/detail/IJARBSS/22119

Zaharim, A., Yusoff, Y. M., Omar, M. Z., & Basri, H. (2022). Industry expectations vs graduate competency: Bridging the gap. *Education and Training*, *64*(2), 205–219. https://doi.org/10.1108/ET-02-2021-0041

Appendix 1: Survey Questionnaire

UNIVERSITI UTARA MALAYSIA

SURVEY QUESTIONNAIRE

Dear Respondents,

I am Nurfatiha Saad, Master of Human Resource Management (MHRM) student from the Universiti Utara Malaysia (UUM). I am conducting this survey as part of my research project to understand the Factor Shaping of Graduate Employability in Malaysia: A case study in UUM Sintok Graduates.

I would be grateful if you could spend 15 minutes answering all the questions in this survey. Your responses will remain anonymous and strictly confidential. Your participation in this survey is invaluable and will contribute to shedding light on this increasingly relevant topic on graduate employability today. Please take a few moments to share your insights.

If you have any concerns or questions about this survey, please do not hesitate to call me at 018-4715160 or email me at nurfatiha.saad19@gmail.com or contact my Research

Supervisor, Dr. Saiful Azizi Ismail at saifulazizi@uum.edu.my. I look forward to your participation in this survey.

Thank you very much for your cooperation and participation.

Best regards,

(NURFATIHA SAAD)

Master's Student
School of Business Management
Universiti Utara Malaysia

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (/) at the appropriate space:

1. Age:

   18-22 ☐   28-31 ☐

   23-27 ☐   More than ≥ 32 ☐

2. Gender:

   Male ☐

   Female ☐

3. Field of Study:

   Business Administration ☐

   Engineering ☐

   Information Technology (IT) ☐

   Accounting ☐

   Social Sciences ☐

   Other (please specify) _____

4. Marital status:

Single

Married

Widow

Divorced/permanently separated

Other (please specify) _____

5. CGPA

Less than ≤ 2.00 – 2.50

2.51– 3.00

3.01– 3.50

3.51 – 4.00

SECTION B: EMPLOYMENT STATUS

Please tick (/) at the appropriate space:

6. Are you currently employed?

Yes

No

7. If yes, what type of employment?

Full Time

Part-Time

Freelance/Contract

Others (please specify) _____

8. If unemployed, how long have you been seeking employment?

Less than ≤ 3 months

3-6 months

More than ≥ 6 months

SECTION C:

Please tick (/) your answer based on the scale below:

Emotional Intelligence

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

E1.	I know when to speak about my personal problems to others.	1 2 3 4 5
E2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame	1 2 3 4 5

	them.					
E3.	I expect that I will do well on most things I try.	1	2	3	4	5
E4.	Other people find it easy to confide in me.	1	2	3	4	5
E5.	I find it hard to understand the non-verbal messages of other people.	1	2	3	4	5
E6.	Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
E7.	When my mood changes, I see new possibilities.	1	2	3	4	5
E8.	Emotions are one of the things that make my life worth living.	1	2	3	4	5
E9.	I am aware of my emotions as I experience them.	1	2	3	4	5
E10.	I expect good things to happen.	1	2	3	4	5
E11.	I like to share my emotions with others.	1	2	3	4	5
E12.	When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
E13.	I arrange events others enjoy.	1	2	3	4	5
E14.	I seek out activities that make me happy.	1	2	3	4	5
E15.	I am aware of the non-verbal messages I send to others.	1	2	3	4	5
E16.	I present myself in a way that makes a good impression on others.	1	2	3	4	5
E17.	When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
E18.	By looking at their facial expressions, I	1	2	3	4	5

	recognize the emotions people are experiencing.					
E19.	I know why my emotions change.	1	2	3	4	5
E20.	When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
E21.	I have control over my emotions.	1	2	3	4	5
E22.	I easily recognize my emotions as I experience them.	1	2	3	4	5
E23.	I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
E24.	I compliment others when they have done something well.	1	2	3	4	5
E25.	I am aware of the non-verbal messages other people send.	1	2	3	4	5
E26.	When another person tells me about an important event in [their] lives, I almost feel as though I have experienced this event myself.	1	2	3	4	5
E27.	When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
E28.	When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
E29.	I know what other people are feeling just by looking at them.	1	2	3	4	5
E30.	I help other people feel better when they are down.	1	2	3	4	5
E31.	I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5

E32.	I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
E33.	It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

SECTION D:

Please tick (/) your answer based on the scale below:

Soft Skills

Always	Often	Sometimes	Rarely	Never
1	2	3	4	5

S1.	I am able to speak in English language proficiently.	1	2	3	4	5
S2.	I am able to listen and understand spoken English clearly.	1	2	3	4	5
S3.	I am able to write in English accurately.	1	2	3	4	5
S4.	I am able to read and comprehend written English.	1	2	3	4	5
S5.	I have emotional maturity to regulate my emotions and impulses.	1	2	3	4	5
S6.	I have cultural knowledge that allows me to be accepting to others.	1	2	3	4	5
S7.	I have a sense of sensitivity to discuss about appropriate topics.	1	2	3	4	5
S8.	I am able to interact well with others with	1	2	3	4	5

	etiquette and courtesy.					
S9.	I am able to read social cues to determine others' emotions.	1	2	3	4	5
S10.	I am able to provide the appropriate discourse for a situation accordingly.	1	2	3	4	5
S11.	I am able to work well and collaborate with other.	1	2	3	4	5
S12.	I am able to follow instructions and let others take a lead.	1	2	3	4	5
S13.	I am able to contribute to a group or organization to achieve a common goal.	1	2	3	4	5
S14.	I am able to lead a group when the situation demands it.	1	2	3	4	5
S15.	I am open to volunteer to lead a group.	1	2	3	4	5
S16.	I am able to delegate tasks to others and manage them.	1	2	3	4	5
S17.	I am accountable to mistakes whether my own or by others.	1	2	3	4	5
S18.	I am willing to step up to lead when others do not.	1	2	3	4	5
S19.	I try to involve myself in projects and events.	1	2	3	4	5
S20.	I am able to provide creative ideas to improve a project.	1	2	3	4	5
S21.	I am able to generate ideas in a group.	1	2	3	4	5
S22.	I am able to maintain healthy relationships with my peers.	1	2	3	4	5
S23.	I am able to give clear instructions and have realistic expectations.	1	2	3	4	5

| S24. | I am able to be assertive as a leader and demand expectations to be met. | 1 | 2 | 3 | 4 | 5 |

SECTION E:

Please tick (/) your answer based on the scale below:

Curriculum Content of Programes

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

C1.	The curriculum for my degree programme was too theoretical.	1	2	3	4	5
C2.	The curriculum for my degree programme should be designed with stakeholders like employers.	1	2	3	4	5
C3.	The curriculum of my degree programme requires substantial change.	1	2	3	4	5
C4.	The curriculum for my degree programme never promoted technical skills such as creativity, innovativeness, problem solving abilities, etc.	1	2	3	4	5
C5.	The curriculum for my degree programme was too examination oriented.	1	2	3	4	5
C6.	What I was taught in my degree programme is not relevant to job market.	1	2	3	4	5
C7.	My academic programme never provided	1	2	3	4	5

	detailed information on career opportunities.					
C8.	The curriculum of my degree programme offered less practical skills/opportunities for practical.	1	2	3	4	5

SECTION F:

Please tick (/) your answer based on the scale below:

Digital Skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

D1.	I am aware that the ability to choose the relevant tools, applications, software and procedures are fundamental for graduates to be employed.	1	2	3	4	5
D2.	I am aware that the ability to organize, process and maintain written or computerized records and other forms of information are fundamental for graduates to be employed.	1	2	3	4	5
D3.	I am aware that the ability to identify and solve problems using technology is fundamental for graduates to be employed.	1	2	3	4	5
D4.	I am aware that the ability to use computer software to acquire, analyses, and	1	2	3	4	5

	communicate information is fundamental for graduates to be employed.	

-END OF QUESTIONNAIRE-

Appendix 2: SPSS Output

Statistics

		1.Age	2.Gender	3.Field of Study	4.Marital Status
N	Valid	150	150	150	150
	Missing	0	0	0	0

		5.CGPA	6.Are you currently employed?	7.If yes, what type of employment?	8.If unemployed, how long have you been seeking employment?
N	Valid		150	150	150
	Missing		0	0	0

Frequency Table

1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a) 18-22	1	.7	.7	.7

	Frequency	Percent	Valid Percent	Cumulative Percent
b) 23-27	122	81.3	81.3	82.0
c) 28-31	19	12.7	12.7	94.7
d) ≥ 32	8	5.3	5.3	100.0
Total	150	100.0	100.0	

2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	61.3	61.3	61.3
	Female	58	38.7	38.7	100.0
	Total	150	100.0	100.0	
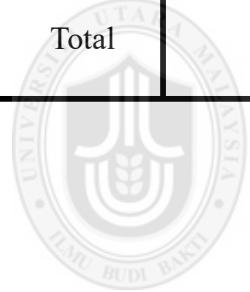
3. Field of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a) Business Administration	18	12.0	12.0	12.0
	Agriusiness Management	6	4.0	4.0	16.0
	b) Engineering	3	2.0	2.0	18.0
	c) Information	9	6.0	6.0	24.7

106

Technology (IT)				
f) Other (please specify)	6	4.0	4.0	54.0
bpa	1	.7	.7	18.7
ECONOMICS	1	.7	.7	38.7
ECONOMY	3	2.0	2.0	40.7
Education	9	6.0	6.0	46.7
Entrepreneur	5	3.3	3.3	50.0
Finance	1	.7	.7	54.7
Finance and Islamic Banking	5	3.3	3.3	58.0
Golf management	6	4.0	4.0	62.0
Hospitality Management	6	4.0	4.0	66.0
Human Resource Management	9	6.0	6.0	72.0
International Affairs Management	5	3.3	3.3	75.3
Marketing	6	4.0	4.0	79.3
Muamalat Administration	5	3.3	3.3	82.7
Multimedia Science	1	.7	.7	83.3

Political Science and Administration	1	.7	.7	84.0
Public Management	3	2.0	2.0	86.0
Quantitative Sciences	3	2.0	2.0	88.0
Risk management and insurance	4	2.7	2.7	90.7
Social work management	6	4.0	4.0	94.7
Statistics Industrial	1	.7	.7	95.3
Tourism Management	7	4.7	4.7	100.0
Total	150	100.0	100.0	

4. Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	13	8.7	8.7	8.7
	Single	137	91.3	91.3	100.0
	Total	150	100.0	100.0	

5. CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a) ≤ 2.00 – 2.50	1	.7	.7	.7
	b) 2.51 – 3.00	40	26.7	26.7	27.3
	c) 3.01 – 3.50	76	50.7	50.7	78.0
	d) 3.51 – 4.00	33	22.0	22.0	100.0
	Total	150	100.0	100.0	

6. Are you currently employed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	44	29.3	29.3	29.3
	Yes	106	70.7	70.7	100.0
	Total	150	100.0	100.0	

7. If yes, what type of employment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-	1	.7	.7	.7
	Enhancing skill	6	4.0	4.0	4.7
	Freelance/Contract	12	8.0	8.0	12.7
	Full Time	77	51.3	51.3	64.0
	Further study	12	8.0	8.0	72.0
	Further Study	1	.7	.7	72.7
	gov staff	1	.7	.7	73.3
	Not employed	4	2.7	2.7	76.0
	Others (please specify)	4	2.7	2.7	78.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Part-Time	14	9.3	9.3	88.0
	Protege	5	3.3	3.3	91.3
	Unemployed	1	.7	.7	92.0
	Waiting for job placement	11	7.3	7.3	99.3
	Waiting job placement	1	.7	.7	100.0
	Total	150	100.0	100.0	

8. If unemployed, how long have you been seeking employment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-6 months	84	56.0	56.0	56.0
	Less than ≤ 3 months	42	28.0	28.0	84.0
	More than ≥ 6 months	24	16.0	16.0	100.0
	Total	150	100.0	100.0	

Reliability on Soft Skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.967	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	50.90	168.225	.685	.966
S2.	51.04	166.978	.767	.966
S3.	50.94	168.795	.689	.966

S4.	51.01	166.114	.776	.966
S5.	50.31	168.791	.541	.968
S6.	50.10	168.534	.484	.969
S7.	50.59	166.486	.706	.966
S8.	50.57	165.548	.669	.967
S9.	50.56	167.496	.675	.967
S10.	50.61	167.918	.715	.966
S11.	50.97	165.670	.886	.965
S12.	50.97	164.771	.862	.965
S13.	50.98	165.188	.901	.965
S14.	50.92	165.390	.873	.965
S15.	50.82	167.639	.713	.966
S16.	50.91	165.857	.861	.965
S17.	50.13	168.653	.415	.971
S18.	50.83	165.755	.800	.965
S19.	50.90	166.507	.793	.966
S20.	50.93	167.378	.819	.965
S21.	50.93	166.814	.869	.965
S22.	50.97	166.858	.879	.965
S23.	50.93	166.009	.905	.965
S24.	50.88	166.858	.832	.965

Reliability on Curriculum Content of Program

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded^a	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.937	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1.	26.03	32.469	.793	.929
C2.	25.96	33.032	.733	.932
C3.	25.99	33.731	.715	.934
C4.	26.25	29.640	.809	.927
C5.	26.05	30.615	.799	.927
C6.	26.89	30.047	.759	.931
C7.	26.61	28.655	.859	.923
C8.	26.17	30.386	.818	.926
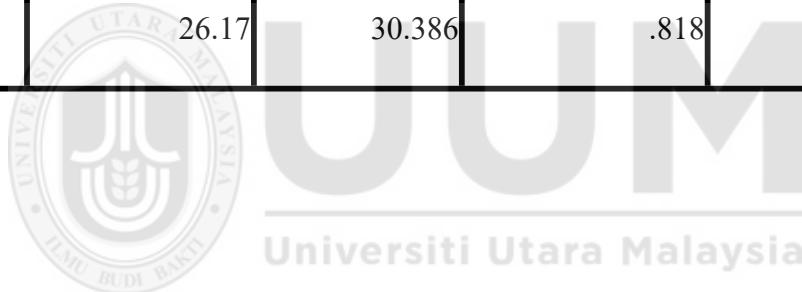
Reliability on Emotional Intelligence

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.961	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1.	103.37	260.652	.703	.959
E2.	104.31	261.035	.744	.958
E3.	103.20	262.309	.698	.959

E4.	103.85	261.871	.603	.959
E5.	103.80	271.933	.252	.962
E6.	103.49	262.950	.675	.959
E7.	103.39	260.911	.746	.958
E8.	103.46	260.639	.773	.958
E9.	103.39	259.676	.710	.958
E10.	104.10	261.809	.757	.958
E11.	104.31	261.921	.560	.960
E12.	103.27	263.136	.686	.959
E13.	104.05	268.850	.526	.960
E14.	102.93	264.417	.710	.959
E15.	103.37	263.658	.635	.959
E16.	104.67	258.103	.644	.959
E17.	103.13	261.507	.759	.958
E18.	103.83	257.455	.684	.959
E19.	103.31	261.717	.724	.958
E20.	103.10	262.453	.696	.959
E21.	104.00	267.678	.624	.959
E22.	103.49	257.822	.685	.959
E23.	102.99	265.745	.699	.959
E24.	102.97	264.583	.694	.959
E25.	103.41	264.110	.653	.959

E26.	103.52	261.365	.741	.958
E27.	103.29	265.148	.600	.959
E28.	104.47	264.935	.417	.961
E29.	104.00	263.423	.509	.960
E30.	103.43	260.193	.801	.958
E31.	103.31	260.925	.770	.958
E32.	104.83	258.878	.651	.959
E33.	104.11	267.846	.356	.961

Reliability on Digital Skills

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.982	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1.	12.05	3.809	.941	.979
D2.	13.06	3.882	.979	.969
D3.	12.08	3.645	.939	.982
D4.	13.05	4.045	.968	.974

Graph

Normal P-P Plot of Regression Standardized Residuals
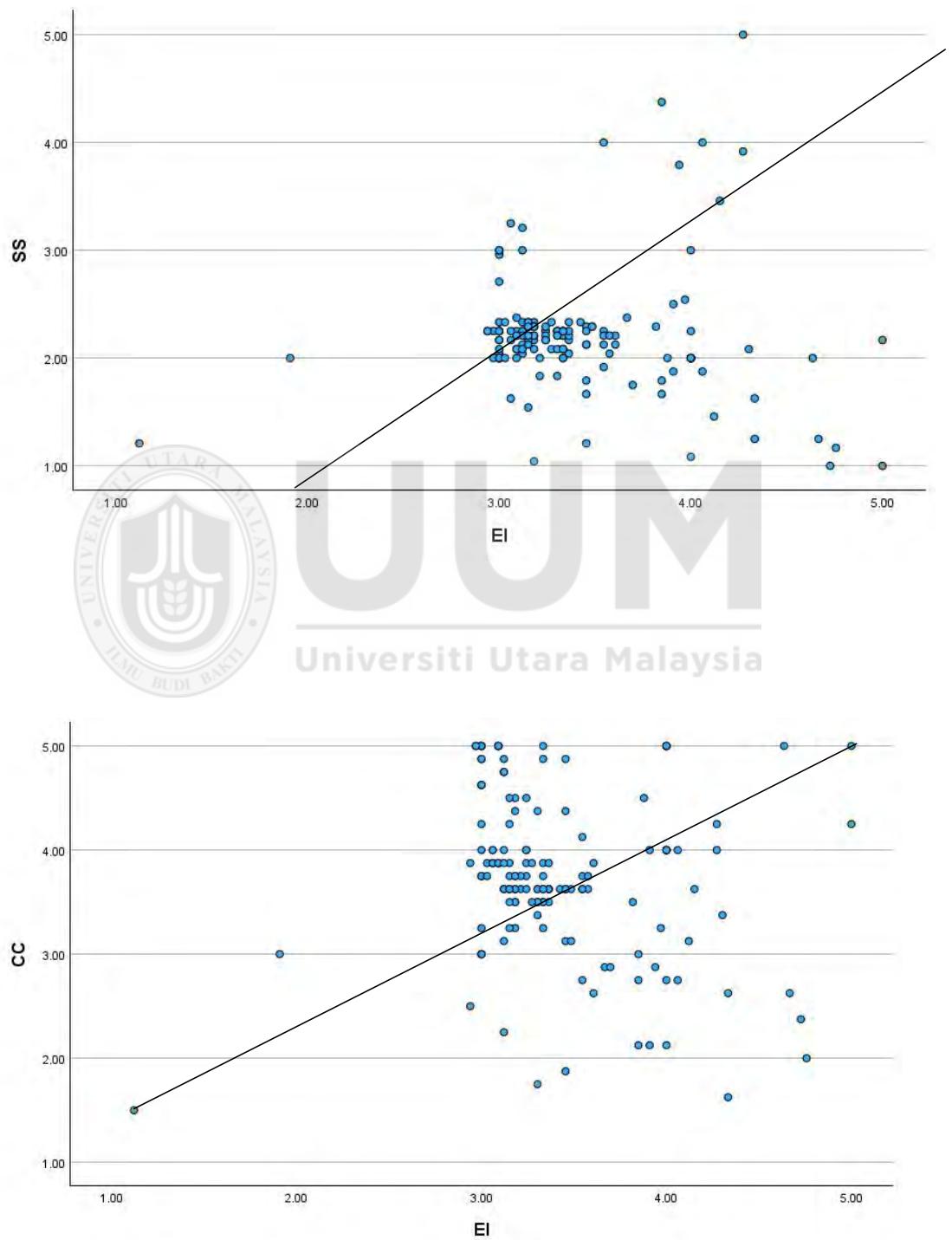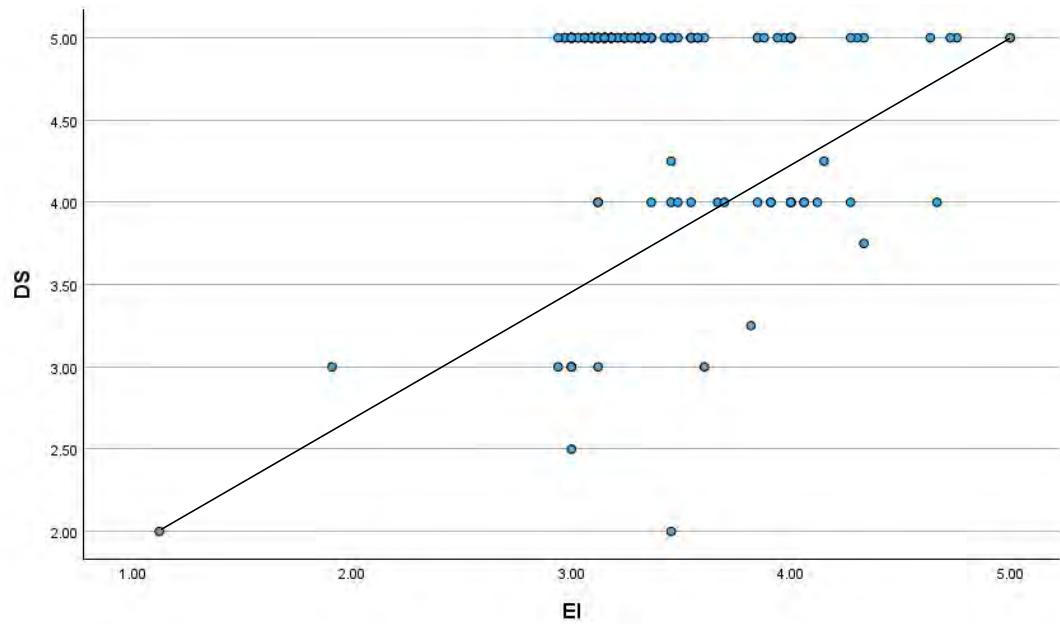
Correlations

		EI	SS	CC	DS
EI	Pearson Correlation	1	-.014	-.106	.086
	Sig. (2-tailed)		.861	.199	.298
	N	150	150	150	150
SS	Pearson Correlation	-.014	1	.110	-.015
	Sig. (2-tailed)	.861		.179	.857
	N	150	150	150	150
CC	Pearson Correlation	-.106	.110	1	.498**
	Sig. (2-tailed)	.199	.179		<.001
	N	150	150	150	150
DS	Pearson Correlation	.086	-.015	.498**	1
	Sig. (2-tailed)	.298	.857	<.001	
	N	150	150	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	SS, DS, CC[b]	.	Enter

a. Dependent Variable: EI
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.037	.017	.50578

a. Predictors: (Constant), SS, DS, CC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.421	3	.474	1.851	.141[b]
	Residual	37.349	146	.256		
	Total	38.769	149			

a. Dependent Variable: EI
b. Predictors: (Constant), SS, DS, CC

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.201	.346		9.256	<.001
DS	.145	.074	.185	1.965	.051
CC	-.128	.061	-.199	-2.102	.037
SS	.009	.075	.010	.125	.901

a. Dependent Variable: EI

Appendix 3: Official Letter

UUM/OYAGSB/R-4/4/1
25 May 2025

DIRECTOR
ACADEMIC AFFAIRS DEPARTMENT
UNIVERSITI UTARA MALAYSIA
06010 UUM SINTOK, KEDAH

Dear Madam,

DATA COLLECTION

COURSE	: RESEARCH PAPER
COURSE CODE	: BPMZ69912
LECTURER	: DR. SAIFUL AZIZI BIN ISMAIL

This is to certify that the following is a postgraduate student from UUM College of Business, Universiti Utara Malaysia. She is pursuing the above-mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	NURFATIHA BINTI SAAD	833396

In this regard, I hope that you could kindly provide her with assistance and cooperation so that she can successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance are very much appreciated.

Thank you.

"MALAYSIA MADANI"
"BERKHIDMAT UNTUK NEGARA"
"KEDAH SEJAHTERA - NIKMAT UNTUK SEMUA"
"ILMU BUDI BAKTI"

Upholding the principles of trust and integrity

NUR SHAZWANI SHARIFFUDIN
Assistant Registrar
for Dean
Othman Yeop Abdullah Graduate School of Business

c.c.- Student's File (833396)