

Employer Impression As A Moderator Relationship For Employer Satisfaction With Engineering Graduates Skill At Malaysia Manufacturing Industry

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Abstract—The purpose of this study is to examine the effect of employer impression (EI) as a moderator variable on employer satisfaction for engineering graduates employability in Malaysian manufacturing industry. For this study, Statistical Program for Social Science (SPSS) method version 22 had been used to investigate 195 respondent from Melaka, Negeri Sembilan and Pulau Pinang by distributing questionnaires to the senior management. The statistical method revealed that EI was significant as the moderator for employer satisfaction to engineering graduates. The result offers important practical implications for applicant's success in jobs search depend on the EI of skill and engineering graduates' ability. As far as author knowledge, this study is among the first that examining the interactions of EI as the moderator effect for engineering graduate employability.

Keywords—*employer impression, engineering graduate, engineering skills, manufacturing industry*

I. INTRODUCTION

To survive in this competitive world, everyone needs to work on improving their skills to have an edge over their competitors. It is important to innovate and align ourselves to the current situation exactly, [1]. Due to continuous changes in the workplace, basic and traditional skills have less value and hardly help individuals to find suitable jobs or employers to improve their business. On the other hand, employer expectations should met via a supply

of graduates who are equipped with applicable and up-to-date competencies. The world knows that to gain a competitive edge or to be ahead of competitors, employees must acquire the skills that are needed to help them to keep their jobs, build positive relationships, and perform effectively with their customers and colleagues [2].

II. LITERATURE REVIEW

[3] states that employability skill is a very influencing ability in ensuring the success and the progress of industry. In this regard, employer satisfaction is essential to determine the readiness of engineering graduate to be hire or not and basically will be determine not only from the certificate they have but more important from the skill ability that graduate have learn. Employer's perception and expectation play an important role in determining the employability skills needed, and the result will provide valuable insight of as they will make some effort towards being employed with the competitive company, [4].

[5] mentioned that employers have recognize employability skill as a positive attitude and experience as the most important factor when recruiting graduates. Its means that EI is a crucial to be adhere first, especially about the engineering skill to be hired by the industry. In addition, [5] also mention the employer dissatisfaction over engineering skill in some specific area including teamwork's skill. [6] suggests that having this skill is the top prize and the majority of the employers are moderately satisfied with the quality of the graduates they recruited. His study shows a clear evidence that employers are well aware of

the quality of graduate from various universities based on experience of previous recruitment and some employer used the success of previous graduates to target recruitment from universities with reputation of producing high quality graduates. In other word, impression from employer are crucial and important to determine the engineering graduates to be hired in the company or not, and at the same time, employer are considering the engineering graduates from the same universities to be hired because of the skill that have been equipped accordingly.

According to [7] employer have voice out that on the whole, the graduates seem do not adapt at communication skill and problem solving skill. Moreover, though they seem to be good in theory but are poor in application skills, interpersonal, communication and problem solving were lacking. That means, EI is needed to determine the readiness of the engineering graduate for career world where they should have been equipped and polished with the necessary skills.

III. OVERVIEW OF THE STUDY

This study attempts to determine the skill factors that are influencing the employability satisfaction of new engineering graduates from the manufacturing industry with the EI as a moderator. This study emphasise on EI to the skills that are need with the high rapid demand for higher-level skills in the labour market today.

IV. METHODOLOGY

For this study, the unit of analysis is at the individual level of senior management of the company. The primary data collected through distribution of questionnaire. Respondents' impression on the engineering graduate skills has been measures and act as the moderator and satisfaction about the variable (Fundamental general skill, Engineering skill, Interpersonal skill, behaviour skill, Adaptive skill, and Self-Emotional intelligence skill) become the basic for understanding the influence of EI. Therefore, it is suitable to use the individual as a unit of analysis to test the variables.

V. MODERATOR HYPHOTHESES

Based from the main objective of this study and through the relationship between the studies variable and the moderator (H7), this relation appears in direct or indirect relation between employer satisfactions. Based on that, the following six (6) hypotheses for moderator (EI) will be examine as per below: -

- H7a:** There is highly positive significant relationship effect between fundamental general skill and Employer Satisfaction moderated by employer impression.
- H7b:** There is highly positive significant relationship effect between engineering skill and employer satisfaction moderated by employer impression.
- H7c:** There is highly positive significant relationship effect between interpersonal skill and employer satisfaction moderated by employer impression.
- H7d:** There is highly positive significant relationship effect between behavioral skill and employer satisfaction moderated by employer impression.
- H7e:** There is highly positive significant relationship effect between adaptive skill and employer satisfaction moderated by employer impression.
- H7f:** There is highly positive significant relationship effect between self-emotional intelligence skills between employer satisfactions moderated by employer impression.

VI. RESULT AND FINDING

Finally, to test the moderating effect of EI in the relationship between skills factors and employer satisfaction, this study use multiple regression analysis to investigate further the data. The following hypotheses examined the effects of the moderators: -

- H7a:** The effect of fundamental general skill on employer satisfaction is highly moderated by employer impression.
- H7b:** The effect of engineering skill on employer satisfaction is highly moderated by employer impression.

- H7c:** The effect of interpersonal skill on employer satisfaction is highly moderated by employer impression.
- H7d:** The effect of behavioural skill on employer satisfaction is highly moderated by employer impression.
- H7e:** The effect of adaptive skill on employer satisfaction is highly moderated by employer impression.
- H7f:** The effect of self-emotional intelligence skill on employer satisfaction is highly moderated by employer impression.

In order to test the effects of the moderators, a three block multiple regression was performed. The first block consisted of the mean-centred variables fundamental general skill, engineering skill, interpersonal skill, behavioural skill, adaptive skill and self-emotional intelligence skill. The second block contained the mean-centred moderators of EI. The third and final block of the regression contained the six interaction terms – this block was performed step-wise so that each interaction term was only entered into the equation if it was statistically significant.

This was done in an attempt to minimize the effects of multicollinearity. The F tests indicated that the main effect (Model 1) and the independent main effect (Model 2) were both significant (Table 1). None of the interaction effects a significant, and therefore they was never entered into the equation during the regression. When the predictor variables were enter into the regression equation in the first step, they accounted for 66.1% of the total variance in employer satisfaction. There was a significant increase in explained variance in the employer satisfaction (R square change = 0.400; p=.000) when the interaction variables were entered into the equation in the final step.

Table 1 shows the multiple regression analysis results. In terms of the effect of fundamental general skill on employer satisfaction is highly moderated by EI is constant (B=.182, p=.004), when p-value of direct and interaction in Model 2 is significant, thus H7 is supported. Next, the effect of engineering skill on employer satisfaction is highly moderated

by EI is reduced (B=.105, p=.080) when p-value of direct and interaction in Model 2 is not significant, and thus H8 is not supported.

TABLE 1 Result of Multiple Regression Analysis

Variables	Direct effect on Employer Satisfaction		Direct and interaction effect on Employer Satisfaction	
	B	Sig.	B	Sig.
<i>(Model 1) Independent variables</i>				
Fundamental general skill	.330	.000	.288	.000
Engineering skill	.286	.000	.177	.016
Interpersonal skill	.166	.027	.258	.000
Behavioural skill	.271	.002	.261	.001
Adaptive skill	.093	.157	.061	.321
Self-emotional intelligence skill	.138	.048	.239	.000
<i>(Model 2) Interaction variables</i>				
(H7a) EI *fundamental general skill			.182	.004
(H7b) EI *engineering skill			.105	.080
(H7c) EI *interpersonal skill			.097	.268
(H7d) EI *behavioural skill			.206	.003
(H7e) EI *adaptive skill			.131	.033
(H7f) EI *self-emotional intelligence skill			.270	.001
R ²	.259		.437	
Adjusted R ²	.235		.400	
F-chang (Sig.)	10.954***		9.574***	
N	195			
***significant level at the 0.001				

Next the effect of interpersonal skill on employer satisfaction is highly moderated by EI is increased (B=.097, p=.268), when p-value of direct and interaction in Model 2 is not significant, and thus H7b is not supported. Finally, the result of H7d, H7e and H7f indicate all significant, where the behavioural skill (B=.206, p=.003), adaptive skill (B=.131, p=.033)

and self-emotional intelligence skill ($B=.270$, $p=.001$) all reduced. Thus, H7d, H7e and H7f are supported.

Supported and not supported hypotheses arising from the results of multiple regression analysis on the test of moderating effect on EI in the relationship between skills factors and employers' satisfaction are summarized in Table 2.

TABLE 2 Summary of Testing the Hypothesis on Moderating Variable

Hypothesis	Proposed Hypothesis	Results
H7a	The effect of fundamental general skill on employers satisfaction is highly moderated by employer Impression.	SUPPORTED
H7b	The effect of engineering skill on employers satisfaction is highly moderated by employer impression.	NOT SUPPORTED
H7c	The effect of interpersonal skill on employers satisfaction is highly moderated by employer impression.	NOT SUPPORTED
H7d	The effect of behavioural skill on employers satisfaction is highly moderated by employer impression.	SUPPORTED
H7e	The effect of adaptive skill on employers satisfaction is highly moderated by employer impression.	SUPPORTED
H7f	The effect of self-emotional intelligence skill on employer satisfaction is highly moderated by employer impression.	SUPPORTED

VII. CONCLUSION

The results indicated that H7a, H7d, H7e and H7f were highly moderated and supported, while H7b and H7c are not moderated and not supported. This means that the engineering skill (H7b) and interpersonal skill (H7c) are not important indicators that will make an EI when run through the process of graduates engineering skills in their manufacturing industry. However, this finding is still open for debate from other researchers.

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