PERSONAL RESOURCES INFLUENCE WORK READINESS

Mohd Syukri Abdullah[1] Dr. Maged Mustafa Mahyoub Al-Dubai[2],
Dr. Al-Harath Abdulaziz Mohammed Ateik[3]

[1,2,3]Faculty of Finance & Administrative Sciences of Al-Madinah International University, Malaysia.

ABSTRACT

This study examines the direct empirical relationship between independent variables emotional intelligence, work ethics, self-efficacy, psychological capital and work readiness among 307 TVET graduates that enroll in boot camp programs within the technical institutions. Moreover, the research identifies the significance of self-efficacy as a possible mediator in the relationship between independent variable work ethics and work readiness. In this study, variables emotional intelligence, work ethics, self-efficacy and psychological capital influence graduates' work readiness. For data analysis and hypothesis testing, Structural Equation Modelling and several statistical methods, including the maximum likelihood estimate and regression technique, were utilised to understand the dimensionality of the variables. The results show that emotional intelligence, work ethics, self-efficacy, and psychological capital positively affected work readiness. Moreover, self-efficacy was a significant, partially mediating factor in the relationship between work ethics and readiness. The relationship between emotional intelligence, work ethics, self-efficacy, psychological capital and work readiness as personal resources plays an important role in TVET graduates among technical institutions. Based on research findings, theoretical and practical implications were discussed. Recommendations for future research were also highlighted.

Keywords: Work-readiness, self-efficacy, emotional intelligence, psychological capital, work ethics

1. INTRODUCTION

The workplace is constantly evolving, as are employers' expectations (Yin et al., 2020). Consequently, graduates in the TVET sector must acquire skills that prepare them for future careers. These skills differentiate TVET graduates from other job applicants and contribute significantly to workplace success (Kenayathulla, 2021). By cultivating these competencies, graduates can secure employment, excel in their roles, and drive organisational growth. As TVET students progress towards graduation, they should actively develop skills that align with employer expectations (Ilhaamie et al., 2020). Employers seek candidates with specific attributes that enhance workplace success. Hence, acquiring these skills increases TVET graduates' competitiveness in the job market and improves their career prospects (Blokker et al., 2019).

Workplace readiness skills are applicable across various job settings and play a crucial role in bridging the gap between academic knowledge and professional requirements (Oberländer et al., 2020). Employers prioritise candidates with essential competencies and participate in training programmes that enhance their skill sets. These workplace skills encompass academic proficiency, critical thinking, and personal capabilities necessary for job retention (Hazwan et al., 2020). Fundamental academic skills—such as reading, writing, basic mathematics, and effective communication—are vital for optimal job performance (Mandal et al., 2021). Moreover, employees must exhibit problem-solving abilities and sound decision-making skills. Personal attributes such as punctuality, a strong work ethic, and a respectful, cooperative attitude also contribute to workplace efficiency and foster positive relationships with colleagues and supervisors (Ahmad et al., 2021).

Organisations prioritise hiring skilled professionals who enhance productivity, meet deadlines, and align with strategic goals (Ashworth et al., 2019). Highly qualified employees improve operational efficiency and contribute to long-term business success by identifying career advancement opportunities. Therefore, employers actively support workforce training and development initiatives. Employees with work-readiness skills can perform job responsibilities effectively and are more likely to achieve professional success (Borg et al., 2023). Furthermore, these competencies empower employees with the knowledge and ability to seek career advancement opportunities.

A well-prepared workforce is critical to economic growth and essential for current and future success (Finley, 2000). Work-readiness skills benefit employees and employers by fostering business expansion and sustainability (Hotaling, 2021). Individuals must possess the skills necessary for their current roles and develop capabilities that prepare them for future responsibilities. Additionally, employers play a vital role in cultivating employee growth by providing learning opportunities and career development support (Alnuaimi et al., 2021). This research conceptualises personal resources as independent variables, including emotional intelligence, work ethics, self-efficacy, and psychological capital.

2. LITERATURE REVIEW

Personal resources are those assets held by an entity that everyone else cannot control. They are often related to private resources. Many resources are related to personal resources, including self-efficiency, optimism, exhaustion, vigour, dedication, and absorption that others cannot control (Xanthopoulou et al., 2007). This limitation of personal resources' research scope is emotional intelligence, psychological capital, sense of coherence, and ethics. Personal tools actively work on individual improvement, and limitations act on individual maladjustment. Consequently, lacking personal capital does not inherently mean insecurity (Corso-de-Zúñiga et al., 2020).

The need–for–job–demand notion encourages people to develop positive perspectives of their surroundings, better use their assets, and become more devoted to their jobs. (Bakker & van Wingerden, 2020). The treatment explicitly focused on the influence of motivation, self-efficacy and resilience in raising personal resources. Personal resources are relevant to work, which continuously evolving work environments can impact. People's dedication to work reflects their resources, which are exposed to environmental factors, particularly those resulting from the workplace and home domains (Chen & Fellenz, 2020). Individuals are quick to pursue the target and reach the goal in their workplace. Individuals can interact further in society as they fully inform their organisational goals (Truong et al., 2021).

Employment trends that are becoming more dynamic and unpredictable, along with the fast expansion of the globalisation age, have followed a quicker, more diversified, and surprising rate of change in the world of employment (Sholikah et al., 2021). People are urged to be adaptable to work with their present professional progress and adjust as needed (Tokbaeva & Achtenhagen, 2023). Individual behaviour is important and relates to self-efficacy in various activities (Asbari et al., 2021).

Self-efficacy affects the learning process, which influences behaviour and shapes students' job readiness; it may help students perform more successfully and adapt more easily to a new work environment (Usman & Sulistyowati, 2020). However, a lack of self-efficacy leads to pessimism, learners' future orientation toward the importance of job preparation becomes poor, and they lose confidence in their abilities. A study conducted among vocational students found that self-efficacy affects work readiness (Aji & Irdianto, 2020)

Academic achievement results from teaching to assess the success targets of learners, educators and organisations. The portion students learn during their studies is knowledge, skills and skills. Achieving this aspect has a link to the student's emotional intelligence (EI). As a result, high EI is dramatically changing to achieve more significant academic achievement (Tekle et al., 2019). Controlling the student's EI is essential for self-management and social management to contribute to their life experience and academic achievement (Liswandi & Hutabarat, 2019)The instructor should also seriously build their students' EI to ensure flexibility with the job specification requirement. This research framework is Figure 1, which influences work readiness and self-efficacy as a mediator.
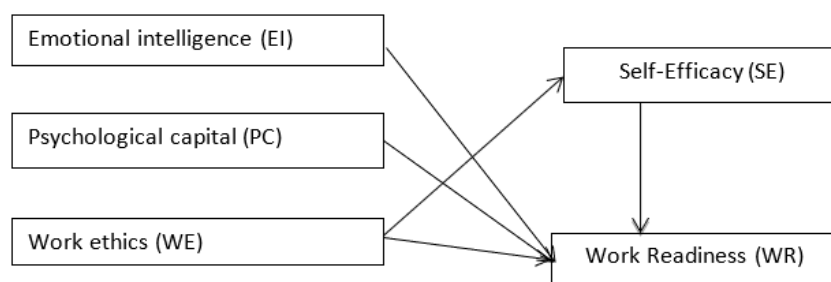

Figure 1. Research Framework show the factors that influence work readiness.

The theory of Psychological Capital consists of four main components: hope, efficacy, resilience, and optimism (Alessandri et al., 2018; Luthans & Youssef-Morgan, 2017). Generally, positive emotions directly link to each individual's psychological capital. For example, experienced trainees with a higher rate of positive feelings in their training expect to report high points of Psychological capital (Carmona-Halty et al., 2019).

Workers with high EI rates can allow context and response-oriented emotional regulation to utilise properly and virtually reinforce their relationships with others in their decision-making and actions (Krishnakumar et al., 2019). This result is similar to the new academic staff carrier's research with exceptional EI that contributes to better communication and confidence in their familiarisation behaviour when change manifests (Marembo et al., 2018).

The theory of Psychological Capital (PC) consists of four main components: hope, efficacy, resilience, and optimism (Alessandri et al., 2018; Luthans & Youssef-Morgan, 2017). Generally, positive emotions directly link to each individual's psychological capital. For example, experienced trainees with a higher rate of positive feelings in their training expect to report high points of psychological capital (Carmona-Halty et al., 2019).

A recent study reported micro-intervention by applying this psychological capital to senior management development by encouraging workers to undertake management posts, mostly to improve the organisations' efficiency and society (Rabenu & Tziner, 2020). The leader with extraordinary psychological capital has better resources, specifically resilience, optimism, hope, and self-efficacy (Nur Fitriyana et al., 2021).

The consequences of everyday challenges, task workload, manageability and perception of students during their studies that will cause academic fatigue must be understood (Shankland et al., 2018). A review of studies in this area confirmed that burnout's expectations and coping approaches to academic accomplishment were statistically considerable (Alene & Kassie, 2017). Student burnout could reduce their academic performance during their studies or work, and individuals with a high value of a sense of coherence (SC) have a lasting attitude. The SC examines how people view their lives, handle stressful situations, and recognise and use their general resistance resources to preserve and increase their well-being. General resistance resources are cash, intellect, self-esteem, a defensive health system, cultural capital, and social support (Janusz et al., 2017). This effect may have important implications for vocational education and society to consider the SC a critical resource explaining to instructors and public workforces the basic concept of the salutogenic influence on their working performance (Eriksson & Mittelmark, 2016). Development program to preclude or inoculate the organisation's stress planning by promoting positive psychological and health behaviour for the employee. The review identified by Sharaf (2019) mentions that the nurse had a clear connection between a sense of coherence and work performance shapes. The study highlights the importance of recognising the SC as a resource that promotes health in a specific workplace (Sharaf & Taha, 2019).

Work ethics, work experience, and work culture, the work spirit generated, can impact employee performance in an organisation if used ideally with due consideration for factors of employee behaviour to gain employee performance (Hair Awang et al., 2011; Japhet, 2021). As a result of a work ethic, work culture, and work experience, employee performance will improve.

A work ethic is a focused and devoted approach to work that places high importance on one's professional standing (Japhet, 2021). In addition, individuals are good employees in any industry since they adhere to ethical standards.

As mentioned by Hassan et al. (2022), students' ethical and moral principles should be cultivated and developed in order for them to make significant growth commensurate with their level of civilisation. Every learner must have a solid comprehension of ethical and moral notions, and this must be taken into consideration. This is because teaching youngsters ethical and moral concepts may significantly influence their capacity to self-regulate in daily activities (Walia, 2022). It should also be noted that ethical and moral principles must be used to foster a civil society that emphasises moral and social system integrity (Mat Yusoff et al., 2021).

2.1 The Conservation of Resources (COR) Theory

The Conservation of Resources (COR) Theory, developed by Stevan Hobfoll in 1989, has emerged as a pivotal framework for understanding how individuals acquire, retain, and utilise resources to navigate stress and enhance well-being. COR Theory posits that individuals strive to acquire and conserve resources to prevent loss and achieve personal and professional goals. Resources are defined broadly as anything that holds value for an individual, including personal traits such as self-efficacy, resilience, and emotional intelligence; social resources like support networks; material resources such as physical and financial assets; and energy resources like time, effort, and knowledge (Hobfoll, 2012). The theory is grounded in two primary principles: the primacy of resource loss, which asserts that resource loss is more psychologically impactful than resource gain, and resource investment, which emphasises that people invest resources to protect against future losses, recover from losses, and achieve resource gains. This dynamic interplay often results in either "loss spirals" or "gain spirals," where initial losses or gains compound over time (Hobfoll, 2001).

COR Theory has been extensively applied in studies on workplace stress and burnout, with researchers highlighting how resource depletion due to excessive job demands can lead to burnout and emphasising the need for resource replenishment through recovery periods and supportive organisational practices (Halbesleben et al., 2014). Additionally, the theory underpins the Job Demands-Resources (JD-R) Model, where personal resources such as resilience and psychological capital buffer the adverse effects of job demands and enhance work engagement (Bakker & Demerouti, 2016). In trauma studies, COR Theory explains how individuals who lose critical resources—such as social support or financial stability—are at greater risk of psychological distress, and recovery often involves rebuilding these resources to foster (Hobfoll et al., 2018). Furthermore, COR Theory has guided interventions in organisational settings, focusing on resource-enhancing strategies such as leadership development, team support, and work-life balance initiatives to improve employee well-being and productivity.

The theory has contributed significantly to contemporary research by shifting the focus from stressors to resources as both protective factors and stress outcomes. This holistic perspective offers a nuanced understanding of coping

mechanisms. The emphasis on resource spirals highlights the dynamic interplay between resource gain and loss, providing insights into the cumulative effects of workplace interventions and personal resilience-building efforts. COR Theory's broad conceptualisation of resources also aligns with diverse cultural contexts, making it applicable in global studies. For instance, collectivist cultures may prioritise social resources more than individualist cultures, which value personal resources (Hobfoll, 2012). However, some researchers have critiqued the theory's broad definition of resources, arguing that it can make empirical measurement challenging. Additionally, the primacy of resource loss has been questioned in contexts where individuals display remarkable resilience despite significant losses (Tugade et al., 2004).

COR theory may explore the intersectionality of resource dynamics by examining how intersecting identities, such as gender, race, and socioeconomic status, influence resource availability and conservation (I.-S. Chen & Fellenz, 2020). Technological impacts, such as the role of digital tools and remote work in resource gain and loss, also warrant further investigation (Hirschi, 2012). Longitudinal studies assessing resource spirals over extended periods provide a deeper understanding of the long-term implications of resource dynamics. COR Theory provides a comprehensive framework for understanding the interplay between resources and stress (Chhajer et al., 2018). Its principles have shaped diverse fields, from organisational behaviour to trauma recovery, emphasising the critical role of resource management in human resilience and performance (Truong et al., 2021).

3. METHODOLOGY

The research population comprised graduates from technical institutions who had participated in technical training programs organised by these institutions. To enhance graduate employability, an industrial boot camp initiative was introduced as part of this effort. The researcher developed an online questionnaire based on the study's research framework, which was adapted from previous studies.

This study employed a structured survey instrument featuring a seven-point Likert scale to collect data. The questionnaire consisted of closed-ended multiple-choice questions designed to measure respondents' opinions systematically. The Likert scale ranged from 1 to 7, where 1 represented Strongly Disagree, 2 Disagree, 3 Somewhat Disagree, 4 Not Sure, 5 Somewhat Agree, 6 Agree, and 7 Strongly Agree. The midpoint scale value of 4 (Not Sure) indicated a neutral stance, reflecting a balanced perspective of the respondents. This scale provided a quantitative assessment of the level of agreement for each statement in the questionnaire. All the questionnaire was adopted as Table 1.

The data were analysed using the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics, including frequencies, means, and standard deviations. Additionally, Structural Equation Modelling (SEM) was conducted using the Analysis of Moment Structures (AMOS) software to evaluate the measurement model and test the structural model. The measurement model analysis assessed the reliability and validity of the study's constructs, while the structural model analysis examined the causal relationships among the constructs and their impact on work readiness.

Table 1: Questionnaire Development.

No	Variables	No. of questions	Sources
1	Emotional intelligence	8	Sani et al. (2013)
2	Psychological Capital	8	Luthans et al. (2007)
3	Work Ethics	6	Sharma & Rai (2015)
4	Work Readiness	10	C. L. Caballero et al. (2011).
5	Self-Efficacy	8	Chen et al. (2001) and Coelho et al. (2018)

4. RESULTS AND DISCUSSION

Table 2 and Table 3 show the results of this study for the direct relationship between independent (IV) and dependent variables (DV). It also shows the effect of self-efficacy as a mediator of work ethics and work readiness. As mentioned previously, IV is a personal resources variable.

Table 2: Examining Results of Hypothesised Effects of the Variables

Path	C.R.	P-value	Result
EI ---> WR	2.017	0.044	Accept
PC ---> WR	2.011	0.044	Accept
WE ---> WR	9.457	***	Accept

WE ---> SE	8.192	***	Accept
SE ---> WR	5.307	***	Accept

Note: *p< 0.05; **p< 0.01; ***p< 0.001; SE (standard error); C.R (critical ratio);

Table 3: Results of Examining Mediation Effects of Self-Efficacy, Using Bootstrapping

DV = Work Readiness (WR) M = self-efficacy (SE)	WE
Total Effect of IV on DV without M (path a)	0.624***(sig.0.000)
Direct Effect of IV on DV with M (path a')	0.579***(sig.0.000)
Indirect Effect of IV on DV through M (path bc)	0.159***(sig.0.000)
Effect of IV on M (path b)	0.624***(sig.0.000)
Effect of M on DV (path c)	0.238***(sig.0.000)
Mediation Path	WE→SE→WR
Mediation Effect	Yes
Degree of Mediation	Partial Mediation

*p< 0.05, **p< 0.01, ***p< 0.001

It can be concluded that critical factors and personal resources that influence work readiness in the TVET sector are emotional intelligence, psychological capital, work ethics, and self-efficacy. Moreover, emotional intelligence, psychological capital, and work ethics support independent connection variables for self-efficacy. Thus, the evaluation analysis confirms that self-efficacy mediates work ethics and readiness.

Therefore, there is a need to create training programs that enable employers to enhance the competency of graduates before they enter the workforce and to prepare them for their future roles as employees or entrepreneurs. In addition, it is crucial to recognise other key aspects that affect the employability of TVET graduates to plan and implement suitable interventions to improve the employability of graduates. The suggestions presented in this study may assist policymakers in developing more effective strategies and policies to improve the employability of TVET graduates and ensure that they have the necessary skills and knowledge to be competitive in the job market and contribute to economic development in Malaysia. In addition, these results have significant implications for policymakers and practitioners working in the TVET sector interested in increasing the employability of graduates of vocational and technical schools. By identifying factors important for enhancing graduate employability, they may develop and implement better policies and strategies to promote graduate employability and improve outcomes for students graduating (Jamalludin et al., 2022).

The hypothesis suggests that self-efficacy mediates between work ethics and work readiness for the TVET sector. Therefore, work ethics is an independent variable, and work readiness is a dependent variable. Nevertheless, the analysis shows that self-efficacy is important as a mediator between work ethics and readiness. A person with high Self-efficacy could see jobs that are difficult to do as challenges to conquer the TVET sector. A work ethic characterised by an honest, dedicated workforce with high moral standards benefits the company's profitability and reputation and boosts employee morale.

The result from Stenmark et al. (2021) mentions that self-efficacy and cognitive problem-solving alter some aspects of a person's perception of an ethical dilemma scenario. These characteristics are as follows: When seeking to understand how and when self-efficacy drives behaviour, the pattern and conditions in which perceptions are modified are likely to be the most important components.

This result aligns with Mohammad et al. (2021) ethics and professional development are strong determinants of teachers' self-efficacy. Addressing these concerns at cultural colleges is critical, especially given that instructors are in the training phase of their careers (Razak et al., 2022). Expanding their knowledge and adhering to higher professional and ethical standards will be much simpler from this point of view.

Employers will be more likely to hire students who have developed certain key skills during their studies. Developing these skills can be extremely useful for graduates looking for their first job after graduating. The factors influencing work readiness include emotional intelligence, self-awareness, self-confidence, and self-management. Students who have developed these skills during their studies are more likely to be successful when searching for a job after graduating from university. Students must develop these important skills while studying at university to prepare for their future careers (Siddique et al., 2022). This information will be useful for students starting their job search after graduation and

help them develop a winning strategy for finding a job that matches their interests and career goals. These findings will help students improve their work-readiness skills and enable them to secure jobs that suit their interests and qualifications (World Economic Forum, 2020). This will help graduates improve their career prospects and increase their chances of finding a suitable job that will meet their requirements.

5. FUTURE STUDIES

This research provides valuable insights for future studies in technical and vocational education and training (TVET). It explores how different factors come together to influence job preparedness. While this study utilised a quantitative approach to gather data, future research could benefit from incorporating qualitative methods to offer deeper insights and validate the findings from diverse perspectives. Although the focus here was on the TVET sector, extending the research to include participants from other industries could enhance the generalizability of the results.

Future studies should also consider expanding the scope to examine additional variables that influence job preparedness. For example, demographics, religion, lifestyle choices, personal abilities, and skills could be explored to provide a more comprehensive understanding of the influences at play. These aspects were not included in the current study due to time constraints but hold the potential for enriching future research.

Another exciting direction for future work is the exploration of 21st-century work readiness skills. In today's digital age, education plays a crucial role in shaping the behaviours of younger generations. Future research could focus on how education impacts the development of essential soft skills, hands-on expertise, and emerging competencies increasingly demanded in the evolving job market. These skills enhance employability and adaptability in a fast-changing work environment.

Future research should aim to broaden and deepen our understanding of the factors influencing job preparedness. By incorporating a wider range of perspectives and investigating modern work readiness skills, researchers can contribute to developing strategies that will better equip the workforce for the challenges and opportunities of the future.

6. CONCLUSION

The research addressed the self-efficacy mediation between personal resources and work readiness. Findings here presented that work ethic partially mediates the relationship of self-efficacy with work readiness in a TVET setting; this may suggest a partial explanation through work ethic in bringing about the consequence of self-efficacy on work readiness while at the same time implicating some other elements. Thus, the study gave useful insights into issues related to antecedents affecting work readiness among TVET students. Psychological capital and emotional intelligence arose as important personal resources alongside work ethics since they had direct effects and a mediating effect through self-efficacy. These results showed how the development of self-efficacy and work ethics can enhance readiness for work.

7. REFERENCES

[1] Ahmad, U. S., Nawab, S., & Shafi, K. (2021). The role of Islamic work ethics in spiritual leadership and inclusion practices relationship during COVID-19. Journal of Asian Finance, Economics and Business, 8(3), 0943–0952. https://doi.org/10.13106/jafeb.2021.vol8.no3.0943

[2] Aji, Y., & Irdianto, W. (2020). The Influence of Character Building, Learning Environment and Self Efficacy on Students' Work Readiness. Journal Teknologi, Kejuruan Dan Pengajaran, 43(1), 67–74.

[3] Alene, A. G., & Kassie, M. (2017). The Relationships among Burnout, Engagement, Locus of Control, Coping Strategies and Academic Achievement : The Case of Gondar University Students, Ethiopia. International Journal of Psychology and Behavioral Sciences, 7(1), 11–18. https://doi.org/10.5923/j.ijpbs.20170701.03

[4] Alessandri, G., Consiglio, C., Luthans, F., & Borgogni, L. (2018). Testing a dynamic model of the impact of psychological capital on work engagement and job performance. Career Development International, 23(1), 33–47. https://doi.org/10.1108/CDI-11-2016-0210

[5] Alnuaimi, M., Alzoubi, H. M., Ajelat, D., & Alzoubi, A. A. (2021). Towards intelligent organisations: An empirical investigation of learning orientation's role in technical innovation. International Journal of Innovation and Learning, 29(2), 207–221. https://doi.org/10.1504/IJIL.2021.112996

[6] Asbari, M., Prasetya, A. B., Santoso, P. B., & Purwanto, A. (2021). From creativity to innovation: the role of female employees' psychological capital. International Journal of Social and Management Studies (IJOSMAS), 02(02), 66–77. https://doi.org/10.5555/IJOSMAS.V2I2.18

[7] Ashworth, S., Tucker, M., & Druhmann, C. K. (2019). Critical success factors for facility management employer's information requirements (EIR) for BIM. Facilities, 37(1–2), 103–118. https://doi.org/10.1108/F-02-2018-0027/FULL/XML

[8] Bakker, A. B., & van Wingerden, J. (2020). Do personal resources and strengths use increase work engagement?

The effects of a training intervention. Journal of Occupational Health Psychology, 26(1), 20–30. https://doi.org/10.1037/ocp0000266

[9] Bakker, A. B., & Demerouti, E. (2016). Job Demands-Resources Theory : Taking stock and looking forward. Journal of Occupational Health Psychology, 22(September 2018), 273–285.

[10] Blokker, R., Akkermans, J., Tims, M., Jansen, P., & Khapova, S. (2019). Building a sustainable start: The role of career competencies, career success, and career shocks in young professionals' employability. Journal of Vocational Behavior, 112, 172–184. https://doi.org/10.1016/j.jvb.2019.02.013

[11] Borg, J., Scott-Young, C. M., & Borg, N. (2023). Early career project managers' work readiness: Adopting a self-efficacy lens. International Journal of Project Management, 41(2), 102454. https://doi.org/10.1016/J.IJPROMAN.2023.102454

[12] Caballero, C. L., Walker, A., & Fuller-Tyszkiewicz, M. (2011). The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates. Journal of Teaching and Learning for Graduate Employability, 2(1), 41. https://doi.org/10.21153/jtlge2011vol2no1art552

[13] Carmona-Halty, M. A., Salanova, M., Llorens-Gumbau, S., & Schaufeli, W. B. (2019). How Psychological Capital Mediates Between Study-Related Positive Emotions and Academic Performance. Journal of Happiness Studies, 20, 605–617.

[14] Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a New General Self-Efficacy Scale. Organizational Research Methods, 4(1), 62–83. https://doi.org/10.1177/109442810141004

[15] Chen, I. S., & Fellenz, M. R. (2020). Personal resources and personal demands for work engagement: Evidence from employees in the service industry. International Journal of Hospitality Management, 90(February 2019), 102600. https://doi.org/10.1016/j.ijhm.2020.102600

[16] Chhajer, R., Rose, E. L., & Joseph, T. (2018). Role of self-efficacy, optimism and job engagement in positive change: Evidence from the Middle East. Vikalpa, 43(4), 222–235. https://doi.org/10.1177/0256090918819396

[17] Coelho, G. L. H., Vilar, R., Hanel, P. H. P., Monteiro, R. P., Ribeiro, M. G. C., & Gouveia, V. V. (2018). Optimism scale: Evidence of psychometric validity in two countries and correlations with personality. Personality and Individual Differences, 134(March), 245–251. https://doi.org/10.1016/j.paid.2018.06.030

[18] Corso-de-Zúñiga, S., Moreno-Jiménez, B., Garrosa, E., Blanco-Donoso, L. M., & Carmona-Cobo, I. (2020). Personal resources and personal vulnerability factors at work: An application of the Job Demands-Resources model among teachers at private schools in Peru. Current Psychology, 39(1), 325–336. https://doi.org/10.1007/s12144-017-9766-6

[19] Eriksson, M., & Mittelmark, M. B. (2016). The sense of coherence and its measurement. In The Handbook of Salutogenesis (pp. 97–106). Springer International Publishing. https://doi.org/10.1007/978-3-319-04600-6_12

[20] Finley, A. (2000). How college contributes "to" workforce success: Employer views on what matters most. In Association of American Colleges and Universities. Association of American Colleges and Universities. 1818 R Street NW, Washington, DC 20009. Tel: 800-297-3775; Tel: 202-387-3760; Fax: 202-265-9532; e-mail: pub_desk@aacu.org; Web site: http://www.aacu.org.

[21] Hair Awang, A., Md Sail, R., Alavi, K., & Arif Ismail, I. (2011). Image and students' loyalty towards technical and vocational education and training. In Journal of Technical Education and Training (Vol. 3, Issue 1). JTET. http://eprints.uthm.edu.my/2080/1/image_and_students%e2%80%99_loyalty_towards.pdf

[22] Halbesleben, J. R. B., Neveu, J. P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the "COR": Understanding the role of resources in conservation of resources theory. In *Journal of Management* (Vol. 40, Issue 5, pp. 1334–1364). SAGE PublicationsSage CA: Los Angeles, CA. https://doi.org/10.1177/0149206314527130

[23] Hardin-Ramanan, S., Ballasoupramanien, L., Gopee, S., Rowtho, V., & Charoux, O. (2019). Graduate Work-Readiness Challenges in Mauritius. In The Transition from Graduation to Work (pp. 143–160). https://doi.org/10.1007/978-981-13-0974-8_9

[24] Hardin-ramanan, S., Ballasoupramanien, L., Shafiiq, G., Vikash, R., & Odylle, C. (2019). Graduate work-readiness challenges in Mauritius. In The Transition from Graduation to Work (pp. 143–160). https://doi.org/10.1007/978-981-13-0974-8

[25] Hassan, R., Mat Zain, F., Bakar, K. A., Kamaruzaman, A. F., Jamsari, E. A., Lailatul, N., & Hamdzah, A. (2022). The challenges in the development of ethics and moral values among Technical and Vocational Education and Training (TVET) undergraduate students. Journal of Positive School Psychology, 2022(4), 1826–1837.

[26] Hazwan, M., Puad, M., & Desa, H. M. (2020). Dissecting perceptions of new graduates on work orientation and self-confidence in employability skills training program. Universal Journal of Educational Research, 9(1A), 70–75. https://doi.org/10.13189/ujer.2020.081310

[27] Hirschi, A. (2012). The career resources model: An integrative framework for career counsellors. British Journal of Guidance and Counselling, 40(4), 369–383. https://doi.org/10.1080/03069885.2012.700506

[28] Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. Applied Psychology, 50(3), 337–421. https://doi.org/10.1111/1464-0597.00062

[29] Hobfoll, S. E. (2012a). Conservation of resources and disaster in cultural context: The caravans and passageways for resources. Psychiatry: Interpersonal \& Biological Processes, 75(3), 227–232.

[30] Hobfoll, S. E. (2012b). Conservation of Resources Theory: Its implication for stress, health and resilience. In The Oxford Handbook of Stress, Health, and Coping. https://doi.org/10.1093/oxfordhb/9780195375343.013.0007

[31] Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. Annual Review of Organizational Psychology and Organizational Behavior, 5, 103–128. https://doi.org/10.1146/annurev-orgpsych-032117-104640

[32] Hotaling, L. (2021). Preparing the workforce for the new blue economy. In Preparing a Workforce for the New Blue Economy: People, Products and Policies (pp. 387–405). Elsevier. https://doi.org/10.1016/B978-0-12-821431-2.00015-9

[33] Ilhaamie, A. G. A., & Rosmawarni, C. H. (2020). Employers' expectation and preference of graduates in Malaysia. Journal of Human Capital Development …, 13(2), 37–60.

[34] Isa, Z. C., & Azid, N. (2021). Embracing TVET education: The effectiveness of project based learning on secondary school students' achievement. International Journal of Evaluation and Research in Education, 10(3), 1072–1079. https://doi.org/10.11591/IJERE.V10I3.21392

[35] Jamalludin, J. I., Akhir, A. W. M., Aziz, S. A., & Sarip, S. (2022). Work-Based Learning to Improve TVET Employability. Open International Journal of Informatics, 10(2), 145–154. https://oiji.utm.my/index.php/oiji/article/view/237

[36] Janusz, K., Generalized, A., & Resources, R. (2017). ARE GENERALIZED RESISTANCE RESOURCES (GRRs) ASSOCIATED WITH FEAR OF MOVEMENT LEVEL? Journal of Education, Health and Sport, 7(8), 336–343.

[37] Japhet, I. (2021). Impact of globalization on work ethics: A review of existing literature. Journal of Economics and International Finance, 13(3), 127–135. https://doi.org/10.5897/jeif2021.1135

[38] Kenayathulla, H. B. (2021). Are Malaysian TVET graduates ready for the future? Higher Education Quarterly, 75(3), 453–467. https://doi.org/10.1111/HEQU.12310

[39] Khaki Najafabadi, M., Aroufzad, S., Mostahfezian, M., & Navidadham, M. (2021). Predicting Self-Efficacy based on Professional Ethics and Professional Development. International Journal of Ethics & Society, 2(4), 28–37. https://doi.org/10.52547/ijethics.2.4.28

[40] Khazanah Research Institute. (2018a). The school-to-work transition of young Malaysians.

[41] Khazanah Research Institute. (2018b). The School-to-Work Transition of Young Malaysians. Khazanah Research Institute, December, 50.

[42] Khilji, N. K., & Roberts, S. A. (2021). Soft skills acquisition for the knowledge economy : a research strategy for policy development in technical and vocational education and training (TVET) in intermediate and emergent economies. 34th Eurasia Business and Economics Society Conference, January, 1–17.

[43] Liswandi, & Hutabarat, E. (2019). Students Perception of the Role of Emotional Intelligence on Academic Achievements. International Journal of Management, Accounting and Economics, 6(2), 172–183.

[44] Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological Capital: Developing the Human Competitive Edge. In Psychological Capital: Developing the Human Competitive Edge. https://doi.org/10.1093/acprof:oso/9780195187526.001.0001

[45] Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological Capital: An Evidence-Based Positive Approach. Annual Review OfOrganizational Psychology and Organizational Behavior, 4(1), 339–366. https://doi.org/10.1146/annurev-orgpsych-032516-113324

[46] Mandal, N. K., & Edwards, F. R. (2021). Student work readiness in Australian engineering workplaces through work integrated learning. Higher Education, Skills and Work-Based Learning. https://doi.org/10.1108/HESWBL-

02-2021-0025

[47] Mat Yusoff, A. B., Abdul Rahim, M. H. Bin, Abd Hamid, A. A. bin, & Ahmad, F. binti. (2021). Meta cognitives and morals: The Qur'an as a guide. Turkish Journal of Computer and Mathematics Education, 12(4), 659–664. https://doi.org/10.17762/turcomat.v12i4.550

[48] Misni, F., Nik Mahmood, N. H., & Jamil, R. (2020). The effect of curriculum design on the employability competency of Malaysian graduates. Management Science Letters, 10(4), 909–914. https://doi.org/10.5267/j.msl.2019.10.005

[49] Mohamed, A. R., Abdul, S., Mohamed, M., & Low, H. M. (2020). English Reading Proficiency of Engineering Undergraduates in Malaysia : Implications on Professional Training and Career Development. Social Education Research, 1(2), 87–95.

[50] Mohd Abdul Kadir, J., Naghavi, N., Subramaniam, G., & A'amilyn Abdul Halim, N. (2020). Unemployment among Graduates - Is there a Mismatch? International Journal of Asian Social Science, 10(10), 583–592. https://doi.org/10.18488/journal.1.2020.1010.583.592

[51] Mohd Amirul Rafiq, Abu Rahim Diana, A. W., & Rohana, J. (2021). Overeducation and Its Effect on Wages: The Case of Young Workers in Malaysia. International Journal of Advanced Research in Education and Society, 3(3), 31–48.

[52] Mohr. (2020). Employment & Labour Statistic Q4 2020. Ministry of Human Resources. https://myhos.mohr.gov.my/ebook/istatistik4_2019/mobile/index.html#p=16

[53] Mottain, M. (2019). Underqualified and overqualified fresh graduates. The Star. https://www.thestar.com.my/business/business-news/2019/09/21/underqualified-and-overqualified-fresh-graduates

[54] Noor Azwani Zakaria, Seriaznita Mat Said, S. S. (2020). Post-internship Skills Gap Identification among Malaysian Engineering Students. SA Conference Proceeding: Industrial Revolution 4.0 Vol.1, 1(01), 164–171.

[55] Nur Fitriyana, A., Kurjono, & Santoso, B. (2021). The influence of self-efficacy on students' work readiness. Journal Konseling Pendidikan Islam, 2(2), 233–238. https://doi.org/10.4324/9780203390603-13

[56] Oberländer, M., Beinicke, A., & Bipp, T. (2020). Digital competencies: A review of the literature and applications in the workplace. Computers and Education, 146, 103752. https://doi.org/10.1016/j.compedu.2019.103752

[57] Paredes-carbonell, J. J., Agulló-cantos, J. M., Vera-remartínez, E. J., & Valencia, U. C. De. (2013). Sense of coherence and health assets in a youth center for minors. Rev Esp Sanid Penit, 15, 87–97.

[58] Rabenu, E., & Tziner, A. (2020). Applying Psychological Capital to Senior Management Development: A "Must" and Not "Nice to Have." International Journal of Business and Management, 15(2), 62. https://doi.org/10.5539/ijbm.v15n2p62

[59] Razak, A. N. A., Noordin, M. K., & Khanan, M. F. A. (2022). Digital learning in technical and vocational education and training (TVET) in public university, Malaysia. Journal of Technical Education and Training, 14(3), 49–59. https://doi.org/10.30880/jtet.2022.14.03.005

[60] Sani, M. K. J. A., Masrek, M. N., Sahid, N. Z., & Nadzar, F. M. (2013). Assessing the Emotional Intelligence Profile of Public Librarians in Malaysia: Descriptive Analysis. Library Philosophy and Practice (e-Journal), November.

[61] Shankland, R., Kotsou, I., Vallet, F., & Bouteyre, E. (2018). Burnout in university students : the mediating role of sense of coherence on the relationship between daily hassles and burnout. High Education, 7, 91–113.

[62] Sharaf, A. Y., & Taha, E. E. (2019). Sense of coherence and work-related patterns of behavior and experience among faculty nurse educators in Egypt. Journal OfNursing Education and Practice, 9(3), 129–136. https://doi.org/10.5430/jnep.v9n3p129

[63] Sharma, B. R., & Rai, S. (2015). A Study to Develop an Instrument to Measure Work Ethic. Global Business Review, 16(2), 244–257. https://doi.org/10.1177/0972150914564417

[64] Sholikah, M., Indartono, S., & Kenzhaliyev, O. B. (2021). Self-Efficacy and Student Achievement for Enhancing Career Readiness : the Mediation of Career Maturity. Jurnal Pendidikan Teknologi Dan Kejuruan, 27(1).

[65] Siddique, S., Ahsan, A., Azizi, N., & Haass, O. (2022). Students' workplace readiness: Assessment and skill-building for graduate employability. Sustainability (Switzerland), 14(3), 1749. https://doi.org/10.3390/su14031749

[66] Stenmark, C. K., Redfearn, R. A., & Kreitler, C. M. (2021). Self-efficacy and ethical decision-making. Ethics

and Behavior, 31(5), 301–320. https://doi.org/10.1080/10508422.2020.1776617

[67] Tekle, Z. D., Studies, B., Robe, B., Studies, B., Robe, B., Sado, I. A., Studies, B., Robe, B., Studies, B., & Robe, B. (2019). The Relationship Between Emotional Intelligence and Academic Achievement Among Undergraduate Students at Madda Walabu University. New Media and Mass Communication, 85, 10–14.

[68] Tokbaeva, D., & Achtenhagen, L. (2023). Career resilience of female professionals in the male-dominated IT industry in Sweden: Toward a process perspective. Gender, Work and Organization, 30(1), 223–262. https://doi.org/10.1111/gwao.12671

[69] Truong, T. T. H., Laura, R. S., & Shaw, K. (2018). The Importance of Developing Soft Skill Sets for the Employability of Business Graduates in Vietnam: A Field Study on Selected Business Employers. Journal of Education and Culture Studies, 2(1), 32. https://doi.org/10.22158/jecs.v2n1p32

[70] Truong, T. V. T., Nguyen, H. V., Ca, M., & Phan, T. (2021). Influences of job demands, job resources, personal resources, and coworkers support on work engagement and creativity. Journal of Asian Finance, Economics and Business, 8(1), 1041–1050. https://doi.org/10.13106/jafeb.2021.vol8.no1.1041

[71] Tugade, M. M., Fredrickson, B. L., & Barrett, L. F. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. In Journal of Personality (Vol. 72, Issue 6, pp. 1161–1190). John Wiley & Sons, Ltd. https://doi.org/10.1111/j.1467-6494.2004.00294.x

[72] Usman, O., & Sulistyowati, Y. (2020). The Effect of Field Work Practices, Family Environment, Work Information and Self-Efficacy on the Work Readiness of Faculty of Economics, Jakarta State University. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3637976

[73] Vincent D'Silva. (2020). More and more graduates are facing unemployment in Malaysia. New Straits Times. https://www.nst.com.my/news/nation/2020/02/562309/more-and-more-graduates-are-facing-unemployment-malaysia

[74] Walia, N. (2022). Promoting ethics and morality in education for equality, diversity and inclusivity. Journal of Multidisciplinary Cases, 2(21), 1–9. https://doi.org/10.55529/jmc.21.1.9

[75] World Economic Forum. (2020). The Future of Jobs Report 2020 (Issue October).

[76] Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. International Journal of Stress Management, 14(2), 121–141. https://doi.org/10.1037/1072-5245.14.2.121

[77] Yin Chen, L., & Sharif, R. (2020). The potentials of new work environment for dynamic workforce in the 21st century of Malaysia context. Malaysia Architectural Journal, 2(1), 33–37.