

THE EFFECT OF CO CURRICULUM INVOLVEMENT TOWARD THE ACADEMIC PERFORMANCE, LEADERSHIP ROLE, AND PERCEIVED DEVELOPMENT OF EMPLOYABILITY SKILLS

Fadillah Ismail¹
Siti Syafiqah Hani Fuad²

¹Faculty of Technology and Business Management, Universiti Tun Hussein Onn Malaysia (UTHM), Malaysia, (E-mail: fadillah@uthm.edu.my)

²Faculty of Technology and Business Management, Universiti Tun Hussein Onn Malaysia (UTHM), Malaysia, (Email: sitisyafiqahhani@gmail.com)

Article history

Received date : 24-6-2021
Revised date : 25-6-2021
Accepted date : 15-7-2021
Published date : 15-7-2021

To cite this document:

Fadillah Ismail & Siti Syafiqah (2021). The Effect of Co Curriculum Involvement Toward The Academic Performance, Leadership Role, And Perceived Development of Employability Skills. *International Journal of Modern Trends in Business Research (IJMTBR)*, 4 (16), 17 - 31.

Abstract: *Co-curriculum involvement has been strongly linked to higher rates of student completion. However, industries nowadays need the cross-disciplinary workplace, incorporation of 21st century “soft” skills. Most of graduates are not realized this reality of working environment when they venture into later employers because of their poor proficiency in the language, although they were highly qualified academically (Malaysian Employers Federation). This research is to identify the level of academic performance, leadership role, and perceived development of employability skills and Co-curriculum Involvement among the undergraduate students at ABC University and to identify the effect of Co-curriculum Involvement toward academic performance, toward leadership role, and toward the perceived employability skills among the undergraduate students. Method used in this study is quantitative data. Online survey questionnaire distributed to 652 students that already took 2 credits registered at Centre of Co-curriculum, ABC University The results shows that the positive relationship between Co-curriculum Involvement towards the academic performance, leadership role, and perceived development of employability skills among students. The results shows that level of leadership role is highest than other variables with the highest frequency, 384 out of 652 respondents. The correlation also shows that the effect of co-curriculum involvement towards leadership role with the strong relationship, 0.864 and significant value less than 0.05. The regression also shows that academic performance, leadership role, and perceived development of employability skills have highly affected the co-curriculum involvement with the beta value of $R=0.952$. This research is to make the students realize that co-curriculum involvement is a vital to improve the academic performance, leadership role, and perceived development of employability skills.*

Keywords: *Co-curriculum involvement, graduates, academic performance, leadership role, employability skills*

Introduction

Career is one of the most important aspects of one's life whether self-employed or working in an organization. Changes in the national economy and the latest technology affect the employment system as well as the recruitment process changes according to current trends (Halim & Sahid, 2020). The unemployment projected around 5.5% globally on 2018. It was slightly better than 2017's reading of 5.6% when look at the Gross Domestic Product (GDP) with an expected growth of around 3.6% in 2018 from 3.3% in 2017. In Malaysia, findings show that unemployment among the youth is required highly attention. There are about six out of ten of those unemployed are below age 24. Every year, there are more than 250,000 students graduated, but one in five fresh graduates remained unemployed six months after graduation (Law, 2018). Among of these fresh graduates with tertiary education, about 26% first degree holders are unemployed and of which 52% are come from arts and social science study. According to Seng (2018) private universities contributed 47% while public universities indicate 50% unemployed among fresh graduates.

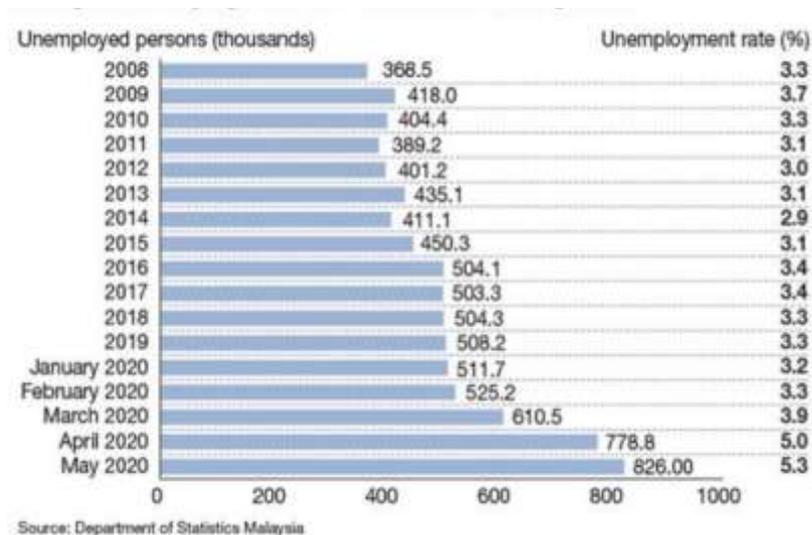


Figure 1: Malaysia unemployment rate from 2008 to May 2020

Most employers in Malaysia express concern over the skills possessed by graduates because although they have qualifications in a particular field, but they lack work skills and low self-confidence (Seng *et al.* 2019). Looking from another perspective, the study by Halim & Sahid (2020) argue that the skills and knowledge possessed by graduates are inconsistent with the needs of the job market. This will indirectly cause the demand for the job market by graduates to exceed the existing job supply, and directly increase the unemployment rate in the country, especially among graduates. Graduates need to diversify job employability skills including adding value to skills by participating in co-curriculum.

Previous studies have proven that graduates are aware of the importance of skills and qualities that need to be present in themselves such as leadership skills and a positive work ethic (Noah & Aziz, 2020). However, these skills are still weak and less mastered by graduates to enter the world of work. Liu (2017) stated that graduates will find it difficult to get a job suitable for their field of interest if they do not have professional skills and knowledge. Looking at the increasingly challenging job competition, continuous efforts need to be implemented to increase the level of effectiveness and confidence of graduates to remain competitive (Polat 2018).

Activities and assignments given to prospective graduates should include various skills such as high-level thinking skills, communication and social skills.

The co-curriculum experiences such as internships, service projects, and clubs and organizations (Pascarella & Terenzini, 2016) on student persistence are well documented in the education. But, in this research, only involving students with co-curriculum took in two semesters as internship is the compulsory for every student. Empirical research concluded that only 50% of students were well prepared for the working environment as observed by the managers (PayScale, 2015). The continuity of co-curriculum from year to year can affected the student's career choices which can widen the choices, graduation, and having an improved educational experience. Co-curriculum also proved that it can help youth (student) with the attitudes and experiences along the participation. Providing out-of-class activities by co-curriculum involvement is helpful for the nation's future in that in can help in developing a good citizenry (Riazameen, 2013).

Problem statements

Extensive empirical research demonstrates that co-curriculum involvement has been strongly linked to higher rates of student completion. Industries nowadays need the cross-disciplinary workplace, incorporation of 21st century "soft" skills (Dara R, Aikaterini Bagiati & Sanjay E. Sarma, 2014). The agreement on employability skills is negligible (Tymon, 2013), which raises questions about the empirical evidence achieved so far. Anthony Dass (Chief of Economist/ Head of Research at Ambank) looking at Malaysia, although headline unemployment is around 3.4% in 2017, the youth unemployment rate is over three times higher at around 10.8% in 2017. Yee Ting Ngoo, Kui Ming Tiong, Wei Fong Pok (2015) found that employers demand a more independent and leader instead of a follower, and a more management prone graduates. Which mean that the soft skill is the key of independent and leader character need from the employees. The soft skills are such as communication skills, critical thinking and problem solving skills, ethics and professional moral skills, leadership skills, lifelong learning and informational management skills, and teamwork. Academic performance, leadership roles, and perceived development of employability skills are the requirements needed for undergraduate students. Co-curriculum involvement is the uncertainty and been doubt whether it can helps the students to gain the good academic performance, leadership role, and perceived development of employability skills (Bates & Hayes, 2017). The academic performance is based on the student's result of GPA which been required before graduate. Leadership role is whether the students have the courage and have that leadership ability in themselves and employability skills that really needed by the employers.

Nowadays, employers are more considering of extra skills about finding good workers with higher order thinking, where potential employee have decision and problem solving skill, ability to identify risks and respond quickly, the capability to predict and plan for the future direction, rather than basic theory and academic skills (Eric, Serge & Karim, 2015). In addition, industries also looking and selecting candidates with good personal qualities that capable of working under pressure, self motivated, self-reliance, and self management. However, most of graduates are not realize this reality of working environment when they venture into later. Communication skills are the key to student success. Excellent students should be able to communicate well in English. Refer to Shafie, L. A., & Nayan, S., (2010) in many type of occupations and activities now days, it is found that English is a major intermediate language and is widely accepted in many countries either local and international organizations. The growth and competitiveness of the revolutionary 4.0 industry both in Malaysia and globally has directly affected demand for

qualified graduates in the field of Engineering and Science. According to Malaysian Employers Federation (2018) although they were highly qualified academically with good grade and some candidate with award of excellence, but employers still refuse to hire them because of their poor proficiency in the language.

Table 1: Rate of Graduates of Public University

No.	Public University	Working	Further Study	Improving Skill	Waiting for Job Placement	Not working	GE
1.	A	76	10.7	0.7	8.8	3.8	96.2
2.	B	92.3	0.5	-	0.9	6.2	93.8
3.	C	63.5	11.5	1.7	6.7	16.5	83.5
4.	D	46.9	31.6	2.4	2.4	16.6	83.4
5.	E	63.5	4.6	1.4	10.8	19.7	80.3
6.	F	62.6	10.1	1.4	5.9	20	80
7.	G	53.4	10.4	0.5	15.2	20.4	79.6
8.	H	49	23.4	1.5	5.3	20.9	79.1
9.	I	70.4	2.2	1.8	4.3	21.4	78.6
10.	J	59.2	12.2	2.5	4.3	21.7	78.3
11.	K	68.3	5	0.7	4	21.9	78.1
12.	L	62.7	5.2	0.8	8.5	22.8	77.2
13.	M	58.3	7	2.5	8.4	23.7	76.3
14.	N	63	3.9	1.2	7.6	24.2	75.8
15.	ABC	48	17.9	1.8	7	25.3	74.7
16.	O	57.5	4.8	1.3	9	27.4	72.6
17.	P	58.4	5	2.8	5.9	27.9	72.1
18.	Q	61.8	2.4	1	4.9	29.9	70.1
19.	R	50.1	8.7	0.8	7.8	32.5	67.5
20.	S	46	4	1.2	8.7	40	60
Jumlah		55.2	16.7	1.8	5.6	20.7	79.3

Based on the Data Collection Detection System up to 1st January 2019, stated that ABC university is on the 15th rank from 20 public universities of Graduates Employability (GE). The percentage of working graduates is (48%), further studies (17.9%), developed skills (1.8%), waiting for the job (7%), still not get job (25.3%) and graduation employability is (74.7%). From the source of Centre of Career Advancement and Alumni, faculty of xzy have 563 graduates whose ranked for Graduates Employability (GE), are 73.36 percent. While, the working graduates are 413 people. The official GE of ABC university are 76.64 percent recently updated on 31st May 2019. FPTP recorded 74.42 percent on GE.

Research Objectives

- i) To identify the level of Co-curriculum Involvement towards the academic performance, leadership role, and perceived development of employability skills among the undergraduate students.
- ii) To identify the effect of co-curriculum involvement toward academic performance, toward leadership role, and toward the perceived employability skills among the undergraduate students.

Literature Review

Co-Curriculum Vs Curricular

Co-curriculum is related to improve student's skills by activities, programs, and learning experiences. It refers to a division from normal academic class session which took out the place of learning environment. Sometimes, Co-curriculum involved with organizations from outdoor. It is a great way to become an assist for career path (Brandfon, J., 2018). Co-curricular activities can be defined as event that happening out from the normal class which reinforce curriculum as well. It is a form of knowledge and skills that complement learning process of the organization or club that the students joined. Examples of Co-curriculum activities are including Community Services, Hiking, Tracking, Public Speaking, Debate, and Counselling as offered from University. In fact, all these activities usually placed at outside of traditional classroom and in University, definitely it offers grade and academic credit. In addition, it provides supplementary instruction and education for students.

While, curricular activities bring different definition which is it is the platform for the students involve as a compulsory of a course. As an example, physics lab work in class session is a great curricular activity which it is direct part of the learning experience in that course's curriculum (Brandfon, 2018). According to Sharon Campbell (2020) Curriculums are learning guides that are governed by a school board that is designed to address students' educational needs, facilitate learners while establishing relationships between teachers and students. Curricular activities always involve in classroom session that contain lessons and education taught in academic institutional or in any place relate to the course and the program. It is least frequently used in such a general sense, even though the courses or program that offered by the educational institution. Curricular is widely defined. So, it is depending on how the educators explained it to their students. Most important, the knowledge and skills are delivered directly to the students. The students are expecting to learn something following the standards and objectives. It is concerned about the units and the lessons that taught in the class, and all about assignments and projects to the passed students. The tools may include books, materials related. Sharon Campbell (2020) state that curriculum is very important and brings about order in the classroom and it helps students to be more organized when engaging in their school work and related activities.

Co-Curriculum Involvement

The local universities admission of expatriate who are looking for more suitable international Co-curriculum which can be fixed in any university is the element which make it different from international universities (Watson, & Hill, 2015). Based on the experiential research, to make sure the students to complete their studies on time and enjoy the life of students along their institutions, should involve actively with Co-curriculum activities because they can easily gain the leaderships skills and all the related knowledge in order to fulfil the employer's requirement and for the job success in future (Yusof, & Jamaluddin, 2015). Besides, Co-curriculum also can convince students as a platform for increasing the potential of the active adult students as possible as can which double the student's skills and extra knowledge rather in the traditional classroom lesson. In addition, Co-curriculum can ensure good general social and guide the right social directions to avoid undesirable social life. Thus, Co-curriculum is believe can affect student's academic performance, leadership role, and perceived development of employability skills in advance.

Involvement means the act or thing of engaging in something. According to Fox & Sease (2019), involvement is the process of socialization of understanding and learning about the

challenges, demands, needs, benefits and rewards in the student environment. Martini *et al.* (2019) define involvement into two dimensions namely affective and behavioural. Through involvement in the co-curriculum, students have the opportunity to build and develop their potential that leads to future employment as well as increase relationships and camaraderie. Students also have the opportunity to learn the culture and customs of a situation. Through involvement in co-curricular activities, students can be active participants and not just be a passive observer.

Based on Astin's (1984) involvement theory, student involvement can be measured quantitatively based on how many hours students participate and attend any meeting. Student involvement can also be measured qualitatively by taking into account the time the student spends thinking about the encounter experience in any activity in his or her life. Next Jackson & Bridgstock (2021) has stated that involvement as the rate of physical and psychological energy used by students in relation to academic experience.

The word "involvement" is the big confusion as there is complexity of social, psychological and academic interactions that mixed together in a university experience. The definition of involvement refers to how frequent (level) of participation by members in an organization's decision making (Husin, 2017). The high frequent of participation's students always spend their time on university, contribute their effort to academics, supportively joining any programs organized and spread a lot of communications with faculty. From there, students can easily gain lessons from both academic and social way experience from the university. Students also play a crucial responsible in work hard their own degrees of involvement in academic courses, Co-curriculum and social development. They can show their respond (feelings) of how successful they in integration of academically by the results of GPA and enjoyment of subject they take. While, the side of social can be measured by the number of friends they have, interaction with the faculty and enjoy the university's life. Usually, students with both high measurement of academic and social integration are particularly effective in promoting student success. Therefore, higher institutions that organized wide and variety of Co-curriculum activities actually can spread the benefit to both university and students (Dessa Bergen-Cico & Joe Viscomi, 2013).

Academic Performance

Academic performance can be described as the result of examination at the end of a semester or program (Grade Point Average) of students (E.E. Egbule, 2010). The higher the scores, the better the academic performance (Egbule, 2004). Based on previous research, some country are significantly places the education as believed a great avenue for national development such as Nigerian. According to M.S. Farooq, A.H. Chaudhry, M. Shafiq. G. Berhanu (2011) there are several research studies has been conducted found that there is significant impact and correlated between co-curriculum and academic performance. Non-academic Co-curriculum activities might not directly benefits toward student's academic performance, but with the activities help to improve academic performance with indirect way. As example, students are joining any debate competition so that they can increase their particular knowledge. An effective learning came from the successful survival in university as stated in numerous studies.

Based on the research by the education department of the United States of America, they found that students who always involved in the Co-curriculum activities are tend to get higher GPA which above 3.0 than passive Co-curriculum students. (M.S. Farooq, et. al., 2011). Another study also discovered that the likely students involved on Co-curriculum activities, positively their GPA have improved the examination (Simon, 2001). Even though, the acceptance of Co-

curriculum were not very well at the beginning when Co-curriculum was established. This is because they assumed it was discouraged and were observed as recreational purpose only (Marsh & Kleitman, 2002). Now, educationist start to believe that Co-curriculum involvement do have some good effect on the behaviour and academic performance of the students. In this study, academic performance is determined by the measurement of students who has took two credits of co-curriculum with their achievement in CGPA. This study also to see the effectiveness of learning after took co-curriculum by their look into their results.

Relationship Between Co-Curriculum and Academic Performance

A research conducted by the education department of the United States of America discovered that the students who actively contribute in the co-curriculum activities are more likely to have a Grade Point Average (GPA) of 3.0 or more as compared to those who are not involved in co-curriculum activities (Leung, C., Wing, C., & Ng, R, 2011). Another study also revealed that regardless of the fact that students who belong to different areas, their achievements in past, the home participation, the involvement in positive activities etc, positively improve their GPA in the examination (Simon L & Helen W, 2017). Several studies have been conducted and found different results in identifying factors that influence student academic achievement. However all of these factors have a significant impact on their performance. According to Mulrooney, H. M, (2017) it was found that the key of students academic achievement was influenced by the involvement in co curricular activities.

The findings also shows that most of the students are realized that co-curriculum activities might plays important roles and contribute for the development of their cognitive ability thus might affect their academic performance. However, lack of internal motivation among themselves become the limiting factor for them to actively engage in physical activities. The researcher strongly suggest for the institution to develop better sport and exercise facilities and organized more well planned especially in co-curriculum activity program for students with the ultimate aim to improve students' personality and their academic performance (Syed Lamsah bin Syed Chear, Mohd Imran bin Mohd & Sareena Hanim Hamzah, 2018).

Leadership Role

Leadership is the potentiality of someone who can give motivations to people around to achieve common goals and spread the positive spirit to increase someone's performance. In easy way to understand, leadership a person's skills, abilities and degree of influence to get people moving in a direction, making decisions and doing things that they would typically not have embarked on (Aldulaimi, 2018). Leaders can create a variety of methods in providing direction and to influence other members towards the achievement of organizational goals. Among his methods include disseminating information and information, resolving conflicts, motivating followers, and coordinating the activities and duties of members under his leadership (Ordaz *et al.*, 2021).

Leadership is a very critical and important element in an association, organization or organization whether it is formal or not. Society often expresses the concept of 'leadership by example' which signals that a person's effective leadership requires oneself to be perfectly self-sufficient on the basis of whether their actions will be emulated or ridiculed by others. Leadership can easily be understood as a form of planned effort or not by a person to guide others in achieving a shared goal (Ab Ghani *et al.*, 2020). Leadership is formally focused on the traits or functions of a leader in an organization. The leader in an organization serves as an agent of the organization in administering and coordinating all activities, tasks and operations oriented to the achievement of goals that have been set and agreed by all members in the organization.

In the context of university students, leadership is a form of soft skills that are acquired not only through learning activities in the classroom (Tucci *et al.*, 2019). These leadership values are inculcated, nurtured and cultivated through co-curricular activities and associational activities that are usually organized by the residential colleges in their respective institutions of higher learning. Apart from gaining tangible results from organizing programs, students also enrich intangible results such as leadership skills as well as decision-making skills, emotional control skills, and others.

Leadership sometimes assessed by the educators which the students have the confident to evaluate their own potential, abilities and extra characteristics of themselves and able to complete self-perception inventories of various traits (Dugan *et al.*, 2011). But all of those measurements do not give any guarantee to the students that they do have the leadership which educators have crucial role on how to test the students learned to be (or not to be) leaders (Smith & John, 2015). The strongest positive effects on leadership development, academic success and critical thinking are student interaction (Astin, 1993). In further research, student leaders with actively in co-curriculum activities reported that their experiences in positions of responsibility were bring them to bright of their careers, academic success and skill development (Logue, Hutchens & hector, 2005). In this study, leadership role is referring to student's courage and confident in the class. The measurement is based on their situation in the class such as how they handle problems effectively.

Relationship Between Co-Curriculum and Leadership Role

The instructor staff which is the lecturers especially will monitor the students' performance through implementing the element of co-curriculum designed by being the people who in the middle management being supervised and controlled by the top university officials and provide conducive physical facilities which organize how the student services shall be delivered in the real work environment. Everyone is involved in forming the values of the students towards an end of achieving the character and wisdom of a champion including people to be taught and people who is in teaching side. The universities are the main elements here who play the important roles in developing the quality of graduates they produce who could make enormous contributions for the welfare of humanity which is leadership (O. A., Brandfon, J., 2018).

According to research done by Voon, M. L., Lo., M. C., Ngui, K. S., & Ayob, N.B., (2011) it can be concluded the important of giving student awareness and understanding of mastery of knowledge, skills and attitude is very significant impact to their future employment. The curriculum is designed in stages to address students' development as lifelong learners. Likewise, Cambridge's IGCSE curriculum offers more than 70 subjects developed for international schools students to broaden their perspectives by making connections across all these subjects (Cambridge IGCSE, 2017).

Perceived Development of Employability Skills

Employability by contrast, is predominately conceptualized as the skills and personal attributes considered important by industry, and needed by graduates in order to secure employment (Jackson, 2013). Conceptions of employability have broadened in recent years, from a focus on mostly technical skills and attributes thought to be required by graduates in order for them to be considered work-ready, to a wider notion encompassing non-technical areas such as networking (Bridgstock, 2017) and professional identity (Zegwaard, Campbell, & Pretti, 2017). Co-curriculum involvement opportunities matter because they help students grow and provide them with the skills, they need to have successful careers (Brandfon, 2018).

Graduates are now not only required to have academic knowledge but also need to have soft skills and business management skills to enhance their competencies (Scott *et al.*, 2019). All of these skills are assets for graduate marketability and a determining factor in getting a job. The social changes that have taken place in the labor market, especially the increase in the level of education of the country's population, have caused employers to make changes to the conditions for selecting employees. These employability skills are necessary, because individuals with good technical skills, without having employability skills are considered of poor quality (Goodwin *et al.*, 2019). A study was conducted by Teng *et al.* (2019) where it was found that there are several elements of skills that must be present in students' graduates who are able to communicate, initiative, confidence in facing the challenges of the era globalization. With a combination of various employability skills, this can increase the productivity of graduates and company production.

There are several terms used regarding employability skills. Many of these terms focus on topics related to personality, attitudes, habits, and even behaviours, ways to communicate, problem solving and decision -making skills as well as the process of managing an organization. Cotronei-Baird (2020) has summarized employability skills, the first is covering individual skills (communication skills, communication skills, computer skills, and cultural skills), the second is covering individual reliability skills (individual management, ethics, and vocational maturity) and lastly are economic modification skills (problem -solving skills, employability learning, and even career development).

Besides that, employees are requiring on experience and particularly internships rather than academic credentials solely when evaluating a recent graduate for employment. There have a move towards favouring the latter recent years (Blackmore, Jackman & Tan, 2016). Based on the study conducted by Hanapi, & Nordin (2014) the result of an interview with employers from several organizations, expressed similar approval for the quality among fresh graduates. There is no denying that their academic achievement is good, but in the world of employment, we also see other value added such as problem-solving skills, efficiency in risky actions, entrepreneurship, critical thinking and motivate. This is proven by studies by Jackson & Jackson (2017) that more than half graduates who have technical skills and come from technical field, but still unemployed because lack of employability skills. Thus through co-curriculum approach it can develop those skills needed. This issues is not only affected by Malaysia only, but at some developing countries also dealing with the quality of graduates. According to Kathleen (2005) most employers dissatisfaction with the attitude and morals displayed by them. For example, most of job applicants from technical graduates they do not have enough non-technical skills. These gaps are not considered important by them, but not in the eyes of the employer. The Ministry of Higher Education (MOHE) has aggressively embarked on a mission to take in students with soft skills and perceived development of employability skills program in order to produce high quality human capital, knowledgeable, competitive, has the creative and innovative features and move in line with industry requirements and social needs of the country.

Relationship Between Co-Curriculum and Perceived Development of Employability Skills

Globally, the role of higher education institutions (HEIs) is expanding in enabling employability and graduate employment, as evidenced by the rise of university graduate employment destinations as a step measure of the value of a university education (Burke, Scurry, Blenkinsopp, & Graley, 2017). In effort to improve graduate employment prospects, at most universities like New Zealand, United kingdom and Australia are now conducting work-integrated learning base programs in their degrees. Particularly in New Zealand, the Graduate

Longitudinal Study (which replaced the New Zealand GDS) is currently collecting information on the impact of tertiary education including co-curriculum on graduates over a 10 year period (Tomlinson, M., & Holmes, L., 2016). Research by Sachs, Rowe, & Wilson, (2017) indicated that to increase graduate chances of employment, their need to be both employable and work-ready.

In today's labour market, soft skills such as teamwork, good communications, and personality traits like emotional intelligence are the employability characteristics that play an important role. This can be proven by Mathur (2017) which employees especially graduates need to meet the global requirements by fulfilling the vital element which is being competent enough of human resource (employability skills). According to Baharom & Idris, (2017) emotional, spiritual, intellectual, and physical aspects, this is an aspect that needs to be considered by employees in order to fulfill an employer's expectations on employability skills. Thus co-curriculum are believed as the platforms to help students gain the employability skills. Based on information obtained from Kiagus et al (2017) a number of efforts and initiatives are being coordinated in education today to provide students with better opportunities and experiences in developing extra soft and hard skills, and good attitudes personality, able to work with minimum supervision, able to identify and solve problems, able to deal and adapt positively with change, where all of these are employability skills which are a stepping stone to their high demand.

Methodology

Quantitative research is more reliable and objective. In addition, the researcher used statistics to generalize a finding using the data collected and the relationships between variables were also easily seen. Quantitative method emphasized questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative methods are basically applied to the collection of data that is structured and which could be represented numerically. The researcher's goal in conducting quantitative research is to identify the level of co-curriculum involvement towards the academic performance, leadership role, and perceived development of employability skills among students.

The target population for this study is the students who already took 2 credits of Co-curriculum but the target respondent was concentrated on students on semester 2019/2020. The total population of students in co-curriculum centre that registered took 2 credits is about 2000 per semester. So, based on Krejcie & Morgan (1970), the sample size per semester is 322, so that for both semesters is 644 total respondents for this research. This study uses probability sampling technique in which samples from larger population are chosen using a method based on the theory of probability.

Results and Discussions

Demographic

Based on the results gained in the table, the majority of respondents are female with 55.7%. The majority of race is Malay with 79%. Age is mostly 21 years old and above with 80.8%. The faculty is mostly by Faculty Pengurusan Teknologi dan Perniagaan (FPTP) with 45.7%. Then, almost all of the students are from third year students with 35.3%. Most of them have already taken both Co-curriculum credits with 87%. Their results of CGPA for Co-curriculum 1, the majority is $3.00 \leq \text{CGPA} < 3.70$ with 59.4%. The same goes to the results of CGPA for Co-curriculum 2, they got $3.00 \leq \text{CGPA} < 3.70$ with 56.9%.

Objective 1:

The objectives of the research is to identify the level of academic performance, leadership role, and perceived development of employability skills and Co-curriculum Involvement among students as being stated in chapter one.

Table 2: Level of academic performance, leadership role, and perceived development of employability skills and co-curriculum involvement

Items	Level	Frequency	Percentage (%)
Academic Performance	High	376	57.7
Leadership Role	High	384	58.9
Perceived Development of Employability Skills	High	377	57.8
Co-curriculum Involvement	High	376	57.7

We can conclude that the level of academic performance, leadership role, and perceived development of employability skills among students are high. Based on previous research, the level of academic performance, leadership role, and perceived development of employability skills are influenced by Co-curriculum Involvement (Brandfon, 2018, & Aldulaimi, 2018). Co-curriculum Involvement proved to give effect to the level of the academic performance, leadership role, and perceived development of employability skills. Based on the Table 2 the highest level of frequency is leadership role with 384 respondents out of 652 (58.9%). This means that the effect of Co-curriculum Involvement toward the leadership role among students.

Discussion of second objectives

Table 3: Summary results of academic performance, leadership role, and perceived development of employability skills on Co-curriculum Involvement

Hypothesis	Correlation	Significant	Null	Alternative
AP → CI	0.857	0.000	Rejected	Accepted
LR → CI	0.864	0.000	Rejected	Accepted
PD → ES	0.856	0.000	Rejected	Accepted

*AP- Academic Performance

LR- Leadership Role

PDES- Perceived development of Employability Skills

CI- Co-curriculum Involvement

The second objective of this research is to determine the relationship between academic performance, leadership role, and perceived development of employability skills on Co-curriculum Involvement. As the table shown, we can see that the results revealed that academic performance, leadership role, and perceived development of employability skills have a positive and strong relationship with Co-curriculum Involvement. This is supported by the previous study which shows that Co-curriculum Involvement have the postive relationship with academic performance, leadership role, and perceived development of employability skills. But

based on the regression results, shows that leadership role is the most variables that effected by co-curriculum involvement with 0.864 which near to 1. This means that the effect of co-curriculum involvement towards the leadership role

Regression Analysis

In this study, regression analysis was used to find the independent variables academic performance, leadership role, and perceived development of employability skills is related to the Co-curriculum Involvement. Thus, the table of regression analysis are shown as below in Table 4 and Table 5.

Table 4: Model analysis

Model	R	R square	Adjusted R	Std. Error of the
1	.952	.906	0.906	.42532

In table 4, we can see that the value of R square is 0.906, in which means that there is 90.6% of independent variables have dominated the dependent variables of the research.

Table 5: Regression Analysis

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.025	.037		-.686	.493
Mean of ALP	1.022	.013	.952	79.024	.000

*ALP are academic performance, leadership role, and perceived development of employability skills.

Beta, β or also can be called standardized coefficients is functioning in measuring on how strong independent variables affect the dependent variable. The higher the beta value, the higher it affects the dependent variables. As we can see in Table 5, the beta value of academic performance, leadership role, and perceived development of employability skills was 1.022. It ($\beta = 0.952$, $\rho = 0.000$) have significant positive effects on Co-curriculum Involvement

Recommendation and Conclusion

The future study can improve on how to promote the benefits of Co-curriculum Involvement as it is benefits a lot to students in terms of academic performance, leadership role, and perceived development of employability skills. The research also can be varied to the independents variable which Co-curriculum Involvement can affect the soft skills, social life, and health. The research can bring to another level of participation and involvement of students to be more active in University. Additionally, the future research should be done in a longitudinal study rather than exploratory study in order to assess the consistency of findings with the sufficient resources. It also need to be done to see if there is any changes in the way of respondents answers and responds to the distributed survey.

In conclusion, this research is the effect of co-curriculum involvement toward the academic performance, leadership role, and the perceived development of employability skills among the undergraduate students. The methodology used in this research is quantitative data. Online survey questionnaire was distributed to undergraduate students that already took 2 credits registered at Centre of co curriculum . Then, the data collection was transformed by SPSS as a

tool to analyse the data. The results shows that level of leadership role is highest than other variables. Thus, the effect of co-curriculum involvement towards the leadership role among students is the highest frequency, 384 out of 652 respondents. The correlation also shows that the effect of co-curriculum involvement towards leadership role with the strong relationship, 0.864 and significant value less than 0.05. The regression also shows that academic performance, leadership role, and perceived development of employability skills have highly affected the co- curriculum involvement with the beta value of 0.952.

References

- Aldulaimi, S. H. (2018). Leadership Soft Skills in Higher Education Institutions. *Social Science Learning Education Journal*, 03(07), 01–08. <https://doi.org/10.15520/sslej.v3i7.2219>
- Astin, A. W. (1993). *What matters in college* (Vol. 9). san Francisco: Jossey-bass.
- Baharom, N., & Idris, M. S. (2017). The roles of co-curricular in promoting students human capital development. *Educational Technology*, 47664-47666.
- Bates, L., & Hayes, H. (2017). Using the Student Lifecycle Approach to Enhance Employability: An Example from Criminology and Criminal Justice. *Asia-Pacific Journal of Cooperative Education*, 18(2), 141-151.
- Bergen-Cico, D., & Viscomi, J. (2013). Exploring the association between campus co-curricular involvement and academic achievement. *Journal of college student retention: Research, theory & practice*, 14(3), 329-343.
- Binsaeed, R. H., Unnisa, S. T., & Rizvi, L. J. (2016). The big impact of soft skills in today's workplace. *Review of Public Administration and Management*, 400(4289), 1-6.
- Blackmore, P., Bulaitis, Z. H., Jackman, A. H., & Tan, E. (2016). Pearson Efficacy & Research.
- Brandfon, J. (2018). The Impact of Cocurricular Involvement and Leadership Roles on the Perceived Development of Employability Skills.
- Bridgstock, R. (2017). The university and the knowledge network: A new educational model for twenty-first century learning and employability. In *Graduate employability in context* (pp. 339-358). Palgrave Macmillan, London.
- Burke, C., Scurry, T., Blenkinsopp, J., & Graley, K. (2017). Critical perspectives on graduate employability. In *Graduate employability in context* (pp. 87-107). Palgrave Macmillan, London.
- Ebenuwa-Okoh, E. E. (2010). Influence of age, financial status, and gender on academic performance among undergraduates. *Journal of Psychology*, 1(2), 99-103.
- Eric, S. Karim (2015) Engineering graduates' skill sets in the MENA region: a gap analysis of industry expectations and satisfaction. *European Journal of Engineering Education*.
- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of quality and technology management*, 7(2), 1-14.
- Federation, M. E., & Bardan, D. H. S. (2018). Malaysian Employers Federation. *Kuala Lumpur*.
- Fisher, D. R., Bagiati, A., & Sarma, S. E. (2014, June). Fostering 21st century skills in engineering undergraduates through co-curricular involvement. In *2014 ASEE Annual Conference & Exposition* (pp. 24-623).
- Hanapi, Z., & Nordin, M. S. (2014). Unemployment among Malaysia Graduates: Graduates' Attributes, Lecturers' Competency and Quality of Education. *Procedia - Social and Behavioral Sciences*, 112(Icepsy 2013), 1056–1063. <https://doi.org/10.1016/j.sbspro.2014.01.1269>
- Husin, N. H., & Gugkang, A. S. (2017). High performance work systems and employee job performance: Evidence from banking sector in Malaysia. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 1(3), 62-74.
- Jackson, D. (2013). The contribution of work-integrated learning to undergraduate

- employability skill outcomes Jackson, D. (2013). The contribution of work-integrated learning to undergraduate employability skill outcomes. *Asia-Pacific Journal of Cooperative Education*, 14(2), 99–115. <https://doi.org/10.1080/13639080.2012.718750>
- Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607-610. doi: 10.1177/001316447003000308
- Law, V., & Law, V. (2018.). Malaysia Public Universities' Graduate Employability Policies: An Analysis of First Degree Graduates Unemployment and Underemployment Issues. Retrieved from https://www.academia.edu/38565328/Malaysia_Public_Universities_Graduate_Employability_Policies_An_Analysis_of_First_Degree_Graduates_Unemployment_and_Underemployment_Issues
- Leung, C., Wing, C., & Ng, R. (2011). Can Co-curricular Activities Enhance the Learning Effectiveness of Students, 23(3), 329–341.
- Logue, C. T., Hutchens, T. A., & Hector, M. A. (2005). Student leadership: A phenomenological exploration of postsecondary experiences. *Journal of College Student Development*, 46(4), 393-408.
- Lucantoni, P. (2017). *Cambridge IGCSE® English as a Second Language Coursebook*. Cambridge University Press.
- Marsh, H., & Kleitman, S. (2002). Extracurricular school activities: The good, the bad, and the nonlinear. *Harvard educational review*, 72(4), 464-515.
- Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). How college affects students, volume 3: Findings from the 21st century.
- Mulrooney, H. M. (2017). Exploring participation in co-curricular activities among undergraduate students. *New Directions in the Teaching of Physical Sciences*, (12).
- Ngoo, Y. T., Tiong, K. M., & Pok, W. F. (2015). Bridging the gap of perceived skills between employers and accounting graduates in Malaysia. *American Journal of Economics*, 5(2), 98-104.
- Okoh, E. E. (2010). Influence of Age , Financial Status , and Gender on Academic Performance among Undergraduates. *Journal of Psychology*, 1(2), 99–103.
- PayScale. (2016). 2016 workforce-skills preparedness report. Retrieved from <http://www.payscale.com/data-packages/job-skills>.
- Riazameen (2013). The Importance of Co-Curricular Activities. Retrieved from <http://www.desktopclass.com/debates-and-competitors/importance-co-curricularactivitiesessay.html>
- Sachs, J., Rowe, A., & Wilson, M. (2017). Good practice report-work integrated learning (WIL).
- Seng, L. C. (2018) Malaysia Public Universities' Graduate Employability Policies: An Analysis of First Degree Graduates Unemployment and Underemployment Issues.
- Simon, B., & Klandermans, B. (2001). Politicized collective identity: A social psychological analysis. *American psychologist*, 56(4), 319.
- Shafie, L. A., & Nayan, S. (2010). Employability awareness among Malaysian undergraduates. *International Journal of Business and Management*, 5(8), 119.
- Smith, L. J., & Chenoweth, J. D. (2015). The Contributions of Student Organization Involvement to Students' Self-Assessments of Their Leadership Traits and Relational Behaviors. *American Journal of Business Education*, 8(4), 279-288.
- Sobri, K. M., Hanum, F., Zulnaidi, H., & Ahmad, A. R. (2017). A comparative study of school environment for students' skills development in Malaysia and Indonesia. *Kasetsart Journal of Social Sciences*.

- Syed Chear, S. L., bin Mohd, M. I., & Hamzah, S. H. (2018). Kepentingan Aktiviti Fizikal Dalam Membina Personaliti Dan Meningkatkan Prestasi Akademik. *Jurnal Sains Sukan & Pendidikan Jasmani*, 7(1), 21-33.
- TheStarOnline.<https://www.thestar.com.my/~media/online/2018/05/25/00/31/ambank-anthony-dass.ashx/?w=620&h=413&crop=1&hash=60DC1768ABACF163B59679B1FC7EA2882619DA55>.
- Tomlinson, M., & Holmes, L. (Eds.). (2016). *Graduate employability in context: Theory, research and debate*. Springer.
- Tymon, A. (2013). The student perspective on employability. *Studies in higher education*, 38(6), 841-856.
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *Contemporary Management Research*, 2(1), 24-32. Retrieved from https://s3.amazonaws.com/academia.edu.documents/38487250/leadership_style.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1547142832&Signature=TAi2%2FOhFppw0%2Bg9BnSi%2Bg6dA0W8%3D&response-content-disposition=inline%3Bfilename%3DThe_influence_of_leadersh
- Watson, J., & Hill, A. (2015). *Dictionary of media and communication studies*. Bloomsbury Publishing USA.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization science*, 16(4), 409-421
- Yusof, N., & Jamaluddin, Z. (2015). Graduate employability and preparedness: A case study of University of Malaysia Perlis (UNIMAP), Malaysia. *Malaysian Journal of Society and Space* 11, 11(11), 129-143. Retrieved from <http://www.ukm.my/geografia/images/upload/13x.fullgeo-okt15-nooriah-edam.pdf>
- Zegwaard, K. E., Campbell, M., & Pretti, T. J. (2017). Professional identities and ethics: The role of work-integrated learning in developing agentic professionals. *Work-integrated learning in the 21st century: Global perspectives on the future*, 145-160.