

# The Employability of Chinese Graduate in Malaysia upon Returning to China Employment Market

Tee Poh Kiong, Eaw Hooi Cheng, Oh Siew Pei, Han Kok Siew

**Abstract:** *This study indicates important factors related to Chinese international students who study in Malaysia have better 'employability' upon returning to China employment market. The related employability skills are recognized as the main skills which are a concern based on the respective industrial. This study offers new insights on influencing factors towards Chinese graduates' employability, there are educational and learning activities, soft skills, and English proficiency. Particularly, with regard to cognitive and psychological dimensions, English proficiency might directly and indirectly impact international students' employability since English proficiency might influence a person self-efficacy (McKenzie & Schweitzer, 2001) and self-confidence (Yang, Noels, & Saumure, 2006) in their education and learning process as well as in the workplace. Thus, further investigation of the indirect effects of English proficiency was performed to justify its mediating impact. Total survey of 160 samples collected from the target group, the Chinese graduates who study in Malaysia and now working in China. The direct model result found that education and learning activities (H1) and soft skills (H2) have a significant impact on graduate's employability. Moreover, the findings indicate that the mediation role of graduate's English proficiency, which scored at 0.1595 mediating effects between educational and learning activities and employability (H3) and 0.1293 mediation effect of graduate's English proficiency between soft-skills and employability occur (H4). The results of the present study enable education service providers and policy-makers identify more competitive variables in enhancing graduate employability in the China market. Additionally, the result of this study also justified the importance of English proficiency toward China students' employability upon returning to China.*

**Index Terms:** *Chinese International Students; Employability; Education and Learning Activities; Soft Skills; English Proficiency*

## I. INTRODUCTION

Employability has been a crucial issue in China nowadays, particularly more attention has been focused on people related to their skills, capabilities in handling their work and their talent in management leadership (Cao, 2017; Li, 2013; Wu, 2010). Tremendous increase of Chinese graduating from Chinese higher education institutions over the past 10

**Revised Manuscript Received on June 8, 2019.**

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years (from 4.0 million in 2006 to approximately 8.0 million graduates in year 2017), plus a total number of 2.65 million Chinese oversea graduates reverted to China (Center for China & Globalisation, 2017) and joining the pool of workforce, bringing greater pressure to Chinese's employment market and this issue has drawn great attention both from the academic community and government at home and abroad. According to the figures published by the Ministry of Education (2017), showed that China was the leading source of transnational students who contributed approximately 25% (1,454,100 students) from the worldwide international students' population in the year 2017. The numbers are expected to increase due to the growing demand of Chinese students seeking to learn abroad, supported by the Chinese government policies such as Belt and Road policy that facilitated the mobility of Chinese people around the Belt and Road countries. In Malaysia, as in December 2016, there were approximately 132,800 international students in our higher education institutions (Zulita, 2017), whereas Chinese students ranked number 2, contributed about 15% (15,000 students) among the pool of transnational students in Malaysia.

Most Chinese students prefer to study abroad with the expectation to increase their competitiveness comparing to local students in China. According to a survey done by Center for China & Globalisation (2017), about 48.5% of Chinese students study abroad feel that they are more competitive and demanded by employers comparing with the local graduates in China. Most of the Chinese students regard international exposure and experience can be a significant stepping stone to enhance their employability in their future career success (Cao, 2017; Mok, Han, Jiang, & Zhang, 2017). As stated by U.K. Higher Education Unit (2016), students with international exposure are expected to improve their social mobility and academic performance as well as their languages and communication skills that lead to secure more employment opportunities and sustain higher average salaries. Similarly, as cited by OECD (2016): "One way for students to expand their familiarity of other societies and dialects, and thus improve their prospects in globalized segments of the labor market, such as multi-national establishments, is to study in tertiary education institutions in nations other than their own." Thus, students who graduated abroad do have some benefits over ordinary or local graduates. On the other hand, most employers prefer



candidates with international study experience during their recruitment process, specifically recruiters in China also demonstrate their positive attitudes toward candidates with international experience and place a higher priority on international experience as one of the recruitment criteria(QS, 2011).

### A. Problem Statement and Objectives of the Study

Although companies and returnees who graduated from abroad have positive opinions on their employability, the rising number of returnees who graduated abroad and joining the pool of Chinese labor market has created fierce competition in the labor market. Indeed, the returnees found that it is difficult for them to get the work that can match their expertise and expected salaries(Wang & Miao, 2016). As stated in the Annual Report on the Development of Chinese Undergraduates Studying Overseas(Wang & Miao, 2016), although 85.9% of the returnees able to get employed within six months after their graduation, only 3.5% felt satisfied with their current jobs. Most of them (nearly 80%) found that their salaries are lower than their expectations and almost 53.8% of returnees felt difficulties in adapting to the Chinese working environments(Center for China & Globalisation, 2017). Besides, most of the domestic Chinese companies still prefer recruiting local graduates who are more acquainted with the Chinese government policies, cultural and domestic conditions. Some companies tend to recruit graduates in a particular field who graduated from a particular country (Zhao, 2015). Review from past literature found that most of the studies in graduate employability only focus on national (local) context and only a few concentrates on oversea returnees' employment opportunities (Cao, 2017), therefore, there is a need to explore the factors contributing to the Chinese international students' employability so that they can pursue their career successfully in the Chinese labor market. Since Chinese international undergraduates are the largest group of international students worldwide(Ministry of Education, 2017), there is a need to further study the impact of Chinese students' international experience, particularly their learning experiences, their soft-skills and their English proficiency toward their future employability when they return to their home country. Hence, this paper aims to investigate the impacts of the education and learning activities and soft-skills toward the employability of Chinese graduates from Malaysia upon returning to China employment market. Particularly, with regard to cognitive and psychological dimensions, English proficiency might directly and indirectly impact international students' employability as some research findings found that English proficiency is one of the major factor influencing a person self-efficacy(McKenzie & Schweitzer, 2001) and self-confidence (Yang et al., 2006) during their education and learning process and at the same time it able access to improve their soft-skills. Hence, this paper further investigates the mediating (indirect) effect of English proficiency on their employability in order to justify the importance of language (English) proficiency on employability in China labor market.

## II. LITERATURE REVIEW

### A. The Notion Of Graduate Employability

'Employability' was termed as the basic dichotomy between 'employable' individuals who were willing and able to work versus 'unemployable' individuals who were incapable of work and needed support(McQuaid & Lindsay, 2005). Employability, in the early stage, was purely stressed on the government supports to facilitate people, particularly the most underprivileged people, to be employed in the labor market. The responsibility of employability was shifted to the organizational level in the 1980s, where the main focused was regarded as the development of employees' transferable skills and optimizing their employability within an organization (Forrier & Sels, 2003). In the 1990s, the roles of employability have been shifted to an employee who expected to take more responsibility for their own career development in the internal and external labor market (Fugate, 2006; Nauta, Vianen, Heijden, Dam, & Willemsen, 2009). Thus, employability is assumed a complex and evolving concept in which meaning changes over time. To date, employability still remains a popular topic which heatedly discussed by academics and industrial experts as well as policy makers(Moore & Morton, 2017; Rae, 2007).

### B. Educational and Learning Activities

Educational and learning activities refer to the activities of educating or instructing; activities that impart to knowledge, skills and improve learner's ability(European Council, 2012). UNESCO (2013) defined the scope of education and learning into three broad classifications: formal learning, non-formal learning, and informal learning. Particularly formal learning has been defined as '*learning that is institutionalized, intentional and prearranged through public organization and standardized private bodies – institute the formal education system of a country*'. Besides, the non-formal education meant the education planned by the education provider in addition and/or supplement to formal education within the learning process. Whereas, informal learning as intentional but less structured learning activities occur in our social system, the organization as well as family.

In this paper education and learning activities are conceptualized as the formal and non-formal education activities established by the education providers in promoting graduates employability during their study. Tsinidou, Gerogiannis, and Fitsilis (2010) proved that educational activities such as faculty or program of study, assessment criteria and methods as well as the application of the English language, showed a positive impact on graduate's employment abilities. Ramdass (2012) suggested that highly employable graduate was cultivated through an extensive education and learning system, incorporate with the latest knowledge and skills which relevant to the present business environment/practices. As such, the following hypothesis is formed to achieve this research study objective:

*H1: There is a relationship between education and learning activities and the*



perceived employability of Chinese graduates from Malaysia in China.

### C. Soft Skills

Soft skills are defined as the combination of various skills: people skills, social skills, communication skills, personality traits and career attributes, which enable a person to navigate and perform well in their workplace (Laker & Powell, 2011; Silber & Foshay, 2009). Moreover, soft skills also inclusive of communication skills, creativity, and planning capabilities, as well as self-awareness and high adaptability in dealing with emergencies in a timely manner. In today working environment, soft-skills are equally importance in comparison with academic qualification (Chamorro-Premuzic, Arteché, Bremner, Greven, & Furnham, 2010) since most of the formal education activities particularly the subject knowledge is often concrete and theoretical, whereas soft skills, particularly communication skills, decision-making ability, and adaptability skills are subjective and mostly learn through observation and experiences rather than formal education. Review from past literature showed that soft skills such as communication skills, interpersonal skills and the ability to work in a team were important predictors of graduate employability (Hanapi & Nordin, 2014; Weligamage, 2009). A survey was done by the Center for China & Globalisation (2017) also found that the international studying experiences had brought great benefits to returnees in China particularly these experiences able to enhance their soft skills in the area of compliance to new environments, intercultural communication skills, and autonomous thinking, which consider important contributors toward their employability. Thus, from the past literature arguments, the following hypothesis is formed to meet in this research study:

*H2: There is a relationship between a graduate's soft-skills and perceived employability of Chinese graduates from Malaysia in China.*

### D. Mediation Role Of English Language Proficiency

Many researchers highlighted that most international students (particularly China students) were found from non-English speaking countries, unlike domestic students, they might face difficulties in understanding lecturing and interacting with their lecturers as well as their colleagues and supervisor during their learning process due to the lack of English proficiency (Cummins, 1983; Martirosyan, Hwang, & Wanjohi, 2013; Selvadurai, 1998). With regard to cognitive and psychological dimensions, English proficiency might, directly and indirectly, impact international students' academic success and future employability. Some researchers commented that the English proficiency might influence a person self-efficacy (McKenzie & Schweitzer, 2001) and self-confidence (Yang et al., 2006) in their education and learning process and psychological adjustment to an English-speaking environment in university as well as the workplace. English proficiency might be a key factor, directly and indirectly, influence graduate performance in academic as well as their

employment ability (Daller & Phelan, 2013). Thus, the mediating role of English language proficiency will be measured on the following hypotheses:

*H3: Graduate's English proficiency mediates the relationship between educational and learning activities and the perceived employability of Chinese graduates from Malaysia in China.*

*H4: Graduate's English proficiency mediates the relationship between soft-skills and perceived employability of Chinese graduates from Malaysia in China.*

From the above review of literature regarded all the constructs of study, the following research framework was formed:

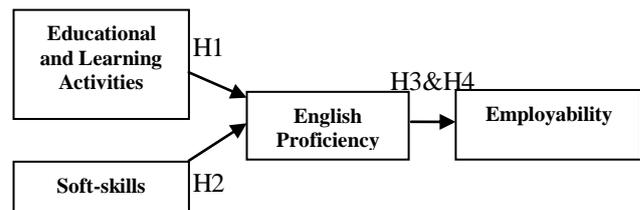


Fig 2.1 proposed framework of employability

## III. METHODOLOGY

### A. Research Design

In this paper, researchers adopted a quantitative research approach through a cross-sectional study using a questionnaire to gather direct data. Review from past literature found that most studies on employability are organized by adopting quantitative research method through the administration of questionnaires (Finch, Hamilton, Baldwin, & Zehnar, 2013). Besides, positivism philosophy is applied in this study through the use of the existing theory proposed by the past researchers in helping to develop the research hypotheses of this study. In this paper, the data collected are quantified to identify the relationship between independent variables (Educational and learning activities and Softs kills), mediating variable (English language proficiency) and dependent variable (Employability).

### B. Population and Sampling

The target group was referring to the China students who graduated from Malaysia and now working in China. A sufficient number of samples were recommended between 30 and 500 in the use of the Smart PLS measurement tool (Sekaran & Bougie, 2010). In the present study, 160sets of questionnaires were collected through convenience sampling.

### C. Instruments and Measures

An instrument refers to a tool to measure and to document quantitative data that comprises of specific queries and response options that are established or established by the researcher before the real study (Creswell, 2014). The instrument utilized in this study was adapted from a



variety of established findings centered on quantitative research. All questions were structured based on a five-point Likert scale to each of the respective variables: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly Agree. The survey's design includes five sections as listed in Table 3.1

**Table 3.1.** Questionnaire section

No	Variable	Adapted from
1	Demographic	Profile of the respondent
2	Independent variable	Educational and learning activities (Ishengoma & Vaaland, 2016)
3		Soft skill (Nabi, 2003)
4	Mediating variable	English language proficiency (Singh & Singh, 2008)
5	Dependent variable	Employability (Xanou, 2016)

**D. Analysis of Data**

The numerical data collected from the respondents are analyzed based on Statistical Package for Social Sciences (SPSS) version 21.0 and SMART PLS. One of the advantages of PLS-SEM is it offers tractability in terms of data analysis and it has the capability to deal with different types of nominal, ordinal, interval and ratio data (Hair, Hult, Ringle, & Sarstedt, 2016). Prior to data analysis, the validity and reliability of the variables (constructs) in the model must be established (Chua & Chua, 2017) and it is reported under section 4.2. Followed by examining the statistical analyses on each of the main research hypotheses of this research study (Section 4.3).

**IV. RESULTS AND FINDINGS**

**A. Descriptive Data**

Participants consist of 160 China graduate students from Malaysia and returned to work in China. Their age was ranged from below 20 to above 29. Aged under 20 years old (4.38%, n=7); 21- 24 years old (34.38%, n=55); 25-28 years old (43-13%, n=69); and 29 above (18.13%, n=29). Hence, it indicated that the majority of the graduate is between 21 to 28 years old who are more likely just completed their Degree level or graduate level of education in Malaysia. Further, the result also described that respondents obtained a master degree (55.63%, n=89) followed by 41.88% (n=67) obtained an undergraduate degree and 4 respondents (2.5%) are Ph.D. graduates. The respondents were mostly female graduates 55.63% and the male was 44.38%.

This sample result also indicated the graduate's English proficient level with reference to their score on the IELTS test. The result found 17.5% (28 graduates) of the respondents scored IELTS 5.5 points, similarly, 28 graduates (17.5%) scored 6.5 and above respectively. Graduates who scored 6.0 points make up 20% (n=32). Further, 7.5% (n=12) of the graduates scored 5 or below which was also meet the university requirement. Although, some of the graduates (37.5%; n=60) did not take the IELTS test, but yet they are still able to complete their higher education in Malaysia.

**B. Preliminary Analysis, measurement of variables validity and reliability**

In the preliminary stage, validity and reliability measurement on the variables proposed in the model must be determined prior to further data analysis (Hair, 2011).

From the measurement for the validity, the convergent validity of the items must achieve the loadings of 0.5 or more for each item of the measurement variables, hence, the average variance extracted (AVE) scored for the measurement variables need to be larger than .50 (Hair et al., 2016) to achieve the validity. Besides, the composite reliability and Cronbach's alpha must be greater than .70 so that the reliability of the items is attained.

Table 4.1 showed the variables outcomes of the validity and reliability analysis based on the variables of educational and learning activities, soft skills, English language proficiency, and employability. The finding shows that all the variables achieved in terms of convergent validity score where both of the loadings of each of the measurement items such as AVE are greater than .50 and the reliability scored for both composite reliability and Cronbach's alpha are more than .70, as it proved the items measurement is liable to the next stages of testing.

**Table 4.1.** Measurement of Validity and reliability

Latent variables	Items	Convergent validity AVE	Reliability
Educational and learning activities	5 items	0.7035	0.8942
Soft skills	5 items	0.6805	0.8818
English language proficiency	5 items	0.6837	0.8842
Employability	6 items	0.6821	0.9066

\*\*\* significant at  $p < 0$ .

Next, the measurement of correlation coefficients was done to measure the relationship between the variables in order to avoid multi collinearity problems. With inter-correlations values smaller than .90 among the variables in the model, the discriminant validity of a construct is reached (Chua & Chua, 2017). From Table 4.2, the inter-correlation coefficients showed the score for all the variables (educational and learning activities, soft skills, English language proficiency, and employability) are smaller than .90. Data obtained from the analysis shows that there is no significant multi collinearity problem among all the indicators. Hence, the discriminant validity of all the items in the model was attained.

**Table 4.2.** Inter-correlations of the variables

	Employ ability	English Language Proficiency	Soft skills	Educational and learning activities
Employability	1.0000	0.0000	0.0000	0.0000



English Language Proficiency	0.5838	1.0000	0.0000	0.0000
Soft skills	0.7700	0.5388	1.0000	0.0000
Educational and learning activities	0.6943	0.5602	0.7362	1.0000

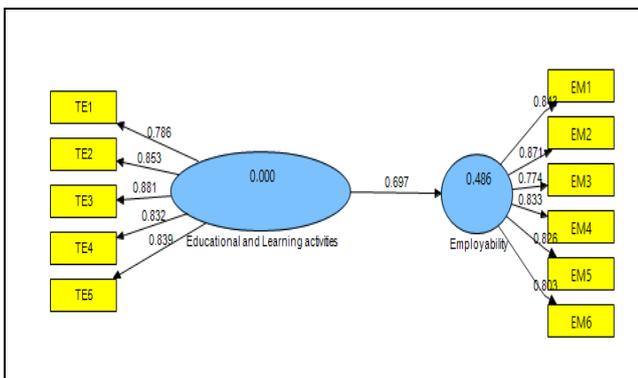
**C. Direct Model**

From Table 4.3, direct model measurement result indicated that the two independent variables (educational and learning activities and soft skills) were found significantly towards the dependent variable (employability). Educational and learning activities and soft skills having a significant total effect on employability with t-statistics greater than 1.96 ( $\beta = .6970$ ,  $t=10.9533$ ,  $p<.001$ ) and ( $\beta = .7710$ ,  $t=12.0788$ ,  $p<.001$ ) respectively. The p-value scored less than 0.001 which indicated more than 99% confident level of independent variables for educational and learning activities and soft skills influences on employability of Chinese graduates from Malaysia in China labor market. Figure 4.1 demonstrates the direct model between educational and learning activities towards employability were the direct scored at 0.697 which was closed to 0.70. The result also highlighted education and learning activity has 0.486 impact factor towards employability.

**Table 4.3.** T-statistics, standardized regression weight ( $\beta$ ) and  $R^2$  of path coefficients of educational and learning activities and soft skills towards employability.

Regression	T-statistics (Bootstrapping value)	Standardized regression weight ( $\beta$ )
Independent variable → Dependent variable		
Educational and learning activities → Employability	10.9533***	.6970
Soft skills → Employability	12.0788***	.7710

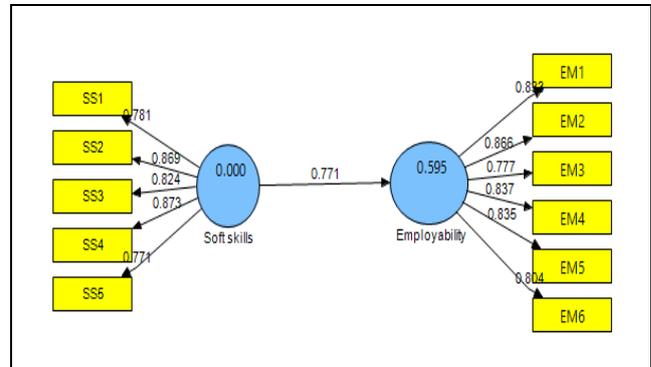
*Note:* \*Significant at  $p<.05$ ; \*\*Significant at  $p<.01$ ; \*\*\*Significant at  $p<.001$



**Fig 4.1:** Direct Model for Educational and Learning Activities and Employability of China Chinese students who

graduated from Malaysia.

The same interpretation in Figure 4.2 as the direct model scored was above 0.70 between soft skills and employability (0.771). The result also highlighted soft skills have a 0.595 impact factor towards employability.



**Fig4.2:** Direct Model for Soft Skills and Employability of China Chinese students who graduated from Malaysia

To summarize the above direct model based on independent variables (educational and learning activities and soft skills) towards the dependent variable (employability), the hypotheses were concluded as below;

**Table 4.4.** The significance of the direct model

H1: There is a relationship between education and learning activities and perceived employability of Chinese graduates from Malaysia in China.	Significant	$R^2 = .486$
H2: There is a relationship between graduate's soft-skills and perceived employability of Chinese graduates from Malaysia in China.	Significant	$R^2 = .595$

$R^2$  for employability is equal to .4868 for education and learning activities and .5945 for soft skills, where it is understood as, with the aid of educational and learning activities and soft skills, the employability of Chinese graduates from Malaysia in China labor market would be maximized to 48.68% and 59.45 % respectively. In other words, as high as 48.68% of employability of Chinese graduate from Malaysia in China labor market is due to educational and learning activities and 59.45 % is due to soft skills.

**D. Mediating Model of English Language Proficiency as Mediator**

Once the direct model is established. Next the mediation effect will be analyzed based on the proposed model. Table 4.5 and Table 4.6 showed the result of English language proficiency significantly mediates the relationship between educational and learning activities (H3) and soft skills (H4) towards employability.

If there is a significant



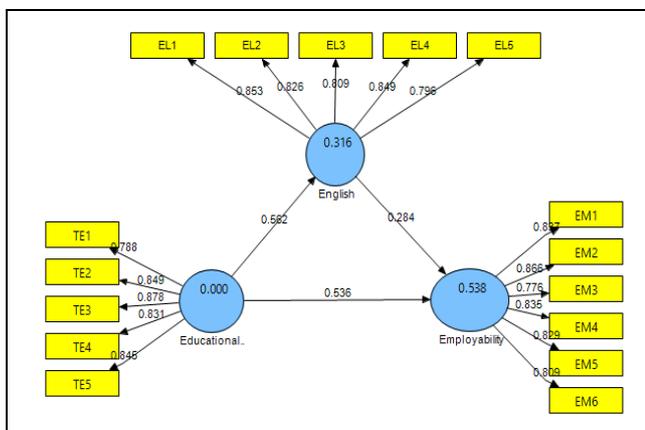
direct impact between the causal variable and the outcome variable then partial mediating effect happens (Baron & Kenny, 1986). Table 4.5 stated that there was a positive partial mediating effect of English language proficiency (mediating effect= 0.1595) occur in the relationship between education and learning activities-employability (direct effect=.6953). A similar argument from Swift and Wallace (2011)described that English language proficiency is commonly used as international media in related to work practical especially for multinational companies. Hence, English language proficiency is treated as the main important criteria priority for employer recruitment of new staff.

**Table 4.5.**Measurement of statistics of the relationship between the direct and indirect variables; Educational and learning activities, English language proficiency and Employability

Regression (IVs to DV)	T-statistics (Boostrapping values)	$\beta$	$R^2$
Education & learning to English Proficiency	5.3905***	.5623	.3162
English Proficiency to Employability	2.2102*	.2836	.5385
Education & learning to Employability	9.5733***	.6953	.5385

Note: \*Significant at  $p < .05$ ; \*\*Significant at  $p < .01$ , \*\*\*Significant at  $p < .001$

Figure 4.3 revealed that the mediating effect of English language proficiency on the relationship between educational and learning activities and employability scored at 0.538 which explained more than 50% of factors influencing the outcome variable.



**Fig.4.3:** Mediation Model for English Language Proficiency on the Relationship between Educational and Learning Activities and Employability of China Chinese students who graduated from Malaysia.

Additionally, Table 4.6 showed the t-statistics values for

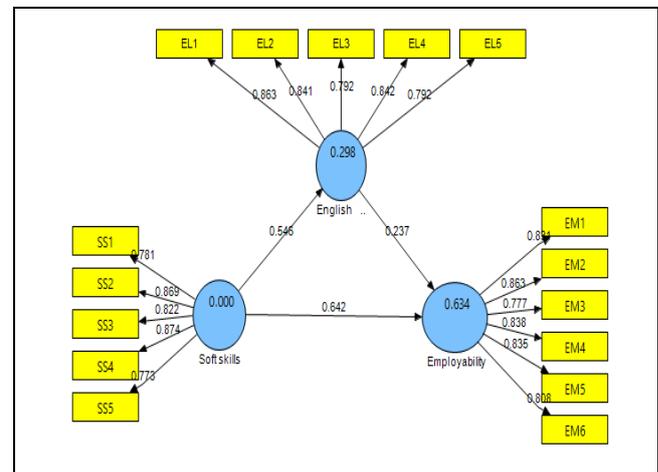
the individual path English language proficiency-employability ( $\beta = .2369, t = 2.0498, p < .05$ ); soft skills-employability ( $\beta = .7708, t = 11.4515, p < .001$ ); and soft skills-English language proficiency ( $\beta = .5458, t = 5.3758, p < .001$ ) are greater than 1.96. This indicated the mediating effect of English language proficiency on the relationship between soft skills and employability was statistically significant. Hence, the result also showed that English language proficiency was a positive and significant partial mediator for the relationship between soft skills and Employability of China Chinese students who graduated from Malaysia returned and work in China market.

**Table 4.6.** Measurement of statistics of the relationship between the direct and indirect variables; Soft skills, English language proficiency, and Employability

Regression (IVs to DV)	T-statistics (Boostrapping values)	$\beta$	$R^2$
Soft skills to English Proficiency	5.3758***	.5458	.2979
English Proficiency to Employability	2.0498*	.2369	.6336
Soft skills to Employability	11.4515***	.7708	.6336

Note: \*Significant at  $p < .05$ ; \*\*Significant at  $p < .01$ ; \*\*\*Significant at  $p < .001$

The testing result showed in Figure 4.4 indicated that the mediating effect of English language proficiency on the relationship between soft skills and employability scored at 0.634 which is more than 60% explained factors influencing on the outcome variable.



**Fig.4.4:** Mediation Model for English Language Proficiency on the Relationship between Soft Skills and Employability of China Chinese students who graduated from Malaysia.

In conclusion, the result revealed in Figure 4.3 and Figure 4.4, showed that English language proficiency significantly mediates the relationship between the causal (educational and learning activities and soft skills) variables and the outcome variable (employability). The summary hypotheses outcome is stated in Table 4.7.

**Table 4.7.** Hypotheses



outcome summary

<i>H3: Graduate's English proficiency mediates the relationship between educational and learning activities and perceived employability of Chinese graduates from Malaysia in China.</i>	Significant	Positive partial mediating effect (0.1595)
<i>H3: Graduate's English proficiency mediates the relationship between soft skills and perceived employability of Chinese graduates from Malaysia in China.</i>	Significant	Positive partial mediating effect (0.1293)

(2013) have proved the positive impact of English proficiency on graduate's employment abilities. The outcomes of this study improve the body of examination, confirming that English proficiency does influence graduate's employment abilities. Hence, higher education institutions should provide an English media environment for the undergraduate to improve their language proficiency. Light, Teh-Yuan, and Weinstein-Shr (1991) indicated that graduates who are proficient in the language in the form of verbal or written communication in proper English, are found more impact on their career development and later likely to be more successful as compared to those who have low English proficiency. Thus, those Chinese graduates from Malaysia with strong English proficient are likely to get a job faster in China as compare to those local graduates in China.

### V. DISCUSSIONS

In this study, as referring to all the statistically value result shown all the direct and indirect effects are significantly indicate the causal relationship between the educational and learning activities and employability and it also found consistent research finding from Tsinidou et al. (2010) and Ramdass (2012) findings that there is a positive correlation between educational activities and graduate's employment abilities. The direct relationship revealed that the educational and learning activities at institutions could impact the employability of China graduates who study abroad. Therefore, to provide more relevant education and learning activities related to the respective industrials need could help to improve their job literacy and independent on handling their future employment. This has proven that many educational institutions especially professional bodies like ACCA, CPA, and other more professional bodies would also request their recruitment candidates shall have relevant industrial skills and professional certificates.

Moreover, the results demonstrate that there is a statistically significant direct effect between Chinese graduates' soft skills and employability. This finding is supported by Weligamage (2009) stating that by improving student's soft skills will help to improve their work competitiveness and leads to better employment opportunities. Besides, a career survey conducted by the Center for China & Globalisation (2017) indicated that employers are more likely to look for employees who have more knowledge of related industrial soft skills to be part of their employment ability. They found a fresh graduate who is more independent and with better soft skills (communication and interpersonal skills), are more capable to handle their future profession.

The present study also demonstrates that there is a significant and positive partial mediating effect of English proficiency on the relationship between educational and learning activities and soft skills with the perceived employability of Chinese graduates from Malaysia in China. Numerous literature reviews (Ramdass, 2012; Tsinidou et al., 2010) link good education and learning activities to graduate's employment abilities and good soft skills (Weligamage, 2009; Center for China & Globalisation (2017) to graduate's employment abilities. Daller and Phelan

### VI. RECOMMENDATION FOR FUTURE STUDIES

This research study has explored the perspective of Chinese graduate employability in the China market. The finding result was clearly discussed, the direct model is significant (H1 and H2), following by positive and significant mediating effect of English language proficiency on the relationship between educational and learning activities and soft skills and employability of Chinese graduates who study abroad upon returning to China employment market (H3 and H4).

Again, based on this research finding it also shown that the current and future job markets are required the fresh graduates who must have more varieties of skills to capable of handling their works. Therefore, Chinese graduates from Malaysia must discover more prospects to upgrade or develop their career skills. It not limited to include English language proficiency, educational and learning activities not only found in the school period but also from the workplace and lastly the related of the industry soft skills which could enhance their employability in China labor market. Hence, this has proven that English proficiency is an important competitive factor for international students, especially Chinese graduates in Malaysia upon returning to China employment market.

Samples collection was limited as difficult to connect more Chinese graduate students from Malaysia and working in China. The constraint of the research study was time limitation and budget to approach potential respondents to answer this survey. Further, only the employee's point of view on the China market employability which excluded employer perception towards the China employability issues. Hence, in the future research study, the employer shall be played apart to determine the accuracy of factors influencing China labor market employability.

### VII. CONCLUSION

In conclusion, this study has caused us a better understanding of the factors which influencing or impact the Chinese graduates from



Malaysia employability. Hence the result findings are significantly showed the direct model and mediation effect impact on the causal variable which also indicates a clear direction for making policy better. Asides, the limitation of the research study is unable to interview the China employer which they can contribute more accurate information related to the needs skills for graduate employees.

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