

# The Relationship between Big Five Personality and Soft Skills among Graduate Unemployment

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**Abstract---** *Soft Skills include aspects of generic skills. Although there is no specific skill list on Soft Skills, most of them relate to skills acquisition such as leadership, teamwork, communication, and continuous learning. Soft skills are often associated with individual personality traits by psychologists. The purpose of this current research is to investigate the positives relationship between soft skills and Big Five personality among unemployed graduates. Purposive convenient sampling was conducted to the target population with sample size 293 thought peninsular of Malaysia. The result shows clearly that unemployment among graduates due to low teamwork and communication skills neuroticism as their extraversion is low and high neuroticism. The future research and limitation of the study have discussed.*

**Keywords---** *Graduates, Unemployment, Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism, Communication Skill, Problem Solving Skill, Resilience, Teamwork Skill.*

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## I. INTRODUCTION

Graduates in unemployment is a common phenomenon in Malaysia. In the era of industrial revolution, era 2.0 unemployment among graduates is less likely due to less competitive competition. However, in the era of globalization towards the industrial revolution 4.0 unemployment among graduates is increasingly fierce and it is alarming. The question that arises in our mind is what are the factors of graduate unemployment in Malaysia? Although many studies have conducted and it has proven that soft skills are one of the major factors of unemployment among graduates but it still cannot be solved completely.

According to the STATISTIK UTAMA TENAGA BURUH DI MALAYSIA, JANUARY (2018) the unemployment rate in January 2018 rose 0.1 percentage point to 3.4 percent. While the year-on-year comparison, the unemployment rate of 0.1 percentage points is lower than January 2017. On a season-to-month adjustment, the unemployment rate (seasonally adjusted) in January 2018 remains at 3.3 percent. As of January 2018 there were 516, 500 unemployed in Malaysia. Of the 516,600, the graduate unemployment rate at 9.6 percent or about 204,000 last year comprised 40% of the total unemployment in Malaysia (Azwar, 2018.). This figure is still a question of whether this unemployment is due to their personality with their soft skills.

There are many academic researchers and personality psychologists who have proposed tested many dimensions of personality (LeVine, 2018). However, many of them agree that the Big Five taxonomy (also referred to as the

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five-factor model (FFM) of personality) is the most stable and accurate in classifying personality traits between with soft-skills. In addition, it is considered sufficient and meaningful description in the research of the basic dimensions of normal personality (Yilmaz, O'Connor, Colomo-Palacios, & Clarke, 2017) Social Cognitive Theory proposes a relationship between individual personal factors, environmental factors, and the individual behavior (Bandura, 2018). Based on this statement, it is shown that the employee's teamwork and interpersonal skills result from their interaction style with the environment and personality. (Horng, Tsai, Yang, & Liu, 2016) Some researchers suggested that personality traits could be used as indicators of life outcomes, such as behaviors and skills (Möttus, 2016; Stoll, Rieger, Lüdtké, Nagengast, Trautwein, & Roberts, 2017). Personality traits also have the potential of influencing future engineer's teamwork between members and interpersonal skills. However, few studies have been conducted in Western and Asian regions, which have provided empirical evidence on the relationship between five personality traits and strengthen skills. As per the discussion above, a question rise, whether unemployment is due to their personality with their soft skills. In other words, do Big Five personalities have a positive relationship with soft skills among unemployed graduates? Therefore, the purpose of this current research is to investigate the positives relationship between soft skills and Big Five personality among unemployed graduates.

## **II. LITERATURE REVIEW**

Social cognitive theory is one of the learning theories that describe patterns of behavior. This theory developed by Albert Bandura since the 1960s emphasizes on how and why people tend to mimic or emulate what they see through the media or others. Cognitive social theory is the development of social learning theory that provides a framework for understanding, predicting, and changing human behavior (Bandura, 2018).

The cognitive social theory also emphasizes our capacity to learn without going through direct experience. Cognitive social theory, also called observational learning theory, depends on a number of things including the ability of the subject to understand and remember what he sees, identifying by mediating the character, and the circumstances or situations that affect the impersonation of the behavior (Sjödén, Dimitrova,& Mitrovic, 2018).

As one of the learning theories, cognitive social theory often used to study media and mass communication, health communications, and interpersonal communication or interpersonal communication. The purpose of cognitive social theory is to explain how people regulate their behavior through control and reinforcement or reinforcement to achieve behavior that is directed at goals that can be maintained over time. This theory is very much related to soft skills as mentioned by Duncan and Dunifon (2012) and Rao (2018). Here is the proposed hypothesis: -

### ***2.1 Openness to experience and Soft Skills***

Openness to experience will influence is problem-solving skills which one of the soft skills. De Fruyt, Wille, and John (2015) were declared a significant relationship among openness to experience and problem-solving skills. Toward constructivist problem, the individual who is rich in openness to experience led solving behavior in the situation of problem-solving. Individuals with solid openness to experience has creative ability, willing to acknowledge new thoughts and multi-directional thought. Koruklu (2015) indicate that individuals who are openness to experience will more lean mission that demands inventiveness and work that difficulty them to use and build up their cognitive abilities, and they enjoy exploring with different problem regarding the new problem-solving skill.

*H1: There is significant positive influence of openness towards experience on communication skill*

*H2: There is significant positive influence of openness towards experience on problem-solving skill*

*H3: There is significant positive influence of openness towards experience on resilience*

*H4: There is significant positive influence of openness towards experience on teamwork skill*

## **2.2 Conscientiousness and Soft Skills**

Through some past studies have confirmed conscientiousness has directly related to students' skills development. Organizational efficiency will be one of benefit measurements under conscientiousness personality (Guay, Choi, Oh, Mitchell, Mount, & Shin, 2016). An individual with conscientiousness tends to act in thought and target-driven ways so when they talk with another individual. From their individuality, they would consider the more proper substance to state also and the most suitable approach to express so that maybe the inspired with why conscientiousness plays an important part in shaping some individual's correspondence ability. (Chamorro-Premuzic, 2016). According Qureshi, Wall, Humphries, and Balani, (2016) from the past view research shown that conscientiousness trait is significantly related to students' skills development. A highly conscientious individual is managed in activities that are outside their responsibilities and roles. Those individuals have required willingness to work well as in a team and adequately cooperate with others. Students low conscientiousness, which needs more self- motivation to improve their ability.

*H5: There is significant positive influence of conscientiousness on communication skill*

*H6: There is significant positive influence of conscientiousness on problem solving skill*

*H7: There is significant positive influence of conscientiousness on resilience*

*H8: There is significant positive influence of conscientiousness on teamwork skill*

## **2.3 Extraversion and Soft Skills**

Deming (2017) still have argued that extrovert enjoys team working, craves social interaction, and manages social relationships. However, Qureshi, Wall, Humphries, and Balani, (2016) had contended prove with positive significant that extraversion individual enjoys team working, craves for social cooperation, and managed social relationship. Thus, students who are high in extraversion are exceptionally likely to fulfilled when working with groups and are consequently compelling and effective in-group working better contrasted with who score low on this measurement. High extrovert individual they are more participating in social and practical affairs instead of activities alone they prefer joining to company of others and like imagination.

*H9: There is significant positive influence of extraversion on communication skill*

*H10: There is significant positive influence of extraversion on problem-solving skill*

*H11: There is significant positive influence of extraversion on resilience*

*H12: There is significant positive influence of extraversion on teamwork skill*

## **2.4 Agreeableness and Soft Skills**

Ohlsson, Johansen, and Larsson (2017) stated that agreeableness was highly correlated to soft skills which are teamwork skills. The characteristics of agreeableness are more worry for a group over wants and interests, more effort to control the declaration of negative feeling, less brawl, and report less conflict in the group. Through these qualities will get validity show the group with high mean level of agreeableness will have a higher group viability

Juhász (2010). However, low-level agreeableness is more likely to focus on their own task performance and unresponsive to teammates.

Besides that, Ilmarinen, Vainikainen, Verkasalo, and Lönnqvist, (2015) point out an increase in agreeableness would lead to better communication skills. The result has demonstrated that there was a positive relationship between agreeableness and communication skills. It is because the agreeableness has related to the relationship-building skill in communication skills. In addition, the person who has agreeableness traits are exceptionally adaptable and tolerant and also helpful and trusting. They can create a comfortable atmosphere and get along well in conversations.

Arslan (2016) indicate that individuals with agreeableness are expected to prefer positive constructive problem-solving behaviors in problem-solving situation. Thus, the relationship between agreeableness and problem-solving skills. Anwar, Shah, and Khan, (2018) stated that agreeableness has relevant in managerial problem solving; it is because agreeableness can predict negatively managerial divergent-exploratory thinking ability. Therefore, there is significant relationship between agreeableness and soft skill assessment since it is positive relationship with teamwork skills, communication skills, and problem-solving skills.

*H13: There is significant positive influence of agreeableness on communication skill*

*H14: There is significant positive influence of agreeableness on problem-solving skill*

*H15: There is significant positive influence of agreeableness on resilience*

*H16: There is significant positive influence of agreeableness on teamwork skill*

### **2.5 Neuroticism and Soft Skills**

According to Djudiyah, Harding, and Sumantri, (2016) argued that low soft skill neuroticism students with are tension, stress, dejection and passionate insecurity are regularly found in individuals with neuroticism qualities. Low neuroticism individuals will show the characteristics with not voluntary try new challenges or shy to conversation with strangers. Moreover, they might regularly face communication ability with others because lack of self-confident in giving opinions, questioning or reply in conversation. On the other hand, refer to research from Carter, Bell, Ali, McKenzie, Boden, and Wilkinson, (2016) their research also argues with higher neuroticism among the students was associated with lower levels of resilience. High neuroticism consists cool, optimistic, dispassionate quality. This positive characteristic of individuality will affect soft skills by good control of stress management and conflict management, organizational efficiency, role leadership, and teamwork (Holt, Burke-Smalley, & Jones, 2017).

*H17: There is significant negative influence of neuroticism on communication skill*

*H18: There is significant negative influence of neuroticism on problem-solving skill*

*H19: There is significant negative influence of neuroticism on resilience*

*H20: There is significant negative influence of neuroticism on teamwork skill*

## **III. METHODOLOGY**

According to Bell, Bryman, and Harley (2018), there are two main types of sampling techniques, which is

probability sampling and non-probability sampling. In this research, we choose the non-probability sampling technique as our sampling technique. This is because even though researcher roughly knows the population which is about 200,000 but the amount is not 100% accurate and most of the unemployed graduates were elsewhere in Malaysia. Therefore the researcher chooses purposive convenient sampling. The target population can define as to the entire group of individuals or objects which researchers are keen on summing up the conclusions (Sekaran & Bougie, 2016). Our target population in this research is unemployed graduates from all over Malaysia.

The definition of a sampling frame is the list of all selected people in the population. We choose unemployed graduates form all the states in Malaysia. Sample elements refer to who or which respondent will be taking part in the research. This research target respondents will be unemployed graduates. Therefore, these respondents can devote the research with reliable and exact data from different perspectives to generate the test results.

The questionnaire technique was chosen because it is the most suited instrument in collecting relevant data from target respondents, as it is cost-effective and time-saving. Moreover, this means is convenient in reaching a large number of respondents. We estimated about 384 samples but only received about 293. The response rate was 76.3% which is very good response. Below are the source of the questionnaire and the items been modified after Pilot study.

Table 1: Questionnaire source

Variables	Sources (Adopted from)	Number of Item (Original)	Number of Items (Modified)
Openness to experience	John, O. P., & Srivastava, S. (1999).	10	5
Conscientiousness	John, O. P., & Srivastava, S. (1999).	9	5
Extraversion	John, O. P., & Srivastava, S. (1999).	8	5
Agreeableness	John, O. P., & Srivastava, S. (1999).	9	5
Neuroticism	John, O. P., & Srivastava, S. (1999).	8	5
Soft Skill Evaluation	(Lake/Geauga Educational Assistance foundation, 2017)	40	16

## IV. DATA ANALYSIS RESULTS

### 4.1 Preliminary analysis

Before running the full analysis, researchers have completed processes of the data and checked for missing data, normality assumption, multicollinearity outliers, common method bias, and non-response bias. Researchers had used the recover the values and educated guessing approach to handle the missing data (Jeff Sauro, 2015). The sample size of this research study is total 293 sets, which from Google Doc and survey questionnaire form.

Based on Park (2015), researchers need to conduct the Shapiro-Wilk and Kolmogorov to get the assumption for the data normality. From the result, researchers able to conclude the test if the outcome is not significant ( $p > 0.05$ ) then it shows that the distribution is normal. Based on the results Shapiro-Wilk and Kolmogorov, it able to see that most of the data are normal.

It is compulsory to have VIF value that is 5 or lower which able to avoid the collinearity problem. Base on table 3 all the VIF is below 5. Outlier detection is also known as anomaly detection. It is a technique for identifying

abnormal patterns that do not conform to expected behavior (Choudhary, 2017). Researchers used the SPSS Regressions with a case number as the dependent variable and the rest of the non-demographic measure are categories as independent variables in order to obtain the Mahalanobis D2 distances. A potential multivariate outlier will come with a higher D2 value (>3.5). There is no outlier was detected based on the analysis. All 312 sets of data were included in the analysis.

Besides, Harman single factor test will be conducted after researchers collect the data, as this test will help researchers to determine some of the potential effects-of the-usual-methods of weight (Harman, 1967). It also helps researchers to determine the same variance in the design research methods (Malhotra et al. 2007). This test also assists researchers to indicate whether a single factor would appear from the factor analysis. When one common factor is occurring, this means there is majority of the covariance of dependent as well as independent variables (Aulakh & Kotabe, 1997; Pavlou & Gefen, 2005; Podsakoff & Organ 1986). Based on the outcomes, it indicated that the unrotated factor analysis was 74.933. In conclusion, researchers can be defined that the results were not influenced by the responses of the respondents.

Non-responsive bias refers to the prejudice when respondents receive the meaning in a different way from non-respondents (“Bias in Survey”) (Podsakoff, MacKenzie, & Podsakoff, 2012). The researcher used one month to get back all the data from the respondents. Therefore, there is no non-responsive bias in the research study.

Table 2 indicates the detailed information of all the university student’s demographics profiles who involved in the data collection process.

Table 2: Demographic

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	225	76.8	76.8	76.8
	Female	68	23.2	23.2	100.0
	Total	293	100.0	100.0	
Race	Malay	177	60.4	60.4	60.4
	Chinese	26	8.9	8.9	69.3
	Indian	66	22.5	22.5	91.8
	Others	24	8.2	8.2	100.0
	Total	293	100.0	100.0	
Education	Degree	241	82.3	82.3	82.3
	Master	34	11.6	11.6	93.9
	Others	18	6.1	6.1	100.0
	Total	293	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Marital Status	Single	260	88.7	88.7	88.7
	Married	33	11.3	11.3	100.0
	Total	293	100.0	100.0	

#### ***4.2 Measurement model***

First, the measurement models of each construct have been inspected for reliability, the validity of convergence and discrimination validity, prior to the test of hypothetical representations. Table 3, shows the number of marks obtained in the survey form. According to table 3, an approach proposed by Hair, Hult, Ringle & Sarstedt 2013, it seems that every burden is greater than 0.70. The average variance extracted (AVE) of all contracts go beyond 0.5 (Bagozzi & Yi, 1988) while the composite reliability score (CR) is higher than 0.7 (Hair et al., 2013). Therefore, we can come to a conclusion, which is, Convergent validity is achieved.

VIF has also been tested for potential problems of multicollinearity (Table 3). A range of below 3.3 of the VIF valid for all constructions confirms sufficient constructs validity by a lack of multicollinearity. This is happening because these values drop remarkably below the least threshold of 9 (Yong & Pearce, 2013).

In table 4 shows the outcome for the validity test of discrimination. According to Fornell Larcker and Cha (1994) and Fornell and Larcker (1981), for each development AVE should be a higher correlation between them and anything else construction model. As we can see in Table 5, It seems that all the constructions have met these criteria indicating there is validity of the changes in the construction Hair et al. (2013) shows that the regular variable load of items should be greater than cross-load by all at least 0.1 to indicate the legality of discrimination sufficient. As shown in Table 5 contains all constructions meeting this criterion. Hence, we can come to the conclusion that the validity of discrimination achieved.

Henseler, Ringle, and Sarstedt, (2015) also went on to this feature demonstrated the super performance by means of a Monte Carlo simulation study. As such, we also have performed testing the discriminant validity using this new suggested method and the results shown in Table 6. Using the HTMT there are two types to assess discriminant validity: (1) as a criterion or (2) as a statistical test. In the first type, there is a problem of discriminant validity, if the HTMT value is higher than the HTMT.85 value of 0.85 (Kline 2015), or HTMT.90 value of 0.90 (Gold & Arvind Malhotra, 2001).

To evaluate measurement model fitness, this study uses the guide of Henseler, Hubona, and Ray (2016) to highlight the fitness of the measurement model. According to the recommendations of the authors, researchers have to examine the saturated model and Standardized Root Mean Square Residual (SRMR) at a 95% bootstrap quantile. Furthermore, they recommend that the SRMR is the only approximate model fit criterion applied for PLS path modeling.

Also, the dG and the dULS (Dijkstra & Henseler, 2015) which are distance measures that relate more than one way to quantify the discrepancy between two matrices have also been accentuated to contribute to model fitness index in PLS (Henseler et al., 2016). Table 6 shows that the dG and the dULS are 0.523 and 0.479 respectively. This reflects a perfectly matched measurement model (Dijkstra & Henseler, 2015). In addition, the SRMR is 0.048. This is lower than the cut-off of 0.08 (Hu & Bentler, 1999) implying that the measurement model fits this study.

Table 3: Convergent validity

No	Items	Loadings	Cronbach's	rho_A	CR	AVE	VIF
1	A2	0.837	0.822	0.822	0.822	0.697	1.947
2	A3	0.833					1.947
3	C1	0.882	0.911	0.912	0.911	0.719	3.063
4	C3	0.848					2.854
5	C4	0.807					2.317
6	C5	0.853					3.101
7	CS1	0.903	0.925	0.928	0.926	0.758	3.857
8	CS2	0.837					2.791
9	CS3	0.921					4.339
10	CS4	0.817					2.942
11	E1	0.855	0.928	0.928	0.928	0.72	2.838
12	E2	0.795					2.7
13	E3	0.864					3.665
14	E4	0.868					2.499
15	E5	0.857					3.945
16	N1	0.928	0.915	0.918	0.915	0.782	2.823
17	N3	0.817					3.837
18	N5	0.904					3.339
19	OP1	0.865	0.892	0.897	0.893	0.677	2.428
20	OP2	0.786					2.468
21	OP3	0.884					3.639
22	OP4	0.749					2.193
23	PS1	0.913	0.919	0.922	0.92	0.742	4.019
24	PS2	0.83					2.634
25	PS3	0.872					4.004
26	PS4	0.828					2.543
27	R1	0.825	0.911	0.912	0.911	0.719	2.723
28	R2	0.871					2.901
29	R3	0.828					3.2
30	R4	0.867					3.218
31	TW1	0.884	0.921	0.921	0.921	0.744	3.165
32	TW2	0.865					3.094
33	TW3	0.853					3
34	TW4	0.847					3.454

Source: Data Processing Smart PLS (2018)

Note1: OP = **Openness to experience**, C = **Conscientiousness**, E = **Extraversion**, A = **Agreeableness**, N = **Neuroticism**, CS = **Communication skill**, PS = **Problem Solving skill**, R = **Resilience**, TW = **Teamwork skill**

Note 2 = **CR**= Composite reliability, **AVE**= Average variance explained, **VIF**= Variance Inflation Factor



Table 4: Fornell & Lackers

No	Constructs	A	C	CS	E	N	OP	PS	R	TW
1	A	<b>0.835</b>								
2	C	0.487	<b>0.848</b>							
3	CS	0.815	0.596	<b>0.871</b>						
4	E	0.85	0.465	0.707	<b>0.848</b>					
5	N	-0.417	-0.237	-0.4	-0.362	<b>0.885</b>				
6	OP	0.423	0.805	0.563	0.384	-0.17	<b>0.823</b>			
7	PS	0.422	0.845	0.551	0.426	-0.224	0.836	<b>0.862</b>		
8	R	0.689	0.598	0.715	0.652	-0.569	0.44	0.598	<b>0.848</b>	
9	TW	0.615	0.699	0.631	0.599	-0.332	0.624	0.722	0.671	<b>0.862</b>

Note1: OP = Openness to experience, C = Conscientiousness, E = Extraversion, A = Agreeableness, N = Neuroticism, CS = Communication skill, PS = Problem Solving skill, R = Resilience, TW = Teamwork skill

Table 5: Cross Loadings

No		A	C	CS	E	N	OP	PS	R	TW
1	A2	<b>0.837</b>	0.399	0.696	0.687	-0.363	0.385	0.357	0.562	0.509
2	A3	<b>0.833</b>	0.414	0.665	0.733	-0.333	0.321	0.347	0.589	0.518
3	C1	0.422	<b>0.882</b>	0.528	0.421	-0.169	0.745	0.753	0.519	0.613
4	C3	0.403	<b>0.848</b>	0.514	0.415	-0.184	0.637	0.708	0.494	0.606
5	C4	0.363	<b>0.807</b>	0.466	0.283	-0.193	0.645	0.695	0.491	0.553
6	C5	0.462	<b>0.853</b>	0.512	0.452	-0.258	0.699	0.708	0.523	0.598
7	CS1	0.755	0.566	<b>0.903</b>	0.604	-0.312	0.512	0.501	0.612	0.566
8	CS2	0.691	0.419	<b>0.837</b>	0.618	-0.391	0.455	0.422	0.623	0.501
9	CS3	0.72	0.607	<b>0.921</b>	0.662	-0.32	0.551	0.555	0.62	0.614
10	CS4	0.67	0.473	<b>0.817</b>	0.575	-0.379	0.437	0.431	0.639	0.512
11	E1	0.738	0.377	0.597	<b>0.855</b>	-0.307	0.331	0.359	0.584	0.497
12	E2	0.673	0.382	0.56	<b>0.795</b>	-0.317	0.319	0.35	0.501	0.49
13	E3	0.736	0.395	0.602	<b>0.864</b>	-0.3	0.308	0.356	0.573	0.524
14	E4	0.705	0.406	0.629	<b>0.868</b>	-0.304	0.348	0.375	0.555	0.509
15	E5	0.752	0.41	0.608	<b>0.857</b>	-0.31	0.324	0.365	0.551	0.52
16	N1	-0.365	-0.226	-0.373	-0.301	<b>0.928</b>	-0.194	-0.209	-0.532	-0.301
17	N3	-0.357	-0.203	-0.306	-0.322	<b>0.817</b>	-0.131	-0.186	-0.475	-0.278
18	N5	-0.384	-0.199	-0.38	-0.34	<b>0.904</b>	-0.124	-0.198	-0.502	-0.302
19	OP1	0.318	0.713	0.468	0.335	-0.157	<b>0.865</b>	0.734	0.362	0.555
20	OP2	0.323	0.603	0.429	0.239	-0.149	<b>0.786</b>	0.67	0.355	0.479
21	OP3	0.372	0.734	0.503	0.376	-0.102	<b>0.884</b>	0.727	0.395	0.56
22	OP4	0.384	0.588	0.453	0.308	-0.157	<b>0.749</b>	0.613	0.334	0.454
23	PS1	0.419	0.767	0.528	0.4	-0.162	0.773	<b>0.913</b>	0.511	0.653
24	PS2	0.365	0.731	0.426	0.357	-0.264	0.656	<b>0.83</b>	0.537	0.613
25	PS3	0.341	0.727	0.472	0.376	-0.127	0.741	<b>0.872</b>	0.489	0.618
26	PS4	0.325	0.684	0.467	0.331	-0.225	0.707	<b>0.828</b>	0.527	0.602
27	R1	0.57	0.487	0.584	0.512	-0.49	0.32	0.476	<b>0.825</b>	0.525
28	R2	0.605	0.528	0.624	0.595	-0.471	0.427	0.531	<b>0.871</b>	0.595
29	R3	0.603	0.473	0.619	0.535	-0.477	0.344	0.481	<b>0.828</b>	0.518
30	R4	0.56	0.538	0.598	0.569	-0.493	0.397	0.538	<b>0.867</b>	0.634
31	T1	0.558	0.596	0.566	0.6	-0.245	0.521	0.625	0.579	<b>0.884</b>
32	T2	0.547	0.621	0.547	0.475	-0.339	0.527	0.638	0.603	<b>0.865</b>
33	T3	0.517	0.594	0.522	0.517	-0.239	0.556	0.615	0.539	<b>0.853</b>
34	T4	0.499	0.601	0.543	0.472	-0.325	0.551	0.61	0.593	<b>0.847</b>

Note1: OP = Openness to experience, C = Conscientiousness, E = Extraversion, A = Agreeableness, N = Neuroticism, CS = Communication skill, PS = Problem Solving skill, R = Resilience, TW = Teamwork skill

Table 6: HTMT

No	Constrcuts	A	C	CS	E	N	OP	PS	R	TW		Saturated Model
1	A										SRMR	0.035
2	C	0.487									d_ULS	0.723
3	CS	0.815	0.594								d_G1	0.988
4	E	0.85	0.463	0.707							d_G2	0.756
5	N	0.417	0.237	0.402	0.364						Chi-Square	1,201.70
6	OP	0.425	0.803	0.563	0.383	0.171					NFI	0.882
7	PS	0.421	0.846	0.549	0.425	0.226	0.835					
8	R	0.689	0.598	0.717	0.651	0.569	0.439	0.599				
9	TW	0.615	0.699	0.63	0.598	0.332	0.624	0.722	0.67			

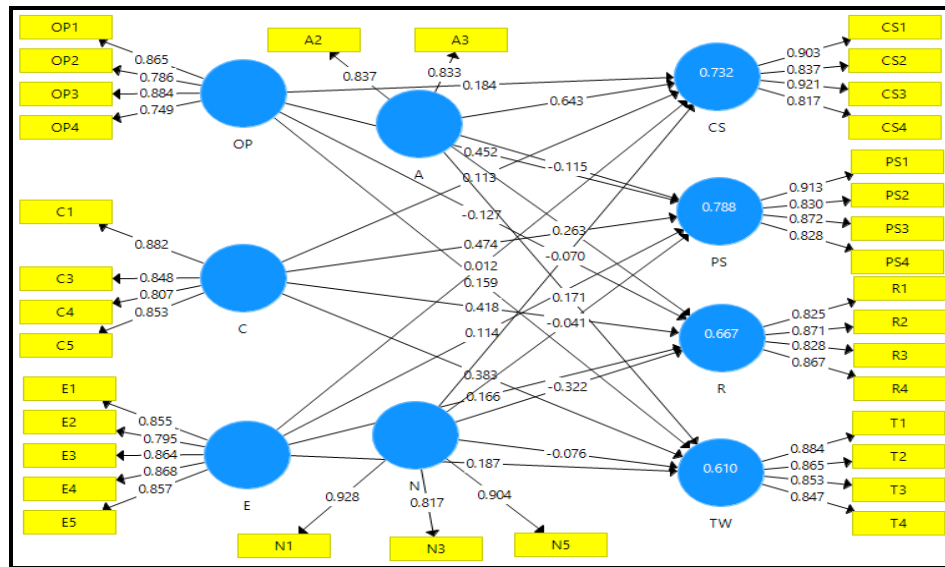


Figure 1: Measurement Model

4.3 Structural Model

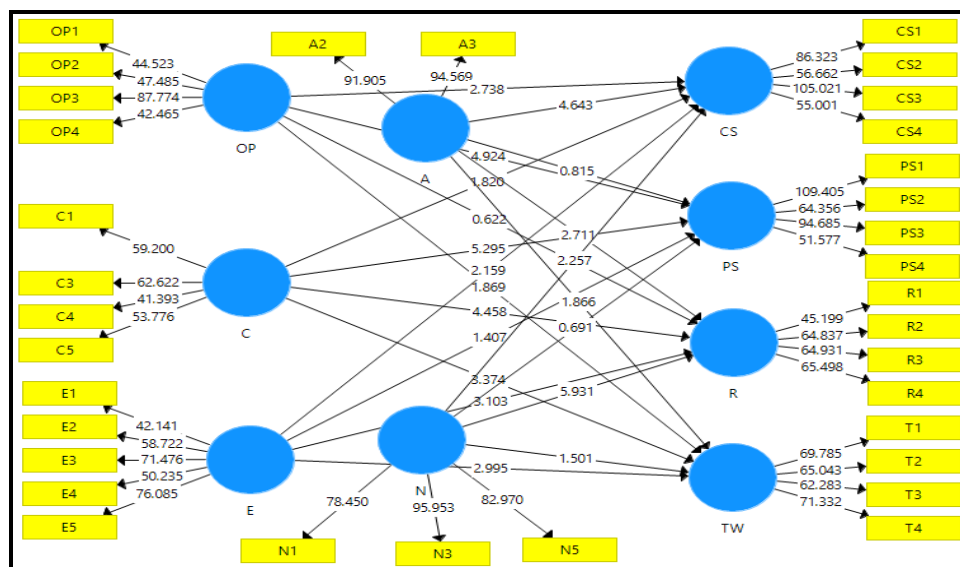


Figure 2: Structural Model

Table 7: Hypothesis results

No	Hypothesis	Beta	Std error	T value	P Value	LL	UL	SSO	SSE	Constructs	Q <sup>2</sup>	f <sup>2</sup>	R <sup>2</sup>	Decision
1	OP -> CS	0.18	0.066	2.738	0.003	0.085	0.303	1,248.00	1,248.00	CS	0.475	0.044	0.732	Supported
2	OP -> PS	0.417	0.085	4.924	0	0.272	0.552	1,248.00	604.549	PS	0.516	0.336	0.788	Supported
3	OP -> R	-0.038	0.061	0.622	0.267	-0.136	0.064	1,248.00	718.688	R	0.424	0.017	0.667	Not Supported
4	OP -> TW	0.182	0.097	1.869	0.031	0.021	0.34	1,248.00	742.845	TW	0.405	0.023	0.61	Supported
5	C -> CS	0.141	0.077	1.82	0.034	0.008	0.261	1,248.00	1,248.00			0.015		Supported
6	C -> PS	0.449	0.085	5.295	0	0.314	0.589	1,248.00	655.65			0.339		Supported
7	C -> R	0.328	0.073	4.458	0	0.211	0.451					0.169		Supported
8	C -> TW	0.341	0.101	3.374	0	0.163	0.497					0.12		Supported
9	E -> CS	0.202	0.093	2.159	0.015	0.052	0.357	1,560.00	1,560.00			0		Supported
10	E -> PS	0.075	0.053	1.407	0.08	-0.006	0.17					0.017		Not Supported
11	E -> R	0.229	0.074	3.103	0.001	0.118	0.356					0.023		Supported
12	E -> TW	0.217	0.072	2.995	0.001	0.107	0.346					0.025		Supported
13	A -> CS	0.402	0.087	4.643	0	0.256	0.54	624	624			0.39		Supported
14	A -> PS	-0.042	0.052	0.815	0.208	-0.125	0.045					0.016		Not Supported
15	A -> R	0.19	0.07	2.711	0.003	0.075	0.305					0.053		Supported
16	A -> TW	0.135	0.072	1.866	0.031	0.012	0.249					0.019		Supported
17	N -> CS	-0.098	0.044	2.257	0.012	-0.175	0.031	936	936			0.015		Supported
18	N -> PS	-0.034	0.05	0.691	0.245	-0.115	0.049					0.007		Not Supported
19	N -> R	-0.311	0.052	5.931	0	-0.397	0.225					0.256		Supported
20	N -> TW	-0.082	0.055	1.501	0.067	-0.171	0.009					0.012		Not Supported

## V. FINDINGS

The results came from 312 respondents were analyzed using *Smart PLS 3.2.7*. To examine the statistical significance of path coefficients, Hair, Ringle, and Sarstedt (2011) suggested a minimum threshold of 1.65 t-statistics values at  $p \leq 0.1$  confidence interval. In the same way, Lowry and Gaskin (2014) espouse that effect sizes of 0.35, 0.15, and 0.02 indicate a large, medium, and small effect, respectively.

Sarstedt Ringle, Smith, Reams and Hair (2014) highlighted that  $R^2$  values of 0.75, 0.50, and 0.25 reflect substantial, moderate, and weak values respectively.

$R$  Square used to identify the coefficient to calculate the dependent constructs. According to Chin (1998), the states that for a strong  $R$  square need 0.67, while for moderate need 0.33 and for a weak  $R$  square need 0.19. In addition, as Hair et al. (2016) say, the  $R$  square of 0.75 is strong, 0.5 is moderate, and 0.25 is weak. Next, Falk and Miller (1992) recommended that  $R$  square should be equal to or bigger than 0.10 in order, for the variance explained of a particular endogenous construct to be deemed adequate.

To attain the significance levels, the consistent PLS bootstrapping option was initiated using 5000 subsamples (Hair et al., 2014). Therefore, according to these studies, the  $R$  square for the researcher's study is strong enough (0.788, 0.732, 0.662 & 0.61) according to table 7.

Then, researchers have to know about  $F$  Square in order to know about the power of this model. The reason for having the Effect Size ( $f$  square) was to help researchers to find out a good model. By referring to the table 7, it has a nearly large effect size, finally, researchers knew that measuring the necessity of the researcher's model required the requirement of the internal form for the Inner Model.

Table 7 shows the complete hypothesis stated down from H1 to H20. It also contains the T-statistics value for each hypothesis. When the hypothesis is significant, the t-value is more than 1.645 ( $p < 0.05$ ), t-value more than 2:33 ( $p < 0.01$ ) for 1-tail test, t-value more than 1.96 ( $p < 0.05$ ) or t-value more than 2:58 ( $p < 0.01$ ). From Table 7 it shows that there are fifteen hypotheses, which are H1, H2, H4, H5, H6, H7, H8, H9, H11, H12, H13, H15, H16, H17 are H19 are significant because the lower limit the upper limit for the hypothesis is in a positive value, so the hypothesis had become significant which is zero. At the same time, the remaining hypotheses H3, H10, H14, H18, and H20 not supported.

## VI. DISCUSSION

Open to experience refers to how culturally, wisely and acceptable a person is for new ideas, places, and interests. High beta scores in Open to experience are more likely to be artistic, curious, imaginative, insightful, and intuitive. Hypotheses indicate H1, H2, and H4 supported while H3 not supported. This illustrates the unemployed graduate with no less resilience due to Open to experience. While their Open to experience affects problem-solving skills communication skills, and ultimately teamwork skills.

Conscientiousness describes someone who is diligent, trustworthy, ambitious, responsible, & persevering. People scoring high on this dimension of hygiene and ambitiousness. They tend to be well organized, timely, well done in the academic field, favored by their leaders and specific to their important others. The hypothesis indicates that all H5, H6, H7, and H8 supported. This illustrates their unemployed graduate Conscientiousness influencing more on problem-solving skills, teamwork skills, resilience and ultimately the least effective communication skills as it shows low beta value.

High people in extraversion often love to talk, be passionate, active, dominant, and mingle. Those high scores have more interactions with others than their low scoring. Extraverts tend to develop more social relationships while

in college, more likely to fall in love, & more responsive to the excitement. A hypothesis shows H9, H11 and H12 supported while H10 is not supported. This illustrates the unemployed graduate's lack of problem-solving skills, as there is no extraversion. While their extraversion affects more on resilience, teamwork skills and ultimately the least skillful communication skills as it shows low beta value.

Agreeableness refers to how our "likes." People who score high in agreeableness tend to be kind, gentle, and believing. Those who are low to anger, cruel, and suspicious factors. People who score high on conflict factors report a little in their relationship. They are less likely to assert power when they experience conflicts as well. Hypothesis shows H13, H15 and H16 supported while H14 is not supported. This illustrates the unemployed graduate's lack of problem-solving skills due to no Agreeableness. While their Agreeableness affects more communication skills, resilience, and ultimately teamwork skills that are least as it shows low beta value.

Based on hypothesis results, unemployed graduate neuroticism is high. People who are high on neuroticism can be described as people who are worried, people who are emotionally unstable; they are often worried, & have low self-esteem. This is probably because they are worried about it. Hypotheses indicate that H17 and H19 are supported while H18 and H20 are not supported. This illustrates unemployed graduate neuroticism is high due to no problem-solving skills and teamwork skills. While their neuroticism affects more to the resilience and ultimately the least skillful communication skills as it shows low beta value.

## **VII. MANAGERIAL IMPLICATION**

It is undeniable that the factors that cause unemployment among graduates are the attitude of the graduates who are too selective of jobs. This attitude can clearly be attributed to high neuroticism is high. This is because they prefer to stay home without doing any work rather than working in jobs, they are not interested in. The results also show clearly that unemployment among graduates is because of low teamwork and communication skills.

In short, it does not have a job opportunity but an attitude there is too much of a job among graduates' leads to a job that cannot be filled. Because of the next idea, graduates do not master the language as well as one of the factors. This is because companies at present require people who are proficient in language proficiency in order to increase business opportunities throughout the world. For example, graduates who are less fluent in English and Mandarin will be harder to get a job offer. As a result, those who are less skillful in multi-lingual teaching will cause them to lack confidence in themselves as they face the interview and cause them to lose their job opportunities. In the formula, graduates who do not master the various languages will have difficulty getting the desired job offer

## **VIII. LIMITATION, FUTURE RESEARCH STUDY AND CONCLUSION**

The research respondents are mainly focused on unemployed graduates. Since Malaysia have many tertiary students, so the results do not represent the whole population. As statistical tests, normally require a larger sample size to ensure a representative distribution of the population. This may demonstrate like a constraining variable in represent to all unemployed graduates in various states in Malaysia include west Malaysia. The research sample had target sample size of 293 respondents, which consists of a small sample size. Our research period quite short and it takes time if want continues for more detail and precision on this research.

Therefore qualitative research not been conducted. Furthermore, researcher finds difficulties in identity the unemployed graduates, therefore, we distributed to the respected Jabatan Tenaga Rakyat to all the states. Most of unemployed graduates not willing to answer. We also dint cover many states as it needs time and cost. Lastly, personality traits are difficult to test since respondent personalities vary and changing due to their daily experience and age. Thus, the answer in questionnaire of the respondent may be inaccurate.

We suggest that future research may use test-retest method in order to get a more accurate result. The test-retest method is the researcher test the same respondent with the same questionnaire at a different time period. Due to the personality, traits of the respondent will be little change due to their feeling, experience, and conditions. Therefore, a test-retest method is a better method to make sure the result is accurate. Besides, future researchers may conduct qualitative research instead of quantitative research that used in this research project. The qualitative research can solve the weaknesses of quantitative research. It is able to provide further understanding and explanation of people's personal viewpoints or experiences of phenomena by describing in rich detail. This is beneficial for providing more adequate data and able to ease the process of data analysis.

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