

# Navigating Professional Paths: Unveiling Employability Dynamics In Applied English Language Studies Graduates

Airuddin bin Ahmad<sup>1</sup>, Norreha binti Othman<sup>2\*</sup>, Zaharah binti Zainal Abidin<sup>3</sup>

<sup>1</sup>Faculty of Computing and Multimedia Universiti Poly-Tech Malaysia Malaysia [airuddin@uptm.edu.my](mailto:airuddin@uptm.edu.my)

<sup>2\*</sup><sup>3</sup>Faculty of Business and Accountancy Universiti Poly-Tech Malaysia Malaysia [norreha@uptm.edu.my](mailto:norreha@uptm.edu.my) [zaharah@uptm.edu.my](mailto:zaharah@uptm.edu.my)

**Citation:** Airuddin bin Ahmad et al. (2024) Navigating Professional Paths: Unveiling Employability Dynamics In Applied English Language Studies Graduates *Educational Administration: Theory And Practice*, 30 (6), 74 - 79

Doi: 10.53555/kuey.v30i6.5105

## ARTICLE INFO

## ABSTRACT

This study examines graduates of Applied English Language Studies' immediate employability, focusing on the interplay between academic and non-academic elements. The research emphasises the importance of academic prowess by demonstrating the significant impact of Cumulative Grade Point Average (CGPA) on immediate employment through the use of Multinomial Logistic Regression. The Take-off Value (TOV), on the other hand, shows a positive but statistically insignificant correlation, indicating a complex influence of non-academic characteristics. The importance of the entire model highlights how both factors work together to affect employment results. The study promotes sophisticated instructional strategies that balance academic rigour with the development of useful skills. It is advised to use longitudinal tracking to assess the long-term effects of both academic and non-academic characteristics. These observations serve educators and policymakers, allowing for well-informed measures to maximise graduates' employment in Applied English Language Studies.

**KEYWORDS:** Employability, Applied English Language Studies, Multinomial Logistic Regression & Academic and Non-Academic Attributes

## 1 BACKGROUND OF STUDY

With higher education changing constantly and the needs of the modern workforce being ever more dynamic, graduates are expected to have a wide range of skills beyond just academic performance. In this regard, the programme in Applied English Language Studies stands out as a specialty, offering graduates a distinct advantage in terms of language competency and a wider range of skills necessary for success in a variety of professional fields.

Although academic and non-academic traits are acknowledged to be important in determining employment outcomes, there is a noticeable lack of information in the literature about graduates of Applied English Language Studies. Although employability concepts have been studied in more general settings (Fugate et al., 2004), this particular field's particular complexities necessitate a focused investigation.

Graduates in Applied English Language Studies play key roles in a variety of fields, such as international relations, teaching, and communication. The curriculum emphasises developing non-academic abilities including critical thinking, communication, and cultural awareness in addition to honing language ability. In order for graduates to successfully traverse the challenges of a globalised workforce, these skills must be integrated.

The desire to overcome the current gap in thorough research that examines graduates of Applied English Language Studies' immediate career results is what drove this study. The study focuses on the Take-off Value (TOV), which represents non-academic characteristics, and academic success as indicated by the Cumulative Grade Point Average (CGPA). The study intends to offer a thorough examination of the complex interactions between academic and non-academic components, acknowledging the complex dynamics of employability in this field, by applying multinomial logistic regression.

Additionally, the study takes a longitudinal approach, going beyond the short-term results to investigate the long-term effects of both academic and non-academic elements on the career paths of graduates. The research findings may provide valuable information for curriculum improvement in the Applied English Language Studies programme, allowing teachers to improve their approaches and better meet the needs of the industry.

These insights can also be used by policymakers to create policies that guarantee graduates' adaptation in a changing labour market by promoting their holistic development.

In conclusion, the study's background emphasises how important it is to fully comprehend, taking into account both academic and non-academic factors, the immediate job outcomes of Applied English Language Studies graduates. The goal of the research is to close this gap and improve graduate employability in this specialised and developing subject by offering insightful contributions to the field.

## 2 RESEARCH QUESTIONS

- i. What is the degree of correlation between graduates of Applied English Language Studies' Cumulative Grade Point Average (CGPA) and their immediate employment results as shown by Multinomial Logistic Regression?
- ii. How much does the Take-off Value (TOV), which measures non-academic traits, affect graduates of the Applied English Language Studies programme in terms of their immediate employability, and how does this impact change depending on the linguistic and non-linguistic dimensions?
- iii. How do graduates of Applied English Language Studies' career progressions follow the longitudinal trajectories of academic and non-academic factors—CGPA and TOV, in particular—and how do these trajectories contribute to long-term employability?

## 3 PROBLEM STATEMENT

Given how quickly higher education is changing and how the demands of the labour market are always changing, there is a clear gap in our understanding of what the immediate job prospects for graduates of the Applied English Language Studies programme will be. Although most existing research recognises the general importance of both academic and non-academic characteristics in determining employability paths, there is a notable lack of thorough studies specifically designed for the particular setting of Applied English Language Studies (Bridgstock, 2009).

Acknowledging this shortcoming, the present study aims to close this gap by carefully analysing the variables that have a major impact on graduates' immediate employment results in this unique profession. Previous research has primarily focused on the significance of language proficiency as measured by Cumulative Grade Point Average (CGPA) and the wider range of abilities represented by non-academic characteristics as exemplified by the Take-off Value (TOV) (Roberts & Hogg, 2011). But the complex dynamics present in the field of Applied English Language Studies demand a more in-depth analysis. The interaction amongst academic performance, language ability, and non-academic characteristics necessitates a careful analysis to identify the distinct contributions of these aspects to immediate job results.

Moreover, it is important to note that although some research has examined the connection between academic and non-academic elements and how they affect graduate employability, there is still a noticeable lack of use of strong statistical techniques like Multinomial Logistic Regression (Agresti, 2018). A thorough understanding of the complex relationships between CGPA, TOV, and the immediate career results for graduates of the Applied English Language Studies programme is impeded by this methodological gap.

Furthermore, the scant investigation over time, indicated by the scarcity of longitudinal studies in the literature, poses significant queries regarding the long-term effects of academic and non-academic elements on graduates' career paths. Taking note of this deficiency, the present study aims to fill it by suggesting directions for further investigation into the long-term impacts of these variables. This investigation is expected to yield a deeper comprehension of how both academic and non-academic characteristics jointly influence graduates' job development in the field of Applied English Language Studies.

In conclusion, our study is well-positioned to meet the pressing demand for a thorough examination into the immediate job outcomes of graduates of Applied English Language Studies, carefully taking into account both academic and non-academic aspects. This study aims to provide educators, policymakers, and practitioners with useful insights on how to improve employability of graduates in this unique and developing field. It will achieve this by utilising sophisticated statistical approaches and outlining future research directions.

## 4 LITERATURE REVIEW

### Language Studies and Graduate Employability:

Academic interest in the topic of graduate employability in language studies has grown. Prior studies highlight the complex relationship between employability and academic and non-academic characteristics, emphasising their importance (Bridgstock, 2009; Brown & Hesketh, 2004; Roberts & Hogg, 2011). Research in the field of language studies frequently emphasise the value of linguistic proficiency in addition to more general abilities like communication and cultural awareness (Smith, 2015). This body of research emphasises the importance of doing a thorough analysis of the variables affecting the field's immediate employment outcomes.

### **Academic achievement as an Employment Predictor:**

Research in a number of areas has looked closely at the connection between employment results and academic achievement. Elevated employability has long been linked to superior academic performance as indicated by Cumulative Grade Point Average (CGPA) (Roberts & Hogg, 2011; Smith & Johnson, 2018). Still, in order to fully comprehend the special contributions that language competency makes to immediate employment, a closer look at the particular dynamics within the setting of Applied English Language Studies is necessary.

### **Employability of Graduates and Non-Academic Attributes:**

Recent research has highlighted the significance of non-academic attributes in employability (Bridgstock, 2009; Jones et al., 2016). Take-off Value (TOV), which we used in our study as a proxy for non-academic traits, is consistent with the growing body of knowledge regarding the significance of soft skills, interpersonal skills, and adaptability in the workplace. The careful examination of TOV in the field of language studies adds to our growing knowledge of employability variables that go beyond academic success.

### **Employability Studies with Multinomial Logistic Regression:**

Using multinomial logistic regression to analyse employability has been helpful in separating the intricate details of the job market (Harvey et al., 1997; Agresti, 2018). Researchers may concurrently look at the effects of several factors, including CGPA and TOV, on job outcomes thanks to this statistical method. Through the incorporation of this methodology into the theoretical framework, our study is consistent with current research approaches that seek to capture the comprehensive character of employability for graduates.

## **Theoretical Structure:**

### **Human Capital Theory:**

The foundation of our research is the Human Capital Theory, which holds that education and skill-building investments increase a person's human capital and increase their employability (Brown & Hesketh, 2004; Schultz, 1961). Academic success, as indicated by CGPA, is used as a proxy for linguistic human capital in language studies. Our investigation of the relationship between linguistic skill investments and employment results is guided by this notion.

### **Social Capital Theory:**

The Social Capital Theory provides insight into how non-academic characteristics, as determined by TOV, affect graduates' employability (Bridgstock, 2009; Coleman, 1988). This idea places a strong emphasis on the role that interpersonal connections, communication abilities, and social networks play in creating job chances. Through the incorporation of social capital concepts into our framework, our objective is to reveal the social factors that impact employment in the context of Applied English Language Studies.

### **Integrative Employability Framework:**

Human capital theory, social capital theory, and the particularities of language studies are all incorporated into the integrative employability framework that Guida et al. (2004) used for our study. Applied English Language Studies graduates can gain a sophisticated understanding of their immediate career prospects by using this technique, which enables a thorough assessment of the intricate interplay between academic and non-academic aspects.

We hope to add to the larger conversation on graduate employability by placing our study within these theoretical frameworks and expanding on previous research, all the while providing unique insights into the ever-evolving field of Applied English Language Studies.

## **5 METHODOLOGY**

### **Participants and Sample:**

A cohort of 78 graduates of the Applied English Language Studies programme provided insights for our investigation. Our thorough analysis is based on these alumni, who exhibit a wide spectrum of academic accomplishments and non-academic qualities.

### **Variables:**

The Take-off Value (TOV) and the Cumulative Grade Point Average (CGPA), two crucial variables, are regarded as dependent variables. These factors are significant predictors of both academic achievement and non-academic characteristics. We can decipher the complex relationships between academic and non-academic characteristics and immediate employment results by using job status as the independent variable.

### Data Collection:

For every graduate in our cohort, information on their CGPA, TOV, and work status was painstakingly gathered. While TOV sheds light on non-academic characteristics, CGPA represents each participant's level of academic excellence. One important indicator of these graduates' initial performance in the labour market is their employment status, which is a binary variable that can be either employed or unemployed.

### Multinomial Logistic Regression Analysis:

Multinomial Logistic Regression framework to examine the intricate interactions between academic and non-academic elements impacting employment outcomes. This statistical technique enables a detailed analysis of the connection between TOV, CGPA, and employment chances. Incorporating both academic and non-academic elements offers a comprehensive comprehension of the variables influencing immediate employment.

### Likelihood Ratio Chi-squared Test:

This test was used to determine the overall significance of our model. This exam assesses the combined effect of TOV and CGPA on our graduation cohort's employment results. A noteworthy outcome in this examination highlights the resilience of our model in elucidating the intricate dynamics of employability within the field of Applied English Language Studies.

## 6 FINDING

**Table 1: Multinomial Logistic Regression Results**

Variable	Coefficient	P-value	Interpretation
CGPA	3.85	0.005	Higher academic performance significantly increases the likelihood of immediate employment (Brown & Hesketh, 2004; Roberts & Hogg, 2011).
TOV	0.7203	0.211	Positive coefficient suggests a weaker association with employment; non-academic attributes, as measured by TOV, may have a more gradual impact (Bridgstock, 2009).
Intercept (Cons)	-16.220	0.001	Baseline log-odds of employment when both CGPA and TOV are zero; provides a reference point for understanding the impact of attributes on employment (Harvey et al., 1997).
Model Significance	-	-	LR $\chi^2(2) = 15.52$ , $\text{Prob} > \chi^2 = 0.0004$ ; Overall model significantly influences employment outcomes, highlighting the combined effect of CGPA and TOV (Hinchliffe et al., 2012).

The Multinomial Logistic Regression study provides useful insights into the determinants impacting graduates' immediate job outcomes for the employed subset in the Applied English Language Studies programme. The CGPA and TOV coefficients, in addition to the overall importance of the model, offer a thorough comprehension of these graduates' marketability.

### CGPA Coefficient (3.85, 0.005 P-value):

Higher academic achievement and the chance of finding employment are strongly correlated, as shown by the CGPA's considerable positive coefficient of 3.85 (Brown & Hesketh, 2004; Roberts & Hogg, 2011). The log-odds of being employed improve by 3.85 for every unit increase in CGPA. This result is consistent with the widespread focus on academic performance in the labour market, indicating that a solid academic background has a positive impact on employment results immediately.

### P-value 0.211 and TOV Coefficient (0.7203):

In contrast, there appears to be a lesser correlation between non-academic qualities as measured by TOV and immediate employment, as indicated by the positive but not statistically significant TOV coefficient (P-value 0.211) (Bridgstock, 2009). Although non-academic traits are important, the insignificance of TOV suggests that these attributes might not be as important in predicting occupational status in the near future. This subtle understanding offers a fair-minded viewpoint on the complex interplay of employability variables.

### The intercept (Cons) is -16.220 (P < 0.001):

The baseline log-odds of employment when both CGPA and TOV are zero are represented by the negative and statistically significant intercept (Cons) (-16.220) (Harvey et al., 1997). The purpose of this baseline is to give graduates who do not have any academic or non-academic traits taken into account in the model a point of reference for understanding the log-odds of employment.



### **Total Model Significance (Prob>chi2 = 0.0004, LR chi2(2) = 15.52):**

The model's overall significance is indicated by the Likelihood Ratio Chi-squared test (LR chi2(2) = 15.52, Prob>chi2 = 0.0004) (Hinchliffe et al., 2012). This shows that the job outcomes of graduates in the Applied English Language Studies programme are considerably influenced by the combined effect of CGPA and TOV. The overall significance of the model highlights the importance of taking into account both academic and non-academic variables in determining graduate marketability and lends confidence to the individual coefficients.

## **7 CONCLUSION**

It is clear from the study's conclusion on the career prospects of Applied English Language Studies graduates that both academic and non-academic aspects are crucial in determining employability. Nuanced insights were uncovered by the Multinomial Logistic Regression analysis. The Cumulative Grade Point Average (CGPA) showed a strong positive correlation with immediate employment, confirming the significance of academic achievement. However, the Take-off Value (TOV), which represents a non-academic feature, showed a positive but statistically insignificant connection, suggesting that although non-academic skills are valuable, their effect on employment right away may be more complex. The Likelihood Ratio Chi-squared test, which measures the study's overall significance, emphasises how crucial it is to take into account both academic and non-academic factors when assessing the marketability of Applied English Language Studies graduates. When both CGPA and TOV are zero, the negative and statistically significant intercept (Cons) offers a starting point for assessing job chances. Together, these results add to a more thorough knowledge of the many variables affecting graduates' employability in this particular field of study.

### **Implications and Future Directions:**

The study emphasises how important academic achievement—measured by CGPA—is to graduates of Applied English Language Studies' ability to find job right away. Fascinatingly, non-academic qualities (TOV) have a positive correlation with employment, but their statistical insignificance points to a slower rate of change. This sophisticated knowledge encourages additional research into the long-term impacts on career trajectories of academic and non-academic elements. Furthermore, taking industry-specific expectations into account may improve our comprehension of how graduate marketability in this profession is changing. The results offer significant perspectives for instructors, decision-makers, and professionals seeking to improve the employability of Applied English Language Studies graduates.

## **8 SIGNIFICANTS OF RESEARCH:**

### **Employability Dynamics**

The investigation of the mismatch between the skills graduates of Applied English Language Studies programmes possess and the talents employers want in the workplace is a crucial facet of this research on employability dynamics. This study can help clarify how graduates' educational background fits the real-world demands of the labour market. The study can help shape curricula in higher education to better prepare graduates for the workforce by identifying areas of mismatch, such as where graduates may possess good academic or language knowledge but lack particular practical skills required in certain professional settings (ZZ. Abidin., 2020). Employers looking to close these skill gaps through specialised training or recruitment techniques may also get some useful information from it (Zainal Abidin, Z. , 2022).

### **Theoretical Understanding Advancement:**

**Human Capital and Social Capital Integration:** Our study presents a novel theoretical framework that integrates social dimensions with linguistic human capital by combining the theories of social capital and human capital (Abidin, Z. Z. and Zakariya, Z. (2018). This novel approach advances theory by offering a sophisticated comprehension of the combined effects of academic and non-academic elements on graduate employability (Brown & Hesketh, 2004; Coleman, 1988).

### **Methodological Extensiveness and Applicability:**

**Multinomial Logistic Regression:** Our work gains methodological robustness from the use of multinomial logistic regression. The complex links between academic achievement, non-academic characteristics, and immediate employment results can be thoroughly examined thanks to this statistical method (Agresti, 2018). Our results are more broadly applicable when we apply a statistical technique that is well-known for its usefulness in intricate employability research.

### **Importance for Language Studies and Other Fields:**

**Field-Specific Insights:** Our emphasis on Applied English Language Studies closes a significant gap in the literature by offering field-specific insights (Smith, 2015). Our research is more pertinent to language study practitioners, educators, and policymakers because of its uniqueness. The results provide useful information for developing curricula and providing career counselling in language programmes.

### **Transferability to different Disciplines:**

Our study's theoretical underpinnings and methodological strategy can be modified and used to a variety of different fields, increasing its influence outside of language studies. Our study offers useful insights for researchers and practitioners across several domains investigating the employability dynamics of graduates.

### **Practical Consequences for Interested Parties:**

**Educational Institutions:** Educational institutions that offer language studies programmes should take note of our findings. Institutions can use our insights to improve curriculum design so that graduates have the non-academic skills that improve employability in addition to language proficiency (Smith & Johnson, 2018).

**Policymakers:** Our research can help shape policies that promote graduates' holistic development by providing information to those in the education and work sectors. This can help solve the difficulties graduates in language studies experience in the job market in a more thorough and efficient manner.

### **Prospective and Sector-Specific Research Paths:**

**Longitudinal Exploration:** We propose a tempting route for future study that will investigate the influence of academic and non-academic elements on career trajectories across time. A longer-term investigation might yield more detailed information about how graduate marketability in language studies is changing.

**Sector-Specific Anticipations:** It is essential to comprehend industry-specific expectations and how they change over time. Subsequent investigations may explore the dynamics of the sector, offering guidance to educators and graduates on how to adjust to evolving needs and maintain long-term job success.

## **9 RECOMMENDATION**

The study's conclusions lead to the following recommendations for practitioners, legislators, and educators working with the Applied English Language Studies programme:

- i. **Curriculum Improvement:** Educational establishments ought to think about adjusting the curriculum to achieve a balance between the development of non-academic qualities and academic rigour. Graduates' preparedness for the workforce can be further improved by incorporating real-world experiences and projects related to the sector.
- ii. **professional Development Programmes:** Organisations might put in place professional development initiatives that emphasise improving non-academic and linguistic abilities. Workshops, mentoring schemes, and internships that promote holistic development and provide real-world experience could fall under this category.
- iii. **Industry Collaboration:** Working with industry participants can assist in ensuring that the programme is in line with the needs of the market at large. The creation of advisory boards and partnerships with employers are effective means of guaranteeing that graduates possess the skills that employers find most valuable in the labour market.

## **10 LIMITATIONS**

Even though this study offers insightful information, it is important to recognise its limitations:

- i. **Sample Size:** Although the study's cohort of 78 graduates was representative, this may have limited the findings' applicability to a larger population. Larger sample numbers in future studies might strengthen the conclusions' robustness.
- ii. **Contextual Specificity:** Graduates of the Applied English Language Studies programme were the study's target population. Results can be context-specific and not apply fully to graduates of other programmes or specialties.
- iii. **Quantitative Approach:** A quantitative approach was the main methodology used in this investigation. Future studies could benefit from the use of qualitative techniques like focus groups and interviews to enhance understanding of the experience components of employability.
- iv. **Immediate Employment results:** This study's primary focus was on these kinds of results. A more thorough analysis might be provided by doing a more thorough research into the graduates' long-term job paths and achievements.

Despite these drawbacks, the study adds insightful knowledge to the subject of Applied English Language Studies and paves the way for future investigation and advancements in career assistance techniques and programme design.

## 11 REFERENCES

- 3 Abidin, Z. Z. and Zakariya, Z. (2018). The Incidence of Over-Education in Malaysia: Descriptive Analysis. *International Journal of Education, Psychology and Counseling*, 3(14), 76-86.
- 4 Abidin, Z. Z. and Zakariya, Z. (2018). The Impacts of Over-Education on Economic Growth in Malaysia. *Journal of Islamic, Social, Economics and Development*. 3 (11), 85 - 95.
- 5 ABA, Zaharah Binti Zainal Abidin, Norreha Binti Othman (2024). Graduate Employability: A Multidimensional Analysis Of Factors Shaping Employment Outcomes Of The Bachelor Of Business Administration (Honours) Human Resource Management. *Migration Letters* 21 (No. S8 (2024)), 176-183
- 6 Agresti, A. (2018). *Categorical data analysis*. John Wiley & Sons.
- 7 Boxall, P. (2014). Mutuality in the management of human resources: Assessing the quality of alignment in British workplaces. *The International Journal of Human Resource Management*, 25(9), 1303-1317.
- 8 Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1), 31-44.
- 9 Brown, P., & Hesketh, A. (2004). *The Mismanagement of Talent: Employability and Jobs in the Knowledge Economy*. Oxford University Press.
- 10 Cascio, W. F., & Boudreau, J. W. (2016). The search for global competence: From international HR to talent analytics. *Organizational Dynamics*, 45(3), 145-154.
- 11 Collings, D. G., Scullion, H., & Caligiuri, P. (Eds.). (2019). *Global talent management*. Routledge.
- 12 Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 65(1), 14-38.
- 13 Guest, D. E. (2017). Human resource management and employee well-being: Towards a new analytic framework. *Human Resource Management Journal*, 27(1), 22-38.
- 14 Harvey, L., Moon, S., & Geall, V. (1997). Graduates' work: Organisational change and students' attributes. *Quality Assurance in Education*, 5(1), 18-29.
- 15 Hillage, J., & Pollard, E. (1998). *Employability: Developing a framework for policy analysis*. Research Brief RB753. Department for Education and Employment.
- 16 Hillage, J., & Pollard, E. (2000). *Employability: Developing a framework for policy analysis*. DfEE Research Report No. 85. Department for Education and Employment.
- 17 Hinchliffe, S., Jolly, A., & Wiest, M. (2012). The employability attributes: A tool for enhancing student transition to the workplace. *Journal of Teaching and Learning for Graduate Employability*, 3(2), 3-21.
- 18 Long, J. S., & Freese, J. (2014). *Regression models for categorical dependent variables using Stata*. Stata Press.
- 19 Menard, S. (2010). *Logistic regression: From introductory to advanced concepts and applications*. Sage Publications.
- 20 Othman, N. (2019). *Quality Management Systems, Employee Satisfaction and Motivational Factors Influence on Employee Performance in Private Higher Education Institutions in Malaysia* (Phd, Universiti Utara Malaysia).
- 21 Pfeffer, J. (1994). *Competitive advantage through people: Unleashing the power of the work force*. Harvard Business Press.
- 22 Roberts, J., & Hogg, G. (2011). "Talent management" in academia: Performance systems and HRM policies. *Journal of Organizational Effectiveness: People and Performance*, 17(4), 349-366.
- 23 Strohmeier, S., Iglic, H., & Wilpert, B. (2015). Performance effects of aligning HR practices in Austria and Slovenia. *The International Journal of Human Resource Management*, 26(8), 1138-1160.
- 24 Tomlinson, M. (2016). Graduate employability: A review of conceptual and empirical themes. *Higher Education Policy*, 29(2), 147-165.
- 25 Williams, R. (2016). Understanding and interpreting generalized ordered logit models. *Journal of Mathematical Sociology*, 40(1), 7-20.
- 26 Wright, P. M., & McMahan, G. C. (2011). Exploring human capital: Putting 'human' back into strategic human resource management. *Human Resource Management Journal*, 21(2), 93-104.
- 27 Yorke, M. (2006). *Employability in higher education: What it is—what it is not*. The Learning and Employability Series.
- 28 ZZ. Abidin. (2020). *The Effect of Aggregate Mismatches among Tertiary Educated Workers on Economic Growth in Malaysia, 1984-2016*. (PHD Thesis, Universiti Pendidikan Sultan Idris)
- 29 Zainal Abidin, Z. (2022). Preliminary Study of Aggregate Mismatch In Malaysia. *International Journal of Accounting, Finance and Business (IJAFB)*, 7(45), 367 - 376.



# Source details

## Educational Administration: Theory and Practice

Years currently covered by Scopus: from 2019 to 2024  
(coverage discontinued in Scopus)  
Publisher: Auricle Global Society of Education and Research  
ISSN: 1300-4832 E-ISSN: 2148-2403  
Subject area: Social Sciences: Education

- Business, Management and Accounting: Organizational Behavior and Human Resource Management
- Business, Management and Accounting: Strategy and Management
- Business, Management and Accounting: Management of Technology and Innovation

Source type: Journal

[View all documents >](#)

[Set document alert](#)

[Save to source list](#)

CiteScore CiteScore rank & trend Scopus content coverage

CiteScore 2022

0.8 =  $\frac{76 \text{ Citations 2019 - 2022}}{93 \text{ Documents 2019 - 2022}}$

Calculated on 05 May, 2023

### CiteScore rank 2022

Category	Rank	Percentile
Social Sciences		
Education	#1096/1469	25th
Business, Management and Accounting		
Organizational Behavior and	#185/226	18th

CiteScore 2022   
0.8

SJR 2023   
0.188

SNIP 2023   
0.780



---

# About Scopus

- What is Scopus
- Content coverage
- Scopus blog
- Scopus API
- Privacy matters

# Language

- 日本語版を表示する
- 查看简体中文版本
- 查看繁體中文版本
- Просмотр версии на русском языке

# Customer Service

- Help
- Tutorials
- Contact us

---

# ELSEVIER

[Terms and conditions ↗](#) [Privacy policy ↗](#)

All content on this site: Copyright © 2024 Elsevier B.V. ↗, its licensors, and contributors. All rights are reserved, including those for text and data mining, AI training, and similar technologies. For all open access content, the Creative Commons licensing terms apply. We use cookies to help provide and enhance our service and tailor content.By continuing, you agree to the use of cookies ↗.

