

Readiness of Culinary Arts Students from the Aspect of Technical Skills to Employability at Muar Vocational College

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Abstract

Graduate unemployment is still a major issue in Malaysia because employers prefer workers with technical skills only to academic abilities. The aim of this study is to determine the level of technical skill preparedness among students of Muar Vocational College, Johor. This study is quantitative with a survey approach. The population of this study was 85 Culinary Arts students and the sample size was 70 respondents who were selected for this study. This study uses a questionnaire form that has 30 items. The Statistical Package for Social Science Version 29 software is used to analyze the collected data. The results of this study found a high level of technical skills with a min rating of 4.43 and the level of employability of students at the Muar Vocational College was also high at a min score of 4.12. This shows respondents are skilled in handling equipment, have a good knowledge of the correct procedures and are ready to embark on the workplace. For the Conclusion, the objective of this study has been achieved. This study suggests for future studies, objectives can be developed such as finding differences between men and women from the readiness of human skills to employability.

1. Introduction

The According to a survey conducted by the Malaysian Advanced Education Service in 2011 (KPTM, 2012), the results of the survey showed that 24 percent of graduates at the time of the examination had not found a new job, 6.6 percent of those reviewed said they wanted to take a break, 12.2 percent said they were waiting for placement to continue their education, and 69.5 percent said that they were looking for a job. This shows the existence of high competition in Malaysia to get a job (Hanafi, 2015).

The problem of unemployment among graduates also exists because of a number of issues. They come from the interests of the IPT course, student status, the financial and political situation of the country. Furthermore, according to Kenayathulla (2021), investigating the status of TVET Malaysia graduates for the future labour market, emphasizes the importance of highly talented labour to help financial development. The work-based learning approach is used to implement curricula in vocational colleges. The educational experience strictly frames the ability to work, the capacity to innovate, and the ability of the individual, with the scale of the elements of hypothesis and mindfulness of 30:70. (Jabatan Pembangunan Kemahiran, 2009). However, the students do not can underestimate the importance of mastering practical learning. To remain competitive in the job market in the future, practical skills must be improved.

According to Abd Ghani (2016), students play an important role in producing highly capable students and delivering the name of teaching institutions in the public education system. However, many students fail to link their institutional academic programs to career requirements. They are limited to the scale of lessons that have been set and only learn from teachers. Only a small number of students think and investigate current information to ensure that they are capable in theoretical and basic learning. Therefore, the relationship between student and skill must take into account three components: methods, procedures, and techniques.

According to a report by the Master Board on Abilities (2000), ability is characterized as the ability to acquire information to complete a job well. According to Gallagher (1999), skills include basic, technical, managerial, and leadership abilities. To learn new things, these four skills are very important. Similarly, in order to enable graduates to become more complete in the field of employment, vocational colleges need to focus on technical skills in addition to applying the element of personal skills in the program design.

In the context of the culinary arts, for students, to ensure they can compete in getting a job, it is necessary to improve the mastery of technical skills. This can be done through practical learning provided in the institutional curriculum as well as by taking the initiative to take courses that offer additional skills. Besides, having awareness of the latest trends in the field of culinary art is also important.

1.1 Problem Statement

Most graduates face situations where they are forced to work in positions that do not match their certificate level when entering the world of work. Graduates often get jobs below their qualification level (Syafiq, 2023). It is also affirmed that technical skills are crucial for employers in selecting employees (Zahrin, 2021). Employers need workers with technical skills and employability, which leads to unemployment among graduates. However, from different angles, job seekers and new graduates need to diversify their skill sets to remain relevant to the needs of the industry. Employers have a lack of living skills and English proficiency amongst TVET graduates (Fauwaz & N. Subramaniam, 2023). Besides, problem-solving skills, and high-level thinking are also important. Therefore, good oral and written communication skills are required. In parallel, the researchers will conduct a social study to study the readiness of students of the culinary arts program in the final year at the Vocational College related to the technical skills to study their readiness for employment before they enter the world of employment. Besides, there's a previous study conducted at the Vocational College, Muar that took respondents in the fourth year only. Proposed by previous scholars for graduation from year 1 to year 4.

1.2 Objectives

This study proposes two (2) objectives as listed below:

- i. Identify the preparedness of students of the culinary arts from the methodological, procedural, and technical aspects of the Muar Vocational College.
- ii. Identify employability amongst students of Culinary Arts of Muar Vocational College. generations.

2. Methodology

In this section, the study describes the methods or methodologies used in conducting this study. There are several aspects that have been taken into account in conducting this study. The aspects discussed in this section include study design, study population and sample, study instruments, pioneering studies, and data analysis methods. The methodology used in this study plays an important role in gathering relevant information and achieving appropriate research findings. Through this method, all the issues involved in this study will be explained in detail.

2.1 Research Design

The researchers have designed the design of this study as a detailed plan to obtain information relevant to the study. The design of this study is of great importance to the researcher in finding, interpreting, and delineating all the information required in conducting this study. The design of this study is quantitatively with a descriptive approach using the method of the questionnaire form distributed using the survey method. Each respondent given the questionnaire was assessed on the basis of their mastery of five technical skills. Each question in the questionnaire form is formulated in a concise, accurate, and compact manner according to the study objectives set by the researcher. Besides, this method also saves the time, money, and labor needed to carry out this study.

2.2 Population and Sampling

According to Roflin & Liberty (2021) a population is a group of individuals who meet certain conditions that are relevant to the subject of the study. (Roflin & Liberty, 2021). The population of this study is 85 people. Based on Krijcie Morgan sampling table (1970). Please refer to ANNEX B. For a population of 85 people the total sample is 70 people. The selected samples included students of year 1, year 2, year 3 and year 4 of the Culinary Arts Program. Sampling techniques for this study are simple random sampling. This simple random sampling technique was chosen to give all respondents a chance to answer questions. According to Hamzah (2018), easy random sampling guarantees equal probability for any person to be elected as a representative of the population. To override the suggestion from Hanafi's past study (2015). The examiner took a sample of first, second and third- and fourth-year students who already had a Malaysian Vocational Certificate. (SVM).

2.3 Research Instrument

In this study, the questionnaire form is the main tool used to facilitate data collection from each respondent. The questionnaire form is taken from the instruments built by the Hanafi (2015) study and adjusted to the details of this study to gather relevant information. Using the questionnaire form using the google form app has been distributed to respondents. This study helps save time, energy, and necessary financial resources. The questionnaire form is constructed based on the study objectives set by the researcher. This instrument is divided into two parts, namely.

Respondent's A-Part Demography

This section contains several items related to the background of respondents such as gender, age and year of study. This is intended to obtain information that can be used to conduct this study.

Part B – Technical Skills Mastery Level

This section contains statements related to the Technical Skills discussed, namely:

- i. Method
- ii. Procedure
- iii. Technique

Part C – Employability Mastery Level

In this section, there are five indicators used to answer the second and third study questions, namely the level of mastery of employability skills by the last year students in the culinary arts in Vocational Muar, Johor before undertaking industrial training. The Likert scale is used by the researcher to develop each question in Part II of the questionnaire form. The questions used in the questionnaire form are intended to describe the high or low levels of each study question. The Likert scale is widely used in social and educational studies. Thus, the scholar uses a scale developed by Rensis Likert (1932), which consists of 5 types of scales as seen in Table 1:

Table 1: Rensis Likert Scale (1932)

Scale	Score
Totally agree	5
Agreed	4
Disagree	3
Do not agree	2
Strongly agree	1

3. Result and Discussion

3.1 Result

In this part, the things described are about how the analysis and findings of the study can intersect the objectives and questions of the research. The analysis that has been carried out is divided into several sections namely respondent demographic analysis for part A, analysis of the level of preparedness of the student of the culinary arts from the methodological aspect, the analysis of level of readiness of the pupil of the gastronomic art from the procedural aspect, and analysis of levels of readability of the students of the culinary arts from a technical aspect

of part B and the degree of readership of the apprentice of the cooking arts from an employability aspect that includes the aspect of communication skills, the problem-solving aspect and the critical thinking aspect for part C. This data analysis is carried out with the aim of providing answers to the study questions raised in chapter 1, as well as to the study objectives set by the researcher.

In this study, there are 70 questionnaire forms obtained from all students of Muar Vocational College. The software used to analyze this data is the Statistical package for Social Science (SPSS) for Windows version 29.0. The data will be processed, and the results of the research analysis will be described in this chapter, including a summary for each analysis. there are three sections or category structures in each set of questionnaires.

3.1.1 Demographic Analysis of Respondents

Respondent background information is determined by analyzing the demographic part. The demographic section consists of three items: year of study, gender and race. There were 70 respondents, all of whom each received a questionnaire. All respondents were randomly selected from year 1 to year 4. The respondents were students taking a culinary arts course at the Vocational College, Muar Johor. Table 2 shows the frequency and percentage disaggregation by gender, with 28 people representing 40% of the population being male and 42 persons representing 60% being female respondents.

Table 2: Frequency and percentage of respondents by gender

Gender	Frequency	Percent (%)
Male	28	40
Female	42	60
Total	70	100

Based on Table 2 it can be concluded that the number of female students is more than male students. The percentage difference between men and women is 20% or 14 people. Analysis results for gender show that a number of female students are more interested in digging into a technical field like a culinary arts course at Muar's Vocational College.

Table 3: frequency and percentage of respondents by race

Race	Frequency	Percent (%)
Malay	67	95.7
Indian	2	2.9
Others	1	1.4
Total	70	100

Based on table 3 above, the number of Malay students is the most populated race taking culinary arts courses at Muar vocational college. There are also Indians who represent 2.9% and others are Melanau who are 1.4% alone. Table 4 shows the frequency and percentage disaggregation by year of study of a student of culinary arts at the Muar vocational college.

Table 4: frequency and percentage of respondents by year of study.

Year Of Study	Frequency	Percent (%)
Year 1	19	27.1
Year 2	14	20
Year 3	18	25.7
Year 4	19	27.1
Total	70	100

3.1.2 Analysis of procedure aspects

Based on table 5, in a comprehensive way, the min value indicates at a high level that Item B5 "I provide good cooperation between group members to practical objectives" indicates the highest min value with standard deviation is (M=4.5: SD=0.631). Next, the second highest min value along with the standard fraction value is on item B4 "I applied the knowledge available in the course of food preparation work" i.e. (M=4.49: SP=0.676). Whereas on item B3 "I know the equipment required for cooking work" note the min value and standard fraction (M=4.46: SD=0.674). In addition, there are two items that have the same but different standard min values namely item B1 "I identify the objective of work before doing something practical in the kitchen" notes (M=4.41: SD=0.712) and item B2 "I identify the object of work prior to doing some practical work in the kitchens" which records the value of the standard min value and margins (M = 4.41: SD=0.684). It can be concluded that the majority of respondents agree that they have a high level of technical skill readiness from the methodological aspects.

Table 5: Min score and standard deviation for method aspects

Item	Item Statement	Mean	Standard Deviation
B1	I identified the objective of work before doing any practical work in the kitchen.	4.41 (High)	0.712
B2	I planned how to work before the practice in the kitchen was carried out.	4.41 (High)	0.684
B3	I know the equipment needed for the cooking work.	4.46 (High)	0.674
B4	I applied the knowledge I had in the food preparation work.	4.49 (High)	0.676
B5	I provide good cooperation between the members of the group to practical objectives.	4.50 (High)	0.631
Total		4.43	0.569

Based on the min score disaggregation of the procedural aspects in table 6, the overall min value indicates a high level, i.e. (M=4.44: SD=0.563) indicates that all respondents are also at a higher level of the technical skill aspects of the procedure. The highest min score is (M=4.49: SD=0.631). The item is item B7, "I know the safety measures in handling sharp and heavy objects/material". The second highest min value is on item B6, "I understand the rules in the kitchen like washing hands before holding any utensils or cooking ingredients" i.e. (M=4.47: SD: 0.675). Whereas for item B10 "I always wear safety boots while doing practical work in the kitchen" note the standard min and fraction values (M=4.44: SD=0.735). Next item B8 "I apply current safety features in the kitchen (cleaning, electricity, fire)" records the min value (M=4.46: SD=0.673). While item B9 "I understand industrial safety standards such as safety signs and warnings" (M=4.36: SD=0.762) records lower min values than others but is still at a high level. Automatically stated respondents agree that they have a high level of readiness for the technical skills of the procedural aspects. In general, respondents in this study agreed that they had clear knowledge of safety measures in handling sharp and heavy objects/material.

Table 6: Min score and standard deviation for procedure aspects

Item	Item Statement	Mean	Standard Deviation
B6	I understand the rules in the kitchen like washing hands before holding any utensils or cooking ingredients.	4.47 (High)	0.675
B7	I know the safety measures in handling sharp and heavy objects.	4.49 (High)	0.631
B8	I'm applying security features at the moment in the kitchen (hygiene, electric, fire).	4.46 (High)	0.673

B9	I understand industry safety standards like safety signs and warnings.	4.36 (High)	0.762
B10	I always wear safety boots while doing practical work in the kitchen.	4.44 (High)	0.735
Total		4.44	0.563

3.1.3 Analysis of technical aspects

Based on the disaggregation of min scores for technical aspects in table 7, overall min values show at a high level of 4.13. There are five items, and all are at a high level of min scores. Item B12, "I can use cooking equipment well" is the item that is at the highest min score level with the standard deviation value (M=4.29: SD=0.837). Second highest item B13 "I can choose the right cooking tool according to the given recipe" (M=4.20: SD=0.754). Meanwhile item B14 "I am skilled in using a knife to cut cooking ingredients with the right technique as an example of julienne cutting" (M=4.11: SD=0.894). Next item B11 "I can use the cooking hardware well" (M=4.06: SD=0.778). While item B15 "I am good at providing detailed descriptions of the functions of various cooking equipment, such as pot, pot, stove, mixer and grinder well" notes a low min value compared to other items namely (M=4.01: SD=0.909). It can be concluded that the majority of respondents agree that they have a high level of readiness for the technical skills of the technical aspects.

Table 7: Min score and standard deviation for technical aspects

Item	Item Statement	Mean	Standard Deviation
B11	I can use the cooking hardware well.	4.06 (High)	0.778
B12	I can use the cooking equipment well.	4.29 (High)	0.837
B13	I can choose the right cooking tool according to the given recipe.	4.20 (High)	0.754
B14	I'm good at using a knife to cut cooking ingredients with the right technique as an example of Julienne's cutting.	4.11 (High)	0.894
B15	I'm good at giving a detailed explanation of the functions of various cooking appliances, such as pots, mixers, and grinders well.	4.01 (High)	0.909
Total		4.13	0.719

3.1.4 Data analysis of the second study question: The level of readiness of students of the culinary arts from the perspective of employability (communication skills, problem solving, critical thinking)

Based on the min score disaggregation of the overall employability aspect, the min value indicates a high level (M=4.12: SD=4.47). This indicates that all respondents are also at a high level of employability and are ready to enter the work environment. This aspect is divided into three parts: communication skills, problem solving, and critical thinking. Items on the communication skills section are C1 to C5, whereas items on the problem-solving part are C6 to C10, and items on critical thinking are C11 to C15.

Based on table 8, the communication skills section shows item C3, "I can communicate well in Malay." has the highest min score (M=4.74: SD=0.440). This shows the majority of respondents from the Malay race. Second

highest item C5 "I can execute instructions from a tutor well." has a min score with a standard fraction value ($M=4.41$; $SD=0.648$). Next, C1 "I can communicate with individuals from different races" recorded min scores with standard fraction values ($M=4.37$; $SD=0.663$). Meanwhile, the standard min score and fraction values for C4 "I can convey ideas clearly with full confidence in writing" ($M=4.19$; $SD=0.687$). In addition, C2 "I can communicate well in English" recorded a min score with the lowest standard fraction value compared to other items ($M=3.91$; $SD=0.812$). The researchers reached the conclusion that students of the culinary arts had a level of readiness for aspects of communication skills that were effective against employability.

Table 8: Min score and standard deviation for communication skills

Item	Item Statement	Mean	Standard Deviation
C1	I can communicate with individuals of different races.	4.37 (High)	0.663
C2	I can communicate well in English.	3.91 (High)	0.812
C3	I can communicate well in Malay.	4.74 (High)	0.440
C4	I can express my ideas clearly and confidently in writing.	4.19 (High)	0.687
C5	I can execute instructions from the professor well.	4.41 (High)	0.648

Based on table 9, the troubleshooting section indicates that item C9, "I will find an alternative path to some problem that arises" has the highest min score with the default fraction ($M=4.17$; $SD=0.834$). Next, there are two items that have the same min values: item C7 "I can make a clear judgment about something that has arisen" ($M=4.07$; $SD=0.729$) and item C10 "I have good pressure control skills" with the standard min value and frequency ($M=4.07$, $SD=0.688$). Next, item C6 "I can identify problems in practical handling" ($M=4.04$; $SD=0.647$). In addition, item C8 "I can make an analysis of the problems that arise" recorded the lowest min value compared to others with the standard fraction ($M=4.0$; $SD=0.742$). It can be concluded that the majority of respondents agree that they have a high level of readiness for the problem-solving skills aspects of employability. This explains that respondents are skilled in controlling stress when a problem arises.

Table 9: Min score and standard deviation for problem solving

Item	Item Statement	Mean	Standard Deviation
C6	I can identify the problem in the practice of handling.	4.04 (High)	0.647
C7	I can make a clear judgment about something that comes up.	4.07 (High)	0.729
C8	I can do an analysis of the problems that arise.	4.00 (High)	0.742
C9	I'm going to find an alternative way to solve some of the issues that arise.	4.17 (High)	0.834
C10	I have the ability to control pressure well.	4.07 (High)	0.688

Based on table 10, the last part is critical thinking. Item C14, "I plan in advance what to do when I want to do something" has the highest min score with the default fraction value (M=4.37: SD=4.37) The second highest is item C12 "I can reasonably think about the implications that arise as a result of the decisions made" recording min values and standard fractions (M=4.23: SD=0.705). Next, item C13 "I will make a decision based on sufficient information" with a min value and default fraction (M=4.19: SD=0.621). Whereas there are two items that have the same min value as the standard fraction value: item C11 "I'm easy to adjust to a variety of situations" (M=4.10: SD=0.764) and item C15 "I can judge implicit meanings during discussion" (M=4.10: SD=0.764).

Table 10: Min score and standard deviation for critical thinking

Item	Item Statement	Mean	Standard Deviation
C11	I'm easy to adapt to a variety of situations.	4.10 (High)	0.764
C12	I can reasonably think about the implications of the decisions made.	4.23 (High)	0.705
C13	I'll make a decision based on sufficient information.	4.19 (High)	0.621
C14	I planned in advance anything to do when I wanted to do something.	4.37 (High)	0.641
C15	I can judge the implicit meanings during the discussion.	4.10 (High)	0.764
Total C1-C15		4.12	0.447

3.2 Discussion

In this section, the discussion is directed to the level of readiness of students from the methodological aspects of employability. Out of the findings of the study showed the mean of the min score on the part of the method aspect is high. This means that students understand the methodical aspects of technical skills well. According to a recent study by Sidek (2019), in this practice method, the learning process is student-centered as this also coincides with this study where respondents agree that good collaboration between group members is good for achieving objectives in the teaching practice in the classroom. This study found that teaching objectives are important because they can nurture a variety of new skills, enhance motivation and further improve student achievement. This coincides with a recent study by Talin (2018) that found the teaching objectives important as they can enhance motivation, the further interest in improving student achievement is the consent given by the students to the choice of methods among students. According to Adib (2019), from the methodological aspects of technical skills, students have knowledge of the teaching delivered by teachers in addition to scientific skills and problem-solving skills. This statement coincided with a study in which respondents agreed that applying existing knowledge in doing such work as food preparation strengthened technical skills. The skills acquired produce desirable human capital characteristics. The high result of the study, 4.43, showed that the practical teaching methodology was conducive to student preparedness.

The study's revenue on the level of readiness of students from the aspects of the employability procedure indicates that the min value for the procedural aspects is high. This shows that the student understands the procedural aspects of technical skills well. The results of this study are consistent with Manap's statement (2021), that students or employees who are less knowledgeable or less skilled in their field of duty are more likely to make mistakes and are more susceptible to accidents. Accidents in the workshop can be caused by tools, machines, environments and individuals involved in the kitchen itself. Students at least need to discipline themselves to adhere to the ethics of dressing in the kitchen as this is the easiest thing to implement by students. Therefore, this matter is quoted in item B10 which states about the use of shoes while performing practice. Analysis of this item

shows the min score is at a high level of 4.44. It's clear that they're very sensitive to wearing shoes while doing work. Otherwise, it could result in a leg injury. The results of this study are supported by Manap (2021), safety means a condition resulting from changes in human behavior and physical environment to reduce the likelihood of further hazards. This clearly shows that a cautious attitude can prevent students from having accidents in the kitchen. So, one of the things to do is adhere to the ethics of dressing in the kitchen. In addition, respondents agreed that understanding the rules in the kitchen such as washing hands before touching any appliances or cooking ingredients is important. This shows that respondents who have been through the learning process through the procedural aspects are prepared in terms of technical skills such as performing current sanitation procedures in the kitchen.

In this section, the discussion is directed to the level of student readiness from the technical aspect. Instead of the study findings showing the min value on the part of the engineering aspect is high which is 4.13 This means the student understands the technical aspect of the technical skill well. Regarding the evaluation of the student's mastery of the use of equipment, it can be measured when the student uses the culinary tool, also during the teaching and learning process, or while the student follows the learning and teaching process. According to Bloom's theory (1989), who argues that experience is a source of knowledge, observation made personally, through reading, or from hearing from others is a fraction of information inserted into one's knowledge and mind. After working in the kitchen, students can usually apply the knowledge and skills they have at home or in everyday life. For example, students can use a knife to cut vegetables, fruits and meat for cooking. It is clear to us that student can apply knowledge in technical training in practical work in everyday life. This subject was supported by Gul (2015), Students learn skills faster when they are allowed to use their initiative and assessment in training techniques alongside skills development. Students must practice what has been taught, so that the job is a little higher than the job they do at the second level. A lot of experience can give a higher efficiency to the technical aspects of practical work. According to Affero and Zeti (2020) the industry is now more focused on skilled workers who have excellent integration between technical and non- technical skills. Every individual who wants to enter the field of technical skills must have adequate skills and knowledge. Based on the analysis of the findings of the study, it has been stated that the average split of the min score on the part of the technical aspect is high. Item B12 is "I can use the cooking equipment well show at a high level" is 4.29. This suggests that using good cooking equipment will result in quality work. The alignment of the high study results shows the technical aspects of helping students' readiness.

What is discussed in this section is the level of readiness of students from the employability aspect that includes communication skills, problem solving and critical thinking. According to Othman and Hassan (2019) in his study entitled "Elements of Career Preparedness towards Marketability of Graduates of Vocational College Hospitality in Malaysia Based on Teachers' Needs" took the results of the study Zubaidah et al. (2006), as a guide in the aspects of communication skills, problem-solving skills and critical thinking, information management skills, organizational and leadership skills, teamwork skills, attitude-related skills at work and self-management skills. From the results of the study of the communication skills department, min score obtained a high level of 4.74 on item C3 that is "can communicate well in Malay language" and min score 4.37 for C1 which is "may communicate with people from all races". This was supported by Fendy Wijarwanto et al. (2019) who stated that communication is an important skill aspect demanded by the industry, along with respect for work or duty, discipline, honesty, technical design ability, and cooperation. According to Techanamurthy (2022) in his findings using the Problem-Solving Flipped Classroom Module (PSFC) found significantly improved problem-solving skills among students of Culinary Arts, improving their enrolment. This is consistent with the high min score of 4.17 on item C9 on the study question "I will find an alternative path to something that arises" and the min point of 4.00 on the item C8 is "I can make an analysis of the problem arising." Dwyer (2014), in his research formulates critical thinking skills that promote good decision-making and problem-solving in real-world applications, helping individuals become more adaptable, flexible, and more able to cope with rapidly evolving information. This coincides with a study that obtained a high min score of 4.37 as in question item C14 "I plan first what to do when I want to do something work" as well as in item C15 "I can judge implicit meanings during discussion" which also obtains a higher min rating of 4.10.

The results of this study conclude that non-technical skills are among the main factors associated with the issue of graduate marketability and extreme competition in today's global world, plus graduate sluggishness every year leading to fewer and fewer job offers. According to Gopalakrishnan Soundararajan et al. (2020) Employers want graduates to have skills to improve employability such as critical thinking, problem-solving, and effective communication, and emphasize the important role of higher education institutions in addressing graduate skills

shortages. It has high non-technical skills such as communication skills, problem-solving skills and critical thinking that give the graduate an employment advantage and further enhance the inward value of finding a job.

4. Conclusion

Overall, discussions about the readiness of students of the culinary arts from the point of view of technical skills to employability have achieved the set objectives. The results of the study showed that the overall technical skills and employability of the students were at a high level. However, they should always strive to maintain their technical skills and employability at a good level. This is to raise the high level of employability and the ability to compete among graduates from the same field elsewhere. In addition, all relevant stake holders must play their respective roles in generating a competitive workforce to contribute to the development and progress of Malaysia.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

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