



## Determining the Mediating Role of Employability: Labor Market and Educational Intervention towards Higher Education Output

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### ABSTRACT

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A country's educational system serves as the cornerstone upon which the rest of the statecraft is built. Education's means and purposes must be consistent with national objectives in to create a broad range of attainable learning outcomes. In recent years, a paradigm change has occurred, with many persons passing through the gates of institutions seeking higher education, disrupting the link between higher education and employability. While college graduates were always promised solid jobs, new variables such as interventions in the labour market have emerged in recent years due to unprecedented entries. This study evaluates the relationship between newly accepted and previously admitted variables. We then used educational intervention and higher education as independent

factors and attempted to determine their effect on the labour market as the dependent variable. Employability is used as a mediator. Data were gathered via questionnaires distributed to 600 educational specialists. SPSS and Smart PLS were used to analyse the data. The findings demonstrate that higher education, as currently structured, does not complement the labour market and does not result in employability. However, no such relationship exists between educational intervention and labour market outcomes.

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## Introduction

Today's educational systems vary considerably, but their common purpose is identical, if not identical, i.e., the construction of a model capable of channelling the country's young through its available resources toward the best outcomes. Malaysia's education system is based on the 6+3+2+2 model, which entails six years of obligatory primary school, three years of lower secondary education, two years of upper secondary education, and two years of pre-university senior secondary education (Darmi & Albion, 2013). Indeed, Malaysia has achieved enormous strides in higher education establishment, evolution, and growth over the last two decades. As the ASEAN region's cultural hub, it inevitably embraces the drive toward modernization, or, in other words, attempting to emulate western standards of living, where education is viewed as the critical driver of technological growth (Da Wan et al., 2018).

Additionally, education is regarded as the solution for all ills. The second reason for this abrupt move toward higher education is that Malaysia is proud of its trained workforce and capable human resources, resulting from modern education. Despite this development of an autonomous system, an unprecedented number of students have shown an interest in higher education in recent years. Since education is promoted as an anti-poverty measure, many young people from disadvantaged homes have taken an interest in major subjects at universities in the hope of escaping otherwise substandard living conditions (Wee et al., 2017). This was exacerbated by the youth bulge, with 14.6 million Malaysians between the ages of 15 and 39 constituting a startling 45 percent of the population in 2018, according to the National Statistics Department of Malaysia (Murad & Pereira, 2019).

However, policymakers were unable to develop effective evidence-based policies to accommodate these children, leaving the self-sustaining model to operate independently. As a result, a substantial increase in unemployment was noticed, leaving graduates with advanced degrees at the mercy of the market's changing atmosphere (Ibrahim & Mahyuddin, 2017). Students who were refused employment prospects were informed that they lacked a particular set of abilities required for the job profile (Wee et al., 2017). Thus, the education intervention and labour market phenomena developed, focusing on functional skills. These academic, cognitive, behavioural, and social abilities directly affect students' capacity to access education, while the former refers to the supply and demand for work.

Educational intervention is described as "the deliberate structuring of the instructional process to meet the specific learning needs of students in certain educational environments" (Riley-Tillman et al., 2020). It is predicated on recognising that each student must possess structured thinking, interpretive and writing abilities, and acquaintance with the concepts, theories, and ground rules of specific disciplines or fields. Many students, however, lack developed rational or conceptual resource learning mechanisms, which is why new modules must be constructed optimally to achieve the learning outcomes (Riley-Tillman et al., 2020).

According to Guilmois et al. (2019), educational interventions are classified into two types: discrete and integrated. The primary distinction between the two is based on the intended target group, its aims, and fundamental assumptions. Both techniques are based

on a predefined set of intervention models, and each has a distinct criterion for achieving the desired outcomes. The first of the two is particularly pertinent to the target population of non-traditional students who come from poor backgrounds. These students come from locations where they cannot acquire the necessary skills or expertise in the needed disciplines or lag behind others in terms of cognitive or learning ability due to their environment mentioned above (Guilmois et al., 2019).

While it is noticed that these children do not lag in creativity, they have a more challenging time expressing it than others due to their perceived language skill barrier. According to several researches, when students like this arrive at university, they perceive it as a very different world and thus become more detached from their studies to spend their time valuing their valued personal independence (Afridi et al., 2020). However, due to their deficiencies in the areas mentioned above, individuals struggle to acclimate to class. This results in a highly depressing environment in which both mental and physical health are severely compromised (Capstick et al., 2019).

Additionally, Nawaz (2021) claimed that their academic progress and reputation in class are harmed, posing major difficulties for their future careers. As a result, it is determined that these pupils, dubbed "academically at-risk," require more attention with the goal of improving their knowledge base, language proficiency, and academic skills (Wu & Hughes, 2015). The exercise's primary objective is to assist in this area either in advance of or concurrently with classes. Foundation programmes, supplementary courses, and introduction courses are all curriculum models for this form of academic intervention.

Guilmois et al. (2019) describe the second intervention model as an integrated one that focuses on all students. According to this model, all students require prior assistance in comprehending the University's major and minor courses due to their (Course's) intricate, holistic, and multifaceted modes of information that distinguish various disciplines and draw a channelized process for learning them properly. By this approach, reading and writing are not merely remedial skills; instead, via these skills, students will grasp the gist of the course they are taking. As a result, it is expected that this strategy will benefit all pupils. The primary goals of this approach are to foster academic and communication abilities while also introducing the application of theoretical knowledge in practise, or in other words, the students' entire academic development (Olssen, 2021).

While it is understandable that certain kids would want additional direction and attention, the more challenging assignments should be assigned to qualified students who will be expected to share their expertise with others. Mainstream courses based on Academic Development principles, language-based programmes, core entry-level programmes, and senior-level core courses are all examples of curriculum models for this form of academic intervention (Altbach et al., 2019).

Simultaneously, the issue of college and university education outcomes and outputs, collectively referred to as Higher Education, must be addressed (Sadler, 2016). Given that universities need a significant amount of time from students during their studies, how is it that most students graduate without the skills necessary by the market? Before delving into what a labour market is and what it requires, this question requires a detailed and broad-spectrum investigation. According to Miller (2016), because the intervention is for students

who fall behind a particular set of academic skills at a given point in time, the outputs of higher education must include solutions to these deficiencies and prepare students for both the market and for life (Sadler, 2016). Higher education inputs range from material support to personal guidance. They are processed via a highly complex human development method, yet the end outcomes do not match the inputs.

However, there are other causes for the disparity, including a lack of professionalism on the part of teachers at the top and the absence of intervention processes and treatment of students in pervasive systems that reward the good and disempower those lacking basic skills (Blazar, 2018). There is an unpleasant habit among university faculty of bestowing favours on a particular group of students. They frequently give preferential attention to kids they believe are more suitable and agreeable to their tastes. They form groups in which they retain only those kids they admire. This is reflected in the grading system, where teachers' preferred students receive higher grades while others receive lower grades (Hussain et al., 2020). Additionally, teachers do not update their expertise and rely more on their pre-existing methods, depriving all pupils of critical information necessary for their future careers.

According to Cotton et al. (2017), universities, particularly those in the public sector, do not treat "non-traditional students" with special consideration. Although they admit such students through scholarships and special quotas, they leave it to the teachers to treat them equally with other students – despite lagging behind others in terms of learning, denying them the opportunity to keep up with the fast pace of academic life in university. No particular help is provided for these students, thereby exacerbating their pre-existing problem with higher education (Ali et al.). According to the market analysis, every student who is fortunate enough to obtain employment in the existing labour market must relearn everything (Kovalchuk, 2016). The knowledge acquired during a degree programme is regarded unsuitable and out of date in light of market demands. This predicament elucidates the present world's higher educational outputs.

Indeed, while the labour market has transformed throughout time due to technical improvements, the model of higher education has not. This increases the unemployed factor. Many job searchers are denied jobs just because they lack the appropriate training and hands-on skills for the position. The majority of graduates from public sector universities face a lack of employability. In contrast, private sector universities often have a better time finding work in both the public and private sectors (Herrero & Villar, 2019). Additionally, private colleges frequently, if not always, arrange similar activities to prepare students for future perspectives and professional growth.

On the other hand, students from the public sector are frequently unaware of the extent of their employment and the existing labour market (Mok & Wu, 2016). Additionally, the concept of graduate employability is fast evolving due to external environmental, political, and economic conditions such as recession, conflict, and, most recently, the emergence of COVID-19. Additionally, (Hosain et al., 2021) identified six elements that can increase an individual's likelihood of employment. Academic performance (AP), technical skills (TS), communication skills (CS), personality (PE), leadership and motivational skills (LMS), and teamwork and problem-solving skills are some of these (PSS). The first two are directly related to Higher Education Output, whereas the following three are related to Educational

Intervention (Hosain et al., 2021). However, due to the lack of required outcomes from higher education and non-intervention, the employability ratio drops and negatively influences the labour market.

Numerous authors and scholars have discussed the topics of educational intervention, post-secondary output, employability, and the labor market. Multiple hypotheses have been proposed to better understand its notion; nevertheless, none have developed widely accepted justifications. Additionally, the study's distinctiveness is demonstrated by combining Educational Intervention and Higher Education Output. With these advancements and the mediation of employability, this study seeks to establish a strong connection between these variables.

## Literature Review

### *Educational intervention and employability*

Due to changing work models and diminishing skilled labor rates, it is critical to improving the employability of the potential labour force in recent years. Intervention in this area has become critical for all stakeholders. Educational intervention, as defined above, is the process of modifying an existing educational paradigm to meet pupils' needs in a better way. (BHATTI & ALDOSSARY, 2021; FATHI & KASSEM, 2021).

It has achieved a great deal of popularity in the modern day. Blackmore et al. (2016) did this study to determine the efficiency of several educational intervention programmes and determine their relevance to increasing employability among university students. In this regard, he devised a two-tiered study plan in which he divided the students into two groups, one of which would receive intervention sessions and the other would not. Following thorough study and inquiry, it was revealed that those who participated in the intervention session demonstrated greater employability than others. Additionally, it was noted that students who received assistance had increased self-confidence and expressed high satisfaction levels with the skills they learned. (Hernández-Fernaud et al., 2017)

Rothwell (2015) oversaw an employability intervention programme dubbed the employability intervention programme. They aimed to advance student outcomes, find solutions for curriculum remodification, engage students in activities that result in a higher probability of employability, increase students' chances of adapting to the changing needs of a constantly evolving market, and analyse 'what works' against employability through this study. During an informal chat, students characterised the program's impact on them in various ways. These indicators ranged from high motivation levels to work to confidence in job hunting. Additionally, it was noted that they had significant personal growth and gained valuable knowledge regarding career planning (Başal et al., 2021; Bursali & Misir, 2021).

Additionally, kids demonstrated a positive emotional and physical outcome following the intervention session. Coaching aids students by fostering their growth, particularly in terms of confidence and motivation. Hodzic et al. (2015) investigate the effects of unemployment on young graduates before intervention. There was substantial evidence to substantiate the impact of this phenomenon on people's physical and mental health (Alkhaldi, 2021; Alshebami & Seraj, 2021).

Hazelzet et al. (2019) discovered that many graduates had significant stress levels and low self-esteem when searching for suitable employment. These factors contribute to students' withdrawal from the labour market, and they suffer from a variety of psychological problems, increasing their likelihood of long-term unemployment. However, the interventions are intended to alleviate their tension and restore their normalcy. Additionally, Cavanaugh and Giesen (2012) argued that interventions contributed to human capital development through work experience and skill development, subsidised or direct employment, and intensified job search behaviour (Waško, 2021).

Given the evidence that unemployment has a detrimental effect on graduates' mental health and physical fitness, measures must be implemented to mitigate this effect. Numerous actions can aid in the formulation of an efficient policy for students' transition from education to employment. In other words, to present tasks that will allow students to practise working in a workplace setting and using their theoretical knowledge. This tendency has been prevalent in various areas, such as the concept of law student clinics. As a result, the following hypothesis is derived: Due to changing work models and diminishing rates of skilled labour, it is critical to improve the employability of the potential labour force in recent years. Intervention in this area has become critical for all stakeholders. Educational intervention, as defined above, is the process of modifying an existing educational paradigm to meet pupils' needs in a better way (Champenois, 2021).

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**H1:** Educational Intervention has a significant positive relationship with employability

### **Higher education output and employability**

There have been few studies undertaken on higher education and employability. However, some of those who attempted to establish a relationship between the two discovered a negative correlation, while others discovered a positive correlation. Suleman (2016) discovered that persons with a greater level of education had a better probability of finding a decent job than others. He performed his research in the Netherlands, with the primary objective of comparing the employability of individuals who obtain a higher degree to those who do not. On the other hand, a study by discovered a negative correlation between the two factors. It was noted that persons with a higher degree struggled to find a job suited them.

Morley (2001) supports Bowen (2013) by saying that a negative relationship exists between the two variables. Another study concentrating on European Union countries discovered that while higher education may find it simpler to get work than others, their likelihood of finding their ideal employment is relatively low. Nicolescu and Nicolescu (2019) did a study in Sweden to determine the effect of higher education on wage-earning, finding that higher education earns more than no education or primary education. However, it was stipulated to be limited in scope due to the study's focus on wealthy countries.

Mok et al. (2016) established a link between higher education and employment expectations in Germany. The findings indicate that as a person obtains a higher education, they find it more challenging to obtain the work of their choice because the job descriptions do not meet their expectations. More research examines whether or not recent grads have an easier time finding work. If not, what are the underlying causes of this predicament? According to Prokou (2008), higher education does not adequately prepare students for the working world. Students from underdeveloped regions in any country, even after admission to a particular university, struggle to acclimate to the classroom atmosphere, lagging behind their peers academically.

Additionally, it is demonstrated that the existing university culture in less developed countries does not complement the employment market. As a result, employability is decreased and unemployment increases. Additionally, universities frequently supply outdated material incompatible with market demands, resulting in fewer job placements. Suleman (2018) identified three variables to examine unemployment and employability probabilities. They argued that lecturer competency, graduate characteristics, and educational quality are all driving variables in higher education, resulting in improved job placements. It was noted that the absence of the elements mentioned above is the primary reason contributing to Malaysia's expanding unemployment.

Additionally, Suleman (2018) establishes a connection between higher education and employment. Fulgence (2016) explored the relationship between higher education, unemployment, and income in the aftermath of a pandemic. The findings indicated that the former two factors are seen as the subjective determinants of well-being, but the latter has fallen significantly, resulting in significant reductions in household spending. Prokou (2008) discussed three characteristics that may increase employability following a college education. These include employment market trends knowledge, training and workshops, and objective and applied understanding of information technology. These aspects benefit students by assisting them in comprehending market necessities.

While it is simpler to conclude that higher education has a critical role in determining the positive ratio for employability in developed countries, it is not valid in emerging countries. As a result, it is not difficult to propose that:

**H2:** The output of higher education has a significant inverse association with employability.

## Employability and Labour Market

Due to the recent economic crisis, which was exacerbated by a pandemic, there are relatively high levels of unemployment throughout the world, leading in an increased emphasis on why the labour market is vital and how it relates to employability. The labour market is a term that refers to the supply and demand for labour, in which employees offer labour and employers want it. It is a significant component of any economy and is related to capital, goods, and service markets. On the other hand, employability is a continuous process of acquiring new skills, information, and experience that are applicable to a certain work profile. It is to acquire all those abilities that contribute to enhancing an individual's market value in some way. It is predicated on a collection of unique qualities (Passaretta & Wolbers, 2019).

According to Aryeetey and Kanbur (2017), employability is a constant aspect applied to every individual who is or will enter the workforce. One requires a specific set of talents to get, maintain, and move job placement over time. Indeed, these are necessary prerequisites for a person's survival in the labour market. Numerous labour market strategies have been implemented in recent years to assist the unemployed and increase employability. Passaretta and Wolbers (2019) classified these policies as 'active' and 'passive'. Active labour market policies seek to provide ways for unemployed individuals to improve their employability and necessary skills for the labour market.

In other words, such programmes try to improve the market prospects for jobless individuals. Passive policies do not boost job prospects; instead, they assist the unemployed financially and socially. The activation technique is more comprehensive and comprehensive in scope, and as a result, it has been embraced by several governments worldwide. This approach is intended to aid unemployed folks more comprehensively and without jeopardising their self-esteem. Numerous industrialised countries have adopted this strategy and actively benefited their kids. According to McVicar et al. (2019), activation policies have become a catchphrase in public policies with a universal push toward a highly regulating welfare system. Traditional welfare benefits become conditional on employability (McVicar et al., 2019). As a result of the preceding debate, it is possible to hypothesize that:

**H3:** Employability has a significant positive relationship with Labour Market

### *Educational intervention and Labour Market*

Educational approaches actively complement labour market requirements. As previously stated, in its traditional form, higher education has failed to equip individuals with sustainable training and information about the changing dynamics of the job market. Thus, educational interventions result in sustainable outcomes that complement the labour market. According to Kluge et al. (2017), successful intervention at the university level increases students' awareness of market needs and expectations. They undertake research and develop skills that will aid them in their professional lives.

Rogan and Reynolds (2016) noticed that workshops, study tours, lectures, and alumni engagement frequently broaden students' horizons and motivate them to take an active role in acquiring such skills. Additionally, these interactions expose students to the practical application of their academic knowledge. Okolie et al. (2019). also detailed a study



on non-traditional students and their prospects (2019). It was determined that these students should be actively involved in introductory courses and workshops and seminars. Kluge et al. (2017) argued that, while these individuals develop an aversion to their studies due to their perceived independence, they can be reintegrated if treatments are implemented appropriately. As a result of the above debate, it can be stated that:

**H4:** Educational Intervention has a significant positive relationship with Labour Market

*Higher Education output and Labour Market*

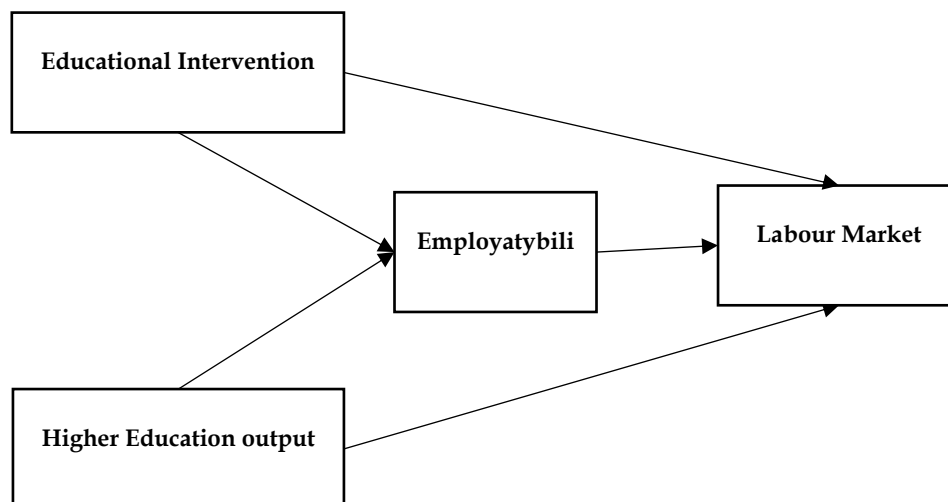
Higher education operates under an antiquated approach based on a decade-old foundation. It is incompatible with the labour market's current requirements. The educational system, particularly higher education, has been unable to adapt to the advent of technology. As a result, the kids have failed to meet market requirements. Lauder and Mayhew (2020) did a study to ascertain academics' and recruiters' behaviour to ascertain the extent to which higher education prepares graduates for employability and the labour market. While academics believed that higher education improves employability and fosters a better understanding of the labour market, recruiters' perceptions were shown to be quite the opposite. They contended that universities are not adequately equipping students with an appropriate awareness of the labour market, resulting in a lack of employability. As a result, the following can be deduced:

**H5:** Higher Education output has a significant negative relationship with Labour Market

**H6:** Employability significantly mediates between Educational Intervention and Labour Market

**H7:** Employability significantly mediates between Higher Education output and Labour Market

**Research Framework**



## **Research Methodology**

This research was undertaken in Malaysia with respondents from educational institutes to ascertain the relationship between educational intervention, higher education output, employability, and labour market participation. This study used educational intervention and output from higher education as independent variables. The labour market was the dependent variable. Employability is used as a mediator in this case. The responders to the survey were experts in education and industry who contributed to the study's viability. The data gathering approach was a questionnaire, with 600 specialists participating. The Likert scale was utilised to collect data using 45-item surveys. Five questions were associated to closed-ended socio-demographic data, whereas forty items were related to given factors. Ten elements from (Van Nieuwerburgh, 2018) (van Nieuwerburgh, 2012), (Bowen, 2013), (Artess et al., 2017), and (Bowen, 2013) were chosen for each. The items were rated on a scale of 1 to 5, ranging from strongly disagree to strongly agree. Additionally, the data were analysed using the PLS-SEM approach.

## **Data collection procedure**

As mentioned previously, the questionnaire was divided into two sections. The first section focused on the respondents' sociodemographic characteristics. On the other hand, the second section included a study of the variables, which included ten items for each variable and a total of forty variables. The responders were assured of their secrecy by ensuring that none of their information would be made public. A total of 760 respondents were invited to participate in the study and were sent a questionnaire. As said previously, the respondents were specialists in the sectors of education and business. 626 questionnaires were returned out of a total of 760, with 26 being removed owing to mistakes. Finally, 600 questionnaires were analysed.

## **Results**

The first test to be performed was convergent validity test, to determine the relationship between the items chosen for this study. It was found that the relationship between the item was positive. The items were judge on the scale of alpha and composite reliability. The items' values were found to be higher than 0.7 for both the scale. This is entirely in accordance with the study. The selected items showed positive relationship. In addition to that, the AVE values were also higher than 0.5 which approved the relation. The table given below signifies the results of the convergent validity test:

**Table 1**

*Convergent Validity*

Constructs	Items	Loadings	Cronbach's Alpha	rho_A	CR	AVE					
Employability	E1	0.836	0.911	0.925	0.929	0.685					
	E2	0.882									
	E3	0.819									
	E4	0.825									
	E6	0.719									
Educational Intervention	E9	0.875	0.912	0.915	0.929	0.620					
	EI1	0.779									
	EI2	0.826									
	EI4	0.821									
	EI5	0.716									
	EI6	0.843									
	EI7	0.786									
	EI8	0.73									
	EI9	0.789									
Higher Education Output	HEO1	0.867	0.963	0.965	0.970	0.843					
	HEO10	0.922									
	HEO2	0.927									
	HEO3	0.913									
	HEO5	0.949									
	HEO8	0.930									
	Labour Market	LM1					0.791	0.926	0.938	0.936	0.621
		LM10					0.783				
LM2		0.690									
LM3		0.832									
LM4		0.813									
LM5		0.812									
LM6		0.756									
LM8		0.860									
LM9		0.743									

For the discriminant validity, two criteria were used, i.e., Fornell & Larcker Criterion and HTMT, i.e. Heterotrait-Monotrait which is complimented by the given results, supporting discriminant value. The results are shown as follows in the table 2:

**Table 2**

*Fornell-Larcker Criterion*

	E	EI	HEO	LM
E	0.828			
EI	-0.256	0.787		
HEO	-0.395	0.672	0.918	
LM	-0.299	0.502	0.426	0.788

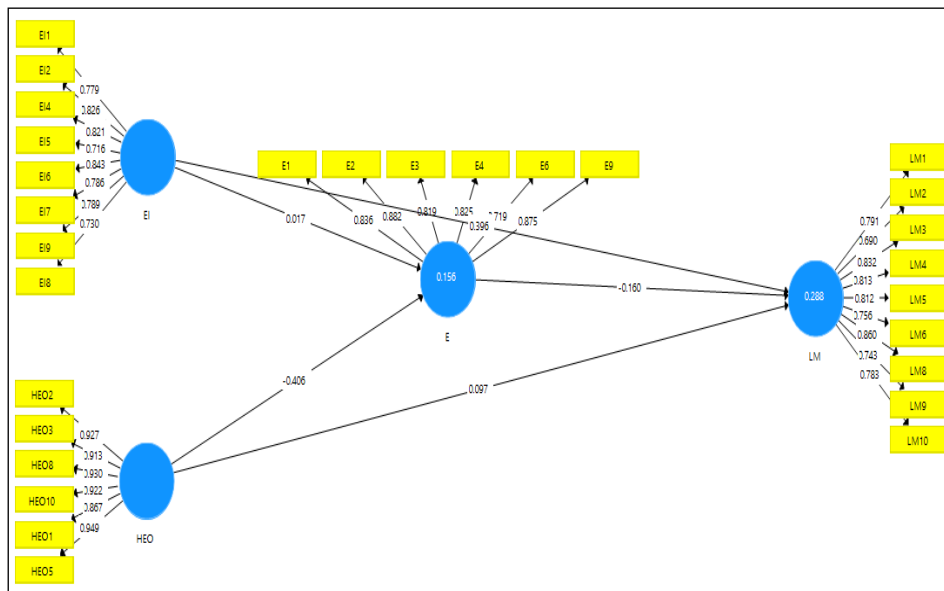


Figure 1: Measurement Model Assessment

As for HTMT, i.e. Heterotrait-Monotrait, which is a more advanced system for determining the discriminant value for the variables, it is ideal that the value of HTMT not exceed 0.9. By the results given in table 3, it was determined that the discriminant value was present:

Table 3

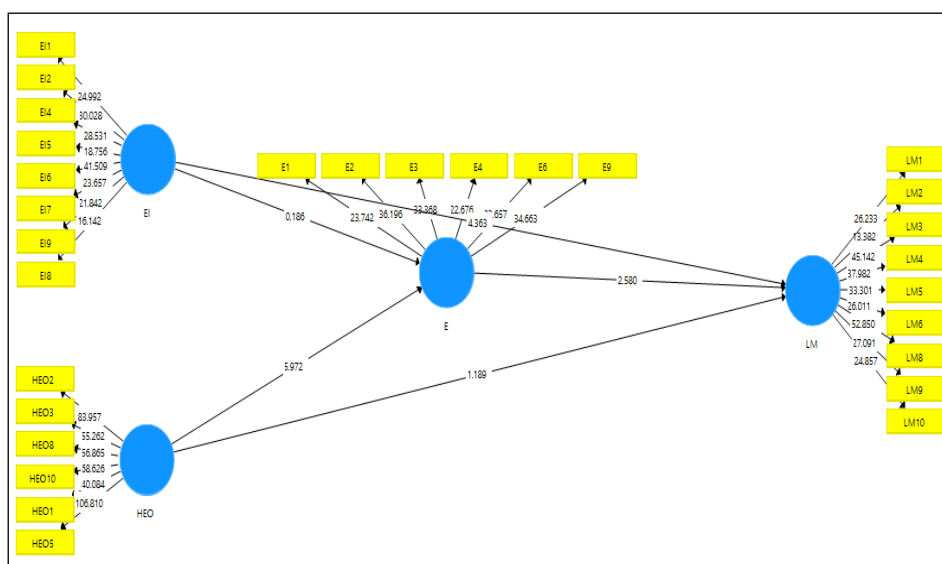
HTMT	E	EI	HEO	LM
E				
EI	0.267			
HEO	0.395	0.712		
LM	0.287	0.512	0.424	

The final results are presented below, where it was observed that a strong link, as hypothesized was found, between higher education output and both employability labour market. As discussed above that HEO is not efficient to compliment E and LM. On contrary there exists no relation between EI and both LM and E. Moreover, the positive relation between E and LM also exists. Therefore, the data given below has supported three hypotheses. i.e. H2, H3, and H5 where the value of "p" is less than 0.05, while those of "t" is higher than 1.64 with no incidence of any zero in between them. However, for H1 and H4 the values of "t" in is 0.186 and 1.189, while values of 'p' is 0.426 and 0.117, respectively. This specifies no significant relation between EI and both E and LM. The following table is extracted from the SEM analysis of the given data.

**Table 4**

*Main Effects*

		Std. Beta	Sample Mean	Std. Error	T Statistics	P Values	Results
H1	EI -> E	0.017	0.010	0.089	0.186	0.426	Not Supported
H2	HEO -> E	-0.406	-0.405	0.068	5.972	0.000	Supported
H3	E -> LM	-0.160	-0.160	0.062	2.580	0.005	Supported
H4	EI -> LM	0.396	0.399	0.091	4.363	0.000	Supported
H5	HEO -> LM	0.097	0.098	0.081	1.189	0.117	Not Supported



**Figure 2: Structural Model Assessment**

Employability (E) was taken as the mediator between the two independent variables EI and HEO and dependent variable LM. Bootstrapping analysis was run for finding its relation between the said variables. The results of this analysis are shown in the table below. In response to the analysis and results, the mediation of E between EI and LM is found to have no existence. However, the same is not true for the other way around, where a strong relation is found between LM and HEO and E. In this way, H6 did not show any positive outcome while H7 did. The value of beta and T value in H6 is  $\beta = -0.003$  and 0.172 respectively, while in H7 the same is, 0.065 and 0.005, respectively.

**Table 5**

*Indirect Effects*

		Std. Beta	Sample Mean	Std. Error	T Statistics	P Values	Results
H6	EI -> E -> LM	-0.003	-0.002	0.015	0.172	0.432	Not Supported
H7	HEO -> E -> LM	0.065	0.064	0.025	2.56	0.005	Supported

## Discussion and Conclusion

Education is critical in any civilization since it serves as the fundamental building block of any superstructure upon which a state or society is built. Suppose the educational system is not creating an adequate number of quality leaders capable of managing the market at the micro level and the state at the macro level. In that case, drastic adjustments to the system are required. In any educational system, the structure of teaching, learning, and environment is regarded as the primary factor affecting the growth of its students (Nurul-Awanis et al., 2011). If these variables are not behaving as expected, new policies must effect the necessary structural changes.

Indeed, educational intervention is a critical need of the hour that must be pushed at all levels throughout one's studies. (2018) (Da Wan et al., 2018). Suppose students who are underperforming in the early phases of their academic careers are provided with optimal solutions that can assist them somehow. In that case, this will result in a very favourable shift in the entire educational system's architecture (Wee et al., 2017). Educational interventions at the higher education level are difficult since the needed abilities have been absent for a lengthy period, affecting the entire foundation of knowledge. However, it is easier to recognise difficulties and thus find an optimal remedy during the early stages of academic life. In this case, a bottom-up strategy is more appropriate and beneficial for the pupils.

However, this is not to say that involvement at the higher education level should be discouraged (Murad & Pereira, 2019). It is also a well-established truth that intervention does affect a student's personality, whether minimal or excessive, is debatable. Whereas most students struggle with the fundamental knowledge and conception of a discipline, integrated interventions such as foundation courses do make a difference in ensuring that all students have a firm grasp of the fundamental principles. Whereas the separate intervention has been successful with pupils who are otherwise classified as 'non-traditional.' Throughout their studies, intervention has been discovered to positively affect their personalities and pull them closer to the research. According to Ibrahim and Mahyuddin (2017), such students also do better than other students, earning distinctions. As a result, both integrated and distinct models are excellent for educators and policymakers to apply at postsecondary institutions. This will result in a higher turnout and more favourable outcomes (Riley-Tillman et al., 2020).

Additionally, policymakers' activities are required to strengthen the curriculums of public and private sector universities and to bring them into line with the needs of the current labour market. According to Capstick et al. (2019), educational experts and leaders must present a plan that is feasible for the next century and capable of being adapted to changing global needs. Achieving success in this area would have a trickle-down effect, resulting in the generation of graduates who are more suited and aware of the labour market and its requirements, with an emphasis on those skills that result in employability (Guilmois et al., 2019).

Additionally, the government and education departments must monitor the supply and demand chart for each discipline, i.e., how many students were admitted to a certain field, how many graduates each year, and how many job openings exist (Olssen, 2021). If a

discipline does not offer job chances inside the confines of the state, policymakers should arrange for them to work overseas or in other nations in order to keep the labour market and educational framework in check (Ibrahim & Mahyuddin, 2017).

The impact of the existing model of educational output has boosted the career prospects of a large number of people; thus, it is critical to develop policies that will benefit both those who have yet to pass through the educational system and those who have already fallen victim to it. Additional study is required in this area to successfully focus on the latter (Murad & Pereira, 2019). It is significantly easier to create policies for people yet to come than it is to create policies for others. As a result, researchers should also consider their own concerns and devise a solution that will benefit them.

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