Developing A Student Development Index: An Evidence from Malaysia

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Abstract

The study aims to develop a measure on students development in the higher educational institutions. The conceptual framework of student development is based on Bandura's self-efficacy and Chickering's seven vectors. Thus, this study focuses on students' identity development, primarily on seven vectors of development, which are to develop competence, emotions, interdependence, and maturity in interpersonal relationship, self-identity, purpose, and integrity. A quantitative survey approach is employed in this study among university students in the Klang Valley, Malaysia. 479 usable responses are valid to be analysed. The sampling frame is from university's database provided by the Academic Department 2013. The findings shows there are positive relationships between self-efficacy and Chickering's seven vectors. Self-efficacy is also positively correlated with student satisfaction and instituitonal image. This study contributes to both of theoretical and practical implications on the university's student development.

Keywords: student development, graduate employability, soft skills.

Introduction

Student Development in Higher Education Institutions

The employment pattern of the average Malaysian graduate is moving and gearing more and more towards the elements of soft skills (Zora Chan, 2011; Latisha & Surina 2010; Ahmad Muhaimin, et. al., 2008; Gurvinder & Sharan, 2008). The ever increasing of figures in the unemployment rate of graduates was mainly due to the fact that most of the graduates were released to the labour market well trained in their areas of specialization but without being fully equipped with skills that are required in the new economy world (Nurita, et. al., 2006). Industries or employers had indicated that they values employees that are not only with excellent paper qualification but also those with abilities and competency in performing their jobs and tasks, namely "soft skills" which could not be obtained directly from "pretty" paper qualifications but rather some natural or embedded talents or skills (Chan, 2011; Gurvinder & Sharan, 2008; Bernama, 2007; Nurita, et. al., 2007; Nurita, et. al., 2006).

Soft Skills in Malaysian Higher Education Context

Under the Ninth Malaysian Plan which runs under the period of five years (2006-2010), human capital development has been named as one of the priority agenda in the country's development process. The Ninth Malaysia Plan (2006) had firmly stated that developing human capital and upgrading the mentality as well as the intellectual capacity of Malaysian should be placed first among all in order to succeed in becoming a developed nation (The Economic Planning Unit 2006 & Roselina, 2009). As a result, the Ministry of Higher Education had declared that all public universities in Malaysia is compulsory to introduce as well as incorporate soft skills elements in undergraduate syllabus (Roselina, 2009). Skills that complement academic achievement such as positive values, leadership qualities, team working, communication skills and life-long learning. The ministry had line out seven traits that are supposed to be included in the syllabus at Institutes of Higher Learning. The seven traits of soft skills are mainly communicative skills; thinking skills and problem solving skills; team work force; life-long learning and information management; entrepreneurial skill; ethics, moral and professionalism; and leadership skills (MOHE, 2007 & Roselina, 2009).

Soft Skills Conceptual Model

Student development aims at enhancing the competencies of a student upon graduation in order to be a competent employee once released to the job market. A student is developed in any higher education institution according to eight domains of learning outcomes that were emphasized by the Malaysian Qualifications Framework that was considered significant for Malaysian context which are: (1) knowledge; (2) practical skills; (3) social skills and responsibilities; (4) values, attitudes and professionalism; (5) communication, leadership and team skills; (6) problem solving and scientific skills; (7) information management and lifelong learning skills; and (8) managerial and entrepreneurial skills (Malaysian Quality Framework, 2011). Through the students' soft skills development conceptual model, there are seven elements of soft skills that would be embedded namely, Communicative Skills; Critical Thinking and Problem Solving Skills; Team Work; Life-Long Learning & Information Management Skill; Entrepreneurship skill; Ethics, Moral & Professional; and Leadership skill (Jamaludin Haji Badusah et. al., 2009).

Student Development Theory

The history of student development theory starts in Europe – with the tradition called as *'in loco parentis.'* This Latin term brings the meaning of 'in the place of a parent,' where in this context refers to the legal responsibility given to an individual or organizations to take some of the responsibilities of a parent. It is believed that this term is derived from

two separate areas of the English common laws; first and foremost is to institutions or organizations like schools and colleges and the second one is to those non-biological parents who were given legal rights and responsibilities to educate as such plays the role of a parents on their students. Therefore, the term *in loco parentis* can be said as a traditional term referring to those who play parents' roles in educating children and student for the students' sake. Thus the main focus of this traditional theory is on students' character development, and not their intellect. Students were instilled with traditional Christian values and through strict rules and enforced by rigid discipline. Through years, students were treated as sons and daughters and were given education as such, but for quite some time - during 1960s, the traditional *in loco parentis* theory were looked upon and been criticized by student movements saying that students should have their freedom of speech as well. In 1961, the *in loco parentis* theory officially ends in the US' higher education system.

In Malaysia, however, it can be said that this theory is still applied, not only in primary and secondary schools but also in certain educational institutions. Undergraduates were subject to many restrictions on their private lives. Students were generally subject to curfews, some universities even expelled students who were somehow "morally" undesirable. More importantly, universities saw fit to restrict freedom of speech on campus, often forbidding organizations dealing with "off-campus" issues from organizing, demonstrating, or otherwise acting on campus. Perhaps the reason why this happens is because of the university policy of which restricts students to involve in any external political issues. Students' development theory can be divided into two categories which is characteristic development and the intellectual development. Characteristic development is also known as identity development (refer to Chickering's Theory of Identity Development).

Characteristic or Identity Development was created specifically to examine the identity development process of students in higher education, as well in other areas. It focuses on students' identity development, primarily on seven vectors of development, which are to develop competence, emotions, interdependence, and maturity in interpersonal relationship, self-identity, purpose, and integrity. These vectors can be thought of as a series of stages or tasks that deal with feeling, thinking, believing, and relating to others. Individuals may progress through the vectors at different rates, and each vector have a tendency to interact with each other, and this can cause reevaluation of issues associated with vectors that had already been worked through. Although the vectors do build on one another, they do not follow a strict sequential order. Developing in multiple vectors allows individuals to function with greater stability and intellectual complexity. Intellectual development on the other hand refers to three major stages which are dualism (either/or thinking), multiplicity (subjective knowledge), and relativism (constructed knowledge). The traditional *in loco parentis theory* only focuses on the identity development of students but as student movements aroused, as per influenced by B.F. Skinner and Carl Rogers who introduced the new paradigm on students services paradigm, this traditional parenting education were then replaced by the student development paradigm (SDP). SDP was merely influenced by the immense growing body of psychological and sociological theories, with three basic assumptions that guides the students' development movement. The three basic assumptions are; (1) every student is different and unique, (2) students' entire environment should be taken into account and used for education, and (3) students have personal responsibility to get educated.

Bandura's Self-efficacy

Understanding the essence of student development is vital here as there are two key questions of being successful graduates that are "who I am" and "what I aim for". The first question refers to being a successful person, someone need to know the strength of his/her self-efficacy covering the states of cognitive, affective and psychomotor. This relates to Bandura's self-efficacy and behavioral changes (Bandura, 1977). Moreover, students should have a set of competencies prior to become one whether through a formal education/training or by experience.

Chickering's Seven Vectors (1969)

Chickering's theory implies fluid motion of development, and no two individuals will work
through the vectors exactly the same as his or her peers (Chickering, et. al., 1993). The vectors are:
1. Developing competence
2. Managing emotions
3. Moving through autonomy toward independence
4. Developing mature interpersonal relationships
5. Establishing identity
6. Developing purpose
7. Developing integrity

Chickering's Vectors are well known and often referred to and utilized by student affairs professionals on both micro and macro levels. Consider for example working individually with a student who is distraught over the death of a close friend from home (vector two), or a student struggling to establish her identity as a young adult (vector five) or a student grappling with a moral or ethical dilemma (vector seven).

Keeping the importance of Chickering Vectors in mind, student development practices are substantially influenced by social and institutional contexts in these Asian countries. With a greater concern of Asian values, social context refers to school culture, family social support, and neighborhood climate. We assume that student satisfaction may improve corporate image of the institution. This may refers to attributes such as service performance, university performance and university ranking.

Figure 1: Theoretical Framework of Malaysian Student Development Index
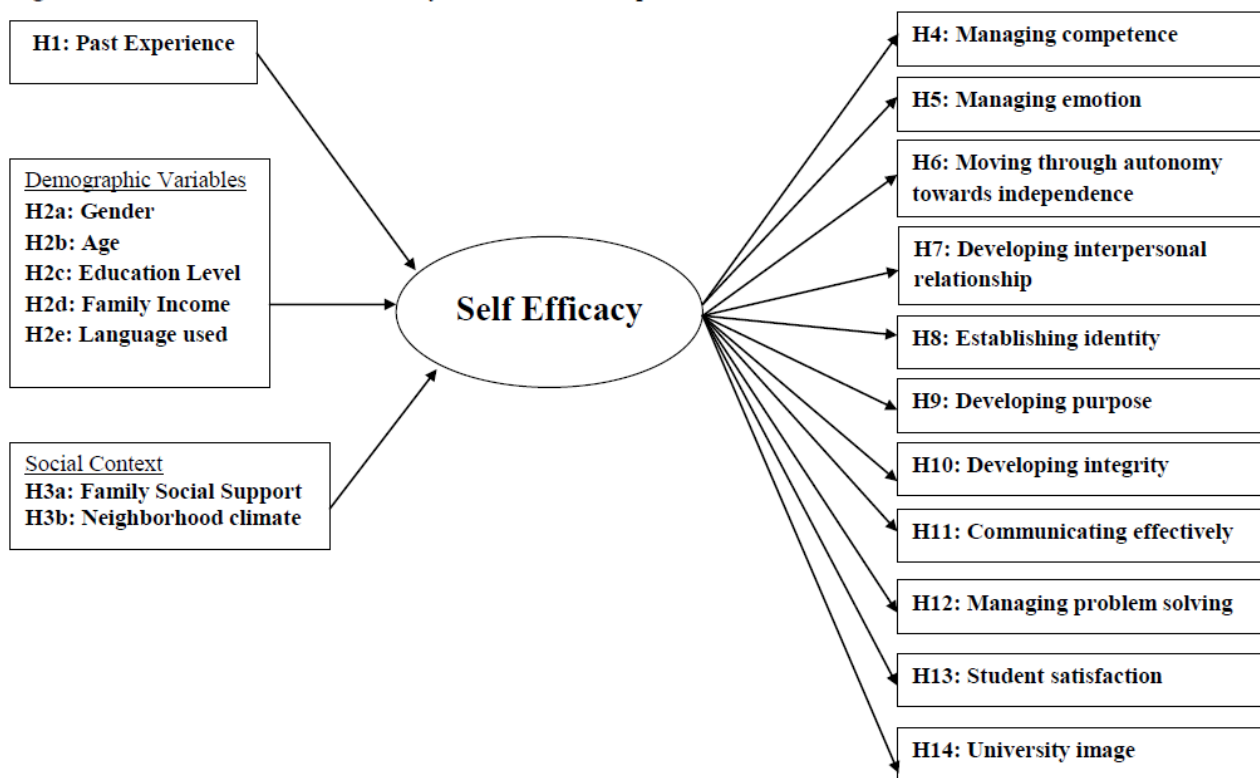
Research Method

Mainly, survey questionnaire is developed based on the literature review on the key facets of student development practices and from the direct observation and literature analysis. These questionnaires were tested for reliability by conducting a pilot study on 30 participants. The items in the scale will be refined until a reliability of at least 0.8 is achieved. The sample will be selected from public in the respective reputable universities.

Target population and sample

Target population will be students from major universities. Approximately 20,000 undergraduate students would be a population of this study in the Klang Valley, Malaysia, which are identified from the student affairs management personnel levels respectively. Thus, this study is known as CLMV study. The population of study varies depending on countries. A sample of 500 respondents will be randomly selected in UPM, UKM and UTAR. We were distributed 500 questionnaires to university students. However, only 479 usable responses are valid to be analysed. In this paper, we only presented the first phase of the CLMV study.

Descriptive analysis

A total of 479 sets of questionnaires collected back as complete data. All respondents are Malaysian. 59.5% of the respondents were from public institutions whereas 40.5% were from private college. There were 51.6% male and 48.4% of female involved in this survey. Majority of the respondents fall in the age of 21 – 23 years old followed by 18 – 20 years old and 24 – 25 years old.   53.7% of the respondents preferred to use Malay language, 31.9% preferred English language, followed by Mandarin language 13.1& and the least, Tamil language, 1.3%. 47% of the respondents obtained high school qualification, 24.8% obtained bachelor degree and 23% obtained diploma qualification. Majority of the respondents yield income less than RM10 000.

Data Analysis

Data analysis was conducted on two stages. First stage involved with descriptive analysis to provide general description on the characteristic of respondents. The internal consistency method using Cronbach's alpha was calculated to confirm the reliability of each construct. SPSS version 21 was employed to analyze the data. In the second stage of analysis, 2 hypotheses was tested its relationships with self efficacy namely family social support and neighborhood climate, 14 hypotheses using self efficacy as independent variables whereas the dependant variables (outcomes) are namely managing competence, managing emotion, moving through autonomy towards independence, developing interpersonal relationship, establishing identity, developing purpose, developing integrity, communicating effectively, managing problem solving student satisfaction and university image.

Results

Several items were removed from further examination due to its low reliability. In particular, one item "if I face a problem, I have difficulty in telling my family about it" from family social support and one item "I usually feel isolated in my society" from neighborhood climate were deleted during reliability analysis. One item "I rarely depend on my classmate for approval/suggestion of class assignment" from moving through autonomy towards independence was dropped from further analysis.

Reliability Test

Cronbach's coefficient alpha was used in this research due to its popularity in studies. The reliability test for all the variables showed excellent reliability with a coefficient alpha of above 0.7, which is the cut-off point of reliability suggested for theory testing by Nunnally (1978) except for family social support (0.66) and neighborhood climate (0.64). Thus, based on the reliability test, caution must be practiced when interpreting the result related to family social support and neighborhood climate. The rest of the variables ranges from 0.74 to 0.98 were acceptable for use in further analysis.

Table 1: Cronbach Alpha

Construct	Cronbach Alpha
Family social support	0.66
Neighborhood Climate	0.64
Self efficacy	0.76
Developing Competence	0.75
Managing emotion	0.81
Moving through autonomy towards independence	0.74
Developing interpersonal relationship	0.78
Establishing identity	0.79
Developing purpose	0.83
Developing integrity	0.81
Communicating effectively	0.83
Problem Solving	0.85
Student satisfaction	0.98
Institution image	0.88

Hypotheses Testing

H1: There is a significant difference between past experience and self efficacy

Table 2 shows, Levene's Test for Equality of Variances shows that F value is 0.10 and P value is 0.75 which is greater than critical value of 0.05. Therefore, H1 is rejected and concluded that there is no significant different in the variances of public institutions and private college in their self efficacy.

Table 2: Independent Sample T-Test (Past experience and self efficacy)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig	t	df	Sig (2 tailed)	Mean Difference	Std Error Difference
Equal variances assumed	0.10	0.75	0.48	477	0.63	0.24	0.05
Equal variances not assumed			0.49	431.7	0.63	0.24	0.05

H2a: There is a significant difference between gender and self efficacy

Table 3 shows Levene's Test for Equality of Variances shows that F value is 8.94 and P value is 0.03 which is lesser than 0.05. Therefore, H2a is accepted and concluded that there is significant different in the variances of male and female in their self efficacy.

Table 3: Independent Sample T-Test (Gender and self efficacy)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig	t	df	Sig (2 tailed)	Mean Difference	Std Error Difference
Equal variances assumed	8.94	0.03	0.59	477	0.55	0.03	0.05
Equal variances not assumed			0.60	465	0.55	0.03	0.05

H2b: There is a significant difference between age group and self efficacy

Table 4 shows the P-value = 0.089 is greater than 0.05. Therefore, reject H2b. There is no significant difference between age group and self efficacy.

Table 4: ANOVA (Age group and self efficacy)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.406	2	.703	2.435	.089
Within Groups	137.441	476	.289		
Total	138.847	478			

H2c: There is a significant difference between education level and self efficacy
Table 5 shows the P-value = 0.089 is greater than 0.05. Therefore, reject H2b. There is no significant difference between education level and self efficacy.

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Table 5: ANOVA (Education level and self efficacy)

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	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.815	4	.454	1.570	.181
Within Groups	137.032	474	.289		
Total	138.847	478			

H2d: There is a significant difference between family income and self efficacy
Table 6 shows the P-value = 0.004 is lesser than 0.05. Therefore, accept H2d. There is significant difference between family income and self efficacy. There is a significant difference for family income that range less than RM10 000, RM10 000 – RM19,999 and RM20 000 – RM40 000 in self efficacy.

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Table 6: ANOVA (Family income and self-efficacy)

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	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.486	4	1.121	3.956	.004
Within Groups	134.361	474	.283		
Total	138.847	478			

H2e: ***There is a significant difference between language used and self efficacy***
Table 7 shows the P-value = 0.438 is greater than 0.05. Therefore, reject H2e. There is no significant difference between language used and self efficacy.

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Table 7: ANOVA (Language used and self efficacy)

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	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.789	3	.263	.905	.438
Within Groups	138.058	475	.291		
Total	138.847	478			

H3a: There is a positive relationship between family social support and self efficacy
From Table 8, it can be seen that family social support has a positive and significant influence on self efficacy at significant level of $p < 0.01$. . The R square obtained is 0.70 indicating that 70% of the total variance in self efficacy can be predicted from family social support. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

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Table 8: The Influence Family Social Support on Self Efficacy

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Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.74				
Family Social Support	0.25	0.27	6	0.00	1.00
R=0.27 R Square = 0.70 Adjusted R Square= 0.68					

H3b: There is a positive relationship between neighborhood climate and self efficacy
From Table 9, it can be seen that neighbourhood climate has a positive and significant influence on self efficacy at significant level of $p < 0.01$. . The R square obtained is 0.13 indicating that 13% of the total variance in self efficacy can be predicted from neighborhood climate. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

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Table 9: The Influence Family Social Support on Self Efficacy

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Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.64				
Neighbourhood climate	0.31	0.36	8.48	0.00	1.00
R=0.36 R Square = 0.13 Adjusted R Square= 0.13					

H4: There is a positive relationship between self efficacy and managing competence
From Table 10, self efficacy has a positive and significant influence on managing competence at significant level of $p < 0.01$. The R square obtained is 0.38 indicating that 38% of the total variance in managing competence can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not

exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 10: The Influence of Self Efficacy on Managing Competence

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	1.40				
Self efficacy	0.62	0.62	17.11	0.00	1.00
R=0.62 R Square = 0.38 Adjusted R Square= 0.38					

H5: There is a positive relationship between self efficacy and managing emotion

From Table 11, self efficacy has a positive and significant influence on managing emotion at significant level of $p < 0.01$. The R square obtained is 0.16 indicating that 16% of the total variance in managing emotion can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 11: The Influence of Self Efficacy on Managing Emotion

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.25				
Self efficacy	0.45	0.41	9.72	0.00	1.00
R=0.41 R Square = 0.16 Adjusted R Square= 0.16					

H6: There is a positive relationship between self efficacy and moving through autonomy towards independence

From Table 12, self efficacy has a positive and significant influence on moving through autonomy towards independence significant level of $p < 0.01$. The R square obtained is 0.21 indicating that 21% of the total variance in moving through autonomy towards independence can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 12: The Influence of Self Efficacy on Moving Through Autonomy Towards Independence

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.4				
Self efficacy	0.45	0.46	11.16	0.00	1.00
R=0.46 R Square = 0.21 Adjusted R Square= 0.21					

H7: There is a positive relationship between self efficacy and developing interpersonal relationship

From Table 13, self efficacy has a positive and significant influence on developing interpersonal relationship at the significant level of $p < 0.01$. The R square obtained is 0.17 indicating that 17% of the total variance in developing interpersonal relationship can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 13: The Influence of Self Efficacy on Developing Interpersonal Relationship

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.6				
Self efficacy	0.39	0.41	9.77	0.00	1.00
R=0.41 R Square = 0.17 Adjusted R Square= 0.16					

H8: There is a positive relationship between self efficacy and establishing identity

From Table 14, self efficacy has a positive and significant influence on establishing identity at the significant level of $p < 0.01$. The R square obtained is 0.21 indicating that 21% of the total variance in establishing identity can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 14: The Influence of Self Efficacy on Establishing Identity

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	0.21				
Self efficacy	0.52	0.46	11.3	0.00	1.00
R=0.46 R Square = 0.21 Adjusted R Square= 0.21					

H9: There is a positive relationship between self efficacy and developing purpose

From Table 15, self efficacy has a positive and significant influence on establishing identity at the significant level of $p < 0.01$. The R square obtained is 0.31 indicating that 31% of the total variance in developing purpose can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 15: The Influence of Self Efficacy on Establishing Identity

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	1.98				
Self efficacy	0.56	0.56	14.62	0.00	1.00
R=0.56 R Square = 0.31 Adjusted R Square= 0.31					

H10: There is a positive relationship between self efficacy and developing integrity

From Table 16, self efficacy has a positive and significant influence on developing integrity at the significant level of $p < 0.01$. The R square obtained is 0.31 indicating that 31% of the total variance in developing integrity can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 16: The Influence of Self Efficacy on Developing Integrity

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	1.94				
Self efficacy	0.56	0.56	14.7	0.00	1.00
R=0.56 R Square = 0.31 Adjusted R Square= 0.31					

H11: There is a positive relationship between self efficacy and communicating effectively

From Table 17, self efficacy has a positive and significant influence on communicating effectively at the significant level of $p < 0.01$. The R square obtained is 0.32 indicating that 32% of the total variance in communicating effectively can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 17: The Influence of Self Efficacy on Communicating Effectively

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	1.65				
Self efficacy	0.62	0.56	14.97	0.00	1.00
R=0.56 R Square = 0.32 Adjusted R Square= 0.32					

H12: There is a positive relationship between self efficacy and managing problem solving

From Table 18, self efficacy has a positive and significant influence on managing problem solving at the significant level of $p < 0.01$. The R square obtained is 0.33 indicating that 33% of the total variance in managing problem saving can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 18: The Influence of Self Efficacy on Managing Problem Solving

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	1.73				
Self efficacy	0.57	0.58	15.47	0.00	1.00
R=0.58 R Square = 0.33 Adjusted R Square= 0.33					

H13: There is a positive relationship between self efficacy and student satisfaction

From Table 19, self efficacy has a positive and significant influence on student satisfaction at the significant level of $p < 0.01$. The R square obtained is 0.05 indicating that 5% of the total variance in student satusfaction can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 19: The Influence of Self Efficacy on Student Satisfaction

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.57				
Self efficacy	0.34	0.2	5.09	0.00	1.00
R=0.28 R Square = 0.05 Adjusted R Square= 0.05					

H14: There is a positive relationship between self efficacy and university's image

From Table 20, self efficacy has a positive and significant influence on university's image at the significant level of $p < 0.01$. The R square obtained is 0.65 indicating that 65% of the total variance in student satisfaction can be predicted from self efficacy. In terms of multicollinearity of family social support on self efficacy, the VIF values do not exceed 5. This indicates that high multicollinnearity does not exist to reduce the explanatory power of the predictor variables on self efficacy.

Table 20: The Influence of Self Efficacy on University Image

Independent Variables	Unstandardized Beta	Stdandardized Beta	t	Sig. (p.value)	VIF
Constant	2.2				
Self efficacy	0.38	0.25	5.75	0.00	1.00
R=0.25 R Square = 0.65 Adjusted R Square= 0.63					

Concluding Remarks

Based on earlier discussion, H1, H2b and H2c were not supported whereas the rest of the hypotheses were supported, as is shown below.

H1	There is a significant difference between past experience and self efficacy	Not supported
H2a	There is a significant difference between gender and self efficacy	Supported
H2b	There is a significant difference between age group and self efficacy	Not supported
H2c	There is a significant difference between education level and self efficacy	Not supported
H2d	There is a significant difference between family income and self efficacy	Supported
H2e	There is a significant difference between language used and self efficacy	Not supported
H3a	There is a positive relationship between family social support and self efficacy	Supported
H3b	There is a positive relationship between neighborhood climate and self efficacy	Supported
H4	There is a positive relationship between self efficacy and managing competence	Supported
H5	There is a positive relationship between self efficacy and managing emotion	Supported
H6	There is a positive relationship between self efficacy and moving through autonomy towards independence	Supported
H7	There is a positive relationship between self efficacy and developing interpersonal relationship	Supported
H8	There is a positive relationship between self efficacy and establishing identity	Supported
H9	There is a positive relationship between self efficacy and developing purpose	Supported
H10	There is a positive relationship between self efficacy and developing integrity	Supported
H11	There is a positive relationship between self efficacy and communicating effectively	Supported
H12	There is a positive relationship between self efficacy and managing problem solving	Supported
H13	There is a positive relationship between self efficacy and student satisfaction	Supported
H14	There is a positive relationship between self efficacy and university's image	Supported

Discussion

This study provides useful insight of analyzing the development of Universities Student Development Index among the World Third Countries and the implementation and practices among these countries, as it would be able for them to

create a standard benchmarking. It will ensure that these Universities would be able to provide sufficient and relevant Student Development Index in Malaysia.

In addition, the finding from the study will shed information on the relevance and usefulness the Student Development Index in terms of promoting and practicing, how the student turn respond and interact with the implementation of their Universities Student Development Programs such as Starting School, Finishing School, Entrepreneurship program to name a few, and how those programs can give an impact on students' efficacy.

Indeed, this is a first study to develop the Student Development Index in the Asian country. Thus, this study will be so essential and beneficial to the development and improvement of programs performances itself, as well as to enhance the efficiency of the Third World Countries of University Student Development Programs' mechanism and framework. This study would be able to provide solutions and enrichment of knowledge in terms of implementation and enforcement strategies of University Student Development Programs for the government and related authorities. The findings from this research perhaps would be able to address the problems and challenges of the Universities Student Development Programmes in this country towards the new globalization era, and enable to help the authorities to reconstruct or restructure the best mechanism and practices.

Conclusion

The marketability and the employability among the Malaysian graduates have become a major concern in the country. Many theories and assumptions have been made to explain the current scenario. Despite of many arguments about the issue, people have reached to a concencus that lack of soft skills is one of the main factors why Malaysian graduates are not able to compete in the world market. Initiative taken by many universities through the Department of Student Services Profesional by having linkages with industries have lessen the alarming scenario. Through this linkages, the Student Services Professional in each university could update all the skills needed by the job market and nurture those soft skills to their students prior to their graduation. It is hope the the continuous effort by Student Service Professional from each university will help Malaysian graduates to be more competitive not only on the local market but also on the international market.

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