

The Crux Of Internalisation at Home and University Support: Perspectives On Global Employability Of Malaysian Graduates

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ABSTRACT

In a constantly changing global labour market, employees must develop requisite skills to fulfil the demands of the global industry. Students and higher education institutions are preparing students with knowledge and skills to be employable upon graduation. Internationalisation at Home (IaH) is one of the internationalisations drive by higher educational institutions in Malaysia to equip students with chances to benefit by increasing the potential for employment in the global community. Personality traits under the lens of

multicultural personality have been recognised as one of the most important factors determining how individuals react to cultural differences. By drawing on Mentenhauser's System Perspectives and Theory of Student Involvement, this study examined the effect of IaH and multicultural personality on students' global employability. The study also assessed the mediating role of university support in either strengthening or weakening the relationship. Data collected from a survey involving 403 final-year students was analysed using structural equation modelling. The findings indicated a positive association between multicultural personality and students' global employability. Additionally, positive effects between IaH and global employability were found, mediated by the role of university support.

Keywords: Internationalisation at Home, multicultural personality, global employability, university support

INTRODUCTION

The employability of Malaysian graduates is an ongoing key concern. Various initiatives are being continuously implemented to enhance their skills and readiness for the workforce (Kardi, 2009). Nevertheless, a gap exists between the skills possessed by graduates and the demands of the job market, particularly in communication, problem-solving, and analytical skills (Nadarajah, 2021). In order to address this gap, universities are recommended to focus on developing key attributes such as communication, leadership, critical thinking, teamwork, lifelong learning, ethics, and entrepreneurship skills (Wafi, 2022). Furthermore, the role of Internationalisation at Home (IaH), intercultural competence, and global citizenship in enhancing employability is highlighted, with the need for institutional support in this regard (Khalid, 2020). In Malaysia, significant strides have been made in providing higher education to its population, with an increasing number of graduates entering the workforce each year.

Nevertheless, despite the growth in educational attainment, there is a growing concern about the competencies of Malaysian university graduates (Zain *et al.*, 2017; Salleh *et al.*, 2017). Employability refers not only to the ability to secure a job but also to the capacity to perform effectively in the workplace and contribute meaningfully to the economy. In the emerging and rapidly developing technology, the world is moving towards digitalisation, where all the activities that previously required material presence are now carried out virtually. The potential in technological development has resulted in increasing job uncertainty, instability, and inequality in employment (Pardo-Garcia & Barac, 2020). The Industrial Revolution 4.0 (IR 4.0) has emerged as a result of the rapid advancement of technology, offering the workforce enormous opportunities to capitalise on these increased prospects. The employability of Malaysian graduates faces multifaceted challenges, encompassing both structural and skill-related issues. Several key issues that contribute to the employability gap include misalignment of skills (Cunningham & Villaseñor, 2014; Anuar *et al.*, 2016; Kuznetsova, 2020), lack of practical experience (Guàrdia *et al.*, 2021), and inadequate soft skills (Zhou *et al.*, 2016; Rodzalan *et al.*, 2022). Other studies highlighted personality factors as the reason for employment issues, which include transferable skills and job specificity (Lotko *et al.*, 2016), mental capacity and academic performance (Ergün & Şeşen, 2021), individual orientation (Igwe *et al.*, 2020), and self-directedness (Kovalenko & Mortelmans, 2016).

University support and the internalization of education are critical drivers of Malaysian graduates' employability in the global job market. Research by Ibrahim *et al.* (2024) underscores that aligning academic programs with industry demands enhances employability, particularly when field-specific skills are cultivated. Moreover, the integration of organizational support systems, such as fostering cultural intelligence and resilience, has been

shown to facilitate smoother cultural adjustments and improve expatriates' professional experiences (Yifei et al., 2024). Workforce agility and engagement, bolstered by e-HRM and digital innovation, as demonstrated in the Jordanian cement industry, are equally relevant to preparing graduates for the technological demands of a globalized workforce (Alsakarneh et al., 2024). Furthermore, incorporating sustainable practices, such as green HRM, aligns graduates with environmental and organizational goals, fostering innovation and adaptability in contemporary workplaces (Ali et al., 2021). Lastly, the interplay between individual participation, perceived employability, and organizational support further highlights the importance of a holistic approach to career success (Ali et al., 2023). Together, these insights provide a robust framework for universities to enhance graduates' global employability.

The Malaysia Statistics Department (2017) confirmed that 34.6% of the 463,700 unemployed are tertiary-educated Malaysians. Additionally, the findings presented in the *New Straits Times* of February 3rd 2020, corroborate the data obtained from the Graduate Tracer Study conducted by the Ministry of Education Malaysia in 2018. The mentioned study revealed that approximately 60% of graduates were still unemployed one year after completing their studies. Furthermore, according to the Department of Statistics (2018), Malaysian higher education institutions (HEIs) produce over 200,000 graduates annually. Nevertheless, 20% of these graduates remain unemployed. The data indicates a significant challenge in job market alignment, as a substantial proportion of degree holders are unable to secure employment. One method for HEIs to prepare students for a globalised market is by increasingly embracing the concept of IaH (Kor et al., 2022). This concept includes increasing cooperation among HEIs in the internationalisation process and improving teaching quality through knowledge exchange, comparatives, and the exchange of information regarding the best ways of practice (Almeida et al., 2019).

On the other hand, personality has been identified as one of the crucial predictors of how individuals react to cultural differences (Hofhius et al., 2020). In determining whether individuals perceive intercultural situations as threatening, personality also influences whether they can respond constructively to them (Van der Zee et al., 2013). Prior research on employability established that individual differences have a significant impact on employment, including personality characteristics, dispositions, motivations, and skills (Aziz & Pangil, 2015). A study on personality traits and perceived self-employability by Neneh (2019) revealed that individual conscientiousness, capacity, experience, and agreeableness are all positively correlated with perceived employability.

Previous research integrated other general personality theories, such as Big Five (Neneh, 2019), proactive personality (Sawitri & Ratnaningsih, 2020), and HEXACO (Boudreaux et al., 2021), in their influence on employability. Nevertheless, no recent research integrated domain-specific personality traits, such as multicultural personality and its influence, into one's global employability. Hofhius et al. (2020) agreed that multicultural personality is a better predictor of intercultural effectiveness. Hence, this study implemented multicultural personality as one of the variables affecting graduates' global employability. Therefore, the primary finding of this research adds to the growing body of knowledge by revealing useful values of IaH and multicultural personality, which emphasises Malaysian students' global employability with university support as the mediator.

LITERATURE REVIEW

GLOBAL EMPLOYABILITY

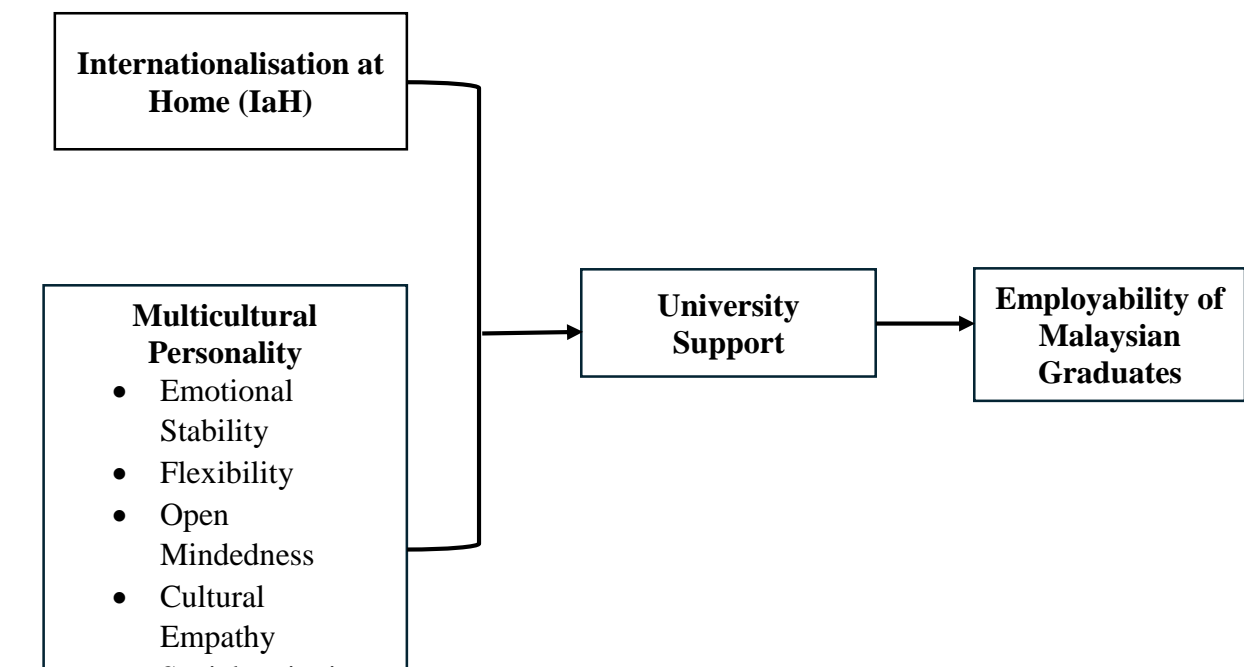
Global employability is a function of multifaceted dynamics. According to Huws (2010), it is determined by national policies, institutions, social, economic, political, and

cultural factors. Duguma (2019) In addition, Wittekind (2010) discussed functional education, government support, talent development, existing level of work-related competencies, and desire to transform for career mobility. Today, internationalisation is a key driver of global employability. For instance, Ryan *et al.* (2015) discovered that the internationalisation of universities influenced the global employability of self-initiated expatriates in terms of location, academic reputation, and international orientation. Pipia (2017) reported that although internationalisation encourages brain drain, it has a significant impact on global employability. In a survey involving Indonesian students, Bhadari (2021) discovered that international exposure enhances graduate employability and broadens career prospects. As part of IaH priorities, Green (2012) suggested that students should be prepared for the global workforce, which emerges as the second reason for the internationalisation of HEIs.

Hypothetically, the conceptual background of this study envisages a direct interaction effect between IaH and global employability. Additionally, it examines a correlational effect between multicultural personality (MP) and the global employability of Malaysian graduates, measured by latent variables including cultural empathy, open-mindedness, social initiative, and flexibility, based on the Multidimensional Personality Questionnaire (MPQ) scale of Van der Zee et al. (2012). The conceptual background also predicts that university support would mediate the relationship between IaH, the measures of MPQ, and the global employability of Malaysian graduates (Refer to Figure 1).

Figure 1

Framework of the Study



INTERNATIONALISATION AT HOME

Similarly, Withanachchi (2021) found that through exposure to globalised curriculums, the employment status and wages of minority immigrant graduates are positively impacted by IaH, thereby enhancing their economic success. Wit (2020) established that internationalisation in higher education has become a key change agent, transforming mobility, employability, and competition. Strzelec (2018) highlighted that internationalisation positively impacts global employability by equipping individuals with valuable skills, experiences, and perspectives increasingly sought after by employers in a globalised world. By utilising the content analysis

approach, Nghia *et al.* (2019) showed that IaH triggered the development of graduates' social capital, expanded their social network, and enhanced cultural identification for successful global employability. From the foregoing evidence, the following hypothesis is proposed:

H1: *Internationalisation at Home would positively influence the global employability of Malaysian graduates.*

MULTICULTURAL PERSONALITY AND GLOBAL EMPLOYABILITY

Undeniably, employable graduates possess personality qualities that enable them to maintain a constant state of preparedness for changes within and beyond their primary destinations. Through personality, graduates tend to act, think, and feel in a predictable fashion across a variety of settings and over time. Cole *et al.* (2009) discovered a significant relationship between people's characteristics and their ability to be employed. This finding was supported by Potgieter and Coetzee (2013), whose findings revealed that personality traits of a person have a major impact on their employability. Van der Zee and Van Oudenhoven (2000) identified a set of personality characteristics that may help predict successful cross-cultural adjustment for sojourner populations. Coelen (2022) and Jones (2011) both contended that individual multiculturalism constitutes significant potential for employability. International orientation and employability can be predicted by multicultural personality, according to Van der Zee's (2000) theory. Fitzsimmons *et al.* (2011) and Samnani *et al.* (2012) both recommended that multicultural personnel have many of the skills and talents required to thrive in complex, multinational firms, and they perform even better (Bhatti, 2019). By drawing from the results of earlier studies, the following hypothesis is posited in the present study:

H2: *There is a relationship between multicultural personality (emotional stability, flexibility, open-mindedness, cultural empathy, and social initiative) and global employability.*

Emotional stability and global employability: Arising from cultural differences, the tendency to not easily adapt to new environments is high. Nevertheless, graduates with good emotional stability can navigate the complexities of the international job market successfully. Enhancing their adaptability, interpersonal relationships, team collaboration, and crisis response is crucial. According to Bhagat *et al.* (2015), emotional stability has a significant relation with social adjustment at the workplace, which may affect work productivity. According to Rodríguez-Ramos *et al.* (2021), emotional stability has a negative correlation with depression and anxiousness that may develop as a result of acculturation and a good correlation with overall life satisfaction. Additionally, studies have shown that teenagers' feelings of anxiety and depression are lessened when they experience high levels of emotional stability, counteracting the negative consequences of seeing violence (Ho *et al.*, 2013). Additionally, emotionally stable job seekers have a higher urge to find new employment (Gnambs, 2017). Hence, the following hypothesis has been proposed:

H2a: *There is a significant relationship between emotional stability and global employability.*

Flexibility and global employability: Given that individual flexibility influences quick adaptability to cultural differences, openness to change, and the development of a global mindset with firm and broader perspectives, its ability to propel global employability is evident. Gratton and Johns (2013) and Rimbau-Gilabert (2011) indicated that flexibility and global employability lead to increased collaboration and improved work settings. Zohra *et al.* (2020) suggested that organisations should prioritise social flexibility as a means of meeting market demands and enhancing their overall performance. Social flexibility is closely linked with employee adaptability and learning capacity. Yang (2017) found that cognitive flexibility influences mobility and employability. By examining the forces behind the global movement in higher education towards micro-credentials, Salmon (2023) contended that improved flexibility would increase employability. Therefore, the following hypothesis has been posited.

H2b: *Flexibility has a significant relationship with global employability.*

Open-mindedness and global employability: Open-mindedness positively influences cultural and overall adaptability, making individuals more attractive and effective in the global job market. According to Dam (2004), employability orientation is strongly correlated with openness and initiative. International students' openness to diversity is influenced by open-mindedness, flexibility and cultural empathy, leading to better cross-cultural adjustment (Yakunina *et al.*, 2012). Al-Abrow *et al.* (2023) found a direct effect between open-mindedness and innovation of international employees in a culturally diverse Iraq. Similarly, Cegarra-Navarro *et al.* (2019) established that a culture of open-mindedness culture improves firms' performance by addressing customers' privacy concerns and offering a mixed-blended source of strategic advantage for global organisations. According to Caligiuri and Tarique (2012), dynamic cross-cultural competencies are predicted by openness to experience and cross-cultural experiences, and these skills are predicted by global leadership effectiveness. From the foregoing evidence, it can be hypothesised that:

H2c: *There is a significant relationship between open-mindedness and global employability.*

Empathy and global employability: By enhancing cross-cultural understanding and fostering positive relationships, empathy influences global employability by emphasising the building of inclusive and successful global teams, making it a desirable skill in the global job market. Cultivating empathy is not only beneficial for individual career development but also contributes to positive and collaborative work cultures in a global context (Santos *et al.*, 2018). Globally, developing empathy is crucial to being an effective social worker and contributes to the positive and collaborative work required to sustain employment (Gardes *et al.*, 2011). Affective empathy, in accordance with Bayram and Holmes (2020), impacts the weighing of assistance efficacy and recipient deservingness and predicts individual variance in preferences for foreign help. The ability to interact and work in teams in a global workplace is highly valued by employers, and individuals with these qualities are in high demand. The following hypothesis is proposed by this study considering the previously reported findings:

H2d: *Empathy has a significant relationship with global employability.*

Social initiative and global employability: By addressing social inequalities and fostering inclusivity and diversity, social initiatives have the potential to enhance global employability. Gamboa *et al.* (2009) indicated that higher values of personal initiatives are associated with higher levels of intrinsic and extrinsic satisfaction. Similarly, According to Lu (2021), social initiatives may address the worldwide issue of precarious labour by enhancing worker skills, access to social security services, health and well-being, and working environment circumstances. This finding also aligns with the views of Rothwell and Rothwell (2017). Hence, the following hypothesis is proposed:

H2e: *There is a significant relationship between social initiative and global employability.*

UNIVERSITY SUPPORT: One of the mandates of Malaysian HEIs is to foster global value among their students. In order to address students' skills gap effectively, employers should share practices and solutions with academic institutions with an increased level of collaboration (Stapleton, 2017). Despite the rapid changes in the job market (Gupta *et al.*, 2023), there still exists an empirical gap regarding how much this initiative has benefited Malaysian graduates, particularly in developing the hard and soft skills necessary for global employability. University support is crucial to enable students to compete in the international recruitment market due to the high-value employers place on cross-cultural skills (Dang & Chou, 2020). Darusman (2020) supported the claim by pointing out that among the causes of

Malaysia's low unemployment rate is the inconsistency between the needs of employers and the skills of graduates. Based on these arguments, this study postulates that:

H3a: *University support mediates the relationship between Internationalisation at Home (IaH) and global employability.*

The mediating role of university support on the relationship between multicultural personality and global employability: The effectiveness of HEIs in many nations, particularly in Asia and Europe, has been the subject of intense discussion in recent years with regard to service quality, satisfaction among students, and readiness for the workforce (Shakoor et al., 2021). Students' training and development are the responsibility of HEIs (Abbas & Sagsan, 2019; Safdar et al., 2020). Previous studies, such as Imran and Abbas (2020), stated that HEIs are not adequately training students or imparting the skills necessary for them to succeed. Jacob and Gokbel (2018) reported that university graduates generally fail to meet employers' expectations due to this reason. Additionally, they must link their experience from HEIs to the job market. Hence, researchers have focused increasingly on the relationship between personality factors and students' employability, demonstrating how the factors enable individuals to make more informed career decisions (Park et al., 2018). In addition to enhancing well-being and perceived social support, successful multicultural interactions can also improve performance in the academic or professional sphere since they facilitate increased creativity and problem-solving efficiency (Summerfield et al., 2021).

Universities are progressively introducing global curricula into their courses as a result of the growing diversity of higher education, often as part of the internationalisation process in which they find themselves (Robson et al., 2018). Watkins and Smith (2018) stated that IaH enhances student employability by promoting intercultural competence and fostering international and intercultural engagement. Similarly, the University of Bradford (2014), as cited in Cheng et al. (2021), clearly stated that its "employability strategy was developed with a view to addressing key internal and external factors impacting graduate employment". Employability strategies implemented by HEIs can thus be viewed as responses to government policies that highlight the need to develop skills employers need (Frankham, 2017). Individuals develop distinct personalities that enable them to learn new skills that help them perform better in every aspect of life (Saranya & Rajakumar, 2022), including employability. It is also emphasised that internationalising university curricula promotes international education, multiculturalism, and the development of cross-cultural communication skills, leading to global employability (Leask, 2001; Crossman & Clarke, 2010). According to the discussion presented above, this study postulated these hypotheses:

H3b: *University support mediates the relationship between multicultural personality (emotional stability, flexibility, open-mindedness, cultural empathy, social initiative, and global employability).*

H3b1: *University support mediates the relationship between emotional stability and global employability.*

H3b2: *University support mediates the relationship between flexibility and global employability.*

H3b3: *University support mediates the relationship between open-mindedness and global employability.*

H3b4: *University support mediates the relationship between cultural empathy and global employability.*

H3b5: *University support mediates the relationship between social initiative and global employability.*

METHODOLOGY

RESEARCH DESIGN, PARTICIPANTS, DATA COLLECTION, AND ANALYSIS OF DATA

Following the study's main objective of examining the dynamics of IaH, multicultural personality, university support, and their correlational relationship with global employability among Malaysian graduates, a quantitative research design was adopted. As per the recommendation by Kitchenham and Pfleeger (2002) and Wersberg and Bowen (1977), as cited in Hill (1998), the estimated sample size was 400. Sample adequacy was confirmed using G*power 3.1 with construct parameters (statistical power of 95% and medium effect size of 0.15), which required 77 samples. The questionnaire written in English was adapted and administered across public universities in Malaysia using online Google Forms. The sampling procedure involved the use of the snowball approach. Five-point Likert ratings were used to rate each of the 69 question items in the questionnaire. The questionnaire includes six items on IaH with a Cronbach's alpha of 0.86, adapted from Shcheglova et al. (2017). There are also 40 items on multicultural personality in the questionnaire, with Cronbach's alphas of 0.81 for cultural empathy, 0.72 for open-mindedness, 0.81 for social initiative, and 0.81 for flexibility, adopted from Van der Zee et al. (2012). The questionnaire also includes 16 items on global employability with a Cronbach's alpha of 0.84, sourced from Jewell and Hardie (2009), and five items on university support with a Cronbach's alpha of 0.90, adapted from Sherman (2017).

ANALYSIS AND RESULTS

COMMON METHOD BIAS

Procedural and statistical were used to curb common method variance (CMV). It was envisioned that gathering data simultaneously and from the same source for the exogenous, mediator, and endogenous construct could establish temporal precedence in the respondents' perception. Hence, to assess CMV, procedural control using Harmon's single-factor test was conducted on the items (Podsakoff *et al.*, 2003; Reio, 2010). Overall, the total variance explained by a single factor was 27.71%, which is less than the threshold of 50%.

PRELIMINARY ANALYSIS (DATA CLEANING, OUTLIERS, NORMALITY, AND RESPONDENTS' PROFILE)

This study followed Hair et al. (2010) for preliminary analysis involving missing values detection, analysis of outliers, testing for normality, and testing for multicollinearity using SPSS version 24. Missing data, with less than 10% for individual cases or observations, were ignored. Hence, the value is 0. Since all question items in the Google online survey form were tagged as "required," submission was not possible with a missing response. The test for outliers was conducted using a statistical case-wise diagnostics test with a threshold homogeneous residual value of ± 3.3 (Tabachnick & Fidell, 2001). Of the 403 valid cases, no outliers were detected. The study evaluated multivariate skewness using an online tool accessible at <https://webpower.psychstat.org/models/kurtosis/results.php>, in accordance with Hair et al. (2021). According to Mardia's multivariate skewness ($\beta = 1.361$, $p = 4.239$) and multivariate kurtosis ($\beta = 28.672$, $p = 1.301$), the data was not multivariate normal, as demonstrated by the findings. Subsequently, the study proceeded to perform inferential tests using the bootstrapping procedure in SmartPLS 4.

Analysis of the respondents' demographics revealed that the majority, representing 75.2% of the total population, were female. A significant proportion of respondents (41.4%) were 23–25 years old. In terms of overseas study experience, 6.5% had overseas study experience. A total of 85.1% of them live in campus hostels. Activeness in extracurricular activities is 63.8%,

activeness in local extracurricular activities is 75.1%, and international extracurricular activeness is 24.6%.

MEAN AND STANDARD DEVIATION OF THE STUDY VARIABLES

For the evaluation, a five-point Likert scale was used, with 1 representing strongly disagree and 5 representing strongly agree. As per Sekaran and Bogie (2013), values from 2.00 to 3.99 are considered moderate, and values over 4.00 are considered high based on an average for the variable latent on a five-point scale (Refer to Table 1).

Table 1
Mean and Standard Deviation

Constructs	Mean	Standard Deviation
IaH	3.541	1.021
CE	4.208	0.519
F	2.200	0.630
SI	3.236	0.439
ES	2.616	0.707
OM	3.763	0.560
GE	3.723	0.680
US	4.029	0.734

Note: Internationalisation at Home = IaH, Cultural Empathy = CE, Flexibility = F, Social Initiative = SI, Emotional Stability = ES, Open-Mindedness = OM, Global Employability = GE, University Support = US

MODELS ASSESSMENT

The current study examined the measurement and structural models utilising variance-based structural equation modelling (SEM) using the partial least squares (PLS) technique. The measuring approach addressed issues of validity and reliability for all constructs. As a result, the current study's structural model assessed the predictive relevance of the constructs, effect size, predictive power accuracy, and significant level of the correlations between the study's constructs.

ASSESSMENT OF THE MEASUREMENT MODEL

Convergent validity, discriminant validity, and composite reliability were computed in the present investigation in accordance with Hair et al. (2021). In addition, evaluations of the construct's values were conducted for convergent validity, factor loadings, composite reliability, and average variance extracted (AVE). Following the general guideline, MPQ18, MPQ19, MPQ24, MPQ29, and MPQ32 for multicultural personality dimensions with factor loading less than 0.50 were deleted. The items were deleted since the average variance for their latent variables (AVE) was less than the suggested threshold of 0.50. Furthermore, all variables' AVEs remained within the suggested range of 0.448 to 0.717. On the other hand, the composite reliability ranges from 0.864 to 0.938, which is consistent with Hair et al. (2021), who suggest 0.60 to 0.70 as acceptable in exploratory research (Refer to Table 2).

Table 2

Constructs' convergent Validity: Factor Loadings Range, Composite Reliability, and AVE

Constructs	Loadings Range	CR	AVE
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IaH	0.741 – 0.833	0.906	0.618
MPQ (CE)	0,653 – 0.738	0.889	0.501
MPQ (F)	0.600 – 0.761	0.884	0.488
MPQ (SI)	0,697 – 0.796	0.864	0.564
MPQ (ES)	0.645 – 0.903	0.878	0.550
MPQ (OM)	0.625 – 0.763	0.864	0.448
GE	0.700 – 0.792	0.946	0.527
US	0.783 – 0.869	0.938	0.717

Note: Internationalisation at Home = IaH, Multicultural Personality = MPQ, Cultural Empathy = CE, Flexibility = F, Social Initiative = SI, Emotional Stability = ES, Open-Mindedness = OM, Global Employability = GE, University Support = US

Table 3 below shows the results of the mediating effect of university support.

Table 3

Discriminant Validity (HTMT.90)

Constructs	IaH	MPQ (CE)	MPQ (F)	MPQ (SI)	MPQ (ES)	MPQ (OM)	US	GE
IaH								
MPQ (CE)	0.299							
MPQ (F)	0.259	0.571						
MPQ (SI)	0.405	0.614	0.592					
MPQ (ES)	0.203	0.100	0.571	0.077				
MPQ (OM)	0.442	0.642	0.513	0.795	0.135			
US	0.402	0.431	0.382	0.463	0.101	0.500		
GE	0.411	0.433	0.472	0.594	0.089	0.564	0.732	

Note: Internationalisation at Home = IaH, Multicultural Personality = MPQ, Cultural Empathy = CE, Flexibility = F, Social Initiative = SI, Emotional Stability = ES, Open-Mindedness = OM, Global Employability = GE, University Support = US

The results of mediation indicated a significant indirect effect of IaH on graduate employability through university support (H3a: $\beta = 0.104$, $t = 3.417$, $p < 0.05$). While with the inclusion of the mediator, the effect of IaH on graduate employability was not significant ($\beta = 0.027$, $t = 0.642$, $p > 0.05$), the total effect of IaH on graduate employability was significant ($\beta = 0.131$, $t = 2.373$, $p < 0.05$). Hence, H3a was supported.

For H3b, the result shows a significant indirect effect of multicultural personality on graduate employability through university support (H3b: $\beta = 0.220$, $t = 7.427$, $p < 0.05$). The total effect of multicultural personality on graduate employability was significant ($\beta = 0.220$, $t = 7.427$, $p < 0.05$), with the inclusion of the mediator effect of multicultural personality on graduate employability was significant ($\beta = 0.329$, $t = 5.793$, $p < 0.05$). This finding shows the complementary partial mediation role of university support in the relationship between multicultural personality and graduate employability. Hence, H3b was also supported.

In testing for H3b1, the results revealed no significant indirect effect between emotional stability and graduate employability through university support (H3b1: $\beta = -0.018$, $t = 0.699$, $p > 0.05$). The total effect of emotional stability on graduate employability was not significant ($\beta = -0.026$, $t = 0.533$, $p > 0.05$). The inclusion of the mediator effect of emotional stability on graduate employability was still not significant ($\beta = -0.007$, $t = 0.167$, $p > 0.05$). Thus, there was no effect on the mediation role of university support in the relationship between emotional stability and graduate employability. Hence, H3b1 was not supported as the results of the

indirect path elucidated that emotional stability could not affect students' graduate employability through university support.

Similarly, the indirect effect of flexibility on graduate employability through university support was examined. The results indicated no significant indirect effect of flexibility on graduate employability through university support (H3b2: $\beta = 0.054$, $t = 1.787$, $p > 0.05$). Nevertheless, the total effect of flexibility on graduate employability was significant ($\beta = 0.168$, $t = 3.235$, $p < 0.05$), and the inclusion of the mediator university support showed a significant effect of flexibility on graduate employability ($\beta = 0.115$, $t = 2.456$, $p < 0.05$). This finding shows a complementary direct-only mediation role of flexibility in the relationship between multicultural personality and graduate employability. According to the results of the indirect path, flexibility could not affect students' graduate employability through university support. Hence, H3b2 was also not supported.

Interestingly, H3b3 revealed a significant indirect effect of open-mindedness on graduate employability through university support (H3b3: $\beta = 0.096$, $t = 2.625$, $p < 0.05$). The total effect of open-mindedness on graduate employability was also significant ($\beta = 0.196$, $t = 2.998$, $p < 0.05$). Nevertheless, the inclusion of the mediator university support did not show a significant effect of open-mindedness on graduate employability ($\beta = 0.100$, $t = 1.871$, $p > 0.05$). This finding shows the indirect-only full mediation role of open-mindedness in the relationship between IaH and graduate employability. Hence, H3b3 was supported as the results of the indirect path elucidated that university support mediated the relationship between open-mindedness and graduate employability.

H3b4 results revealed a significant indirect effect of cultural empathy on graduate employability through university support (H3b4: $\beta = 0.069$, $t = 2.259$, $p < 0.05$). Nonetheless, the total effect of cultural empathy on graduate employability was not significant ($\beta = 0.051$, $t = 0.901$, $p > 0.05$), and the inclusion of the mediator university support did not show a significant effect of cultural empathy on graduate employability ($\beta = -0.018$, $t = 0.384$, $p > 0.05$). The relationship between IaH and graduate employment is demonstrated by this data, which highlights the indirect-only full mediation effect of cultural empathy. Hence, H3b4 was also supported.

Finally, in testing H3b5, the results revealed no significant indirect effect of social initiative on graduate employability through university support (H3b5: $\beta = 0.050$, $t = 1.391$, $p > 0.05$). Nevertheless, the total effect of social initiative on graduate employability was significant ($\beta = 0.243$, $t = 4.469$, $p < 0.05$), and the inclusion of the mediator university support showed a significant effect of social initiative on graduate employability ($\beta = 0.193$, $t = 3.917$, $p < 0.05$). This finding shows the complementary direct-only mediation role of social initiative in the relationship between multicultural personality and graduate employability. Hence, H3b5 was not supported as the results of the indirect path elucidated that social initiative could not affect students' graduate employability through university support. Table 4 depicts the statistical summary of all the hypotheses tested in the study.

Table 4
Mediation Analysis Results

Hypothesis	Path	Beta	STD Error	T Values	P Values	Decision
H3a	IaH -> US -> GE	0.104	0.030	3.417	0.001	Accepted
H3b	MPQ -> US ->GE	0.220	0.030	7.427	0.000	Accepted
H3b1	ES -> US -> GE	-0.018	0.026	0.699	0.484	Rejected
H3b2	F -> US -> GE	0.054	0.030	1.787	0.074	Rejected
H3b3	OM -> US -> GE	0.096	0.037	2.625	0.009	Accepted
H3b4	CE -> US -> GE	0.069	0.031	2.259	0.024	Accepted
H3b5	SI -> US -> GE	0.050	0.036	1.391	0.164	Rejected

Note: Internationalisation at Home = IaH, Multicultural Personality = MPQ, Cultural Empathy = CE, Flexibility = F, Social Initiative = SI, Emotional Stability = ES, Open-Mindedness = OM, Global Employability = GE, University Support = US

THEORETICAL AND MANAGERIAL IMPLICATION

MANAGERIAL IMPLICATIONS

The global employability of students was shown to be significantly predicted by their multicultural personalities. The finding highlighted that students' personalities must be properly cultivated by the university. Students vary in their reactions to cultural diversity as some excel in effectively communicating across cultural boundaries and successfully adapting to intercultural situations, while others may face difficulties (Adler & Aycan, 2018). Special attention should be given to graduate employability skill enhancement programmes to help students improve their skills and personality globally. As a result, students could improve their intercultural skills and global employability.

The present study also highlighted the role of universities in improving the internationalisation of the HEI system. The uncertainties associated with the implementation of IaH caused students and educators to lack awareness of the goal, which negatively affected the outcome. The findings of the present study guided HEIs, specifically in Malaysia, to improve clarity in the planning and decision-making of IaH, including preparing the lecturers to understand the goals of IaH fully. As Mustapha et al. (2021) pointed out, in order to accommodate the students, lecturers must be professional.

THEORETICAL IMPLICATIONS

The first part of the conceptual framework contributes to the Student Involvement Theory, which signifies the processes that facilitate student development. Educators, administrators, and faculty members must recognise that every institutional policy and practice can affect students' involvement in academic pursuits (Heiberger & Harper, 2008). This theory encourages educators to focus more on students' actions, implying that their achievements rely on the time and effort they invest. Nevertheless, the present study reveals that the involvement of students in activities could not affect their global employability. This result contributes to student involvement theory and guides future scholars to explore the university's role in preparing processes that facilitate

student development, aligning with Kor et al. (2022), who stated that IaH involves preparation by the university.

The present study's findings also contribute to Mentenhauser's systemic perspectives, which emphasise the importance of HEIs incorporating a holistic approach in the implementation of IaH. The study's results indicate that university support can significantly mediate students' global employability through IaH and their development of a multicultural personality. Consequently, the successful implementation of internationalisation programmes can help students enhance their skills, preparing them to enter the global market (Mustapha et al., 2021).

CONCLUSIONS

In order to enhance the development of skills that are valued by employers today, students need to be aware of the current employment situation in Malaysia. As HEIs work towards globalisation, they have begun implementing strategies such as IaH for students. Nevertheless, achieving such strategies requires HEIs to prioritise clarity in planning and decision-making. Therefore, HEIs should integrate practical methods, initiate critical discussions, and employ interactive learning techniques within the curriculum to ensure students acquire skills sought after by global employers.

Moreover, the present study identified multicultural personality as a significant predictor of Malaysian students' global employability. Students' multicultural personality is a valuable variable that can influence their capabilities in working globally and preparing them to become employable. Strong support from the university is also necessary for the development of skills, implementation of IaH, and cultivating students' personalities to prepare them before entering the global market.

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