EXPLORING STUDENT SATISFACTION TOWARDS "FindPro" JOB PORTAL: THE CASE OF AN ONLINE INTERNSHIP JOBS AND EMPLOYMENT

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A project report submitted in partial

fulfilment of the requirements for the award of

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DECLARATION

I hereby declare that this project report is based on my original work except for citations and quotations which have been duly acknowledged. I also declare that it has not been previously and concurrently submitted for any other degree or award at University Malaysia of Computer Science and Engineering or other institutions.

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ABSTRACT

Theoretical and empirical literature developed over recent years supports the concept of employability as a construct combining complex interactions of individual and contextual dimensions. This study aimed to identify differentiated profiles in graduates, combining personal and contextual variables related to employability. The findings of the study reveal have a positive impact on high level graduated students to get internship placement. The research on the technology acceptance is based mainly on the Theory Technology Acceptance Model (TAM), and it is extended by incorporating it with factors such as perceived ease of use, perceived usefulness, website functionality and website quality. This study addresses the specific topic of transition between higher education and the world of work, taking differences naturally inherent to the individual and to the surrounding micro and macro contexts. With a holistic approach, this paper aimed to provide a deeper understanding about the university-to-work transition process in a period of turbulence and continuous changes in the labour market. The goal of *FindPro Job* Portal is to provide a platform for students to look for employment or internship opportunities. Companies could also use the platform to post jobs available. *FindPro Job* Portal also maintains track of user information in order to accommodate the growing need of users. It allows users to share job information and seek employment.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Graduate employability has become increasingly important, especially as higher education has become more widely available in recent years (Bennett 2019; OECD 2018). Higher education institutions play a critical role in developing human resources with the potential to meet a variety of labour market demands (Rosli, Ishak, Saat, Mohd , 2015;Yusof & Jamaluddin, 2015; Amiruddin, Ngadiran, Zainudin & Ngadiman,2016). Employers are seeking for well-rounded personnel with employability skills (such as communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, long-term learning, and technology) in today's corporate world, which is unlimited and borderless (Muhammad Hazrul, 2012; Chitra, 2013).

In addition to that, new social and economic demands, mostly as a result of globalisation and rapid technology advancements, have prompted Higher Education institutions to rethink the education and training they provide in order to better adapt to society's and employers' expectations. (Bennett,2019; Clarke,2018; Donald, Ashleigh, & Baruch 2018; Sin & Amaral 2016). New graduates may find it difficult to break into the labour market, especially if they come from fields with fewer job openings, such as the Humanities and Social Sciences (Allen & Rolf, 2007), and young adults will need to be able to spot and create new chances (Bennett, 2019; Morgeson, Delaney-Klinger, & Hemingway, 2005).

The current complexity of the world of work suggests that newcomers to the labor market will need to activate and mobilize a complex set of attributes that may change over time and in different contexts (Savickas ,2012).Theoretical and empirical literature developed over recent years supports the concept of employability as a construct combining complex interactions of individual and contextual factors (Dacre Pool & Sewell 2007; Raffe 2014; Tomlinson 2017; Yorke & Knight 2004). Given such complexity different approaches to employability have been presented, namely the competence-based approach and the dispositional-based approach (Vanhercke 2014). The first emphasizes the perceptions of abilities, skills and capacities as promoters of employability (Heijde & Van der Heijden 2006). The second is based on the perceptions of proactive attitudes regarding career and work (Fugate & Kinicki 2008).

Both of these approaches concentrate on the micro and subjective level, assuming that self-perceptions play a significant influence in determining one's employability (Vanhercke 2014). The pandemic of Coronavirus Disease (COVID-19) in 2019 has turned into a global health crisis. Coronavirus 2 (SARS-CoV-2), also known as Coronavirus Disease 2019 (COVID-19), was initially discovered in Wuhan, central China, in December 2019. (World Health Organization, 2019). COVID-19 began spreading fast on a global scale around the end of December 2019. Due to the outbreak of the COVID-19 pandemic, unemployment has a catastrophic impact on people's psychological, economic, and social well-being (Blustein, 2019).

Numerous individuals were suffering and traumatised as either a result of the commencement of this time of worldwide unemployment, which is linked causally and temporally to significant loss of life and illness. To explain the nature of this process of loss in so many essential spheres of life during the COVID-19 era is to use the term unemployed (Blustein, Duffy, Ferreira, Cohen-Scali, Cinamon, & Allan, 2020).Taking a cross-sectional view of the various approaches found in employability literature, several variables are hereinafter described. With all this problem that has appeared, the implementation of *FindPro Job* Website to solve this current situation of students that have no internship placement.

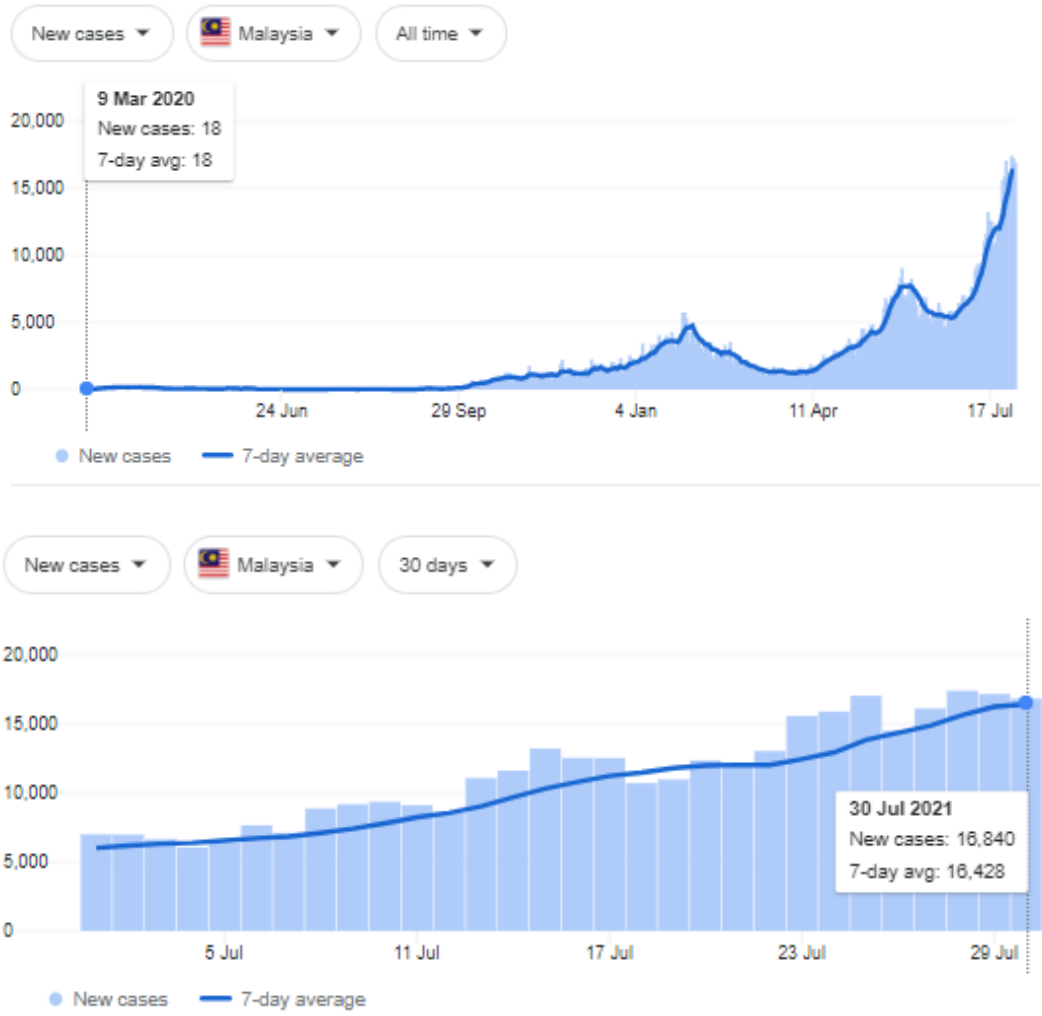

Figure 1.1
Statistic for Covid-19 Cases in Malaysia
*(**Sources:**https://news.google.com/covid19/map?hl=enMY&mid=%2Fm%2F09pmkv&gl=MY&ceid=MY%3Aen , **2021**)*

Figure 1.2
New status for Covid-19 in Malaysia
*(**Sources:** https://mysejahtera.malaysia.gov.my/intro/ , **2021**)*

Satistic

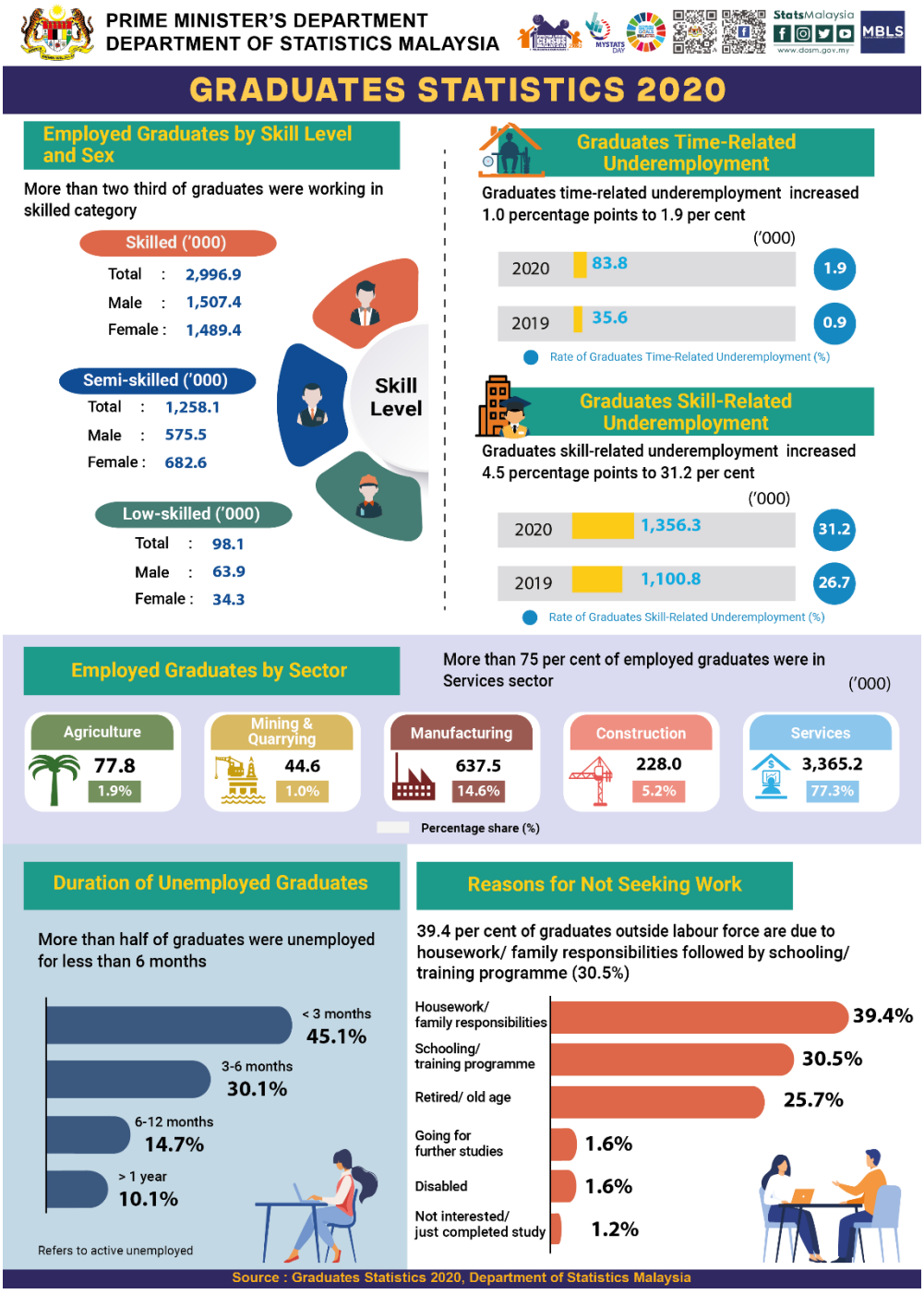

Figure 1.3
Malaysia's unemployed graduates' statistics 2020
***(Sources:**https://www.theedgemarkets.com/article/malaysias-unemployed-graduates-rose-225-2020 , 2020)*

According to the latest report from the Department of Statistics Malaysia (DOSM), the number of unemployed graduates in Malaysia increased by 22.5 percent last year to 202,400 from 165,200 in 2019. The increased number, according to DOSM head statistician Datuk Seri Dr Mohd Uzir Mahidin, is due to the unfavourable economic environment in 2020 and its implications for the overall labour market scenario. “In 2020, there would be 5.36 million graduates” (up 4.5 percent from 5.13 million graduates in 2019). The rise in the number of graduates has coincided with a greater understanding of the value of higher education in improving one's living. Graduates typically strive to get positions equivalent to their qualifications after completing tertiary education, and thus earn greater income and all the benefits that come with that as well.

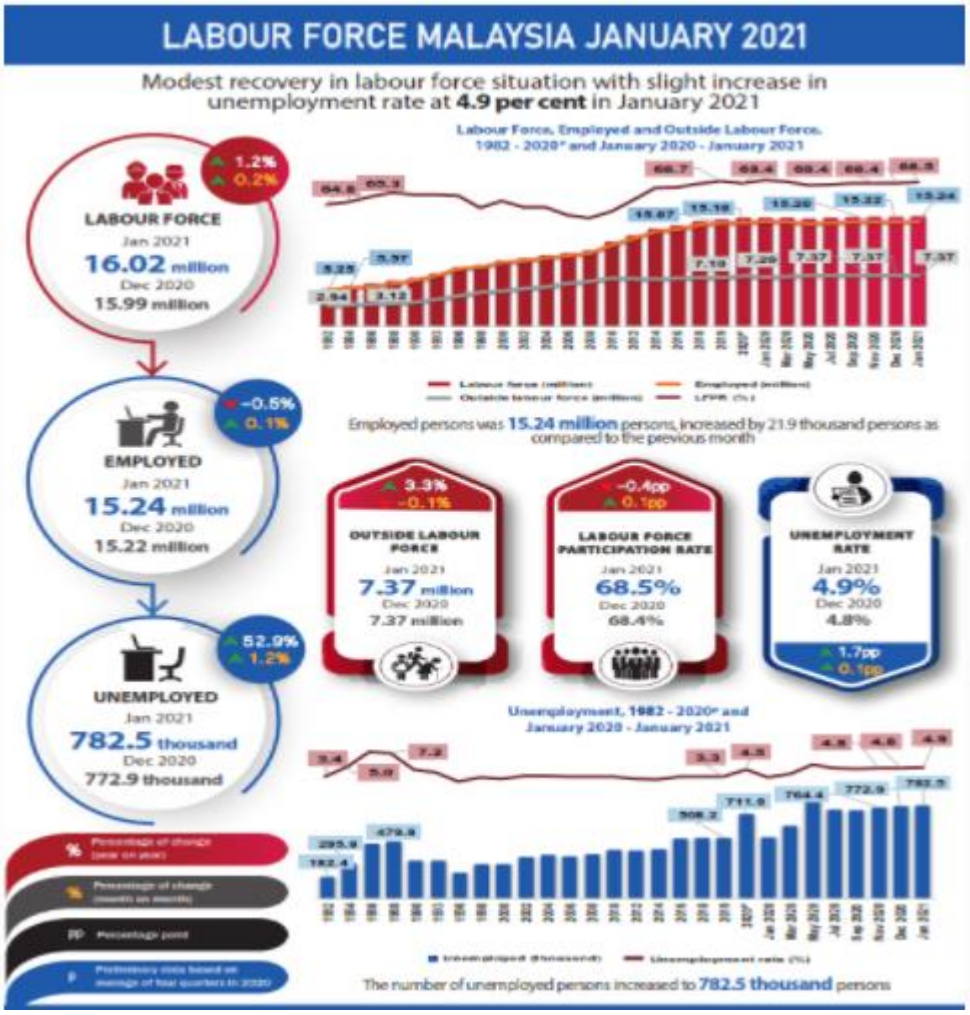

Figure 1.4
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(Source:**https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=124&bul_id=QjdwRnBlSkxBcXczLzhzbHNKVTJRQT09&menu_id=Tm8zcnRjdVRNWWlpWjRlbmtlaDk1UT09 **, 2021)

Following a rise in the number of COVID-19 new cases, the labour market remained challenging in 2021. As an outcome, the Movement Control Order (MCO) was implemented in most states, including Johor, Melaka, Pulau Pinang, Selangor, Sabah, and the Federal Territories, on January 13, 2021. In January 2021, the number of people in work increased by 0.1 percent, or 21.9 thousand individuals, to 15.24 million. Meanwhile, the number of employed people dropped sharply year on year, dropping by -0.5%, or 80.3 thousand individuals (January 2020: 15.32 million persons).

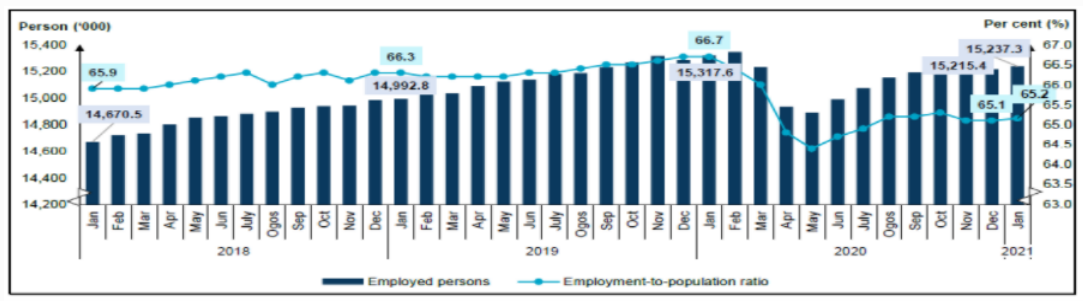
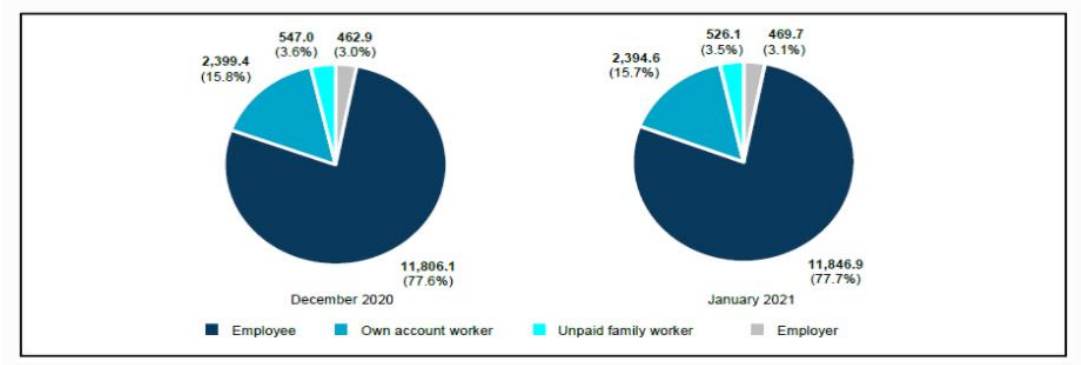


Figure 1.5
Employed persons and employment-to-population ratio, January 2018 – January 2021
(Source:**https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=124&bul_id=QjdwRnBlSkxBcXczLzhzbHNKVTJRQT09&menu_id=Tm8zcnRjdVRNWWlpWjRlbmtlaDk1UT09 **, 2021)

The employment-to-population ratio, which measures an economy's potential to create jobs, increased by 0.1 percentage point to 65.2 percent in January 2021. Nonetheless, the ratio declined 1.5 percentage points year over year, from 66.7 percent to 66.7%. (January 2020). Employees made up the greatest part of the workforce, accounting for 77.7% of all jobs. On a month-to-month basis, this group grew by 0.3% (+40.8 thousand people) to 11.85 million people (December 2020: 11.81 million persons). In the meantime, own-account workers comprising of 15.7 per cent continued to decrease for four consecutive months to 2.39 million persons in January 2021 (December 2020: 2.40 million persons).



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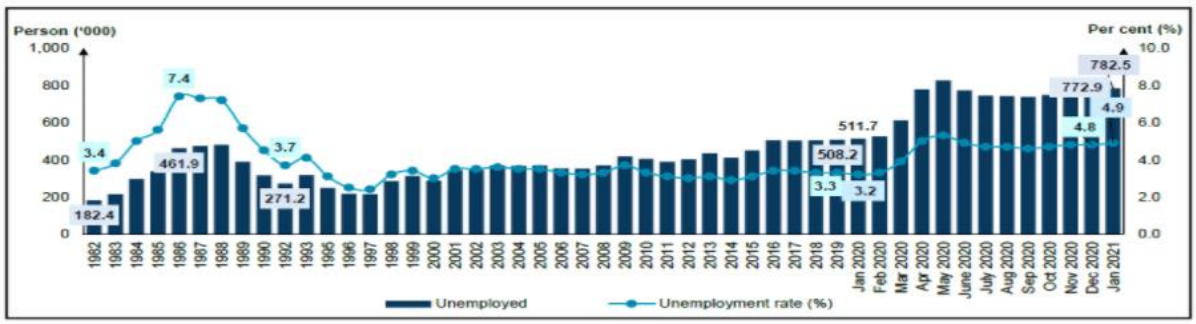
(Source:https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=124&bul_id=L2NnM0h0bFc2SGFaRGZEeGxETCtuZz09&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09 , 2021)

This group primarily consisted of daily income earners whom employed as small business owners, such as small retailers, hawkers, market and stall vendors, and smallholders. They were among the most exposed groups throughout the MCO period, and they were badly impacted during the outbreak due to limited operation hours and the obligation to follow a tight standard operating procedure. In January 2021, the number of employed people who were temporarily unemployed increased to 158.9 thousand people, up from 146.2 thousand people the previous month (December 2020). This is due to the deployment of MCO 2.0 during the month. Only essential economic sectors, including such manufacturing, construction, services, distributive commerce, plantations, and commodities, were allowed to operate during MCO 2.0.

Meanwhile, 30% of top management are allowed to work from home, while employees in the support group are required to work from home. In January 2021, the unemployment rate increased by 0.1 percentage point to 4.9 percent, compared to the previous month, when the number of unemployed increased by 1.3 percent, or 9.7 thousand people, to 782.5 thousand (December 2020: 772.9 thousand persons). The continuous increase in the number of people who are unemployed was attributed in part to a re-evaluation of business strategies in tourism-related industries such as lodging and food services, passenger transportation, entertainment, and recreational activities.



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(Source:https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=124&bul_id=L2NnM0h0bFc2SGFaRGZEeGxETCtuZz09&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09 , 2021)

Unemployment rate:

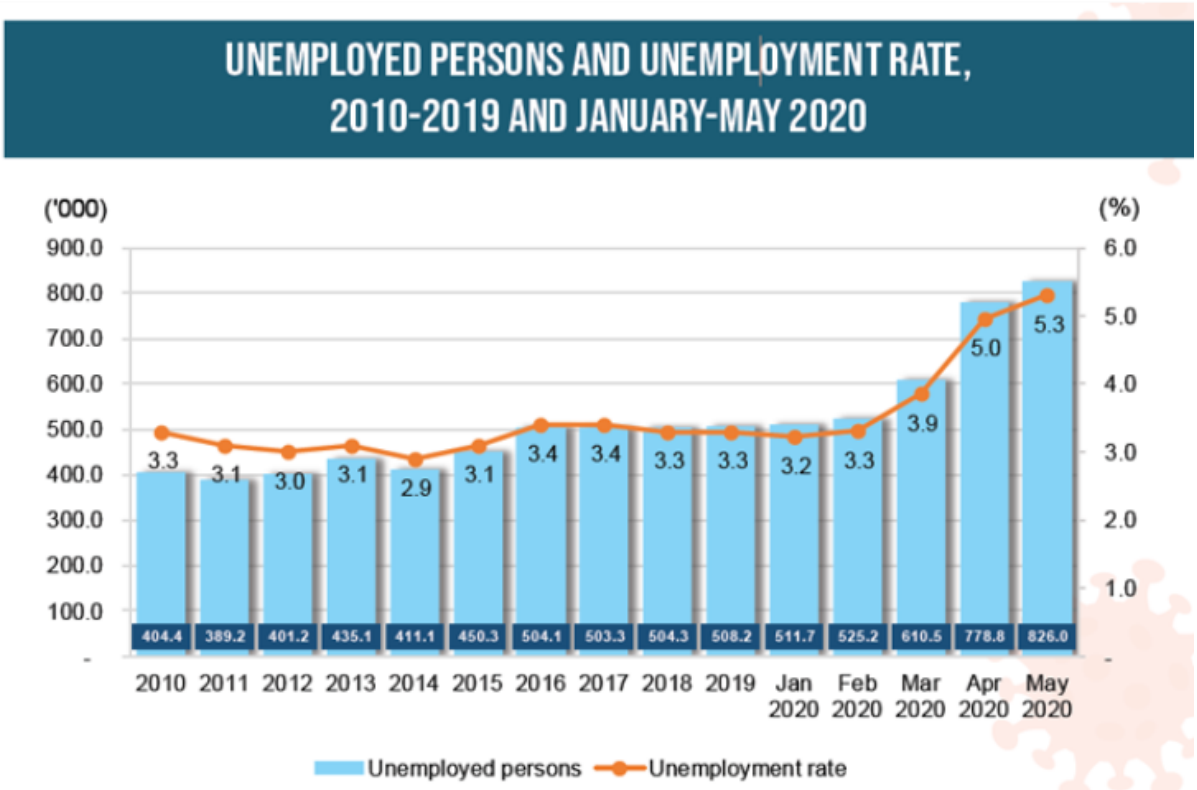


Figure 1.8:
Unemployment Rate
(Source:https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=124&bul_id=L2NnM0h0bFc2SGFaRGZEeGxETCtuZz09&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09 , 2020)

After reporting 5.0 percent in April 2020, the unemployment rate increased by 0.3 percentage points to 5.3 percent in May 2020. During the same period of time, the number of unemployed people increased by 47.3 thousand, reaching 826.1 thousand, up from 778.8 thousand. Meanwhile, the number of unemployed people increased by 306.3 thousand people year over year.

Malaysia's labour force participation rate has remained relatively stable around 68 percentage throughout 2017, according to data released by the Department of Statistics in February of this year. In the same public statement, the December 2017 unemployment rate was reported to be 3.3 percent. The employability of graduates is improving. According to the Higher Education Ministry, 77.3 percent of university graduates were employed six months following graduation. The information was obtained using wages and job titles from Capita Global and Kelly Services Malaysia's databases. Accounting & Finance, Financial Services, Engineering, Information Technology, Logistics, Property & Construction, Human Resources & Administration, and Sales & Marketing are among the important roles and industries represented.

Figure 1.9:
IT spending forecast in 2018
(Source:https://www.kellyservices.com.my/media/kellymalaysianew/images/salary-guide.pdf , 2020)

The Information Technology (IT) sector has grown rapidly, including e-commerce, web and mobile applications, and the Internet of Things all gaining traction (IoT).

Malaysian IT spending is expected to climb 5.7 percent to RM65.2 billion in 2018, above the global average of 4.5 percent. To stimulate learning and artificial intelligence, more money will be spent on company digitalization, block chain technology, and big data. Corporations are predicted to invest heavily in Software-as-a-Service (SaaS) solutions in 2018, with worldwide software spending expected to increase by 9.5 percent in 2018 and 8.4 percent in 2019.

Critical occupations

The Malaysian Standard Classification of Occupations list is being used to establish whether occupations are skilled. The COL determines the skill level of occupations using the Malaysian Standard Classification of Occupations (MASCO) 2013 list. The Ministry of Human Resources maintains and updates this list on a regular basis (MOHR).

Eight of the 9 MASCO occupational groupings are semi- or high-skilled. These are:
MASCO 1: Managers
MASCO 2: Professionals
MASCO 3: Technical and Associate Professionals
MASCO 4: Clerical Support Workers
MASCO 5: Service and Sales Workers
MASCO 6: Skilled Agricultural, Forestry, Livestock and Fisheries Workers
MASCO 7: Craft and Related Trades Workers; and
MASCO 8: Plant and Machine Operators and Assemblers.

	1	2	3	4	5	6	7	8	
MASCO	Managers	Professionals	Technicians and Associate Professionals	Clerical support workers	Service & sales workers	Skilled agricultural, forestry, livestock & fishery workers	Craft & related trades workers	Plant & machine operators & assemblers	TOTAL
Unit Groups (4 digit) of occupations were nominated	30	86	50	15	23	8	34	36	282
Hard to Fill	30	85	48	15	21	8	33	35	275
Minor units of occupations (6 digit) were nominated	167	492	174	47	46	18	85	89	1,118
Hard to Fill	159	467	162	42	44	17	82	83	1,056
Number of nominations	606	1,061	343	75	98	32	161	208	2,584
Hard to Fill	528	961	307	63	87	31	152	196	2,325
Not Hard to Fill	78	100	36	12	11	1	9	12	259

Figure 1.10:
Nominations for Critical occupations List (COL)
(Source:https://www.talentcorp.com.my/initiatives/critical-occupations-list , 2019)

The Top 3 occupational groups, MASCO 1 (606), MASCO 2 (1061) and MASCO 3 (343), had the greatest number of nominated jobs for the COL, followed by the last two, MASCO 7 (161) and MASCO 8 (208). MASCO 6 had the least number of nominations for the COL, only 32.

1.1.2 Online Recruiting Platforms and Social Networking Site

Online recruiting Platforms

In the last decade, online recruitment and organisational websites, in particular, have become the primary sources of familiarity and image (Allen, Mahto & Otondo, 2007) OR (Online Recruitment) is becoming more popular. It takes place online, with tools that allow for the receipt of applications, professional searches, speedy triage, and applicant feedback. Online recruitment takes place over the internet, via email, or through any other advanced communication technology. (Cunha, Rego, Cunha, Cabral-Cardoso, Marques, & Gomes, 2010). Its major purpose is to attract the attention of the most qualified and capable professionals who fit the job description. It entails posting job openings online, providing applicants with an online application form, and storing the curricula received in a computerised database.

The requirement for an up-to-date and efficient database that aids Human Resources professionals in the search for certain criteria in candidate profiles drives the adoption of Online Recruitment (Mitter & Orlandini, 2005). The process of recruiting job candidates using electronic resources, primarily the Internet, is known as online recruitment. Organizations and recruitment agencies have moved a large portion of their recruitment process online in order to increase the speed and efficiency with which candidates may be matched with available positions. Employers may now fill available vacancies using online databases, online job posting boards, and search engines, saving a considerable amount of time. Hiring managers can potentially save time and rate prospects by using an online e-recruitment system. (Hosain., Arefin, & Hossin ,2020)

Software and systems for online recruitment are available as stand-alone apps, product suites, and services. A recruitment management system is an integrated product suite or platform that automates and streamlines the activities involved in the hiring process (Danialarj, 2013)

Web 2.0 and Social Media (SM)

Social media (SM) is a set of Internet-based apps built on the conceptual and technical foundations of Web 2.0 that allow users to produce and share "User Generated Content" (Kaplan & Haenlein, 2010). To put it another way, such apps are web-based and fuelled by Web 2.0 ideology and technology (O'Reilly, 2007). As well-known instances of multi-authored Web 2.0 applications, we can include social networking sites (SNSs) like Facebook, LinkedIn, Twitter, and YouTube. Web 2.0 tools such as, the Google Drive, Google Sheets, Google Slides, Google Docs, Google Forms, Kahoot, Mysimpleshow, Poll Everywhere, Nearpod, Mentimeter, Edpuzzle, and QR codes (Hosain, Manzurul & Hossin, 2021).

With respect to a distinction of different social media qualities, social media encompasses different forms of sociality, which manifest as three social media modes: a tool for thought (Web 1.0), a medium for human communication (Web 2.0), and networked digital technologies that support human co-operation (Web 3.0). Since Bartram (2000) research in this area has developed since they first released their study on the use of the Internet in the recruitment and selection process (Galanaki 2002). However, their study focuses on Web 1 rather than Web 2.0, despite the fact that “Trends in e-recruitment may be significantly influenced by the second generation of Internet-based communities and services known as Web2.0.” 2007 (Schramm).

Utilization of Web2.0 as an E-recruitment Platform: THE MOTIVATIONS

Recently the organizations have started to use job sites such as Jobstreet.com, LinkedIn and Careerbuiler.com in their recruiting practice, as a leading source to attract job seekers from among more than 100 career sources. As a result of appearance and rising attractiveness of SNSs such as Facebook, Twitter and LinkedIn, growing number of HR professionals and recruiters are being attracted to the social networking information (SNI) obtainable from such source

Reduced Cost and Time

Web 2.0 and social media, as shown in a number of prior authors (Petre, Osoian, and Zaharie, 2016), can lower the cost and time required for recruitment while increasing efficiency. Placing a job advertisement on Web 2.0 and Social Media, for example, is frequently free, and the material may be amended if a mistake is discovered or a modification is required. While putting a job ad in the newspaper incurs costs, Sylva & Mol do not. Web 2.0 and Social Media e-recruitment provides for a significant reduction of paperwork, which lowers application costs (Petre , Osoian, Zaharie,2016).

1.2 Problem Statement

Graduate employability and unemployment are issues that have given rise to many policy implications for higher education in many developing countries such as Malaysia. Getting an internship placement is not easy at all in today's scenario. Employers are expecting more from their employees. Many graduate students are left unemployed today because of lack of work exposure. Thus Internship bridges the gap and helps to convert graduates to employees by providing practical work experience. The researcher has used simple percentage analysis and the weighted average for the study. The major findings of the study are that most of the respondents experienced the problem of short internship timings and afraid to ask questions.

COVID-19 (coronavirus disease 19) is the most concerning problem in the globe. Covid-19 began as a localised health catastrophe, but it quickly grew into a worldwide health crisis with severe economic consequences, unprecedented in speed and scope (Nga, Ramlan, & Naim, 2021). The COVID-19 pandemic has had a significant impact on the labour sector, resulting in a sharp rise in unemployment in Malaysia.

1.3 Research Objectives

The main objective of this is to examine the influence of *Find Pro Job Portal* perceived usefulness, perceived ease of use and website functionality on student satisfaction.

RO1: To examine the relationship of perceived ease of use, perceived usefulness, website functionality and website quality of *FindPro Job Portal* satisfaction among Students.

RO2: To develop graduate internship and employment recruitment "*FindPro Job"* Portal based on database technology for better exchange of information between companies and Student.

1.4 Research Questions

Specifically the following research question have been formulated:

RQ1: Does perceived ease of use, perceived usefulness, website functionality and website quality have a positive relationship with *FindPro Job Portal* satisfaction?

RQ2: What is the database technology in *FindPro Job Portal* towards graduate internship and employment recruitment between companies and student?

1.5 Research Hypotheses

Hypotheses development

The corresponding research hypothesis emerged from this research question:

H1: Student Perceived ease of use will positively influence satisfaction toward *FindPro Job Portal*.

H2: Student perceived usefulness will positively influence satisfaction toward *FindPro Job Portal* .

H3: Student satisfaction on Website Functionality, will positively influence satisfaction toward *FindPro Job Portal*.

H4: Student satisfaction on Website Quality, will positively influence satisfaction toward *FindPro Job Portal*.

1.6 Significant of Study

Knowing the importance of website functionality, perceived ease of use, and perceived usefulness in influencing student satisfaction is far from sufficient given the importance of understanding the factors that influence website functionality, perceived ease of use, and perceived usefulness. Factors related to perceived ease of use mentioned above, this study aimed to further unpack the potential factors influencing university students' perceived ease of use of Internship placement platforms, such as Jobsbac.com and UTAR Industrial Training portal and grad Malaysia in the Malaysia context. Specifically, the Internship placement and placement that provide internship platforms, functions similarly to the Job finding system. *FindPro Job Portal* perceived ease of use, perceived usefulness, website functionality and website quality can help to decrease student unemployed rate, thus Internship bridges the gap and helps to convert graduates to employees by providing practical work experience.

1.7 Organizational of Chapters

This thesis consists of five chapters and the organization of the study is as follows:

Chapter 1: This chapter presents the introduction, related information on the interests of study, problem statements, research objectives, research questions, scope, significance and limitations of study.

Chapter 2: This chapter describes the definition of student satisfaction of the *FindPro Job Portal*., the theory used in this study and related literature on factors that influence student purchase intention of student satisfaction.

Chapter 3: This chapter presents the development of conceptual model, study approach on proposed constructs and hypotheses development. This also included a research methodology which covers selection of the sample, sampling technique, instrument design, data collection process, research approach and data collection method employed in this study.

Chapter 4: This chapter presents the sampling results and respondents' profile, data analysis and findings from various analyses such as descriptive test, normality tests, validity and reliability tests, correlation and regression analysis.

Chapter 5: This chapter covers an in-depth discussion of the results, conclusion, implication, recommendations, contribution of the study and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Employability is a complicated situation and define (Harvey, 2001; Pegg, Waldock, Hendy-Isaac & Lawton, 2012; Sewell & Dacre Pool, 2010). Changes in work patterns and manpower models appear to be influencing the concept of employability. According to (McQuaid & Linda, 2005), although employability was a fuzzy concept a decade ago, it presently plays a major role in influencing UK labour market policy, as well as that of numerous European and other countries. In most nations, employability is currently seen as the primary goal of most labour market policies and manpower initiatives, particularly for graduates' employability. University graduates occupy a prominent role in the economy, with many countries classifying them as social elites and, as a result, as a work group with the opportunity to pursue a career as a knowledge worker. Nonetheless, there remains a discrepancy in the outcomes of graduates on the job market.

2.2 Theory Technology Acceptance Model

Technology Acceptance Model

TAM (Davis, 1989) has been one of the most popular models of technology adoption, with two major elements influencing an individual's inclination to utilise new technology: perceived ease of use and perceived usefulness. The Technology Acceptance Model (TAM) has been used to investigate the acceptance of technology in a variety of fields, including m-shopping (Hubert, Blut, Brock, Backhaus, & Eberhardt, 2017), digital libraries (Zha, Zhang, & Yan, 2015), and the Modern

Language Association (MLA) (Rafique, Anwer, Shamim, & Minaei bidgoli, 2018). Technology Acceptance Model (TAM) has been extensively used for recognizing the factors affecting the acceptance of technology in a variety of contexts like (USA, KSA, Korea, China, (Rafique, Anwer, Shamim, & Minaei-bidgoli, 2018) (Zha,, Zhang, & Yan, 2015) (Yoon, 2016).

An older adult who believes that computer content are too difficult to play or a waste of time will be less likely to adopt this technology, whereas an older adult who believes that digital games provide needed mental stimulation and are simple to learn will be more likely to want to learn how to use them. The Technology Adoption Model (TAM) by Davis, on the other hand, is the most well-established and substantial foundation of technology acceptance to date (Lemuria & France Belanger, 2005). While the Technology Acceptance Model (TAM) has been challenged for a variety of reasons, it is a useful overall framework that has been found to be consistent with a number of studies investigating the elements that influence older individuals' willingness to use new technology (Braun, Peus, Weisweiler & Frey,2013). The most commonly utilised model in numerous research investigations is the Technology Acceptance Model (TAM), which originates in the domains of sociology and psychology.

The main purpose of the Technology Acceptance Model (TAM) is to predict new technology acceptance among users and to reveal design flaws in information systems before they become widely used. The Technology Acceptance Model (TAM) has gained a significant amount of theoretical and empirical support (Davis 1989). The Technology Acceptance Model (TAM). has been identified in numerous empirical research consistently explains a substantial proportion of the variance (typically about 40%) in usage intentions and behavior, and that Technology Acceptance Model (TAM) compares favourably with alternative models such as the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB) (Venkatesh, 1999) for recent review.

The Technology Acceptance Model (TAM) proposes that two beliefs determine an individual's behavioural intention to use a system: perceived usefulness, which is defined as the extent to which a person believes that using the system will improve his or her job performance, and perceived ease of use, which is defined as the

extent to which a person believes that using the system will be painless. Perceived usefulness is also influenced by perceived ease of use, according to the Technology Acceptance Model (TAM), because, other things being equal, the easier a system is to use, the more valuable it can be.

Perceived Usefulness has consistently been a strong indicator of usage intentions across several empirical tests of the Technology Acceptance Model (TAM), with standardised regression coefficients typically around 0.6. Because perceived usefulness is such an essential driver of usage intentions, it's crucial to understand the factors that influence it and how their influence evolves over time as users get more experience with the system. Perceived Ease of Use, the other primary driver of intention in the Technology Acceptance Model (TAM), has had a less consistent effect on intention across research. Whereas some research has been done to model the determinants of perceived ease of use (Venkatesh & Davis 1996), the determinants of perceived usefulness have been relatively overlooked.

2.3 Satisfaction

Expectancy and expectancy disconfirmation as a function of consumer pleasure. Satisfaction, in turn, is thought to have an impact on attitude shifts and purchase intent (Oliver, 1980). Examining the link between customer satisfaction and behavioural responses, according to (Zeithaml, Berry, & Parasuraman, 1996), is one of many relationships that need to be further investigated in order to better understand the link between customer satisfaction and financial outcomes of the organisation. Cronin and Taylor (1992) found a link between service quality and customer satisfaction, as well as a link between customer contentment and purchase intent; while (Zeithaml, Berry & Parasuraman, 1996) discovered a link between service quality and client loyalty. It's still difficult to define student happiness in higher education. In the context of higher education, there is no strong agreement on the definition of satisfaction, which means there is no single technique to “measure” contentment (Woodall. Hiller, & Resnick, 2014).

Student satisfaction is dependent on the indirect effects of performance and the direct consequences of results, according to Hartman and Schmidt (1995). Faculty-

student contact and social integration are widely used to categorise performance. Faculty-student interaction refers to the relationship between students and the institution's personnel, whereas social integration refers to the students' extracurricular activities and peer interactions. Depending on the research approach and aim, student happiness has been defined in a variety of ways. In this study, student satisfaction was examined from an educational perspective. Outcomes are seen as the result of the combination of students' academic and social performance.

According to Bright & Graham (2016), student satisfaction can be measured by their willingness to recommend the education programme they graduated from to others, as well as their retention in their programme, performance in the workplace, and willingness to recommend the education programme they graduated from to others. As a result, it is critical to assess and comprehend students' impressions of their academic and social experiences at a given school. Student involvement, according to Astin (1984), is a crucial determinant in graduates' satisfaction with their higher education. He defines engagement as the amount of time and effort a student puts into his or her study.

Student satisfaction, according to (Elliott & Healy, 2000), is a "short-term attitude arising from an evaluation of a student's educational experience," and it is reached when students' actual experiences or performances meet or exceed their initial expectations. One of the most researched variables is student satisfaction. Because of its impact on maintaining old students and introducing new students, student satisfaction plays a critical role in competitive university environments. Student satisfaction evaluations were divided into two categories by Aldridge and Rowley (1998), with the first focusing on classroom teaching and learning assessments and the second on the whole student experience. Student satisfaction was defined in this survey as students' happiness or fulfilment with their whole college experience.

The extent of positive ratings given to the institution's education quality, the overall college experience, whether students would choose to register again at the same college if they had the choice to start over, and whether the other courses they took had assisted them in adapting to college life were used to determine student satisfaction; thus, this definition combined a measure of both. For higher education institutions,

student satisfaction is a crucial concern. Student happiness is a crucial performance metric for higher education institutions, according to (Bryant & Bodfish, 2014), with many colleges using rigorous quality assurance methods. User happiness is one of the most important drivers of both quality and productivity, according to (Matzler & Renzl,2006)

Employees who are more satisfied with their jobs are more likely to believe they can provide good service, according to this theory (Al Kurdi, Alshurideh, & Alnaser, 2020). User satisfaction assessment contributed to whole quality management by providing vital information on performance (Goh, Ang, Chan, He, & Vehvilainen Julkunen, 2016). (Shinde & Kapurkar, 2014). Quality amenities services are thought to aid in the success of learning activities and increase customer happiness (Napitupulu, D., Rahim, R., Abdullah, D., Setiawan, Abdillah, Ahmar, Simarmata, Hidayat, Nurdiyanto, & Pranolo, 2018).The theoretical framework developed by (Campbell, Converse, & Rodgers, 1976) states that an individual's perceived level of satisfaction with life in general is related to levels of satisfaction in various life domains, such as work, family, community, health, and so on.

2.4 Perceived Ease of Use

The degree to which comprehending, learning, and running a certain system or technology is free of physical and mental effort is referred to as perceived ease of use (Davis, 1989). The degree to which a job seeker perceives a portal to be easy to use in terms of discovering job information and, as a result, submitting his or her job application through an online recruiting portal is known as perceived ease of use (Fernando, Gamage, 2019). The degree of difficulty in understanding, learning, or using technology is reflected in perceived ease of use. It also demonstrates the extent to which a new technology is seen as superior to alternatives (Ma & Ye, 2015).Perceived ease of use refers to the perceptions of the users towards the final outcome of the process (Ma & Ye, 2015; Ferinia, Yuniarsi & Disman, 2016).

Also, Perceived Ease of Use is a critical component of a successful online recruitment portal's capacity to attract job seekers; web page usability and job portal convenience are linked (Moghaddam, Rezaei & Amin, 2015). The attitudes toward

usability that shape intention to use are influenced by perceived ease of use and perceived usefulness. However, perceived usefulness has a direct impact on intention to use. It's also true that one's purpose effects one's actual behaviour (Renny, Guritno,& Siringoringo, 2013). The Job Seeker's Perceived Ease of Use reflects if the job-search website was straightforward to use. A job-search website may be avoided as a sophisticated Internet-based system if it is difficult to use (Selvanathan, Muhammad, F Shaikh, Supramaniam, & Yusof , 2019).

In a significant number of technology acceptance studies undertaken in many contexts and cultures, perceived ease of use is commonly considered a fundamental factor of attitude. Perceived simplicity of use, for example, was found to have a substantial impact on Spanish pre-service teachers' evaluations of mobile technology usefulness (Sánchez-Prieto, Huang, Olmos-Migueláez, GarcaPealvo, & Teo, 2019). Previous research has shown that perceived simplicity of use seems to have a favourable impact on users' attitudes and perceived utility of systems (Hong, Suh, & Kim, 2009). Furthermore, Perceived Usefulness influences the effect of Perceived Ease of Use on behavioural intention, according to numerous empirical investigations (Wu, & Chen, 2017).

Both Singaporean (Teo & Thai, 2009) preserve teachers (Khlaisang, Teo, & Huang 2019) in South-East Asian cultures revealed that perceived ease of use influenced their views toward technology use. IS continuity is based on the expectancy-confirmation concept (Bhattacherjee, 2001). Perceived Ease of Use is also taken into account when determining post-adoption expectations. User-friendly interface and Perceived Ease of Use have a considerable impact on online purchase intention for Taiwanese internet users, according to a study (Chen, Hsu, & Lin, 2010). According to (Roy, Dewit, & Aubert, 2001), when creating online purchasing websites, online retailers should consider simplicity of navigation, ease of learning, perception, and assistance.

The perception of ease of use is a significant component in the growth of electronic commerce. (Cassalo, Flavian, & Guinaliu, 2008; Flavian, Guinaliu & Gurrea, 2006; Flavian, Guinaliu &Gurrea, 2008). The two most significant features for producing positive reviews of online commerce, according to (Roy & Zhao ,2010), are

the convenience of finding what you're looking for and the clarity of product information. In their study, Liao & Shi (2009) discovered that perceived ease of use has a beneficial impact on Hong Kong consumers. (Ha & Stoel, 2009), on the other hand, discovered that perceived ease of use has no effect on attitudes about e-shopping. Garcia-Zubia, Hernandez, Angulo, Ordua, & Irurzun (2009) also claimed that ease-of-use has a limited impact on future purchases, particularly among the youth.

Results of another study by (Priyadarshini, Sreejesh & Anusree, 2017) indicated that the information quality dimensions positively influence Perceived Usefulness, and Perceived Usefulness subsequently affects attitude towards a website. Further (Razaei, Amin & Ismail, 2014) in their study on Malaysian consumers also found an insignificant relationship between Perceived Ease-of-Use and intention to buy. Perceived ease of use is the degree to which an online recruitment Portal is perceived by a job seeker to be easy to use in finding job information and thereby submitting his or her job application through the online recruitment Portal.

2.5 Perceived Usefulness

The extent to which a consumer believes that online purchasing will improve his or her transaction performance is characterised as perceived usefulness. The most important factor of attitude toward new technology adoption is perceived usefulness, which is described by Davis (1989) as "the degree to which a person believes that utilising a particular system will increase his or her job performance" (Fernando, Gamage, 2019). The extent to which a job seeker believes that accessing a website will improve his or her ability to obtain job information is defined as perceived usefulness of a Website in a job-seeking situation (Cho, Lee, & Liu, 2011).

Perceived usefulness, perceived simplicity of use, attitude, and perceived danger are among the factors identified as having a favourable impact on e-recruitment uptake (Yoon, 2009; Kashi & Zheng, 2013).Whether or not employing a specific system would improve job performance (Davis, Bagozzi, & Warshaw, 1989). Perceived usefulness is a construct that has been shown to impact attitude and is a direct factor of sustained IS usage intentions on numerous occasions (Lee, Hsieh, & Chen, 2013). According to a study (Teo & Milutinovic, 2015), attitude had a favourable and direct impact on the intention to utilise technology. Self-efficacy,

perceived ease of use, and perceived usefulness all had a favourable impact on intention to use new technology, according to another study (Joo, Park, & Lim, 2018).

According to (Wu &Chen, 2017), both attitude and perceived usefulness play a role in the desire to use new systems and technologies. There were discrepancies between reported utility and perceived ease of use among British and Lebanese respondents in a study by (Tarhini, Scott, Sharma, & Abbasi, 2015).Similarly, previous research has indicated that various factors have a beneficial impact on the intention to employ e-recruitment. Individuals create behavioural intentions toward internet purchasing, according to Davis (1989), based mostly on a cognitive estimate of how it will improve their shopping performance. Customers prefer to buy a product when it is regarded to be useful, according to (Bhattacherjee, 2001).

According to (Zhou, Dai & Zhang, 2007), a customer's likelihood that online purchasing will boost their efficiency leads to recurrent purchases. Customers' perceptions of utility and attitudes toward online purchasing, according to (Ha & Stoel, 2009), influence their propensity to buy online. According to (Chen & Barnes, 2007), perceived usefulness is a predictor of trust in online commerce. Self-efficacy and usefulness are two crucial beliefs in understanding the behaviour of experienced customers, according to (Garcia, Hernandez, Angulo, Ordua, & Irurzun, 2009), but ease of use has no significant impact on experienced shoppers.

According to (Luarn & Lin, 2005), the larger the perceived utility, the bigger the quantity of transactions. Despite the fact that much work has already been done on them, they continue to attract researchers from all over the world, and new dimensions are being added. The models used in rich countries must be examined in depth to determine their applicability in emerging countries, particularly India. The current research is an attempt to discover the key determinants of consumer satisfaction in online shopping in India and other emerging countries. The findings of this study suggest that in order to attract and develop the desire to utilise an e-recruitment system, recruiting and internship programmes should focus on the perceived usefulness of the system.

2.6 Website Functionality

The functionality of a website can be used to determine its quality. The extent to which a website runs in the way that it is built and is anticipated to perform as users desire is referred to as functionality (Bertot, Snead, Jaeger & McClure 2006). One of the most crucial aspects of a website's usefulness is its functioning (Lu & Yeung, 1998). To help online customers achieve their shopping goals, website functionality refers to the delivery of web-based services to support a core good or service or a core transaction (Cenfetelli, Benbasat, & Al-Natour, 2008). As a website's service functionality improves, so does its ability to help clients achieve their objectives (Lu, Wang, & Hayes, 2012). The framework (Yeung & Lu, 2004) in the shape of a two-dimensional grid for analysing, comparing, and enhancing the functioning of commercial Websites is a new endeavour.

Several studies have identified website functionality as an important feature of e-services quality (Sohn & Tadisina 2008; Tsang, Lai & Law, 2010) Website functions are divided into four categories in this grid: information, communication, downloading, and transaction. A website's performance can be assessed based on factors such as atmospherics and design (Gehrt, Rajan, Shainesh, Czerwinski, & O'Brien 2012); Prasad & Ansari, 2009; Ha & Stoel, 2009), easy-to-use features (Khare & Rakesh, 2011; Roy & Zhao, 2010), and usability.

Researchers have used different perspectives with varying scopes to investigate how websites influence student satisfaction. Some researchers focused on the website's atmosphere (Prasad &Aryasri, 2009; Ha &Stoel, 2009), while others focused on the website's ease of use features (Khare & Rakesh, 2011; Roy & Zhao, 2010; Garcia-Zubia, Hernandez, Angulo, Ordua, & Irurzun, 2009) (Chen, Hsu, & Lin CC 2010); Lee and Kozar, 2012 Scholars have created qualities to visualise website security features (Teo, 2002; Mukherjee & Nath, 2007; Korgaonkar, Silverblatt, &Girand , 2006; Nair, 2009; Maditinos & Theodoridis, 2010; Gehrt, Rajan, Shainesh, Czerwinski, & O'Brien 2012), website service quality) (Wolfinbarger & Gilly, 2003; Nair & Prabhakar, 2007; Lin & Sun, 2009), navigability (Nair, 2009; Lee & Kozar, 2012), and

coordinating internship placement on website (Chen , 2010) which leads to student satisfaction.

The elements of website design (usability, information availability, product selection, and appropriate personalization), fulfillment/reliability, customer service, and privacy/security were identified by (Wolfinbarger & Gilly, 2003). Web appearance, entertainment, informational fit-to-task, transaction capability, reaction time, and trust are the six qualities established by (Kim &Stoel, 2004). According to a study by (Singh, Dalal, & Spears ,2005), websites that adapt to Indian culture are perceived more favourably. Negative website performance will have a greater impact on the internet than favourable website performance. Despite the fact that a number of features have been identified and efforts made to show that they are related to satisfaction, there is no consistency among the scales established for measuring significant website properties for users. In the Indian setting, it's critical to figure out which aspects of a website's design have a good impact on user happiness.

2.7 Website Quality

A website's quality is reflected on multiple levels, beginning with the creation technique and finishing with the content. Website quality is a broad and confusing topic that can be examined from a technological, economic, ergonomic, and legal standpoint. Quality is defined in technical terms without regard to the client. Information, system, and service quality are all factors in the various nature-based website quality (Lin, 2007). Security, enjoyment, information quality, ease of use, and service quality are some of the multiple dimensions of website quality (Hasanov & Khalid, 2015). Website quality is a key factor in e-commerce because customers' perceptions of website quality positively and directly influence their purchase intentions (Chang & Chen, 2008).

Because website quality is such an important part of the overall user experience and the most influential aspect in consumers' decision to shop online, it may be utilised to efficiently measure website performance (Lee & Kozar, 2012; Hasbullah, Osman, Abdullah, Salahuddin, Ramlee,Soha, 2016; Yeung & Law, 2004). A standard is a rule, a collection of instructions, or a set of best practises. A product's technical quality is

high if it only deviates minimally from well-known technical standards. Website performance and other intangible qualities influence customer perception of website quality; as a result, one of the key aims of a website is to exceed client expectations, causing them to return to the same website (Madu & Madu, 2002). Studies on website quality have attempted to establish frameworks that assess the antecedents and implications of customers' perceptions of website service quality that lead to patronage (Ho & Lee, 2007; Wolfinbarger & Gilly, 2003).

In terms of consumer post-buy behaviour, website quality has a favourable impact on customer satisfaction and purchase intent (Sun, Fong, Law & He, 2017). (Mich, 2004) used a conceptual framework to assess website quality, which included identity, content, services, location, maintenance, and usability. According to the findings, website quality should be assessed at multiple levels depending on the goals of site managers. The extension of the strictly technical approach to include the user/purchaser enables the specification of quality in technical and economic terms as the preference of certain characteristics which should be assigned to products in order for them to meet users' expectations (Juran & Godfrey , 1999)**.**

Quality involves addressing the needs of students, which can be split into functional and non-functional needs. The scope of operations that can be carried out via a website is closely tied to its functional needs. Non-functional requirements are concerned with the use, operation, or availability of a website, and include the ease of use. Aesthetics, ergonomics, and image are all non-functional needs, as are flexibility (multi-platform news, responsiveness), performance, interoperability, and security (Chung & Leite, 2009).

2.8 Hypothesis Development

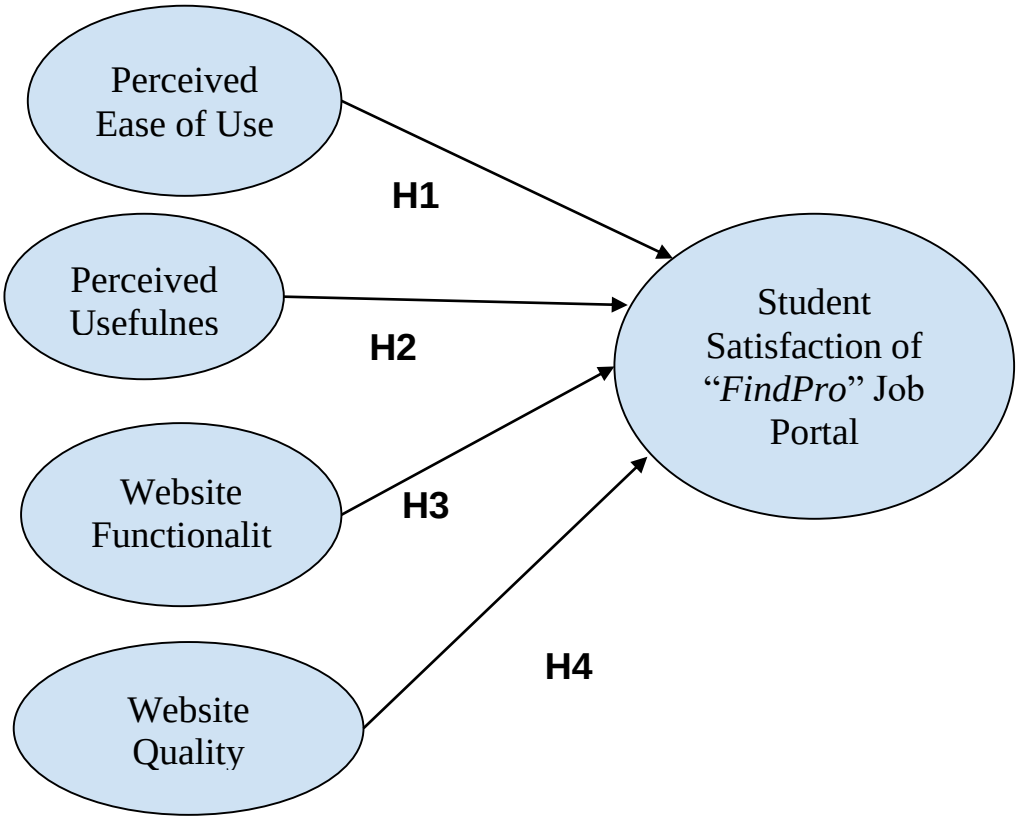


Figure 2.1
Hypothesis Development

2.9 Business Plan FindPro Job.

FindPro Job business plan is a set of planned activities design to result in a profit in marketplace by discussing the 8 key ingredients such as executive summary, company description, market analysis, organization and management, service or product, marketing and sales, funding request and financial projections.

2.9.1 FindPro Job Company

Our Mission

The purpose of *FindPro* Job is a platform that allow student to seek for Job or internship placement. Company are also allow to post their Job offer under this platform. FindPro Job also maintain user data, meet the growing demand of the users. It enables the users to sharing of job information and seek for job.

Company and Management

FindPro Job was founded in 2020 based on the idea to eliminate traditional internship progress of student need to send the hard copy of resume to apply for Job placement .The founder of *FindPro* Job proposed this idea to provide an efficient and effective internship progress for student and to facilitate the sharing of information between users.

Our Product

FindPro Job is currently available as a testing prototype in Recruitment Platform. The user must first register to use the website, to enjoy the seek job service offered by the platform.

Our Competitive Advantages

While there are other recruitment platforms available online, there are none that offer a live chat function in the website. This is the advantage edge for *FindPro* Job from any of the competitions and will be the primary selling point for the recruitment platform. Plus, the market research shows that the customers prefer convenience over anything else, thus

2.9.2 Company description

FindPro Job is an E-Recruitment platform for those student seeking for job application and also help companies to post their available job. *FindPro Job* Portal is a recruitment platform that is focuses on Internship Student and University Alumni to allow the student to find their Job placement throughout this platform. The business was established in 2020 by the founder

Table 2.1
About FindPro Job

Logo	FindPro Job
Vision	To be the first online recruitment company to produce live chat function in the recruitment portal
Mission	The purpose of *FindPro Job* Portal is to maintain user data, meet the growing demand of the users, to provide an efficient and effective service to our users and to facilitate the cooperation and sharing of information between users.
Objectives	• Aims to reach out to the student all across the country. • To create the best quality of products • To maintain university, student and company data

2.9.3 Market Analysis

Recruitment market analysis provides valuable understanding of industry-specific economic growth and plays an important role for both employers and job seekers. The market analysis discuss about the current market trend for E-recruitment platform for both worldwide and also in Malaysia. It also covers the comparative analysis among the most famous recruitment platform in Malaysia.

Market Trend & Market Size

The global online recruitment platform market, is expected to reach USD 42 billion, growing at a CAGR of around 7% during the forecast period 2020 – 2026. The main reasons, behind the growth of the market are the increasing use of digital transformation, outsourcing of employee hiring process with the help of 3rd party vendors, and increasing use of AI powered searches. Other factors such as increasing need for cost savings, rise in need for improved and strategic hiring decisions, and emergence of social media these days, is expected to be the driving factors for the growth of the online platform recruitment market.

Figure 2.2
Global online Recruitment Platform Market
(Source: https://dataintelo.com/report/online-recruitment-platform-market/ , **2020**)

Primarily, online recruitment is a process of outsourcing talent with the help of the internet, it gives the advantage of low fees, long time, and more opportunities to the job takers, and can help them to easily and quickly find job opportunities in the market. Many major players are searching for a hustle free platform wherein they

recruit the employees online, and hence the market for online recruitment came into being. Overall, the process of online recruitment makes it easy for an employee/employer to look for their ideal match, for all the profiles and designation. Nowadays, almost all the companies recruit through the internet, which is driving the growth of the global online recruitment market during the forecast period.

Comparative Analysis on Existing Similar Online Recruitment Platform

Any of the latest online Recruitment Platform are being discussed to explain the perspective. This section discusses the most popular University online recruitment platform that available in Malaysia, covering what they offer over the competition and why they are special

Jobsbac

Figure 2.3
Jobsbac Website
(Source:https://jobsbac.com.my/ , 2020)

JobsBAC is a comprehensive online recruitment platform for jobseekers. With over 1000 private sector employers, leading recruitment agencies and consultants using this platform, JobsBAC connects thousands of employees with prospective employers. JobsBAC also strongly believes in equality, diversity and inclusion in all areas and is dedicated to connecting individuals with employment opportunities. JobsBAC committed to closing the opportunity gap by providing an intuitive and effective modern employment framework that connects employers and diverse job seekers.

No two individuals will have exactly the same formula of factors that will represent the ideal role for them. Hence JobsBAC offers a specialist approach tailored to promote employability amongst three groups by creating focussed job portals that match job-seekers with the right employers.

- Special Needs Community
- TVET Graduates
- Fresh Graduates

JobsBAC services will be offered for free with all costs absorbed by BAC Education via its CSR arm – the Make It Right Movement (MIRM). In collaboration with the Government of Malaysia, JOBSBAC seeks to continue being the leader in public-private partnerships to build a better Malaysia for all Malaysians.

Companies registered under JobsBAC:

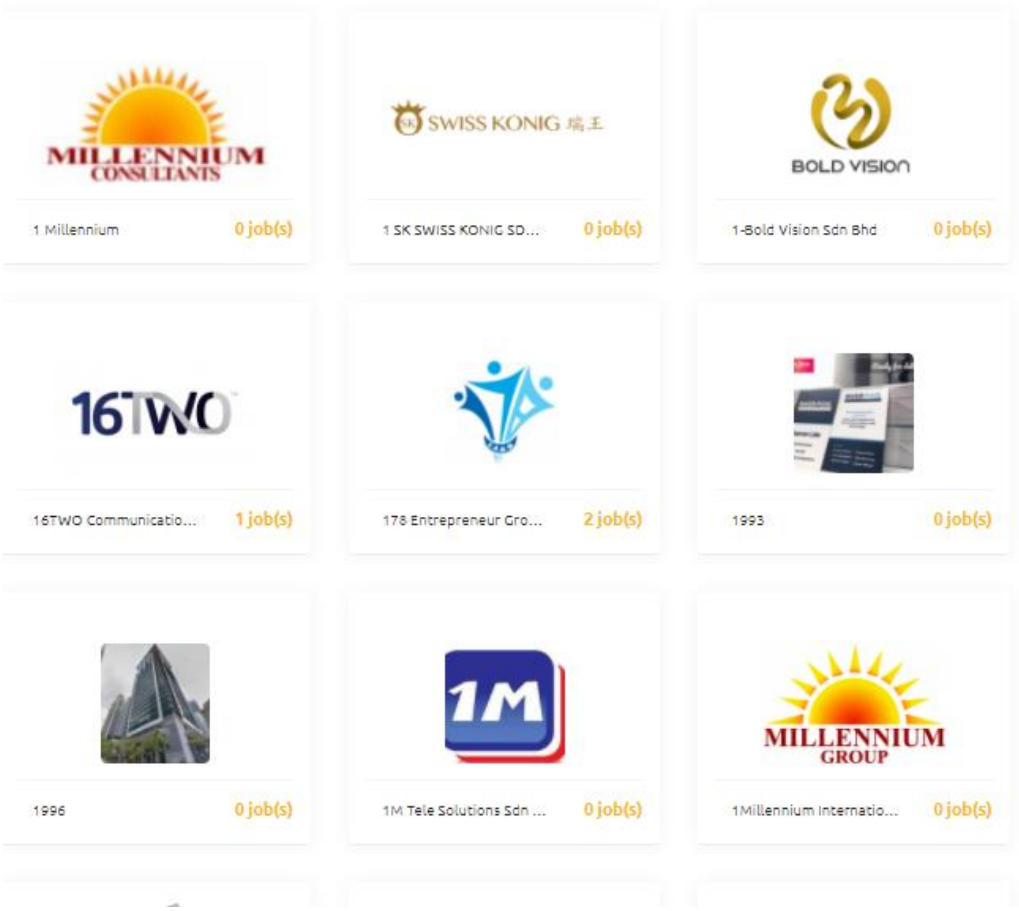


Figure 2.4
Registered company
(Source:https://jobsbac.com.my/ , 2020)

UTAR Industrial Training Management Portal

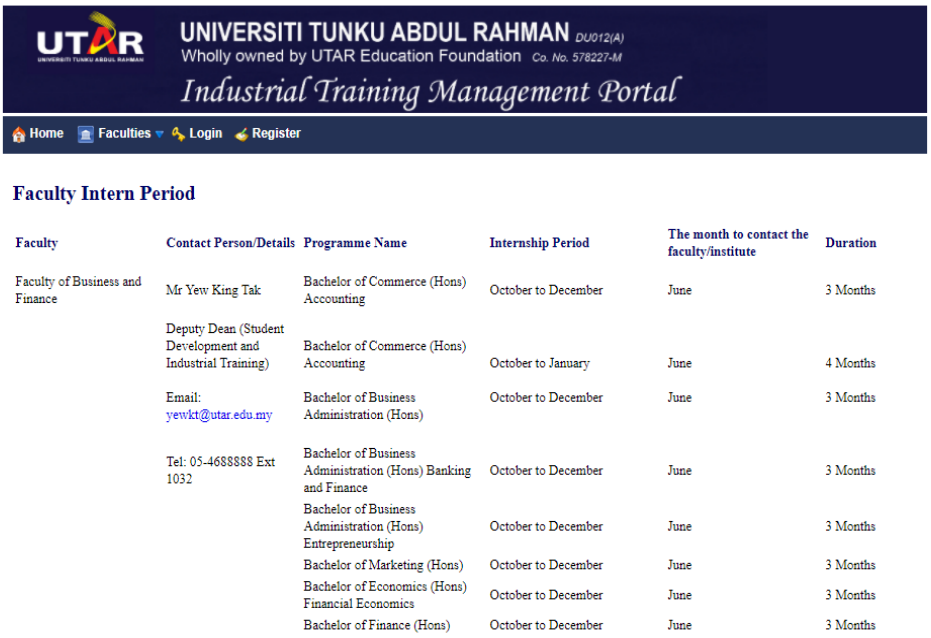


Figure 2.5
UTAR Industrial Training Management Portal Website
(Source:https://indtrng.utar.edu.my/ , 2020)

UTAR Industrial Training is compulsory for all UTAR LKC FES students to complete industrial training for 3 months (all programmes except QS) or 6 months (for QS only). Industrial training provides exposure of students to the real-life working environment. Students gain experiences valuable for their personal and career developments; they observe, learn and develop their interpersonal and communication skills. Besides, the industrial attachment provides students the opportunity to meet and network with people of various occupations.

The objectives of industrial training are to:

- expose students to professional practices in the industrial sector under supervision of experienced staff, provide an opportunity for students to

observe real-life industrial practices and implementation of theoretical lessons and principles learnt in the programme,

- Provide an opportunity for students to acquire interpersonal skills through meeting and working with professionals in the industrial sector.

Table 2.2
Summary of Comparative Analysis

Feature	Jobsbac Website	UTAR Industrial Training Management Portal	FindPro Job Portal
Platform	Website	Website	Website
Free Membership	✓	✘ (Only UTAR student is free)	✓
Available in Malaysia	✓	✓	✓
Registration Method	Facebook/ Google	UTAR Student ID & password	Facebook/ Google
Live Chat	✘	✘	✓
Allow student to Post Resume	✓	✘	✓
Allow Company to Post Job	✓	✘	✓
Forum	✘	✘	✓

2.9.4 Organization and management

FindPro Job Portal is an Online-Recruitment platform for university student who are seeking for Internship or job application and also help companies to post their available job. *FindPro Job* was established in 2020 by the founder, based on the idea to eliminate traditional offline recruitment through newspaper or send the resume through the e-mail. The founder of *FindPro Job* Portal proposed this idea to provide convenience for student where the university student can apply their internship or job application through the online platform.

Vision: To be the first online recruitment company to produce live chat function in the recruitment portal.

Mission: The purpose of *FindPro Job* Portal is to maintain user data, meet the growing demand of the users, to provide an efficient and effective service to our users and to facilitate the cooperation and sharing of information between users.

Tagline: "Use FindPro Get Job"

Core Values of FindPro Job Portal:

- Aims to reach out to the student all across the country.
- To create the best quality of products
- To maintain university, student and company data

2.9.5 Product

FindPro Job Portal is currently available as a testing prototype. The user must first register user account through the website, to enjoy search and post job at *FindPro* Job Portal. Other services such as live chat, forum, apply internship or job and company allow to post job available. Currently, *FindPro* Job Portal is developing its first-ever

live chat function for recruitment platform. The main purpose of this product is to eliminate traditional internship progress of student need to send the hard copy of resume to apply for Job placement.

2.9.6 Expenditure

Table 2.3:
Expenditure

Expenditure		
	RM	**RM**
Fixed Asset/Capital Expenditure		
-		
Expenditure		
Transportation	150	
Toll Fees	50	
Parking Fees	15	
		215
Other Expenditure		
Printing	480	
		480
Total		**695**

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter presents the development of the conceptual model, study approach on proposed constructs and hypotheses development. This also included a research methodology which covers the selection of the sample, sampling technique, instrument design, data collection process, research approach and data collection method employed in this study. Besides, this chapter also will discuss and explain about the software, hardware and tools that will be used in developing the *FindPro Job* Website.

3.2 Software Process Model

A Software Development Life Cycle (SDLC) is a framework that defines the process used by organizations to develop an application from its origin to the end of its life cycle (Khan & Zulkernine; Rea-Guaman, Sánchez-García, San Feliu, Calvo-Manzano,2017; Lipner,2004). There are many software development methodologies and generally, all of them contemplate, from a high-level point of view, the following set of activities:

- Identification of requirements
- Architecture and design
- Codification
- Testing
- Production and maintenance of the application

The development of secure and reliable software requires the adoption of a systematic process or discipline that addresses security in each of the phases of its life cycle. Two types of security activities must be integrated in the same stage: the first following secure design principles (minimum privilege, etc.) and the second including a series of security practices (specification of security requirements, cases of abuse, risk analysis, code analysis, dynamic penetration tests, etc.). This new life cycle with included security practices is called S-SDLC. Among others, it is possible to mention some advantages of adopting an S-SDLC such as error identification or coding and design weaknesses in the early stages of development, which imply significant cost savings.

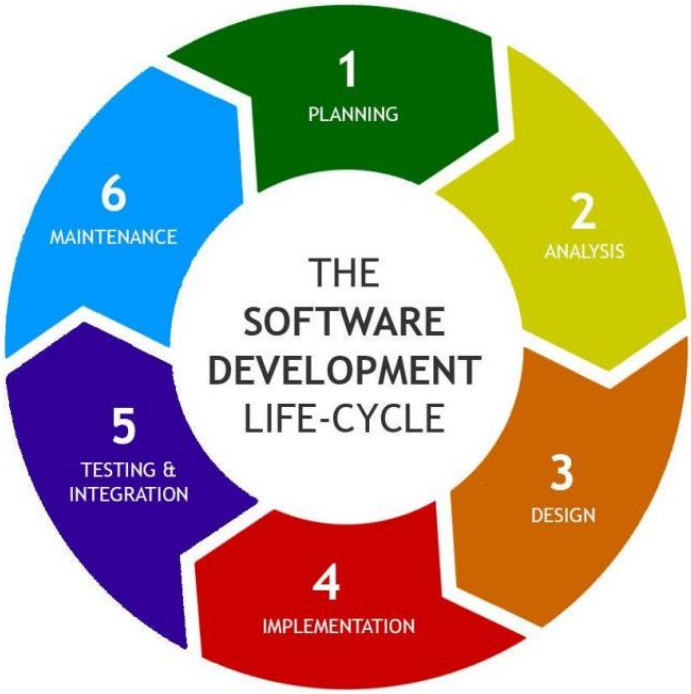


Figure 3.1
SDLC Diagram
(Source: https://arkbauer.com/blog/software-development-life-cycle-sdlc/ , 2020)

3.2.1 Prototype

Prototyping Model is a software development model in which a prototype is built, tested, and reworked until an acceptable prototype is achieved. It also creates a base to produce the final system or software. It works best in scenarios where the

project's requirements are not known in detail. It is an iterative, trial and error method which takes place between developer and client.

Prototyping Model Phases

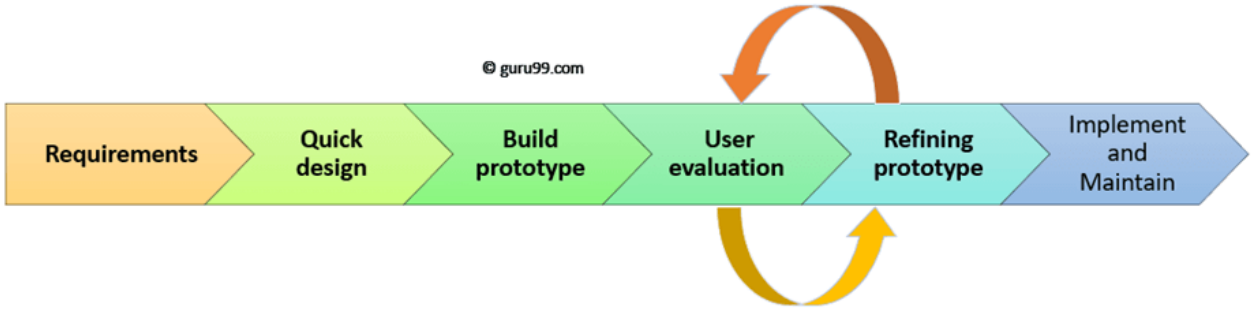


Figure 3.2
Prototyping Model Phases Diagram
(Source:https://www.guru99.com/software-engineering-prototyping-model.html , 2020)

Requirements gathering and analysis

A prototyping model starts with requirement analysis. In this phase, the requirements of the system are defined in detail. During the process, the users of the system are interviewed to know what is their expectation from the system.

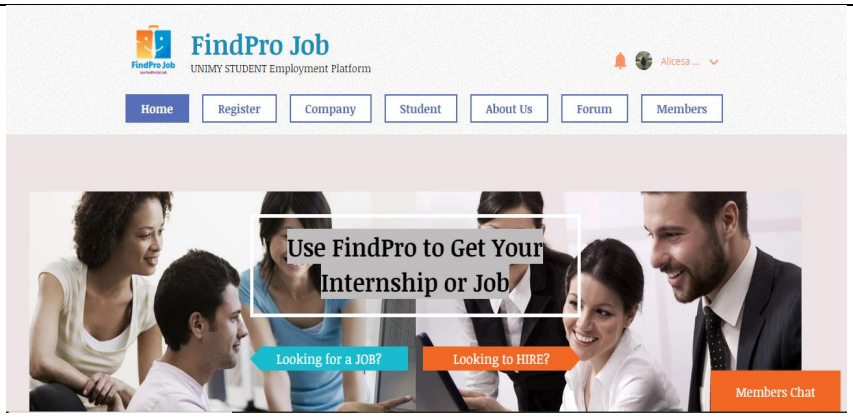
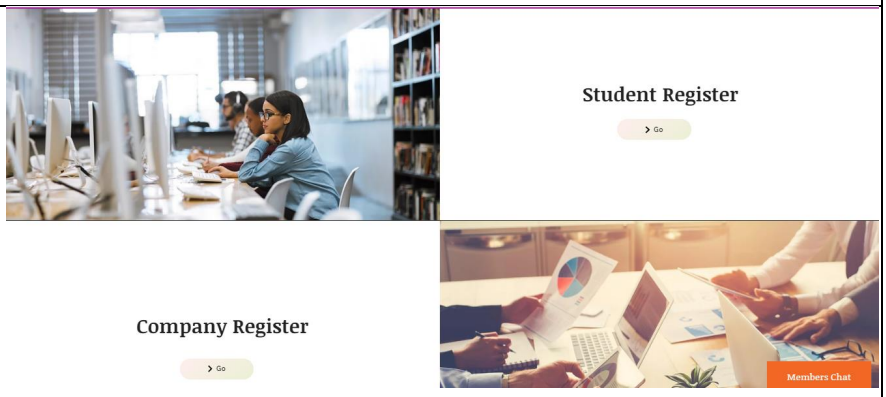
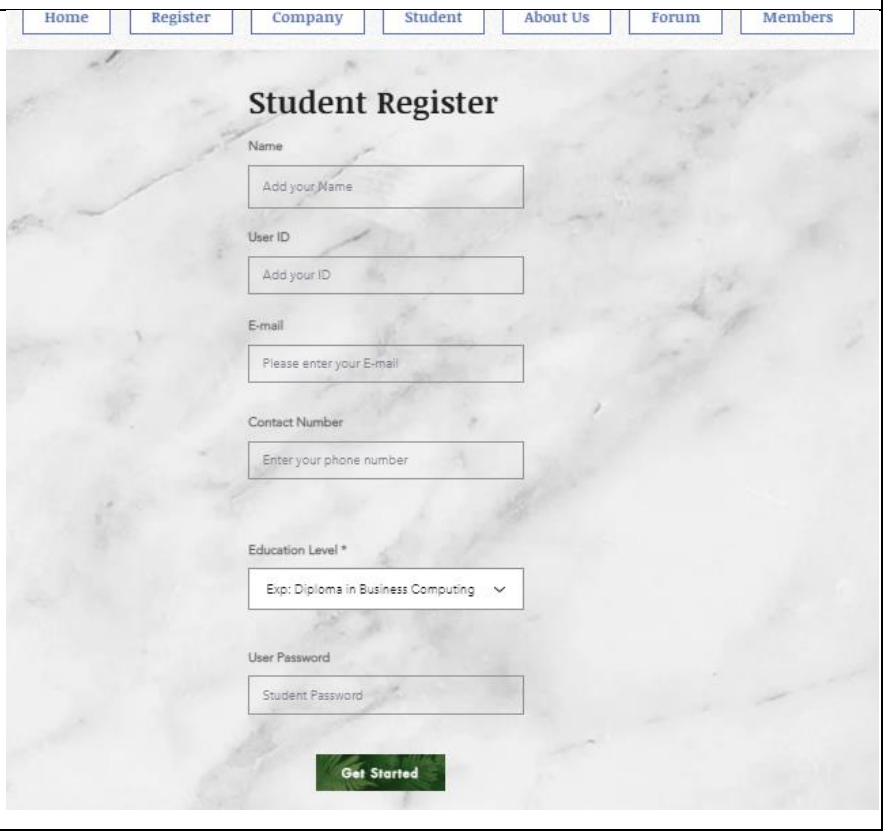
Quick design

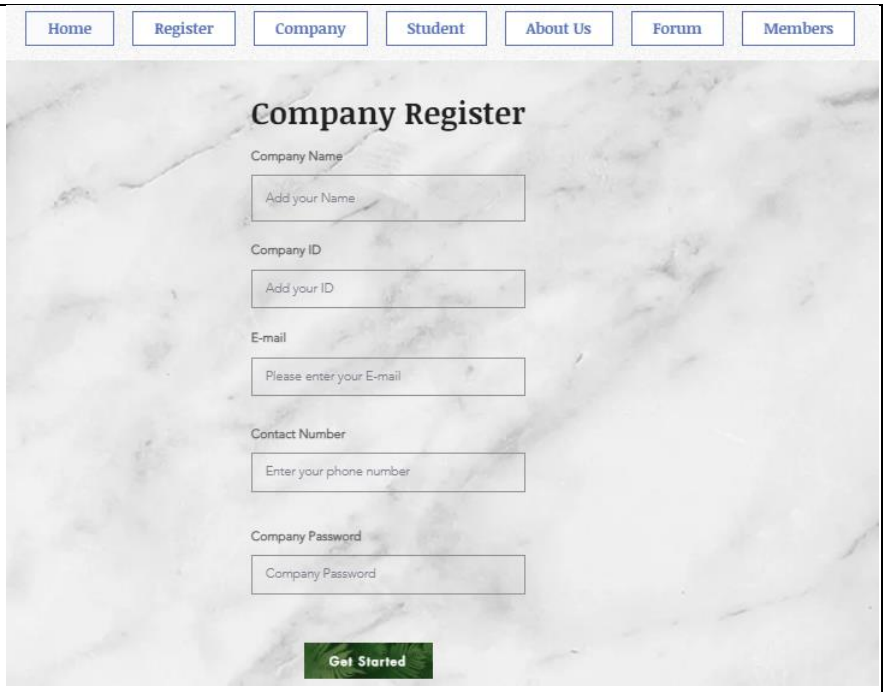
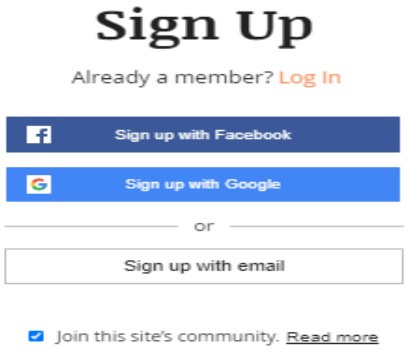
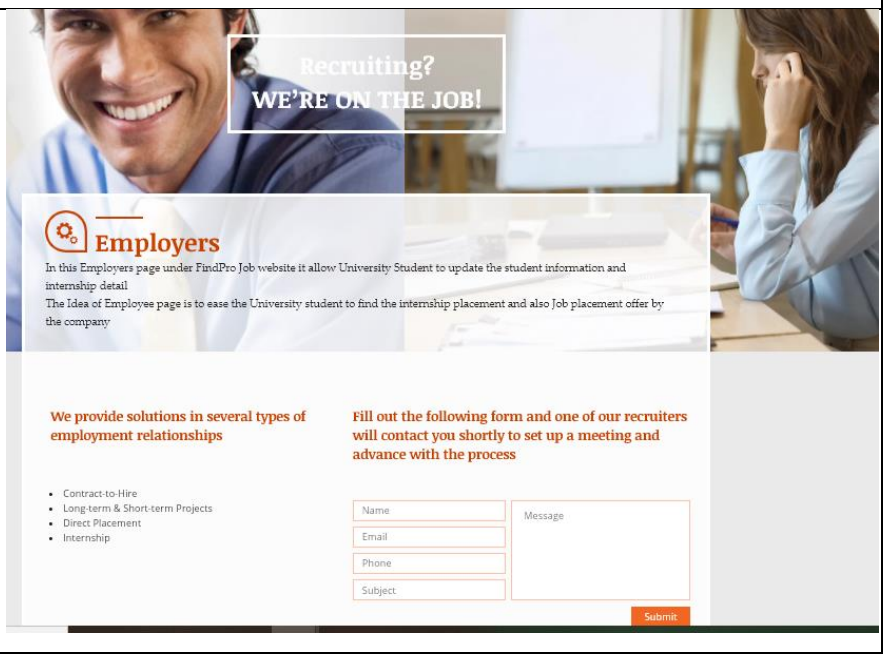
The second phase is a preliminary design or a quick design. In this stage, a simple design of the system is created. However, it is not a complete design. It gives a brief idea of the system to the user. The quick design helps in developing the prototype.

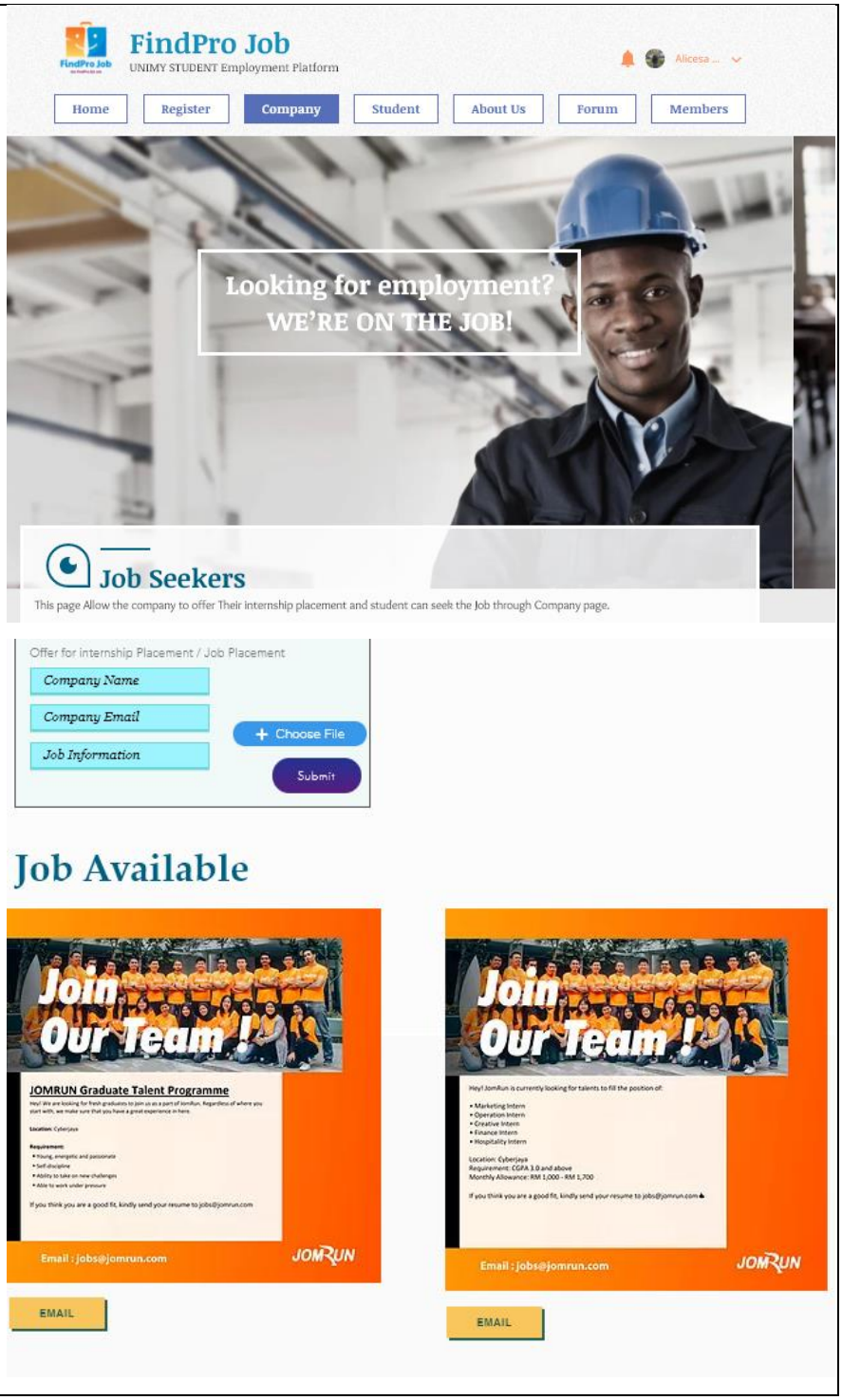
Build a Prototype

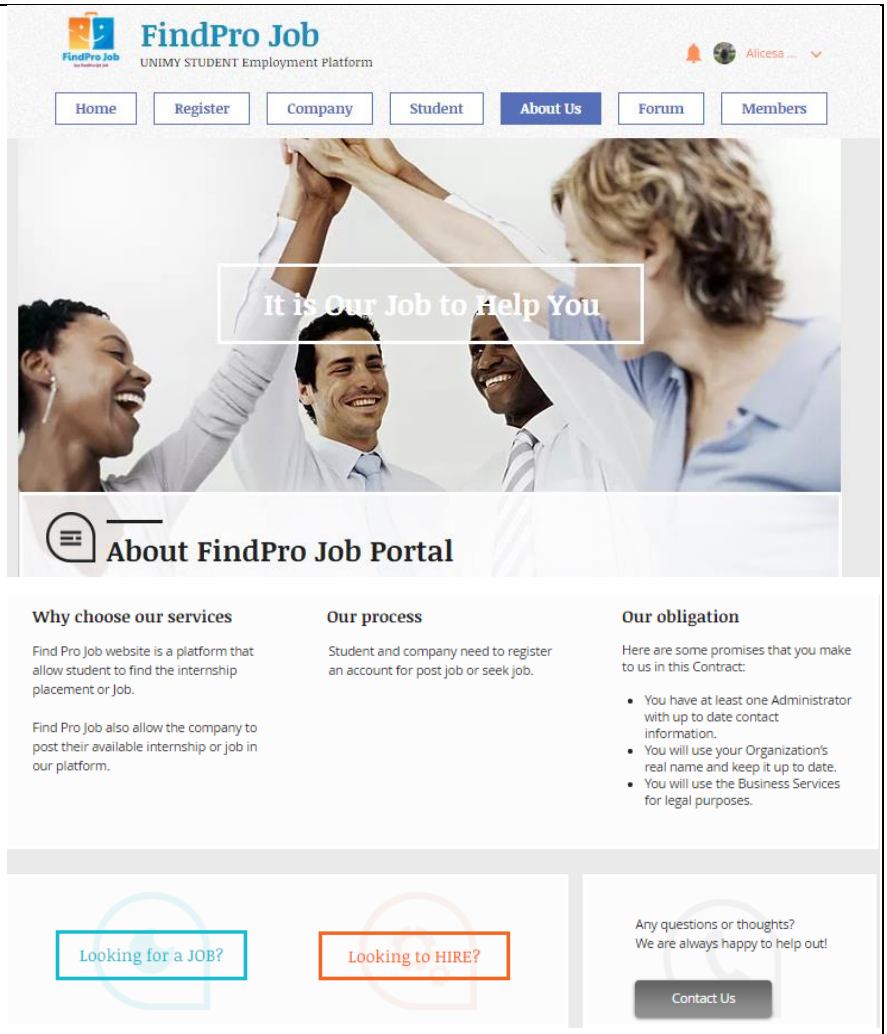
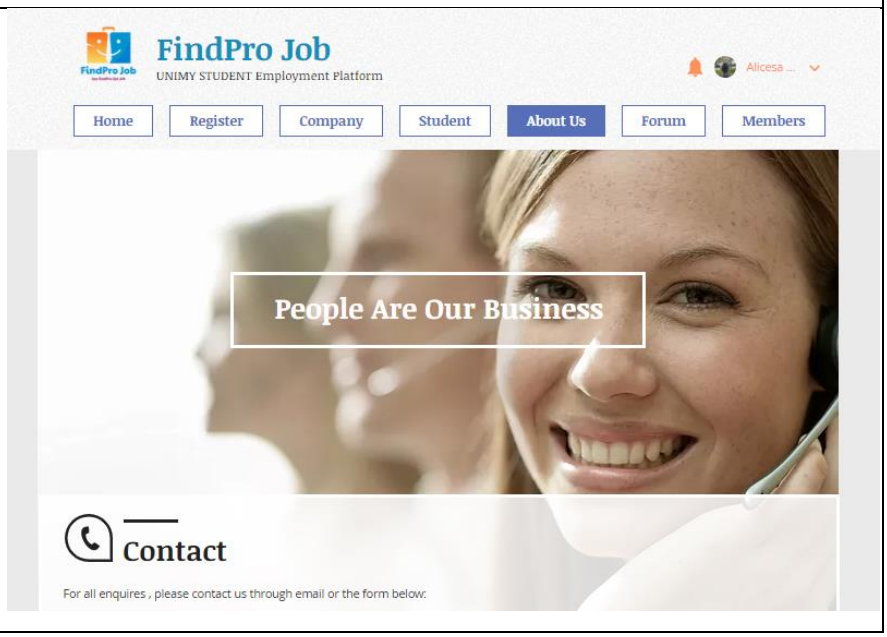
In this phase, an actual prototype is designed based on the information gathered from quick design. It is a small working model of the required system.

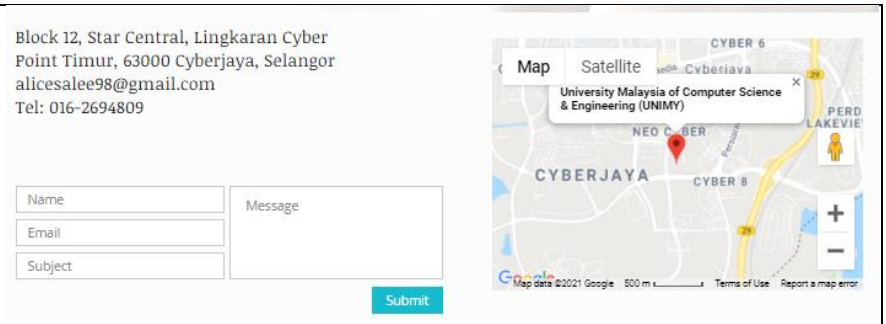
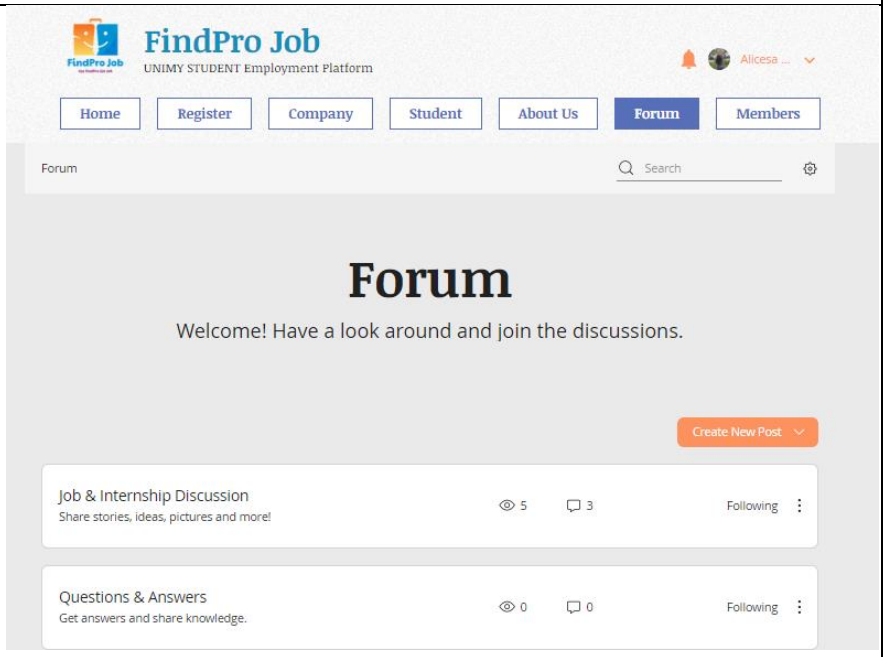
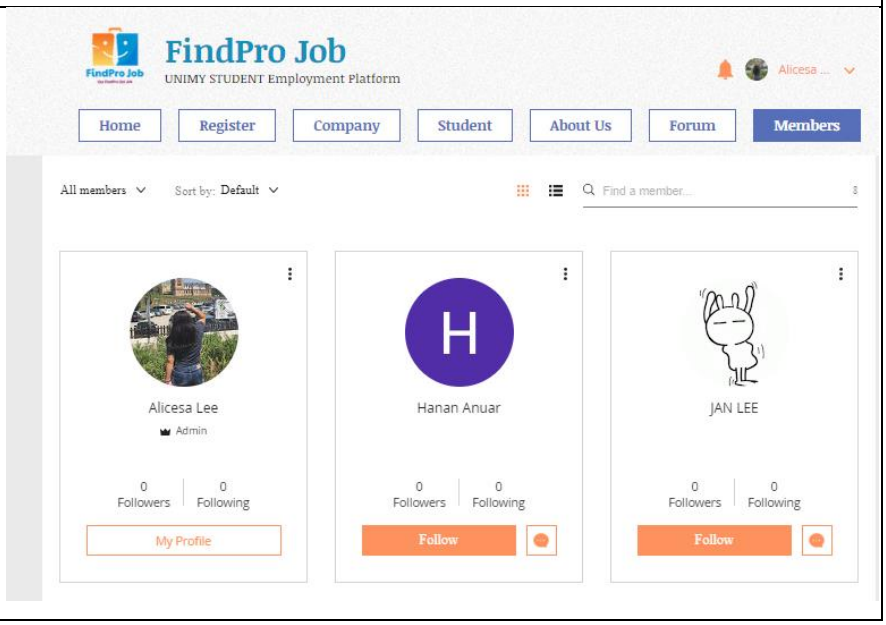
Table 3.1
FindPro Job Portal Prototype

Home Page	
Register Page	
Student Register	

Company Register	
Login Page	
Student Page	

Company Page	

About Us	
Contact Us	

	
Forum Page	
Member Page	

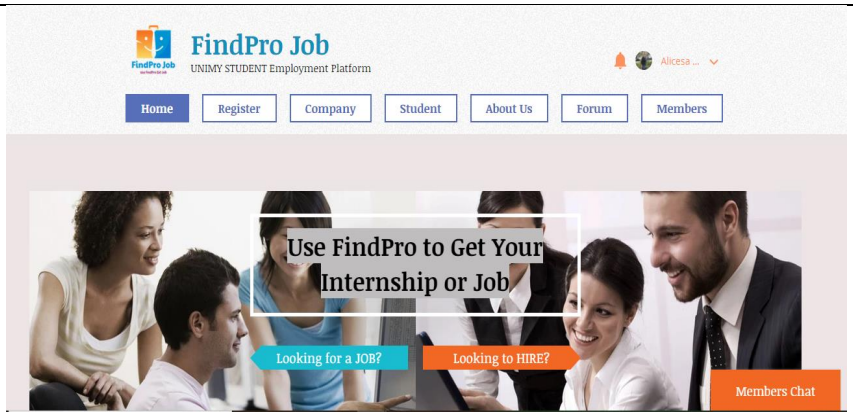
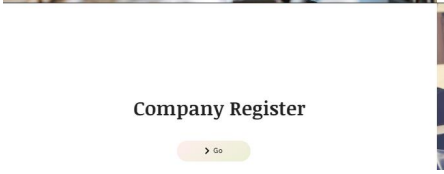
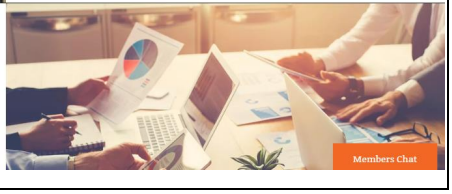
Initial user evaluation

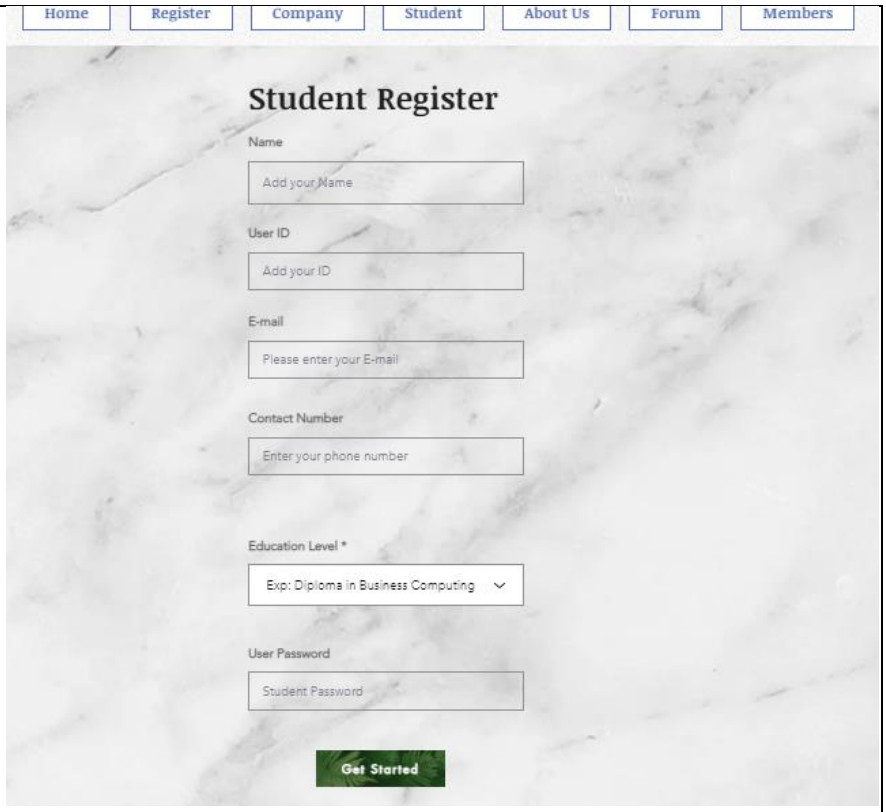
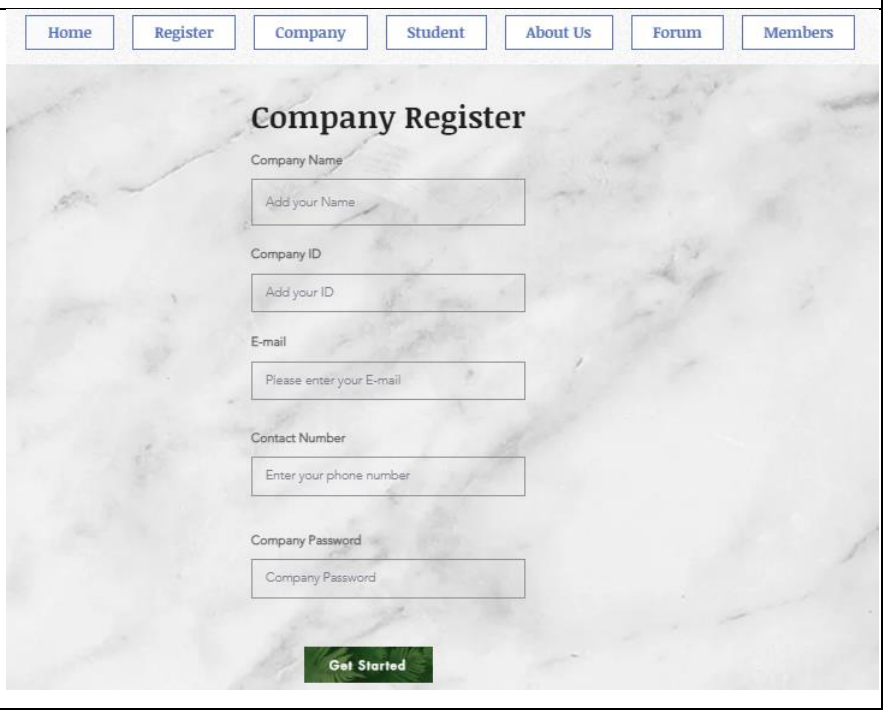
In this stage, the proposed system is presented to the client for an initial evaluation. It helps to find out the strength and weakness of the working model. Comments and suggestions are collected from the customer and provided to the developer.

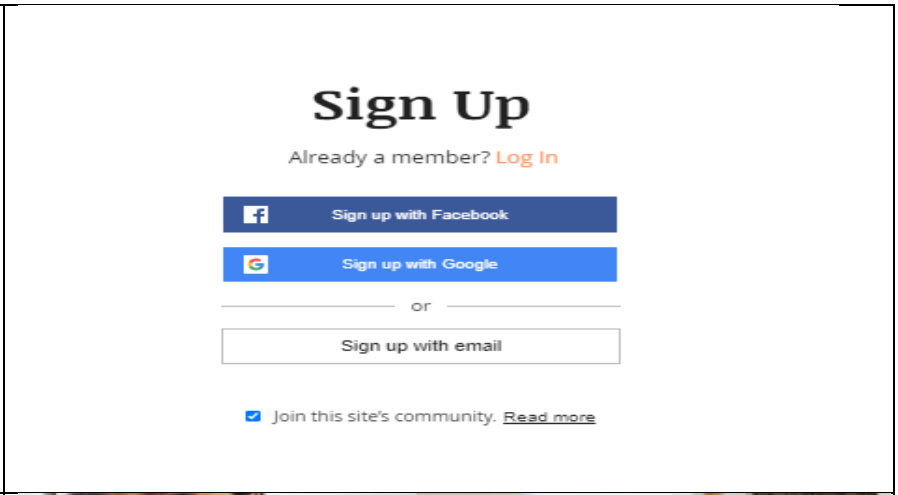
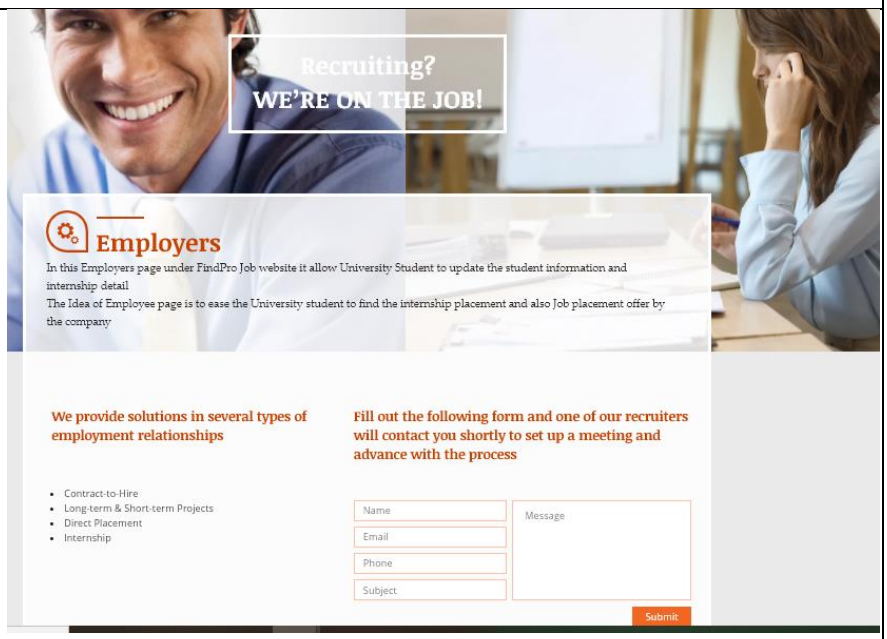
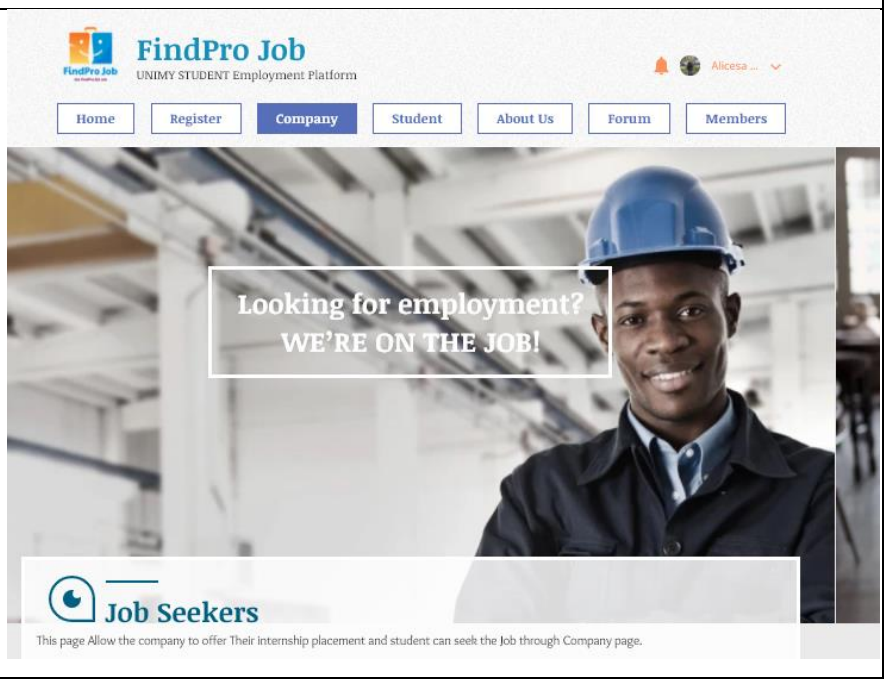
Refining prototype

If the user is not happy with the current prototype, you need to refine the prototype according to the user's feedback and suggestions. This phase will not be over until all the requirements specified by the user are met. Once the user is satisfied with the developed prototype, a final system is developed based on the approved final prototype.

Table 3.2
Refined FindPro Job Portal UI

Home Page	
Register Page	   

Student Register	
Company Register	

Login Page	
Student Page	
Company Page	

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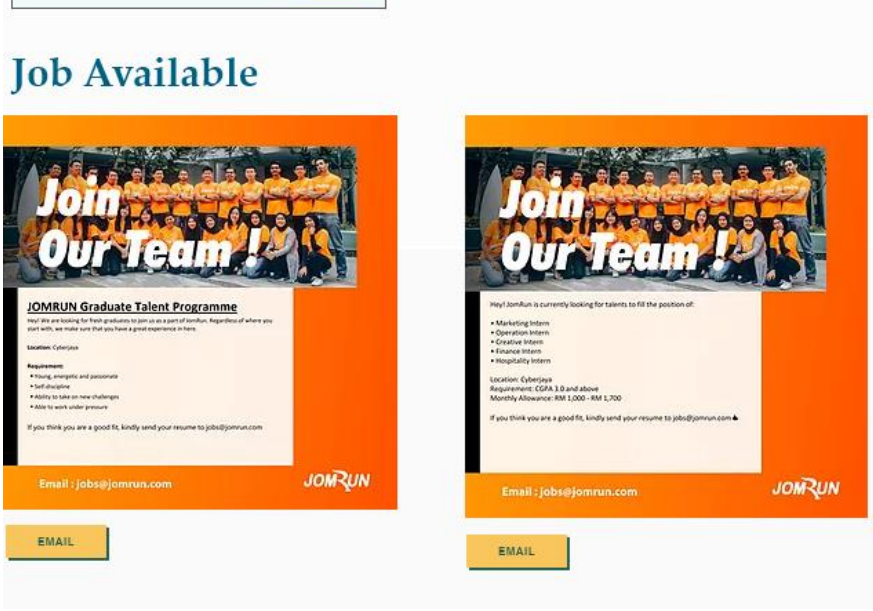
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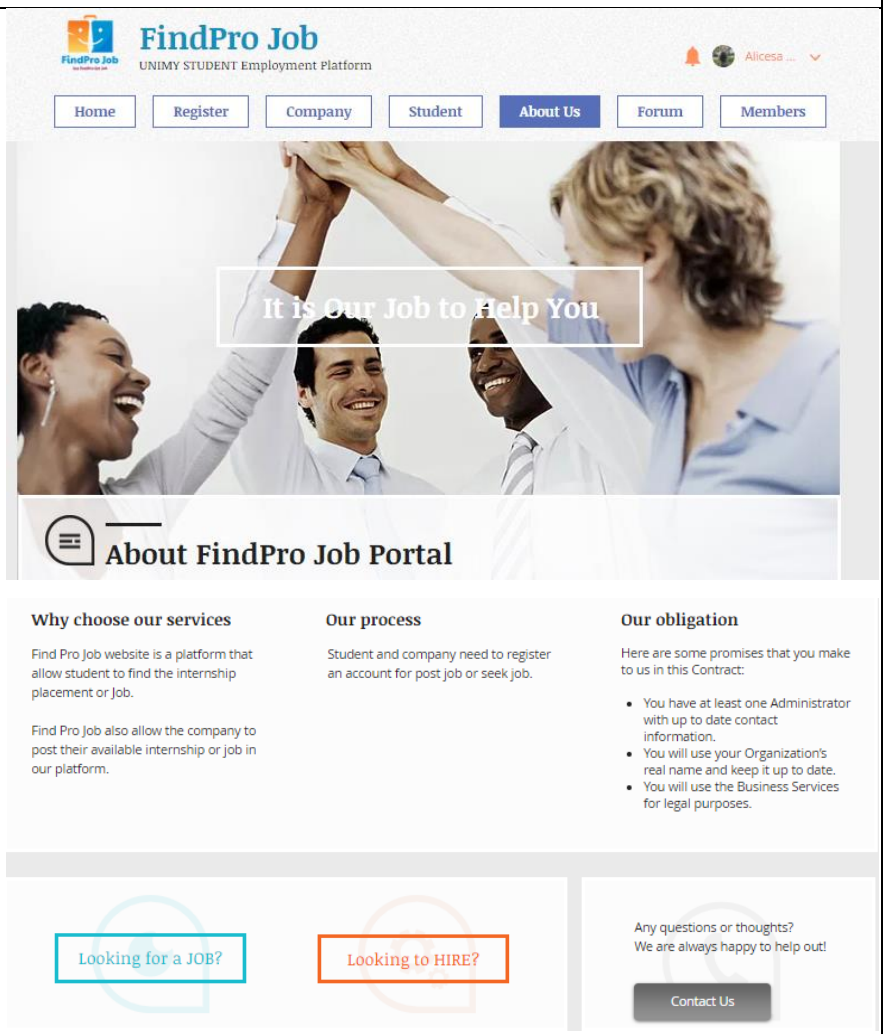
<tr>
<td>About Us</td>
<td> 
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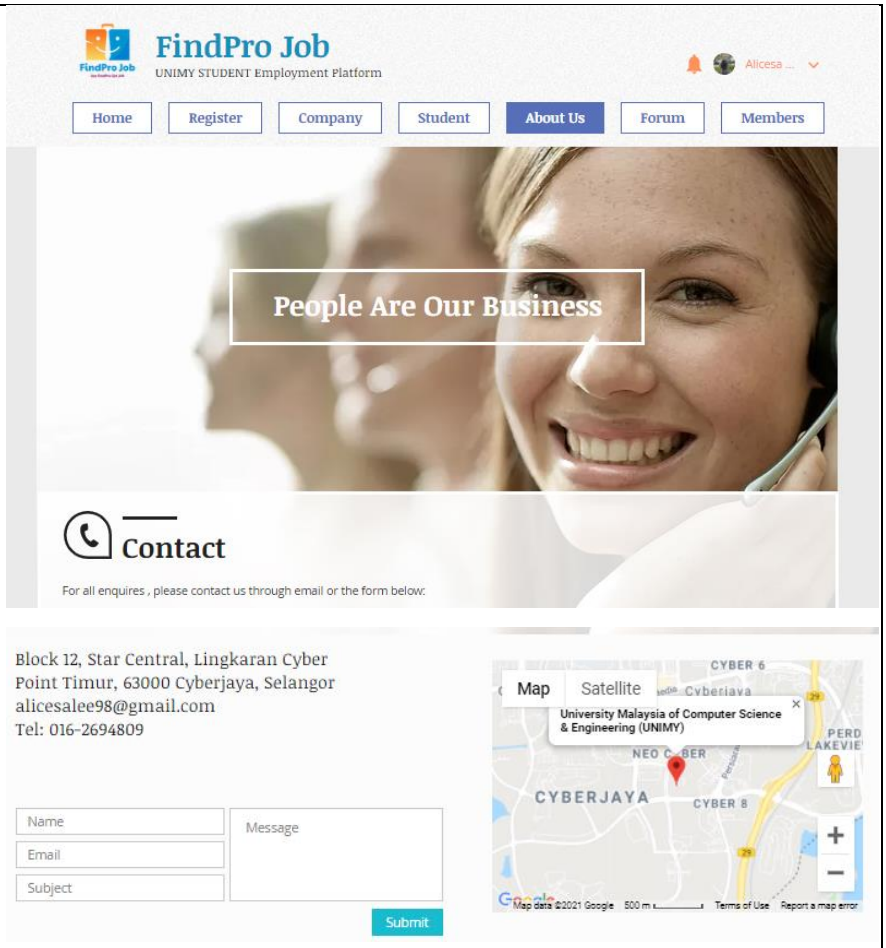
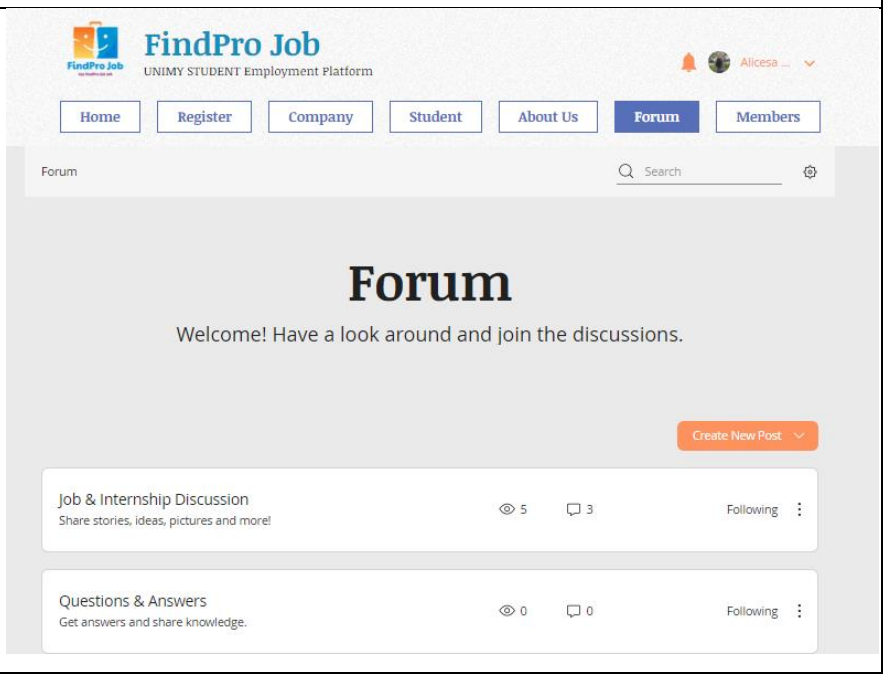
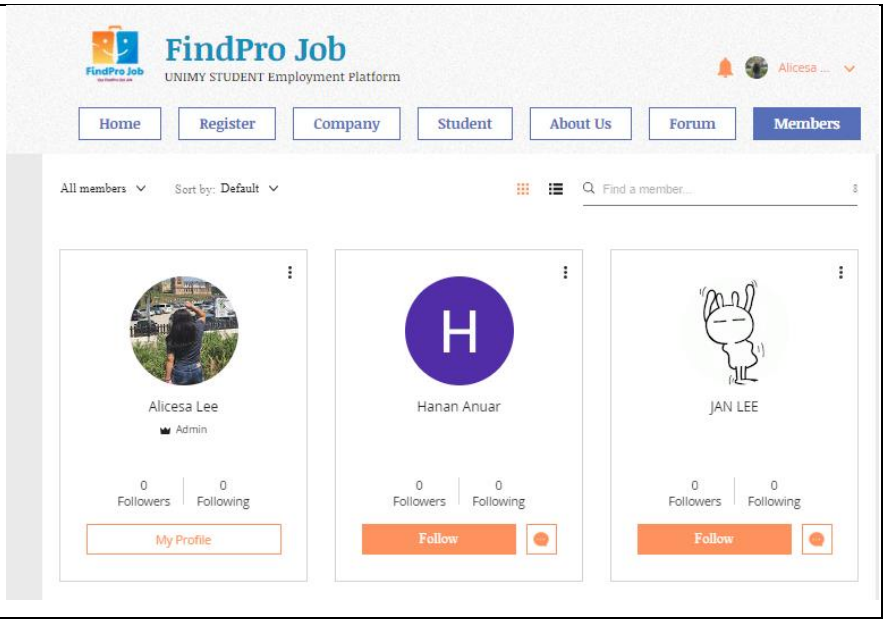
Contact Us	
Forum Page	

Member Page	

Implement Product and Maintain

Once the final system is developed based on the final prototype, it is thoroughly tested and deployed to production. The system undergoes routine maintenance for minimizing downtime and preventing large-scale failures.

3.3 Research Design

The method used for this research is quantitative method. The integration of qualitative and quantitative research has long been considered the defining feature of mixed methods research (Creswell & Plano Clark, 2018). The following definition, taken from Aliaga and Gunderson (2002), describes what we mean by quantitative research methods very well: Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).'

3.3.1 Survey Method

In order to examine the satisfaction of students from the website functionality, perceived ease of use, and perceived usefulness toward internship and employability, a questionnaire was developed based on the review of previous literature. This study is in line with the quantitative study approach which cross sectional survey is used as a research design. A total of 850,000 graduate students in all public universities in Malaysia are the study population. By referring to Cohen, Manion,& Morrison, (2001), the minimum sample recommendation is 85 samples. The data were gathered using structure and self-administered questionnaires.

3.4 Quantitative Research

The method used in this research is quantitative method. The main purpose of quantitative research, according to Borg and Gall (1989), is the detection of causal relationships between variables. In quantitative research information of observed behaviours of samples is obtained through statistical data collecting of the observed behaviours of the samples. The data, which are collected, are analysed in numerical form (Borg and Gall, 1989; Gall, Meredith, Walter, Joyce,1996). This type of research is more concerned with the objectivity and the validity of what has been observed. The sample size involved is usually large (Babbie, 1989; Bogdan and Biklen, 1989).

Certain techniques are employed to gather data. These include interviews, questionnaires or experimental research. Such data can be gathered either in a quantitative or qualitative way (Smith, Thorpe, Jackson, 1994). One important feature of quantitative research is that the process of data collection can combine both descriptive and analytical summaries (Smith, Thorpe, Jackson, 1994). The aim of most quantitative research is to test hypotheses and theory. Alternative explanations of results are offered and the need for further studies are often provoked and challenged (Borg and Gall, 1989).

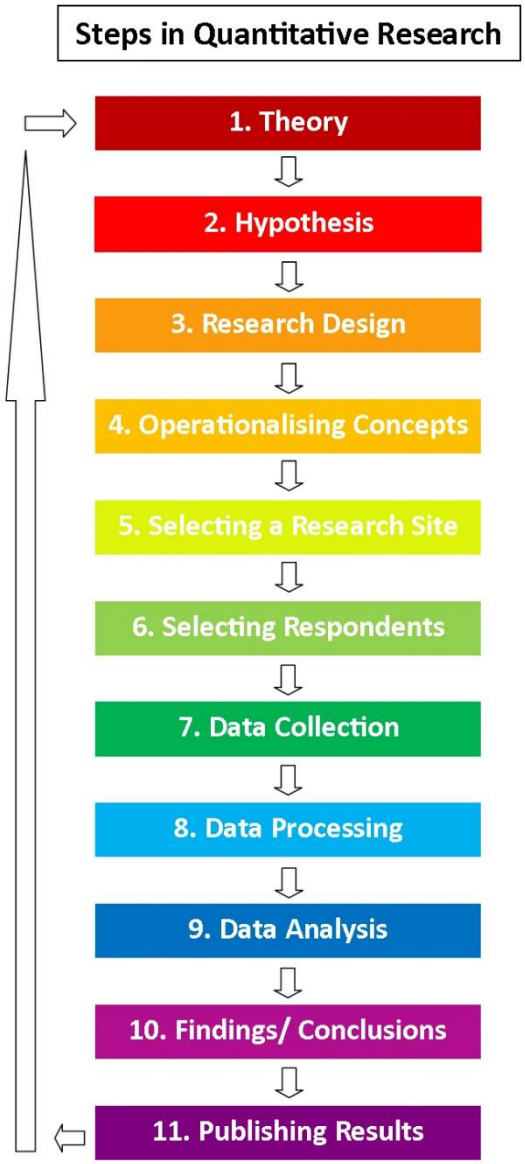


Figure 3.3
Quantitative Research

3.5 Questionnaire Design

Likert scales are useful in social science and attitude research projects. Rating scales are commonly used in the social sciences and with attitude scores. Such instruments often use a Likert-type scale. A Likert-type scale "requires an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD). Each response is assigned a point value, and an individual's score is determined by adding the point values of all of the statements" (Gay, Mills, & Airasian, 2009). A Likert rating scale measurement can be a useful and reliable instrument for measuring self-efficacy (Maurer, 1998). This type of scale was developed by Rensis Likert (1931), who described and then developed this technique for the assessment of attitudes.

Likert scales provide a range of responses to statements or series of statements. Usually, there are 5 categories of response ranging from 5 = strongly agree to 1 = strongly disagree with a 3 = neutral type of response (Jamieson, 2004). Creating a Likert scale instrument that showed internal reliability was very rewarding (Croasmun, & Ostrom, 2011). Likert scale is an ordered, one dimensional scale from which respondents choose one option that best aligns with their view (Moliterni, 2008). Usually, it consists of five options and each question is a statement. The respondent may agree or disagree to the statements and the scoring are in numbers such as 1 represent Strongly Disagree; 2 represent Disagree; 3 represent Neutral; 4 represent Agree and 5 represent Strongly Agree. Likert scale was used in Section B of the questionnaire to measure the respondent opinion.

Table: 3.3
Likert Scales Measurement.

Measurement	Numerical
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

3.6 Sample Size

G*Power (Erdfelder, Faul, & Buchner, 1996) was designed as a general stand-alone power analysis program for statistical tests commonly used in social and behavioural research. G*Power 3 is a major extension of, and improvement over, the previous versions. It runs on widely used computer platforms (i.e., Windows XP, Windows Vista, and Mac OS X 10.4) and covers many different statistical tests of the *t*, *F*, and X^2 test families. In addition, it includes power analyses for *z* tests and some exact tests. G*Power 3 provides improved effect size calculators and graphic options, supports both distribution-based input modes, and offers all types of power analyses in which users might be interested. Statistics textbooks in the social, behavioural, and biomedical sciences typically stress the importance of power analyses.

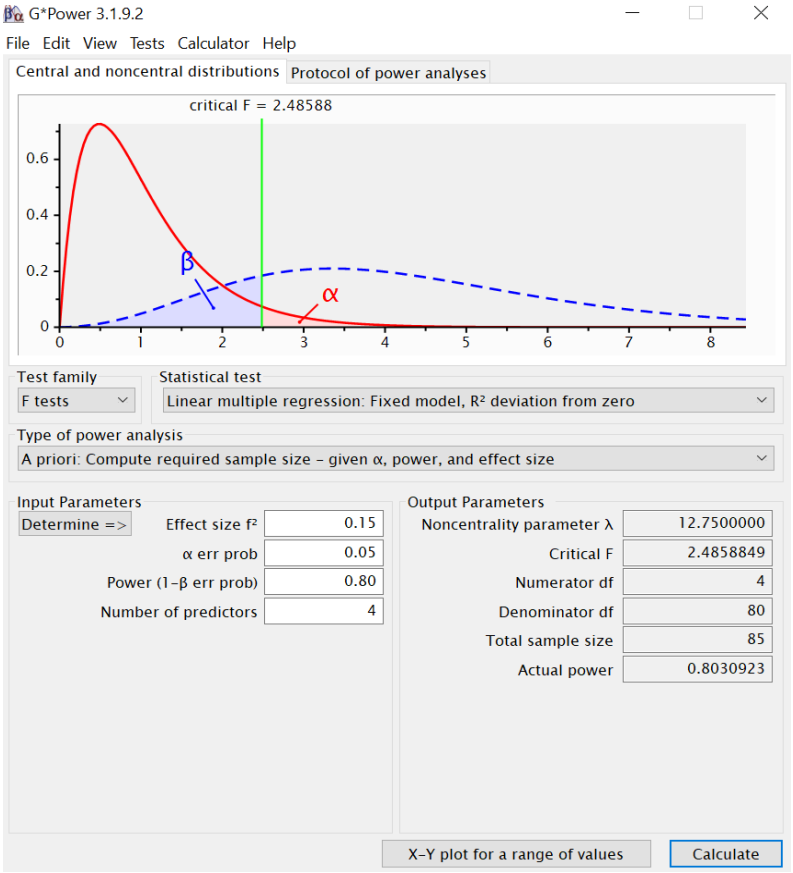


Figure 3.4
G-Power

[1] -- *Monday, August 17, 2020 -- 17:23:23*

F tests - Linear multiple regression: Fixed model, R ²deviation from zero

Analysis:	A priori: Compute required sample size	
Input:	Effect size f ²	= 0.15
α err prob	= 0.05	
Power (1-β err prob)	= 0.80	
Number of predictors	**= 4**	
Output:	Noncentrality parameter λ	=
12.7500000		
Critical F	= 2.4858849	
Numerator df	= 4	
Denominator df	= 80	
Total sample size	**= 85**	
Actual power	= 0.8030923	

3.7 Research Instrument

Table 3.4
Questionnaire Instrument

Construct	Items	Source
Perceived ease of use (PEOU)	**PEOU 1:** I would find it easy to get the *FindPro Job Portal* to do what I want it to do.	Davis (1989)
	PEOU 2: *FindPro Job Portal* provides ample information.	
	PEOU 3: I find the *FindPro Job Portal* flexible and easy to interact with.	Tandon, Kiran, & Sah(2016).
	PEOU 4: *FindPro Job Portal* is easy to use.	
	POUE 5: My interaction with the *FindPro Job Portal* is clear and understandable.	(Rafique, Anwer, Shamim, & Minaei-bidgoli, 2018)
Perceived usefulness (PU)	**PU 1:** Using the *FindPro Job Portal* would allow me work more quickly	Davis (1989)
	PU 2: Using the *FindPro Job Portal* is useful	
	PU 3: Using the *FindPro Job Portal* would allow me to accomplish tasks more quickly.	Ha and Stoel, 2009;
	PU 4: *FindPro Job Portal* helps me to find information within the shortest time frame	
	PU 5: Using *FindPro Job Portal* would make it easier to search for internship jobs and employment.	(Rafique, Anwer, Shamim, & Minaei-bidgoli, 2018)
Website functionality (WF)	**WF 1:** The contents of the *FindPro Job Portal* are easily understood	Tandon, Kiran, & Sah(2016).
	WF 2: The *FindPro Job Portal* which I am looking for can be reached through multiple tabs/window	
	WF 3: The lodging *FindPro Job Portal* describes complete information about the internship job and employment.	Myunghee & Miyoung (2017)
	WF 4: Information from the lodging *The FindPro Job Portal* was helpful in making my application decisions for internship and employment.	

	WF 5: It was easy for me to navigate through the *FindPro Job Portal*.	
Website Quality(WQ)	**WQ 1:** The *FindPro Job Portal* adequately meets my information needs	Kim & Stoel (2003).
	WQ 2: I can interact with the *FindPro Job Portal* in order to get information tailored to my specific needs	
	WQ 3: All my internship and employment applications can be completed via the *FindPro Job Portal*.	
	WQ 4: The *FindPro Job Portal* is visually appealing	
	WQ 5: The *FindPro Job Portal* design is innovative	
Student Satisfaction(S)	**SS 1:** Overall, I am satisfied with this *FindPro Job Portal.*	(Kuo, Walker, Schroder, & Belland , 2014).
	SS 2: I am satisfied with the level of interaction that happened in this *FindPro Job Portal*	
	SS 3: In the future, I would be willing to use *FindPro Job Portal* again.	
	SS 4: This *FindPro Job Portal* met my needs for internship jobs and employment applications.	

3.8 Software & Hardware requirement

3.8.1 Software Requirement

Notepad ++

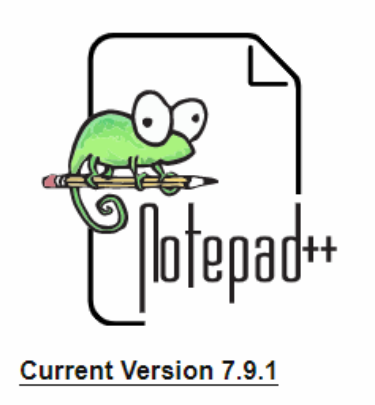


Figure 3.5
Notepad++ Logo
(Source: *https://notepad-plus-plus.org/)*

Notepad++ is a free source code editor and Notepad replacement that supports several languages. Running in the MS Windows environment, its use is governed by GNU General Public License.

Notepad++ is written in C++ and uses pure Win32 API and STL which ensures a higher execution speed and smaller program size. By optimizing as many routines as possible without losing user friendliness, Notepad++ is trying to reduce the world carbon dioxide emissions. When using less CPU power, the PC can throttle down and reduce power consumption, resulting in a greener environment.

Standout features of Notepad++

- **Open Source:** I suppose nothing beats having a notepad replacement that is completely free. In addition, its open nature means that changes can be made in order to facilitate one's development efforts.

- **Line Numbering:** I'm not sure why this was left out of the default Notepad application in Windows. Well Notepad++ has line numbering, which is always useful to have when editing source code or configuration files.
- **Zoom in and Out:** Ever had to squint at text that is too small? Rather than having to change the size of the font just so that you can see them better, zooming in and out is trivial with Notepad++
- **Detection of Modified Files:** Like most advanced text editors on the market, Notepad++ knows when files have been modified in the background. When detected, the software will prompt whether the user would like to reload the source file, or overwrite the changes.
- **Search and Replace:** The value of this feature is often overlooked. I've personally found it to be very useful when editing configuration files, which required a search and replace of multiple items.
- **Syntax Highlighting:** Syntax highlighting is always a useful feature to have, whether doing a quick edit or viewing of source code.

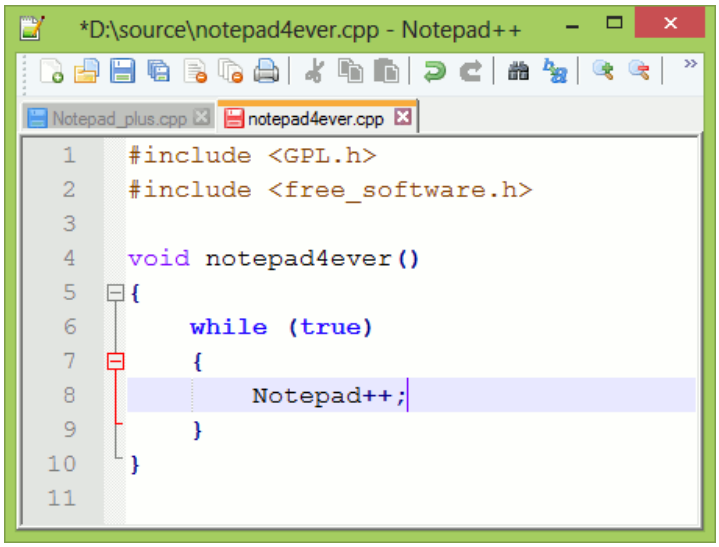


Figure3.6
Example of Notepad++
(Source: *https://notepad-plus-plus.org/)*

HTML 5

Figure 3.7
HTML 5 Logo
(Source: https://hackr.io/tutorials/learn-html-5)

HTML5 is a programming language whose acronym stands for Hyper Text Markup Language. It is a system that allows the modification of the appearance of web pages, as well as making adjustments to their appearance. It also used to structure and present content for the web. With HTML5, browsers like Firefox, Chrome, Explorer, Safari and more, can know how to display a particular web page, know where the elements are, where to put the images and where to place the text.

The possibilities of HTML5:

1. MULTIMEDIA ELEMENTS
2. GEOLOCATION
3. BROWSER-COMPATIBLE
4. ADAPTIVE DESIGN

Wix

Figure 3.8
Wix
(Source: https://www.wix.com/account/sites)

Wix is a platform allow user to create HTML5 websites and mobile sites by using online drag and drop tools. Users can use a variety of Wix-developed and third-party applications to add social plug-ins, e-commerce, online marketing, contact forms, e-mail marketing, and customise login system and community forums to their websites

Wampserver 64

Figure 3.9
Wampserver Logo
(Source:https://download.cnet.com/WampServer-64-Bit/3000-10248_4-75544590.html)

WAMP is a variation of LAMP for Windows systems and is often installed as a software bundle (Apache, MySQL, and PHP). It is often used for web development and internal testing, but may also be used to serve live websites. WAMP also includes

MySQL and PHP, which are two of the most common technologies used for creating dynamic websites. MySQL is a high-speed database, while PHP is a scripting language that can be used to access data from the database. By installing these two components locally, a developer can build and test a dynamic website before publishing it to a public web server.

MySQL

Figure 3.10
MySQL Logo
(Source:https://www.logo.wine/logo/MySQL)

MySQL, pronounced either "My S-Q-L" or "My Sequel," is an open source relational database management system. It is based on the structure query language (SQL), which is used for adding, removing, and modifying information in the database. Standard SQL commands, such as ADD, DROP, INSERT, and UPDATE can be used with MySQL. MySQL can be used for a variety of applications, but is most commonly found on Web servers. A website that uses MySQL may include Web pages that access information from a database. These pages are often referred to as "dynamic," meaning the content of each page is generated from a database as the page loads. Websites that use dynamic Web pages are often referred to as database-driven websites.

SPSSversion23

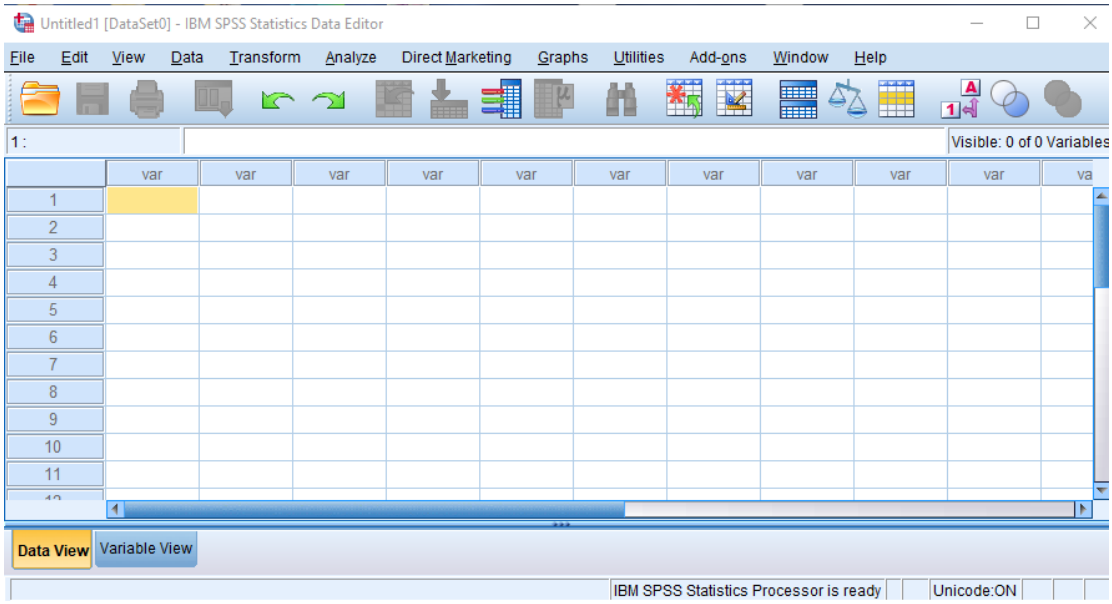


Figure 3.11
SPSS Software

Statistical Package for the Social Sciences (SPSS) is short for Statistical Package for the Social Sciences, and it's used by various kinds of researchers for complex statistical data analysis. The SPSS software package was created for the management and statistical analysis of social science data. It was originally launched in 1968 by SPSS Inc., and was later acquired by IBM in 2009. SPSS is used by market researchers, health researchers, survey companies, government entities, education researchers, marketing organizations, data miners, and many more for the processing and analyzing of survey data.

The Core Functions of SPSS:

Statistics Program: SPSS's Statistics program provides a plethora of basic statistical functions, some of which include frequencies, cross tabulation, and bivariate statistics.

Modeler Program: SPSS's Modeler program enables researchers to build and validate predictive models using advanced statistical procedures.

Text Analytics for Surveys Program: Statistical Package for the Social Sciences(SPSS) Text Analytics for Surveys program helps survey administrators uncover powerful insights from responses to open ended survey questions.

Visualization Designer: SPSS's Visualization Designer program allows researchers to use their data to create a wide variety of visuals like density charts and radial boxplots with ease. SPSS also provides solutions for data management, which allow researchers to perform case selection, create derived data, and perform file reshaping. SPSS also offers the feature solution of data documentation, which allows researchers to store a metadata dictionary. This metadata dictionary acts as a centralized repository of information pertaining to data such as meaning, relationships to other data, origin, usage, and format.

GPower version 3.1.9.2

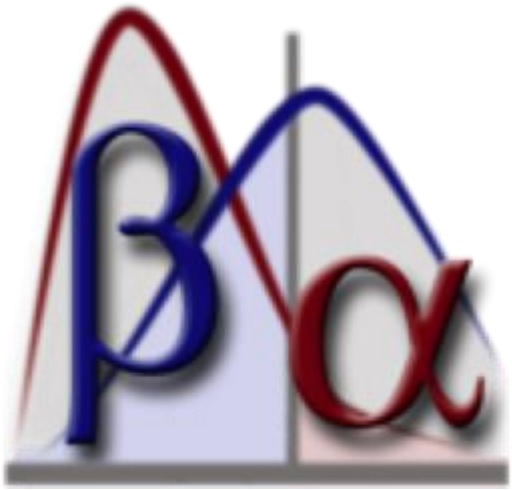


Figure 3.12
*G*Power Software logo*

G*Power is free software that provides an effective user-friendly solution for power analysis as part of the routine statistical data analysis procedure. G*Power was developed at the Institute for Experimental Psychology in Dusseldorf Germany and was designed as a general stand-alone power analysis program for statistical tests. It offers a wide variety of calculations related to power analysis along with graphics and protocol statement outputs*Power 3 is an improvement over G*Power 2 in five major respects. First, whereas G*Power 2 requires the DOS and Mac OS 7–9 operating

systems that were common in the 1990s but are now outdated, G*Power 3 runs on the personal computer platforms currently in widest use: Windows XP, Windows Vista, and Mac OS X 10.4. (Faul, Erdfelder, Lang, & Buchner ,2007).

G*Power 3 supports five different ways to assess statistical power. In addition to the a priori, post hoc, and compromise power analyses. G*Power 3 provides dedicated power analysis options for a variety of frequently used t, F, z, O2, and exact tests in addition to the standard tests statistical tests can be specified in G*Power 3 using two different approaches: the distribution-based approach and the design-based approach. G*Power 3 supports users with enhanced graphics features (Faul, Erdfelder, Lang, & Buchner ,2007).

3.8.2 Hardware Requirement

Table: 3.5
System information

ITEM	**VALUE**
OS Name	Microsoft Windows 10 Home Single Language
Version	10.0.19041 Build 19041
OS Manufacturer	Microsoft Corporation
System Name	DESKTOP-66OPQJP
System Manufacturer	HP
System Model	HP Notebook
System Type	x64-based PC
System SKU	P4X91PA#UUF
Processor	Intel(R) Core(TM) i3-5005U CPU @ 2.00GHz, 2000 Mhz, 2 Core(s), 4 Logical Processor(s)
BIOS Version/Date	Insyde F.1A, 13/10/2015
SMBIOS Version	2.8
Embedded Controller Version	94.16
BIOS Mode	UEFI

BaseBoard Manufacturer	HP
BaseBoard Product	80BB
BaseBoard Version	KBC Version 94.10
Platform Role	Mobile
Secure Boot State	ON
PCR7 Configuration	Elevation Required to View
Windows Directory	C:\WINDOWS
System Directory	C:\WINDOWS\system32
Boot Device	\Device\HarddiskVolume1
Locale	China
Hardware Abstraction Layer	Version = "10.0.19041.488"
User Name	DESKTOP-66OPQJP\ProAdmin
Time Zone	Malay Peninsula Standard Time
Installed Physical Memory (RAM)	8.00 GB
Total Physical Memory	7.92 GB
Available Physical Memory	1.56 GB
Total Virtual Memory	9.17 GB
Available Virtual Memory	1.47 GB
Page File Space	1.25 GB
Page File	C:\pagefile.sys
Device Encryption Support	Elevation Required to View
Hyper-V - VM Monitor Mode Extensions	Yes
Hyper-V - Second Level Address Translation Extensions	Yes
Hyper-V - Data Execution Protection	Yes

CHAPTER 4

IMPLEMENTATION OF DESIGN

4.1 Introduction

This chapter presents the implementation of "*FindPro Job Portal*" development process. "*FindPro Job Portal*" was developed to ease students to seek internship placement. The design of this system is based on three main purposes, to help students to find an internship placement, to gather the company that offers internship opportunities, and student satisfaction on "*FindPro Job Portal*". This system is only accessible for students to seek their internship placement by using this website.

4.2 User Requirements

User requirements, referred to as user requirement specification, explain what the user is doing in the system, such as what tasks the user must be able to perform. User requirements are generally documented in a User Requirements Document (URD) using narrative text. User requirements are generally signed off by the user and used as the primary input for creating system requirements. User requirement is an important and difficult step of designing a software product is determining what the user actually wants it to do. User Requirements Specifications are written early in the validation process, typically before the system is created.

They are written by the system owner and end-users, with input from Quality Assurance. Requirements outlined in the URS are usually tested in the Performance

Qualification or User Acceptance Testing. User Requirements Specifications are not intended to be a technical document; readers with only a general knowledge of the system should be able to understand the requirements outlined in the URS. There are two participants of this project, which are the students and the companies. The requirements from them will be indicated and shown in the subsection below.

4.2.1 User Requirements

A Functional Requirement (FR) is a description of the service that the software must offer. It describes a software system or its component. A function is nothing but inputs to the software system, its behavior, and outputs. It can be a calculation, data manipulation, business process, user interaction, or any other specific functionality which defines what function a system is likely to perform. Various functional requirements are captured in this project, and use case as shown in Figure 4.2.1.1 below has demonstrated:

- University Students can search for the internship Placement they are looking for.
- University Student can post their Student Detail and Internship Detail
- Companies can post their internship offer and company details.
- Companies can seek internship students by using the website.

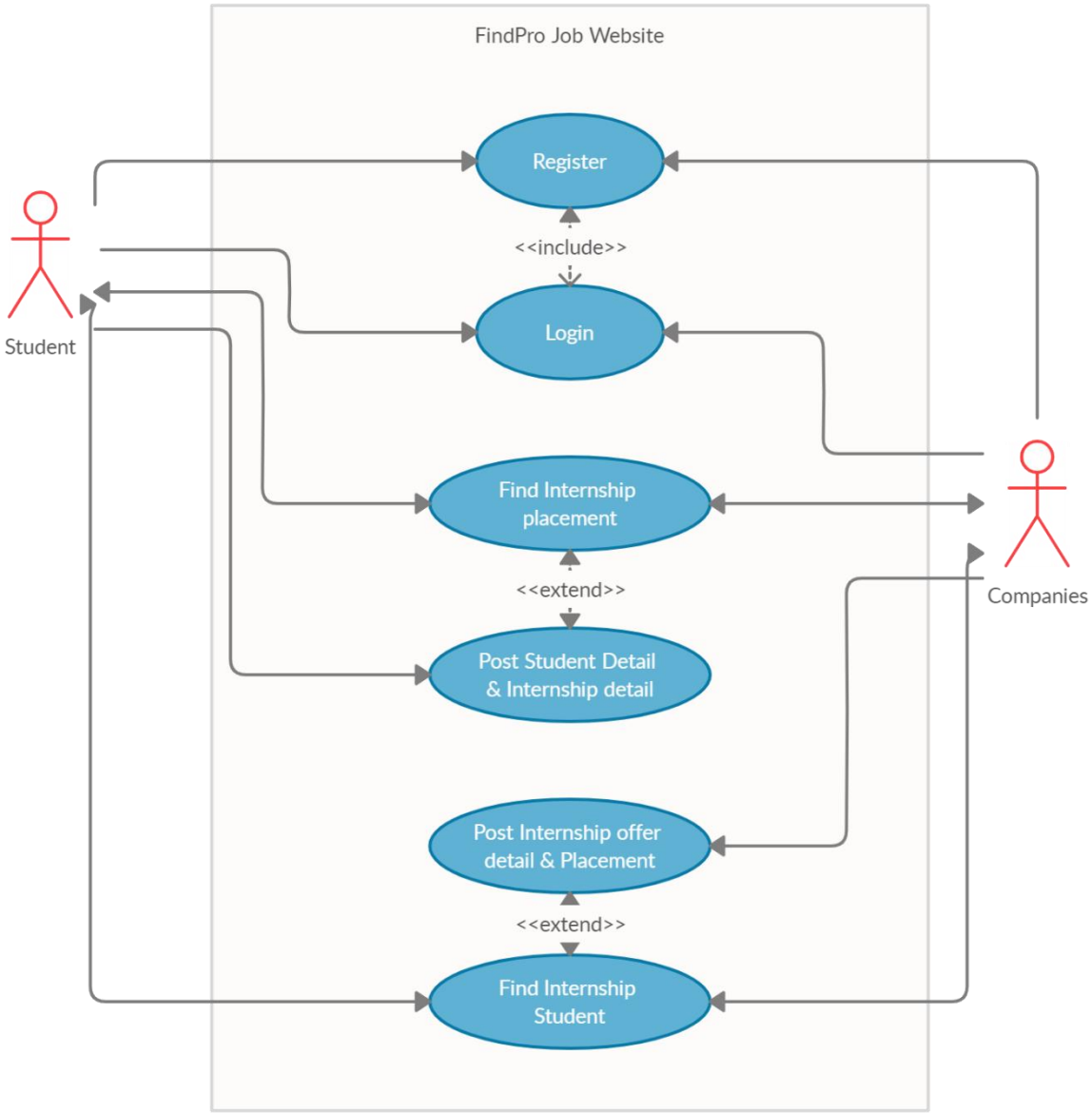


Figure 4.1
Use Case Diagram of Find Pro Job Website

4.2.2 Data Flow Diagram

Data flow diagram (DFD) is a graphical representation of the "flow" of data through an information system, modelling its process aspects. A DFD is often used to create an overview of the system without going into great detail, which can later be elaborated.

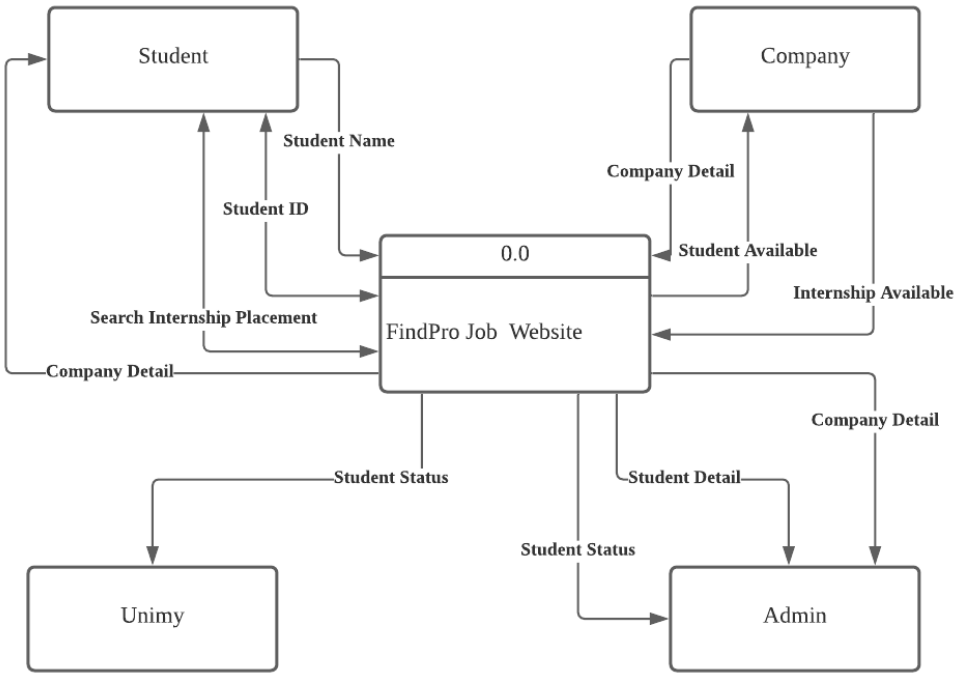


Figure 4.2

FindPro Job Portal Data Flow Diagram

4.2.3 Entity Relationship Diagram (ERD)

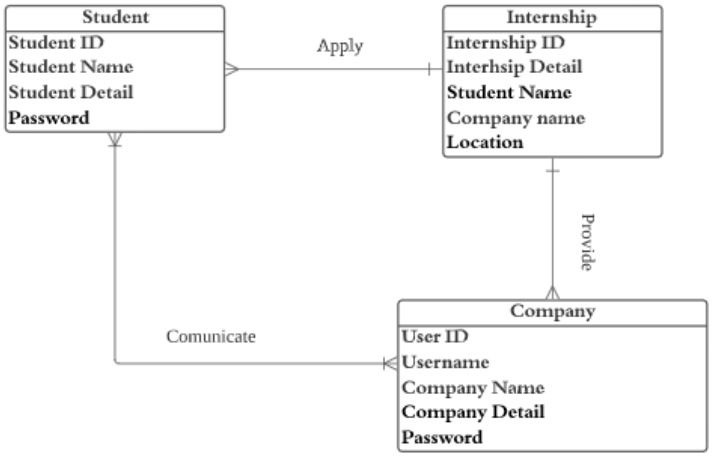


Figure 4.3
FindPro Job Portal Entity Relationship Diagram (ERD)

4.3 User Interface

The FindPro Job Portal is the online-recruitment portal that allow student to apply internship, employment application and company can Post their internship or job offer .The interface of this recruitment platform is the Home Page, Register Page, Student Page, Company Page, About Us, Contact Page, Forum Page, Member Page, where all the functions such as Post Internship Detail, Live Chat, Post job Detail, Search For internship or job. Other minor interfaces used in this recruitment platform are icons, widgets and buttons which are used widely throughout the FindPro Job Portal.

4.3.1 Initial User Interface

The figure below initial user interface for the use of the *FindPro Job* Portal application. This design was created using HTML5.

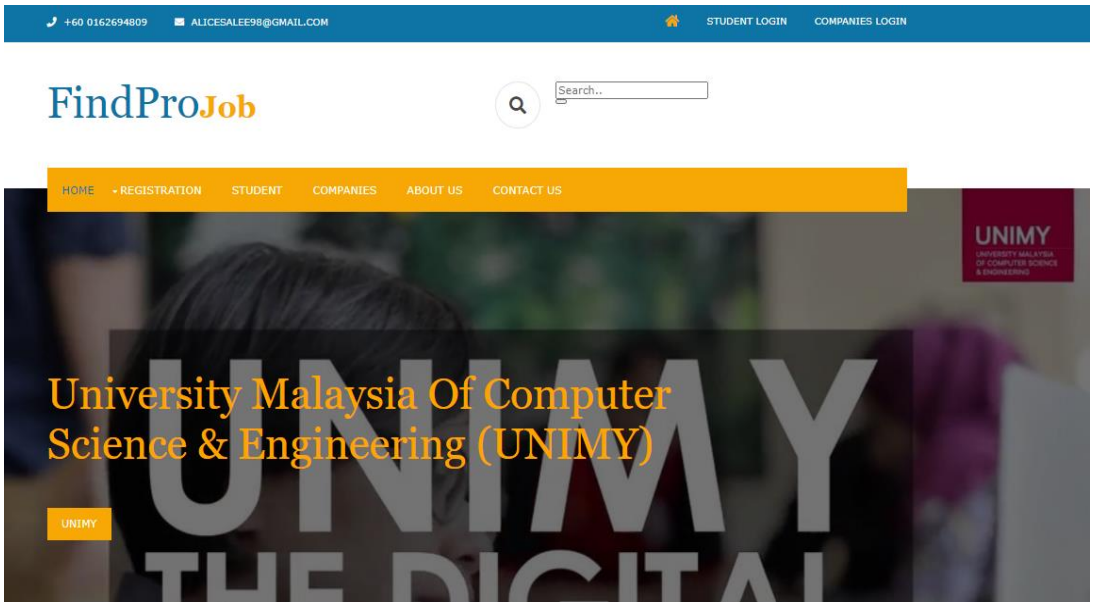


Figure 4.4
HomePage of FindPro Job Portal

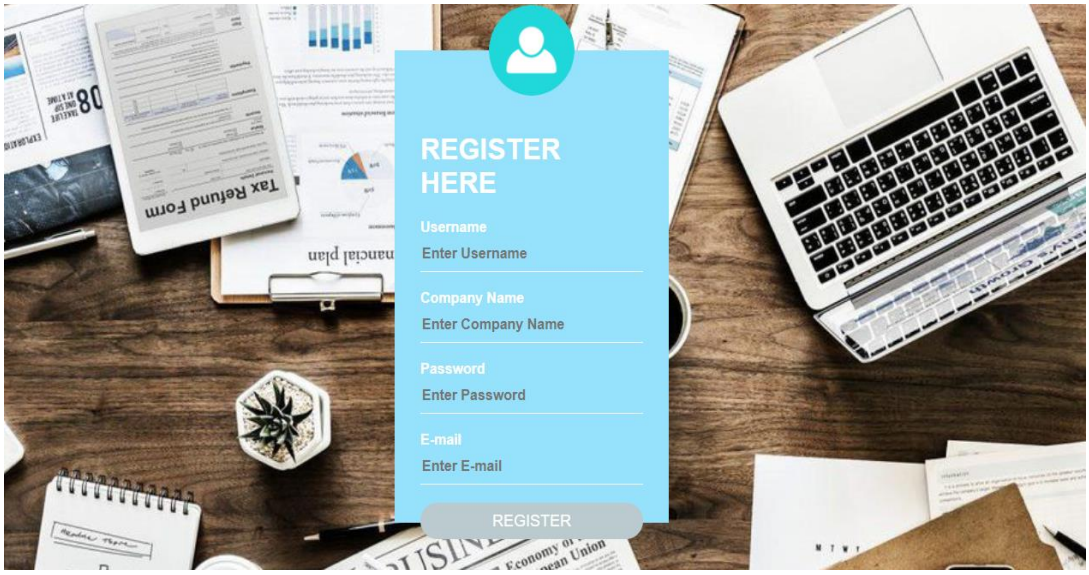


Figure 4.5
Student Register Page

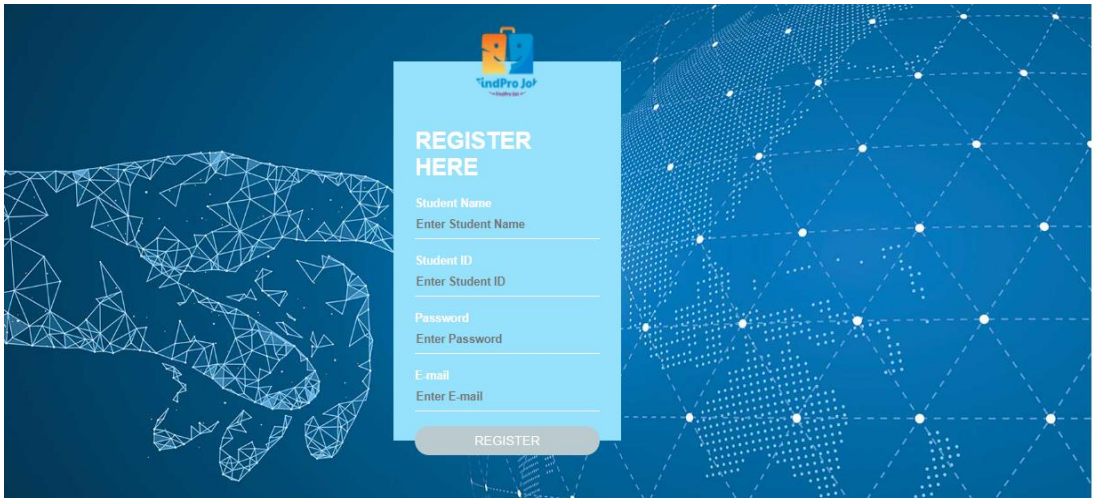


Figure 4.6
Companies Register Page

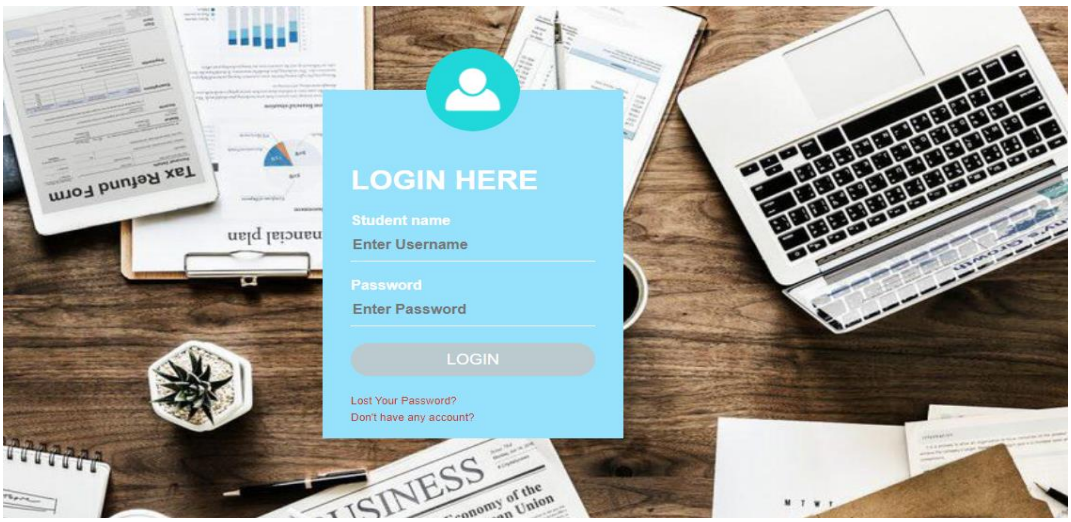


Figure 4.7
Student Login Page

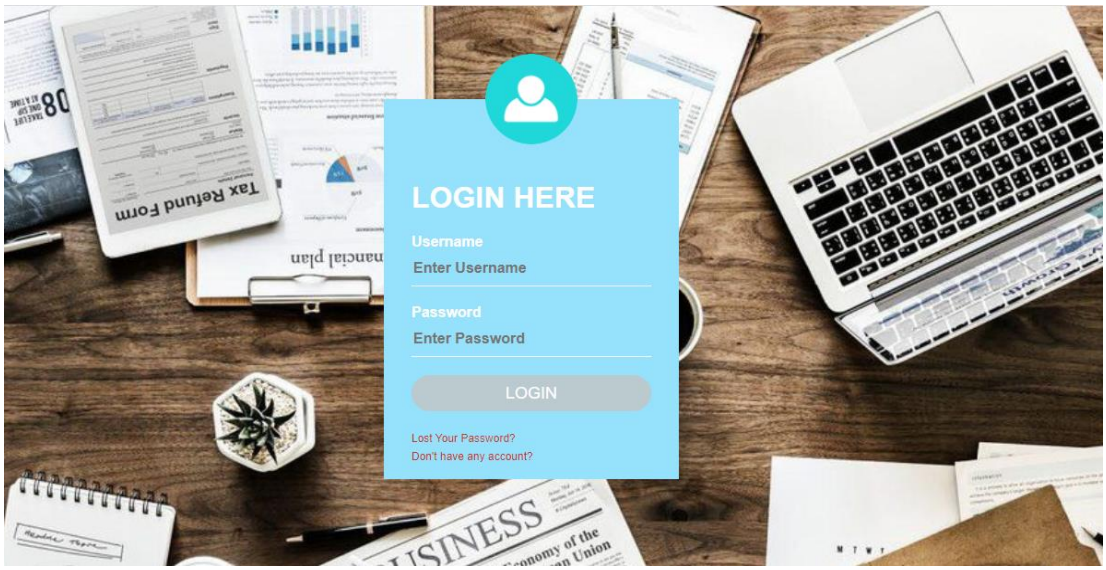


Figure 4.8
Companies Login Page

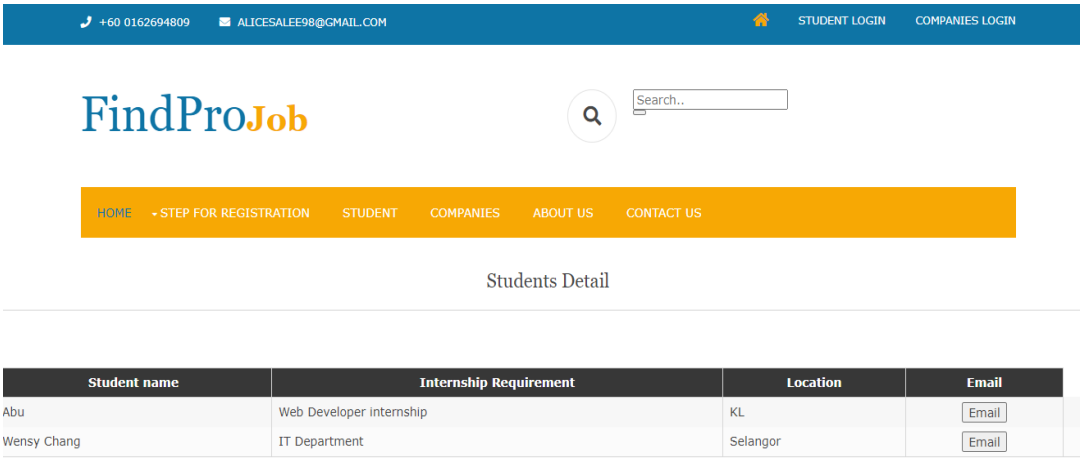


Figure 4.9
Content page for Student Detail

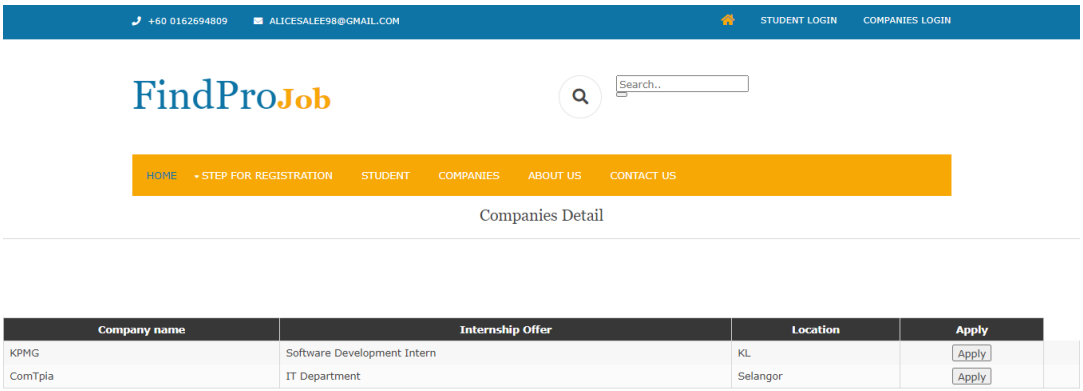


Figure 4.10

Content page for Companies Detail

4.3.2 Software Interface

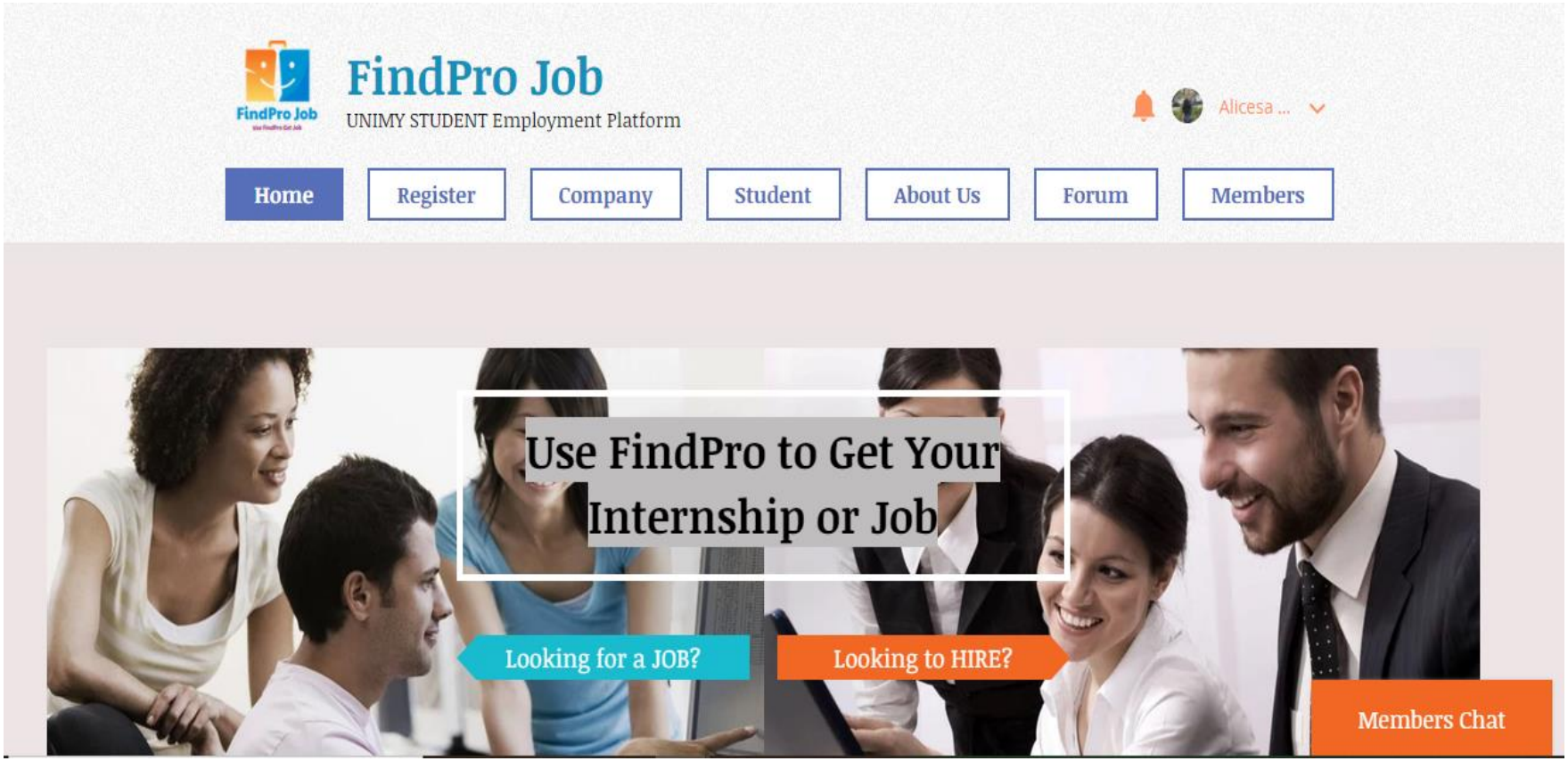


Figure 4.11
Home Page of FindPro Job Portal

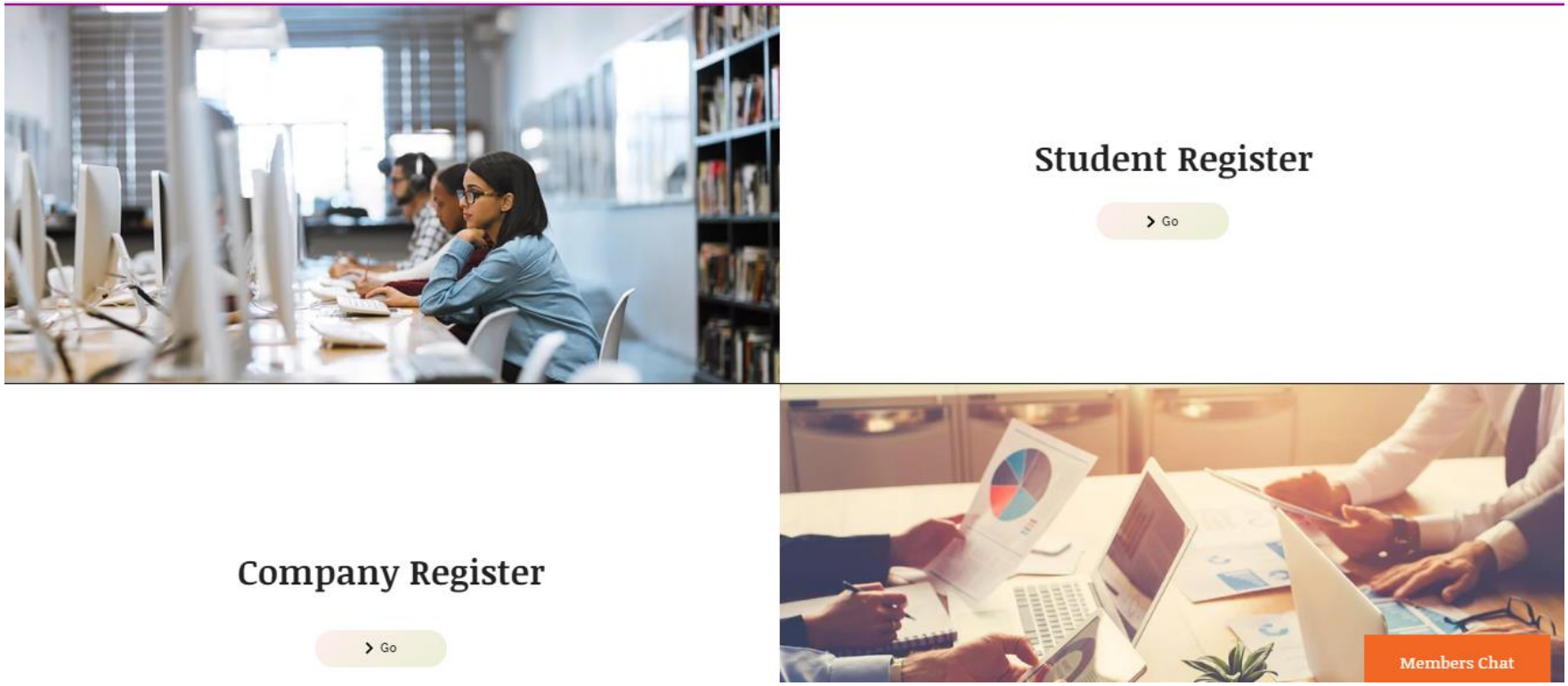


Figure 4.12
Register Page of FindPro Job Portal

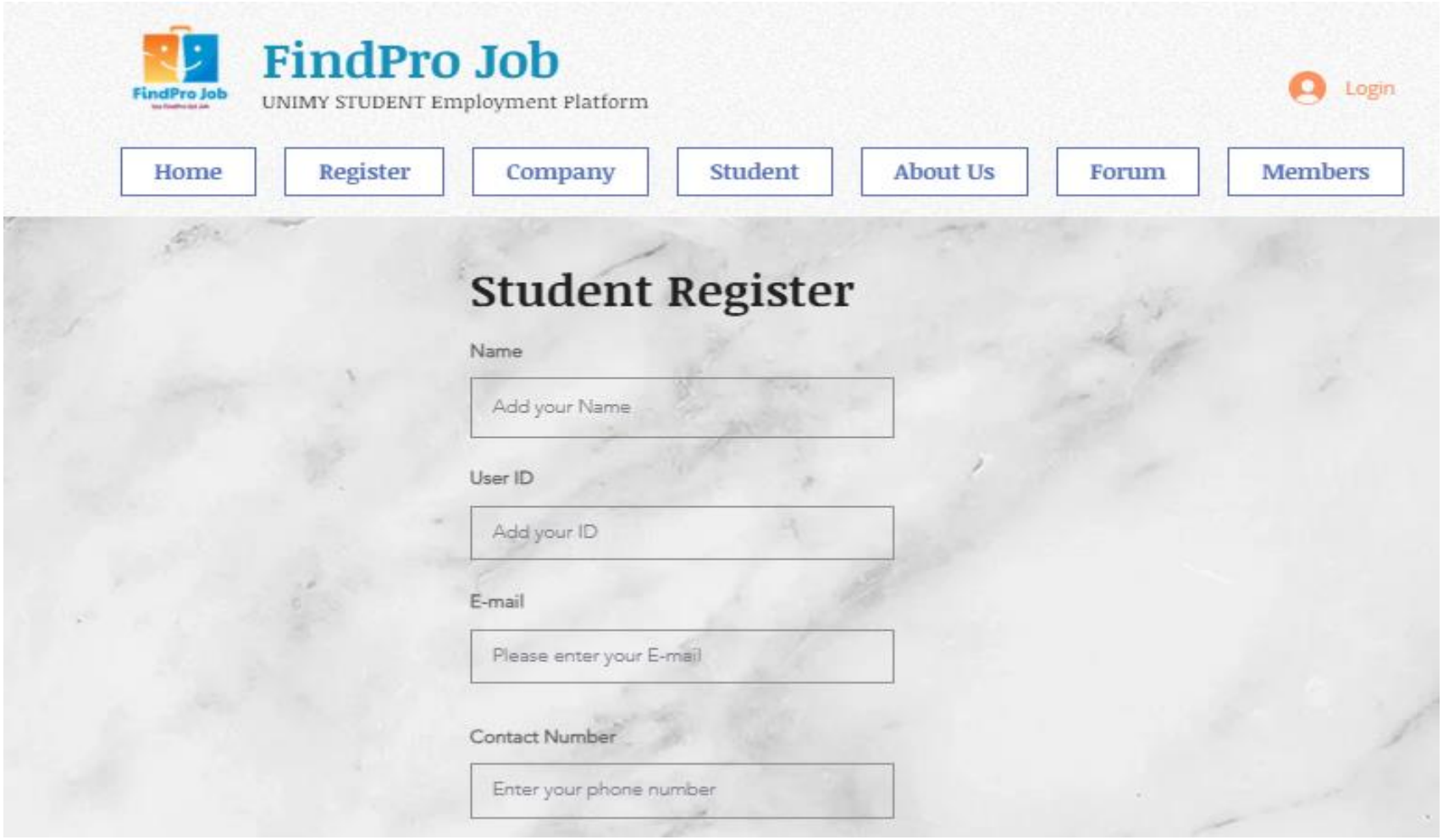


Figure 4.13
Student Register

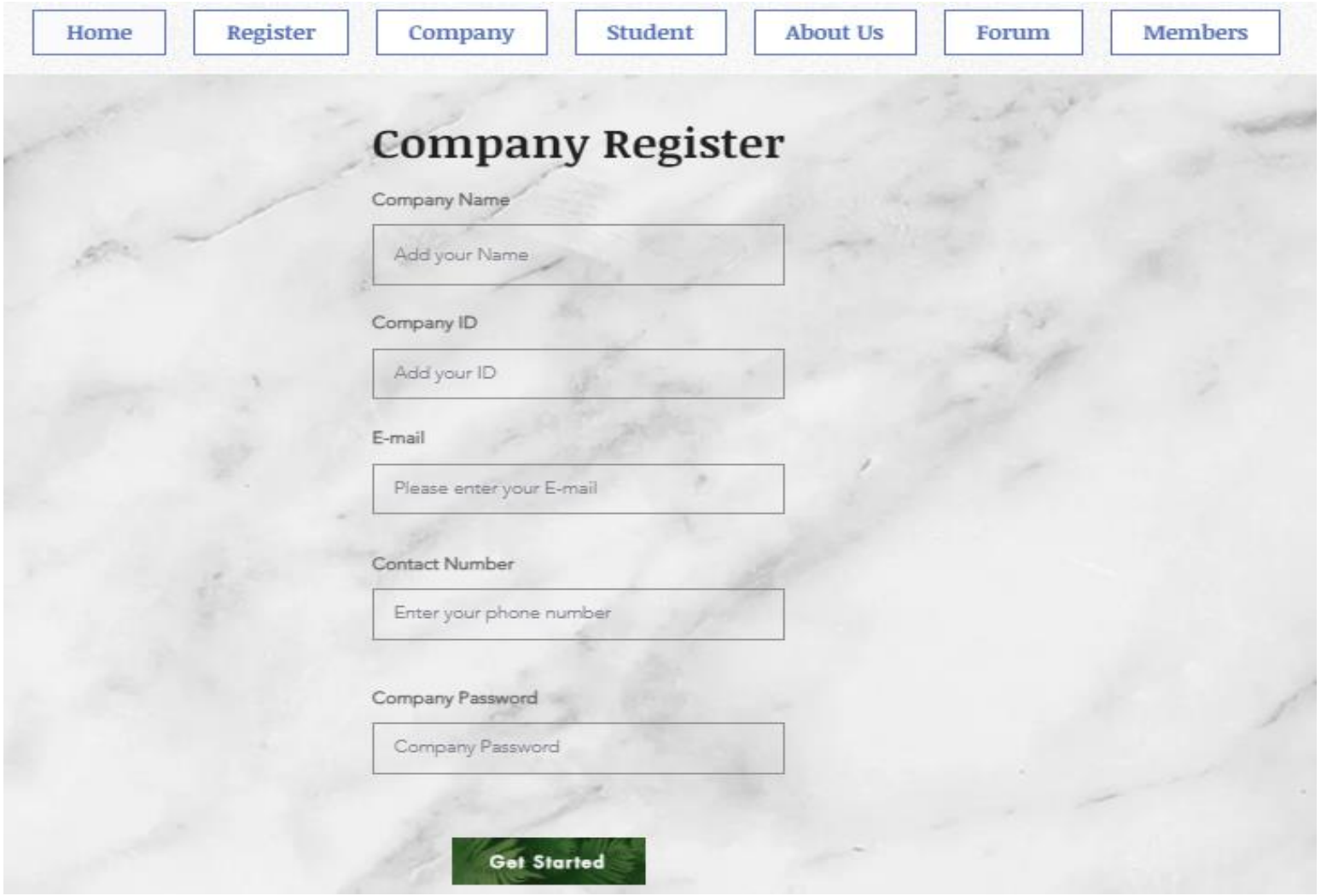


Figure 4.14
Company Register

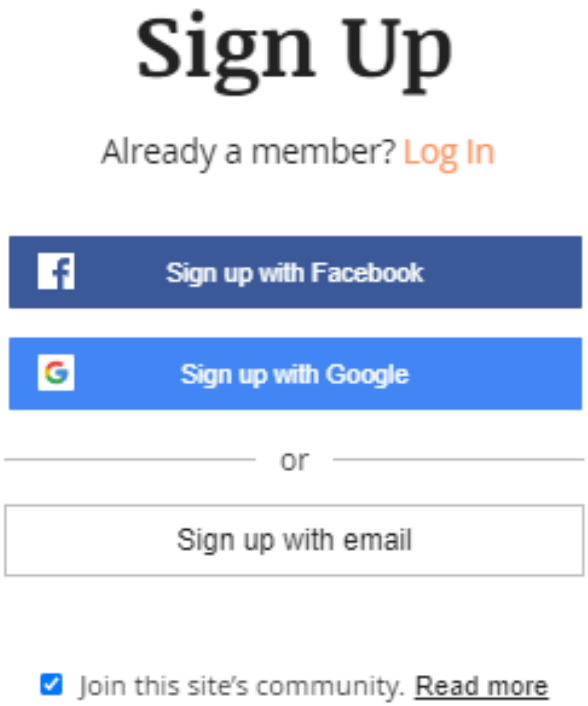


Figure 4.15
User Sign up & Login Page

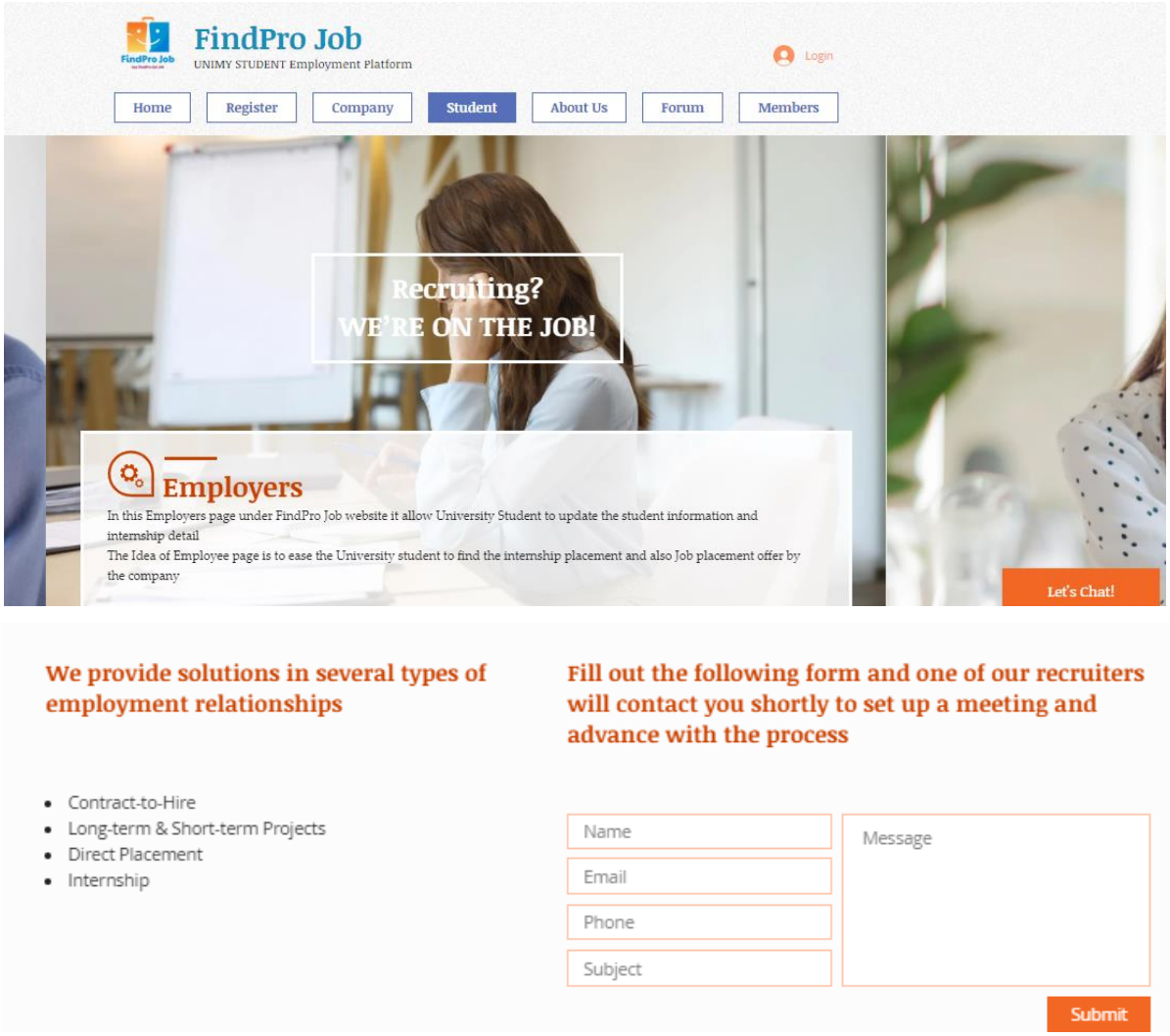
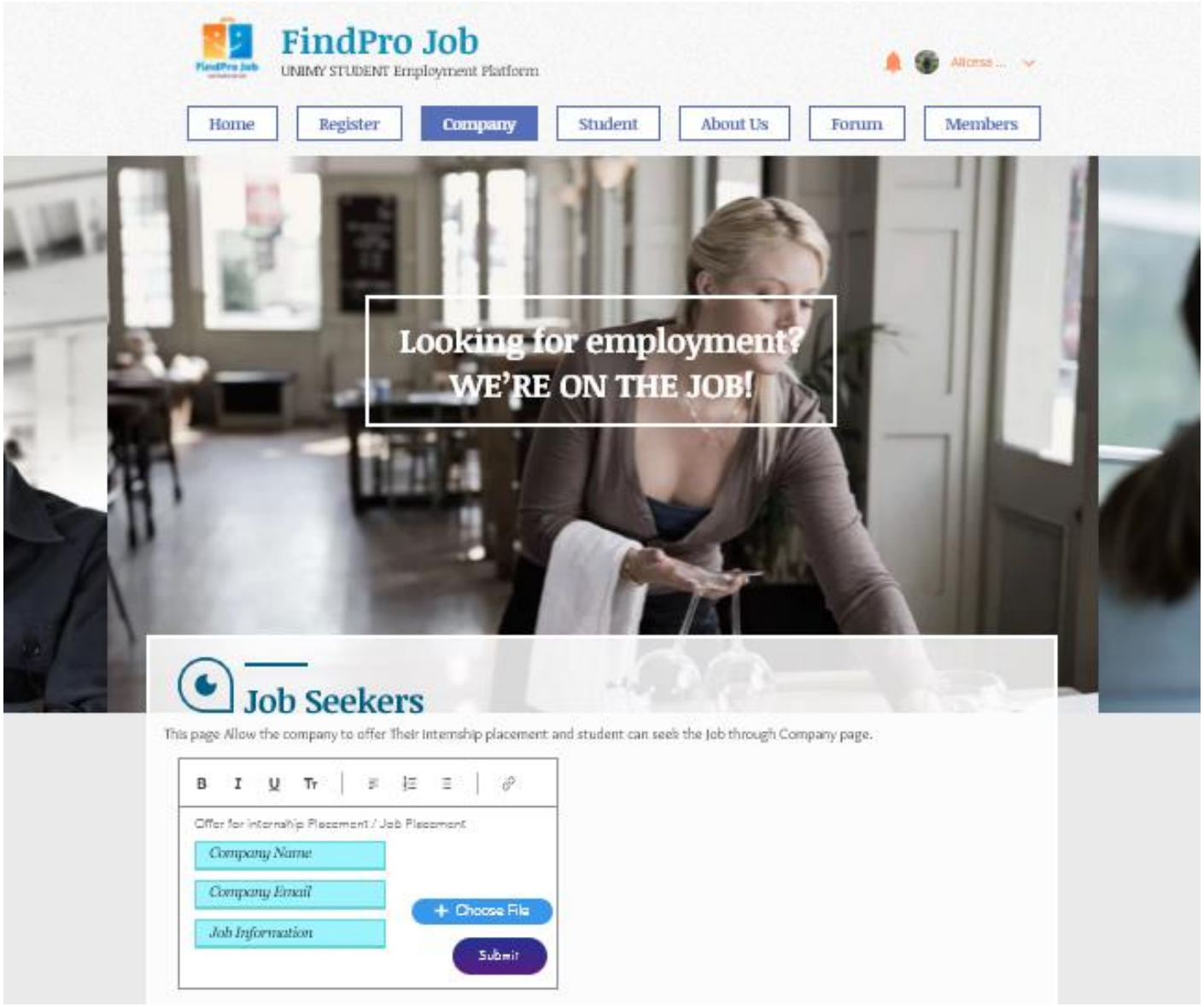


Figure 4.16
Student Page


FindPro Job
UNIMY STUDENT Employment Platform
Home
Register
Company
Student
About Us
Forum
Members
Looking for employment?
WE'RE ON THE JOB!
Job Seekers
This page Allow the company to offer Their Internship placement and student can seek the Job through Company page.
Offer for Internship Placement / Job Placement
Company Name
Company Email
Job Information
Choose File
Submit

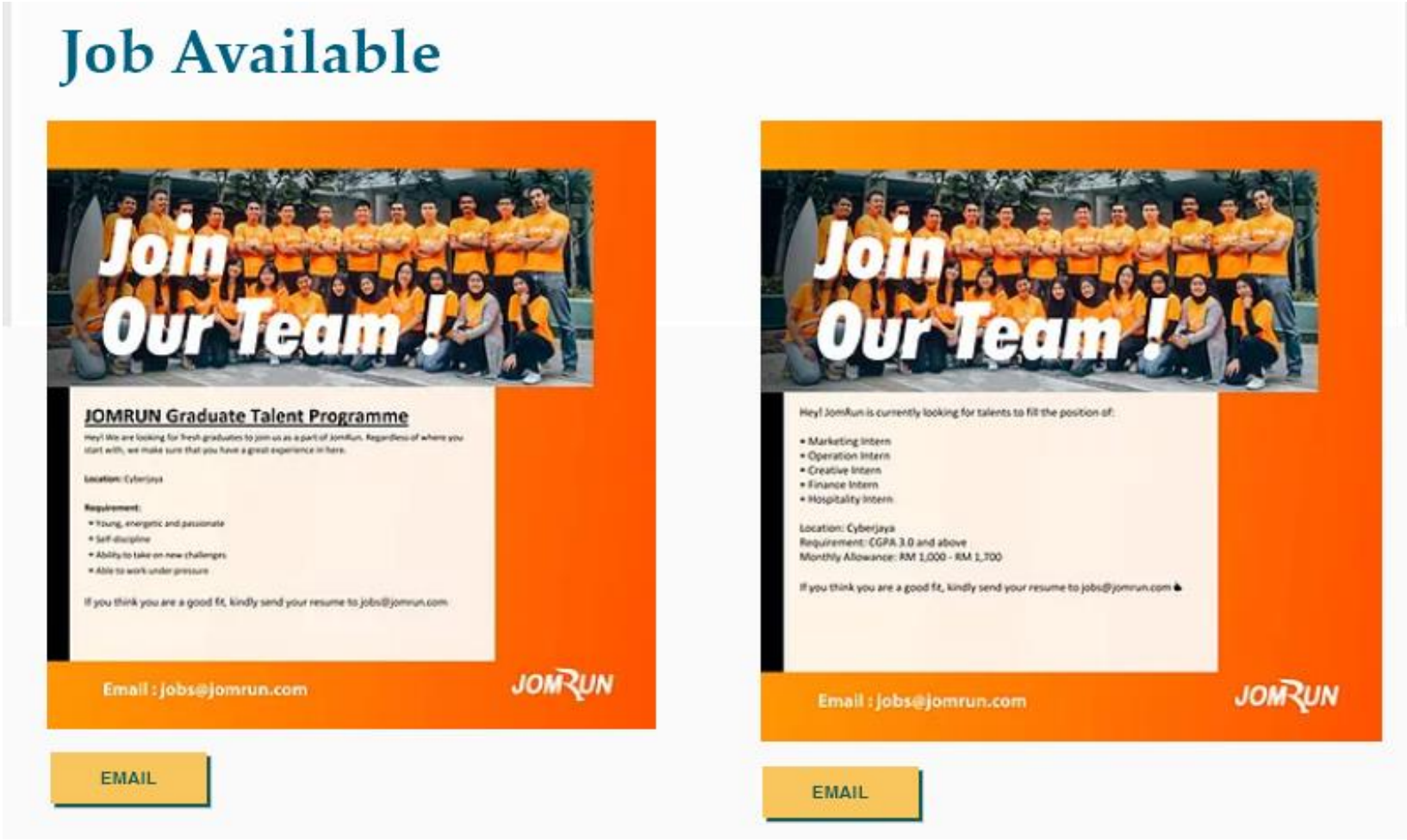


Figure 4.17
Company Page

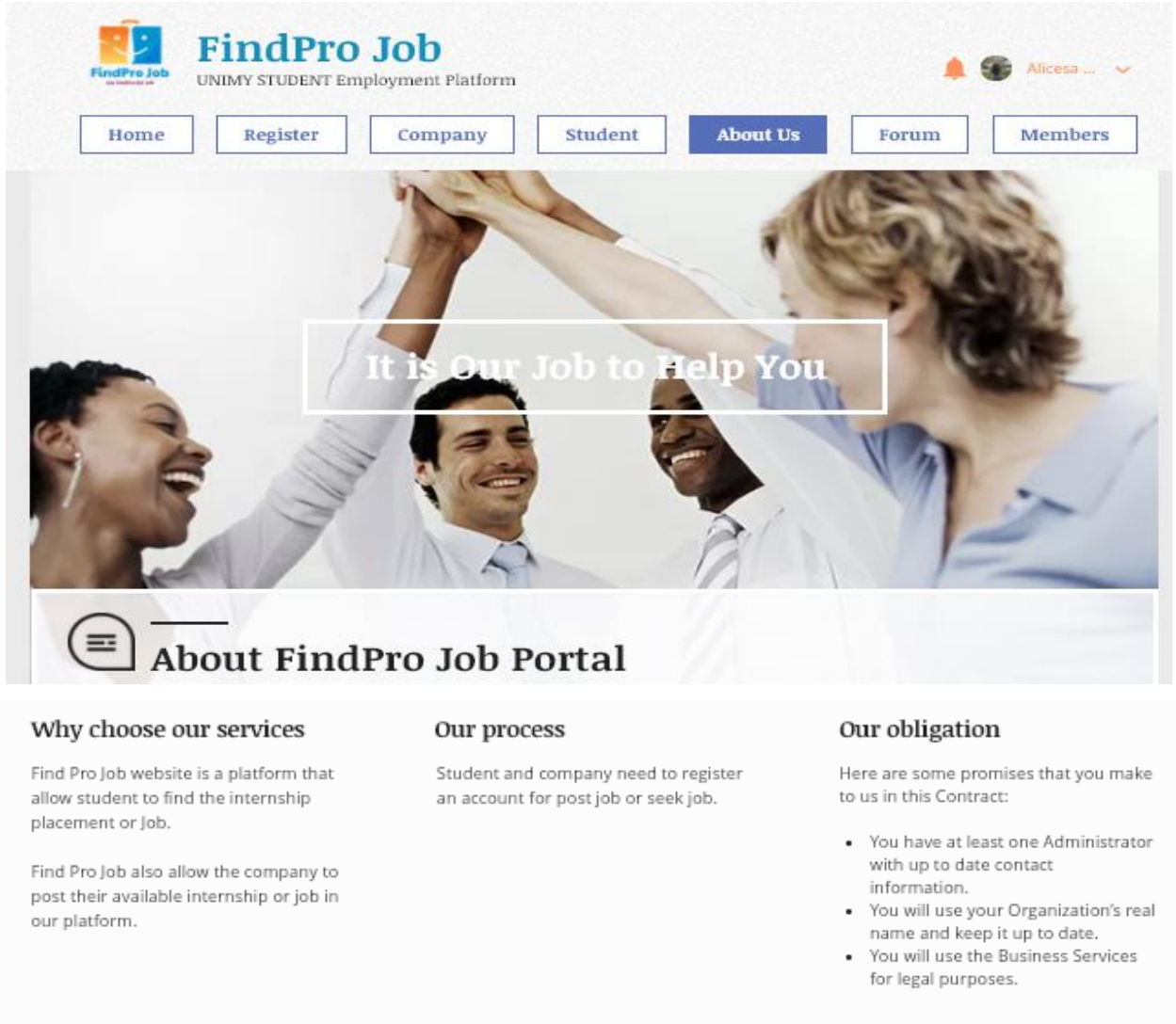


Figure 4.18
About Us Page

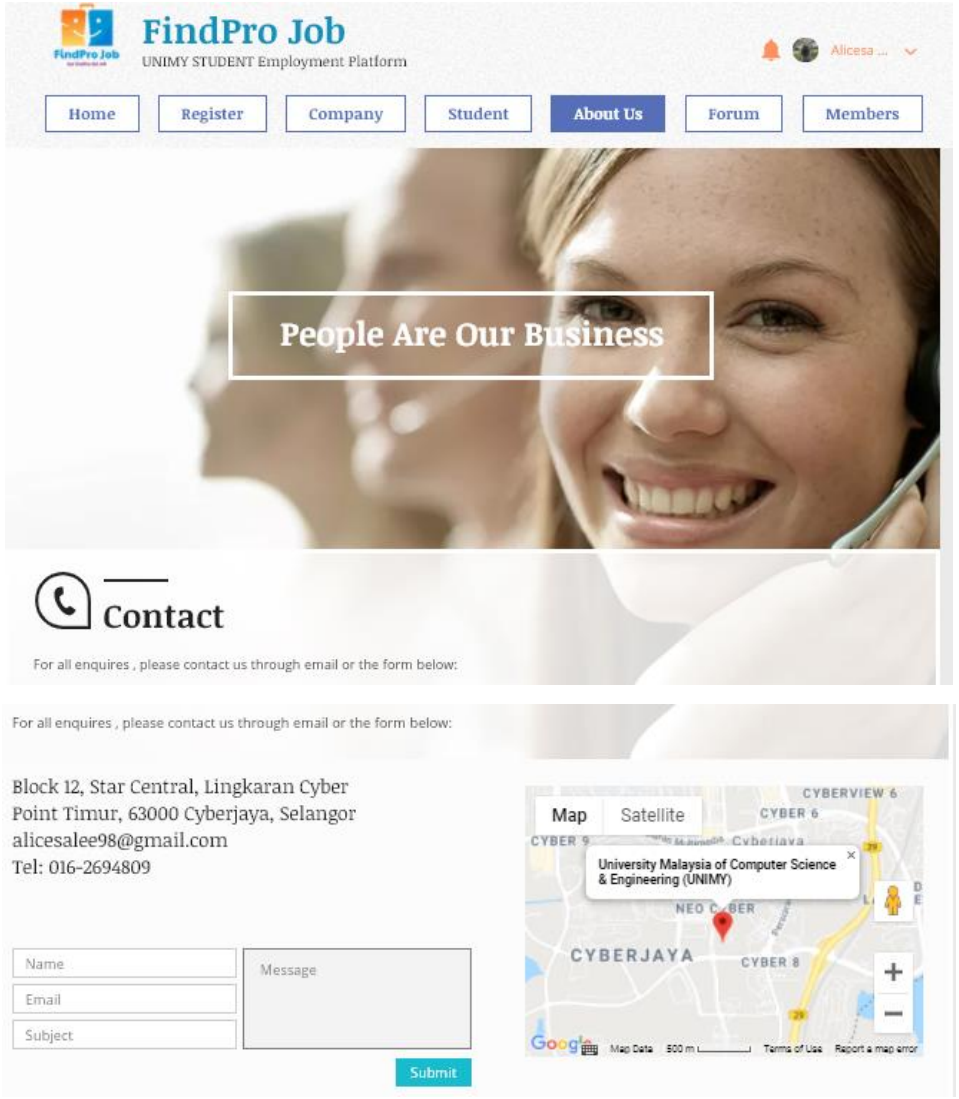


Figure 4.19
Contact Us Page

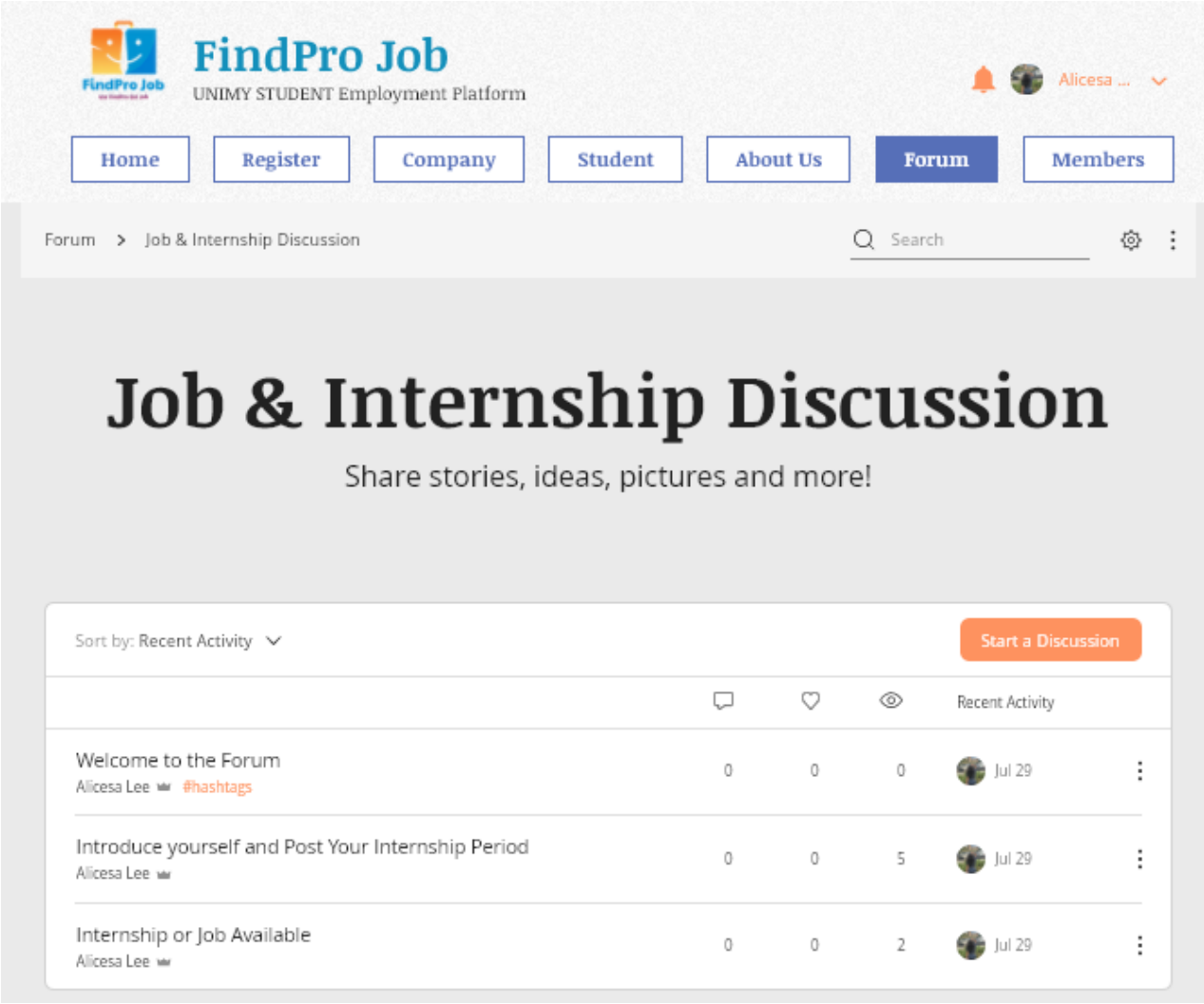


Figure 4.20
Forum

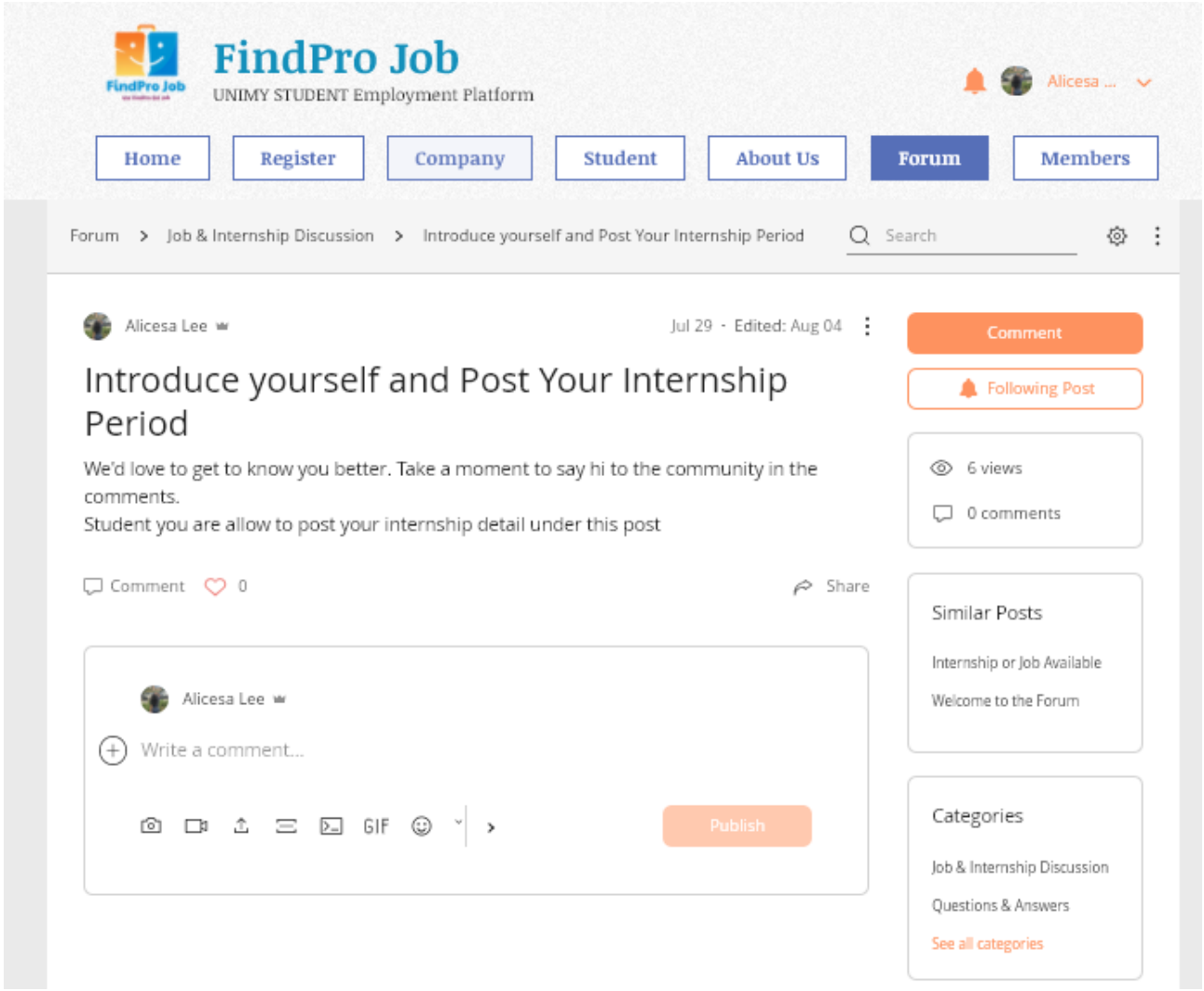


Figure 4.21
Student Discussions

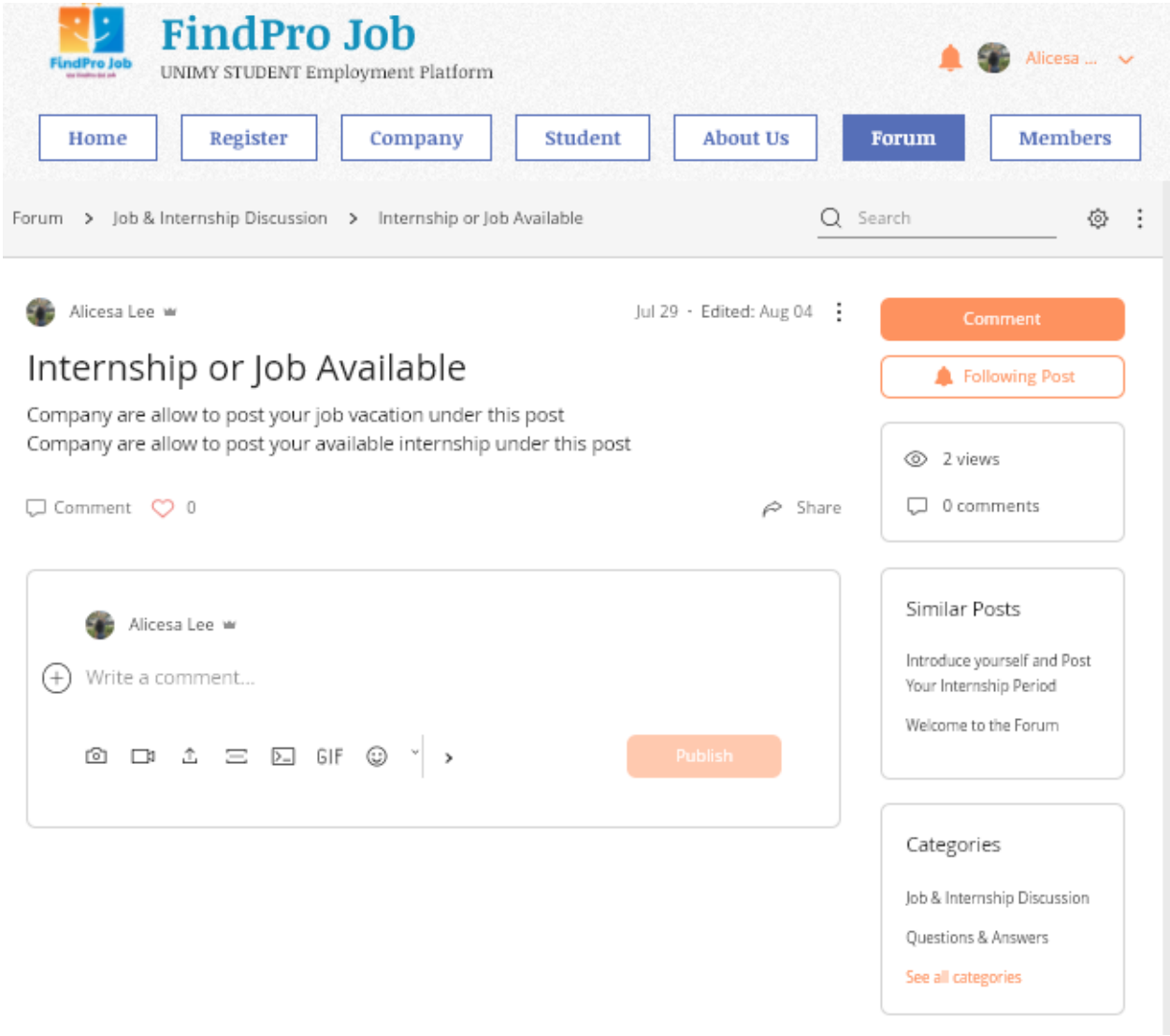


Figure 4.22
Job Available Discussions

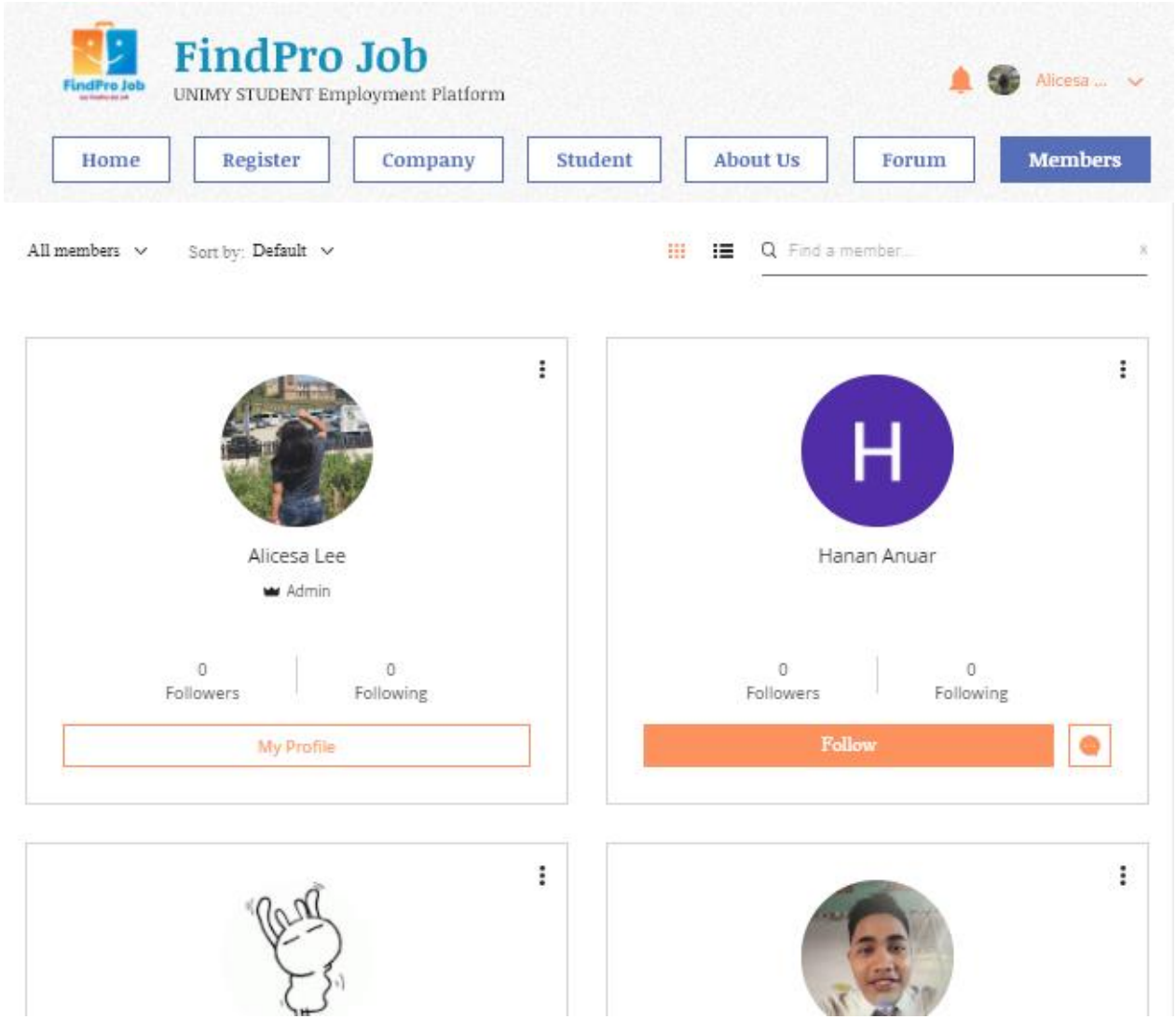


Figure 4.23
FindPro Job Member Page

4.4 Data Collection

Data collection is a method of collecting and analyzing information from a variety of sources in order to obtain a complete and accurate picture of a subject. Data collection allows an individual or organization to answer related questions, assess results, and forecast future probabilities and trends. In this research, 85 customers were surveyed to find out the factors that influence their intention to use m-wallet in restaurant payment.

4.5 Data Analysis using SPSS

Statistical Package for the Social Sciences (SPSS) version 23 is one of the statistical package for data analysis. It provide a number of statistical procedure, graphical techniques and data management facilities. This chapter represents the result of data analysis and elaboration of the obtained results from analysis. The purpose of this chapter is to report the findings of the research. In fact, this study also aims to achieve research objectives as well to answer the research questions that were highlighted in chapter 1. Data were analysed with the usage of several methods such as:

- Descriptive Statistics
    - Frequencies
    - Mean and Standard Deviation
- Normality Test
- Reliability Test
- Correlation Analysis
- Regression Analysis

4.6 Descriptive Analysis

Descriptive analysis maybe particularly useful if one just want to make some general observation about data collected for example, the number of males and females, the age range, and the average (mean) age or average length of residence in a

community. Other statistics such as standard deviation and variance give more information of each variable (Coakes, 2013).

4.6.1 Gender

Table 4.1 shows the gender of respondents. Overall most of the respondents are female with (57.9% or 70 respondents) while (42.1 % or 51 respondents) are male.

Table 4.1
Gender of Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	42.1	42.1	42.1
	Female	70	57.9	57.9	100.0
	Total	121	100.0	100.0	

4.6.2 Marital Status

Table 4.2 show the results of respondents' marital status. The table shows that 89.3% of respondents (108 respondents) are single, followed by 9.9% of the respondents (12 respondents) are married and 0.8 % of the respondent (1 respondents) are divorced.

Table 4.2
Marital Status of Respondents

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	108	89.3	89.3	89.3
	Married	12	9.9	9.9	99.2
	Divorced	1	.8	.8	100.0
	Total	121	100.0	100.0	

4.6.3 Education Level

The results of respondents education level is shown in Table 4.3. It shows that lowest education level obtained by the respondent is Foundation level, whereas the highest education level holds by the respondents is Bachelor's Degree. The most of the

respondents obtain Bachelor's Degree (60.3% or 73 respondents) and the second largest level in education level is Diploma (25.6% or 31 respondents), and followed by that lowest education level is Foundation (14.0% or 17 respondent).

Table 4.3
Education Level of Respondents

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	17	14.0	14.0	14.0
	Diploma	31	25.6	25.6	39.7
	Degree	73	60.3	60.3	100.0
	Total	121	100.0	100.0	

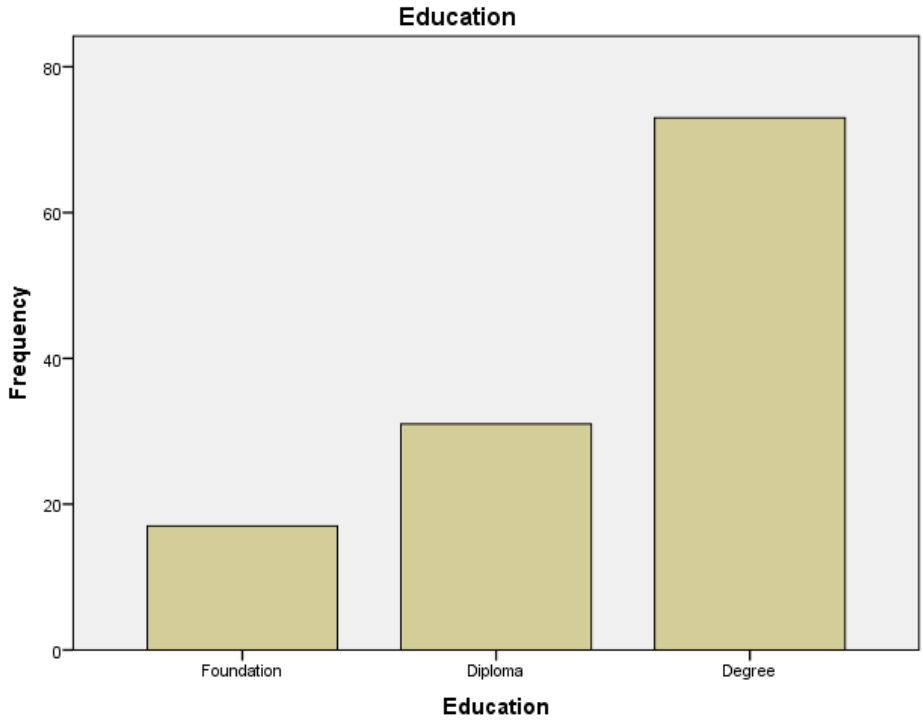


Figure 4.24
Education Level of Respondents Bar Chart

4.6.4 Occupation Status

Table 4.4 shows the occupation status of respondents. The table shows that (37.2% or 45 respondents) are unemployed, followed by (54.5% or 66 respondents) are employed, while (5.8% or 7 respondents) are self-employed and the least respondents is the household (2.5% or 3 respondent).

Table 4.4
Occupation Status of Respondents

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	45	37.2	37.2	37.2
	Employed	66	54.5	54.5	91.7
	Self-employed	7	5.8	5.8	97.5
	Household	3	2.5	2.5	100.0
	Total	121	100.0	100.0	

4.6.5 Online-Recruitment Platform Usage in a Week by Respondents

Table 4.5 shows the number of respondents using Online- Recruitment Platform in a week. The table shows that highest percentage of 49.4% or 42 respondents sometimes use Online- Recruitment Platform in a week. Followed by, 32.9% or 28 respondents always use m-wallet in a week. The least number of respondents (17.6% or 15 respondents) never used m-wallet in a week.

Table 4.5
Number of respondent using Online-Recruitment in a week

Use Of Online-Recruitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	36	29.8	29.8	29.8
	Sometimes	71	58.7	58.7	88.4
	Always	14	11.6	11.6	100.0
	Total	121	100.0	100.0	

4.6.6 Number of Experience (in years) in using Online-Recruitment Platform

Table 4.4 shows the respondents' experience using mobile application. Most of the respondents experiencing in using mobile application more than 5 years (80.0% or 68 respondents). Followed by respondents who have been experiencing in using mobile application from 3 to 5 years (11.8% or 10 respondents). The least respondents who have been experiencing in using mobile application less than 3 years (8.2% or 7 respondents).

Table 4.6
Number of Respondents experience using Online- Recruitment Platform

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	82	67.8	67.8	67.8
	3 - 5 years	26	21.5	21.5	89.3
	More Than 5 Years	13	10.7	10.7	100.0
	Total	121	100.0	100.0	

4.7 Normality Test

4.7.1 Normality Test for Student Satisfaction in FindPro Job Portal

Table 4.7
Case Processing Summary of Student Satisfaction

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Student Satisfaction	121	100.0%	0	0.0%	121	100.0%

Table 4.8

Descriptive Analysis of Student Satisfaction

Descriptives

			Statistic	Std. Error
Student Satisfaction	Mean		4.1508	.04435
	95% Confidence Interval for Mean	Lower Bound	4.0630	
		Upper Bound	4.2386	
	5% Trimmed Mean		4.1721	
	Median		4.2500	
	Variance		.238	
	Std. Deviation		.48785	
	Minimum		2.50	
	Maximum		5.00	
	Range		2.50	
	Interquartile Range		.50	
	Skewness		-.658	.220
	Kurtosis		1.007	.437

The Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with a normal probability and detrended probability plots. If the significance level is greater than 0.05 than the normality is assumed. The Shapiro-Wilk is also calculated if sample size is less than 50.

Table 4.9

Test of Normality for Student Satisfaction

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Student Satisfaction	.164	121	.000	.940	121	.000

a. Lilliefors Significance Correction

In a normal probability plot, each observed value is paired with its expected value from the normal distribution. If the sample is from normal distribution, then the cases fall more or less in a state line.

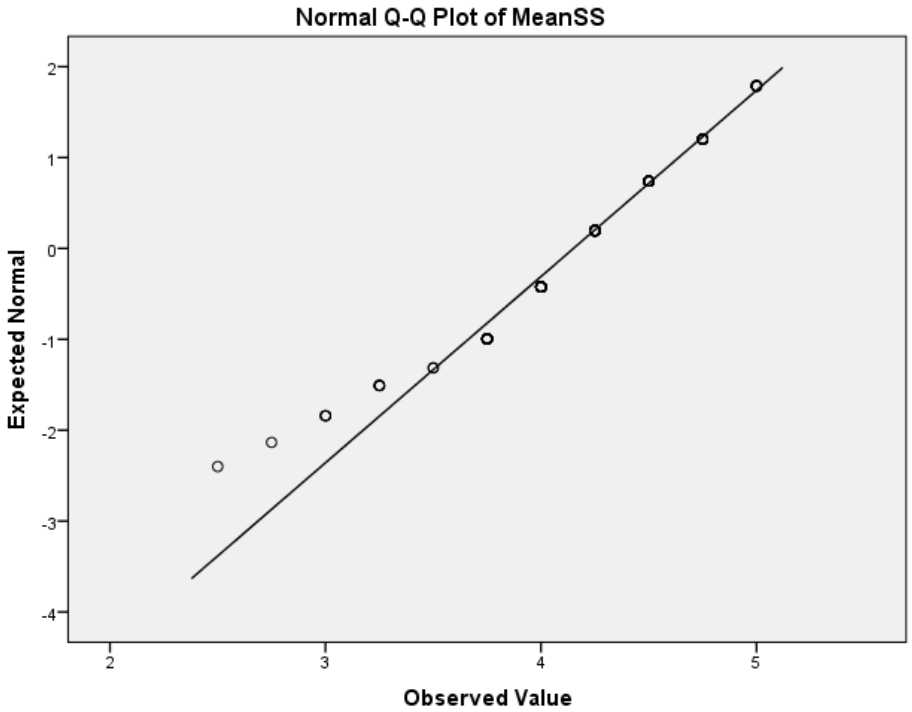


Figure 4.25
Normal Q-Q Plot of Student Satisfaction

4.7.2 Normality Test for Perceived Ease of Use in FindPro Job Portal

Table 4.10
Case Processing Summary of Perceived Ease of Use (PEOU)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Perceived Ease Of Use	121	100.0%	0	0.0%	121	100.0%

Table 4.11
Test of Normality of Perceived Ease of Use

Descriptives

			Statistic	Std. Error
Perceived Ease Of Use	Mean		4.1190	.04123
	95% Confidence Interval for Mean	Lower Bound	4.0374	
		Upper Bound	4.2006	
	5% Trimmed Mean		4.1247	
	Median		4.2000	
	Variance		.206	
	Std. Deviation		.45356	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		.60	
	Skewness		-.091	.220
	Kurtosis		.081	.437

The Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with a normal probability and detrended probability plots. If the significance level is greater than 0.05 than the normality is assumed. The Shapiro-Wilk is also calculated if sample size is less than 50.

Table 4.12
Test of Normality for Perceived Ease of Use

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Perceived Ease Of Use	.119	121	.000	.962	121	.002

a. Lilliefors Significance Correction

In a normal probability plot, each observed value is paired with its expected value from the normal distribution. If the sample is from normal distribution, then the cases fall more or less in a state line.

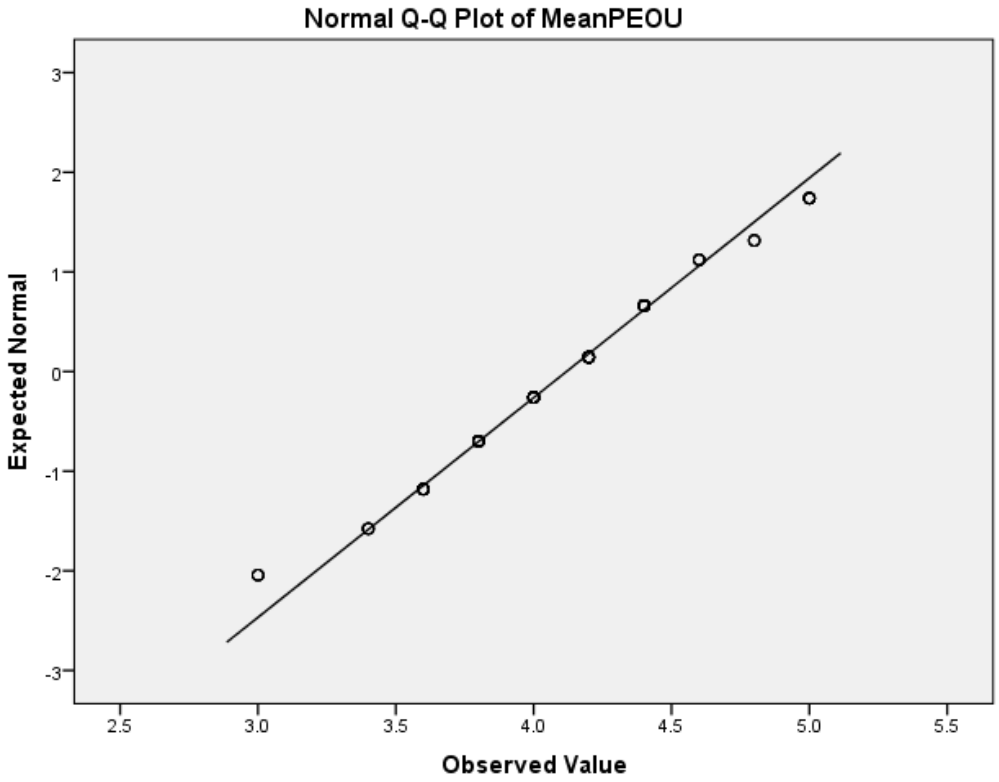


Figure 4.26
Normal Q-Q Plot of Perceived Ease of Use

4.7.3 Normality Test for Perceived Usefulness in FindPro Job Portal

Table 4.13:
Case Processing Summary of Perceived Usefulness

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Perceived Usefulness	121	100.0%	0	0.0%	121	100.0%

Table 4.14:
Descriptive Analysis of Perceived Usefulness

Descriptives

			Statistic	Std. Error
Perceived Usefulness	Mean		4.1107	.04441
	95% Confidence Interval for Mean	Lower Bound	4.0228	
		Upper Bound	4.1987	
	5% Trimmed Mean		4.1248	
	Median		4.2000	
	Variance		.239	
	Std. Deviation		.48850	
	Minimum		2.80	
	Maximum		5.00	
	Range		2.20	
	Interquartile Range		.60	
	Skewness		-.364	.220
	Kurtosis		-.106	.437

The Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with a normal probability and detrended probability plots. If the significance level is greater than 0.05 than the normality is assumed. The Shapiro-Wilk is also calculated if sample size is less than 50

Table 4.15:
Test of Normality for Perceived Usefulness

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Perceived Usefulness	.128	121	.000	.960	121	.001

a. Lilliefors Significance Correction

In a normal probability plot, each observed value is paired with its expected value from the normal distribution. If the sample is from normal distribution, then the cases fall more or less in a state line.

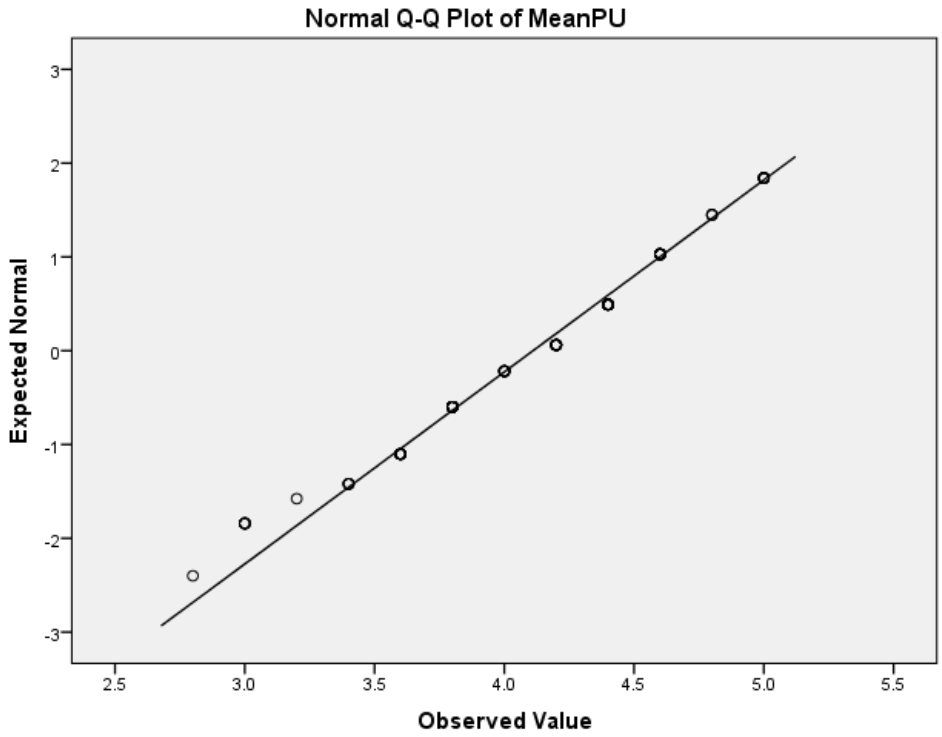


Figure 4.27
Normal Q-Q Plot of Perceived Usefulness

4.7.4 Normality Test for Website Functionality in FindPro Job Portal

Table 4.16:
Case Processing Summary of Website Functionality

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Website Functionality	121	100.0%	0	0.0%	121	100.0%

Table 4.17
Descriptive Analysis of Website Functionality

Descriptives

		Statistic	Std. Error
Website Functionality	Mean	4.1405	.04223
	95% Confidence Interval for Mean — Lower Bound	4.0569	
	95% Confidence Interval for Mean — Upper Bound	4.2241	
	5% Trimmed Mean	4.1541	
	Median	4.2000	
	Variance	.216	
	Std. Deviation	.46450	
	Minimum	2.80	
	Maximum	5.00	
	Range	2.20	
	Interquartile Range	.60	
	Skewness	-.443	.220
	Kurtosis	.324	.437

The Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with a normal probability and detrended probability plots. If the significance level is greater than 0.05 than the normality is assumed. The Shapiro-Wilk is also calculated if sample size is less than 50.

Table 4.18
Test of Normality for Website Functionality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Website Functionality	.121	121	.000	.964	121	.002

a. Lilliefors Significance Correction

In a normal probability plot, each observed value is paired with its expected value from the normal distribution. If the sample is from normal distribution, then the cases fall more or less in a state line.

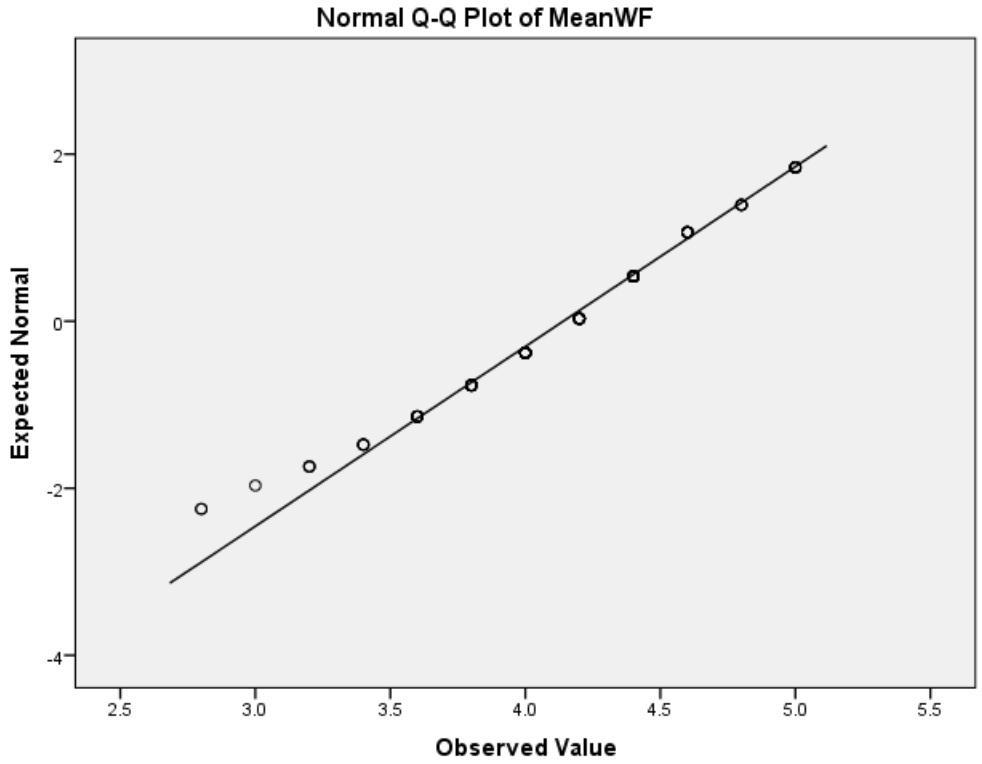


Figure 4.28
Normal Q-Q Plot of Website Functionality

4.7.4 Normality Test for Website Quality in FindPro Job Portal

Table 4.19:
Normality Test for Website Quality

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Website Quality	121	100.0%	0	0.0%	121	100.0%

Table 4.20:
Descriptive Analysis of Website Quality

Descriptives

			Statistic	Std. Error
Website Quality	Mean		4.0760	.04181
	95% Confidence Interval for Mean	Lower Bound	3.9933	
		Upper Bound	4.1588	
	5% Trimmed Mean		4.0881	
	Median		4.2000	
	Variance		.212	
	Std. Deviation		.45990	
	Minimum		2.80	
	Maximum		5.00	
	Range		2.20	
	Interquartile Range		.60	
	Skewness		-.523	.220
	Kurtosis		.858	.437

The Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with a normal probability and detrended probability plots. If the significance level is greater than 0.05 than the normality is assumed. The Shapiro-Wilk is also calculated if sample size is less than 50.

Table 4.21:
Test of Normality for Website Quality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Website Quality	.178	121	.000	.936	121	.000

a. Lilliefors Significance Correction

In a normal probability plot, each observed value is paired with its expected value from the normal distribution. If the sample is from normal distribution, then the cases fall more or less in a state line.

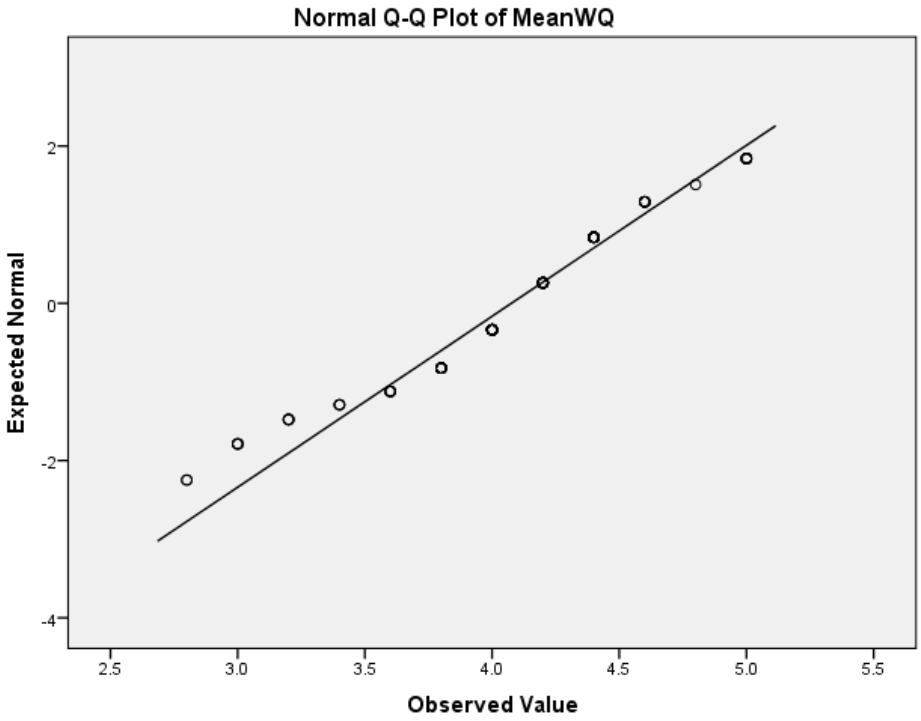


Figure 4.29
Normal Q-Q Plot of Website Quality

4.8: Reliability Test

There are several different reliability coefficients. One of the most commonly used is Cronbach's Alpha which is based on the average correlation of items within a test if the items are standardized. If the items are not standardized, it is based on average covariance among Items. The Cronbach's Alpha will increase when the correlation between the items increase. George and Mallery (2003) provide the following rule of thumb:

>0.9 = Excellent
>0.8 = Good
>0.7 = Acceptable
>0.6 = Questionable
>0.5 = Poor

Hence, all the variables measured in this study are reliable as the alpha value for Student Satisfaction (), Perceived Ease of Use ( ), Perceived Usefulness ( ), Website Functionality (), and Website Quality (). The table shows the actual reliability tested for the actual sample of 121 respondents

Table 4.22:
Reliability Test for Student Satisfaction

Reliability Statistics

Cronbach's Alpha	N of Items
.752	4

Table 4.23:
Reliability Test for Perceived Ease of Use

Reliability Statistics

Cronbach's Alpha	N of Items
.776	5

Table 4.24:
Reliability Test for Perceived Usefulness

Reliability Statistics

Cronbach's Alpha	N of Items
.774	5

Table 4.25:
Reliability Test for Website Functionality

Reliability Statistics

Cronbach's Alpha	N of Items
.760	5

Table 4.26:
Reliability Test for Website Quality

Reliability Statistics

Cronbach's Alpha	N of Items
.733	5

4.9 Correlation

Correlation coefficient measure the strength of relationship between two variables. This information allows the researcher to conclude about the existence of a relationship between variables. The sample correlation coefficient r = ± 1 if and only if the two variables are perfectly related, while r = 0, if the two variables are not related. When r is negative value, it implies a negative linear relationship between variables. In addition, when the r is positive value, it implies a positive linear relationship between variables. The following points are the accepted guidelines for interpreting of correlation coefficient range (Ratner, 2009)

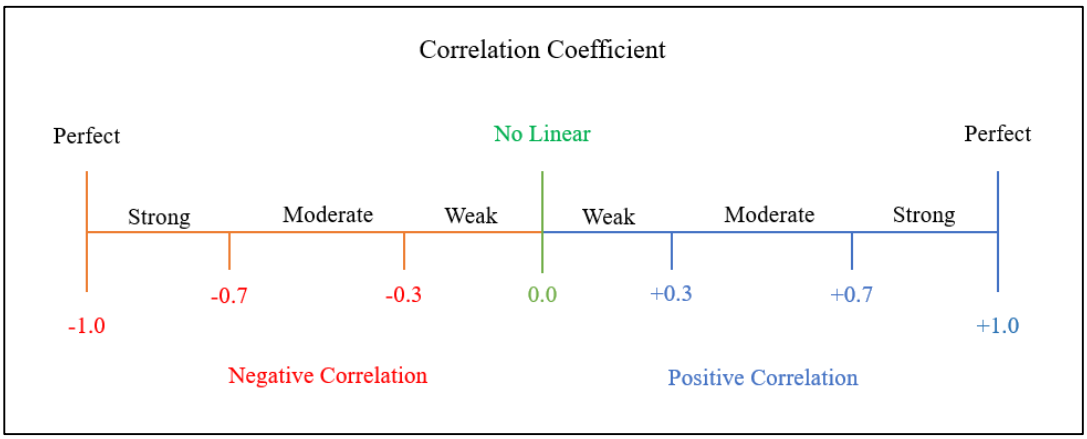


Figure 4.30: Correlation Coefficient Scale

As shown in the table above, the value of r ranges from -1 to +1 (-1 ≤ r ≤ +1) with 0 indicating no relationship at all. The (+) and (-) signs indicates whether the relationship between the two variables X and Y is positive or negative. If X and Y have a strong

positive linear correlation, 92 r is close to +1. On the other hand, if X and Y have a strong negative linear correlation, r is close to -1

Table 4.27:
Spearman's Rho Correlation Measure

Correlations

			Student Satisfaction	Perceived Ease Of Use	Perceived Usefulness	Website Functionality	Website Quality
Spearman's rho	Student Satisfaction	Correlation Coefficient	1.000	.675**	.683**	.697**	.711**
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	121	121	121	121	121
	Perceived Ease Of Use	Correlation Coefficient	.675**	1.000	.700**	.776**	.735**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	121	121	121	121	121
	Perceived Usefulness	Correlation Coefficient	.683**	.700**	1.000	.701**	.719**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	121	121	121	121	121
	Website Functionality	Correlation Coefficient	.697**	.776**	.701**	1.000	.729**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	121	121	121	121	121
	Website Quality	Correlation Coefficient	.711**	.735**	.719**	.729**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.
		N	121	121	121	121	121

**. Correlation is significant at the 0.01 level (2-tailed).

The results are presented in a matrix such that, as can be seen above, the correlations are replicated. Nevertheless, the table presents Spearman's correlation, its significance value and the sample size that the calculation was based on. In this research, Spearman's correlation coefficient, rs, is 0.675 (Perceived Ease of Use) and that this is statistically significant (p = .000), rs, is 0.683 (Perceived Usefulness) and that this is statistically significant (p = .000), rs, is 0.697 (Website Functionality) and that this is statistically significant (p = .000), rs, is 0.711 (Website Quality) and that this is statistically significant (p = .000).

4.10 Regression Analysis

In the regression analysis, the main objective is to analyse the relationship between independent and dependent variable and formulate the relationship into mathematical relation. In this study, regression analysis is used to analyse the effect of

Table 4.28:
Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832[a]	.693	.682	.27495

a. Predictors: (Constant), Mean Perceived Ease Of Use, Mean Perceived Usefulness, Mean Website Functionality , Mean Website Quality

b. Dependent Variable: Mean Student Satisfaction

Table 4.29:
Anova

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.791	4	4.948	65.448	.000[b]
	Residual	8.769	116	.076		
	Total	28.560	120			

a. Dependent Variable: Mean Student Satisfaction

b. Predictors: (Constant), Mean Perceived Ease Of Use, Mean Perceived Usefulness, Mean Website Functionality , Mean Website Quality

Table 4.30:
Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.261	.245		1.066	.289
	Perceived Ease Of Use	.118	.102	.110	1.159	.249
	Perceived Usefulness	.190	.088	.190	2.143	.034
	Website Functionality	.236	.107	.225	2.213	.029
	Website Quality	.403	.105	.380	3.838	.000

a. Dependent Variable: Student Satisfaction

CHAPTER 5

CONCLUSION

5.1 Introduction

In this chapter, the result of the hypothesis testing will be discussed. It will briefly cover the statistical finding such as correlation and regression analysis. This chapter also includes the limitation of the study as well as the recommendation for future research

5.2 Hypothesis Testing Result (Correlation Analysis)

Hypothesis is a statement that a researcher set out whether to accept or reject based on data analysis. Spearman correlation method have been used to test the hypothesis. The hypothesis of the study:

H1: Student Perceived ease of use will positively influence satisfaction toward *FindPro Job Portal*.

H2: Student perceived usefulness will positively influence satisfaction toward *FindPro Job Portal* .

H3: Student satisfaction on Website Functionality, will positively influence satisfaction toward *FindPro Job Portal*.

H4: Student satisfaction on Website Quality, will positively influence satisfaction toward *FindPro Job Portal*.

The result from the correlation analysis revealed that Perceived ease of use is 0.675 (p = 0.000 significant level), perceived usefulness is 0.683 (p = 0.000 significant level), Website Functionality is 0.697 (p = 0.000 significant level), and Website Quality is 0.711 (p = 0.000 significant level) towards the intention to use m-wallet in restaurant payment.

5.3 Hypothesis testing result (Regression analysis)

Table 5.1
Hypothesis and Decision

Hypothesis	Decision
Student perceived ease of use will positively influence satisfaction toward *FindPro Job Portal*.	Not significant (p-value = 0.249)
Student perceived usefulness will positively influence satisfaction toward *FindPro Job Portal*	Significant (p-value =0.034)
Student satisfaction on website functionality, will positively influence satisfaction toward *FindPro Job Portal*.	Significant (p-value = 0.029)
Student satisfaction on Website Quality, will positively influence satisfaction toward *FindPro Job Portal*.	Significant (p-value = 0.00)

5.4 Limitation of Study

The sample size is one of the main drawbacks of this research. As the sample size was limited, it might have caused the findings to be less accurate. Due to the pandemic Covid-19 all of the respondents has participated through online platform.

This situation lead to a context-dependent as most of the respondents are from Klang Valley. As a result, other university students from beyond the Klang Valley were unable to participate. A large percentage of respondents had never used an online-recruitment platform before. As a result, respondents who have never used or experienced any variable may have answered the question based on their assumption.

The current system online recruitment platform is not fully functional and developed as this is just a prototype system to be tested by the users, due to the pandemic Covid-19 the government has given instructions of Standard Operating Procedure (SOP) the student does not advise to meet the supervisor face to face, this has caused another restraint of this research is that the current system online recruitment platform is not fully functional and developed as this is just a full system to be tested by the users. The existing system is likewise not totally functional. This current system also does not have a fully function. This current system only a few organisations have collaborated with *FindPro Job* online recruitment portal to publish their open positions.

5.5 Future Research

There are some suggestions for resolving the challenges of consistency and equality of the data obtained through the questionnaire, which leads to invalid responses from the respondents. As a result, before the questionnaire survey, the participants should be given a pre-survey. Before discussing the mechanics of the questionnaire and how the data obtained will be handled, the researcher should provide a full introduction to the investigation.

The project's restrictions will be resolved in the future, and more functionality will be introduced. Some of the features or aims that have been considered include making the website accessible to both desktop and mobile users, rather than simply desktop users as it is currently. Depending on the needs of the consumers and the technology available to make those needs a reality, the application may have more features to integrate.

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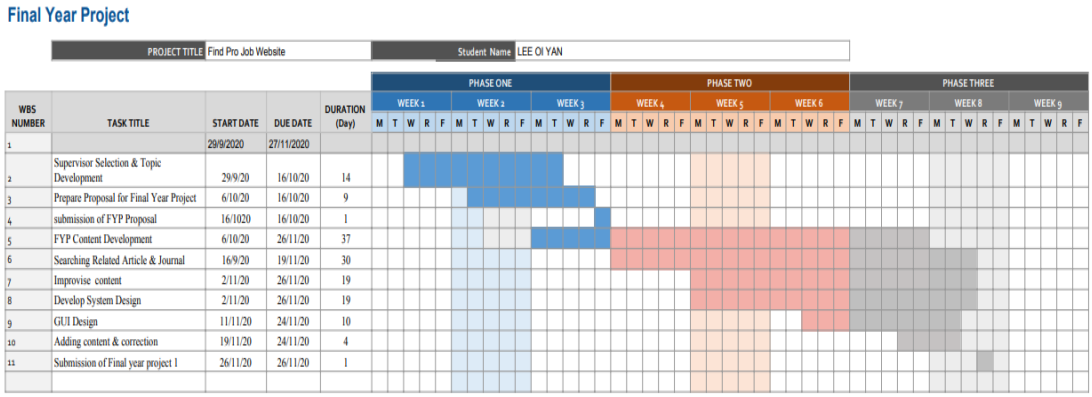
APPENDICES

Appendix A: Gantt Chart for FYP 1 Progress



Final Year Project

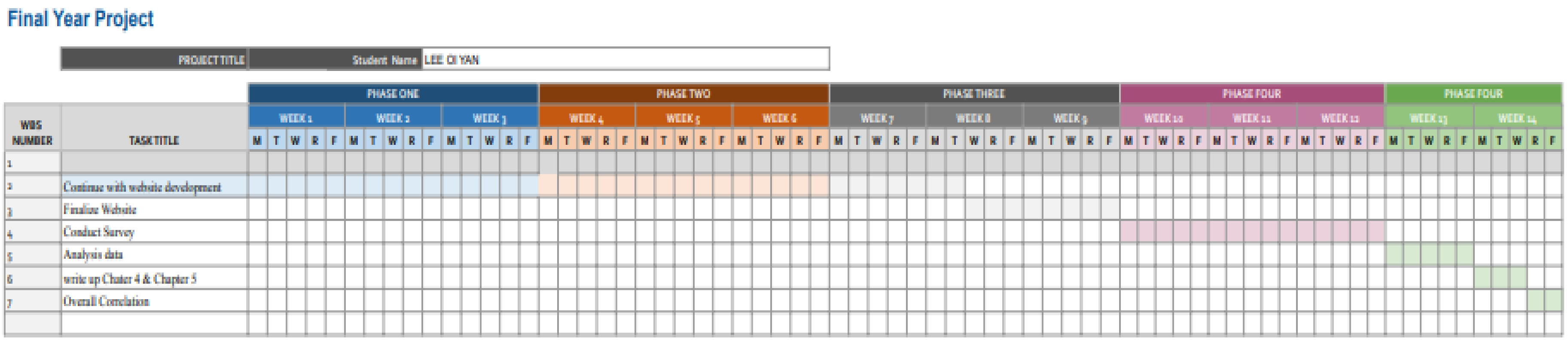
PROJECT TITLE	Find Pro Job Website	Student Name	LEE OI YAN

WBS NUMBER	TASK TITLE	START DATE	DUE DATE	DURATION (Day)
1		29/9/2020	27/11/2020	
2	Supervisor Selection & Topic Development	29/9/20	16/10/20	14
3	Prepare Proposal for Final Year Project	6/10/20	16/10/20	9
4	submission of FYP Proposal	16/1020	16/10/20	1
5	FYP Content Development	6/10/20	26/11/20	37
6	Searching Related Article & Journal	16/9/20	19/11/20	30
7	Improvise content	2/11/20	26/11/20	19
8	Develop System Design	2/11/20	26/11/20	19
9	GUI Design	11/11/20	24/11/20	10
10	Adding content & correction	19/11/20	24/11/20	4
11	Submission of Final year project 1	26/11/20	26/11/20	1

PHASE ONE: WEEK 1, WEEK 2, WEEK 3
PHASE TWO: WEEK 4, WEEK 5, WEEK 6
PHASE THREE: WEEK 7, WEEK 8, WEEK 9
Days: M T W R F

Figure: FYP 1 Gantt Chart

Appendix B: Gantt Chart for FYP 2 Progress



Appendix C: Questionnaire

SECTION A

Please answer all of the following questions by ticking (√) the appropriate box.

1. **Gender**

☐ Male ☐ Female

2. **Marital Status**

☐ Single ☐ Married ☐ Divorced

3. **Highest Education Level**

☐ Foundation ☐ Degree ☐ Diploma

4. **Select your occupation**

☐ Unemployed ☐ Employed ☐ Self-Employed ☐ Household

5. **The use of recruitment portal per week**

☐ Never ☐ Sometimes ☐ Always

6. **Experience in using mobile application**

☐ Less than 3 years ☐ 3-5 years ☐ More than 5 years

Section B

Using the following numerical scale please circle ◯ the appropriate scale in the given box that represents the magnitude and degree of your most appropriate answer between Strongly Disagree and Strongly Agree on the statement below:-

In your experience using online recruitment Platform		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
DV : Student Satisfaction(SS)						
SS 1	Overall, I am satisfied with this *FindPro Job Portal.*	1	2	3	4	5
SS 2	I am satisfied with the level of interaction that happened in this *FindPro Job Portal*	1	2	3	4	5
SS 3	In the future, I would be willing to use *FindPro Job Portal* again.	1	2	3	4	5
SS 4	This *FindPro Job Portal* met my needs for internship jobs and employment applications.	1	2	3	4	5
IV1 : Perceived ease of use (PEOU)						
PEOU 1	I would find it easy to get the *FindPro Job Portal* to do what I want it to do.	1	2	3	4	5
PEOU 2	*FindPro Job Portal* provides ample information.	1	2	3	4	5
PEOU 3	I find the *FindPro Job Portal* flexible and easy to interact with.	1	2	3	4	5
PEOU 4	*FindPro Job Portal* is easy to use.	1	2	3	4	5
POUE 5	My interaction with the *FindPro Job Portal* is clear and understandable.	1	2	3	4	5
IV2 : Perceived usefulness (PU)						
PU 1	Using the *FindPro Job Portal* would allow me work more quickly	1	2	3	4	5
PU 2	Using the *FindPro Job Portal* is useful	1	2	3	4	5
PU 3	Using the *FindPro Job Portal* would allow me to accomplish tasks more quickly.	1	2	3	4	5

PU 4	*FindPro Job Portal* helps me to find information within the shortest time frame	**1**	**2**	**3**	**4**	**5**
PU 5:	Using *FindPro Job Portal* would make it easier to search for internship jobs and employment.	**1**	**2**	**3**	**4**	**5**
IV3: Website functionality (WF)						
WF 1	The contents of the *FindPro Job Portal* are easily understood	**1**	**2**	**3**	**4**	**5**
WF 2	The *FindPro Job Portal* which I am looking for can be reached through multiple tabs/window	**1**	**2**	**3**	**4**	**5**
WF 3	The lodging *FindPro Job Portal* describes complete information about the internship job and employment.	**1**	**2**	**3**	**4**	**5**
WF 4	Information from the lodging *The FindPro Job Portal* was helpful in making my application decisions for internship and employment.	**1**	**2**	**3**	**4**	**5**
WF 5	It was easy for me to navigate through the *FindPro Job Portal*.	**1**	**2**	**3**	**4**	**5**
IV4 : Website Quality(WQ)						
WQ 1	The *FindPro Job Portal* adequately meets my information needs	**1**	**2**	**3**	**4**	**5**
WQ 2	I can interact with the *FindPro Job Portal* in order to get information tailored to my specific needs	**1**	**2**	**3**	**4**	**5**
WQ 3	All my internship and employment applications can be completed via the *FindPro Job Portal*.	**1**	**2**	**3**	**4**	**5**
WQ 4	The *FindPro Job Portal* is visually appealing	**1**	**2**	**3**	**4**	**5**
WQ 5	The *FindPro Job Portal* design is innovative	**1**	**2**	**3**	**4**	**5**

Thank you for your time and cooperation.

EXPLORING STUDENT SATISFACTION TOWARDS "FindPro" JOB PORTAL: THE CASE OF AN ONLINE INTERNSHIP JOBS AND EMPLOYMENT

"FindPro" Job portal is a recruitment portal that allow student to find internship placement and Job placement. "FindPro" Job portal also allow the company to post their job offer and hire UNIMY student.

This idea of recruitment portal was created to solve the problem of University students are left unemployed today because of lack of work exposure.

Confidentiality: All responses and information will be treated with strictest of confidence and only summarize data will be made available to the relevant parties. Upon the completion of the survey, all questionnaire will be destroyed once the data have been extracted.

Your responses are important in enabling us to obtain as full an understanding as possible of the aforementioned topic. Customers are advised to answer the question freely, they will not be single out or identified from the information provided. I hope that you will find completing the questionnaire easy and enjoyable.

Thank you for your participation.

Next

EXPLORING STUDENT SATISFACTION TOWARDS "FindPro" JOB PORTAL: THE CASE OF AN ONLINE INTERNSHIP JOBS AND EMPLOYMENT

To try out the Recruitment platform , please follow the instruction 1 to 5 as below:

1. Go to Register and register your account as Student or Company.
2. Click the Login Button to Login as member (User are allow to login by using Gmail or Facebook account.)
3. User are allow to look around and join the discussions at Forum.
4. Student can post their Internship Detail at Forum.
5. Company can post their Available Job or internship offer at Forum.

Website Link:
https://alicesalee98.wixsite.com/findpro-job

FindPro Job Recruitment Portal

Back Next

Aim & Objective

The aim of this is to examine the influence of Find Pro Job portal Perceived Usefulness, Perceived Ease of Use, Website Functionality and Website Quality on Student Satisfaction.

The objectives of this study are as following:

RO1: To examine the relationship of perceived ease of use, perceived usefulness, website functionality and website quality of FindPro Job Portal satisfaction among Students

RO2: To develop graduate internship and employment recruitment "FindPro" Job Portal based on database technology for better exchange of information between companies and Student.

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Section A

Demographic Survey - Please answer all of the following questions by choosing the appropriate option.

Select your gender *

- ◯ Male
- ◯ Female

Select your marital status *

- ◯ Single
- ◯ Married
- ◯ Divorced

Select your highest education level *

Choose

Select your occupation * *

- ◯ Unemployed
- ◯ Employed
- ◯ Self-employed
- ◯ Household

The use of recruitment portal per week *

- ◯ Never
- ◯ Sometimes
- ◯ Always

Select your experience in using Recruitment Portal *

- ◯ Less than 3 years
- ◯ 3-5 years
- ◯ More than 5 years

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Section B

Using the following numerical scale please select the appropriate scale in the given box that represents the magnitude and degree of your most appropriate answer between Strongly Disagree and Strongly Agree on the statement below.

Perceived Ease of Use

Perceived Ease of use refers to the degree in which a person believes that technology is easy to use and the extent to which a consumer believes that platform is quick and user-friendly.

1. I would find it easy to get the FindPro Job Portal to do what I want it to do. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. FindPro Job Portal provides ample information. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. I find the FindPro Job Portal flexible and easy to interact with. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

4. FindPro Job Portal is easy to use. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

5. My interaction with the FindPro Job Portal is clear and understandable. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Perceived Usefulness

Perceived usefulness is the degree to which a person believes that using a particular technology would enhance his or her performance

1. Using the FindPro Job Portal would allow me work more quickly *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Using the FindPro Job Portal is useful. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Using the FindPro Job Portal would allow me to accomplish tasks more quickly. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

4. FindPro Job Portal helps me to find information within the shortest time frame *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

5. Using FindPro Job Portal would make it easier to search for internship jobs and employment. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Website Functionality

Website Functionality is the extent to which the website operates in the way that it is structured and is expected to perform as users desire.

1. The contents of the FindPro Job Portal are easily understood *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. The FindPro Job Portal which I am looking for can be reached through multiple tabs/window *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. The lodging FindPro Job Portal describes complete information about the internship job and employment. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. Information from the lodging The FindPro Job Portal was helpful in making my application decisions for internship and employment. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. It was easy for me to navigate through the FindPro Job Portal. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Website Quality

Website quality, in its contemporary conceptualization, is a comparison of perceived expectations of a service with perceived performance. Generally, website quality refers to a customer's comparison of service expectations as it relates to a service's performance.

1. The FindPro Job Portal adequately meets my information needs *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. I can interact with the FindPro Job Portal in order to get information tailored to my specific needs *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. All my internship and employment applications can be completed via the FindPro Job Portal. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. The FindPro Job Portal is visually appealing *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

5. The FindPro Job Portal design is innovative *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Student Satisfaction

Student satisfaction demonstrates students' perception of their experience using the FindPro Job Portal.

1. Overall, I am satisfied with this FindPro Job Portal *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

2. I am satisfied with the level of interaction that happened in this FindPro Job Portal *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

3. In the future, I would be willing to use FindPro Job Portal again *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

4. This FindPro Job Portal met my needs for internship jobs and employment applications. *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Back Submit

Appendix D: SPSS Statistics Data Output Fil

```
GET
  FILE='C:\Users\ProAdmin\Desktop\Degree\Sem 8\FYP 2\SPSS\FYP2 SPSS.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.

SAVE OUTFILE='C:\Users\ProAdmin\Desktop\Degree\Sem 8\FYP 2\SPSS\FYP2 SPSS.s
av'
  /COMPRESSED.
FREQUENCIES VARIABLES=Gender
  /PIECHART PERCENT
  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet1] C:\Users\ProAdmin\Desktop\Degree\Sem 8\FYP 2\SPSS\FYP2 SPSS.sav
```

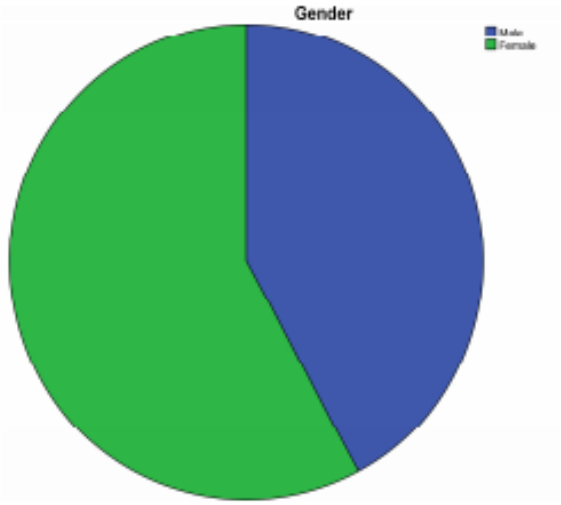
Statistics

Gender

N	Valid	121
	Missing	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	42.1	42.1	42.1
	Female	70	57.9	57.9	100.0
	Total	121	100.0	100.0	




```
FREQUENCIES VARIABLES=MaritalStatus
  /BARCHART FREQ
  /ORDER=ANALYSIS.
```

Frequencies

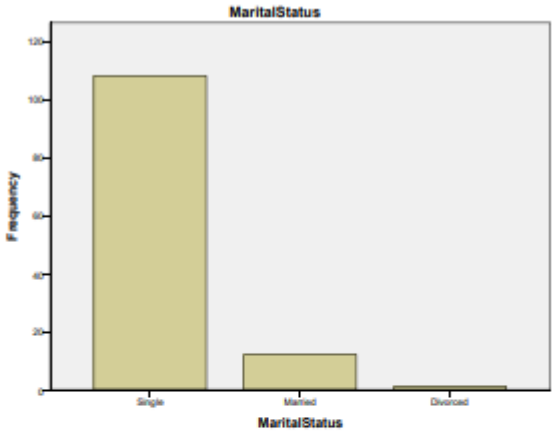
Statistics

MaritalStatus

N	Valid	121
	Missing	0

MaritalStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	108	89.3	89.3	89.3
	Married	12	9.9	9.9	99.2
	Divorced	1	.8	.8	100.0
	Total	121	100.0	100.0	




```
FREQUENCIES VARIABLES=Education
  /BARCHART FREQ
  /ORDER=ANALYSIS.
```

Frequencies

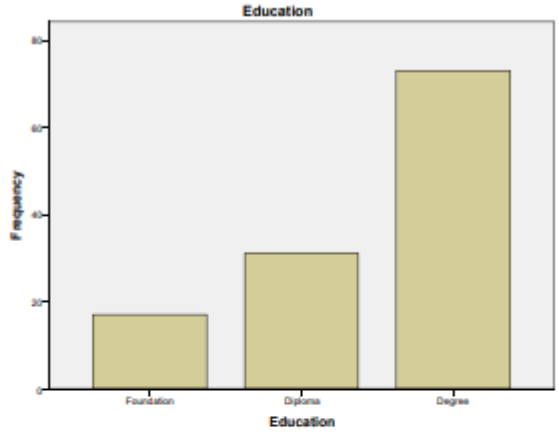
Statistics

Education

N	Valid	121
	Missing	0

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	17	14.0	14.0	14.0
	Diploma	31	25.6	25.6	39.7
	Degree	73	60.3	60.3	100.0
	Total	121	100.0	100.0	




```
FREQUENCIES VARIABLES=Occupation
  /BARCHART FREQ
  /ORDER=ANALYSIS.
```

Frequencies

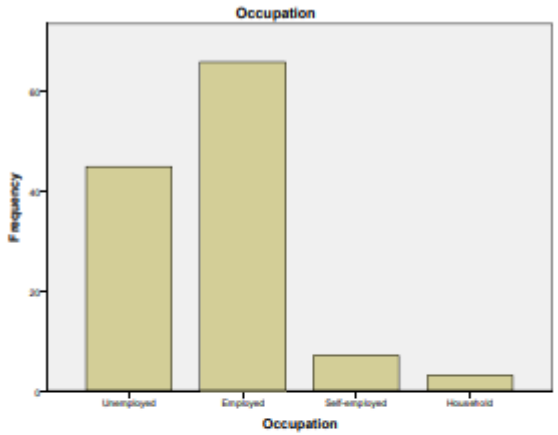
Statistics

Occupation

N	Valid	121
	Missing	0

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	45	37.2	37.2	37.2
	Employed	66	54.5	54.5	91.7
	Self-employed	7	5.8	5.8	97.5
	Household	3	2.5	2.5	100.0
	Total	121	100.0	100.0	




```
FREQUENCIES VARIABLES=UseOfRecruiment
  /BARCHART FREQ
  /ORDER=ANALYSIS.
```

Frequencies

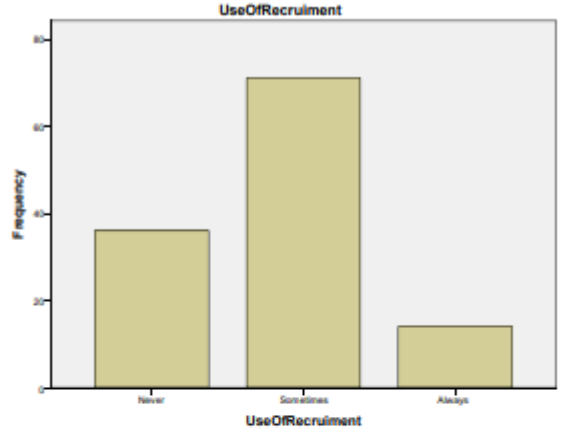
Statistics

UseOfRecruiment

N	Valid	121
	Missing	0

UseOfRecruiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	36	29.8	29.8	29.8
	Sometimes	71	58.7	58.7	88.4
	Always	14	11.6	11.6	100.0
	Total	121	100.0	100.0	




```
FREQUENCIES VARIABLES=Experience
  /BARCHART FREQ
  /ORDER=ANALYSIS.
```

Frequencies

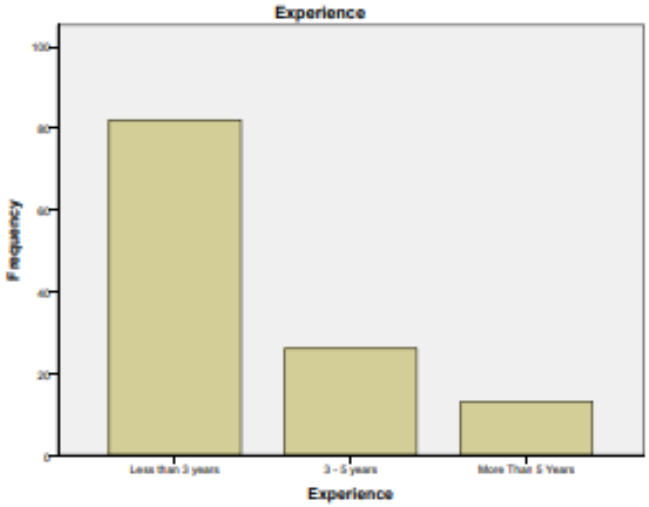
Statistics

Experience

N	Valid	121
	Missing	0

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	82	67.8	67.8	67.8
	3 - 5 years	26	21.5	21.5	89.3
	More Than 5 Years	13	10.7	10.7	100.0
	Total	121	100.0	100.0	




```
EXAMINE VARIABLES=MeanSS
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MeanSS	121	100.0%	0	0.0%	121	100.0%

Descriptives

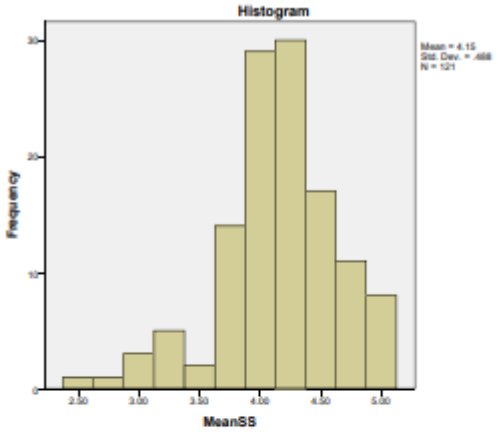
			Statistic	Std. Error
MeanSS	Mean		4.1508	.04435
	95% Confidence Interval for Mean	Lower Bound	4.0630	
		Upper Bound	4.2386	
	5% Trimmed Mean		4.1721	
	Median		4.2500	
	Variance		.238	
	Std. Deviation		.48785	
	Minimum		2.50	
	Maximum		5.00	
	Range		2.50	
	Interquartile Range		.50	
	Skewness		-.858	.220
	Kurtosis		1.007	.437

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanSS	.164	121	.000	.940	121	.000

a. Lilliefors Significance Correction

MeanSS

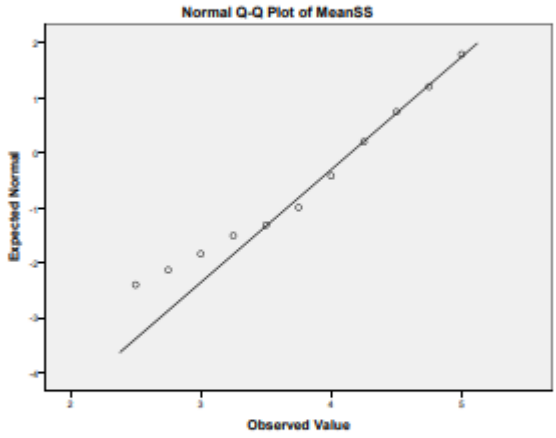


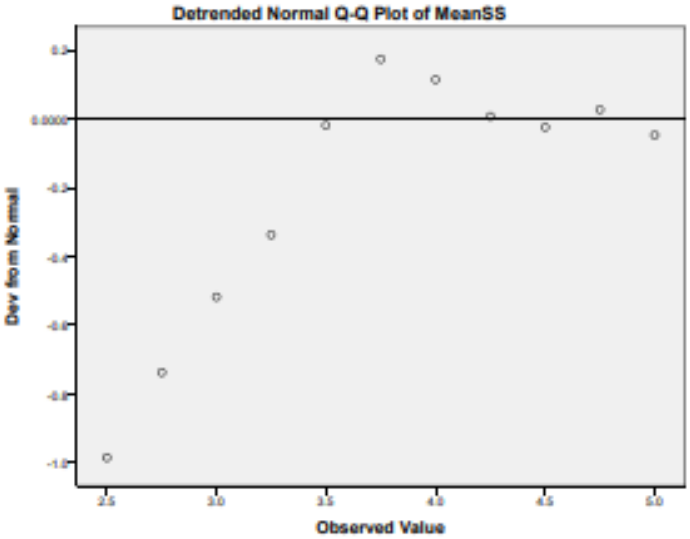
MeanSS Stem-and-Leaf Plot

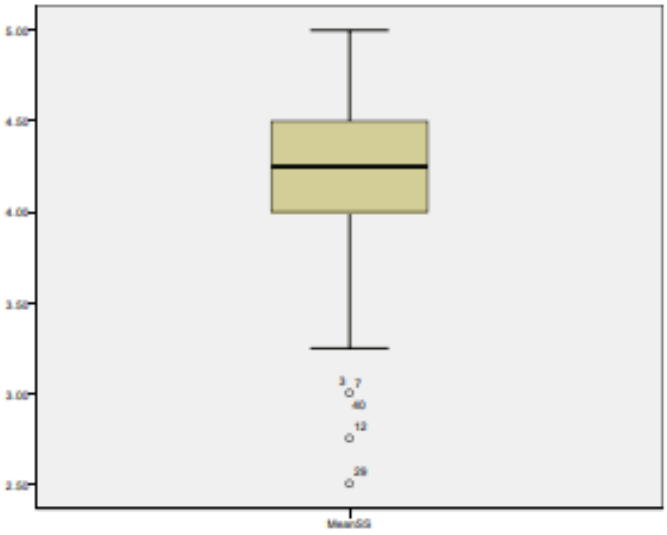
Frequency	Stem &	Leaf
5.00	Extremes	(=<3.00)
5.00	32 .	55555
.00	33 .	
.00	34 .	
2.00	35 .	00
.00	36 .	
14.00	37 .	55555555555555
.00	38 .	
.00	39 .	
29.00	40 .	00000000000000000000000000000
.00	41 .	
30.00	42 .	555555555555555555555555555555
.00	43 .	
.00	44 .	
17.00	45 .	00000000000000000
.00	46 .	

11.00	47 .	55555555555
.00	48 .	
.00	49 .	
8.00	50 .	00000000

Stem width: .10
Each leaf: 1 case(s)








```
EXAMINE VARIABLES=MeanPEOU
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MeanPEOU	121	100.0%	0	0.0%	121	100.0%

Descriptives

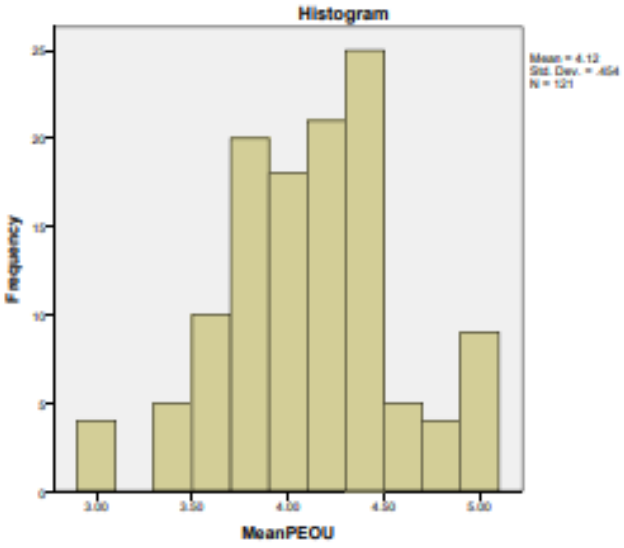
			Statistic	Std. Error
MeanPEOU	Mean		4.1190	.04123
	95% Confidence Interval for Mean	Lower Bound	4.0374	
		Upper Bound	4.2006	
	5% Trimmed Mean		4.1247	
	Median		4.2000	
	Variance		.206	
	Std. Deviation		.45356	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		.60	
	Skewness		-.091	.220
	Kurtosis		.081	.437

Tests of Normality

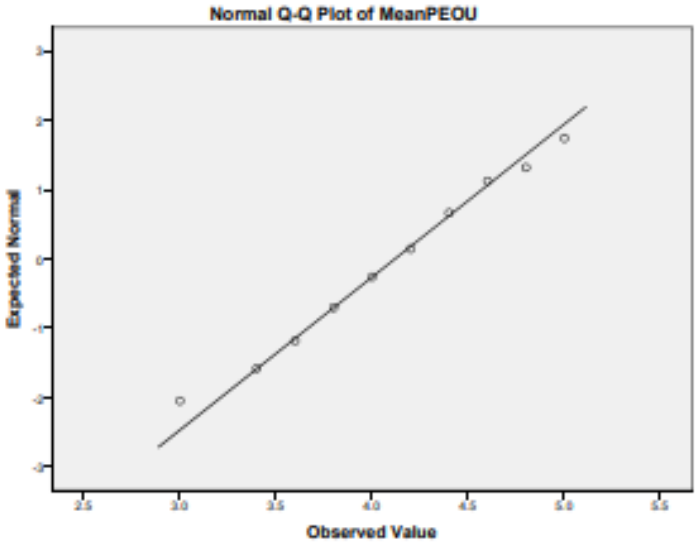
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanPEOU	.119	121	.000	.962	121	.002

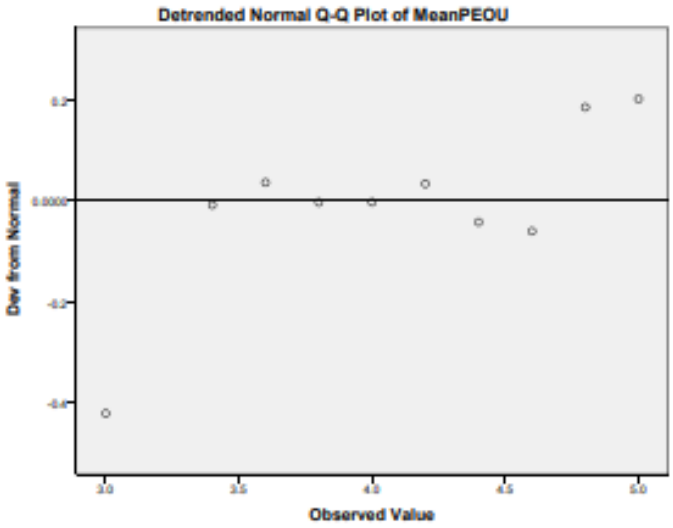
a. Lilliefors Significance Correction

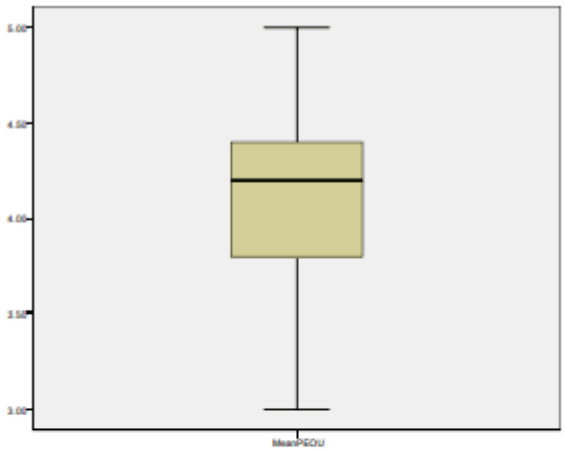
MeanPEOU




```
MeanPEOU Stem-and-Leaf Plot

 Frequency     Stem &  Leaf

     4.00        3 .  0000
      .00        3 .
     5.00        3 .  44444
    10.00        3 .  6666666666
    20.00        3 .  88888888888888888888
    18.00        4 .  000000000000000000
    21.00        4 .  222222222222222222222
    25.00        4 .  4444444444444444444444444
     5.00        4 .  66666
     4.00        4 .  8888
     9.00        5 .  000000000

 Stem width:      1.00
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of MeanPEOU
Expected Normal
Observed Value


Detrended Normal Q-Q Plot of MeanPEOU
Dev from Normal
Observed Value




```
EXAMINE VARIABLES=MeanPU
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MeanPU	121	100.0%	0	0.0%	121	100.0%

Descriptives

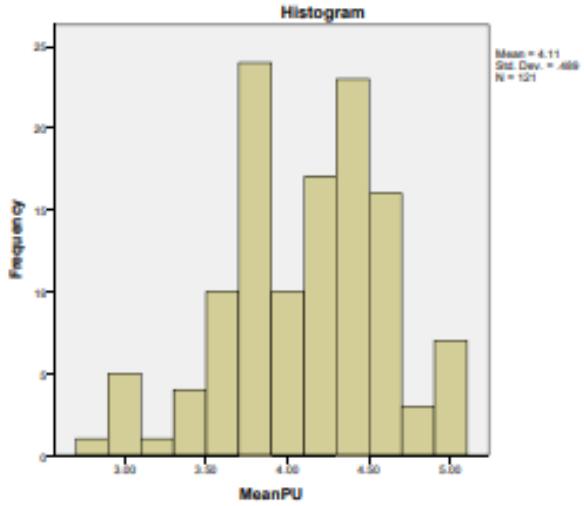
			Statistic	Std. Error
MeanPU	Mean		4.1107	.04441
	95% Confidence Interval for Mean	Lower Bound	4.0228	
		Upper Bound	4.1987	
	5% Trimmed Mean		4.1248	
	Median		4.2000	
	Variance		.239	
	Std. Deviation		.48850	
	Minimum		2.80	
	Maximum		5.00	
	Range		2.20	
	Interquartile Range		.60	
	Skewness		-.364	.220
	Kurtosis		-.106	.437

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanPU	.128	121	.000	.960	121	.001

a. Lilliefors Significance Correction

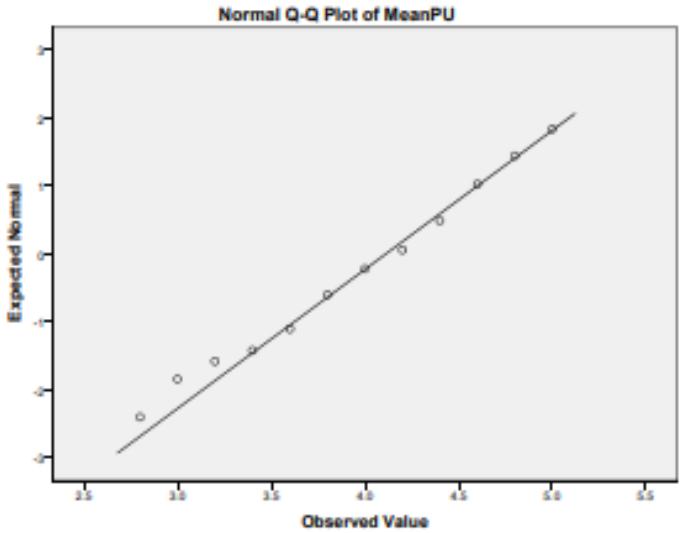
MeanPU

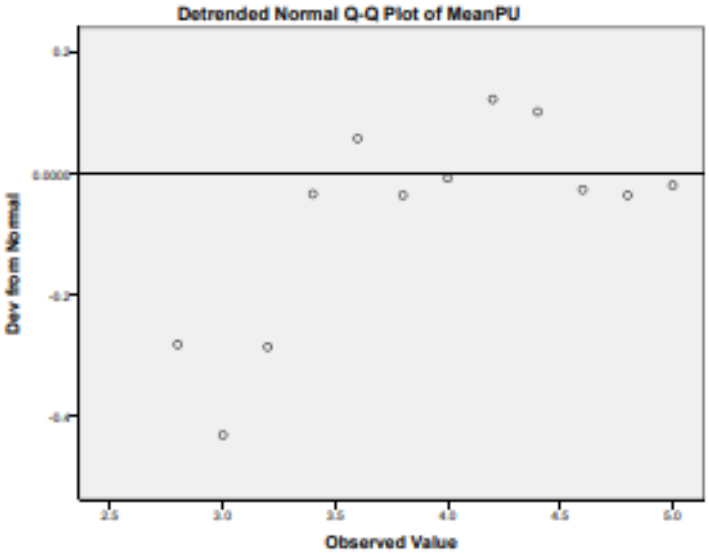


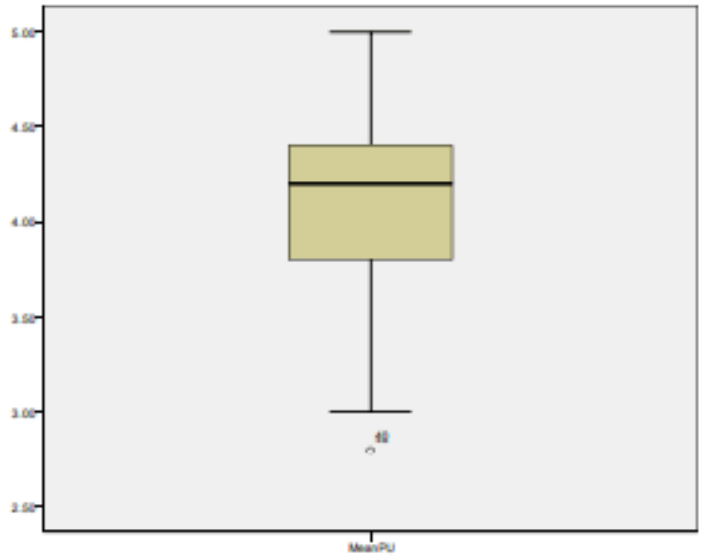
MeanPU Stem-and-Leaf Plot

Frequency	Stem &	Leaf
1.00	Extremes	(=<2.8)
5.00	3 .	00000
1.00	3 .	2
4.00	3 .	4444
10.00	3 .	6666666666
24.00	3 .	888888888888888888888888
10.00	4 .	0000000000
17.00	4 .	22222222222222222
23.00	4 .	44444444444444444444444
16.00	4 .	6666666666666666
3.00	4 .	888
7.00	5 .	0000000

Stem width: 1.00
Each leaf: 1 case(s)








```
EXAMINE VARIABLES=MeanWF
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MeanWF	121	100.0%	0	0.0%	121	100.0%

Descriptives

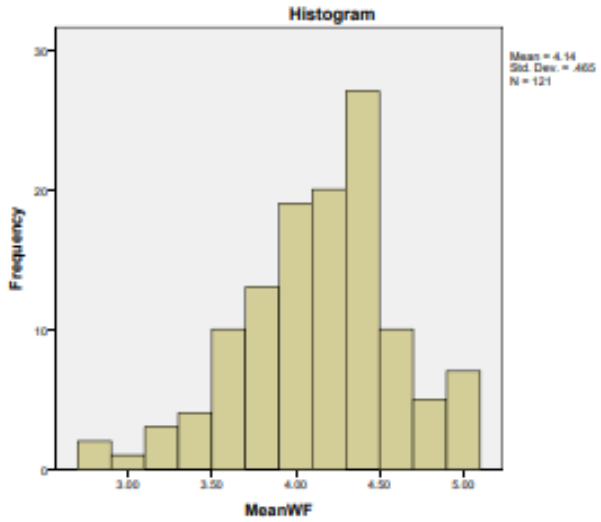
			Statistic	Std. Error
MeanWF	Mean		4.1405	.04223
	95% Confidence Interval for Mean	Lower Bound	4.0569	
		Upper Bound	4.2241	
	5% Trimmed Mean		4.1541	
	Median		4.2000	
	Variance		.216	
	Std. Deviation		.46450	
	Minimum		2.80	
	Maximum		5.00	
	Range		2.20	
	Interquartile Range		.60	
	Skewness		-.443	.220
	Kurtosis		.324	.437

Tests of Normality

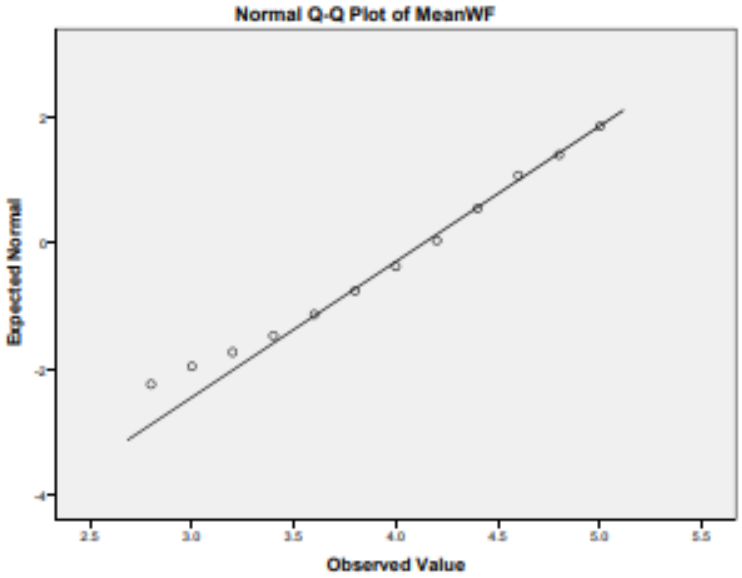
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanWF	.121	121	.000	.964	121	.002

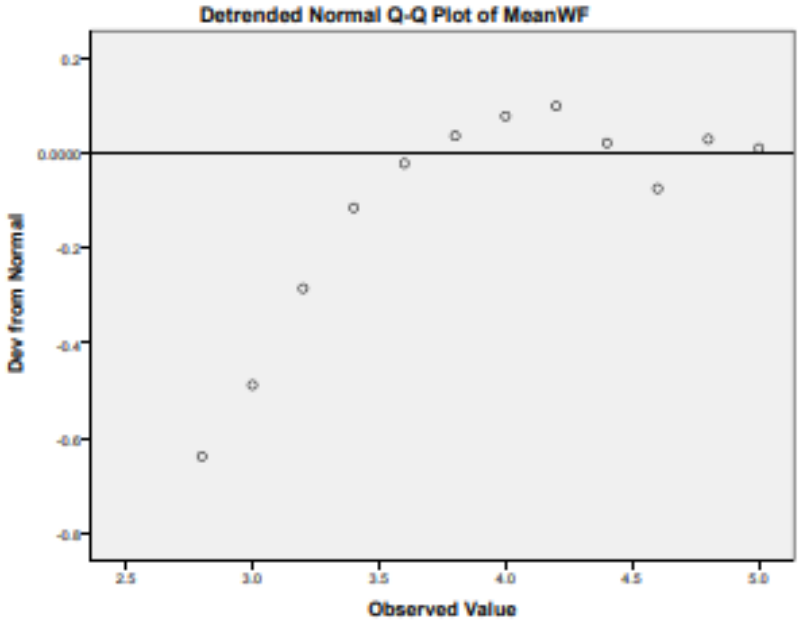
a. Lilliefors Significance Correction

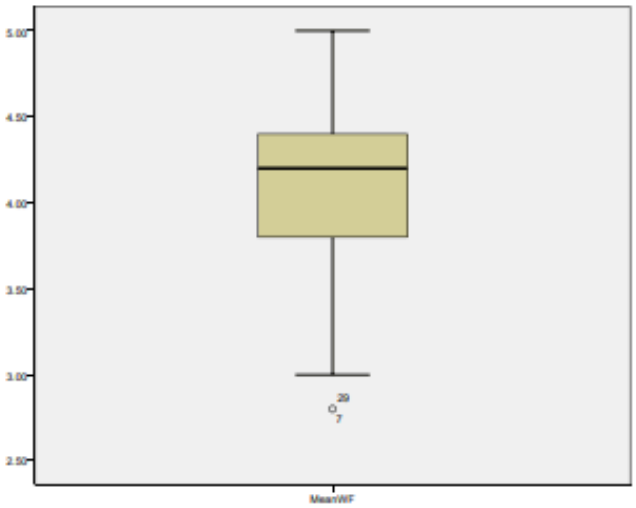
MeanWF




```
MeanWF Stem-and-Leaf Plot

 Frequency    Stem &  Leaf

     2.00 Extremes    (=<2.8)
     1.00        3 .  0
     3.00        3 .  222
     4.00        3 .  4444
    10.00        3 .  6666666666
    13.00        3 .  8888888888888
    19.00        4 .  0000000000000000000
    20.00        4 .  22222222222222222222
    27.00        4 .  444444444444444444444444444
    10.00        4 .  6666666666
     5.00        4 .  88888
     7.00        5 .  0000000

 Stem width:     1.00
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of MeanWF
Expected Normal
Observed Value
2
0
-2
-4
2.5
3.0
3.5
4.0
4.5
5.0
5.5


Detrended Normal Q-Q Plot of MeanWF
Dev from Normal
Observed Value
0.2
0.0000
-0.2
-0.4
-0.6
-0.8
2.5
3.0
3.5
4.0
4.5
5.0




```
EXAMINE VARIABLES=MeanWQ
  /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MeanWQ	121	100.0%	0	0.0%	121	100.0%

Descriptives

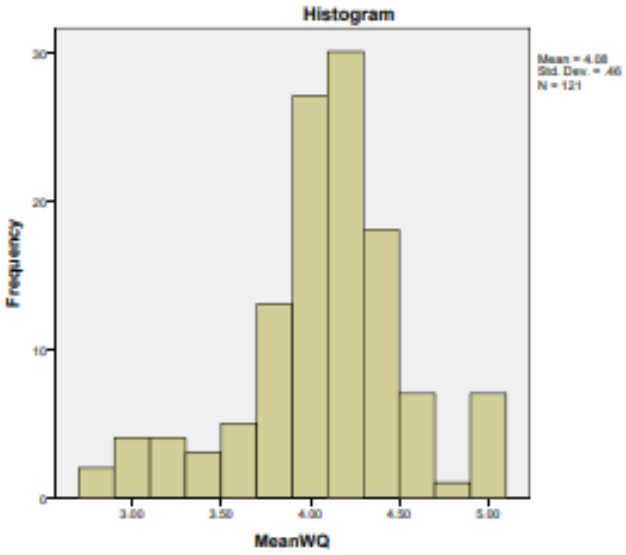
			Statistic	Std. Error
MeanWQ	Mean		4.0760	.04181
	95% Confidence Interval for Mean	Lower Bound	3.9933	
		Upper Bound	4.1588	
	5% Trimmed Mean		4.0881	
	Median		4.2000	
	Variance		.212	
	Std. Deviation		.45990	
	Minimum		2.80	
	Maximum		5.00	
	Range		2.20	
	Interquartile Range		.60	
	Skewness		-.523	.220
	Kurtosis		.858	.437

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanWQ	.178	121	.000	.936	121	.000

a. Lilliefors Significance Correction

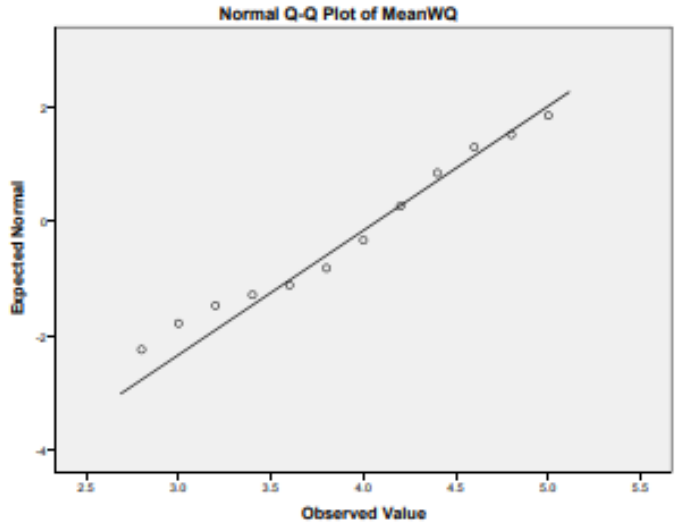
MeanWQ

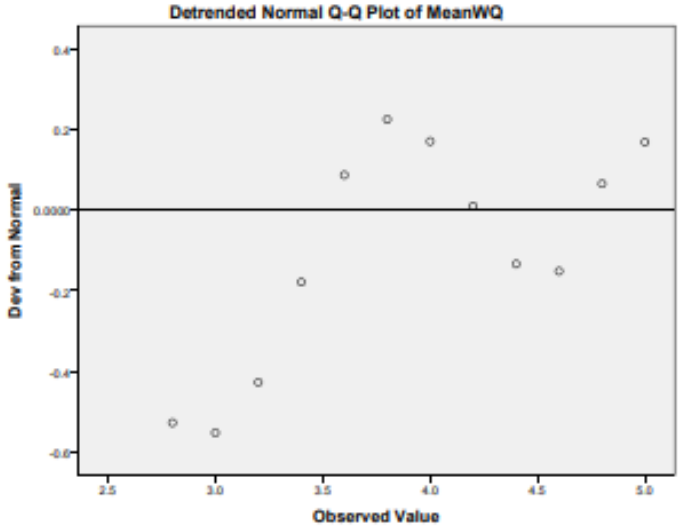


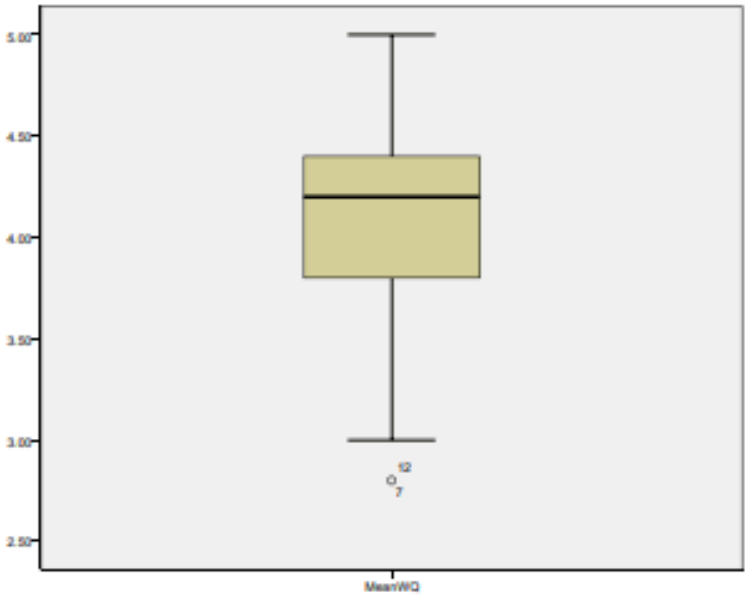
MeanWQ Stem-and-Leaf Plot

Frequency		Stem &	Leaf
2.00	Extremes		(=<2.8)
4.00		3 .	0000
4.00		3 .	2222
3.00		3 .	444
5.00		3 .	66666
13.00		3 .	8888888888888
27.00		4 .	000000000000000000000000000
30.00		4 .	222222222222222222222222222222
18.00		4 .	444444444444444444
7.00		4 .	6666666
1.00		4 .	8
7.00		5 .	0000000

Stem width: 1.00
Each leaf: 1 case(s)








```
RELIABILITY
  /VARIABLES=PEOU1 PEOU2 PEOU3 PEOU4 PEOU5
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded[a]	0	.0
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	5

Item Statistics

	Mean	Std. Deviation	N
PEOU1	4.1405	.56724	121
PEOU2	3.9669	.67000	121
PEOU3	4.1570	.63256	121
PEOU4	4.1818	.61914	121
PEOU5	4.1488	.62798	121

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PEOU1	16.4545	3.583	.576	.728
PEOU2	16.6281	3.386	.531	.743
PEOU3	16.4380	3.365	.594	.720
PEOU4	16.4132	3.711	.440	.771
PEOU5	16.4463	3.333	.618	.712

```
RELIABILITY
  /VARIABLES=PU1 PU2 PU3 PU4 PU5
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded[a]	0	.0
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.774	5

Item Statistics

	Mean	Std. Deviation	N
PU1	4.1157	.68544	121
PU2	4.1818	.65828	121
PU3	4.0744	.67287	121
PU4	4.0579	.71060	121
PU5	4.1240	.63993	121

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PU1	16.4380	3.915	.583	.720
PU2	16.3719	4.036	.566	.726
PU3	16.4793	4.085	.525	.740
PU4	16.4959	4.069	.486	.755
PU5	16.4298	4.064	.579	.723

```
RELIABILITY
  /VARIABLES=WF1 WF2 WF3 WF4 WF5
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded[a]	0	.0
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.760	5

Item Statistics

	Mean	Std. Deviation	N
WF1	4.2149	.63517	121
WF2	4.1653	.66266	121
WF3	4.0661	.58787	121
WF4	4.1322	.69453	121
WF5	4.1240	.66546	121

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
WF1	16.4876	3.602	.576	.700
WF2	16.5372	3.734	.477	.735
WF3	16.6364	3.833	.528	.718
WF4	16.5702	3.597	.499	.729
WF5	16.5785	3.529	.569	.702

```
RELIABILITY
  /VARIABLES=WQ1 WQ2 WQ3 WQ4 WQ5
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded[a]	0	.0
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.733	5

Item Statistics

	Mean	Std. Deviation	N
WQ1	4.0496	.66897	121
WQ2	4.0083	.67695	121
WQ3	4.0579	.69878	121
WQ4	4.1736	.57268	121
WQ5	4.0909	.68313	121

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
WQ1	16.3306	3.823	.389	.726
WQ2	16.3719	3.536	.508	.681
WQ3	16.3223	3.387	.549	.664
WQ4	16.2066	3.782	.529	.677
WQ5	16.2893	3.524	.506	.682

```
RELIABILITY
  /VARIABLES=SS1 SS2 SS3 SS4
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	121	100.0
	Excluded[a]	0	.0
	Total	121	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.752	4

Item Statistics

	Mean	Std. Deviation	N
SS1	4.1157	.70934	121
SS2	4.1074	.64293	121
SS3	4.1818	.63246	121
SS4	4.1983	.58823	121

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SS1	12.4876	1.985	.650	.626
SS2	12.4959	2.285	.571	.682
SS3	12.4215	2.479	.466	.738
SS4	12.4050	2.526	.503	.718

```
NONPAR CORR
  /VARIABLES=MeanSS MeanPEOU MeanPU MeanNF MeanNQ
  /PRINT=SPEARMAN TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Nonparametric Correlations

Correlations

			MeanSS	MeanPEOU	MeanPU	MeanWF	MeanWQ
Spearman's rho	MeanSS	Correlation Coefficient	1.000	.675**	.683**	.697**	.711**
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	121	121	121	121	121
	MeanPEOU	Correlation Coefficient	.675**	1.000	.700**	.776**	.735**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	121	121	121	121	121
	MeanPU	Correlation Coefficient	.683**	.700**	1.000	.701**	.719**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	121	121	121	121	121
	MeanWF	Correlation Coefficient	.697**	.776**	.701**	1.000	.729**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	121	121	121	121	121
	MeanWQ	Correlation Coefficient	.711**	.735**	.719**	.729**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.
		N	121	121	121	121	121

**. Correlation is significant at the 0.01 level (2-tailed).

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT MeanSS
  /METHOD=ENTER MeanPEOU MeanPU MeanWF MeanWQ
  /SCATTERPLOT=(*ZRESID ,*ZPRED)
  /RESIDUALS HISTOGRAM(ZRESID) NORMPROB(ZRESID).
```

Regression

```
[DataSet1] C:\Users\ProAdmin\Desktop\Degree\Sem 8\FYP 2\SPSS\FYP2 SPSS.sav
```

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	MeanWQ, MeanPU, MeanPEOU, MeanWF[b]	.	Enter

a. Dependent Variable: MeanSS

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832[a]	.693	.682	.27495

a. Predictors: (Constant), MeanWQ, MeanPU, MeanPEOU, MeanWF

b. Dependent Variable: MeanSS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.791	4	4.948	65.448	.000[b]
	Residual	8.769	116	.076		
	Total	28.560	120			

a. Dependent Variable: MeanSS

b. Predictors: (Constant), MeanWQ, MeanPU, MeanPEOU, MeanWF

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.261	.245		1.066	.289
	MeanPEOU	.118	.102	.110	1.159	.249
	MeanPU	.190	.088	.190	2.143	.034
	MeanWF	.236	.107	.225	2.213	.029
	MeanWQ	.403	.105	.380	3.838	.000

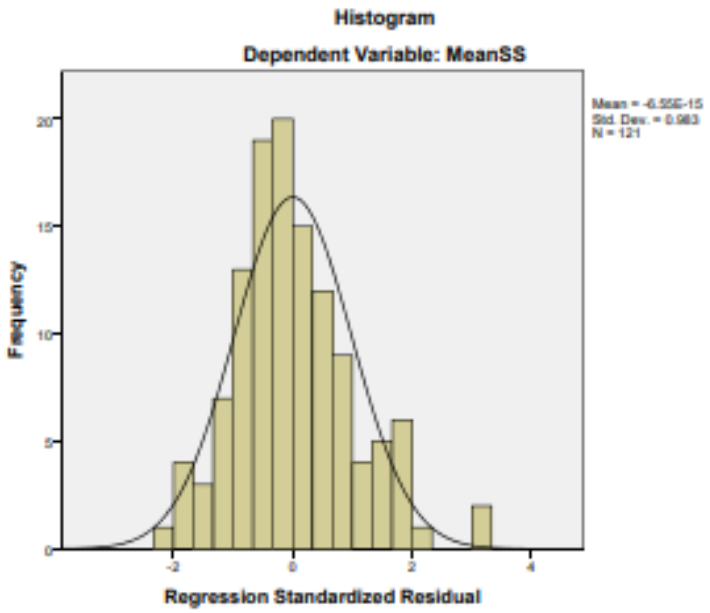
a. Dependent Variable: MeanSS

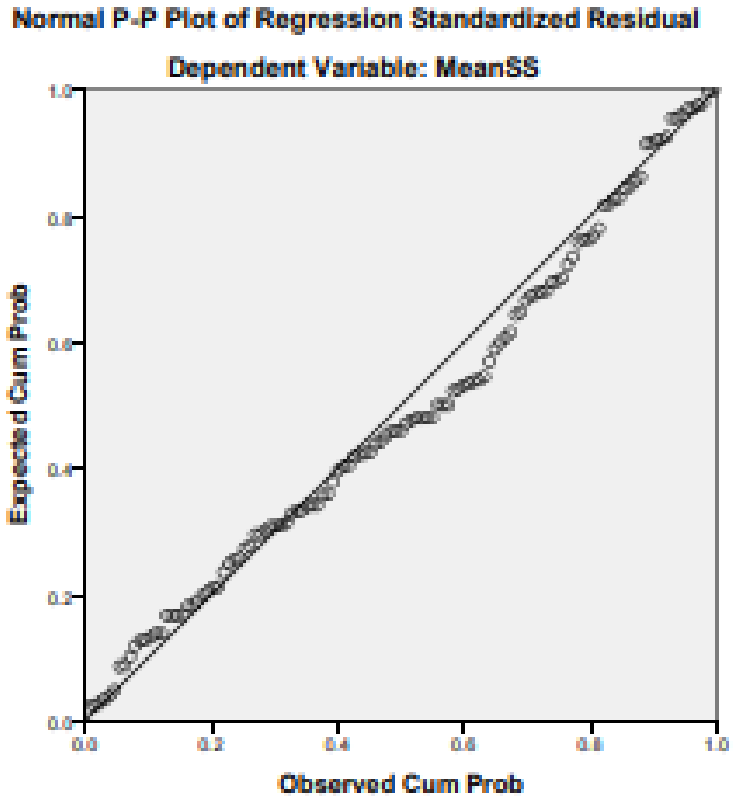
Residuals Statistics[a]

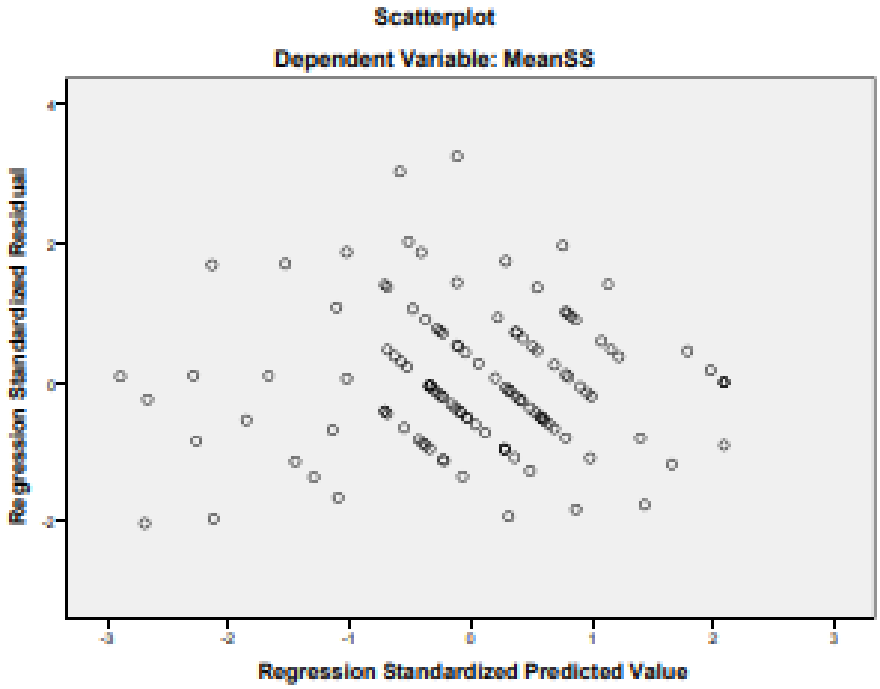
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.9761	4.9996	4.1508	.40611	121
Residual	-.55680	.89572	.00000	.27033	121
Std. Predicted Value	-2.893	2.090	.000	1.000	121
Std. Residual	-2.025	3.258	.000	.983	121

a. Dependent Variable: MeanSS

Charts




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: MeanSS
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: MeanSS
Regression Standardized Residual
Regression Standardized Predicted Value
-3
-2
-1
0
1
2
3