

Relationship between Spiritual Welfare and Generic Skills among Fifth Semester Students in PSMZA

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ABSTRACT

The research was conducted to identify spiritual welfare and generic skill level among fifth semester students of Politeknik Sultan Mizan Zainal Abidin (PSMZA). Besides, this research was also conducted to identify differences between spiritual welfare and generic skills based on gender and relationship between spiritual welfare and generic skills among students. A total of 200 fifth semester students in PSMZA were chosen as respondents through purposive sampling method. The instruments used for this research were spiritually multidimensional measure which was built by previous researchers. Based on this research, the Cronbach's Alpha value obtained was 0.91. The research findings showed that the spiritual welfare level of students was high at 4.61 and the level of generic skills was also high at 4.25. The differences between spiritual welfare and generic skills based on gender showed that there was no significance difference which was $p > 0.05$. The relationship between spiritual welfare and generic skills showed a significant relationship which was $p < 0.01$. Therefore, all parties should play a continuous role in the effort to develop generic skills in students. This is because generic skills are needed to meet the current market requirements.

KEYWORDS: Spiritual Welfare, Generic Skill.

INTRODUCTION

In the era of globalization that well advanced with economic growth, it was expected to be an increase in demand for labour which will continue to increase over time. The increase in the number of graduates in addition to limited job opportunities caused a competition getting harder to get a job. This created the problem of unemployment among graduates. The problems of unemployment among graduates nowadays were due to the lack of communication skills, work experiences and cited the foreign investors' view that local graduates are not able to support the growth of the country. Among the skills to be mastered by students during their studies at the university before going into the field of work are communication skills, teamwork, problem solving, flexible and able to adapt, lifelong learning, self-confidence and ethics. To overcome this problem, polytechnic should play an important role to implement the generic skills within each student. Therefore, students should be made aware of the importance of generic skills.

According to [6] showed that in July 2015, a total of 10,000 person increase in population were unemployed with an increase of 0.1% points. Although the number of people unemployed had increased, the unemployment rate remained 3.2%. Compared with the same month of the previous year, the unemployment rate rose 0.4% points from 2.8% in July 2014.

In addition, to ensure that generic skills among students are practiced, it should be visible to the spiritual welfare of students. This shows that spiritual activity among students is also very important. Spiritual practices are worshippers' practices to worship the Creator. It is made by people with the aim of achieving moral and happiness in this world and hereafter. This is because the spiritual activity is an activity that is able to build a strong identity among students in polytechnics that should be implemented in line with the needs of students. This aspect should not be ignored in educational activities, especially among Muslim students to ensure their dependence on God in order to achieve success.

Therefore, students should emphasize on the elements and spiritual well-being by applying the generic skills learning. Through this way it can provide early exposure to the students before venturing into the world of work which full with challenges.

Problem Statement

The phenomenon of unemployment among graduates that happened today is because they are not competitive with the market needs. Employers today need people who not only have technical skills, but also generic skills to increase their productivity and competitiveness [8]. The graduates are having difficulty to get a job because they do not have additional skills. Additional skills need to be mastered by the students before they start working. There are still students who do not master these skills after graduation. Even though there are students who practice generic skills in learning, it is not practiced as a whole. The students only practice certain elements.

As such, generic skills among students demonstrated less effectiveness. Skills such as personality or ethics, and problem solving and critical thinking are also less mastered by graduates. Therefore, to ensure that generic skills in the students are practiced, it should be visible to the spiritual welfare of the student where the studies conducted abroad in connection with spiritual at work only involves some element of generic skills only.

So far, many previous studies by [2, 21, 18] and others that reviewed about generic skills. Similarly, the study of spirituality had been studied by [3, 22] and others. Research between the relationship of spiritual welfare and generic skills has been reviewed by [7]. However, a study to see the connection between spiritual welfare and generic skills has not been discussed thoroughly in Malaysia. Therefore, it encouraged the researchers to conduct this study.

Research Objectives

The main objectives of this research are to:

1. Identify level of spiritual welfare among fifth semester students of Politeknik Sultan Mizan Zainal Abidin (PSMZA).
2. Identify level of generic skills among fifth semester students of PSMZA.
3. Identify the differences in spiritual welfare based on gender.
4. Identify the differences in generic skills based on gender.
5. Identify the relationship between generic skills and spiritual welfare among fifth semester students of PSMZA.

Research Questions

From the research objectives, research questions are constructed so that the findings could answer all the research questions. The research questions are:

1. What is the level of spiritual welfare among fifth semester students of PSMZA?
2. What is the level of generic skills among fifth semester students of PSMZA?
3. Is there any differences in spiritual welfare based on gender?
4. Is there any differences in generic skills based on gender?
5. Is there any relationship between spiritual welfare and generic skills among fifth semester students of PSMZA?

Research Hypothesis

There are three hypotheses in this research which are:

Ho₁: There is no significant differences between spiritual welfare based on gender.

Ho₂: There is no significant differences between generic skills based on gender.

Ho₃: There is no significant relationship between spiritual welfare and generic skills among fifth semester students of PSMZA.

Conceptual Framework

This study can be seen easily through the presentation of the conceptual framework in which the effects of the independent variables were selected on the dependent variable. Figure 1 shows the conceptual framework of the study to be conducted which was the relationship between spiritual welfare and generic skills among fifth semester students of PSMZA. Spiritual welfare is the independent variables (independent variable). Whereas, generic skills are dependent variable (dependent variable). Also, in this research five elements of spiritual welfare were judged by the researchers that were beliefs, forgiveness, positive thinking, self-worth and religious activities. In addition, this research also assessed seven aspects of generic skills which were communication skills, teamwork skills, problem solving skills, skills to be flexible, lifelong learning skills, self-confidence skills and ethical skills and moral.

An overall analysis of all aspects of spiritual welfare and generic skills were made to see the spiritual welfare and the level of generic skills. Analysis of spiritual welfare and generic skills were also seen in terms of differences based on gender and the relationship between spiritual welfare and the level of generic skills among fifth semester students of PSMZA.

The establishment of the framework of this concept is essential to produce clear guidance in controlling and carrying out the study. In addition, the framework of this study can be undertaken to ensure that the study did not diverge from the objectives that have been set. Figure 1 shows the framework of a study undertaken by the researchers.

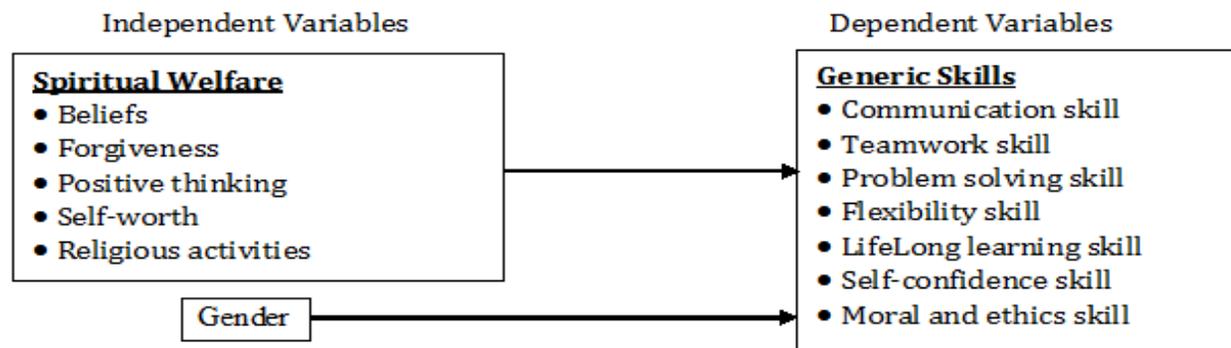


Figure 1: The conceptual framework of a relationship between spiritual welfare and generic skills

Research Scope

This study was to examine the relationship between spiritual welfare and generic skills of fifth semester students of PSMZA rather than the entire campus. Therefore, only the fifth semester students were selected for this study.

In addition, this study only involved five constructs of spiritual welfare consisting trust, forgiveness, positive thinking, self-worth and religious activities. While for generic skills, the affected seven constructs were based on criteria from Universiti Teknologi Malaysia (UTM). These elements were communication skills, teamwork, problem solving, flexible and able to adapt, lifelong learning, self-confidence and ethics. So, generic skills and spiritual welfare were the only major focus of the study although there were several other aspects of generic skills and spiritual welfare which were not highlighted.

LITERATURE REVIEW

There were several studies that have been made about the spiritual welfare and generic skills. However, the study of the relationship between spiritual welfare and generic skills has not been studied. Thus, to ensure a clear discussion of this study, the simulation was broken down into sub-topics based on the variables involved in this research.

Spiritual Welfare

The purpose of [3] study was to investigate the role of Islamic education and moral education in building quality of students' character by looking at the understanding of polytechnic's curriculum of these subjects and consequently looking at the application of morals and values in students' everyday life. In addition, this study also looked at factors that affect the quality of students' character building. The design of this study was a quantitative descriptive method that was shaped by a set of questionnaires to students in Islamic education and moral education. The findings showed that students' understanding of the curriculum of Islamic education and moral education was high (mean score = 4.5 and 3.99), but the implementation of morals and good values in student life was at a moderate level (mean score = 3.67 and 3.61). In addition, family was the main factor that influenced the personality of students in Islamic education and moral education compared to partners and also the lecturers. In conclusion, the Islamic and moral education are absolutely essentials in building students' character quality in polytechnics.

In [2] study was conducted to examine the form of spiritual practice that were practiced in students' life at the Faculty of Islamic Studies (FPI). The study also aimed to identify differences in the level of academic achievement between gender and study the relationship between spiritual practice and academic achievement. The study found that there was some kind of daily spiritual practices and it were related to students FPI learning. There was a significant correlation between spiritual practice and academic achievement. In conclusion, previous studies indicated that the practice of spiritual welfare were related in character building and academic.

Generic Skills

A study conducted by [2] aims to determine the level of generic skills in learning among students in the Faculty of Education UTM. The study was based on four out of seven generic skills outlined in the UTM Graduate Attributes

namely communication skills, flexible and able to adapt, ethical or moral and self-confidence. The results showed that the level of generic skills were higher where the overall mean for communication skills aspect is 4.00, the flexible skills or ability to adapt is 3.69, ethical or moral aspect is 4.19 and the confidence is 3.92. Analysis of variance (ANOVA) test showed no significant difference between the respondents' generic skills surveyed by the department.

A study by [18] found that the majority of students stated that generic skills were important to each individual particularly communication skills, learning and information management skills, teamwork skills and ethics and integrity. The study also found that the majority of the students agreed with the application of methods that have been conducted by the lecturers during the teaching and learning especially in class discussions and forming and doing group work. In addition, this study also found that the majority of students had taken a proactive step in mastering skills such as surfing the internet to increase knowledge and submit assignments before the expiry of the stipulated time frame.

Relationship between Spiritual Welfare and Generic Skills

In [7] study emphasized on the employee. This study aimed to emphasize the importance of spiritual intelligence, commitment to truth and inner wisdom at work. In addition, this study also showed how the increasing spiritual intelligence could develop skills such as intrapersonal and interpersonal relations, problem solving, goal, motivation, commitment, responsibility, self-awareness, teamwork, stress management, time management, leadership and transformation necessary to work and succeed in the workplace. The results showed that spiritual welfare was a suitable method use to facilitate the resolution of everyday problems. In addition, spiritual intelligence helps to develop the potential of the well-being of employees and each employee has unique skills, abilities and competencies that are the most precious human resources.

Overall, the mastery of the spiritual welfare and generic skills are crucial to students. Nowadays, high academic achievement alone is insufficient for the graduates to be accepted directly into the job market. Generic skills are additional skills to be mastered by the students before going into an increasingly challenging employment sector. Accordingly, the spiritual welfare was to be performed by students to ensure a balance between the emotional, physical, intellectual and social. This is because the rate of unemployment among graduates is high at present. Inventories in the students need to be considered and given special attention, namely by adopting elements of spiritual welfare and employability skills. Development of generic skills and spiritual welfare should be done at an early stage and further studies need to be instilled in students through the learning process. In addition, all parties should cooperate in developing the spiritual welfare and generic skills among students in polytechnics.

METHODOLOGY

Research Method

The study of the relationship between spiritual welfare and generic skills among fifth semester students of PSMZA was a study in form of reviews. The survey is one of the non-experimental research methods that is most popular to be used in various fields. The study is representative of all the studies conducted to collect data directly from a group of subjects. The survey is usually conducted by interviewing subjects or giving questionnaires to the subjects to be answered [4]. To investigate the relationship between spiritual welfare and generic skills among students in the fifth semester at the PSMZA, the researchers used questionnaires by distributing questionnaires to the selected samples.

By using this method the researchers were also able to carry out a study on a large sample size that was by distributing questionnaires to the subject or the samples that have been identified by researchers [4].

Research Sample

The population is the cases or the subjects that we are interested in studying it. The population mentioned were students of PSMZA. Meanwhile, samples were scraped case or the subject of a population. There were two important points to be considered when selecting a sample which were issues relating to the adequacy and representation. Adequacy was determined by the number of samples sufficient to make generalizations, while representations related to the sample whether it is truly representative of the population studied [23].

The selected samples consisted of fifth semester students of the PSMZA. For the purposes of this study, the researchers determined the number of samples that will be used through purposive sampling. Purposive sampling was meant to gather information for a specific target group and in accordance with the specific objectives of the study and refers to a formal representation. The selected samples met the criteria set out in the review and belongs to the population studied and selected based on their knowledge and experience. For example, fifth semester students

have been studying the subject of Islamic Education 1, Islamic Education 2 and Islamic civilization. They have also undergone industrial training during fourth semester.

Research Instrument

The instrument used in this study was a questionnaire as a tool to get feedback and data collection. According to [13], it could help in improving the accuracy as the permission was granted by the samples and it had not been influenced by the researchers. Therefore, the researchers had used questionnaires on spirituality that built by [17]. As for the generic skills questionnaire was built by [1]. The instrument consisted of three parts namely:

Student Demographics

Section A contained questionnaire consisting of demographic items of respondent. The items in this section reviewed matters relating to the background of the respondents. Demographic questions such as gender, age, occupation and the latest cumulative grade point average (CGPA) students.

Spiritual Welfare

This section dealt with the spiritual welfare of students. The original questionnaire for measuring spirituality consists of 20 items that has been tested its reliability. However, one item from [15] study has been dropped because the item was not compatible with the religion and culture of the respondent. This questionnaire was designed to measure the engagement and understanding of spirituality among polytechnic students containing 19 items and was divided into 5 types of constructs which were:

- 1) beliefs
- 2) forgiveness
- 3) positive thinking
- 4) self-worth
- 5) religious activities

In section B, the questionnaire used was based on a Likert scale. This Likert -type questionnaire requires respondents to mark their answers on a statement by a scale from one extreme to the other extreme. This questionnaire used 5 Points Likert Scale as follows:

- 1) never
- 2) rarely
- 3) sometimes
- 4) often
- 5) always

Overall, the number of items in Part B were as follows.

Table 1: Types of spirituality construct and number of items in questionnaire

No.	Spirituality Construct	Number of Items	Total
1	Beliefs	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2	Forgiveness	10, 11, 12	3
3	Positive thinking	13, 14, 15	3
4	Self-worth	18, 19	2
5	Religious activities	16, 17	2
Total of items			19

Generic Skills

This section also dealt with the level of generic skills. It consisted of 40 items divided into 7 types of constructs which were:

- 1) Communicating skill
- 2) Team work skill
- 3) Problem solving skill
- 4) Flexibility (adaptability)
- 5) Life-long learning skill
- 6) Self-confident skill
- 7) Moral and ethics

In section C, the questionnaire used was based on a Likert scale. This Likert-type questionnaire required respondents to mark their answers on a statement by a scale from one extreme to another extreme. This questionnaire used 5 Points Likert Scale as follows:

1. Strongly Disagree (SD)
2. Disagree (D)
3. Slightly Agree (SA)
4. Agree (A)
5. Strongly Agree (SA)

Overall, the numbers of items in section C are as follows.

Table 2: Generic skills construct and number of items in questionnaire

No.	Generic Skills	Number of Items	Total
1	Communication skill	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2	Team work skill	10, 11, 12, 13, 14, 15	6
3	Problem solving skill	16, 17, 18, 19, 20	5
4	Flexibility (adaptability)	21, 22, 23, 24, 25, 26	6
5	Lifelong learning skill	27, 28, 29, 30	4
6	Self-confidence skill	31, 32, 33, 34	4
7	Moral and ethics	35, 36, 37, 38, 39, 40	6
Total of item			40

Pilot Study

A pilot study is a survey conducted before the actual study is carried out. The aim of this study was to measure the reliability of the questionnaire items. According to [14], a pilot study is an important activity for every survey where apart from determining the validity and reliability of the instrument, it is also used to test the best methods of administering the instrument, recognize the sample and suitability of analytical methods.

Methods for testing the reliability of the instruments used in this study was the Cronbach Alpha method. The pilot study was conducted on 50 respondents chosen at random. The respondents were students from PSMZA. The findings of this pilot study were used to refine it into the actual study. According to [14], high reliability was when the reliability index is above 0.80. The reliability of the pilot study for this study was high at 0.97.

Data Analysis

Analysis of descriptive data means, standard deviation and the percentage used to determine the spiritual welfare and generic skill level among fifth semester students in a PSMZA. The questionnaires were analyzed by computer using the Windows software Statistical Package for the Social Science (SPSS) version 21.0 to ensure accurate data is obtained.

Table 3 shows the classification of the mean values obtained for the spiritual welfare and generic skills. Researchers had categorized 5 point scales on three levels, namely low, medium and high. This was because researchers were only asking positive questions and no negative items had been asked based on the objectives and hypothesis of the research. According to [14], to ease the comparison, there were only 3 columns were provided.

Table 3: Likert scale scoring spiritual welfare and generic skills to mean

Level	Mean Level
Low	1.00 to 2.33
Medium	2.34 to 3.67
High	3.68 to 5.00

For the first and second questions, a descriptive statistical analysis had been used that was mean and standard deviation. Table 4 is an analysis of statistical inference for the following hypothesis.

Table 4: Summary hypothesis testing study

Hypothesis	Types of Data		Data Analysis
	IV	DV	
There is no significant differences between spiritual welfare based on gender.	(Nominal) gender	(Gap) spiritual welfare	T-test
There is no significant differences between generic skills based on gender.	(Nominal) gender	(Gap) generic skills	T-test
There is no significant relationship between spiritual welfare and generic skills among fifth semester students of PSMZA.	(Gap) spiritual welfare	(Gap) generic skills	Pearson Correlation

FINDINGS AND STUDY ANALYSIS

Data Analysis

The method of data analysis used was SPSS version 21.0 to analyze the frequency and percentage of the spiritual welfare level and the level of generic skills. T-test was also used to analyze the differences in spiritual welfare based on gender and also the differences in generic skills based on gender. To answer the research question which was the relationship between spiritual welfare and generic skills, researchers used inferential analysis. Normality tests showed that the data was in a normal condition in which the significant Shapiro-Wilk was 0.075, which was significant at $p < 0.05$.

Descriptive Analysis

Descriptive analysis was conducted to obtain demographic information on the respondents, the level of spiritual welfare and the level of generic skills. Demographic analysis was carried out only to see the percentage of respondents in the polytechnic based on the aspects under discussion.

Respondent Demographics

Based on the findings, a total of 111 respondents (55.5%) were male respondents while a total of 89 (44.5%) respondents were female respondents. The respondents involved in this research majority were 19-20 years old which were 170 respondents (85%). The second highest group of respondents from the age of 21-22 years old which were 24 respondents (12%), followed by 6 respondents (3%) from the age of 23-24 years old.

The majority of the respondents consisted of Engineering Information and Communication Technology with a total of 63 respondents (31.5%). While 59 respondents (29.5%) from the Department of Mechanical Engineering, 48 respondents (24%) from the Electrical Engineering Department and the lowest group was from Department of Civil Engineering with a total of 30 respondents (15%).

Based on the findings, majority of respondents obtained a CGPA between 2.51-3.00 which was a total of 118 respondents (59%). While, the second highest group obtained a CGPA between 3.01-3.50 that were total of 49 respondents (24.5%) and was followed by 2.00 and 2.50 with a total of 20 respondents (10%) and the lowest group was 3.51-4.00 which were a total of 13 respondents (6.5%).

Spiritual Welfare

Based on the mean level of spiritual welfare which was divided into 3 namely low (1.00-2.33), moderate (2.34-3.67) and high (3.68-5.00). There were 5 components of the instrument spiritual welfare which were beliefs, forgiveness, positive thinking, self-worth and religious activities. The component that showed the highest mean was beliefs with the mean value = 4.78, standard deviation = 0.2, and the second highest was positive thinking with the mean value = 4.78, standard deviation = 0.34, followed by forgiving component with the mean value = 4.70, standard deviation = 0.37, so the self-worth with the mean value = 4.04, standard deviation = 0.71, and lastly the lowest mean is the religious component with the mean value = 4.02, standard deviation = 0.63. Overall, the findings indicate that the majority of fifth semester students of PSMZA has a high level of spiritual welfare.

Generic Skills

A generic skill level also has 3 mean levels that were low (1.00-2.33), moderate (2.34-3.67) and high (3.68-5.00). There were seven generic skills component in the instruments such as communication skills, teamwork skills, problem solving skills, skills to be flexible, lifelong learning skills, self-confidence skills and ethical and moral skills. The components that showed the highest mean value is teamwork skills with the mean = 4.41, SD = 0.65, followed by the skills of self-confidence with the mean = 4.36, SD = 0.50, followed by communication skills scores mean = 4.30, SD = 0.61. Next ethical and moral skills with the mean = 4.27, SD = 0.49, followed by lifelong learning skills with the mean = 4.19, SD = 0.47, followed by the skills to be flexible with the mean = 4.12, SD = 0.50, and lastly the lowest mean is problem-solving skills mean = 4.09, SD = 0.57. Overall study found that all respondents in the fifth semester students at the PSMZA experienced a high level of generic skills.

Inferential Analysis

Inferential analysis was conducted to answer the research questions. In this study, the researchers tested two variables, namely the spiritual welfare and generic skills. T-test was performed to compare the variables with gender. Tests are to determine the correlation between spiritual welfare and generic skills among students in the fifth semester at the PSMZA that was done by using Pearson correlation. The index value correlated [13] used in this test is to see the strength of the relationship between the two variables involved in this study.

Table 5: Strength of relationship according to correlation value

Correlation Index Value	Relation Interpretation
0.00-0.20	Very weak
0.21-0.40	Weak
0.41-0.70	Medium
0.71-0.90	Strong
0.91-100	Very strong

Test on First Hypothesis

Ho₁: There is no significant differences between spiritual welfare based on gender

Mean of spiritual welfare for male students is equal to the mean for girls that is 4.61 and 4.61. While the null hypothesis that there were no significant differences between the levels of spiritual well-being based on gender is accepted namely $t(200) = 0.41$, $p > 0.05$. Consequently, there was no significant difference between the levels of spiritual welfare based on gender. Hence, the null hypothesis is accepted.

Test on Second Hypothesis

Ho₂: There is no significant differences between generic skills based on gender

Mean of generic skills for male students is lower than mean for girls that is 4.23 and 4.28. While the null hypothesis that there were no significant differences between the levels of generic skills based on gender is accepted namely $t(200) = 0.25$, $p > 0.05$. Consequently, there was no significant difference between the levels of generic skills based on gender. Hence, the null hypothesis is accepted.

Test on Third Hypothesis

Ho₃: There is no significant relationship between spiritual welfare and generic skills among fifth semester students of PSMZA

The findings showed that there was a significant correlation between spiritual welfare with the generic skills ($r = 0.426$, $p < 0.01$). This showed that the null hypothesis that there was no significant correlation between spiritual welfare with generic skills is rejected. Therefore, there was a moderate significant difference between spiritual welfare with generic skills in fifth semester students in PSMZA. Overall, the findings obtained in this study are shown in the Table 6.

Table 6: Findings of third hypothesis

Hypothesis Analysis	Research Findings
HO ₁ : There is no significant differences between spiritual welfare based on gender.	Accepted
HO ₂ : There is no significant differences between generic skills based on gender.	Accepted
HO ₃ : There is no significant relationship between spiritual welfare and generic skills among fifth semester students of PSMZA.	Rejected

DISCUSSION, SUGGESTION AND CONCLUSION

The results showed that most students had a few components only in the spiritual welfare and generic skills. The components of beliefs in spiritual welfare is the highest while the lowest component is religious activities. For generic skills component in return, teamwork skill is the highest and the lowest components is problem-solving skill. The study also found that there was a significant correlation between spiritual welfare with generic skills. In addition, the researchers also found that there was no significant difference between spiritual welfare and generic skills based on gender.

Spiritual Welfare among Fifth Semester Students in PSMZA

Based on the findings obtained in the descriptive analysis which used to determine the level of the spiritual welfare of the fifth semester student at the PSMZA showed that students have a high level of the spiritual welfare of 4.61 (mean). However, it just depends on some components only. This finding was supported by the research conducted by [20] on the motivating factors of spiritual practice among Institutusi Pendidikan Guru (IPG) students. This study aimed to look at the spiritual practices undertaken by students in the institute and their perception of the

role of spirituality in the life of a student. Through her research findings, she had found that spirituality of the students were also at a high level.

Generic Skills among Fifth Semester Students in PSMZA

Based on the findings obtained in the descriptive analysis which used to determine the level of generic skills among fifth semester students in a PSMZA showed that students have a high level of generic skills namely 4.25 (mean). The study by [19] in which aimed to determine the level of generic skills in the learning process in the final year students of the Faculty of Education UTM also found that the level of generic skills was high.

The Differences in Spiritual Welfare Based on Gender

Based on the findings, it showed that there was no significant difference between spiritual welfare based on gender. According to a study by [5] found that there were no differences by gender in spirituality.

The Differences in Generic Skills Based on Gender

Based on statistical analysis, it was found that there were no significant differences between the types of generic skills between boys and girls. Despite the differences between males and females in which the mean for girls was higher than boys. However, the analysis of the t-test showed that there was no significant difference between boys and girls. This finding was in line with the study conducted by [10] on second-year student at UTM campus residential colleges where there were no significant differences between generic skills between boys and girls.

Research conducted by [11] found that the results of the study showed that the demographic factor had no significant relationship to the generic skills of trainee teachers UTM.

Relationship between Spiritual Welfare and Generic Skills Among Fifth Semester Students in PSMZA

Based on the research findings, the researchers found that there was a significant correlation between spiritual welfare with generic skills. The findings were also supported in a study conducted by [16]. The results showed that the spirituality of students showed that there was a relationship with generic skills which was in line with the educational goals that was producing a balanced, faithful and honorable. Therefore, the results obtained in this study were found to have similarities with the correlation between the spiritual welfare and generic skills.

Suggestion

Based on the findings and the conclusions made, a few steps should be taken by various parties especially the polytechnic itself to install all elements of spiritual welfare and generic skills among students. An effective approach should be taken to implement all the elements in the spiritual welfare and generic skills.

Based on the above writing, it is clear that the efforts should be considered to find a way so that the implemented moral development of students would give good impact upon the students to ensure the development of generic skills. The unemployment issue is a problem that should not be underestimated because the real goal of education is to produce students who are virtuous. Similarly, in the education system, issues of human development was emphasized in order to meet the needs which is not only focused on the development of the intellectual and even good moral values implementation in order to produce a viable human being. This clearly indicates that spiritual welfare needs to be applied to enhance students' moral development, so that can increase the level of generic skills and the problem should be solved with a more strategic approach.

Similarly with the students, they should be made aware and be instilled with spiritual development before stepping further into the next level because at this level, students will be aware of their responsibility as a caliph of Allah and will always have the self-awareness to do what is right and avoid what is wrong. Indirectly, other requirements such as physical and intellectual abilities can be upgraded easily. Thus, by emphasizing the educational process based on spiritual development will be able to become a solid platform to produce well-balanced students which developed holistically, comprehensive and integrated in line with national educational goals.

Among the approaches or steps that can be taken to improve student proficiency in communication skills is to expose students in the situations that can improve communication skills such as paper presentation, public speaking and so on. Whereas, according to [14], the discussion method or methods of discussion are one interesting method to implement generic skills in which divided into two namely formal discussions and informal discussion. This is because, through discussion, students are trained to listen and accept the views of others and also together planning a new task or make a decision [18].

In addition, the generic skills can be instilled within students through extra-curricular activities. Through systematic extra-curricular activities, generic skills can be instilled directly or indirectly among students which may be accomplished by variety methods of teaching and learning as well as the active involvement of students in the

curriculum in an institution that allows students to apply the knowledge that will be useful in the future work profession. Furthermore, generic skills existed in extra-curricular activities that are carried out in an educational institution [12].

The students themselves should also play an important role by constantly striving to improve the mastery of spiritual welfare and generic skills within them. They also should not give advantages to purely academic but should be balanced in terms of spiritual, academic and co-curricular activities. This is because according to [24], local graduates should have elements of generic skills in addition to academic excellence in the field to put themselves and compete in the global job market nowadays. He also believes that the elements of generic skills will allow an employee to use all the knowledge and skills available in any line of work.

Conclusion

Based on this study, the researchers found that the results obtained were not much different from a study done by the researchers before. Most of the students master all the elements that exist in the spiritual welfare and generic skills. However, there were some aspects that need to be further enhanced by the students. For example, the mastery of students in English which is only minority indicate that less than half of the respondents master in the skills to communicate in English well. The mastery of students in English significantly different compared to Malay language in which the majority of students can master Malay language very well.

Therefore, research on the spiritual welfare and generic skills should be expanded in order to gain awareness from all parties, especially among the students regarding the importance of mastering the spiritual welfare and generic skills before they step into the working world. This could be proven by the fact from the report of [9]. The government had made a study and the findings found that the main cause of 60,000 Malaysian graduates were still unemployed was due to the lack of some skills such as communication, weak in English Language and less work experience [12].

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