USING VIDEO INTERVIEW AS A TOOL TO ASSESS MOCK JOB INTERVIEW: A MALAYSIAN POLYTECHNIC CONTEXT

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ABSTRACT

The use of video interviews to carry out remote job interviews has gained traction over the last few years. Video interviews can be different from face-to-face interviews and offer the additional advantage of allowing interview sessions to be recorded to provide feedback. While their increase has increased in practice, they are not as widely used in institutions of higher learning as part of mock interviews designed to train students. This research sought to highlight the effectiveness of using them in this context and the factors influencing their use. This study examined the effectiveness of using video interviews as a tool to assess mock job interviews, factors influencing their use based on the TAM theory, and the moderating roles of gender, ethnicity, course of study and working experience on the effects of the TAM factors. The study adopted the quantitative methodology with the cross-sectional survey design applied in the study. 100 semester 4 students at Ungku Omar Polytechnic were included in the study through random sampling and a structured questionnaire handed to them for data collection. Correlation and regression analyses were applied to the collected data. The outcomes reveal that the use of video interviews as part of mock interviews is highly effective in preparing students for both video interviews and face to face interviews. Students' perceived ease of use, perceived usefulness, and attitude were found to be significant determinants of behavioural intentions towards the use of video interviews. Ethnicity and course of study were the only demographic factors found to moderate the effects of these determinants. Polytechnics are advised to include the use of video interviews and encourage students to adopt them by focusing on enhancing the TAM factors. Ethnic differences in behavioural intentions towards video interviews are worrying and point to a digital divide that needs to be addressed.

Keywords: Video Interview, TAM, Mock Interview

INTRODUCTION

The use of video interviews to carry out remote job interviews has gained traction over the last few years. Video interviews can be different from face-to-face interviews and also offer the additional advantage of allowing interview sessions to be recorded to provide feedback. This research examines the effectiveness of using video interview as a tool for assessment of mock interviews to prepare students for real life scenarios. This chapter establishes the introduction of the study by conceptualizing the problem that the study addresses and the critical parameters of the study.

Unemployment continues to be a significant problem in Malaysia despite decades of efforts to address the problem. The rate of unemployment in the country reached 4.5% in 2020 which was the highest level in nearly three decades (Husin et al., 2021). Wen et al. (2022) meanwhile, noted that the unemployment rate in Malaysia is the third 2 highest in the ASEAN region. The researchers noted that this is a major problem for the country as it threatens the prosperity and future of the nation. The problem of unemployment is even worse for recent graduates of higher learning institutions in Malaysia. Husin et al. (2021) notes that the unemployment rate for fresh graduates (within three years of graduation) in Malaysia was 25% in 2020 which was nearly double the rate of the previous year. A numerous of reasons has been provided for the high unemployment rate among graduates, many of which are not under the control of graduates themselves. However, one factor that continues to be cited that is under the control of graduates is poor interview skills. In an assessment of fresh graduates' performance in job interviews, Arumugam et al. (2021) found that fresh graduates were not able to carry out smooth interactions and adequately make use of impression management tactics. The researchers noted that many employers still complain about interview skills of Malaysian graduates citing it as a contributor to poor hiring rates for graduates.

PROBLEM STATEMENT

The fact that interview skills among fresh graduates in Malaysia continue to be poor as noted by Arumugam et al. (2021) is surprising as many institutions of higher learning offer training that is geared towards improving the interview skills of students. For instance, Malaysian polytechnics offer job hunting mechanics in DUE 50032: Communicative English 3 module for students. Mock interviews are used in this module to help train students for the actual interviews they will face in future. The implication of the findings by Arumugam et al. (2021) is that the training students receive from these mock interviews is not effective. Additionally, it is notable that there has been a trend towards the use of video interviews since the COVID-19 pandemic (Balconi et al., 2022). The pandemic was characterized by remote working and meetings through platforms such as Zoom, Google Meet, and Skype and many organizations also started conducting interviews via these platforms.

It is notable that higher education institutions are not alive to this trend in Malaysia as there has been very limited research on the same. Balconi et al. (2022) notes that conducting virtual interviews can feel different from face-to-face interviews and it is important for students to also be prepared for this aspect. Additionally, video interviews allow for recordings of the interview sessions to provide feedback to students. Research evidence has shown that video feedback is more instructive and leads to better outcomes in terms of confidence and preparedness for interviews (Ledford, 2022; Li et al., 2023). It is thus highly likely that using video interviews will enhance the effectiveness of mock interviews in preparing students for real life scenarios by ensuring that

they are ready for an emerging trend and offering more instructive feedback. However, there is very limited evidence on whether this is the case and the potential factors that would make students more willing to adopt video interviews for assessment of their mock interviews. This study tries to address this problem.

RESEARCH OBJECTIVES

This research assesses the use of video interviews as a tool to assess mock job interviews from the perspective of Malaysian polytechnics. The specific objectives of this study are:

i. To investigate the effectiveness of using video interviews as a tool to assess mock job interviews in polytechnics in Malaysia.
ii. To identify relationships between students' perceived ease of use, perceived usefulness, attitude, and behavioural intentions towards the use of video interview platforms as a tool to assess mock job interviews.

Figure 1.1: Technology Acceptance Model (TAM) by Davis (1989)

RESEARCH QUESTIONS

The research questions of this study are as follows:

i. What is the effectiveness of using video interviews as a tool to assess mock job interviews?
ii. What are the relationships between students' perceived ease of use, perceived usefulness, attitude, and behavioural intentions towards the use of video interview platforms as a tool to assess mock job interviews?
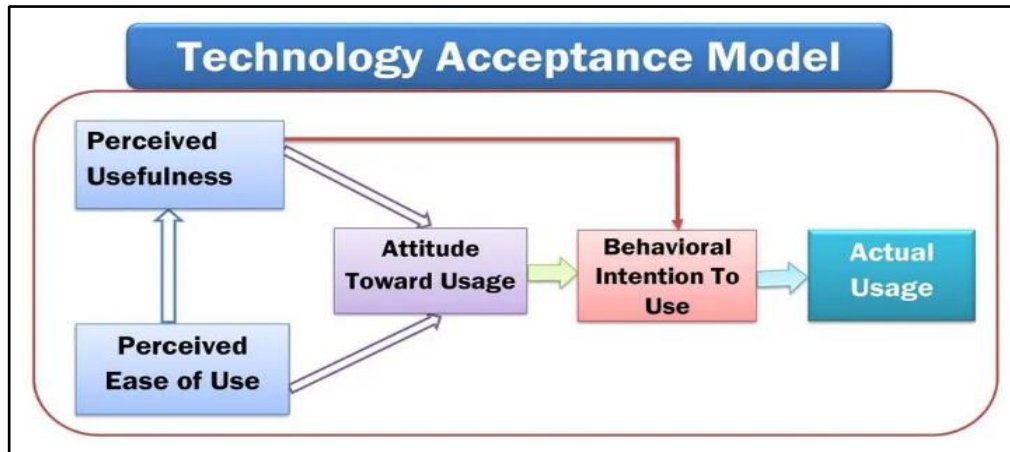
THEORETICAL FRAMEWORK

The theoretical framework of this study is provided by the Technology Acceptance Model (TAM). This model was proposed by Davis (1989) to predict acceptance and use of a tool or technology by users. The model is suitable because this study essentially examines the potential of adopting and using video interviews in Malaysian polytechnics. The model also provides the variables that form the basis of examining the behavioural intentions towards the use of video interviews. Perceived usefulness, perceived ease of use, and attitude are constructs derived directly from the model as they have been widely shown to significantly influence behavioural intentions towards new technologies. The model and its suitability as the theoretical framework for this research project are discussed in more detail in the next chapter.

SIGNIFICANCE OF STUDY

The essentialness of this research stems from the critical contributions it makes to both the literature and practice and the various groups that will benefit from these contributions. Despite the fact that video interviews have become more common in practice and offer a myriad of benefits such as a better potential for feedback through recordings, research into their use and potential in helping students to prepare for practice remains rather limited. This research is one of the few studies on their potential use in preparing students for actual interviews and thus helps to address the gaps in the literature. This research will lead to more related studies as it will provide other researchers with a theoretical basis for conducting their studies. In addition to benefiting researchers, the study will also contribute towards practice by benefiting students, higher education institutions, and the government of Malaysia. The study will benefit students in higher education institutions by highlighting the potential of video interviews in preparing them more effectively for actual interviews. Poor interview skills remain an important contributor to graduates missing out on work opportunities and this study will help to reduce this problem for students.

These benefits will particularly accrue to students of polytechnics as this study is done among them. Institutions of higher education will benefit from the outcomes of this research since they can use the findings as a basis to improve their courses. For instance, polytechnics use mock interviews to prepare students for actual interviews and the findings of this study will help them to improve

the effectiveness of their courses by including video interviews as part of the mock interviews. Other institutions including universities can also benefit similarly from the findings of the study. The government of Malaysia will also benefit from the findings of this study. Unemployment remains a major problem for the government and poor interview skills have been implicated in this challenge. The findings of this research will help the government in developing policies to improve interview skills among students such as mandating the use of video interviews to prepare students for actual interviews.

LITERATURE REVIEW

TECHNOLOGY ACCEPTANCE MODEL (TAM)

This research is conducted from the perspective of the Technology Acceptance Model (TAM). The model was developed by Davis (1989) to predict acceptance and use of a tool or technology by users. The model focuses specifically on the predictors of users' acceptance of new and emerging technologies or the application of such technologies in different contexts. The TAM has found extensive application in various domains, including the adoption of information systems, e-commerce, mobile apps, and other emerging technologies (Al-Emran et al., 2018). Granić & Marangunić (2019) notes that the model has been used to understand user behaviour, predict adoption rates, design user-friendly interfaces, and evaluate the effectiveness of technology interventions. The model is founded on the long-established psychological concept of behavioural intentions which are regarded as being the ultimate predictors of actual behaviour. According to Davis (1989), the acceptance and use of new technologies is determined by three key factors: perceived usefulness of the technology, perceived ease of use of the technology, and attitude towards the technology.

TAM is suitable for this study for various reasons. This research focuses on the use of video recording technology in new contexts to record and analyse mock interviews by polytechnic students in Malaysia. The study examines the effectiveness of the same as well as the factors affecting it. As noted by Marangunić & Granić (2015), TAM is applicable both in the context of assessing effectiveness of new and emerging technologies as well as in establishing the factors influencing the acceptance and use of technologies including the use of existing technologies in new contexts. This makes TAM highly suitable for this study. Additionally, the factors that are examined in this study have been drawn from the model. These factors have been selected because well-established research evidence has shown that they are determinants of the use of technologies in different contexts. Crucially, existing research evidence shows that the TAM factors are appropriate in the assessment of acceptance and use intention of videography in a variety of contexts (Al-Emran et al., 2018; Granić & Marangunić, 2019). The model is thus the most suitable for this research.

MOCK JOB INTERVIEWS

As a form of practice for real interviews, "mock interviews" are simulations of actual employment screenings (Li et al., 2023). It is another name for the opportunity job candidates must simulate an interview and get constructive criticism. Lindsay et al. (2015) note that jobseekers can benefit from conducting mock interviews to practice their responses to common (and unusual) interview questions, refine their approach to the interview process, hone their communication skills, and lower their anxiety levels in the lead-up to the real thing. In order to help jobseekers practice for real interviews, the conversational exercise is designed to mimic one as precisely as possible. Mock interviews are used by many schools across the world to help prepare graduating students for real-world job
interviews (Li et al., 2023). Students benefit from knowing what to anticipate from a genuine job interview and how to better market themselves.

All third-semester students at Malaysian polytechnics are required to take Course 50032: Communicative English 3, a course that includes practice job interviews (Aarif et al., 2019). All the information these students will need to succeed in a simulated job interview is provided to them in advance. As Huss et al. (2017) point out, the objective of a mock interview is to help a candidate prepare for a genuine interview by providing them with an experience that is as close to the real thing as possible. In order to succeed at job interviews, it is essential to conduct mock interviews. Candidates might prepare for interviews to address any concerns they have that the interviewer may have. Furthermore, Lloyd Staffing's Vice President Nancy Shuman believes that this practice interview would assist jobseekers relax and perform better during real interviews (Ballinger 2017).

Most recent college graduates lack interviewing experience when they first start looking for work. Suhaili and Mohama (2021) posit that many recent graduates are not hired, despite having impressive resumes and even better interview skills. For this reason, it is recommended that students participate in a mock interview before entering the job market. Mock interviews are a form of practice for real job interviews. It is possible to do a mock interview in person, via video chat, or through any number of other online mediums. In a face-to-face mock interview, participants interact with a career counsellor or an industry expert who are tasked with writing practice interview questions that are indicative of what candidates might expect to be asked in real interviews (Lindsay et al., 2015). It's common practice for interviewers to use video recording equipment and provide constructive criticism after seeing the interview. Jobseekers can get a leg up on the competition by practicing their interview skills with the help of video interview platforms and other online practice interviews.

Potential employees can benefit from reviewing their responses, body language, eye contact, and interview dress via webcam (video) practice interviews. Mock interviews help students hone their oral communication skills (Huss et al., 2017), which is a trait that is rarely emphasized in the classroom. Most people's public speaking skills come through giving or taking part in prepared presentations or conversations, which are typically more instructive than questioning in nature (Huss et al., 2017). It was decided that incorporating simulated interviews into the course would be beneficial for students to practice for their professional placement interviews and for their future job prospects. Students may reflect on their academic and professional goals after participating in

the mock interview and research evidence has shown that mock interviews are highly effective in preparing students for real life interviews (Kosari et al., 2021).

VIDEO INTERVIEWS

A remote job interview called a "video interview" makes use of video technology as a communication tool (Moore, 2015). A video interview, as the name suggests, is a face-to-face encounter that takes place with the assistance of panel conference-style sessions that connect several participants. Lukacik et al. (2022) note that due to their capacity to eliminate geographical restrictions, save time and money compared to traditional in-person interviews, automate candidate screening, and enhance the quality of data in the recruitment management system, video interviews are becoming a more and more common tool in the recruitment procedure. They are utilized throughout several hiring process phases. For instance, the hiring manager may ask a series of questions in the beginning and request that candidates record their responses in a video (Yaginuma et al., 2017). This makes it possible for the hiring manager to swiftly evaluate applicants and decide which ones will move on to the next round. Participants spread out in different places. Without the money and time required for travel, video interviews make it possible to quickly and easily interview job prospects who are based remotely.

There are mainly two types of video interview: synchronous and asynchronous (Lukacik et al., 2022). Live video interviews are sometimes referred to as synchronous video interviews. Candidates and interviewers participate in a two-way video call and conduct their interview in real-time, regardless of where they are located. Ledford (2022) argues that synchronous video interviews are popular because it allows two people to speak and see each other in a live format, and it is the closest to a face-to-face interview. Besides asking job-related questions, employers are also able to evaluate job seekers' body language and communication skills through live video interviews. Applications that are increasingly commonly used for live stream video interviews include Skype, Google Meet, Zoom, and Apple FaceTime (Lukacik et al., 2022). Synchronous video interview is particularly useful when interviews must be conducted remotely as employers and candidates reside in different locations. Synchronous video interviews are also useful to screen many candidates during early hiring stages without having to deal with logistics (Ledford, 2022).

In asynchronous interviews, prior to the interview, the interviewer sends the candidate questions, and then records their answers in video format (Black, 2020). Both the interviewee and the interviewer can benefit from this strategy since it gives both parties time to prepare before the video is taken, and it enables employers to watch the video whenever it is convenient for them. However, there are also clear disadvantages to the recorded video interview, notably for the employer as there is no face-to-face communication between the interviewer and the applicant (Black, 2020). Video interview platforms are commonly used for mock interviewing. These platforms typically provide job seekers an opportunity to prepare and practice for their actual job interview. Although most platforms offer basic interview questions to practice with, some advanced video interview platforms allow job seekers to customize a mock interview by selecting questions specific to their industry or career field.

Some of these platforms even have a time limit for mock interviews, so that job seekers can learn to answer interview questions concisely. Most frequently, video interview platforms allow users to record the simulated interview. These recordings can be used for review by a third party (for instance a career counsellor, family member or friend). Although rare, some platforms can even be used to mock live, online interviews via a webcam with actual professionals or career counsellors. The interviewers usually record the interview and then provide feedback on the job seeker's performance.

RESEARCH DESIGN

The correlational cross-sectional survey design was selected for this research to assess the effectiveness of using video interviews and the behavioural determinants around the willingness to use them among polytechnic students. This design comes under the quantitative methodology which was suitable for this research. This approach comprises gathering data in a form that facilitates simple mathematical or statistical analysis, such example by using structured questionnaires (Gupta & Gupta, 2022). This approach is thought to be the most suitable when generalisability is desired in a study, including when testing hypotheses. The quantitative approach was chosen for this study because generalizable data was needed to produce actual practice-relevant findings. The correlational cross-sectional survey design was chosen since the study sought to assess hypotheses around the behavioural intentions towards video interviews through correlation assessment rather than causality assessment. This design facilitated timely data collection from the participants of the study which was 100 participants. Gupta and Gupta (2022) note that the survey design is useful for collecting data quickly and cost-effectively from a large group of respondents.

SAMPLING PROCESS

Sampling refers to the process of selecting samples for research from a target population in order to gather necessary information for undertaken study (Etikan & Bala, 2018). This study was interested in the use of video interviews in the context of mock interviews among polytechnic students in Malaysia. Polytechnic students themselves were deemed to be the best source of the necessary information for the study. Reaching all polytechnic students in Malaysia would have been challenging and it was necessary to select a suitable target population. Ungku Omar Polytechnic was chosen for this purpose with students at the polytechnic serving as the target population for the study. A sampling frame was chosen to support probability sampling for the study. Only semester 4 students were guaranteed to have already undertaken their mock interview practices and were thus selected to serve as the sampling frame for the study. Simple random sampling was used to select 100 students from this group. Random sampling was used to increase the reliability of the findings in terms of enhancing generalizability of the results.

RESEARCH INSTRUMENT

A structured questionnaire was used for data collection in this study. A structured questionnaire is appropriate for quantitative studies. The questionnaire that was used in this study was created using items adopted from prior studies. It was divided into several parts as shown in table 3.1 below. Part A of the questionnaire contains 6 items to elicit data on demographic profile of the respondents. This includes age, gender, ethnic, course of study and working experience. Part B of the questionnaire contains 11 items on effectiveness of using video interview platforms as a tool to assess mock job interviews. These items were adapted from Measure of Guidance Impact (Reddan, 2008). Part C contains 18 items based on constructs validated in Davis (1989). These items were adapted from Weng et al., (2018) and listed under three different constructs; 'Perceived Usefulness', 'Perceived Ease of Use', 'Attitude', and 'Behavioural Intention to Use'. There were 4 items each for Perceived Ease of Use and Perceived Usefulness, and 5 items each for 'Attitude' and 'Behavioural Intention to Use'. All items in Part B and C were followed by a 5-point Likert scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

DATA COLLECTION PROCEDURES

Prior to the data collection, the undertaken study is conducted using quantitative research approach, whereby data is collected through a survey methodology. Survey methodology is used in this study as it helps researcher to explore specific attributes of a target population by collecting data from a section of that population using questionnaires. It is an explanatory study as it is aimed at explaining the factors that influence the use of video interview platforms as a tool to assess mock job interview among polytechnic students.

First, the semester 4 students from Polytechnic will be asked to answer the questionnaires by using their experiences in using video interview platform as a tool to assess mock job interview. Apart from that, the questionnaires will be distributed via online to the students according to their convenience. They must answer all the instruments provided in the questionnaires. Once the questionnaire has been answered, they will submit it to the researcher for data analysis.

DATA ANALYSIS PROCESS

The analysis in this paper was conducted statistically using the Statistical Product and Services Solutions (SPSS) version 26 software. Descriptive statistics analysis, correlation coefficient analysis, and regression analysis were all performed using the software. In this study, descriptive statistics are mostly used to effectively describe and summarize data. The mean and standard deviation are frequently included in these statistics. Examining the connections between variables is known as correlation. It is a commonly used method for determining how closely two variables are related. Pearson's correlation coefficient, which has a scale of -1 to +1, is denoted by the letter "r". A score of -1 denotes a perfect negative correlation, meaning that as one variable rises, the other one falls linearly. A score of +1 denotes a complete positive correlation, meaning that as one variable rises, the other rises linearly as well (De Smith, 2018). There is no linear relationship between the two variables, as shown by a score of 0. The planned research was deemed appropriate for Pearson's correlation coefficient analysis because it would help test hypotheses, and a significance level of $r = +/-0.1$ was set for the analysis to be carried out.

Multiple regression analysis is a technique used in quantitative research to examine the relationship between a dependent variable and two or more independent variables. This reliable statistical method enables researchers to ascertain the strength of the relationship between the independent and dependent variables while controlling for other potential confounding variables. In a multiple regression analysis, the independent variables are known as predictors or explanatory variables, whilst the dependent variable is known as the result or criterion variable. The objective of this study is to develop a model that forecasts the values of the dependent variable based on the independent variables (De Smith, 2018). Multiple regression analysis was employed in this study, and a suitable model was suggested, since there was only one dependent variable and a substantial number of independent factors. In order to conduct the analysis, $p = +/- 0.05$ was chosen as the regression's significance level.

EFFECTIVENESS OF VIDEO INTERVIEW PLATFORMS

Table 1.1 shows the level of effectiveness of video interview platforms. The Likert scale belongs to 1-5, where 1(strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5(strongly agree). The highest mean is 4.69 for the statement of "I feel I am able to make a decision about the job that I want to do after using video interview platform', as well for "I have better idea of the job I am interested in after using video interview platform". The least mean was 3.52 for the statement of "I can see the steps/processes that I must go through to get into the position I want after using video interview platform". This mean that video interview platform is effective in helping the students in making decision about the job and also to have a better idea of the job that they are interested in after using video interview platform.

Table 1.1 Effectiveness in using video interview platform as a tool to assess mock job interview.

No	Items	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)	Mean	S. D
E1	I feel positive about applying for a job after joining the video interview platforms	0	0	35 (35)	28 (28)	37 (37)	4.02	.852

E2	I know how to prepare for an interview after using video interview platform	0	0	0	77 (77)	23 (23)	4.23	.042
E3	I have better idea of the job I am interested in after using video interview platform	8 (8)	10 (10)	18 (18)	16 (16)	48 (48)	3.86	.133
E4	I feel there is more I need to know before I decide on the job I am interested in after using video interview platform.	1 (1)	2 (2)	34 (34)	22 (22)	41 (41)	4.40	.096
E5	I feel I am able to make a decision about the job that I want to do after using video interview platform.	0	0	0	60 (60)	40 (40)	4.69	.046
E6	I have better idea of the job I am interested in after using video interview platform.	0	0	0	31 (31)	69 (69)	4.69	.046
E7	I know what I want from this job after using video interview platform.	0	9 (9)	20 (20)	45 (45)	26 (26)	3.88	.090
E8	I can see the steps/processes that I must go through to get into the position I want after using video interview platform.	0	1 (1)	64 (64)	17 (17)	18 (18)	3.52	.079
E9	I know the work involved in the job I am considering after using video interview platform.			21 (21)	79 (79)		3.79	0.409
E10	I am confident of making a good impression in an interview after using video interview platform.	1 (1)	2 (2)	34 (34)	22 (22)	41 (41)	4.00	0.96
E11	I am able to make a plan/strategy for my future career after using video interview platform.				60 (60)	40 (40)	4.40	.049

CORRELATION ANALYSIS

PERCEIVED USEFULNESS AND BEHAVIOURAL INTENTION TO USE

The table below shows the correlation analysis between the perceived usefulness and behavioural intention to use. The value of r=0.003, and is less than 0.05, thus there is a significant relationship between perceived usefulness and behavioural intention to use.

Table 1.2 Correlations Between Perceived Usefulness and Behavioural Intention to Use

		Totalmean USE	Totalmean BE
totalmeanUSE	Pearson Correlation	1	.289**
	Sig. (2-tailed)		.003
	N	100	100
totalmeanBE	Pearson Correlation	.289**	1
	Sig. (2-tailed)	.003	
	N	100	100

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

PERCEIVED EASE OF USE AND BEHAVIOURAL INTENTION TO USE

The table below shows the correlation between perceived ease of use and behavioural intention to use. The value of r=0.000 is more than 0.05, thus there is a significant relationship between perceived ease of use and behavioral intention to use.

Table 1.3 Correlations Between Perceived Ease of Use and Behavioural Intention to Use

		Totalmean EASE OF USE	Totalmean BE
totalmeanEASEOFUSE	Pearson Correlation	1	.922[**]
	Sig. (2-tailed)		.000
	N	100	100
totalmeanBE	Pearson Correlation	.922[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

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

ATTITUDE TOWARDS USE AND BEHAVIOURAL INTENTION OF USE

The table below shows the attitude towards use and behavioral intention to use. The value of r=0.000 which is lower than 0.05. Thus, there is a significant relationship between attitude of use and behavioral intention of use.

Table 1.4 Attitude Towards Use and Behavioural Intention of Use

		Totalmean ATTITUDE TWD USE	Totalmean BE
totalmeanATTITUDETWDUSE	Pearson Correlation	1	.815[**]
	Sig. (2-tailed)		.000
	N	100	100
totalmeanBE	Pearson Correlation	.815[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

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

It was highly effective to use video interview platforms as a tool to assess mock job interview. However, students' perceived usefulness, perceived ease of use, attitude towards use and behavioural intention in using video interview platform differed significantly according to their ethnicity and course of study. Strong, positive, and significant relationship was shown between perceived usefulness, perceived ease of use, attitude towards use and behavioural intention of students and effectiveness of using video interview platform as a tool to assess mock job interview.

EFFECTIVENESS IN USING VIDEO INTERVIEW AS A TOOL TO ASSESS MOCK JOB INTERVIEW

The study showed a high level of effectiveness in using video interview as a tool to assess mock job interview. Job interview is mainly aimed at evaluating a potential employee for employment. It is a two-way process between an interviewer (employer) and candidate, in which the interviewer would want to figure out how well the candidate can fit in the position applied and also in the organization itself. It is also a time whereby candidate attempts to prove to the prospective employer that he/she is the best person to fill in the vacancy. Besides, interview is the most appropriate chance for job seekers to find out more about the work they are interested in. Job interviews are typically held as face-to-face meetings. Nevertheless, in the recent years, telephone and video interviews have become a common practice.

It is widely accepted that preparing for a job interview is a challenging task for jobseekers, especially fresh graduates. This could be because many of them do not receive any form of dedicated training in interview techniques before they graduate. Nevertheless, Powell et al., (2022) stated that one of the ways to prepare for an interview is by practising and obtaining feedback from an expert. This is important to identify areas that need to be improved by the job seekers before they attend the actual interview. In this context, job seekers may benefit from mock interviews.

Mock interviews enable job seekers to pick up points that they may have not considered before and to work on their weaknesses, if any. Students who undergo mock interviews before graduating have the advantage of receiving instruction, encouragement, and advice from expert(s) which they could apply in attending real interviews. Mock interviews develop understandings of an interview process, related industry, and candidate's strengths and weaknesses (Li et al., 2023). As such, soon-to-graduate students should be encouraged to assess their interview preparedness through mock job interviews, and one of convenient way to do so is used to video interview platforms.

There are many video interview platforms available for students to benefit from. According to O' Grady et al. (2023), role of video technology in interview preparation showed that job seekers perform better in actual interview when they practice, observe

themselves through video replay, and receive focused feedback from others. Video mock job interviews allow individuals to practice for actual interview in a setting that is realistic (Powell et al., 2022).

Additionally, a study by Kosari et al. (2021) reported that video mock interviews have a positive impact on students' goal setting and speech quality, while Smith et al., (2015) described video mock interview platforms as easy-to-use, fun, and useful for enhancing job seekers' confidence. Hence, use of video interview platforms to assess mock job interview can be regarded as highly effective in preparing job seekers for an actual interview in various ways.

RELATIONSHIP BETWEEN STUDENTS' PERCEIVED EASE OF USE, PERCEIVED USEFULNESS, ATTITUDE AND BEHAVIOURAL INTENTION TOWARDS USING OF VIDEO INTERVIEW PLATFORM AS A TOOL TO ASSESS MOCK JOB INTERVIEW

A strong, positive, and significant relationship was indicated between students' perceived ease of use, perceived usefulness, attitude, and behavioural intention towards using of video interview platform as a tool to assess mock job interview. Factors which cause an individual to either use or reject a tool/technology are fundamentally explained by Technology Acceptance Model. Similarly, this model can be used to explain job seekers' reactions towards video mock interview platforms. The two variables which influences acceptance of a tool/technology are perceived usefulness and perceived ease of use (Hess et al., 2014). While perceived usefulness refers to the degree to which an individual believes that using a particular tool/technology would be beneficial, perceived ease of use refers to the degree to which he/she believes that using a particular tool/technology would be free of effort. Together, these will determine the attitude of an individual towards the tool/technology and ultimately affect his/her behavioural intention to use or not to use the tool/technology. Thus, behavioural intention is highly considered as the predictor for future, actual usage of a tool/technology (Bechler et al., 2021).

The findings of this study agreed to Sprenger & Schwaninger (2021) who worked on students' acceptance towards e-lectures, classroom response system, classroom chat, and mobile virtual reality technologies. Outcome of the study revealed that there was a positive, relationship between students' perceived usefulness and perceived ease of use towards their intention to use the technologies. For an example the highest mean was 4.69 for the statement 'Using video interview platform as a tool to assess mock job interview helps me to practice for real interview'. Similarly, a study by Nagy (2018) on use of educational video platforms by students also showed that their behavioural intention in using the videos is largely influenced by perceived usefulness, perceived ease of use, and attitude towards the video platforms.

The strong, positive relationship observed in this study between students' perceived usefulness, perceived ease of use and behavioural intention also indicates the acceptance of video interview platforms as a tool to assess mock job interview among polytechnic students. 69% of the respondents felt that using the video interview platforms was trendy, favourable, easy, and understandable and helped them to practice for actual interview especially in answering questions. As such, the use of video interview platforms as a tool to assess mock job interview should be encouraged among graduating students in other higher education settings to help them prepare for employment. Higher learning institutes may also consider developing and customizing their very own version of video interview platforms to assist students in finding a job after graduation. This is because currently most of Malaysian students and job seekers are relying on either open-source or international-based platforms which may not be well-suited for Malaysian employment market context.

IMPLICATION OF RESEARCH

The undertaken study has theoretical implication towards acceptance of a tool/technology among students, as per proposed by TAM. Findings of the study contribute to understanding on acceptance of video interview platforms as a tool to assess mock job interview among polytechnic students in terms of how beneficial the platform can be in preparing them for an interview and how easy it is to use the platforms to practice for an interview.

Findings from the correlation analysis from this study also have practical implication towards use of video interview platforms for mock job interview. Outcome of this study shall enlighten higher learning institutes of the potential in using video interview platforms as a tool to assess mock job interview for their soon-to-graduate students. In this regard, higher learning institutes may provide access to such platforms for their students in order to help them prepare for future employment.

CONCLUSION

Use of video interview platforms as a tool to assess mock job interview among polytechnic students is highly effective in preparing them for actual interview. The students' acceptance and behavioural intention to use the platforms is influenced by their perceived usefulness and perceived ease of use of the platforms, explained by Technology Acceptance Model. Their behavioural intention is also influenced by sociodemographic factors including ethnicity and course of study.

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