

APPENDIX

Appendix 1 Draft of Questionnaire

Section 1

Halo, semua!

Perkenalkan saya Natasya Jaslyne, mahasiswa semester 8 dari program Bisnis Manajemen Internasional di Universitas Atma Jaya Yogyakarta. Saat ini, saya sedang melakukan penelitian untuk penyusunan skripsi dengan judul:

"The Role of Academic Performance Towards Employability: A Study on Business Management Students at Universitas Atma Jaya"

Kriteria Respoden:

- Mahasiswa aktif jurusan Bisnis Manajemen di Universitas Atma Jaya Yogyakarta
- Sedang menempuh Semester 6 dan 8

Petunjuk penelitian

Mohon diisi berdasarkan pengalaman pribadi anda selama menempuh studi sebagai mahasiswa Manajemen di Universitas Atma Jaya Yogyakarta

- Tidak ada jawaban benar atau salah
- Durasi pengisian $\pm$ 3 menit

Apabila terdapat pertanyaan atau kendala dalam pengisian kuesioner ini, silahkan hubungi peneliti melalui:

- Email: 211226512@students.uajy.ac.id
- Line: @jaslyne

Terima kasih atas waktu dan partisipasi Anda.

Salam hangat,

Natasya Jaslyne

Section 2 out of 5

Apakah Anda mahasiswa Manajemen di Universitas Atma Jaya Yogyakarta yang sedang berada di semester 6 atau 8?)	Ya	Tidak
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Section 3 out of 5

Academic Performance

Source: “*The influence of students academic performance on their employability in the field of Education.*” Hongjun et al. (2024).

1	Saya terlibat secara mendalam dalam studi saya.
2	Saya selalu meluangkan waktu untuk belajar.
3	Saya percaya diri dengan performa akademik saya.

4	Saya selalu unggul dalam setiap tugas yang berhubungan dengan akademik.
5	Saya mendengarkan dosen dengan baik selama perkuliahan.
6	Saya selalu berpartisipasi dalam presentasi dan kegiatan kelas.
7	Saya selalu mempersiapkan diri untuk kuis dan ujian.
8	Saya selalu menjaga rutinitas belajar yang baik setelah kelas.
9	Saya menikmati belajar di Program Studi Manajemen
10	Saya banyak meluangkan waktu dalam belajar di Program Studi Manajemen karena ini meningkatkan kepercayaan diri saya dalam berkomunikasi.
11	Saya selalu ingin mendapatkan nilai bagus dalam ujian, kuis, dan tes.
12	Saya menghabiskan waktu luang saya untuk membaca materi pelajaran lebih dahulu.
13	Saya tidak suka ketika kelas terganggu.
14	Saya menghabiskan lebih banyak waktu untuk studi saya daripada bersama teman-teman saya.
15	Saya menjadwalkan waktu belajar ketika tidak ada jadwal kelas.

Section 4 out of 5

Employability

Source: *“The influence of students academic performance on their employability in the field of Education.”* Hongjun et al. (2024).

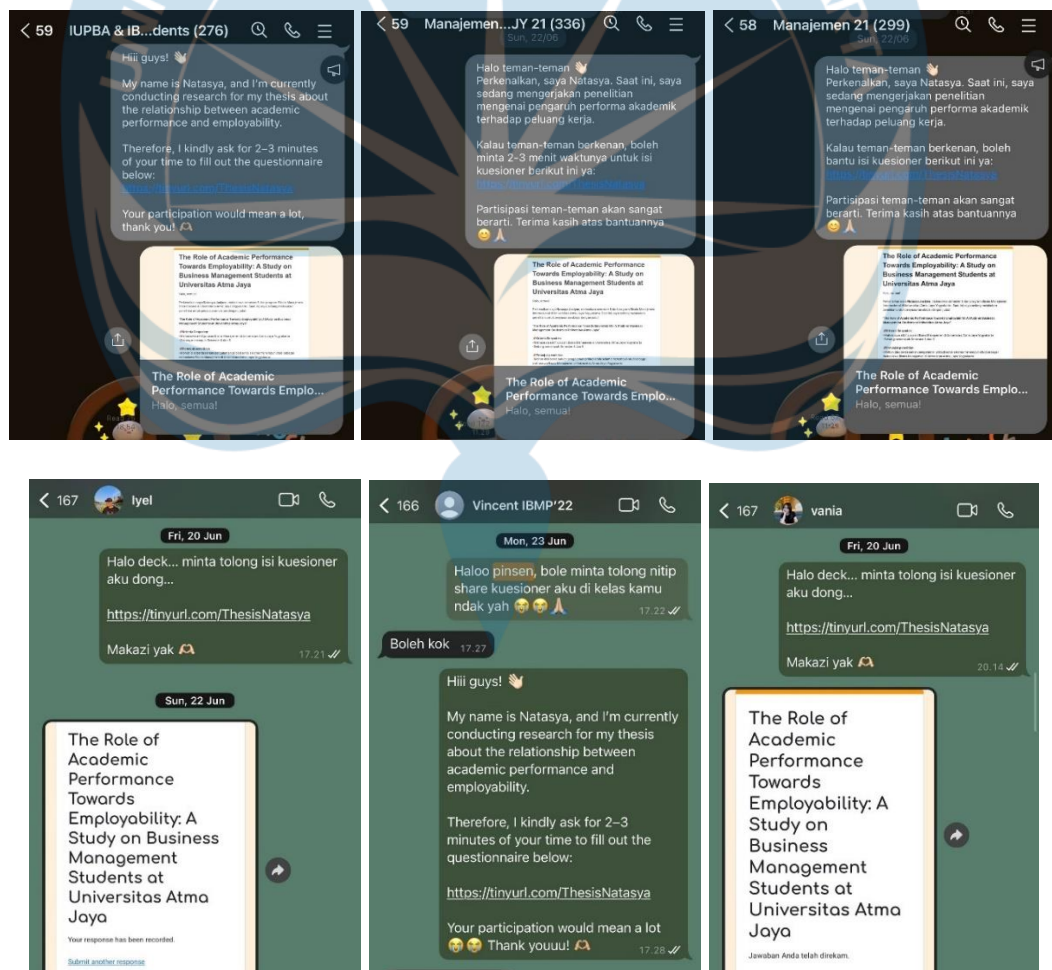
1	Saya melihat bidang studi saya sebagai bidang kerja saya di masa depan.
2	Saya yakin akan mendapatkan pekerjaan setelah lulus karena latar belakang bidang studi saya saya.
3	Bidang studi saya sangat penting untuk pekerjaan saya di masa depan.
4	Keterampilan saya sudah cukup terasah untuk memasuki lingkungan kerja yang berhubungan dengan bisnis.
5	Saya percaya diri bahwa saya akan bekerja di sektor Bisnis dan Manajemen
6	Bidang studi saya memiliki permintaan tinggi dalam hal peluang kerja di sektor bisnis.
7	Saya memilih bidang studi saya berdasarkan permintaan kerja di sektor bisnis.
8	Saya memiliki keterampilan bisnis dan manajemen yang diperlukan.
9	Saya sudah merencanakan di mana saya akan bekerja.
10	Saya merasa siap untuk bekerja dan merasakan lingkungan kerja.
11	Saya yakin keterampilan dan pengetahuan saya akan sesuai dengan pekerjaan saya.
12	Saya lebih mungkin untuk bekerja di perusahaan swasta.
13	Saya lebih mungkin untuk bekerja di sektor pemerintahan.
14	Saya lebih mungkin bekerja di posisi manajerial dibandingkan pekerjaan administratif.
15	Saya lebih mungkin melakukan pekerjaan administratif daripada bekerja di posisi manajerial.

Section 5 out of 5

Respondents Demographics

1	Jenis Kelamin	Laki- Laki		Perempuan	
2	IPK	<3.00	3.00-3.50	>3.50	
3	Konsentrasi	SDM	Keuangan	Pemasaran	Operasi
4	Apakah anda pernah atau sedang bekerja? (magang, kerja paruh waktu, kerja penuh waktu, dll)	Ya		Tidak	

Appendix 2 Proof of Questionnaire Distribution & Submission



Appendix 3 Raw Data



Appendix 4 SPSS (Data Processing)

Frequencies

		Statistics														
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
N	Valid	104	104	104	104	104	104	104	104	104	104	104	104	104	104	104
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.81	3.61	3.63	3.59	3.79	4.12	3.73	3.37	3.79	3.60	3.89	3.36	4.10	2.98	3.21
Std. Deviation		1.199	1.250	1.270	1.297	1.188	1.160	1.324	1.401	1.356	1.376	1.372	1.474	1.019	1.494	1.518
Minimum		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

		Statistics														
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
N	Valid	104	104	104	104	104	104	104	104	104	104	104	104	104	104	104
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.04	3.75	3.96	3.62	3.70	3.99	3.71	3.74	3.53	3.59	3.74	4.05	3.26	3.81	3.59
Std. Deviation		1.198	1.349	1.214	1.477	1.336	1.242	1.459	1.428	1.488	1.505	1.461	.939	1.400	1.223	1.048
Minimum		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Reliability Test

Case Processing Summary

		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0
	Total	104	100.0

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

Case Processing Summary

		N	%
Cases	Valid	104	100.0
	Excluded ^a	0	.0
	Total	104	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.978	.978	15

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.970	15

Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1	50.75	263.956	.889	.815	.976
X2	50.95	262.279	.895	.845	.976
X3	50.92	261.800	.892	.831	.976
X4	50.97	260.960	.893	.830	.976
X5	50.77	269.733	.741	.680	.978
X6	50.44	269.667	.762	.700	.978
X7	50.83	260.513	.884	.832	.976
X8	51.19	257.652	.899	.856	.976
X9	50.77	261.694	.833	.751	.977
X10	50.96	257.960	.909	.867	.976
X11	50.66	261.177	.834	.788	.977
X12	51.20	255.541	.898	.866	.976
X13	50.46	273.397	.760	.630	.978
X14	51.58	256.654	.860	.800	.977
X15	51.35	253.860	.907	.863	.976

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Y1	52.03	246.475	.862	.821	.968
Y2	52.32	240.937	.897	.868	.967
Y3	52.11	246.620	.845	.769	.968
Y4	52.45	236.833	.909	.881	.967
Y5	52.37	241.807	.885	.829	.967
Y6	52.08	249.994	.733	.655	.970
Y7	52.36	238.154	.889	.830	.967
Y8	52.33	238.183	.910	.883	.967
Y9	52.54	238.833	.855	.811	.968
Y10	52.48	235.553	.921	.872	.966
Y11	52.33	236.455	.929	.907	.966
Y12	52.02	258.543	.693	.615	.970
Y13	52.81	250.235	.635	.602	.971
Y14	52.26	247.903	.803	.722	.968
Y15	52.48	264.291	.438	.505	.974

Mean Data Analysis

Item Statistics

	Mean	Std. Deviation	N
X1	3.81	1.199	104
X2	3.61	1.250	104
X3	3.63	1.270	104
X4	3.59	1.297	104
X5	3.79	1.188	104
X6	4.12	1.160	104
X7	3.73	1.324	104
X8	3.37	1.401	104
X9	3.79	1.356	104
X10	3.60	1.376	104
X11	3.89	1.372	104
X12	3.36	1.474	104
X13	4.10	1.019	104
X14	2.98	1.494	104
X15	3.21	1.518	104

Item Statistics

	Mean	Std. Deviation	N
Y1	4.04	1.198	104
Y2	3.75	1.349	104
Y3	3.96	1.214	104
Y4	3.62	1.477	104
Y5	3.70	1.336	104
Y6	3.99	1.242	104
Y7	3.71	1.459	104
Y8	3.74	1.428	104
Y9	3.53	1.488	104
Y10	3.59	1.505	104
Y11	3.74	1.461	104
Y12	4.05	.939	104
Y13	3.26	1.400	104
Y14	3.81	1.223	104
Y15	3.59	1.048	104

Hypothesis Testing

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960 ^a	.922	.921	4.70295

a. Predictors: (Constant), Total_X

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26618.516	1	26618.516	1203.490	.000 ^b
	Residual	2256.013	102	22.118		
	Total	28874.529	103			

a. Dependent Variable: Total_Y

b. Predictors: (Constant), Total_X

Coefficients^a

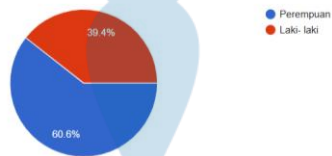
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.435	1.531		3.551	.001
	Total_X	.928	.027	.960	34.691	.000

a. Dependent Variable: Total_Y

Appendix 5 Demographic Distribution (Google Form)

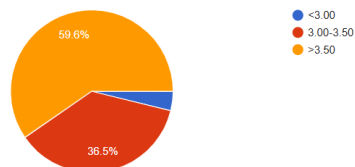
Jenis kelamin
104 responses

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IPK
104 responses

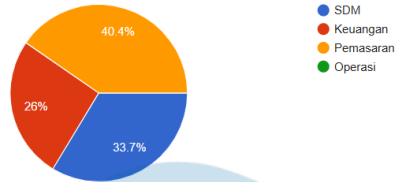
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Konsentrasi

104 responses

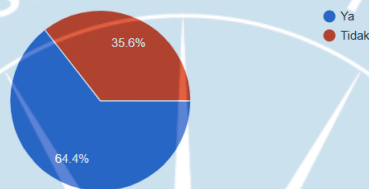
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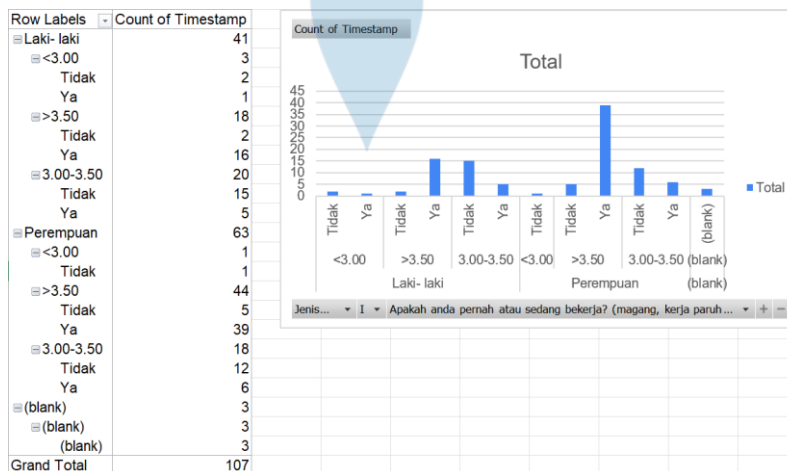
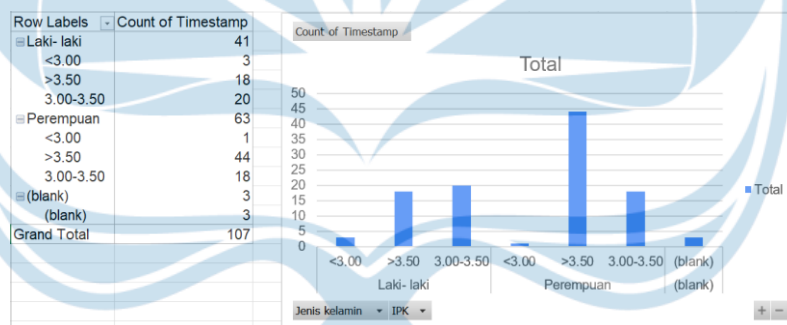
Apakah anda pernah atau sedang bekerja? (magang, kerja paruh waktu, kerja penuh waktu, dll)

104 responses

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Appendix 6 Demographic Distribution (Pivot Table)



Appendix 7 Turnitin Result

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RESEARCH ARTICLE

The Influence of Students Academic Performance on Their Employability in the Field of Education

SHI HONGJUN¹ ✉, WANG JIE², HU BENHAN³ and HAN YANG⁴

^{1,2,3,4}La Consolacion University Philippines

Corresponding Author: SHI HONGJUN, **E-mail:** 160345453@qq.com

ABSTRACT

The study aims to determine the influence of academic performance to employability of the students in the field of education. The experimental research design will be structured for this study in which numeric score rating gathered the perception of the respondents observed in a structured pattern. This research design will deal at the problem of the study scientifically, to establish a clear cause and effect of Education Major students' academic performance to their employability. The students' perception on their employability in the field of education revealed that many disagreed their course is very important in their future work, and expressed that they are not more likely to work on a private school. Majority of the students disagreed that they are more likely to work on a public school, and shared that their field of study is in-demand in terms of work opportunities in the education sector. Further, more students disagreed on the other indicators which are: they are confident that their skills and knowledge will match their work and confident that they will work in teaching or education sector, teachers are more likely to teach students than doing admin works, student skills are honed enough to move in an education work environment and they chose their field of study based on work demands of the education sector, teachers are more likely to do admin works than teaching students, students are more ready to teach and experience work environment, and lastly students already planned where they are going to work.

KEYWORDS

Academic Performance; Employability.

ARTICLE INFORMATION

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1. Introduction

Vocational High School is an educational institution that prepares students for a career in a particular job or technical field (Gibson and Mitchell, 2011). At this level of education, students are braced with skills that enable them to enter the workforce upon graduation (Behroozi, 2014). Vocational high schools aim to provide a labor market at the subprofessional level (Rahman et al., 2014). In addition to providing labor, Hirvonen (2011) added that vocational high schools also prepare graduates for entrepreneurship. According to the Director of Vocational Education, Mustaghfirin Amin, there is currently increasing interest towards vocational high schools by junior high school graduates. Evidently, since 2011, the number of vocational students has increased to the point of exceeding high school students. In 2015, the number of vocational students reached 4.4 million, while the number for high school students is 4.3 million (Amin, 2015).

Technically, vocational high school graduates should have work employability as they have been equipped with skills that urge them towards work independence and readiness, hence vocational high school is seen as a solution to reduce unemployment. However, the reality in the field shows that vocational high school graduates are one of the most significant contributors to open unemployment in Indonesia. Data from the Central Statistics Agency (BPS) in 2017 showed that the most substantial amount of open unemployment is dominated by vocational high school graduates (Kusuma, 2017). The percentage of unemployed graduates

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from vocational high schools reached 9.27%, while for high school graduates the percentage was 7.03%, followed by 5.36% for junior high school graduates, 6.35% for Diploma III (D3) graduates, and 4.98% for University graduates. This shows that vocational high school graduates who are considered ready-to-use workers and easily absorbed by the job market do not have the employability to work. Based on the results of research conducted by Ronnäs dan Shamchiyeva(2011), one of the factors that cause unemployment of vocational high school graduates is low employability.

Students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostleries or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested "A student educational success contingent heavily on social status of student's parents/ guardians in the society. Considine and Zappala (2002) noticed the same that parent's income or social status positively affects the student test score in examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that "the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

2. Review of Related Literature

2.1 Employability

Employability skills, also known as soft or generic skills, can include teamwork (Kennedy & Dull, 2008; Levant et al., 2016; Oosthuizen et al., 2021), problem-solving (Milne & McConnell, 2001) and communication skills (Riley & Ward, 2017; Siriwardane & Durden, 2014; Stephenson, 2017), and are crucial for graduate employability (Barac et al., 2021; Tsiligiris & Bowyer, 2021).

Employability skills denote characters that may make an individual attractive to potential employers (Bridgstock, 2009). These skills and competencies are directly linked to the needs of the labor market and the mandatory inclusion of employability skills in higher education has been proposed in some countries (Precision Consultancy, 2007). Since it has been proven that these employability skills promote performance in the workplace, it is postulated that they may also enhance academic performance, such as publication, in a similar manner. However, to our knowledge, there has been no prior investigation that explored the relationships between employability skills and academic publication (Tseng, 2011).

Employability broadly refers to a range of processes that build students' self-awareness to progress their ability to achieve employment and career goals (Divan et al., 2019; Smith et al., 2018). Embedding employability into curricula is a strategy that permeates across disciplines and has been described as a 'moral duty' for higher education providers (Artess et al., 2017). Although employability was once considered akin to student's 'ability to get a job' (Gedye & Beaumont, 2018), studies have recently shown that student's perceptions of themselves, their skills and abilities, and understanding of career progressions can influence their capacity for career readiness after graduation (Jackson & Wilton, 2017; Subramaniam & Freudenberg, 2007).

Contemporary society faces challenges that are more testing than ever due to the fast pace of development and the interconnectedness of different facets of life. The landscape of vocations and professions is also changing due to the increasing and significant role that technology plays. Furthermore, the key role for economic stability and progress is the utilization of the human resource, and whereas in the past job security was the desired state, in today's turbulent employment system, the key for sustainability is employability. Employability is the ability to acquire employment when needed, or as Rothwell and Arnold (2007) suggested, it is the ability to keep the job one has or to get the job one wants. For individuals, perceived employability is one's perceptions of the "possibilities of obtaining and maintaining employment" (Vanhercke et al., 2014, p. 593). The increased relevance of employability for a sustained society is the result of the changes in both career systems and the psychological contract between individuals and organizations (Baruch and Rousseau, 2018). Employability is shaped by many factors, but education is a major determinant of employability, in particular for graduates.

As new graduates need to continuously manage their employability and secure careers in an ever challenging and global labor market, understanding and exploring the student perspective of how higher education (HE) can enhance or limit their opportunities of employment is crucial, as their views are neither well known, nor well researched (Donald et al., 2017a; Jackson, 2015; Tymon, 2013). The relationship between education and employability has become a more dichotomous and tenuous concept as many graduates leaving university today are often underemployed (Okay-Somerville and Scholarios, 2014). Moving from education into the labor market is a major career transition, which requires scholarly attention (Onyishi et al., 2015; Pinto and Ramalheira, 2017), and to date has received limited empirical evidence relating to students' perceptions and the impact it has on their future careers. The terms "employability" and "perceived employability" are used interchangeably throughout the paper to maintain flow for the reader. A key contribution of our paper is the representation of students from a variety of degree disciplines. This is in contrast to

existing literature which tends to focus on students from a singular degree discipline (e.g. Hsieh and Hsu, 2013; Sheepway et al., 2014; Wilton, 2012). In particular, possible differences in perceived employability between specialist and generalist degree disciplines are as yet unknown (Baruch et al., 2005).

The employability skills refer to attributes of employees, other than technical competence, which make them an asset to an employer. The employability skills have varied classifications like basic academic skills, higher-order thinking skills and personal qualities with more detailed skill sets. These generic employability skills are useful across all levels of positions from job entrants to chiefs of offices. Gregson & Bettis asserted that many employers require applicants to have these skills to be seriously considered for employment. Similarly, these skills are crucial for employment and workplace success and serve as basis for lifelong learning needed by graduates to find a job. The significance of employability skills in work settings is then recognized.

An additional workers' defensive weapon towards temporary work is the so called "protean career" (Hall 1986; 1996; 2002; Hall & Mirvis 1995; Fugate et al. 2004). Referring to protean career and employability, Fugate et al. (2004) stated that because of the increased pace of change, the boundaries among jobs, organisations and life roles are becoming blurred, and individuals are required to negotiate a variety of role transitions (Ashforth 2001, as cited in Fugate et. al 2004), and have been characterized as more proactive in initiating change and/or improvements in their work situations.

Van Scotter and Motowidlo define contextual performance as "behaviours that deviate from an employee's job description" (p. 16) [15]. It is clear that employees can contribute to their workplaces in ways that go beyond the activities that make up their jobs. Van Scotter postulates that these employees can get involved in contextual performance when they are "voluntarily helping colleagues, putting in extra effort to complete a given task, putting in extra hours to get work done on time and so forth" (p. 16) [15]. In this study, contextual performance involves the five elements identified by Borman and Motowidlo [14] namely volunteering, persisting, helping, endorsing, supporting and defending organizational objectives, and following organizational rules identified.

2.2 Students' Employability

Learning and employability appear to be highly related and complementing research constructs (Knight & Yorke, 2003), but they lack clear understanding mainly due to limited research focus on these two concepts and their association. Since employability is regarded as the benefit and usefulness of study programs for career and work tasks (Støren & Aamodt, 2010) and also there is credible evidence to prove that individual learner, learning environment, work place and study repositories are said to form an "ecology" leading to employability learning (O'Donoghue & Maguire, 2005) a clear understanding of the crucial association between learning and employability is vital. Employability is clearly linked to learning outcomes of university and degree programs (Finch et al., 2013) while those activities focusing on soft-skill development are considered vital for successful employability of graduates. This strong relationship between learning and employability has been the focus of a series of studies done by ESECT (Enhancing Student Employability Co-ordination Team) which identified the association between good learning in universities leading to successful employability (Knight & Yorke, 2004). Since employability is considered as a benefit of university degree programs (Støren & Aamodt, 2010) and there seems to be a direct relationship between learning outcomes and employability.

There is clear evidence to suggest that university graduate employability is influenced by variety of factors including institutional image, institutional branding, institutional ranking and program structure (Finch et al., 2013). Therefore, a proper understanding of university and degree program reputation is vital since it directly impacts ultimate employability of graduates. Finch et al. (2013) states that reputation is a combination of both university level and degree program level reputation which can influence the perceptions of employability. Since the university and program reputation is not an essential element for employability, university graduates from lesser-known universities or degree programs are also able to demonstrate employability. Therefore, university and program reputation appear to moderate the relationship between learning outcomes and employability. Studies have also shown that university reputation may enhance employability of graduates from these institutions (Chevalier & Conlon, 2003). We use the term "university reputation" to summarize institutional level reputation, without any association towards program level reputation which is difficult to measure in international higher education context.

The trend of employment among university students has been increasing rapidly in the last decade. Some suggest that economic reasons are mainly the factor for this trend. With an increase in the number of students taking part-time job outside campus, its effect on students' academic performance of students has been questioned by many researchers (Green, 1987). Issues such as the number of hours worked, whether the student's jobs pertain to their majors, and student's workloads (Watanabe, 2005) have been discussed and scrutinized to see the relation between taking part-time jobs and academic achievement. Furr and Elling (2000) suggest that there are many reasons why students take a part time job. First, financial problems (Furr and Elling, 2000) becomes mostly reasons some of students forced to take part time job.

Students' involvement in employment has positive impact to develop career-related skills. It is hands-on experience that cannot be gained in the classroom alone. Whatever the reasons the students have in taking part time job, there is a popular believe that student with part time job do not tend to have higher academic achievement, because their focus time of study has been divided with their working time. Better academic achievement only can be achieved by students who spend more time on academic related activities outside of class (e.g., reading the text, completing assignment, studying, and preparing reports) (Sarah & Hudson, 2005).

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High academic achievement is seen as a reasonable provision for individuals entering the workforce, as those with exceptional academic achievements tend to have a higher concentration, more (unique) knowledge and expertise in the field. According to Dacre, Pool, and Sewell individuals with high levels of academic achievement will motivate themselves to have earn employability by developing their potential skills and knowledge. Findings of research conducted by Surridge shows that individuals with low academic achievement tend to be hesitant in choosing and determining their jobs. This is in line with the opinion of Omar, Bakar, and Mat Rashid who revealed that low academic achievement in the areas of knowledge and skills could hinder individuals' opportunity to obtain jobs. In addition to academic achievement, self-concept is a factor that is also believed to have the ability to enhance the employability of students in vocational schools. According to the findings of McArdle, Waters, Briscoe, and Hall, concept plays a vital role in increasing employability. Meanwhile, according to Kim, Kim, and Lee, a strong positive self-concept within a specific framework can increase an individual's employability. To increase an individual's employability, one of the factors that need to be considered is positive individual self-concept.

If the full day school program is implemented. Self-concept molds individuals to become more confident in their ability to work, have a stable career identity, and define themselves more broadly regarding careers. According to Coetzee and Schreuder, self-concept provides clarity regarding an individual's career values, motives, interests, and needs. Although there is objectivity concerning how an individual's skills, knowledge, and experience may improve employability, low self-concept is believed to have an impact on low employability. Negative self-concept can have an impact on individual behavior, unclear career goals, low life meaning, and low individual motivation.

As the future of sustainable career development (Iles, 1997) relies on employee well-being, Vanhercke et al. (2015) call for organizational investment into employee's own perceptions of employability through training and networking opportunities. More importantly, they suggest career and psychological counseling for the unemployed. Although their sample consisted of older cohorts, their study highlights the importance of gaining insights into how HE can enhance perceived employability before students engage with the labor market post-graduation. Linked to this is the concept of psychological capital; having confidence, motivation and a positive attribution toward achieving goals, which has found to be linked to positive outcomes in terms of student engagement (Donald et al., 2017a; Luthans et al., 2016).

2.3 Student Employment and Academic Performance

The peer-reviewed literature is inconclusive with respect to the significance and magnitude of the penalty of student employment in terms of educational performance (see, e.g. Kalenkoski and Pabilonia 2010; Neyt et al. 2017). Some studies, mainly those examining the impact on graduation rates, found a substantial, negative effect of more intensive student employment schemes (Body et al., 2014; Darolia 2014; Triventi 2014). In contrast, other contributions, especially those examining the impact of student work on exam scores, found a neutral effect (Schoenhals, Tienda, and Schneider 1998; Rothstein 2007).

Several authors (Schoenhals, Tienda, and Schneider 1998; Warren 2002; Kalenkoski and Pabilonia 2009, 2012) have shown that an (additional) hour spent working does not necessarily decrease the time spent on school-related activities proportionally, which, to

some extent, impairs the validity of this theory. An alternative explanation for the nonpositive association between (hours of) student work and educational performance was brought forward by Warren's (2002) primary orientation theory. It suggests that this association is driven by socio-psychological factors, rather than by resource allocation. More concretely, Warren (2002) argues that student employment is mainly detrimental for students with a primary orientation towards work (in contrast to students with a primary orientation towards school, who do not let their studies suffer from their employment). Combining this starting point with the assumed higher working hours among these work-oriented students, this theory predicts that failing to control for students' primary orientation biases the effect of student employment on academic performance downwards (i.e. more negative). However, as their data did not comprise information on this primary orientation, former contributions were not able to test the latter theory.

Contemporary society faces challenges that are more testing than ever due to the fast pace of development and the interconnectedness of different facets of life. The landscape of vocations and professions is also changing due to the increasing and significant role that technology plays. Furthermore, the key role for economic stability and progress is the utilization of the human resource, and whereas in the past job security was the desired state, in today's turbulent employment system, the key for sustainability is employability. Employability is the ability to acquire employment when needed, or as Rothwell and Arnold (2007) suggested, it is the ability to keep the job one has or to get the job one wants. For individuals, perceived employability is one's perceptions of the "possibilities of obtaining and maintaining employment" (Vanhercke et al., 2014, p. 593). The increased relevance of employability for a sustained society is the result of the changes in both career systems and the psychological contract between individuals and organizations (Baruch and Rousseau, 2018). Employability is shaped by many factors, but education is a major determinant of employability, in particular for graduates.

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2.4 Higher Education Increases Employability

Higher Education has traditionally been associated with increased employability, earnings and life aspirations (Brooks and Youngson, 2016). However, these relative advantages continue to be eroded by increased participation in HE and the associated debt. Students are now seeking to differentiate themselves; to stand apart when applying for graduate employment, recognizing that a degree alone is no longer sufficient (Stevenson and Clegg, 2011). Given the importance of understanding the factors that can enhance the student career transition from HE into the global labor market, there is now a greater impetus on students gaining other skills whilst at university, relating to both their perceived employability and what skills can realistically be transferred to the workplace from an employers' perspective. Demographic characteristics influence the perception of employability and gender is such a critical factor (Morley, 2001). In an experimental design assessing resumes of business graduates, European research examined the link between academic performance, gender and extracurricular activities on perceived employability (Pinto and Ramalheira, 2017). Interestingly, gender effects were insignificant, however, results confirmed that high academic achievement and high active engagement in extracurricular activities were positively related to job suitability and employability skills including time management, personal organization and learning skills, which concurs with other research (Hassanbeigi et al., 2011; Nemanick and Clark, 2002; Roulin and Bangerter, 2013). However, when the two independent variables were combined, no effects were reported. Pinto and Ramalheira concluded that engaging in extracurricular activities enhanced graduate's chances in the selection process in terms of future sustainable employment. Such findings suggest that it is as important for graduates to gain transferable skills from engaging in activities promoting for example commercial awareness, teamwork, leadership and communication as it is to achieve academic success.

Education level refers to the academic credentials or degrees an individual has obtained. Although education level is a continuous variable, it is frequently measured categorically in research studies. Here, we use the term "educated employees" to refer to those individuals who hold at least bachelor's degrees because these degrees are necessary for entry into many higher-paying occupations (Howard, 1986; Trusty & Niles, 2004). The conceptualization of job performance has been expanded in recent years

to include core task behaviors, citizenship behaviors, and counterproductive behaviors. Core task performance refers to the basic required duties of a particular job. Citizenship performance refers to those extra behaviors engaged in by employees, over and above their core task requirements, which actively promote and strengthen the organization's effectiveness (e.g., helping coworkers; Hunt, 1996; Organ, 1988). Counterproductive performance refers to voluntary behaviors that harm the well-being of the organization (e.g., theft; Bennett & Robinson, 2000). Rotundo and Sackett (2002) compared the relative importance of these three groups of performance behaviors in managerial ratings of subordinates' overall job performance. They found that each of these three categories of performance behaviors contributed to overall performance rating, with core task performance given the highest weight, followed by counterproductive performance and citizenship performance.

Another important reason to gain student perceptions of employability is that to date, research has focused predominantly on students from specialist degree subjects, e.g., Business, Engineering, Healthcare and Modern Languages (Hsieh and Hsu, 2013; Sheepway et al., 2014; Wilton, 2012). This is partly due to the more natural progression of these degree courses to specific job outcomes and partly the use of convenience samples. Whilst employability outcomes for specialist degree disciplines are strong, it is yet unknown whether more generalist degree disciplines perform as well (Baruch et al., 2005). This paper thus advances existing literature by comparing the perceptions of students from specialist and generalist degree subjects to explore whether existing, predominantly quantitative papers, may be failing to capture the complexities and differing needs of students studying less employable and lower earning degree subjects. As individuals strive to increase their resources whilst simultaneously protecting against loss of existing resources, students pursuing HE weigh up perceived gains (e.g. access to good careers, higher income, status, etc.) against perceived costs (e.g. time taken, accrued debt etc.). Although such perceptions reflect the conservation of resources theory (Hobfoll, 1989), they only capture the objectivity of gains against losses. Vanhercke et al. (2014) emphasize the inherent subjectivity of the concept. Individuals who perceive themselves as employable are more likely to maintain a career-orientated focus by pursuing development of skills and networking, and being proactive in identifying opportunities for career enhancement (Clarke, 2009). However, perceived employability can be reduced through lack of, or diminished resources, and lead to "ill-being" (Vanhercke et al., 2015). Examining the gain and loss cycles of perceived employability and psychological functioning, Vanhercke et al. (2015) reported a positive association with well-being in the employed; whilst amongst job seekers who were unemployed, perceived employability was negatively affected by "ill-being." As the future of sustainable career development (Iles, 1997) relies on employee well-being, Vanhercke et al. (2015) call for organizational investment into employee's own perceptions of employability through training and networking opportunities. More importantly, they suggest career and psychological counseling for the unemployed. Although their sample consisted of older cohorts, their study highlights the importance of gaining insights into how HE can enhance perceived employability before students engage with the labor market post-graduation. Linked to this is the concept of psychological capital; having confidence, motivation and a positive attribution toward achieving goals, which has found to be linked to positive outcomes in terms of student engagement (Donald et al., 2017a; Luthans et al., 2016). Improving perceived employability is therefore particularly relevant to recent graduates as they move from HE into the workplace (Fugate et al., 2004). Discussing employability, Fugate et al. (2004) see it as a psycho-social construct, involving individuals being proactive in fostering their own characteristics, e.g., knowledge, skills, abilities and other personal factors. As such, pressure exists for HE graduates to take responsibility for their careers, as the onus has shifted from the employer to employee in terms of taking ownership of career management and personal development (Donald et al., 2017a). Graduates are now required to become adaptive and malleable into the ever-changing working environment (Chan, 2000).

2.5 Significance of the Study

The study is intended to be the beneficial for the following:

Students. Through this study, the students will be able to increase their employability by means of enhancing their competencies acquired from Education Program.

Teachers. The study can be an avenue for Education Department teachers to review and consider enhancing the curriculum offered for the Education major program. This may be done in collaboration with program administrators and experts in their field of education.

School Administrators. This can be a basis for the school management to initiate training programs for the teachers towards curriculum enhancement in Education Program. It can also serve as a benchmark to expand the partnerships, alliances and collaboration with other educational institutions for the purpose of curriculum enhancement and graduates' employability.

Future Researcher. The outcome of the study can be used as reference for future researchers to utilize mixed method research to have a better understanding and output of this study that can be a significant contribution to the body of knowledge.

2.6 Theoretical Framework

The study will be anchored to the employability framework and scale developed by Rothwell et al. (2008, 2009) that were used to guide the study design and measure variables as they have been used to perform exploratory validation among university students. For example, Niu et al. (2022) used the perceived employability from Rothwell et al. (2008, 2009) to assess the employability of university students in human resource development 8 programs. Perceived employability, closely relating to individuals' capacity for obtaining and retaining a job, becomes an important predictor of an individual's ability to find employment (Rothwell, et al, 2008; 2009). According to Rothwell et al. (2008, 2009), the perceived employability is measured by four dimensions including the self-beliefs, the state of the external labor market, the field of study, and the university's reputation. The self-beliefs reflect students' perceptions of their skills and behaviors (Rothwell, et al, 2009). The state of the external labor indicates the impacts of the external labor market on employability (Bowers-Brown & Harvey, 2004; Brown & Hesketh, 2004). The field of the study refers to the status and credibility of the study field (Mason, et al., 2003). The university reputation relates to university rankings and brand image (Fearn, 2008), as well as the reputation with employers (Murray & Robinson, 2001).

2.7 Conceptual Framework

Guided by the theoretical framework, the researcher will develop the a research paradigm as shown below.



2.8 Statement of the Problem

The study aims to understand the aesthetics on music and its effect to contemporary music composition.

Specifically, it will seek to answer the following questions:

The study aims to determine the influence of academic performance to employability of the students in the field of education.

Specifically, it will seek to answer the following questions:

1. How do the students describe their current academic performance in school?
2. How do the students perceive their employability in the field of education?
3. Does the academic performance of the students significantly influence their employability in the field of education?
4. What enhancement in education program can be proposed to increase the employability of the education major students?

2.8 Definition of Terms

The following terms will be defined in both conceptual and operational manner.

Academic Performance. In this study, it refers to the extent of which a student in Education Program has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average.

Curriculum Enhancement. In this study, it refers to the assurance that the English major students can apply the their degree to their respective employment which is in the field of education.

Employability. In this study, it refers to the set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

2.9 Scope and Delimitation of the Study

The scope of the study will be in selected colleges in China, whereas the respondents are students in enrolled in the Education Program. Total number of students enrolled in the Education Program will still be determined for the sample size of the study. This study will be conducted during the Calendar Year 2023-2024.

3. Methods and Techniques Used

The experimental research design will be structured for this study in which numeric score rating gathered the perception of the respondents observed in a structured pattern. This research design will deal at the problem of the study scientifically, to establish a clear cause and effect of Education Major students academic performance to their employability. The method of the research will be quantitative whereas, according to Bhawna & Gobind (2015; as cited by Susaie & Shah, 2022), quantitative research is the systematic empirical investigation of observable phenomena using statistical, mathematical or computational techniques. This method will be used to analyze effect between variables and present mathematically through statistical analysis wherein, this is the main purpose of the research.

This study will utilize descriptive statistics to determine the students description to their academic performance and its influence to employability in the field of education. The results will examine how the respondents perceive the influence of academic performance and to the employability of English Major students in the field of education.

The probability sampling method will be utilized in the research, and specifically purposive sampling technique that is according to Hameed (2016), allows the researcher to select a particular setting and respondents to participate in the research, and for this study the English major students who have been enrolled for more than three (3) years in the selected schools in China. Furthermore, the researcher will compute for the sample size using the sample size calculator by raosoft.com where the confidence level will be set into 95% and a 5% margin of error will be expected. The total number of the English Major students in the selected schools is necessary for the researcher to calculate the final sample size.

3.1 Respondents of the Study

The study will focus in the selected schools in China whereas the students in English Major program are the respondents. The respondents will be students who have shared description on their academic performance as well as their assessment to their employability in the field of education.

3.2 Data Processing and Statistical Treatment

The researcher will collect the accomplished survey questionnaire after the two (2) weeks period of data gathering from the Education Major students of the selected schools in China. The data will be arranged in a tally sheet and to be forwarded to a statistician for the data processing. Descriptive statistics will applied to describe the students academic performance and their rating to employability in the field of education, and their rating on their employability in the field of education. Calculated mean scores with verbal interpretation will be applied in the rating scale, as shown in table 1, to measure the respondents description to their academic performance. This will determine if the students academic performance have a significant influence to their employability in the field of education wherein inferential statistics will be used. The influence of students academic performance to their employability in the field of education will be measured using the Analysis of Variance (ANOVA). ANOVA as the statistical analysis technique for the study compared the and measured data sets that determined the significance. All statistical tests of significance were tested using $\alpha = 0.05$ level of significance. Multiple Regression Analysis will also be used to the independent variables whose values are known to predict the value of the single dependent value.

4. Presentation, Analysis and Interpretation of Data

4.1 How do the students describe their current academic performance in school?

Table 2:
Student Academic Performance

Indicators	Weighted Mean	Interpretation	Rank
1. I engaged myself deeply with my studies.	3.02	Agree	14
2. I always make time for my studies.	2.56	Agree	7
3. I am confident with my academic performance	2.22	Disagree	3
4. I always ace every academic-related task	2.60	Agree	8
5. I listen well to my professors during class	3.00	Agree	4
6. I always participate in class recitations and activities.	1.69	Disagree	1
7. I always prepare for quizzes and exams	2.92	Agree	10
8. I maintain a well-study routine after class	2.36	Disagree	5
9. I enjoy studying English program	2.55	Agree	7
10. I invest so much studying English program as it boosts my confidence with communication	3.19	Agree	15
11. I always want to get good grades on tests, quizzes, and exams	2.02	Disagree	11
12. I spend my free time on advance readings	3.02	Agree	14
13. I do not like the class getting interrupted	2.99	Agree	13
14. I spend more time on my studies than with my friends.	2.92	Agree	10
15. I schedule my study time whenever there is no class schedule.	2.18	Disagree	15
Overall Weighted Mean	2.62	Agree	

Table 2 shows the numerical data of student's academic performance. In this section of the study, it quantifies the students' academic performance. In table shown, being on the first rank is "I invest so much studying English program as it boosts my confidence with communication" with the highest weighted mean of 3.19 with a verbal interpretation of "Agree". On rank fourteen, both indicators have a weighted mean of 3.02 and a verbal interpretation of "Agree" is, "I spend my free time on advance readings" and "I engaged myself deeply with my studies." On rank twelve, "I listen well to my professors during class" with a verbal interpretation of "Agree" and a weighted mean of 3.00. Followed by "I do not like the class getting interrupted" on the eleventh rank with a weighted mean of 2.99 and with a verbal interpretation of "Agree". On tenth rank, both with a weighted mean of 2.92 and a verbal interpretation of "Agree" was, "I spend more time on my studies than with my friends" and "I always prepare for quizzes and exams." Next, on eighth rank, "I always ace every academic-related task", with a verbal interpretation of "Agree" and a weighted mean of 2.60. On seventh rank, with a weighted mean of 2.56 was "I always make time for my studies", with a verbal interpretation of "Agree". Followed by "I enjoy studying English program" on the sixth rank, with a weighted mean of 2.55 and a verbal interpretation of "Agree". Next, with a mean score of 2.36 on the fifth rank was "I maintain a well-study routine after class" having a verbal interpretation of "Disagree". Followed by, "I am confident with my academic performance", with a verbal interpretation of "Disagree" and a mean score of 2.22 on the fourth rank. On third rank, "I schedule my study time whenever there is no class schedule", with a mean score of 2.18 and a verbal interpretation of "Disagree". On second rank, with a mean score of 2.02 and a verbal interpretation of "Disagree" was "I always want to get good grades on tests, quizzes, and exams". Lastly, having the lowest weighted mean of 1.69 and a verbal interpretation of "Disagree" was "I always participate in class recitations and activities". Overall, the students' academic performance according to the respondents has a general weighted mean of 2.62 and interpreted as "Agree".

4.2 How do the students perceive their employability in the field of education?

Table 3:
Employability in the field of Education

Indicators	Weighted Mean	Interpretation	Rank
1. I see my course as my future work field.	2.85	Agree	13
2. I am sure to have work right after studies given my field	2.95	Agree	14
3. My course is very important in my future work	1.72	Disagree	1
4. My skills are honed enough to move in an education work environment	1.92	Disagree	9
5. I am confident that I will work in teaching or education sector	1.85	Disagree	6
6. My field of study is in-demand in terms of work opportunities in the education sector	1.82	Disagree	4
7. I chose my field of study based on work demands of the education sector	1.92	Disagree	9
8. I have the necessary teaching skills	3.14	Agree	15
9. I already planned where I am going to work	2.50	Disagree	12
10. I am more ready to teach and experience work environment	2.38	Disagree	11
11. I am confident that my skills and knowledge will match my work	1.85	Disagree	6
12. I am more likely to work on a private school	1.77	Disagree	2
13. I am more likely to work on a public school	1.82	Disagree	4
14. I am more likely to teach students than doing admin works	1.88	Disagree	7
15. I am more likely to do admin works than teaching students	2.16	Disagree	10
	2.17	Disagree	

Table 3 shows the numerical data of the students' perception on their employability on the field of education. In this section of the study, it quantifies the perception of the students on their employability on the field of education. Pertaining to the table, on rank one, with the lowest weighted mean of 1.72 and a verbal interpretation of "Disagree", my course is very important in my future work. Followed by, I am more likely to work on a private school on rank two having a weighted mean of 1.77 interpreted as "Disagree". Next, with the same mean score of 1.82 and both interpreted as "Disagree", on rank four, I am more likely to work on a public school and My field of study is in-demand in terms of work opportunities in the education sector. On rank six, both with a mean score of 1.85 was I am confident that my skills and knowledge will match my work and I am confident that I will work in

teaching or education sector interpreted as "Disagree". For rank seven, I am more likely to teach students than doing admin works was interpreted as "Disagree" with a mean score of 1.88. Followed by rank nine, both having a verbal interpretation of "Disagree" and a mean score of 1.92 was my skills are honed enough to move in an education work environment and I chose my field of study based on work demands of the education sector. On rank 10, I am more likely to do admin works than teaching students interpreted as "Disagree" has a weighted mean score of 2.16. Followed by, I am more ready to teach and experience work environment on rank eleven interpreted as "Disagree" has a weighted mean score of 2.38. Next on rank twelve, I already planned where I am going to work with a mean score of 2.50 interpreted as "Disagree". On rank thirteen, with a mean score of 2.85 and a verbal interpretation of "Agree" was I see my course as my future work field. On rank fourteen, I am sure to have work right after studies given my field with a weighted mean score of 2.95 and interpreted as "Agree". Lastly, with the highest weighted mean of 3.14 on rank fifteen was I have the necessary teaching skills and interpreted as "Agree". Overall, the perception of the students on their employability on the field of education with a general weighted mean of 2.17 and a verbal interpretation of "Disagree".

4.3 Does the academic performance of the students significantly influence their employability in the field of education?

Table 3:
Significant Influence of Academic Performance of the Students to their Employability in the Field of Education

Indicator	Pearson R	CV	Remarks
Employability in the Field of Education	0.669	0.514	Moderate Relationship
Degree of freedom = 13	5% Level of Significance		

This part of the research was conducted to determine if there is a significant influence on the student's academic performance on their employability in the field of education.

In table 3 the Pearson R or test of r was used for the significant influence of academic performance of students to their employability on the field of education revealed that since the computed R in the employability of the students in the field of education is 0.669 which is greater than the critical value of + 0.514 at 5% level of significance with the degree of freedom of 13. Thus, H_0 is rejected. Therefore, there is a significant influence on the academic performance of the students to their employability in the field of education.

5. Summary of Findings

The following are the major findings of the study:

5.1 Student Academic Performance

It can be gleaned on the results of the data that being on the first rank is "I invest so much studying English program as it boosts my confidence with communication" with the highest weighted mean of 3.19 with a verbal interpretation of "Agree". On rank fourteen, both indicators have a weighted mean of 3.02 and a verbal interpretation of "Agree" is, "I spend my free time on advance readings" and "I engaged myself deeply with my studies." On rank twelve, "I listen well to my professors during class" with a verbal interpretation of "Agree" and a weighted mean of 3.00. Followed by "I do not like the class getting interrupted" on the eleventh rank with a weighted mean of 2.99 and with a verbal interpretation of "Agree". On tenth rank, both with a weighted mean of 2.92 and a verbal interpretation of "Agree" was, "I spend more time on my studies than with my friends" and "I always prepare for quizzes and exams." Next, on eighth rank, "I always ace every academic-related task", with a verbal interpretation of "Agree" and a weighted mean of 2.60. On seventh rank, with a weighted mean of 2.56 was "I always make time for my studies", with a verbal interpretation of "Agree". Followed by "I enjoy studying English program" on the sixth rank, with a weighted mean of 2.55 and a verbal interpretation of "Agree". Next, with a mean score of 2.36 on the fifth rank was "I maintain a well-study routine after class" having a verbal interpretation of "Disagree". Followed by, "I am confident with my academic performance", with a verbal interpretation of "Disagree" and a mean score of 2.22 on the fourth rank. On third rank, "I schedule my study time whenever there is no class schedule", with a mean score of 2.18 and a verbal interpretation of "Disagree". On second rank, with a mean score of 2.02 and a verbal interpretation of "Disagree" was "I always want to get good grades on tests, quizzes, and exams". Lastly, having the lowest weighted mean of 1.69 and a verbal interpretation of "Disagree" was "I always participate in class recitations and activities". Overall, the students' academic performance according to the respondents has a general weighted mean of 2.62 and interpreted as "Agree".

5.2 Employability in the field of Education

Based on the data gathered, the results revealed the students' perception on their employability on the field of education that on rank one, with the lowest weighted mean of 1.72 and a verbal interpretation of "Disagree", my course is very important in my future work. Followed by, I am more likely to work on a private school on rank two having a weighted mean of 1.77 interpreted as

"Disagree". Next, with the same mean score of 1.82 and both interpreted as "Disagree", on rank four, *I am more likely to work on a public school and My field of study is in-demand* in terms of work opportunities in the education sector. On rank six, both with a mean score of 1.85 was *I am confident that my skills and knowledge will match my work and I am confident that I will work in teaching or education sector* interpreted as "Disagree". For rank seven, *I am more likely to teach students than doing admin works* was interpreted as "Disagree" with a mean score of 1.88. Followed by rank nine, both having a verbal interpretation of "Disagree" and a mean score of 1.92 was *my skills are honed enough to move in an education work environment and I chose my field of study based on work demands of the education sector*. On rank 10, *I am more likely to do admin works than teaching students* interpreted as "Disagree" has a weighted mean score of 2.16. Followed by, *I am more ready to teach and experience work environment* on rank eleven interpreted as "Disagree" has a weighted mean score of 2.38. Next on rank twelve, *I already planned where I am going to work* with a mean score of 2.50 interpreted as "Disagree". On rank thirteen, with a mean score of 2.85 and a verbal interpretation of "Agree" was *I see my course as my future work field*. On rank fourteen, *I am sure to have work right after studies given my field* with a weighted mean score of 2.95 and interpreted as "Agree". Lastly, with the highest weighted mean of 3.14 on rank fifteen was *I have the necessary teaching skills* and interpreted as "Agree". Overall, the perception of the students on their employability on the field of education with a general weighted mean of 2.17 and a verbal interpretation of "Disagree".

5.3 Significant Influence of Academic Performance of the Students to their Employability in the Field of Education

The Pearson R or test of r was used for the significant influence of academic performance of students to their employability on the field of education revealed that since the computed R in the employability of the students in the field of education is 0.669 which is greater than the critical value of + 0.514 at 5% level of significance with the degree of freedom of 13. Thus, H_0 is rejected. Therefore, there is a significant influence on the academic performance of the students to their employability in the field of education.

6. Conclusions

Based on the significant findings, the following conclusions were reached for the study:

1. With academic performance aspect, majority of the students disagreed that they maintain a well-study routine after class, and shared that they are not confident with their academic performance. Many students disagreed that they schedule their study time whenever there is no class schedule, and expressed that they are not always aiming for good grades on tests, quizzes, and exams. Lastly, more students disagreed that they always participate in class recitations and activities.
2. The students' perception on their employability in the field of education revealed that many disagreed their course is very important in their future work, and expressed that they are not more likely to work on a private school. Majority of the students disagreed that they are more likely to work on a public school, and shared that their field of study is in-demand in terms of work opportunities in the education sector. Further, more students disagreed on the other indicators which are; they are confident that their skills and knowledge will match their work and confident that they will work in teaching or education sector, teachers are more likely to teach students than doing admin works, student skills are honed enough to move in an education work environment and they chose their field of study based on work demands of the education sector, teachers are more likely to do admin works than teaching students, students are more ready to teach and experience work environment, and lastly students already planned where they are going to work.
3. There is a significant influence on the academic performance of the students to their employability in the field of education.

7. Recommendations

Based on the conclusions of the study, the following are hereby recommended:

1. The teachers should consistently encourage the students to maintain a well-study routine after class of which post-activities may help. Teachers should thoroughly explain to the students the benefits of their good academic performance however, their attitude should be considered for a higher potential to be employed. Teachers and shared that they are not confident with their academic performance. Teachers should always initiate class participations through recitations to enhance the communication skills of the students.
2. The teachers should include different employment opportunities in every discussion. They should explain that the students after graduation may be employed in either government or private schools. Teachers should expound and set examples from employment experiences to inspire the students that there are a lot of employment opportunities in the field of education. Further, teachers should learn to manage their time in both teaching and administrative works as it was observed by the students.
3. The following actions may be proposed to the academic institution to increase the employability of the students.

- Provide opportunities to develop adaptable skills

Students should be supported in gaining adaptable skills that can be used in the workforce and actively prepared for the future of work.

Empower each student to adopt an attitude of continuous development, broadening their skill set beyond the specific areas they cover during their course. They should also be aware of additional training and upskilling which not only strengthens their learning but can also make recent graduates stand out in a sea of CV's and hopeful hires.

- Encourage relevant soft skills

When discussing a desired career option with a student based on their qualifications and passions, it is also key to find out what personal attributes might best be suited to the role.

- Provide personality test resources

Personality tests can be a helpful resource to get students thinking about the psychology behind how the brain works and why they react to certain situations. However, in an overly saturated market there are plenty of tests online, that are not actually very helpful – picking through this to find something beneficial can be a task in itself.

- Suggest extracurricular responsibilities

Taking on tasks whilst still in education can be a huge confidence boost and also looks great on a young person's CV, which can dramatically increase their post graduate employability.

It is important to be aware that any additional activities will be useful in boosting post graduate employability, so it does not necessarily need to be targeted to one particular sector. To avoid students taking on too much, encourage a breadth of different experiences but be mindful of what skills can be developed with each of them and how they can add value.

- Build work placements into student timetables

Managing time as a student can be a difficult task: juggling deadlines, writing essays, attending lectures, and having an active social life too means that planning for the future is not always high on the student list of priorities.

This is where a careers advisor can come in and offer hands-on support to boost graduate employability. Setting aside allocated time for work placements will give students a flavour of what life could be like working in their desired field.

Arranging placements with the organisation in question may also be an opportunity to offer students a foot in the door and start developing those all-important working relationships that will be invaluable once they have graduated.

- Broaden your institution's professional connections

Building a database of work opportunities that students can easily access could be a chance to inspire those looking to enhance their employability opportunities once they graduate. Reach out to parents, alumni and local businesses to help students make those connections.

- Utilise your social channels

Whilst most young people are social media savvy, LinkedIn can often be seen as a corporate or scary place to step into. Help with removing this stigma by sharing content from work placement opportunities and encourage them to get involved online.

- Speak with course managers and tutors

Building work placement opportunities into the course itself could be hugely beneficial as it will link directly with the learning element of the experience and could support a number of students at once.

- Encourage volunteering

Another way to help add some personality to a student's CV whilst building their skillset is by suggesting that they volunteer some free time working at a local animal shelter, food bank or charity organization. Offering students support with getting a volunteering position in a field that they are passionate about will benefit them massively, helping develop many soft skills.

- Put in place an action plan for improving employability of graduates at scale

Today's students expect the institutions they attend to offer up-to-date support in all areas of their course, and there's no reason why post graduate employability should be any different.

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