
| 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

¹²³⁴*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

ACCEPTED: 26 June 2024

PUBLISHED: 27 July 2024

DOI: 10.32996/bjtep.2024.3.2.10

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

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 Ronnås 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 hosteliaries 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 (Storen & 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 (Storen & 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).

Vocational High School is an educational institution that prepares students for a career in a particular job or technical field. At this level of education, students are braced with skills that enable them to enter the workforce upon graduation. Vocational high schools aim to provide a labor market at the subprofessional level. In addition to providing labor, Hirvonen 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.

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. 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 Ronnås dan Shamchiyeva, one of the factors that cause unemployment of vocational high school graduates is low employability.

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.

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).

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 to 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 (Höbfol, 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 the 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.

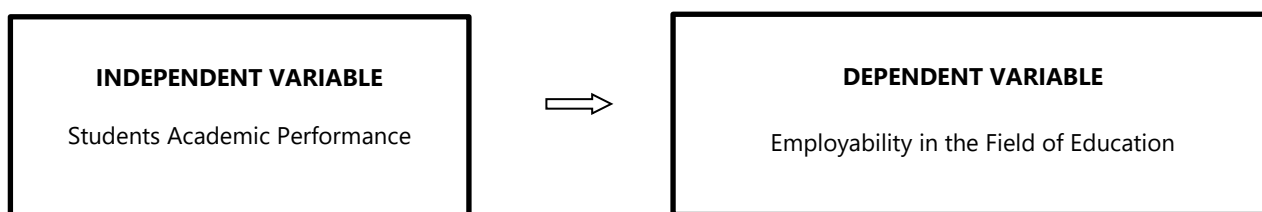
Future Researcher. The outcome of the study can be used as reference for future researchers to utilize mixed method research to have a better understanding and output of this study that can be a significant contribution to the body of knowledge.

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, HO 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, HO 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.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] AACSB. (2013). Eligibility procedures and accreditation standards for business accreditation. http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds_2013_update-3oct_final.ashx [Google Scholar]
- [2] AACSB. (2021). Standards for business accreditation. <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9> [Google Scholar]
- [3] Abas-Mastura M., et al., (2013) Employability Skills and Task Performance of Employees in Government Sector, *International Journal of Humanities and Social Science*, 3(4), 150-162, 2013. Available from: http://www.ijhssnet.com/journals/Vol_3_No_4_Special_Issue_February_2013/16.pdf [Accessed 15th May 2013].
- [4] Alba-Ramirez, A. (1993). Mismatch in the Spanish labor market. *Journal of Human Resources* 28(2):259–278.
- [5] Albrecht, W. S., & Sack, R. J. (2000). Accounting education: Charting the course through a perilous future. American Accounting Association. [Google Scholar]
- [6] Alexandra, F., Portelaa, M., & Sáa, C. (2009). Admission conditions and graduates' employability. *Studies in Higher Education*, 34(7), 795-805. <http://dx.doi.org/10.1080/03075070802688553>
- [7] Álvarez-González, P., López-Miguens, M.J. and Caballero, G. (2017), Perceived employability in university students: developing an integrated model, *Career Development International*, 22 3, 280-299.
- [8] Amin, N., (2015) The number of SMK students defeats high school, this is the data (in Bahasa), 2015. [Online]. Available: [jpnn, https://www.jpnn.com/news/jumlah-siswa-smk-kalahkan-sma-ini-datanya](http://www.jpnn.com/news/jumlah-siswa-smk-kalahkan-sma-ini-datanya).
- [9] Amin, N., (2015) The number of SMK students defeats high school, this is the data (in Bahasa), 2015. [Online]. Available: [jpnn, https://www.jpnn.com/news/jumlah-siswa-smk-kalahkan-sma-ini-datanya](http://www.jpnn.com/news/jumlah-siswa-smk-kalahkan-sma-ini-datanya).
- [10] Anderson N, De Dreu CK, and Nijstad BA. (2004). The routinization of innovation research: A constructively critical review of the state-of-the-science. *Journal of Organizational Behavior*, 25, 147–173.
- [11] Andrews, J., & Higson, H. (2008). Graduate employability, „soft skills“ versus „hard“ business knowledge: A European study. *Higher Education in Europe*, 33(4), 411-422.
- [12] Andrews, J., & Higson, H. (2008). Graduate employability, 'soft skills' versus hard' business knowledge: A European study. *Higher Education in Europe*, 33(4), 411–422. <https://doi.org/10.1080/03797720802522627> [Taylor & Francis Online], [Google Scholar] Approach. New York: Guilford Press.
- [13] Artess, J., Hooley, T., & Mellors-Bourne, R. (2017). Employability: A review of the literature 2021 to 2016. Higher Education Academy. [Google Scholar]
- [14] Arthur, M. (2014), The boundaryless career at 20: where do we stand, and where can we go?, *Career Development International*, Vol. 19 No. 6, pp. 627-640.
- [15] Ashforth, B E. (2001). Role transitions in organizational life: An identity-based perspective. Mahwah, NJ: Lawrence Erlbaum.
- [16] Alibegovic S., et al., (2009) Empowerment, Contextual Performance & Job Satisfaction A Case Study of the Scandic Hotels in Jönköping, Jönköping (Bachelor Thesis in Business Administration), Jonköping International Business School, 2009. Available from: <http://www.diva-portal.se/smash/get/diva2:289009/FULLTEXT01.pdf> [Accessed 25th March 2014]. s11205-008-9412-7.
- [17] Ashleigh, M., Ojiako, U., Chipulu, M. and Wang, J.K. (2012), Critical learning themes in project management education: implication for blended learning, *International Journal of Project Management*, 30 2, 153-161. *Asia Pacific Journal of Multidisciplinary Research* 3, No. 4, November 2015
- [18] Asonitou, S. (2021). Impediments and pressures to incorporate soft skills in Higher Education accounting studies. *Accounting Education*, 31(3), 243–272. <https://doi.org/10.1080/09639284.2021.1960871> [Taylor & Francis Online], [Google Scholar]
- [19] Avolio BJ, and Waldman DA. (1990). An examination of age and cognitive test performance across job complexity and occupational types. *Journal of Applied Psychology*, 75, 43–50.
- [20] Avolio BJ, and Waldman DA. (1994). Variations in cognitive, perceptual, and psychomotor abilities across the working life span: Examining the effects of race, sex, experience, education, and occupational type. *Psychology and Aging*, 9, 430–442. Baron JN, Davis-
- [21] Avramenko, A. (2011). Enhancing students' employability through business simulations. *Education+Training*, 54(5), 355-367. <http://dx.doi.org/10.101108/00400911211244669>
- [22] Azwar, S., (2012) Tes prestasi: Fungsi dan pengembangan pengukuran prestasi belajar, Yogyakarta: Pustaka Pelajar.
- [23] Baert, S., and Cockx B. (2013). Pure Ethnic Gaps in Educational Attainment and School to Work Transitions. When Do They Arise? *Economics of Education Review* 36: 276–294. doi:10.1016/j.econedurev.2013.07.006.
- [24] Baert, S., and Cockx B. (2013). Pure Ethnic Gaps in
- [25] Baert, S., O. Rotsaert, D. V, and Omev E. (2016). Student Employment and Later Labour Market Success: No Evidence for Higher Employment Chances. *Kyklos* 69: 401–425. doi:10.1111/kykl.v69.3.
- [26] Bailey T., (1997) Changes in the nature of work: Implications for skills and assessment, in H. O'Neill, H (Ed.). *Workforce readiness, competencies and assessment*. Los Angeles, CA: Lawrence Erlbaum Associates, pp. 27-45, 1997.
- [27] Ballantyne, R., Bothwick, J., & Packer, J. (2000). Beyond student evaluation of teaching: Identifying and addressing academic staff development needs. *Assessment & Evaluation in Higher Education*, 25(3), 221–236. <https://doi.org/10.1080/713611430> [Taylor & Francis Online], [Google Scholar]
- [28] Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film mediated aggressive models. *Journal of Abnormal and Social Psychology*, 69(1), 3-11. <http://dx.doi.org/10.1037/h0048687>

- [29] Bandura. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (1-45). New York: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511527692>
- [30] Barac, K., Plant, K., Kunz, R., & Kirstein, M. (2021). Generic skill profiles of future accountants and auditors – moving beyond attributes. *Higher Education, Skills and Work-Based Learning*, 11(4), 908–928. <https://doi.org/10.1108/HESWBL-08-2020-0180> [Crossref], [Google Scholar]
- [31] Barrera, J. (2011). Employers Feedback On Misamis University Graduates. URL: <http://goo.gl/2jzOP4>
- [32] Baruch, Y. (2013). Careers in academe: the academic labour market as an eco-system, *Career Development International*, 18 2, 196-210.
- [33] Baruch, Y. (2015), Organizational and labor markets as career ecosystem, in De Vos, A. and Van der Heijden, B.I.J.M. (Eds), *Handbook of Research on Sustainable Careers*, Edward Elgar, Cheltenham, pp. 365-380.
- [34] Baruch, Y. and Altman, Y. (2016), The ecosystem of labor markets and careers, *HR People and Strategy*, 39 3, 16-18.
- [35] Baruch, Y. and Forstenlechner, I. (2017), Global careers in the Arabian Gulf: understanding motives for self-initiated expatriation of the highly skilled, globally mobile professionals, *Career Development International*, 22 1, 3-22.
- [36] Baruch, Y. and Lavi-Steiner, O. (2015), The career impact of management education from an averageranked university: human capital perspective, *Career Development International*, 20 3, 218-237.
- [37] Baruch, Y. and Rousseau, D.M. (2018), Integrating psychological contracts and ecosystems in career studies and management, *The Academy of Management Annals*, 13 1, doi: 10.5465/annals.2016.0103.
- [38] Baruch, Y., Altman, Y. and Tung, R.L. (2016), Career mobility in a global era – advances in managing expatriation and reputation. *Academy of Management Annals*, 10 1, 841-849.
- [39] Baruch, Y., Bell, M.P. and Gray, D. (2005), Generalist and specialist graduate business degrees; tangible and intangible value, *Journal of Vocational Behaviour*, 67 1, 51-68.
- [40] Baruch, Y., Szűcs, N. and Gunz, H. (2015), Career studies in search of theory: the rise and rise of concepts, *Career Development International*, 20 1, 3-20.
- [41] Bateman, T S. & Crant, J M. (1993) The proactive component of organizational behavior. *Journal of Organizational Behavior* 14:103–118.
- [42] Bayerlein, L., Hora, M. T., Dean, B. A., & Perkiss, S. (2021). Developing skills in higher education for post-pandemic work. *Labour & Industry: A journal of the social and economic relations of work*, 31(4), 418–429. <https://doi.org/10.1080/10301763.2021.1966292> [Taylor & Francis Online], [Google Scholar]
- [43] Bear GG, Manning MA and Izard CE. (2003). Responsible behavior: The importance of social cognition and emotion. *School Psychology Quarterly*, 18, 140–157.
- [44] Becker G. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. New York: Columbia University Press.
- [45] Becker, G. (1962). Investment in Human Capital: A Theoretical Analysis. *The Journal of Political Economy* LXX, 5 supplement 9–49.
- [46] Behroozi, M., (2014) survey about the function of technical and vocational education: An empirical study in Bushehr City, *Procedia-Social and Behavioral Sciences*, 143, 265-269, 2014.
- [47] Beneito P, Rerri J, Molto M L & Uriel E. (1996) Over/undereducation and on-the-job training in Spain: effect on pay returns. Paper presented at the 8th Conference of the European Association of Labour Economists, Chania, Crete.
- [48] Bennett RJ, Robinson SL. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85, 349–360.
- [49] Bridgstock R, (2009) The graduate attributes we've overlooked: Enhancing graduate employability through career management skills, *Higher Education Research & Development*; 28(1), 31-44, 2009.
- [50] Bennette, N., Dunne, E., & Carre, C. (1999). Patterns of core and generic skill provision in higher education. *Higher Education*, 37, 71-93. <http://dx.doi.org/10.1023/A:1003451727126>
- [51] Benson GS, Finegold D, Mohrman S. (2004). You paid for the skills, now keep them: Tuition reimbursement and voluntary turnover. *Academy of Management Journal*, 47, 315–331.
- [52] Berg, I (1970) *Education and Jobs: The Great Training Robbery*. Boston: Beacon Press.
- [53] Berry CM, Gruys ML, Sackett PR. (2006). Educational attainment as a proxy for cognitive ability in selection: Effects of levels of cognitive ability and adverse impact. *Journal of Applied Psychology*, 91, 696–705.
- [54] Berry CM, Ones DS, Sackett PR. (2007). Interpersonal deviance, organizational deviance, and their common correlates: A review and meta-analysis. *Journal of Applied Psychology*, 92, 410–424.
- [55] Berzonsky, (2001) *Moral development child, USA: The MacMillan Psychology References Series*, 2001.
- [56] Blake A, Bielby WT. (1986). The structure of opportunity: How promotion ladders vary within and among organizations. *Administrative Science Quarterly*, 31, 248–273.
- [57] Blau G. (1994). Developing and testing a taxonomy of lateness behavior. *Journal of Applied Psychology*, 79, 959–970.
- [58] Body, K. M. D., and L. Bonnal. (2014) Does Student Employment Really Impact Academic Achievement? The Case of France. *Applied Economics* 46: 3061–3073. doi:10.1080/00036846.2014.920483.
- [59] Borman W. C. & Motowidlo S. J., (1993) Expanding the criterion domain to include elements of contextual performance, in Schmitt S, Borman WC (ed.), *Personnel selection in organizations*, San Francisco: Jossey-Bass, pp. 71-98, 1993.
- [60] Borman WC, and Motowidlo SJ. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10, 99–109.
- [61] Bourner, T. (1997). Teaching methods for learning outcomes. *Education + Training*, 39(9), 344-348. <http://dx.doi.org/10.1108/00400919710192377>
- [62] Bowden, J. & Marton, F. (1998). *The University of Learning: Beyond Quality and Competence in Higher Education*. London: Kogan Page
- [63] Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage Publications. [Google Scholar]
- [64] Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3 2, 77-101.
- [65] Brenner OC. (1982). Relationship of education to sex, managerial status, and the managerial stereotype. *Journal of Applied Psychology*, 67, 380–383.

- [66] Bridgstock, R. (2009), The graduate attributes we've overlooked: enhancing graduate employability through career management skills, Higher Education Research & Development, 28 1, 31-44.
- [67] Bridgstock, R. (2017), The university and the knowledge network: a new educational model for twenty-first century learning and employability, in Tomlinson, M. and Holmes, L. (Eds), Graduate Employability in Context, Palgrave Macmillan, London, 339-358.
- [68] Brislin, R.W. (1970). Back-translation for cross-cultural research. *Journal of cross-cultural psychology* 1(3):185-216.
- [69] Brooks, R. and Youngson, P.L. (2016), Undergraduate work placements: an analysis of the effects on career progression, *Studies in Higher Education*, 41 9, 1563-1578.
- [70] Brown P., et al., (2003) Employability in a knowledge-driven economy, *Journal of Education and Work*: 16(20), 107-126, 2003.
- [71] Buck L. L. & Barrick R. K., (1987) They are trained, but are they employable?, *Vocational Education Journal*: 62(5), 29-31, 1987.
- [72] Bui, B., & Porter, B. (2010). The expectation-performance gap in accounting education: An exploratory study. *Accounting Education*, 19(1-2), 23–50. <https://doi.org/10.1080/09639280902875556> [Taylor & Francis Online], [Google Scholar]
- [73] Burke MJ, and Landis RS. (2003). Methodological and conceptual challenges in conducting and interpreting meta-analysis. In Murphy KR (Ed.), *Validity generalization: A critical review* (287–309). Mahwah, NJ: Erlbaum.
- [74] Burriss, V (1983). The Social and Political Consequences of Overeducation. *American Sociological Review* 48(4):454–467.
- [75] Butler, D.G. (2003) Employer and New Graduate Satisfaction with New Graduate Performance in the Workplace within the First Year following Convocation from the Ontario Veterinary College, *Canadian Veterinary Journal*, 44(5): 380–391, URL: <http://goo.gl/aClxU3>
- [76] CA ANZ – Australia/New Zealand. (2020). Capabilities for accounting: A model for the future. <https://www.charteredaccountantsanz.com/learning-and-events/learning/ca-success-profiles> [Google Scholar]
- [77] Calhoun, JF, and Acocella, JR., (2004) *Psychology of assessment and human relationship*, New York: McGraw Hill.
- [78] Campbell JP. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In Dunnette MD, Hough LM (Eds.), *Handbook of industrial and organizational psychology* (1, 2nd ed., 687–732). Palo Alto, CA: Consulting Psychologists Press.
- [79] Clarke M., (2008) Understanding and managing employability in changing career contexts, *Journal of European Industrial Training*: 32(4), 258-284, 2008.
- [80] Campbell, A. (2009). *Developing Global Graduates*. Hamburg: DVM.
- [81] Campbell, A. (2010). Developing generic skills and attributes of international students: the (ir)relevance of the Australian university experience. *Journal of Higher Education Policy and Management*, 32(5), 487-497.
- [82] Cappelli P. (2000). A market-driven approach to retaining talent. *Harvard Business Review*, 78, 103–111.
- [83] Carr, S., Chua, F., & Perera, H. (2006). University accounting curricula: The perceptions of an alumni group. *Accounting Education*, 15(4), 359–376. <https://doi.org/10.1080/09639280601011040> [Taylor & Francis Online], [Google Scholar] Case of France." *Applied Economics* 46: 3061–3073.
- [84] Ceci SJ. (1991). How much does schooling influence general intelligence and its cognitive components? A reassessment of the evidence. *Developmental Psychology*, 27, 703–722.
- [85] Chan, D. (2000), Understanding adaptation to changes in the work environment: integrating individual difference and learning perspectives, in Ferris, G.R. (Ed.), *Research in Personnel and Human Resources Management*, JAI Press, Stamford, CT, pp. 1-42.
- [86] Chaplin, DD., (2006) *Empowerment zones and e-rate application rates*, Washington: Ther Service, 2006.
- [87] Chevalier, A., & Conlon, G. (2003). Does it pay to attend a prestigious university? Retrieved January, 5, 2014, from <http://cee.lse.ac.uk/ceedps/>
- [88] CIPD (2016), Third of UK employees disappointed with their career progression, available at: www.cipd.co.uk/pressoffice/press-releases/eo-skills-careers-150316.aspx (accessed September 23, 2018).
- [89] Ciriaci, D., & Muscio, A. (2010, May 5). Does university choice drive graduate's employability? Retrieved January, 3, 2015, from University Library of Munich, Germany: <http://mpa.ub.uni-muenchen.de/22808/>
- [90] Clarke, M. (2008), Understanding and managing employability in changing career contexts, *Journal of European Industrial Training*, 32 4, 258-284.
- [91] Clarke, M. (2009), Plodders, pragmatists, visionaries and opportunists: career patterns and employability, *Career Development International*, 14 1, 8-28.
- [92] Clarke, V. and Braun, V. (2013), Teaching thematic analysis: overcoming challenges and developing strategies for effective learning, *The Psychologist*, 26 2, 120-123.
- [93] Coetzee, M., and Schreuder, D., (2011) The relation between career anchors, emotional intelligence and employability satisfaction among workers in the service industry, *Southern African Business Review*, 5(3), 76-97, 2011.
- [94] Cohen, D.J. (2015), HR past, present and future: a call for consistent practices and a focus on competencies, *Human Resource Management Review*, 25 2, 205-215.
- [95] Confederation of British Industry. (2009). *Future Fit: Preparing Graduates for the world of work*. CBI.
- [96] Conte JM, and Jacobs RR. (2003). Validity evidence linking polychronicity and big five personality dimensions to absence, lateness, and supervisory performance ratings. *Human Performance*, 16, 107–129.
- [97] Copps, J., & Plimmer, D. (2013). *Inspiring impact—The journey to employment: A guide to understanding and measuring what matters for young people*. NPC.
- [98] Corbin, J.M. and Strauss, A. (2015), *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 4th ed., Sage, Thousand Oaks, CA.
- [99] Cord, B. A., Bowrey, G., & Clements, M. (2010). Towards accounting student's workplace preparedness: A unique internship approach. In *Proceedings of the Australian Collaborative Education Network national conference* (pp. 83–91). Australian Collaborative Education Network. [Google Scholar]
- [100] Corley, K.G. (2015), A commentary on 'what grounded theory is...' engaging a phenomenon from the perspective of those living it, *Organizational Research Methods*, 18 4, 600-605.
- [101] Cotton, K. (1993). *Developing Employability Skills*. Northwest Regional Educational Laboratory.

- [102]CPA Australia. (2018). International accreditation guidelines – Section 3: Professional skills, competence areas and Learning outcomes. <https://www.cpaaustralia.com.au/academics/accreditation-guidelines-for-higher-education-programs/international-accreditation-guidelines/section-3-professional-skills-competence-areas-and-learning-outcomes> [Google Scholar]
- [103]Crant, James M. (2000). Proactive behavior in organizations. *Journal of Management* 26:435– 462.
- [104]Crawford, I. and Wang, Z. (2016), The impact of placements on the academic performance of UK and international students in higher education, *Studies in Higher Education*, 41 4, 712-733.
- [105]Creswell J. W., (2008) Educational research: Planning, conducting, and evaluating quantitative and qualitative research, 3rd ed. Upper Saddle River, NJ: Pearson.
- [106]Creswell, J.W. (2015), A Concise Introduction to Mixed Methods Research, Sage Publications, Thousand Oaks, CA.
- [107]Cuthbert, D., & Spark, C. (2008). Getting a GRIP: Examining the outcomes of a pilot program to support graduate research students in writing for publication. *Studies in Higher Education*, 33(1), 77-88.
- [108]Cuthbert, D., Spark, C., & Burke, E. (2009). Disciplining writing: the case for multi-disciplinary writing groups to support writing for publication by higher degree by research candidates in the humanities, arts and social sciences. *Higher Education Research & Development*, 28(2), 137-149.
- [109]Dacre-Pool, L., and Sewell, P. (2007) The key to employability: Developing a practical model of graduate employability, *Education Training*, 49(4), 277-289, 2007.
- [110]Daff, L., De-Lange, P., & Jackling, B. (2012). A comparison of generic skills and emotional intelligence in accounting education. *Issues in Accounting Education*, 27(3), 627–645. <https://doi.org/10.2308/iace-50145> [Crossref], [Google Scholar]
- [111]Dalton DR, and Todor WD. (1993). Turnover, transfer, absenteeism: An interdependent perspective. *Journal of Management*, 19, 193–219.
- [112]Dancey C. P. & Reiday J., (2011) Statistics without maths in psychology, 5th ed. Harlow, England: Pearson Education Limited, 2011.
- [113]Dania, J., Bakar, AR., Mohamed, S., (2014) Factors influencing the acquisition of employability skills by students of selected Technical Secondary School in Malaysia, *International Education Studies*, 7(2), 117-124, 2014.
- [114]Darolia, R. (2014) Working (and Studying) Day and Night: Heterogeneous Effects of Working on the Academic Performance of Full-Time and Part-Time Students. *Economics of Education Review* 38: 38–50. doi:10.1016/j.econedurev.2013.10.004.
- [115]De-Jonge A, and De-Ruyter K. (2004). Adaptive versus proactive behavior in service recovery: The role of self-managing teams. *Decision Sciences*, 35, 457–491.
- [116]De-Jonge J, Reuvers MMEN, Houtman ILD, and Kompier MAJ. (2000). Linear and nonlinear relations between psychosocial job characteristics, subjective outcomes, and sickness absence: Baseline results from SMASH. *Journal of Occupational Health Psychology*, 5, 256–268.
- [117]De-la-Harpe, B., Radloff, A., & Wyber, J. (2000). Quality and generic (professional) skills. *Quality in Higher Education*, 6(3), 231-243. <http://dx.doi.org/10.1080/13538320020005972>
- [118]De-Lange, P., Jackling, B., & Gut, A. (2006). Accounting graduates' perceptions of skills emphasis in undergraduate courses: An investigation from two victorian universities. *Accounting and Finance*, 46(3), 365–386. <https://doi.org/10.1111/j.1467-629X.2006.00173.x> [Crossref], [Web of Science ®], [Google Scholar]
- [119]De-Ro, J. (2008). Education in Flanders. A Broad View on the Flemish Education Landscape. Brussels: Agency for Educational Communication Publications.
- [120]Dean, B. A., Eady, M. J., & Yanamandram, V. (2020). Advancing non-placement work-integrated learning across the degree. *Journal of University Teaching & Learning Practice*, 17(4), 1–4. <https://doi.org/10.53761/1.17.4.1> [Crossref], [Web of Science ®], [Google Scholar]
- [121]Deery S, Erwin P, Iverson R. (1999). Industrial relations climate, attendance behaviour and the role of trade unions. *British Journal of Industrial Relations*, 37, 533–558.
- [122]Denison EF. (1962). The sources of economic growth in the United States and the alternatives before us. New York: Committee for Economic Development.
- [123]Department for Education (2018), Prime minister launches major review of post-18 education, available at: www.gov.uk/government/news/prime-minister-launches-major-review-of-post-18-education (accessed September 23, 2018).
- [124]Di-Nicola, P & Mingo, I. (2007) (in collaborazione con Bagni Flavia, Bassetti Zaira) 2006, I lavoratori parasubordinati tra professione e precariato, Rapporto IRES, Roma, sintesi maggio 2007. [Para-subordinate workers between vocation and temporary work. IRES Report, Rome, 2007]
- [125]Di-Vesta FJ, and Thompson GG. (1970). Educational psychology: Instruction and behavioral change. New York: Appleton-Century-Crofts.
- [126]Diamante, R. T. (2014). Career Development Learning and Employability Skills of Students in Information and Communication Technology. *International Proceedings of Economics Development and Research*, 70(21), 110-114.
- [127]Direito, I., Pereira, A. and Duarte, A.M. (2012), Engineering undergraduates' perceptions of soft skills: relations with self-efficacy and learning styles, *Procedia – Social and Behavioral Sciences*, 55, 843-851.
- [128]Divan, A., Knight, E., Bennett, D., & Bell, K. (2019). Marketing graduate employability: Understanding the tensions between institutional practice and external messaging. *Journal of Higher Education Policy and Management*, 41(5), 485–499. <https://doi.org/10.1080/1360080X.2019.1652427> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]doi:10.1080/00036846.2014.920483.
- [129]Dolce, V., Emanuel, F., Cisi, M., & Ghislieri, C. (2019). The soft skills of accounting graduates: Perceptions versus expectations. *Accounting Education*, 29(1), 57–76. <https://doi.org/10.1080/09639284.2019.1697937> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [130]Donald, W.E., Baruch, Y. and Ashleigh, M.J. (2017a), The undergraduate self-perception of employability: human capital, careers advice, and career ownership, *Studies in Higher Education*, doi: 10.1080.03075079.2017.1387107.
- [131]Donald, W.E., Baruch, F. and Ashleigh, M.J. (2017b), Boundaryless and protean career orientation: a multitude of pathways to graduate employability, in Tomlinson, M. and Holmes, L. (Eds), *Graduate Employability in Context: Theory, Research and Debate*, Palgrave Macmillan, London, 129-150.

- [132]Dudley NM, Orvis KA, Lebiecki JE, Cortina JM. (2006). A meta-analytic investigation of conscientiousness in the prediction of job performance: Examining the intercorrelations and the incremental validity of narrow traits. *Journal of Applied Psychology*, 91, 40–57. econdurev.2013.10.004.
- [133]Economics of Education Review (n.d) 38: 38–50. doi:10.1016/j.
- [134]Educational Attainment and School to Work Transitions. (n.d)
- [135]Educational Communication Publications. (n.d)
- [136]Evers F. T., et al., (1998) The bases of competence: Skills for lifelong learning and employability, San Francisco, Ca: Jossey-Bass.
- [137]Eval J. & Res. Educ. (2019) 8, 2, June 2019: 243 – 248 Gibson, RL, Mitchell, MH, Introduction to counseling and guidance, New York, Macmillan Publisher, 2011.
- [138]Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. Thousand Oaks: Sage. Hayes, A. F. 2013. *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach*. New York: Guilford Press.
- [139]Finch, D. F., Hamilton, L. K., Riley, B., & Zehner, M. (2013). An exploratory study of factors affecting undergraduate employability. *Education+Training*, 55(7), 681-704. <http://dx.doi.org/10.1108/ET-07-2012-0077>
- [140]Fishbein, M. and Ajzen, I. (1975), *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research* Reading, Addison-Wesley, Boston, MA.
- [141]Fleming, P. (2017), The human capital hoax: work, debt and insecurity in the Era of Uberization, *Organization Studies*, 38 5, 691-709.
- [142]Ford AD, Olmi DJ, Edwards RP, Tingstorm DH. (2001). The sequential introduction of compliance training components with elementary-aged children in general education classroom settings. *Social Psychology Quarterly*, 16, 142–157.
- [143]Freeman, R. (1976). *The Overeducated American*. NY: Academic Press.
- [144]Frese, M & Fay, D. (2000) Personal initiative: An active performance concept for work in the 21st century. In B. M. Staw & R. I. Sutton (Eds.) *Research in organizational behavior* 23:133–187.
- [145]Froehlich, D.E., Beusaert, S. and Segers, M. (2017), Development and validation of a scale measuring approached to work-related informal learning, *International Journal of Training and Development*, 21 2, 130-144.
- [146]Frone MR. (2003). Predictors of overall and on-the-job substance use among young workers. *Journal of Occupational Health Psychology*, 8, 39–54.
- [147]Fugate, M., Kinicki, A.J. and Ashforth, B.E. (2004), Employability: a psycho-social construct, its dimensions, and applications, *Journal of Vocational Behaviour*, 65 1, 14-38.
- [148]Future Finance (2016), Less than half of students confident their degree will pay for itself, available at: www.futurefinance.com/uk/press (accessed September 23, 2018).
- [149]Gallino, L. (2007). *Il Lavoro non è una merce. Contro la flessibilità*. Roma: Laterza. [Work is not a merchandise. Against flexibility. Rome: Laterza ed.]
- [150]Gardner, P. D., & Liu, W. Y. (1997). Prepared to perform? Employers rate work force readiness of new grads. *Journal of Career Planning & Employment*, 57(3), 32–35. [Google Scholar]
- [151]Gedye, S., & Beaumont, E. (2018). The ability to get a job“: Student understandings and definitions of employability. *Education + Training*, 60(5), 406–420. <https://doi.org/10.1108/ET-10-2017-0159> [Crossref], [Web of Science ®], [Google Scholar]
- [152]Gibson, RL, and Mitchell, MH, (2011) *Introduction to counseling and guidance*, New York, Macmillan Publisher.
- [153]Gill, C. (2018), Don't know, don't care: an exploration of evidence based knowledge and practice in human resource management, *Human Resource Management Review*, 28 2, 103-115.
- [154]Gioia, D.A., Corley, K.G. and Hamilton, A.L. (2013), Seeking qualitative rigor in inductive research: notes on the gioia methodology, *Organizational Research Methods*, 16 1, 15-31.
- [155]Glomb TM, and Liao H. (2003). Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. *Academy of Management Journal*, 46, 486– 496.
- [156]Goldberg LR, Sweeney D, Merenda PF and Hughes JE. (1998). Demographic variables and personality: The effects of gender, age, education, and ethnic/racial status on self-descriptions of personality attributes. *Personality and Individual Differences*, 24, 393–403.
- [157]Goleman, D. (1998). *Working with Emotional Intelligence*. London: Bloomsbury.
- [158]Golley, F.B. (1993), *A History of the Ecosystem Concept in Ecology: More than the Sum of the Parts*, University Press, Yale.
- [159]Gottfredson GD, and Holland JL. (1990). A longitudinal test of the influence of congruence: Job satisfaction, competency utilization, and counterproductive behavior. *Journal of Counseling Psychology*, 37, 389–398.
- [160]Green, F., Henseke, G. and Vignoles, A. (2017), Private school and labour market outcomes, *British Educational Research Journal*, 43 1, 7-28.
- [161]Green, F, McIntosh, S & Vignoles, A. (1999) Overeducation and skills - clarifying the concepts. CEP Discussion Papers.
- [162]Greenhalgh, L & Rosenblatt, Z. (1984). Job insecurity: Toward conceptual clarity. *Academy of Management Review* 3:438–448.
- [163]Gregson J. A. & Bettis P. J., (1991) *Secondary Trade and Industrial Education Work Values Instruction: Emancipatory or indoctrinational?*, A paper presented at: The American Vocational Association Convention, Los Angeles, CA, 1991. Available from: <http://files.eric.ed.gov/fulltext/ED341781.pdf>
- [164]Hadley, AM., Hair, EC., Moore, KA, (2008) Assessing what kids think about themselves: A guide to adolescent self-concept for out of school time program practitioners, *Research to Results Child Trends*, 32, 1-6, 2008.
- [165]Hall, D.T. (2004), The protean career: a quarter-century journey, *Journal of Vocational Behavior*, 65 1, 1-13.
- [166]Hall, D T. & Associates. (1986). *Career development in organizations*. San Francisco: Jossey Bass.
- [167]Hall, D T. & Mirvis, P H. (1995). The new career contract: developing the whole person at midlife and beyond. *Journal of Vocational Behavior* 47(3):269–89.
- [168]Helmstadler G. C., (1964) *Principles of psychological measurement*, New York: Appieton-Century-Croft; 1964.
- [169]Hall, D T. (1996). Protean careers of the 21st century. *Academy of Management Executive* 10(4):8–16.
- [170]Hall, D T. (2002). *Careers in and out of organizations*. Thousand Oaks, CA: Sage.

- [171] Hanisch KA, and Hulin CL. (1990). Job attitudes and organizational withdrawal: An examination of retirement and other voluntary withdrawal behaviors. *Journal of Vocational Behavior*, 37, 60–78.
- [172] Harris, G. T. (1990). Research output in Australian university economics departments: an update for 1984–88. *Australian Economic Papers*, 29(55), 249–259.
- [173] Harrison DA, and Martocchio JJ. (1998). Time for absenteeism: A 20-year review of origins, offshoots, and outcomes. *Journal of Management*, 24, 305–350.
- [174] Harvey L., et al., (1997) Graduates work: organisational change and students' attributes, Birmingham: Centre for Research into Quality (CRQ) and Association of Graduate Recruiters (AGR), 1997.
- [175] Harvey, L. (2010). Defining and Measuring Employability. *Quality in Higher Education*, 7(2), 97–109. <http://dx.doi.org/10.1080/13538320120059990>
- [176] Hassanbeigi, A., Askari, J., Nakhjavani, M., Shirkhoda, S., Barzegar, K., Mozayyan, M.R. and Fallahzadeh, H. (2011), The relationship between study skills and academic performance of university students, *Procedia – Social and Behavioral Sciences*, 30 1, 1416–1424.
- [177] Heckhausen, H. (1977). Achievement Motivation and its constructs: a cognitive model. *Motivation and Emotion* 1(4):283–329.
- [178] Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2021). Does the changing world of professional work need a new approach to accounting education? *Accounting Education*, 30(2), 188–212. <https://doi.org/10.1080/09639284.2020.1827446> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [179] High Fliers (2017), The Graduate Market in 2017, High Fliers Research Limited, London.
- [180] Higher Education Funding Council (2015), "Data and statistics", available at: www.hefce.ac.uk/data (accessed September 23, 2018).
- [181] Hillage, J., & Pollard, E. (1998). *Employability: Developing a framework for policy analysis*. London: Department for Education and Employment.
- [182] Hirvonen, A., (2011) Business model development in newspaper publishing industry, the effect of e-reading a case study, Helsinki, Aalto University, 2011.
- [183] Höbfol, S.E. (1989), Conservation of resources: a new attempt at conceptualizing stress, *American Psychologist*, 44 3, 513–524.
- [184] Höbfol, S.E. (2001), The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory, *Applied Psychology*, 50 3, 337–421.
- [185] Hochschild AR. (1997). *The time bind*. New York: Henry Holt.
- [186] Hoffman BJ, Blair CA, Meriac JP. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. *Journal of Applied Psychology*, 92, 555–566.
- [187] Hoffman CC. (1995). Applying range restriction corrections using published norms: Three case studies. *PERSONNEL PSYCHOLOGY*, 48, 913–923.
- [188] Holmes, L. (2001). Reconsidering Graduate Employability: The "graduate identity" approach. *Quality in Higher Education*, 7(2), 111–119. <http://dx.doi.org/10.1080/13538320120060006>
- [189] Holmes, L.M. (2013), Competing perspectives on graduate employability: possession, position or process?, *Studies in Higher Education*, 38 4, 538–554.
- [190] Holmes, L.M. (2016), Graduate employability: future directions and debate. In graduate employability in context: theory, research and debate, in Tomlinson, M. and Holmes, L. (Eds), *Graduate Employability in Context: Theory, Research and Debate*, Palgrave Macmillan, London, 359–370.
- [191] Howard A. (1986). College experiences and managerial performance. *Journal of Applied Psychology*, 71, 530–552.
- [192] Howcroft, D. (2017). Graduates' vocational skills for the management accountancy profession: Exploring the accounting education expectation-performance gap. *Accounting Education*, 26(5-6), 459–481. <https://doi.org/10.1080/09639284.2017.1361846> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [193] Hsieh, S.-I. and Hsu, L.-L. (2013), An outcome-based evaluation of nursing competency of baccalaureate senior nursing students in Taiwan, *Nurse Education Today*, Vol. 33 No. 12, pp. 1536–1545.
- [194] Hui C, Lam SSK, Law KKS. (2000). Instrumental values of organizational citizenship behavior of promotion: A field quasi-experiment. *Journal of Applied Psychology*, 85, 822–828.
- [195] Hunt ST. (1996). Generic work behavior: An investigation into the dimensions of entry level, hourly job performance. *PERSONNEL PSYCHOLOGY*, 49, 51–83.
- [196] Hunter JE, and Hunter RF. (1984). Validity and utility of alternative predictors of job performance. *Psychological Bulletin*, 96, 72–98.
- [197] Hunter JE, Schmidt HL, and Le H. (2006). Implications of direct and indirect range restriction for meta-analysis methods and findings. *Journal of Applied Psychology*, 91, 594–612.
- [198] Hunter JE and Schmidt HL. (1990). *Methods of meta-analysis: Correcting for sources of error and bias in research findings*. Newbury Park, CA: Sage.
- [199] Hunter JE. (1986). Cognitive ability, cognitive aptitudes, job knowledge, and job performance. *Journal of Vocational Behavior*, 29, 340–362.
- [200] Iansiti, M. and Levien, R. (2004), Strategy as ecology, *Harvard Business Review*, 82 3, 68–81.
- [201] Illes, P. (1997), Sustainable high-potential career development: a resource-based view, *Career Development International*, 2 7, 347–353.
- [202] ILO (1999). Decent Work. Report of the Director-General. International Labor Conference, 87th Session, ILO, Geneva.
- [203] Ingram, K.L., Cope, J.G., Harju, B.L. and Wuensch, K.L. (2000), Applying to graduate school: a test of the theory of planned behavior, *Journal of Social Behavior and Personality*, 15 2. 215–226.
- [204] Inkson, K., Gunz, H., Ganesh, S. and Roper, J. (2012), Boundaryless careers: bringing back boundaries, *Organization Studies*, 33 3, 323–340.
- [205] International Journal of Evaluation and Research in Education (IJERE) (2019) 8, 2, June 2019, 243–248 ISSN: 2252-8822, DOI: 10.11591/ijere.v8i2.18128
- [206] Jackling, B., & De Lange, P. (2009). Do accounting graduates' skills meet the expectations of employers? A matter of convergence or divergence. *Accounting Education*, 18(4/5), 369–385. <https://doi.org/10.1080/09639280902719341> [Taylor & Francis Online], [Google Scholar]

- [207] Jackson, D. (2015), Employability skill development in work-integrated learning: barriers and best practice, *Studies in Higher Education*, 40 2, 350-367.
- [208] Jackson, D. and Wilton, N. (2017), Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics, *Higher Education Research & Development*, 36 4, 747-762.
- [209] Jackson, D., (2014) Self-assessment of employability skill outcomes among undergraduates and alignment with academic ratings, *Assessment & Evaluation in Higher Education*, 39(1), 53-72, 2014.
- [210] Jackson, D. (2016a). Modelling graduate skill transfer from university to the workplace. *Journal of Education and Work*, 29(2), 199–231. <https://doi.org/10.1080/13639080.2014.907486> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [211] Jackson, D. (2016b). Re-conceptualising graduate employability: The importance of pre-professional identity. *Higher Education Research & Development*, 35(5), 925–939. <https://doi.org/10.1080/07294360.2016.1139551> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [212] Jackson, D., & Dean, B. A. (2022). The contribution of different types of work-integrated learning to graduate employability. *Higher Education Research & Development*, 42(1), 93–110. <https://doi.org/10.1080/07294360.2022.2048638>. [Google Scholar]
- [213] Jackson, D., & Meek, S. (2021). Embedding work-integrated learning into accounting education: The state of play and pathways to future implementation. *Accounting Education*, 30(1), 63–85. <https://doi.org/10.1080/09639284.2020.1794917> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [214] Jackson, D., & Wilton, N. (2017). Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics. *Higher Education Research & Development*, 36(4), 747–762. <https://doi.org/10.1080/07294360.2016.1229270> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [215] Janssen O. (2001). Fairness perceptions as a moderator in the curvilinear relationships between job demands, and job performance and job satisfaction. *Academy of Management Journal*, 44, 1039–1050.
- [216] Johnes, G. (2006). Career interruptions and labour market outcomes series. Manchester: Equal Opportunities Commission.
- [217] Johns G, and Xie JL. (1998). Perceptions of absence from work: People's Republic of China versus Canada. *Journal of Applied Psychology*, 83, 515–530.
- [218] Johnson JW. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86, 984–996.
- [219] Johnson MK, and Elder GH. (2002). Educational pathways and work value trajectories. *Sociological Perspectives*, 45, 113–138.
- [220] Judge TA, and Bretz RD. (1992). Effects of work values on job choice decisions. *Journal of Applied Psychology*, 77, 261–271.
- [221] Judge TA, and Cable DM. (2004). The effect of physical height on workplace success and income: Preliminary test of a theoretical model. *Journal of Applied Psychology*, 89, 428–441.
- [222] Judge TA, Thoresen CJ, Bono JE, Patton GK. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127, 376–407.
- [223] Kalenkoski, C. M., and Pabilonia S. W. (2009) Does Working while in High School Reduce US Study Time? *Social Indicators Research* 93: 117–121. doi:10.1007/s11205-008-9412-7.
- [224] Kalenkoski, C. M., and Pabilonia S. W. (2010) Parental Transfers, Student Achievement, and the Labor Supply of College Students. *Journal of Population Economics* 23: 469–496. doi:10.1007/s00148-008-0221-8.
- [225] Kalenkoski, C. M., and Pabilonia S. W. (2012). Time to Work or Time to Play: The Effect of Student Employment on Homework, Sleep, and Screen Time. *Labour Economics* 19: 211–221. doi:10.1016/j.labeco.2011.10.002.
- [226] Kalleberg, A & Sorensen, A. (1973). The Measurement of the Effects of Overtraining on Job Attitudes. *Sociological Methods and Research* 22: 215–238.
- [227] Kanfer R, and Ackerman PL. (2004). Aging, adult development, and work motivation. *Academy of Management Review*, 29, 440–458.
- [228] Karatepe OM, Uludag O, Menevis I, Hadzimehmeddagic L, and Baddar L. (2006). The effects of individual characteristics on frontline employee performance and job satisfaction. *Tourism Management*, 27, 547–560.
- [229] Kaufman HG. (1978). Continuing education and job performance: A longitudinal study. *Journal of Applied Psychology*, 63, 248–251.
- [230] Kaufman HG. (1990). Assessing adolescent and adult intelligence. Needham Heights, MA: Allyn & Bacon.
- [231] Kennedy, F. A., & Dull, R. B. (2008). Transferable team skills for accounting students. *Accounting Education*, 17(2), 213–224. <https://doi.org/10.1080/09639280600826166> [Taylor & Francis Online], [Google Scholar]
- [232] Kim, S., Kim, H., Lee, J., (2015) Employee self-concepts, voluntary learning behavior, and perceived employability, *Journal of Managerial Psychology*, 30(3), 264-279, 2015.
- [233] Klehe U, and Anderson N. (2007). Working hard and work smart: Motivation and ability during typical and maximum performance. *Journal of Applied Psychology*, 92, 978–992.
- [234] Kline, P. (1979). *Psychometrics and psychology*. London: Academic Press.
- [235] Knight, P. T., & Yorke, M. (2002). Employability through the curriculum. *Tertiary Education and Management*, 8(4), 261-276. <http://dx.doi.org/10.1080/13583883.2002.9967084>
- [236] Knight, P. T., & Yorke, M. (2003). Employability and Good Learning in Higher Education. *Teaching in Higher Education*, 8(1), 3-16. <http://dx.doi.org/10.1080/1356251032000052294>
- [237] Knight, P., & Yorke, M. (2004). *Learning, Curriculum and Employability in Higher Education*. London: Routledge Falmer.
- [238] Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. In D. Kolb (Ed.), *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- [239] Konovsky MA, and Organ DW. (1996). Dispositional and contextual dimensions of organizational citizenship behavior. *Journal of Organizational Behavior*, 17, 253–266.
- [240] Koslowsky M, Sagie A, Krausz M, and Singer AD. (1997). Correlates of employee lateness: Some theoretical considerations. *Journal of Applied Psychology*, 82, 79–88.
- [241] Kroch EA, and Sjoblom K. (1994). Schooling as human capital or a signal: Some evidence. *Journal of Human Resources*, 29, 156–180.

- [242]Kuncel NR, Hezlett SA, and Ones DS. (2004). Academic performance, career potential, creativity, and job performance: Can one construct predict them all? *Journal of Personality and Social Psychology*, 86, 148–161.
- [243]Kusuma, H., (2017) Unemployment in Indonesia is dominated by SMK graduates (in Bahasa), [Online]. Available: finance.detik <https://finance.detik.com/berita-ekonomi-bisnis/3493153/pengangguran-di-ri-didominasi-lulusansmk>, 2017.
- [244]Lancaster AR, and Drasgow F. (1994). Choosing a norm group for counseling: Legislation, regulation, and nontraditional careers. *Psychological Assessment*, 6, 313–320.
- [245]Lanzi D. (2007). Capabilities, human capital, and education. *Journal of Socio-Economics*, 36, 424–435.
- [246]Lapierre LM, Spector PE, Leck JD. (2005). Sexual versus nonsexual workplace aggression and victims' overall job satisfaction: A meta-analysis. *Journal of Occupational Health Psychology*, 10, 155–169.
- [247]Lasan D. B., (2000) Curricular balance in education, *Educators Speak*, 2000.
- [248]Lau VCS, Au WT, and Ho JMC. (2003). A qualitative and quantitative review of antecedents of counterproductive behavior in organizations. *Journal of Business and Psychology*, 18, 73–99.
- [249]Law, P. and Yuen, D. (2012), A multilevel study of students' motivations of studying accounting: implications for employers, *Education & Training*, 54 1, 50-64.
- [250]Law, W., & Watts, A. (1977). *Schools, Careers and Community*. London: Church Information Office.
- [251]Lazear EP. (1981). Agency, earnings profiles, productivity, and hours restrictions. *American Economic Review*, 71, 606–620.
- [252]Lee, A., & Kamler, B. (2008). Bringing pedagogy to doctoral publishing. *Teaching in Higher Education*, 13(5), 511 - 523.
- [253]Lehman WEK, and Simpson DD. (1992). Employee substance use and on-the-job behaviors. *Journal of Applied Psychology*, 77, 309–321.
- [254]Lepak DP, and Snell SA. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24, 31–48.
- [255]LePine JA, Erez A, and Johnson DE. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52–65.
- [256]Levant, Y., Coulmont, M., & Sandu, R. (2016). Business simulation as an active learning activity for developing soft skills. *Accounting Education*, 25(4), 368–395. <https://doi.org/10.1080/09639284.2016.1191272> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [257]Li, S. C., Kong, S. C., Lee, F. L., & Henry, J. (2006). Capacity Building for Lifelong Learning: A Study of Practitioners' Perceptions on Information Literacy Framework. *Informatics in Education*, 5(2), 219-232.
- [258]Liao H, Joshi A, and Chuang A. (2004). Sticking out like a sore thumb: Employee dissimilarity and deviance at work. *PERSONNEL PSYCHOLOGY*, 57, 969–1000.
- [259]Lindsay P, and William EK. (1984). Continuity and change in work values among young adults. *American Journal of Sociology*, 89, 918–931.
- [260]Linn RL, Harnisch DL, and Dunbar SB. (1981). Corrections for range restriction: An empirical investigation of conditions resulting in conservative corrections. *Journal of Applied Psychology*, 66, 655–663.
- [261]Liu, O. L. (2010). Measuring learning outcomes in higher education. *R&D Connections*, 10, 1-6.
- [262]Lombardo, R, De Luca, G & Passarelli, G. (2012). Field of Study and Transition into a Stable Job: The Case of a University in Southern Italy *International Journal of Economics and Finance*. 4(2):69-84.
- [263]Lowden, K., Hall, S., Elliot, D. & Lewin, J. (2011). Employers' Perceptions of the Employability Skills of New Graduates Research commissioned by the Edge Foundation. URL: <http://goo.gl/BW9bU9>
- [264]Lucas, P., Fleming, J., & Bhosale, J. (2018). Case study as a methodology for WIL research. *International Journal of Work-Integrated Learning*, 19(3), 215–222. [Google Scholar]
- [265]Luthans, F. and Youssef, C.M. (2007), Emerging positive organizational behavior, *Journal of Management*, 33 3, 321-349.
- [266]Luthans, K.W., Luthans, B.C. and Palmer, N.F. (2016), A positive approach to management education: the relationship between academic PsyCap and student engagement, *Journal of Management Development*, 35 9, 1098-1118.
- [267]Lyness KS, and Thompson DE. (1997). Above the glass ceiling? A comparison of matched samples of female and male executives. *Journal of Applied Psychology*, 82, 359– 375.
- [268]Lyness KS, Thompson DE. (2000). Climbing the corporate ladder: Do female and male executives follow the same route? *Journal of Applied Psychology*, 85, 86–101.
- [269]MacCallum, R C., Widaman, K F., Zhang, S & Hong, S. (1999) Sample Size in Factor Analysis. *Psychological Methods* 4(1):84-99.
- [270]Maglen LR. (1990). Challenging the human capital orthodoxy: The education-productivity link re-examined. *The Economic Record*, 66, 281–294.
- [271]Maher, D., Seaton, L., McMullen, C., Fitzgerald, T., Otsuji, E., & Lee, A. (2008). „Becoming and being writers“: The experiences of doctoral students in writing groups. *Studies in Continuing Education*, 30(3), 263–275.
- [272]Maiolo, M. Elisa, Cortini, Michela & Zuffo, Riccardo G. (2013). Education or employment? The challenging choice of today's youth. *Procedia – Social and Behavioral Sciences* 84:298- 302.
- [273]Markoulli, M., Lee, C.I., Byington, E. and Felps, W.A. (2017), Mapping human resource management: reviewing the field and charting future directions, *Human Resource Management Review*, 27 3, 367-396.
- [274]Martini, M. and Cavenago, D. (2017), The role of perceived workplace development opportunities in enhancing individual employability, *International Journal of Training and Development*, 21 1, 18-34.
- [275]Martocchio JJ. (1989). Age-related differences in employee absenteeism: A meta-analysis. *Psychology and Aging*, 4, 409–414.
- [276]Maume DJ. (1999). Glass ceilings and glass escalators. *Work and Occupations*, 26, 483– 509.
- [277]McArdle, S., Waters, L., Briscoe, JP, Hall, DT., (2007) Employability during unemployment: Adaptability, career identity and human and social capital, *Journal of Vocational Behavior*, 71(2), 247-264, 2007.
- [278]McCloy RA, Campbell JP, and Cudeck R. (1994). A confirmatory test of a model of performance determinants. *Journal of Applied Psychology*, 79, 493–505.
- [279]McGrail, M., Rickard, C., & Jones, R. (2006). Publish or perish: A systematic review of interventions to increase academic publication rates. *Higher Education Research & Development*, 25(1), 19-35.

- [280]McKinney, AP., Carlson, KD, Mecham, RL, D'Angelo, NC, Connerley, ML, (2003) Recruiters' use of GPA in initial screening decisions: Higher GPAs don't always make the cut, *Personnel Psychology*, 56(4), 823-845, 2003.
- [281]Merrill, M. (1994). *Instructional Design Theory*. Englewood Cliffs, NJ: Educational Technology Publications.
- [282]Milne, M., & McConnell, P. (2001). Problem-based learning: A pedagogy for using case material in accounting education. *Accounting Education*, 10(1), 61–82. <https://doi.org/10.1080/09639280122712> [Taylor & Francis Online], [Google Scholar]
- [283]Mincer J. (1974). *Schooling, experience, and earnings*. New York: NBER.
- [284]Minocha, S., Hristov, D. and Reynolds, M. (2017), From graduate employability to employment: policy and practice in UK higher education, *International Journal of Training and Development*, 21. 3. 235-248.
- [285]Mistry, U. (2021). Enhancing students' employability skills awareness through the accounting professional body on an undergraduate accounting degree. *Accounting Education*, 30(6), 578–600. <https://doi.org/10.1080/09639284.2021.1950016> [Taylor & Francis Online], [Google Scholar]
- [286]Modise, O.M. (2016), Career workshops as a non-traditional research model for enhanced relationships between higher education and the labour market, *International Journal of Training and Development*, 20 2, 152-163.
- [287]Morley, L. (2001), Producing new workers: quality, equality and employability in higher education, *Quality in Higher Education*, 7 2., 131-138.
- [288]Morrison, A. (2013). A class act? Lecturers' views on undergraduates' employability. *British Journal of Sociology of Education*, 1-19. <http://dx.doi.org/10.1080/01425692.2013.802420>
- [289]Morrison, E W., & Phelps, C C. (1999) Taking charge at work: Extra-role efforts to initiate workplace change. *Academy of Management Journal* 42:402–419.
- [290]Morss, K., & Murray, R. (2001). Researching academic writing within a structured programme: Insights and outcomes. *Studies in Higher Education*, 26(1), 35-52.
- [291]Murphy KR, and De Shon R. (2000). Interrater correlations do not estimate the reliability of job performance ratings. *PERSONNEL PSYCHOLOGY*, 53, 873–900.
- [292]Myers MB, Griffeth DA, Daugherty PJ, and Lusch RF. (2004). Maximizing the human capital equation in logistics: Education, experience, and skills. *Journal of Business Logistics*, 25, 211–232.
- [293]Neisser U, Boodoo G, Bouchard TJ, Boykin AW, Brody N, Ceci SJ, et al. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77–101.
- [294]Nemanick, R.C. and Clark, E.M. (2002), The differential effects of extracurricular activities in attributions in resume evaluation, *International Journal of Selection and Assessment*, 10 1, 206-217.
- [295]Neyt, B., Omev E, Verhaest D, and Baert S. (2017). Does Student Work Really Affect Educational Outcomes? A Review of the Literature. Unpublished manuscript.
- [296]Ng TWH, Eby LT, Sorensen KL, and Feldman DC. (2005). Predictors of objective and subjective career success: A meta-analysis. *PERSONNEL PSYCHOLOGY*, 58, 367– 408.
- [297]Ng TWH, Feldman DC. (2007). School-to-work transition: A role identity perspective. *Journal of Vocational Behavior*, 71, 114–134.
- [298]O'Connell, B., DeLange, P., Freeman, M., Hancock, P., Abraham, A., Howieson, P., & Watty, K. (2016). Does calibration reduce variability in the assessment of accounting learning outcomes? *Assessment & Evaluation in Higher Education*, 41(3), 331–349. <https://doi.org/10.1080/02602938.2015.1008398> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [299]O'Donoghue, J., & Maguire, T. (2005). The individual learner, employability and the work place—A reappraisal of relationships and prophecies. *Journal of European Industrial Training*, 29(9), 436-446. <http://dx.doi.org/10.1108/03090590510610236>
- [300]O'Leary, S. (2017), Graduates' experiences of, and attitudes towards, the inclusion of employability-related support in undergraduate degree programmes; trends and variations by subject discipline and gender, *Journal of Education and Work*, 30 1, 84-105.
- [301]Ogbeide G. C., (2006) *Employability skills and students' self-perceived competence for careers in the hospitality industry*, Doctoral dissertation, University of Missouri, Columbia, 2006. Available from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.8890&rep=rep1&type=pdf> [Accessed 3rd March 2016]
- [302]Oh J, and Shin EH. (2003). Inequalities in nonfatal work injury: The significance of race, human capital, and occupations. *Social Science and Medicine*, 57, 2173–2182.
- [303]Ohlott PJ, Ruderman MN, McCauley CD. (1994). Gender differences in managers' developmental job experiences. *Academy of Management Journal*, 37, 46–67.
- [304]Ojiako, U., Chipulu, M., Ashleigh, M. and Williams, T. (2014), Project management learning: key dimensions and saliency from student experiences, *International Journal of Project Management*, 32 8, 1445-1458.
- [305]Okay-Somerville, B. and Scholarios, D. (2014), Coping with career boundaries and boundary-crossing in the graduate labour market, *Career Development International*, 19 6, 1-27.
- [306]Omar, MK., Bakar, AR., and Mat-Rashid, A., (2012) Employability skill acquisition among Malaysian community college students, *Journal of Social Sciences*, 8(3), 472-478, 2012.
- [307]Omar, NH, Manaf, AA, Mohd, RH, Kassim, AC., and Aziz, KA, (2012) Graduates' employability skills based on current job demand through electronic advertisement, *Asian Social Science*, 8(9), 103-110, 2012.
- [308]Onyishi, I.E., Enwereuzor, I.K., Ituma, A.N. and Omenma, J.T. (2015), The mediating role of perceived employability in the relationship between core self-evaluations and job search behaviour, *Career Development International*, 20 6, 604-626.
- [309]Oosthuizen, H., De Lange, P., Wilmshurst, T., & Beatson, N. (2021). Teamwork in the accounting curriculum: Stakeholder expectations, accounting students' value proposition, and instructors' guidance. *Accounting Education*, 30(2), 131–158. <https://doi.org/10.1080/09639284.2020.1858321> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [310]Opdecam, E., & Everaert, P. (2012). Improving student satisfaction in a first-year undergraduate accounting course by team learning. *Issues in Accounting Education*, 27(1), 53–82. <https://doi.org/10.2308/iace-10217> [Crossref], [Google Scholar]
- [311]Opdecam, E., & Everaert, P. (2018). Seven disagreements about cooperative learning. *Accounting Education*, 27(3), 223–233. <https://doi.org/10.1080/09639284.2018.1477056> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

- [312]Organ DW. (1988). A restatement of the satisfaction-performance hypothesis. *Journal of Management*, 14, 547–557.
- [313]Ortiz, L & Kucel, A. (2005). Do Fields of Study Matter for Over-education? The Cases of Spain and Germany. *International Journal of Comparative Sociology* 49:305–327.
- [314]Ortiz, L. (2007). Not the right job, but a secure one: Over-education and temporary employment in France, Italy and Spain. DemoSoc Working Paper 2007–23.
- [315]Oyserman, D., Bybee, D., Terry, K., Hart-Johnson, T., (2004) Possible selves as roadmaps, *Journal of Research in Personality*, 38, 130-49, 2004.
- [316]Page-Adams, D., Cheng, L.-C., Gogineni, A., & Shen, C.-Y. (1995). Establishing a group to encourage writing for publication among doctoral students. *Journal of Social Work Education*, 31(3), 402-407.
- [317]Pallini, M & Leonardi, M (2006). Quale riforma per la legge Biagi? [What reform for Biagi Law?] www.lavoce.info
- [318]Pan, YJ and Lee, LS, (2011) Academic performance and perceived employability of graduate students in business and management: An analysis of nationwide graduate destination survey, *Procedia-Social and Behavioral Sciences*, 25, 91-103, 2011.
- [319]Parent JD. (2002). Gender and managerial stereotypes: Have the times changed? *Journal of Management*, 28, 177–193.
- [320]Patrinos, H A. (1997). Overeducation in Greece. *International Review of Education* 43:203– 223.
- [321]Patton, M.Q. (2015), *Qualitative Research and Evaluation of Methods: Integrating Theory and Practice*, 4th ed., SAGE Publications, Thousand Oaks, CA.
- [322]Pavett CM and Lau AW. (1983). Managerial work: The influence of hierarchical level and functional specialty. *Academy of Management Journal*, 26, 170–177.
- [323]Pearlman K, Schmidt FL, Hunter JE. (1980). Validity generalization results for tests used to predict job proficiency and training success in clerical occupations. *Journal of Applied Psychology*, 65, 373–406.
- [324]Peiró, J M., Sora, B, and Caballer, A. (2012). Job insecurity in the younger Spanish workforce: Causes and consequences. *Journal of Vocational Behavior* 80:444–453.
- [325]Pennings JM, Lee K, and Witteloostuijn A. (1998). Human capital, social capital, and firm dissolution. *Academy of Management Journal*, 41, 425–440. Powell GN, Butterfield A,
- [326]Perkins, D & Salomon, G. (1992). Transfer of learning. *International encyclopedia of education* (2nd ed.). Oxford, UK: Pergamon Press.
- [327]Phillips, R., McNaught, C., & Kennedy, G. (2010). Towards a generalised conceptual framework for learning: The Learning Environment, Learning Process, and Learning Outcomes (LEPO) Frameworks. Proceedings of the 22nd annual World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 2495-2504). Toronto, Canada: Chesapeake VA: Association for the Advancement of Computers in Education.
- [328]Piaget, J. (1973). *Main Trends in Psychology*. London: George Allen & Unwin.
- [329]Pierce, JL, and Gardner, DG, (2004) Self-esteem within the work and organizational context: a review of the organizationbased self-esteem literature, *Journal of Management*, 30(5), 591-622, 2004.
- [330]Pinto, L.H. and Ramalheira, D.C. (2017), Perceived employability of business graduates: the effect of academic performance and extracurricular activities, *Journal of Vocational Behavior*, 99 1, 165-178.
- [331]Plant, K., Barac, K., & Sarens, G. (2019). Preparing work-ready graduates – skills development lessons learnt from internal audit practice. *Journal of Accounting Education*, 48(1), 33–47. doi:<https://doi.org/10.1016/j.jaccedu.2019.06.001> [Crossref], [Google Scholar]
- [332]Pool, L. D., & Sewell, P. (2007). The key to employability: Developing a practical model of. *Education + Training*, 49, 277-289. <http://dx.doi.org/10.1108/00400910710754435>
- [333]Precision Consultancy. (2007). *Graduate Employability Skills*. Melbourne: Business, Industry and Higher Education Collaboration Council.
- [334]Qenani, E., MacDougall, N. and Sexton, C. (2014), An empirical study of self-perceived employability: improving the prospects for student employment success in an uncertain environment, *Active Learning in Higher Education*, 15 3, 199-213.
- [335]Quinn, R P. & de Mandilovitch, M S.B. (1975). Education and Job Satisfaction: A Questionable Payoff. Ann Arbor: Survey Research Center, University of Michigan. Rosen, Sherwin. 1972. "Learning and Experience in the Labor Market. *The Journal of Human Resources* 7:326–42.
- [336]Quinones MA, Ford JK, Teachout MS. (1995). The relationship between work experience and job performance: A conceptual and meta-analytic review. *PERSONNEL PSYCHOLOGY*, 48, 887–910.
- [337]Ragins BR. (1997). Diversified mentoring relationships: A power perspective. *Academy of Management Review*, 22, 482–521.
- [338]Robinson J. P, (2000) What are employability skills? *The Workplace*, vol/issue: 5(3), pp. 1-3, 2000. Available from: <http://www.foretica.org/wp-content/uploads/2016/01/employability-skills.pdf>. Retrieved 4.2.2016 [Accessed 9th September 2005].
- [339]Rahman, AA, Hanafi, MN, Mukhtar, IM, Ahmad, J., (2014) Assessment practices for competency based education and training in vocational college, Malaysia, *Procedia-Social and Behavioral Sciences*, 112, 1070-1076, 2014.
- [340]Raju NS, and Brand PA. (2003). Determining the significance of correlations corrected for unreliability and range restriction. *Applied Psychological Measurement*, 27, 52–71.
- [341]Raju NS, Burke MJ, Normand J and Langlois GM. (1991). A new meta-analytic approach. *Journal of Applied Psychology*, 76, 432–446.
- [342]Raju NS, Lezotte DV, Fearing BK. (2006). A note on correlations corrected for unreliability and range restriction. *Applied Psychological Measurement*, 30, 145–149.
- [343]Ravlin EC, and Meglino BM. (1987). Effects of values on perception and decision making: A study of alternative work values measures. *Journal of Applied Psychology*, 72, 666–673.
- [344]Ravlin EC, Meglino BM. (1989). The transitivity of work values: Hierarchical preference ordering of social desirable stimuli. *Organizational Behavior and Human Decision Processes*, 44, 494–508.
- [345]Ree MJ, Earles JA, Teachout MS. (1994). Predicting job performance: Not much more than g. *Journal of Applied Psychology*, 79, 518–524.
- [346]Remedios, R. (2012), The role of soft skills in employability, *International Journal of Management Reviews*, Vol. 2 7, 1285-1292.
- [347]Rest JR. (1986). *Moral development: Advances in research and theory*. New York: Praeger.
- [348]Rickard, C. M., McGrail, M. R., Jones, R., O'Meara, P., Robinson, A., Burley, M., & Ray Bl, G. (2009). Supporting academic publication: Evaluation of a writing course combined with writers' support group. *Nurse Education Today*, 29(5), 516-521.

- [349]Riley, J., & Ward, K. (2017). Active learning, cooperative active learning, and passive learning methods in an accounting information systems course. *Issues in Accounting Education*, 32(2), 1–16. <https://doi.org/10.2308/iace-51366> [Crossref], [Web of Science ®], [Google Scholar]
- [350]Robbins, L. (1963). Report of the Committee on Higher Education. Retrieved January 29, 2014, from <http://filestore.nationalarchives.gov.uk/pdfs/small/cab-129-114-c-173.pdf>
- [351]Ronnås, P., Shamchiyeva, L., Employment diagnostic analysis: Maluku, Indonesia, Geneva: International Labour Organization, 2011.
- [352]Rose M. (2005). Do rising levels of qualification alter work ethic, work orientation and organizational commitment for the worse? Evidence from the UK, 1985–2001. *Journal of Education and Work*, 18, 131–164.
- [353]Rosenthal R. (1979). The “file drawer problem” and tolerance for null results. *Psychological Bulletin*, 86, 638–641.
- [354]Roth PL, Huffcutt AI, Bobko P. (2003). Ethnic group differences in measures of job performance: A new meta-analysis. *Journal of Applied Psychology*, 88, 694–706.
- [355]Rothstein, D. S. (2007). High School Employment and Youths' Academic Achievement. *Journal of Human Resources* 42: 194–213. doi:10.3368/jhr.XLII.1.194.
- [356]Rothwell, A. and Arnold, J. (2007), Self-perceived employability: development and validation of a scale, *Personnel Review*, 36 1, 23-41.
- [357]Rothwell, A, Herbert, I, Rothwell, F. (2008). Self-perceived employability: Construction and initial validation of a scale for university students. *Journal of vocational behaviour* 73:1–12.
- [358]Rothwell, A, Jewell, S, & Hardie, M. (2009). Self-perceived employability: Investigating the responses of post-graduate students. *Journal of vocational Behaviour* 75:152–161.
- [359]Rotundo M, and Sackett PR. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, 87, 66–80.
- [360]Roulin, N. and Bangerter, A. (2013), Students' use of extra-curricular activities for positional advantage in competitive job markets, *Journal of Education and Work*, 26 1, 21-47.
- [361]Rousseau, D.M. (1996), Changing the deal while keeping the people, *Academy of Management Executive*, 10 1, 50-59.
- [362]Sackett PR and Ostgaard DJ. (1994). Job-specific applicant pools and national norms for cognitive ability tests: Implications for range restriction corrections in validation research. *Journal of Applied Psychology*, 79, 680–684.
- [363]Saks, A M. & Ashforth, B E. (1997) Organizational socialization: Making sense of the past and present as a prologue for the future *Journal of Vocational Behavior* 51:234–279.
- [364]Saldaña, J. (2015), *The Coding Manual for Qualitative Researchers*, Sage, London.
- [365]Salgado JF, Anderson N, Moscoso S, Bertua C, de Fruyt F, Rolland JP. (2003). A metaanalytic study of general mental ability validity for different occupations in the European community. *Journal of Applied Psychology*, 88, 1068–1081.
- [366]Saunders, M. and Townsend, K. (2016), Reporting and justifying the number of interview participants in organization and workplace research, *British Journal of Management*, 27 4, 836-852.
- [367]Saunders, V. and Zuzel, K. (2010), Evaluating employability skills: employer and student perceptions, *Bioscience Education*, 15 2, 1-15.
- [368]Schein, E.H. (1980), *Organizational Psychology*, 3rd ed., Prentice-Hall, Englewood Cliffs, NJ.
- [369]Schmidt FL, Hunter JE, Outerbridge AN. (1986). The impact of job experience and ability on job knowledge, work sample performance, and supervisory ratings of job performance. *Journal of Applied Psychology*, 71, 432–439.
- [370]Schmidt FL, and Hunter JE. (1996). Measurement error in psychological research: Lessons from 26 research scenarios. *Psychological Methods*, 1, 199–223.
- [371]Schmidt FL and Hunter JE. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124, 262–274.
- [372]Schoenhals, M., M. Tienda, and B. Schneider. (1998). The Educational and Personal Consequences of Adolescent Employment. *Social Forces* 77: 723–761. doi:10.2307/ 3005545.
- [373]Schunk, D. H. (2012). *Learning Theories: An educational perspective* (6th ed.). Boston, MA: Allyn & Bacon.
- [374]Seibert, S.E., Kraimer, M.L. and Crant, J.M. (2001), What do proactive people do? A longitudinal model linking proactive personality and career success, *Personnel Psychology*, 54.4. 845-874.
- [375]Shaffer, D., (2002) *Developmental psychology: Childhood and adolescence*, Belmont: Wadsworth Thomson Learning.
- [376]Shah, M. & Chenicheri, S. N. (2011). Employer satisfaction of university graduates: Key capabilities in early career graduates. In *Developing student skills for the next decade. Proceedings of the 20th Annual Teaching Learning Forum*, 1-2 February 2011. Perth: Edith Cowan University. URL: <http://goo.gl/TRX6kO>
- [377]Sheepway, L., Lincoln, M. and McAllister, S. (2014), Impact of placement type on the development of clinical competency in speech-language pathology students, *International Journal of Language and Communication Disorders*, 49 2, 189-203.
- [378]Sherer M. & Eadie R., (1987) Employability skills: Key to success, *Thrust*, vol/issue: 17(2), pp. 16-17, 1987.
- [379]Sicherman, N. & Galor, O (1990). A theory of career mobility. *Journal of Political Economy* 98(1):169–92.
- [380]Sicherman, N. (1991). Overeducation in the labour market. *Journal of Labor Economics* 9(2):101–122.
- [381]Sidanius J, and Pratto F. (1999). *Social dominance: An inter-group theory of social hierarchy and oppression*. New York: Cambridge University Press.
- [382]Sin, C. and Amaral, A. (2017), Academics' and employers' perceptions about responsibilities for employability and their initiative towards its development, *Higher Education*, 73. 1. 97-111.
- [383]Sin, S., Reid, A., & Jones, A. (2012). An exploration of students' conceptions of accounting work. *Accounting Education*, 21(4), 323–340. <https://doi.org/10.1080/09639284.2012.661604> [Taylor & Francis Online], [Google Scholar]
- [384]Singer MS, and Bruhns C. (1991). Relative effect of applicant work experience and academic qualification on selection interview decisions: A study of between-sample generalizability. *Journal of Applied Psychology*, 76, 550–559.
- [385]Singh, M.K.M. & Choo, C. S. (2012) Manufacturing Industry Employers' Perception of Graduates' English Language Skills Proficiency. *Journal of Applied Linguistics & English Literature*, 1 (4), URL: <http://goo.gl/mig0yh>

- [386]Siriwardane, H. P., & Durden, C. H. (2014). The communication skills of accountants: What we know and the gaps in our knowledge. *Accounting Education*, 23(2), 119–134. <https://doi.org/10.1080/09639284.2013.847329> [Taylor & Francis Online], [Google Scholar]
- [387]Sloane, P J., Battu, H & Seaman, P T. (1995). Overeducation, Undereducation and the British Labour Market. University of Aberdeen Discussion Paper 95–08.
- [388]Smith, C., Ferns, S., & Russell, L. (2014). Conceptualising and measuring “employability”: lessons from a National OLT Project. ACEN National Conference (pp. 1-10). Gold Coast: Australian Collaborative Education Network Limited.
- [389]Smith, M., Bell, K., Bennett, D., & McAlpine, A. (2018). Employability in a global context: Evolving policy and practice in employability, work integrated learning, and career development learning. *Graduate Careers Australia*. [Google Scholar] Social Indicators Research 93: 117–121. doi:10.1007/
- [390]Sölvell, Ö. (2015), The competitive advantage of nations 25 years – opening up new perspectives on competitiveness, *Competitiveness Review*, 25 5, 471-481.
- [391]Sousa-Poza, A & Sousa-Poza, A A. (2000) Well-being at work: a cross-national analysis of the levels and determinants of job satisfaction. *Journal of Socio-Economics* 29:517–538.
- [392]Stake, R. (2005). Qualitative case studies. In N. Denzin, & Y. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 443–466). Sage. [Google Scholar]
- [393]Stanley, T., & Marsden, S. (2012). Problem-based learning: Does accounting education need it? *Journal of Accounting Education*, 30(3-4), 267–289. <https://doi.org/10.1016/j.jaccedu.2012.08.005> [Crossref], [Google Scholar]
- [394]Stanley, T., & Xu, J. (2019). Work-integrated learning in accountancy at Australian universities – Forms, future role and challenges. *Accounting Education*, 28(1), 1–24. <https://doi.org/10.1080/09639284.2018.1454333> [Taylor & Francis Online], [Web of Science ®], [Google Scholar] Statistics. Thousand Oaks: Sage.
- [395]Staudt, M. M., Dulmus, C., & Bennett, G. A. (2003). Facilitating writing by practitioners: Survey of practitioners who have published. *Social Work*, 48(1), 75-83.
- [396]Staw BM, Barsade SG. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly*, 38, 304–331.
- [397]Steel PD, Kammeyer-Mueller JD. (2002). Comparing meta-analytic moderator estimation techniques under realistic conditions. *Journal of Applied Psychology*, 87, 96–111.
- [398]Stengård, J. (2018), Being stuck in the workplace: who is locked-in and what are the implications for well-being and health?, doctoral dissertation, Department of Psychology, Stockholm University, Stockholm.
- [399]Stephenson, S. (2017). Accounting community of practice pedagogy: A course management invention for developing personal competencies in accounting education. *Accounting Education*, 26(1), 3–27. <https://doi.org/10.1080/09639284.2016.1247008> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [400]Stevenson, J. and Clegg, S. (2011), Possible selves: students orientating themselves towards the future through extracurricular activity, *British Educational Research Journal*, 37 2, 231-246.
- [401]Stijn B, Ive M, Brecht N, Eva V B & Jasmien V C (2017): Student employment and academic performance: an empirical exploration of the primary orientation theory, *Applied Economics Letters*, DOI: 10.1080/13504851.2017.1343443
- [402]Storen, L. A., & Aamodt, P. O. (2010). The Quality of Higher Education and Employability of Graduates. *Quality in Higher Education*, 16(3), 297-313. <http://dx.doi.org/10.1080/13538322.2010.506726>
- [403]Strober MH. (1990). Human capital theory: Implications for HR managers. *Industrial Relations*, 29, 214–239.
- [404]Stroh LK, Brett JM, Reilly AH. (1992). All the right stuff: A comparison of female and male managers' career progression. *Journal of Applied Psychology*, 77, 251–260.
- [405]Stuart, GW, S (2006), Principles and practice of psychiatric nursing, Louis: Mosby, 2006.
- [406]Sturman MC, Cheramie RA, Cashen LH. (2005). The impact of job complexity and performance measurement on the temporal consistency, stability, and test-retest reliability of employee job performance ratings. *Journal of Applied Psychology*, 90, 269–283.
- [407]Sturman MC. (2003). Searching for the inverted U-shaped relationship between time and performance: Meta-analyses of the experience/performance, tenure/performance, and age/performance relationships. *Journal of Management*, 29, 609–640.
- [408]Subramaniam, N., & Freudenberg, B. (2007). Preparing accounting students for success in the professional environment: Enhancing self-efficacy through a work integrated learning program. *Asia-Pacific Journal of Cooperative Education*, 8(1), 77–92. [Google Scholar]
- [409]Suddaby, R. (2006), From the editors: what grounded theory is not, *Academy of Management Journal*, 49 4, 633-642.
- [410]Sumanasiri, E., Ab Yajid, M.S. and Khatibi, A. (2015), Review of literature of graduate employability, *Journal of Studies in Education*, 5. 3. 75-88.
- [411]SurrIDGE, I., (2009) Accounting and finance degrees: Is the academic performance of placement students better? *Accounting Education: An International Journal*, 18(4-5), 471-485, 2009.
- [412]Sutton Trust (2015), Sutton trust response to maintenance grant cuts set out in today's budget, available at: www.suttontrust.com/newsarchive/Sutton-trust-response-to-maintenance-grantscuts-set-out-in-todays-budget (accessed September 23, 2018).
- [413]Sverke, M & Hellgren, J. (2002a). The nature of Job Insecurity: Understanding employment uncertainty on the brink of a new millennium *Applied Psychology: An international review* 51:23–42.
- [414]Swales, J., & Feak, C. B. (2004). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: University of Michigan Press.
- [415]Sweetland SR. (1996). Human capital theory: Foundations of a field of inquiry. *Review of Educational Research*, 66, 341–359.
- [416]Swenson-Lepper T. (2005). Ethical sensitivity for organizational communication issues: Examining individual and organizational differences. *Journal of Business Ethics*, 59, 205–231.
- [417]Syed, S. Z., Abiodullah, M., & Yousaf, A. (2014). Assessing Emotional Intelligence and Interpersonal Skills of University Students as Predictors of Employability. In 21st Century Academic Forum Conference at Harvard–2014 Official Conference Proceedings (pp. 243–255). Boston, MA.

- [418] Sykes, C., & Dean, B. A. (2013). A practice-based approach to student reflection in the workplace during a Work-Integrated Learning placement. *Studies in Continuing Education*, 35(2), 179–192. <https://doi.org/10.1080/0158037X.2012.736379> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [419] Taylor RN and Thompson M. (1976). Work value systems of young workers. *Academy of Management Journal*, 19, 522–536.
- [420] Tesluk PE and Jacobs RR. (1998). Toward an integrated model of work experience. *PERSONNEL PSYCHOLOGY*, 51, 321–355.
- [421] The Complete University Guide (2018), University league tables 2018, available at: www.thecompleteuniversityguide.co.uk/league-tables/ (accessed September 23, 2018).
- [422] The Conference Board of Canada, (2012) Employability Skills 2000+, 2000. Available from http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb [Accessed 10th July 2012].
- [423] The Institute for Fiscal Studies (2016), Degrees have 'retained earnings value' , available at: ifs.org/publications/2017 (accessed September 23, 2018).
- [424] The Pedagogy for Employability Group. (2004). Pedagogy for employability. ESECT.
- [425] Thijssen, J.G., Van der Heijden, B.I.J.M. and Rocco, T.S. (2008), Toward the employability–link model: current employment transition to future employment perspectives, *Human Resource Development Review*, 7 2, 165–183.
- [426] Thiriet, J, Meriaudeau, F, Burguillo, J, Fremont, H, Yahoui, H & de-Fooz, P. (2010). Toward an International Curricula Network for exchanges and LifeLong Learning 21st EAEEIE Annual Conference (EAEEIE 2010), Palanga: Lithuania (2010).
- [427] Thurow, L C. (1974) Measuring the economic benefits of education. In Gordon, M.S. Higher education and the labor market. 373–418. New York: McGraw-Hill.
- [428] Thurow, L C. (1975). *Generating Inequality*. New York: Basic Books. Tsang, Mun, Rumberger, Russell & Levin, Henry. 1991. The impact of surplus schooling on worker productivity. *Industrial Relations* 30(2):209–228.
- [429] Tomlinson, M. (2007). Graduate employability and student attitudes and orientations to the labour market. *Journal of Education and Work*, 20(4), 285–304. <http://dx.doi.org/10.1080/13639080701650164>
- [430] Tracey JB, Tannenbaum SI, and Michael J. (1995). Applied trained skills on the job: The importance of work environment. *Journal of Applied Psychology*, 80, 239–252.
- [431] Triventi, M. (2014). Does Working during Higher Education Affect Students' Academic Progression? *Economics of Education Review* 41: 1–13. doi:10.1016/j.econedurev.2014.03.006.
- [432] Trusty J, and Niles SG. (2004). Realized potential or lost talent: High school variables and bachelor's degree completion. *Career Development Quarterly*, 53, 2–15.
- [433] Tsang, M C. (1983). The Impact of Overeducation on Job Satisfaction: Empirical evidence. Paper prepared for the Spencer project on education and productivity, mimeo.
- [434] Tseng M.L. (2011) Importance–performance analysis on municipal solid waste management in uncertainty. *Environmental Monitoring and Assessment* 172(1-4), 171–187
- [435] Tseng M.L.; Lan, L.W.; Wang, R.; Chiu, A.S.F.; Cheng, H.P. (2011). Using hybrid model to evaluate the green performance in uncertainty. *Environmental Monitoring and Assessment* 175(1), 367–385
- [436] Tsiligiris, V., & Bowyer, D. (2021). Exploring the impact of 4IR on skills and personal qualities for future accountants: A proposed conceptual framework for university accounting education. *Accounting Education*, 30(6), 621–649. <https://doi.org/10.1080/09639284.2021.1938616> [Taylor & Francis Online], [Google Scholar]
- [437] Tymon, A. (2013). The student perspective of employability. *Studies in Higher Education*, 38(6), 841–856. <http://dx.doi.org/10.1080/13538320120060006>
- [438] United Nations Development Program (UNDP). (1995). *Capacity development for sustainable human development: Conceptual and operational signposts*. New York: Oxford University Press.
- [439] University of New Haven Graduate Education Department Quarterly Assessment Report First Quarter. (2013) URL: <http://goo.gl/UV6oVI>
- [440] US Department of Labor, Futurework: (1999) Trends and challenges for work in the 21st century, 1999. Available from: http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1066&context=key_workplace [Accessed 15th November 2005].
- [441] Van D. K. (2004). Antecedents and consequences of employability orientation. *European Journal of Work and Organizational Psychology* 13:29–51.
- [442] Van-der H, Claudia M. & Van-der-Heijden, B J.M. (2006). A Competence-based and multidimensional operationalization and measurement of employability. *Human Resource Management* 45(3):449–476.
- [443] Van-der-Heijden, B.I.J.M. and De Vos, A. (2015), Sustainable careers: introductory chapter, in De Vos, A. and Van der Heijden, B.I.J.M. (Eds), *Handbook of Research on Sustainable Careers*, Edward Elgar, Cheltenham, pp. 1–19.
- [444] Vanhercke, D., Cuyper, N.D., Peeters, E. and Witte, H.D. (2014), Defining perceived employability, a psychological approach, *Personnel Review*, 43 4, 592–605.
- [445] Vanhercke, D., Kirves, K., De Cuyper, N., Verbruggen, M., Forrier, A. and De Witte, H. (2015), Perceived employability and psychological functioning framed by gain and loss cycles, *Career Development International*, 20 2, 179–198.
- [446] Vescio, J. (2005). An investigation of successful graduates in the early stages of their career across a wide range of professions. URL: <http://goo.gl/TnoJ8i>
- [447] Vigoda E. (2001). Reactions to organizational politics: A cross-cultural examination in Israel and Britain. *Human Relations*, 54, 1483–1518.
- [448] Vinod H, and Kaushik SK. (2007). Human capital and economic growth: Evidence from developing countries. *American Economist*, 51, 29–39.
- [449] Viswesvaran C, Ones DS, Schmidt FL. (1996). Comparative analysis of the reliability of job performance ratings. *Journal of Applied Psychology*, 81, 557–574.
- [450] Wang, J, Ayres, H., & Huyton, J. (2009). Job ready graduates: A tourism perspective. *Journal of Hospitality and Tourism Management*, 16(1), 62–72. Int.
- [451] Warren, J. R. (2002). Reconsidering the Relationship between Student Employment and Academic Outcomes: A New Theory and Better Data. *Youth & Society* 33: 366–393. doi:10.1177/0044118X02033003002.

- [452]Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological review*, 20, 158-177. <http://dx.doi.org/10.1037/h0074428>
- [453]Watts, A. (2006). *Career Development Learning and Employability*. Hestlington, York: The Higher Education Academy.
- [454]Webb, J., & Chaffer, C. (2016). The expectation performance gap in accounting education: A review of generic skills development in UK accounting degrees. *Accounting Education*, 25(4), 349–367. <https://doi.org/10.1080/09639284.2016.1191274> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- [455]Welbourne TM, Johnson DE, and Erez A. (1998). The role-based performance scale: Validity analysis of a theory-based measure. *Academy of Management Journal*, 41, 540–555.
- [456]Weinert F. E., (2016) Concepts of competence, Definition and selection of competencies (DeSeCo), Organisation for Economic Co-operation and Development (OECD), 1999. Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.111.1152&rep=rep1&type=pdf>. [Accessed 2nd April 2016].
- [457]Wickramasinghe, V., & Perera, L. (2010). Graduates', university lecturers' and employers' perceptions towards employability skills. *Education + Training*, 52(3), 226–244. <http://dx.doi.org/10.1108/00400911011037355>
- [458]William E. D, Melanie J. A, and Yehuda B, (2018) Students' perceptions of education and employability: Facilitating career transition from higher education into the labor market, *Career Development International*, <https://doi.org/10.1108/CDI-09-2017-0171>
- [459]Williams KY and O'Reilly CA. (1998). Demography and diversity in organizations: A review of 40 years of research. *Research in Organizational Behavior*, 20, 77–140.
- [460]Wilton N., (2016) Do employability skills really matter in the UK graduate labour market? The case of business and management graduates, in Paris International Conference on Education, Economy & Society; Paris, France, 7-10 June, 2008. Available from: <http://eprints.uwe.ac.uk/14526> [Accessed 30th March 2016].
- [461]Wilton, N. (2012), The impact of work placements on skills development and labour market outcomes for business and management graduates, *Studies in Higher Education*, 37 5, 603-620.
- [462]Wilton, N. (2014), Employability is in the eye of the holder, *Higher Education, Skills and Work-Based Learning*. 4. 3., 242-255.
- [463]Winterton, J., & Turner, J. (2019). Preparing graduates for work readiness: An overview and agenda. *Education + Training*, 61(5), 536–551. <https://doi.org/10.1108/ET-03-2019-0044> [Crossref], [Web of Science ®], [Google Scholar]
- [464]Wood RE, Mento AJ, and Locke EA. (1987). Task complexity as a moderator of goal effects: A meta-analysis. *Journal of Applied Psychology*, 72, 416–425.
- [465]Wright TA, and Bonett DG. (2002). The moderating effects of employee tenure on the relationship between organizational commitment and job performance: A meta-analysis. *Journal of Applied Psychology*, 87, 1183–1190.
- [466]Wu, YL, Tsai, YL, Chen, CW., (2014) Examining the experiences of career guidance, vocational self-concept, and self-perceived employability among science education majors in Taiwan, *Journal of Baltic Science Education*, 13(2), 182-190, 2014.
- [467]Wu, YL, Tsai, YL, and Chen, CW., (2014) Examining the experiences of career guidance, vocational self-concept, and self-perceived employability among science education majors in Taiwan, *Journal of Baltic Science Education*, 13(2), 182-190, 2014.
- [468]Xie JL, and Johns G. (2000). Interactive effects of absence culture salience and group cohesiveness: A multi-level and cross-level analysis of work absenteeism in the Chinese context. *Journal of Occupational and Organizational Psychology*, 73, 31–52.
- [469]Yin, R. K. (2003). *Applications of case study research*. Sage. [Google Scholar]
- [470]Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Sage. [Google Scholar]
- [471]Zuffo, R G. and Kaneklin, C. (2006) Alle origini dello studio sulla job insecurity e sui survivors: i modelli di Greenhalgh e Brockner. In Ferrari Luigi, Veglio Ornella . *Donne e uomini nel mercato del lavoro atipico. La dimensione psicologica e di genere del lavoro precario e flessibile*. 137–170. Milano: Franco Angeli. [The origins of the study of job insecurity and survivors: Greenhalgh and Brockner models]