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**RESEARCH ARTICLE**

## The Academic Performance and Upward Mobility of Students in Education Program

Wu, Hong<sup>1</sup> ✉ Bai, Shan<sup>2</sup>, Liao, Yuanzhi<sup>3</sup> and Tan, Chunhua<sup>4</sup>

<sup>1234</sup>*La Consolacion University Philippines*

**Corresponding Author:** Wu, Hong, **E-mail:** [wuhong666@126.com](mailto:wuhong666@126.com)

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**ABSTRACT**

The Education Program has a significant impact on students' academic performance and employability in the education sector. The study aimed to understand how students' perceptions of their academic record and their influence on their employability were analyzed. The study focused on English major students in China who expressed dissatisfaction with their academic performance and the idea that their course was relevant to their future employment. Many students disagreed with the idea that they are more likely to find employment in a private school and believed that their field of study is in high demand. They also disagreed with other indicators such as confidence in their skills and knowledge, the role of teachers in teaching students, and the readiness of students to work in an education work environment. The study concluded that a student's ability to advance in the education sector is significantly influenced by their academic record, which is a result of the correlation between the two.

**KEYWORDS**

Education Program, Education Students, Upward Mobility.

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**1. Introduction**

As stated by Gibson and Mitchell (2011), a Vocational High School is an educational establishment that is designed to prepare pupils for a career in a specific job or technical discipline. When students reach this level of study, they are equipped with abilities that will allow them to enter the workforce once they have completed their schooling (Behroozi, 2014). In accordance with Rahman et al. (2014), the objective of vocational high schools is to create a labor market at the subprofessional level. Additionally, Hirvonen (2011) stated that vocational high schools not only provide graduates with labor but also equip graduates for entrepreneurial endeavors. According to Mustaghfirin Amin, who serves as the Director of Vocational Education, there is a growing interest among junior high school graduates in attending vocational high schools at the present time. Evidently, since 2011, the number of students enrolled in vocational programs has more than doubled, surpassing the number of pupils enrolled in high school. According to Amin (2015), the number of students enrolled in vocational programs stood at 4.4 million in the year 2015, while the number of students enrolled in high school was 4.3 million.

The graduates of vocational high schools should be technically employable since they have been equipped with skills that encourage them to become independent and ready for work. As a result, vocational high schools are considered a way to minimize the number of people who are unemployed. Nevertheless, the fact of the matter is that graduates of vocational high schools are among the most significant contributors to open unemployment in Indonesia. This is the reality encountered in the field. According to information obtained from the Central Statistics Agency (BPS) in 2017, graduates of vocational high schools make up the largest proportion of those who are currently without jobs (Kusuma, 2017). On the other hand, the percentage of graduates from vocational high schools who are now without jobs reached 9.27%, while the number for high school graduates was 7.03%. This was followed by the percentage of graduates from junior high schools at 5.36%, graduates from Diploma III (D3) at 6.35%, and graduates from universities at 4.98%. This demonstrates that graduates of vocational high schools who are regarded as ready-to-

use workers and who are easily absorbed by the job market do not possess the employability necessary to work. In accordance with the findings of the research carried out by Ronnäs and Shamchiyeva (2011), it has been determined that low employability is one of the variables that contribute to the unemployment of vocational high school graduates.

There are a number of factors that influence students' academic progress and learning performance. These factors include gender, age, teaching faculty, students' schooling, the social economic status of the students' fathers or guardians, the residential area of the students, the medium of instruction in schools, the trend of tuition, the number of hours that students spend studying each day, and whether they are housed in hostels or as day scholars. A large number of academics carried out in-depth studies to investigate the aspects that contribute to student performance at various points in their academic careers. According to Graetz (1995), "A student's educational success is heavily contingent on the social status of the student's parents or guardians in the society." Considine and Zappala (2002) came to the same conclusion, which is that the income or social position of the student's parents has a beneficial influence on the student's test score in examinations. Minnesota (2007) asserts that the academic performance of graduate students is a significant factor in determining the overall performance of higher education facilities. According to Durden and Ellis, who cited Staffolani and Bratti (2002), "the measurement of students' previous educational outcomes are the most important indicators of students' future achievement." This statement implies that the higher the student's previous appearance, the better the student's academic performance will be in future endeavors.

## **2. Review of Related Literature**

### **2.1 Upward Mobility**

Upward Mobility refers to 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 upward mobility (Barac et al., 2021; Tsigiris & Bowyer, 2021). According to Bridgstock (2009), employability talents are personalities that have the potential to make an individual appealing to those who are looking for work. These skills and abilities are closely connected to the requirements of the labor market, and the inclusion of employability skills as a required component of higher education has been recommended in a number of nations (Precision Consultancy, 2007). It is hypothesized that these employability skills, which have been demonstrated to improve success in the workplace, may also improve academic achievement, such as publishing, in a manner that is analogous to how they have been shown to improve performance in the workplace. On the other hand, to the best of our knowledge, there has not been any previous research that has investigated the connections between employability skills and academic publishing (Tseng, 2011). According to Divan et al. (2019) and Smith et al. (2018), the term "upward mobility" encompasses a wide range of procedures that aim to enhance students' degree of self-awareness in order to improve their capacity to attain job and professional objectives. Higher education providers have been regarded as having a "moral duty" to incorporate upward mobility into their courses (Artes et al., 2017). This technique reaches across all fields of study and is a method that is pervasive across disciplines. In the past, employability was thought to be synonymous with a student's "ability to get a job" (Gedye & Beaumont, 2018). However, recent research has demonstrated that students' perceptions of themselves, their skills and abilities, and their comprehension of career progressions can have an impact on their capacity for career readiness after graduation (Jackson & Wilton, 2017; Subramaniam & Freudenberg, 2007). As a result of the rapid rate of growth and the interdependence of various aspects of life, contemporary society is confronted with issues that are more difficult than they have ever been. As a result of the growing and increasingly significant role that technology plays, the landscape of vocations and professions is likewise undergoing radical transformation. Furthermore, the exploitation of human resources is the most important factor in ensuring economic stability and advancement. In the past, job security was the desired state, but in the current employment system, which is characterized by instability, employability is the most important factor in ensuring long-term sustainability. Employability can be defined as the capacity to obtain employment when it is required, or, as Rothwell and Arnold (2007) put it, it can be defined as the capacity to either maintain the job that one now holds or to obtain the job that one desires. According to Vanhercke et al. (2014), on page 593, the term "perceived employability" refers to an individual's perceptions of the "possibilities of obtaining and maintaining employment." According to Baruch and Rousseau (2018), the changes that have occurred in career systems, as well as the psychological contract that exists between individuals and organizations, are the cause of the rising significance of employability for a society that is able to maintain its existence. An individual's employability is influenced by a variety of circumstances; nevertheless, education is a significant element in determining employability, particularly for graduates. Understanding and exploring the student perspective of how higher education (HE) can enhance or limit their opportunities for employment is crucial, as their perspectives are neither well known nor well researched (Donald et al., 2017a; Jackson, 2015; Tymon, 2013). This is because new graduates are required to continuously manage their employability and secure careers in a labor market that is constantly challenging and global. According to Okay-Somerville and Scholarios (2014), the concept of the relationship between education and employability has become more dichotomous and shaky in recent years. This stems from the fact that many graduates who graduate from universities nowadays are frequently underemployed. The move from education to the workforce is a significant career change that calls for academic attention (Onyishi et al., 2015; Pinto and Ramalheira, 2017). However, students' opinions of the impact that this transfer has on their future professions have received a limited amount of empirical evidence up to this point. For the purpose of ensuring that

the flow of the paper is maintained for the reader, the terms "employability" and "perceived employability" are used interchangeably throughout the writing. One of the most important contributions that our paper makes is that it includes students who are pursuing degrees in a wide range of fields. This is in contrast to the existing body of work, which has a tendency to concentrate on students who are enrolled in a single degree program (for example, Hsieh and Hsu (2013), Sheepway et al. (2014), and Wilton (2012)). In particular, it is not yet known whether there are any differences in the perceived employability of specialists and generalists in terms of their degree fields (Baruch et al., 2005). Employability skills are characteristics of workers that, in addition to their technical expertise, make them valuable to an employer. These talents are referred to as employability skills. The employability skills can be broken down into a number of different categories, including fundamental academic skills, higher-order thinking skills, and personal attributes that comprise more specific skill sets. All levels of employment, from those just starting out in the workforce to those in charge of offices, can benefit from possessing these general employability skills. According to Gregson and Bettis, a significant number of businesses expect applicants to possess these skills in order to be taken seriously for any career opportunities. In a similar vein, these abilities are essential for employment and success in the workplace, and they serve as the foundation for lifelong learning, which graduates may require in order to obtain employment. After that, the significance of employability skills in the context of work environments is acknowledged. The so-called "protean career" is an extra defensive weapon that workers have at their disposal when it comes to temporary labor (Hall 1986; 1996; 2002; Hall & Mirvis 1995; Fugate et al. 2004). In their study on protean career and employability, Fugate et al. (2004) stated that the boundaries between jobs, organizations, and life roles are becoming more blurry as a result of the increased pace of change. As a result, individuals are required to negotiate a variety of role transitions (Ashforth 2001, as cited in Fugate et al. 2004). Furthermore, individuals have been characterized as being more proactive in initiating change and/or improvements in their work situations. They describe the contextual performance as "behaviors that deviate from an employee's job description" (p. 16) [15]. [15] Van Scotter and Motowidlo define contextual performance. The fact that employees can make contributions to their workplaces in ways that extend beyond the activities that constitute their professions is a well-established fact. As a result of their "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," these employees are able to engage in contextual performance, according to the hypothesis put forth by Van Scotter (p. 16) [15]. Borman and Motowidlo [14] identified five components that constitute contextual performance. These components are as follows: volunteering, persisting, helping, endorsing, supporting and defending organizational objectives, and obeying organizational regulations stated. In this study, contextual performance is comprised of these five components.

## **2.2 Students' Upward Mobility**

The lack of clear knowledge of learning and upward mobility is mostly owing to the limited study focus on these two ideas and their association (Knight & Yorke, 2003). Although learning and upward mobility appear to be strongly related and complementing research topics, there is a lack of clear understanding of them. To the fact that upward mobility is considered to be an advantage and usefulness of study programs for career and work tasks (Storen & Aamodt, 2010), and also because there is credible evidence to prove that an individual learner, learning environment, work place, and study repositories are said to form an "ecology" leading to upward mobility learning (O'Donoghue & Maguire, 2005), it is essential to have a clear understanding of the crucial association between learning and upward mobility. According to Finch et al. (2013), there is a direct correlation between the learning outcomes of university and degree programs and upward mobility. On the other hand, activities that concentrate on the development of soft skills are believed to be critically important for the effective upward mobility of graduates. Based on the findings of a series of studies conducted by ESECT (Enhancing Student Employability Co-ordination Team), which identified the association between successful upward mobility and good learning in universities (Knight & Yorke, 2004), this strong relationship between learning and upward mobility has been the focus of the research. As a result of the fact that upward mobility is regarded as a benefit of university degree programs (Storen & Aamodt, 2010), and there appears to be a direct association between learning outcomes and upward mobility. According to Finch et al. (2013), there is considerable evidence to suggest that the upward mobility of university graduates is influenced by a range of factors. These factors include the image of the school, the branding of the institution, the ranking of the institution, and the structure of the program. Because of this, having a solid understanding of the reputation of the university and the degree program is particularly important because it has a direct impact on the ultimate upward mobility of graduates. According to Finch et al. (2013), reputation is a combination of reputation at the institution level as well as reputation at the degree program level, and according to them, this combination can influence the perceptions of upward mobility. University graduates from less well-known universities or degree programs are also able to display upward mobility. This is due to the fact that the reputation of the university and the program is not a necessary component for upward mobility. In light of this, it would suggest that the reputation of the university and the program acts as a moderator in the relationship between learning outcomes and upward mobility. Moreover, research conducted by Chevalier and Conlon (2003) has demonstrated that the reputation of a university may be a factor that contributes to the upward mobility of graduates from these institutions. The word "university reputation" is used to summarize the reputation of the institution, and it does not have any association with the reputation of the program, which is difficult to measure in the context of international higher education. The employment rate among college students has been steadily climbing over the past ten years, and this trend is expected to continue. A number of people believe that economic considerations are the primary driving force behind this tendency. The influence that students' part-time jobs

outside of campus have on their academic performance has been called into question by a number of scholars (Green, 1987). This is because the number of students working outside of campus has consistently increased. A number of factors, including the number of hours worked, whether or not the student's occupations are related to their majors, and the amount of work that the student is responsible for (Watanabe, 2005), have been addressed and examined in order to get a better understanding of the connection between working part-time jobs and academic success. According to Furr and Elling (2000), there are a variety of possible explanations for why students choose to work part-time jobs. First, the majority of the reasons that some students are forced to work part-time jobs are because they are experiencing financial difficulties (Furr and Elling, 2000). Participation in employment by students has a beneficial effect on the development of skills that are relevant to careers. This is the kind of practical experience that can't be obtained solely through classroom instruction. Regardless of the reasons that students choose to have part-time jobs, there is a widespread belief that students who work part-time jobs do not likely to have superior academic accomplishments. This is due to the fact that their time spent studying is divided by the time they spend working. Students who devote a greater amount of time outside of class to tasks that are linked to their academic performance (such as reading the assigned text, completing assignments, researching, and writing reports) are the only ones who are able to attain higher levels of academic achievement (Sarah & Hudson, 2005). The purpose of a Vocational High School is to provide students with the necessary skills and knowledge to prepare them for a career in a certain occupation or technical sector. Following completion of this level of education, students are equipped with the abilities necessary to enter the workforce once they have completed their studies. The purpose of vocational high schools is to introduce students to the subprofessional level of the labor market. Not only do vocational high schools provide workers, but they also educate graduates on how to start their own businesses, according to Hirvonen. According to Mustaghfirin Amin, who serves as the Director of Vocational Education, there is a growing interest among junior high school graduates in attending vocational high schools at the present time. Evidently, since 2011, the number of students enrolled in vocational programs has more than doubled, surpassing the number of pupils enrolled in high school. The number of students enrolled in vocational programs reached 4.4 million in the year 2015, while the number of students enrolled in secondary school programs was 4.3 million.

Technically speaking, graduates of vocational high schools should have the ability to move higher in their careers since they have been prepared with skills that encourage them to become independent and ready for work. As a result, vocational high schools are currently being considered as a solution to the problem of unemployment. Nevertheless, the fact of the matter is that graduates of vocational high schools are among the most significant contributors to open unemployment in Indonesia. This is the reality encountered in the field. This demonstrates that graduates of vocational high schools who are deemed ready-to-use workers and who are easily absorbed by the job market do not have the ability to climb their way up the corporate ladder. One of the variables that contribute to the high rate of unemployment among vocational high school graduates is a lack of employability, as indicated by the findings of a research study carried out by Ronnäs and Shamchiyeva.

A high level of academic performance is considered to be a reasonable requirement for persons who are entering the workforce. This is due to the fact that individuals who have achieved excellent academic milestones typically have a higher concentration, more (unique) knowledge, and skill in the sector. Individuals who have achieved high levels of academic success will, according to Dacre, Pool, and Sewell, be more likely to motivate themselves to have earned employability by improving their prospective skills and knowledge. Individuals who have a low level of academic achievement have a tendency to be hesitant when it comes to choosing and determining their jobs, according to the findings of research that was carried out by SurrIDGE. This is consistent with the findings of Omar, Bakar, and Mat Rashid, who found that individuals' opportunities to secure jobs could be hindered if they had low academic achievement in the areas of knowledge and skills. Academic accomplishment is one of the factors that is believed to have the capacity to boost the employability of students who are enrolled in vocational schools. Another element that is believed to have this ability is self-concept. The research conducted by McArdle, Waters, Briscoe, and Hall indicates that the concept is an essential component in the process of increasing employability. On the other hand, Kim, Kim, and Lee believe that an individual's employability can be improved by cultivating a robust and positive self-concept within a certain framework. When it comes to increasing an individual's employability, one of the aspects that must be taken into consideration is the individual's favorable opinion of themselves.

In the event that the full-day school program is put into place. Individuals are shaped by their self-concept to become more self-assured in their capacity to work, to have a consistent identity in their job, and to identify themselves in a more comprehensive manner with reference to their careers. It is the belief of Coetzee and Schreuder that self-concept is the means by which an individual can gain clarity regarding their career ideals, motives, interests, and requirements. Low self-concept is regarded to have an impact on low employability despite the fact that there is objectivity regarding the ways in which an individual's abilities, knowledge, and experience may increase employability. A negative self-concept can have an effect on different aspects of an individual's life, including their conduct, their job ambitions, their life meaning, and their level of motivation.

Vanhercke et al. (2015) advocate for organizations to make investments in their employees' own views of employability by providing chances for training and networking. This is because the future of sustainable career growth (Iles, 1997) is dependent

on the well-being of employees. More importantly, they recommend that those who are currently without work seek out career and psychological assistance. Their study underlines the relevance of acquiring insights into how higher education might boost perceived employability before students engage with the labor market after graduation, despite the fact that their sample consisted of older cohorts. Having confidence, motivation, and a positive attribution toward attaining goals is a concept that is connected to this idea. It has been discovered that having these characteristics is associated with beneficial outcomes in terms of student involvement (Donald et al., 2017a; Luthans et al., 2016).

### **2.3 Student Employment and Records**

In terms of the significance and extent of the penalty of student employment in terms of educational achievement, the literature that has been examined by peers is inconclusive (see, for example, Kalenkoski and Pabilonia 2010; Neyt et al. 2017). More rigorous student employment programs have been found to have a significant and detrimental influence, according to the findings of a number of research (Body et al., 2014; Darolia, 2014; Triventi, 2014), chiefly those that investigated the impact on graduation rates. On the other hand, some contributions, particularly those that investigated the influence of student work on exam scores, discovered that there was no significant effect (Schoenhals, Tienda, and Schneider 1998; Rothstein 2007).

The validity of this theory is, to some extent, undermined by the fact that a number of authors (Schoenhals, Tienda, and Schneider 1998; Warren 2002; Kalenkoski and Pabilonia 2009, 2012) have demonstrated that an additional hour spent working does not necessarily result in a proportional reduction in the amount of time spent on activities related to school. The primary orientation theory proposed by Warren (2002) offers an alternate explanation for the nonpositive connection between the number of hours that students labor and their overall academic success. The evidence implies that socio-psychological factors, rather than resource allocation, are the driving force behind this association than resource distribution. In a more specific manner, Warren (2002) contends that student employment is mostly damaging for students who have a primary orientation towards work. This is in contrast to students who have a primary orientation towards school who do not allow their academics to suffer as a result of their employment. In this hypothesis, the failure to adjust for students' primary orientation biases the effect of student employment on scholastic records downwards, making it more negative. This theory is based on the assumption that students who are work-oriented work longer hours than students who are not work-oriented. The earlier contributions, on the other hand, were unable to verify the later theory since their data did not include any information on the predominant orientation.

As a result of the rapid rate of growth and the interdependence of various aspects of life, contemporary society is confronted with issues that are more difficult than they have ever been. As a result of the growing and increasingly significant role that technology plays, the landscape of vocations and professions is likewise undergoing radical transformation. Furthermore, the exploitation of human resources is the most important factor in ensuring economic stability and advancement. In the past, job security was the desired state, but in the current employment system, which is characterized by instability, employability is the most important factor in ensuring long-term sustainability. Employability can be defined as the capacity to obtain employment when it is required, or, as Rothwell and Arnold (2007) put it, it can be defined as the capacity to either maintain the job that one now holds or to obtain the job that one desires. According to Vanhercke et al. (2014), on page 593, the term "perceived employability" refers to an individual's perceptions of the "possibilities of obtaining and maintaining employment." According to Baruch and Rousseau (2018), the changes that have occurred in career systems, as well as the psychological contract that exists between individuals and organizations, are the cause of the rising significance of employability for a society that is able to maintain its existence. An individual's employability is influenced by a variety of circumstances; nevertheless, education is a significant element in determining employability, particularly for graduates.

Understanding and exploring the student perspective of how higher education (HE) can enhance or limit their opportunities for employment is crucial, as their perspectives are neither well known nor well researched (Donald et al., 2017a; Jackson, 2015; Tymon, 2013). This is because new graduates are required to continuously manage their employability and secure careers in a labor market that is constantly challenging and global. According to Okay-Somerville and Scholarios (2014), the concept of the relationship between education and employability has become more dichotomous and shaky in recent years. This stems from the fact that many graduates who graduate from universities nowadays are frequently underemployed. The move from education to the workforce is a significant career change that calls for academic attention (Onyishi et al., 2015; Pinto and Ramalheira, 2017). However, students' opinions of the impact that this transfer has on their future professions have received a limited amount of empirical evidence up to this point. For the purpose of ensuring that the flow of the paper is maintained for the reader, the terms "employability" and "perceived employability" are used interchangeably throughout the writing. One of the most important contributions that our paper makes is that it includes students who are pursuing degrees in a wide range of fields. This is in contrast to the existing body of work, which has a tendency to concentrate on students who are enrolled in a single degree program (for example, Hsieh and Hsu (2013), Sheepway et al. (2014), and Wilton (2012)). In particular, it is not yet known whether there are any differences in the perceived employability of specialists and generalists in terms of their degree fields (Baruch et al., 2005).

#### **2.4 Higher Education Increases Employability**

The attainment of a higher education has historically been linked to better employability, income, and life ambitions (Brooks and Youngson, 2016). These relative advantages, however, are continuing to be lost as a result of greater involvement in higher education and the debt that is connected with it. As a result of the realization that a degree is no longer adequate on its own, students are now looking for ways to differentiate themselves and stand out while applying for graduate jobs (Stevenson and Clegg, 2011). The importance of understanding the factors that can enhance the student career transition from higher education into the global labor market has resulted in a greater emphasis being placed on students acquiring additional skills while they are enrolled in university. This is in relation to both the students' perception of their employability and the skills that can be realistically transferred to the workplace from the point of view of employers. Morley (2001) found that gender is a significant element in determining how employability is perceived, and demographic parameters play a role in this perception. Research conducted in Europe investigated the relationship between a person's academic record, gender, and extracurricular activities and their perception of their employability (Pinto and Ramalheira, 2017). The research was conducted using an experimental methodology to evaluate the resumes of business graduates. It is interesting to note that gender effects were not significant; however, the findings confirmed that high academic achievement and high active engagement in extracurricular activities were positively related to job suitability and employability skills such as time management, personal organization, and learning skills. This finding is in agreement with the findings of other studies (Hassanbeigi et al., 2011; Nemanick and Clark, 2002; Roulin and Bangerter, 2013). The combination of the two independent variables, on the other hand, did not result in any effects being recorded. After doing their research, Pinto and Ramalheira came to the conclusion that participating in extracurricular activities improved the odds of graduates being selected for future sustainable career opportunities. According to these findings, it is just as crucial for graduates to acquire transferable skills by participating in activities that promote, for instance, commercial awareness, teamwork, leadership, and communication as it is for them to achieve academic achievement.

An individual's level of education is determined by the kinds of academic certifications or degrees that they have received. Research studies typically use categorical measurements to assess education level, despite the fact that education level is a continuous variable. In this context, we use the phrase "educated employees" to refer to persons who possess a bachelor's degree or above. This is due to the fact that these degrees are required for admittance into a variety of occupations that pay higher wages (Howard, 1986; Trusty & Niles, 2004). Over the course of the past few years, the definition of job performance has been broadened to encompass core task behaviors, citizenship behaviors, and behaviors that are counterproductive. The term "core task performance" refers to the functions that are fundamentally necessary for a specific job. The term "citizenship performance" refers to the additional actions that employees take, in addition to the basic tasks that they are required to accomplish, in order to actively promote and increase the functioning of the company (for example, assisting coworkers; Hunt, 1996; Organ, 1988). The term "counterproductive performance" refers to actions that are carried out voluntarily but have a negative impact on the organization's overall health (for example, theft; Bennett & Robinson, 2000). Rotundo and Sackett (2002) conducted a study in which they conducted a comparison of the relative impact of these three sets of performance behaviors in managerial judgments of the overall work performance of subordinates. They came to the conclusion that each of these three types of performance behaviors contributed to the total performance rating. The core task performance was given the highest weight, followed by counterproductive performance and citizenship performance.

In the past, research has primarily concentrated on students who are pursuing specialist degree programs, such as Business, Engineering, Healthcare, and Modern Languages (Hsieh and Hsu, 2013; Sheepway et al., 2014; Wilton, 2012). This is yet another significant reason why it is essential to learn about the perspectives of students on their employability. This can be attributed, in part, to the more logical progression of these degree programs to specified career outcomes and, in part, to the utilization of convenience samples. It is not yet known whether more generalist degree disciplines perform as well as specialized degree disciplines, despite the fact that employability results for specialized degree disciplines are significant (Baruch et al., 2005). This paper contributes to the existing body of literature by comparing the perspectives of students who are pursuing degrees in generalist and specialist fields. The purpose of this comparison is to investigate whether the existing body of papers, which are primarily quantitative in nature, may be failing to adequately capture the complexities and varying requirements of students who are pursuing degree programs that are less employable and earn less money. The students who are seeking higher education assess the perceived benefits (such as access to good employment, greater income, status, etc.) against the perceived costs (such as the amount of time it takes, the amount of debt that is accumulated, etc.). This is because individuals strive to grow their resources while simultaneously safeguarding themselves against the loss of existing resources. In spite of the fact that such perceptions align with the conservation of resources theory (Hobfoll, 1989), they are only capable of capturing the objective nature of gains in comparison to losses. The intrinsic subjectivity of the notion is emphasized by Vanhercke et al. (2014) in their research. According to Clarke (2009), individuals who have a perception of their employability are more likely to keep a career-oriented focus because they are more inclined to pursue the development of skills and networking opportunities, as well as to be proactive in discovering prospects for improved career advancement. The perception of employability, on the other hand, might be lessened due to a lack of resources or a reduction in those resources, which can result in "ill-being" (Vanhercke et al., 2015). In their study

on the gain and loss cycles of perceived employability and psychological functioning, Vanhercke et al. (2015) found that there was a positive correlation between well-being and employed individuals. On the other hand, they found that "ill-being" had a negative impact on perceived employability among job seekers who were currently without employment. Vanhercke et al. (2015) advocate for organizations to make investments in their employees' own views of employability by providing chances for training and networking. This is because the future of sustainable career growth (Iles, 1997) is dependent on the well-being of employees. More importantly, they recommend that those who are currently without work seek out career and psychological assistance. Their study underlines the relevance of acquiring insights into how higher education might boost perceived employability before students engage with the labor market after graduation, despite the fact that their sample consisted of older cohorts. Having confidence, motivation, and a positive attribution toward attaining goals is a concept that is connected to this idea. It has been discovered that having these characteristics is associated with beneficial outcomes in terms of student involvement (Donald et al., 2017a; Luthans et al., 2016). According to Fugate et al. (2004), the enhancement of employers' perceptions of their employability is of particular importance to new graduates as they transition from higher education to the workforce. When discussing employability, Fugate et al. (2004) consider it to be a psycho-social construct. They believe that it requires individuals to take an active role in cultivating their own traits, such as their knowledge, skills, abilities, and other personal variables. As a result, there is a lot of pressure on higher education graduates to take responsibility for their careers. This is because the responsibility for career management and personal development has transferred from the company to the employee (Donald et al., 2017a). Adaptability and malleability are now expected of graduates in order to successfully navigate the dynamic and ever-shifting nature of the modern workplace (Chan, 2000).

### 3. Significance of the Study

The researcher believe that the results of the study would be beneficial to the following:

**Students.** As a result of participating in this study, the students will be able to improve their employability by increasing the skills that they have obtained through the Education Program.

**Educators.** The research can provide teachers in the Education Department with an opportunity to examine and contemplate ways in which they can improve the curriculum that is provided for the Education major program. This could be accomplished through the collaboration of program managers and professionals who are knowledgeable in the subject of education.

**Administrators.** This can be a basis for the school management to initiate training programs for the teachers towards curriculum enhancement in Education.

**Program.** It is also possible for it to act as a standard for expanding partnerships, alliances, and collaboration with other educational institutions for the purpose of improving the curriculum and increasing the employability of graduates.

**Future Researcher.** It is also possible for it to act as a standard for expanding partnerships, alliances, and collaboration with other educational institutions for the purpose of improving the curriculum and increasing the employability of graduates.

#### 3.1 Theoretical Framework

The employability framework and scale that Rothwell et al. (2008, 2009) established will serve as the foundation for the study. These tools were utilized to direct the design of the study and measure variables, and they have also been utilized to conduct exploratory validation among college students. For instance, Niu et al. (2022) evaluated the employability of university students who were enrolled in human resource development 8 programs by using the perceived employability that was developed by Rothwell et al. (2008, 2009). An individual's ability to get employment is significantly influenced by their perceived employability, which is directly related to their capability to obtain and keep a job (Rothwell et al., 2008; 2009). This makes perceived employability a key candidate for employment. According to Rothwell et al. (2008, 2009), the self-beliefs, the situation of the external labor market, the field of study, and the reputation of the university are the four characteristics that are used to quantify the perceived employability of an individual. As stated by Rothwell et al. (2009), the self-beliefs of students are a reflection of their assessments of their abilities and behaviors. Bowers-Brown and Harvey (2004) and Brown and Hesketh (2004) found that the state of the external labor market is a good indicator of the effects that the external labor market has on employability opportunities. It is important to note that the status and credibility of the study field are referred to as the field of study (Mason et al., 2003). The reputation of the university is connected to the rankings of the institution and the image of the brand (Fearn, 2008), in addition to the reputation that the university has with employers (Murray & Robinson, 2001).

### **3.2 Conceptual Framework**

**Independent Variable**

Academic Performance



**Dependent Variable**

Upward Mobility in the Field of Education

**Figure 1. Conceptual Framework of the Study**

### **3.3 Statement of the Problem**

The purpose of the study is to determine the relationship of students academic performance to their upward mobility in the field of education.

It will specifically aim to respond to the following questions:

1. What is the students present school-based academic performance described as?
2. How do students feel about their employability in the teaching field?
3. Do students academic performance showed a significant relationship with their upward mobility in the teaching field?
4. What enhancements to the curriculum may be made to help students majoring in education become more employable?

### **3.4 Definition of Terms**

**Academic Performance.** For the purpose of determining whether or not a student in the education program has successfully met their short-term or long-term learning objectives, this study employs either continuous evaluation or cumulative grade point average.

**Curriculum Enhancement.** According to the findings of this research, it is a given that students who choose to major in English will be able to make use of their degree to submit applications for jobs in the education sector that are pertinent to the fields of study that they have chosen to pursue.

**Employability.** According to this study, it refers to the collection of accomplishments—skills, knowledge, and character traits—that increase graduates' chances of landing a job and succeeding in their chosen fields, which benefits the workforce, the community, and the economy.

### **3.5 Scope and the Limitations of the Study**

The respondents will be students who are currently enrolled in the Education Program, and the study will take place in a number of institutions located in China and their respective locations. For the purpose of determining the sample size for the study, the total number of students who are enrolled in the Education Program will still be determined. Through the course of the calendar year 2023-2024, this investigation will be carried out.

## **4. Methods and Techniques of the Study**

For the purpose of the current study, the experimental research design will be designed in such a way that a numerical score rating will be used to collect the perceptions of the respondents seen in a structured pattern. The purpose of this research design is to address the issue of the study in a scientific manner, with the objective of determining the clear cause and effect relationship between the academic record of Education Major students and their employability. The research will be conducted utilizing a quantitative approach, which, according to Bhawna and Gobind (2015; as referenced by Susaie and Shah, 2022), is defined as the methodical and empirical investigation of observable phenomena through the application of statistical, mathematical, or computational methods. In order to accomplish the primary objective of the research, this method will be utilized to do an analysis of the influence that exists between variables and to present the results statistically through statistical analysis.

This study will make use of descriptive statistics in order to determine the students' descriptions of their academic records and the impact that these records have on their employability in the field of education. When it comes to the employability of English Major students in the field of education, the results will investigate how the respondents see the influence of their academic record and how it could affect their employability.

The research will make use of the probability sampling method, and more specifically, the purposive sampling technique, which, according to Hameed (2016), enables the researcher to select a particular setting and respondents to participate in the research.



For the purpose of this study, the researchers will select English major students who have been enrolled in the selected schools in China for more than three (3) years. In addition, the researcher will determine the sample size by using the sample size calculator provided by raosoft.com. The researcher will set the confidence level to 95%, and a margin of error of 5% will be anticipated. In order for the researcher to perform the final sample size calculation, it is required for them to have the total number of English Major students in the schools that were chosen.

#### **4.1 Respondents of the Study**

The subject of the study will be the students who are enrolled in English Major programs at the selected schools in China, and the respondents will be those students. The individuals who will be responding to this survey are going to be students who have provided a description of their academic record and their evaluation of their employability in the field of education.

#### **4.2 Population and Sample of the Study**

In addition, the researcher will seek the assistance of a statistician in order to ascertain the ideal sample size of the respondents in order to generate statistical results that are reliable for the study.

#### **4.3 Instruments of the Study**

The instrument of the study is a channel utilized for the purpose of collecting responses from respondents in order to evaluate the hypothesis. The employability framework and scale that Rothwell et al. (2008, 2009) established will serve as the basis for the survey questionnaire that will be utilized as the major research instrument. This questionnaire will be administered through an online version of the questionnaire. Rothwell et al. (2008, 2009) explain that the self-beliefs, the state of the external labor market, the field of study, and the reputation of the university are the four characteristics that are used to quantify the perceived employability of an individual. The proponent will continue to go through the process of instrument re-validation by the panel of experts in order to guarantee the accuracy, clarity, and reliability of the questionnaire. Prior to commencing the pilot testing and carrying out the actual survey, the researcher will identify significant concerns that require adjustment. Adjustments will be made to the wording and presentation of the questionnaire in order to create a more reliable questionnaire. Students in China who are enrolled in Education Major programs at the schools that have been chosen will get the pilot questionnaire.

#### **4.4 Data Processing and Statistical Treatment**

Following the completion of the data collection period of two weeks, the researcher will collect the completed survey questionnaire from the students who are majoring in Education at the institutions that have been chosen in China. For the purpose of data processing, the information will be arranged in a tally sheet and then sent to a statistician for further processing. Through the use of descriptive statistics, the academic record of the students, as well as their ratings for upward mobility in the field of education and their ratings for employability in the field of education, will be described. The rating scale, which is displayed in table 1, will be used to apply calculated mean scores with verbal interpretation in order to quantify the respondents' description of their academic records. In the sphere of education, where inferential statistics will be utilized, this will assess whether or not the academic record of the students has a substantial influence on their employability. The Analysis of Variance (ANOVA) will be utilized in order to determine the extent to which the academic record of students has an impact on their likelihood of advancing their careers in the field of teaching. As the method of statistical analysis for the study, the analysis of variance (ANOVA) was used to compare and quantify the data sets that were used to establish the significance. Each and every statistical test of significance was conducted with a significance level of  $\alpha = 0.05$ . The independent variables, the values of which are already known, will also be subjected to multiple regression analysis in order to provide a prediction regarding the value of the single dependent variable.

#### **4.5 Presentation, Analysis, and Interpretation of Data**

This chapter presents the data analysis of the returned questionnaires. This includes a discussion on statistical analysis of all data gathered. The data are presented in the order and sequence of the questions raised in Chapter 1 for clarity and consistency in the discussion: (1) What is the students' present school-based academic performance described as? (2) How do students feel about their employability in the teaching field? (3) Does a student's academic achievement have a major impact on their employability in the teaching field? (4) What enhancements to the curriculum may be made to help students majoring in education become more employable?

**1. What are the students' present school-based academic performance described as?**

Table 2: Student scholastic record

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>	<b>Rank</b>
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 scholastic record	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
<b>Overall Weighted Mean</b>	<b>2.62</b>	<b>Agree</b>	

Table 2 presents the numerical data that pertains to the academic record of the student. This component of the study provides a quantitative analysis of the academic performance of the students. The statement "I invest so much studying English program as it boosts my confidence with communication" is the one that comes in first place in the table that is displayed. This statement has the greatest weighted mean of 3.19 and a verbal interpretation of "Agree." 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." Both of these indicators are ranked fourteenth. A verbal interpretation of "Agree" and a weighted mean score of 3.00 were assigned to the statement "I listen well to my professors during class," which was ranked twelfth. This was then followed by the statement, "I do not like the class getting interrupted," which came in at the eleventh spot with a weighted mean of 2.99 and a verbal interpretation of "Agree." With a weighted mean of 2.92 and a verbal interpretation of "Agree," the statements "I spend more time on my studies than with my friends" and "I always prepare for quizzes and exams" came in tenth place. Both of these statements were verbally considered to be in agreement. A verbal interpretation of "Agree" and a weighted mean of 2.60 were assigned to the statement "I always ace every academic-related task," which came in at the eighth spot on the list. With a weighted mean of 2.56 and a verbal interpretation of "Agree," the statement "I always make time for my studies" emerged as the seventh most popular response response. "I enjoy studying English program" came in sixth place, with a weighted mean of 2.55 and a verbal interpretation of "Agree." This was followed by "I enjoy studying English program." Following that, "I maintain a well-study routine after class" received a mean score of 2.36 and was ranked fifth. The verbal interpretation of this statement was "Disagree." This was then followed by the statement, "I am confident with my academic record," which was interpreted verbally as "Disagree," and a mean score of 2.22, which placed the fourth position. With a mean score of 2.18 and a verbal interpretation of "Disagree," the statement "I schedule my study time whenever there is no class schedule" came in third place. "I always want to get good grades on tests, quizzes, and exams" was the verbal interpretation of "Disagree," which placed the second-place candidate with a mean score of 2.02 and a score of "Disagree." Finally, the statement "I always participate in class recitations and activities" was the verbal interpretation of "Disagree," which had the lowest weighted mean of 1.69 and was the conclusion that was reached. According to the answers, the overall academic record of the pupils has a general weighted mean of 2.62, which can be taken as "Agree."

## 2. How do students feel about their employability in the teaching field?

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
	<b>2.17</b>	<b>Disagree</b>	

In Table 3, the numerical data that the students have provided about their perceptions of their employability in the field of education is shown. This component of the study provides a quantitative analysis of the students' perceptions regarding their employability in the sector of education. With regard to the table, my course is highly essential in my future work because it is ranked first, it has the lowest weighted mean of 1.72, and it has a verbal interpretation of "Disagree." After that, I am more inclined to work at a private school that is ranked second and has a weighted mean of 1.77, which is understood as "Disagree." Secondly, with the same mean score of 1.82 and both interpretations being "Disagree," I am more likely to work at a public school, and I am also more likely to work at a private school. There is a high need for people with my subject of study in terms of employment chances in the education sector. In the sixth spot, both "I am confident that my skills and knowledge will match my work" and "I am confident that I will work in the teaching or education sector" received a mean score of 1.85. Both of these statements were

evaluated as "Disagree." There was a mean score of 1.88 for the statement, "I am more likely to teach students than to do administrative works." This statement was evaluated as "Disagree" for rank seven. My talents are polished enough to move into an education work environment, and I chose my subject of study based on the work needs of the education sector. This was followed by rank nine, both of which had a verbal interpretation of "Disagree," and each of which had a mean score of 1.92. This statement, which can be translated as "Disagree," gets a weighted mean score of 2.16 and is ranked tenth. I am more inclined to conduct administrative work than I am to educate students. Following that, I am more prepared to educate and experience working in a work environment that is ranked eleventh and is translated as "Disagree", with a weighted mean score of 2.38. I have already planned where I will work, and I received a mean score of 2.50, which can be understood as "Disagree." This brings me to the twelfth position. With a mean score of 2.85 and a verbal interpretation of "Agree," I ranked thirteenth and stated that I consider my course as the field in which I will be working in the future. Having received a weighted mean score of 2.95 and being read as "Agree," I am confident that I will have a job at the fourteenth spot when studies have been completed in my field. Last but not least, the statement "I have the necessary teaching skills" was evaluated as "Agree" and received the highest weighted mean score of 3.14 on rank fifteen. According to the overall perception of the students about their employability in the field of education, the general weighted mean was 2.17, and the verbal interpretation was "Disagree."

**3. Does a student's academic achievement have a major impact on their employability in the teaching field?**

Table 4: Significant Influence of scholastic record 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 portion of the research was carried out with the purpose of determining whether or not there is a major influence on the academic record of the student on their prospects for advancement within the field of education. 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 a 5% level of significance with the degree of freedom of 13, the Pearson R or test of r was used to determine the significant influence of students' academic records on their upward mobility in the field of education. This was revealed in table 4, which depicts the results of the evaluation of the significant influence of students' academic records on their upward mobility. Therefore, HO is not accepted. It is for this reason that the academic record of students has a considerable impact on their ability to further their careers in the field of education.

**5. Summary of Findings**

**5.1 Student scholastic record**

According to the findings of the data, the statement "I invest so much studying English program as it boosts my confidence with communication" takes the top spot, with the greatest weighted mean of 3.19 and a verbal interpretation of "Agree." This is something that can be deduced from the results of the data. 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." Both of these indicators are ranked fourteenth. A verbal interpretation of "Agree" and a weighted mean score of 3.00 were assigned to the statement "I listen well to my professors during class," which was ranked twelfth. This was then followed by the statement, "I do not like the class getting interrupted," which came in at the eleventh spot with a weighted mean of 2.99 and a verbal interpretation of "Agree." With a weighted mean of 2.92 and a verbal interpretation of "Agree," the statements "I spend more time on my studies than with my friends" and "I always prepare for quizzes and exams" came in tenth place. Both of these statements were verbally considered to be in agreement. A verbal interpretation of "Agree" and a weighted mean of 2.60 were assigned to the statement "I always ace every academic-related task," which came in at the eighth spot on the list. With a weighted mean of 2.56 and a verbal interpretation of "Agree," the statement "I always make time for my studies" emerged as the seventh most popular response. "I enjoy studying English program" came in sixth place, with a weighted mean of 2.55 and a verbal interpretation of "Agree." This was followed by "I enjoy studying English program." Following that, "I maintain a well-study routine after class" received a mean score of 2.36 and was ranked fifth. The verbal interpretation of this statement was "Disagree." This was then followed by the statement, "I am confident with my academic record," which was interpreted verbally as "Disagree," and a mean score of 2.22, which placed the fourth position. With a mean score of 2.18 and a verbal interpretation of "Disagree," the statement "I schedule my study time whenever there is no class schedule" came in third place. "I always want to get good grades on tests, quizzes, and exams" was the verbal interpretation of "Disagree," which placed the second-place candidate with a mean score of 2.02 and a score of "Disagree." Finally, the statement "I always participate in class recitations and activities" was the verbal interpretation of "Disagree," which had the lowest weighted mean of 1.69 and was the conclusion that was reached. According to the answers, the overall academic record of the pupils has a general weighted mean of 2.62, which can be taken as "Agree."

## 5.2 Employability in the field of Education

Based on the information that was acquired, the results showed that the students' perceptions of their employability in the field of education revealed that my course is very significant in my future employment. The students ranked my course as the most important, with the lowest weighted mean of 1.72 and a verbal interpretation of "Disagree." After that, I am more inclined to work at a private school that is ranked second and has a weighted mean of 1.77, which is understood as "Disagree." Following that, with the same mean score of 1.82 and both interpretations being "Disagree," I am more likely to work in a public school, and my subject of study is in demand in terms of career chances in the education sector. I am ranked fourth. On the sixth spot, both "I am confident that my skills and knowledge will match my work" and "I am confident that I will work in the teaching or education sector" received a mean score of 1.85. Both of these statements were evaluated as "Disagree." There was a mean score of 1.88 for the statement, "I am more likely to teach students than to do administrative works." This statement was evaluated as "Disagree" for rank seven. My talents are polished enough to move into an education work environment, and I chose my subject of study based on the work needs of the education sector. This was followed by rank nine, both of which had a verbal interpretation of "Disagree," and each of which had a mean score of 1.92. This statement, which can be translated as "Disagree," gets a weighted mean score of 2.16 and is ranked tenth. I am more inclined to conduct administrative work than I am to educate students. Following that, I am more prepared to educate and experience working in a work environment that is ranked eleventh and is translated as "Disagree", with a weighted mean score of 2.38. I have already planned where I will work, and I received a mean score of 2.50, which can be understood as "Disagree." This brings me to the twelfth position. With a mean score of 2.85 and a verbal interpretation of "Agree," I ranked thirteenth and stated that I consider my course as the field in which I will be working in the future. Having received a weighted mean score of 2.95 and being read as "Agree," I am confident that I will have a job at the fourteenth spot when studies have been completed in my field. Last but not least, the statement "I have the necessary teaching skills" was evaluated as "Agree" and received the highest weighted mean score of 3.14 on rank fifteen. According to the overall perception of the students about their employability in the field of education, the general weighted mean was 2.17, and the verbal interpretation was "Disagree."

## 5.3 Significant Influence of scholastic record of the Students to their Employability in the Field of Education

Since the computed R in the upward mobility of the students in the field of education is 0.669, which is greater than the critical value of + 0.514 at a 5% level of significance with the degree of freedom of 13, the Pearson R or test of r was used to determine the significant influence of students' academic records on their employability in the field of education. This was discovered since the Pearson R was used to determine the significance of the relationship between the two variables. Therefore,  $H_0$  is not accepted. It is for this reason that the academic record of students has a considerable impact on their ability to further their careers in the field of education.

## 6. Conclusions

On the basis of the findings of the study, the following conclusions were taken into consideration:

1. With regard to the academic record, the majority of the students expressed their disagreement with the notion that they observe a well-established study pattern after class and revealed that they do not feel confident in their academic record. A significant number of students indicated their disagreement with the notion that they schedule their study time whenever there is no class schedule. They also stated that they do not always strive to achieve good results on tests, quizzes, and examinations. Lastly, a greater number of students challenged the notion that they consistently take part in activities and recitations in the classroom.
2. The students' perceptions of their employability in the field of education revealed that many of them did not believe that their course is particularly relevant to their future employment, and they stated that they are not more likely to work in a private school. A significant number of the students expressed their disagreement with the notion that they are more likely to find employment in a public school and shared their belief that their area of study is in high demand in terms of employment chances within the education industry. 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 the teaching or education sector, teachers are more likely to teach students than doing admin work, 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. The academic record of students has a substantial impact on their ability to advance in the field of education. This is because of the correlation between the both.

## 7. Recommendations

On the basis of the findings and the conclusion, the following suggestions are provided:

1. It is the responsibility of the professors to continually urge the students to keep a well-studied routine after class, the use of post-activities being of assistance in this regard. Educators should provide students with a comprehensive explanation of the advantages that come with having a strong academic record; nevertheless, the students' attitudes should also be taken into consideration in order to increase their chances of being hired. Both teachers and students have expressed that they do not feel confidence in their academic performance. To help students improve their ability to communicate with one another, teachers should always begin class participation by reciting passages from the curriculum.

2. Each and every conversation should include a variety of employment opportunities, and the teachers should include them. They need to make it clear that following graduation, the students have the opportunity to find employment in either public or private educational institutions. In order to demonstrate to students that there are several work options available in the field of education, teachers could elaborate on their own employment experiences and provide examples from those experiences. Furthermore, in light of what the students have observed, teachers should acquire the ability to effectively manage their time when it comes to both teaching and administrative tasks.

3. The following actions may be proposed to the academic institution to increase the employability of the students.

- **Provide opportunities to develop adaptable skills.**

In order to actively prepare students for the future of work, it is important that they receive support in the process of acquiring adaptive skills that may be utilized in the workforce.

Every student should be given the opportunity to cultivate a mindset of continual development, which will allow them to expand their skill set beyond the specific topics that they investigate during the course. They should also be aware of extra training and upskilling opportunities, which not only enhance their learning but also have the potential to distinguish fresh grads from the numerous resumes and applications that are being considered for employment.

- **Encourage relevant soft skills.**

When having a conversation with a student about a preferred job option based on their qualifications and hobbies, it is essential to find out what personal characteristics could be most suitable for the role.

- **Provide personality test resources.**

Students may find that personality tests are a useful tool for stimulating their thought process regarding the psychological underpinnings of how the brain functions and the reasons why they react to particular circumstances. But in a market that is already oversaturated, there are a lot of tests that can be found online, and the majority of them are not particularly helpful. Sorting through all of these tests to find anything that is helpful may be a challenge in and of itself.

- **Suggest extracurricular responsibilities**

Taking on responsibilities while still in school can be a good way to enhance one's self-confidence and also looks excellent on a young person's curriculum vitae, which can significantly raise the likelihood that they will find employment after they graduate. In order to increase the employability of postgraduates, it is essential to be aware that any additional activities will be beneficial. Therefore, it is not necessary for these activities to be directed at a certain industry. Students should be encouraged to participate in a wide variety of experiences; however, it is important to keep in mind the skills that may be acquired from each of these activities and how they can contribute to the overall worth of the experience.

- **Build work placements into student timetables.**

When a student is juggling multiple responsibilities at once, such as attending lectures, writing essays, and juggling deadlines, it can be a challenging task to manage their time effectively. Additionally, having an active social life can make it difficult for students to prioritize planning for the future.

It is at this point that a careers counselor can step in and provide practical assistance in order to increase the employability of graduates. By allocating a certain amount of time for work placements, students will have the opportunity to gain a taste of what it could be like to work in the field that they have chosen to pursue.

It is possible that arranging placements with the organization in question is also an opportunity to provide students with a foot in the door and to begin the process of creating those all-important working contacts that will be of great value once they have graduated.

- **Broaden your institution's professional connections.**

Building a database of work prospects that students can quickly access could be an opportunity to motivate those students who are eager to improve their employability opportunities once they graduate from colleges and universities. In order to assist students in making those relationships, it is important to reach out to parents, alumni, and local businesses.

- **Utilize your social channels.**

Despite the fact that the majority of young people are proficient in social media, LinkedIn is frequently perceived as a business-like or intimidating environment to enter. By sharing content from work placement opportunities and encouraging people to become active online, you may contribute to the removal of this stigma.

- **Speak with course managers and tutors.**

As a result of its direct connection to the educational component of the experience and its capacity to provide assistance to a large number of students at the same time, the incorporation of work placement possibilities within the course itself may prove to be extremely advantageous.

- **Encourage volunteering**

One other method to assist in adding some personality to a student's curriculum vitae while simultaneously assisting in the development of their skill set is to propose that the student spend some of their leisure time volunteering at a local charity organization, food bank, or animal shelter. If you provide students with assistance in obtaining a volunteer position in a field that they are enthusiastic about, it will be of tremendous advantage to them, as it will assist in the development of a variety of soft skills.

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

It is reasonable to anticipate that the educational establishments that students attend today will provide them with up-to-date support in all aspects of their course, and there is no reason why postgraduate employability should be any different.

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**Appendix**

**Survey Questionnaires**

INDICATORS	1	2	3	4
<b>STUDENT’S</b> scholastic record				
1. I engaged myself deeply with my studies.				
2. I always make time for my studies.				
3. I am confident with my scholastic record				
4. I always ace every academic-related task				
5. I listen well to my professors during class				
6. I always participate in class recitations and activities.				
7. I always prepare for quizzes and exams				
8. I maintain a well-study routine after class				
9. I enjoy studying English program				
10. I invest so much studying English program as it boosts my confidence with communication				
11. I always want to get good grades on tests, quizzes, and exams				
12. I spend my free time on advance readings				
13. I do not like the class getting interrupted				
14. I spend more time on my studies than with my friends.				
15. I schedule my study time whenever there is no class schedule.				

INDICATORS	1	2	3	4
<b>EMPLOYABILITY</b>				
1. I see my course as my future work field.				
2. I am sure to have work right after studies, given my field				
3. My course is very important in my future work				
4. My skills are honed enough to move in an education work environment				
5. I am confident that I will work in teaching or education sector				
6. My field of study is in-demand in terms of work opportunities in the education sector				
7. I chose my field of study based on work demands of the education sector				
8. I have the necessary teaching skills				
9. I already planned where I am going to work				
10. I am more ready to teach and experience work environment				
11. I am confident that my skills and knowledge will match my work				
12. I am more likely to work on a private school				
13. I am more likely to work on a public school				
14. I am more likely to teach students than doing admin works				
15. I am more likely to do admin works than teaching students				