

# Graduate Attributes, Workplace Readiness and Students' Employability: Inputs in Developing Career Development Plan

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**Abstract** – *The world of work is constantly changing due to significant digital innovations that require current and future workers to evaluate their skills that would match the constantly evolving demand of the industry. Several studies emphasized the need to assess and address the skills gaps of future workers in terms of employability, job readiness, and graduate skills aligned with industry requirement. This study was conducted to assess the graduate attributes, workplace readiness, and students' employability as the basis in conceptualizing a career development plan. A descriptive method of research was applied using questionnaires as a source for data gathering. A total of 391 graduating students participated in this study. The questionnaire consisted of three parts that centers on the assessment of graduate attributes, workplace readiness, and employability of the graduating students. Weighted Mean and Ranking, Shapiro-Wilk Test, and Spearman's rho were used for statistical analysis. The results revealed that the graduating students perceived to have strong graduate attributes in terms of competency, commitment, credibility, collaboration and caring. The perceived credibility of the graduating students was the strong indicator in the high level of graduate attributes. Moreover, the graduating students demonstrated a strong workplace readiness wherein their overall personality was a strong indicator of being job-ready individuals. The perceived employability of the graduating students presents a strongly agreeable result in this study. The labor market knowledge and expectation were the highest contributor in the high level of employability. There is a significant relationship between the graduate attributes and workplace readiness and vice versa. Therefore, the higher is the level of graduate attributes, the higher is the level of workplace readiness. Moreover, this study proved that a significant relationship exists between workplace readiness and employability. Thus, the higher is the level of workplace readiness, the higher is the level of students' employability. It was also confirmed that graduate attributes were significantly related to the employability of the graduating students. Hence, the higher is the level of graduate attributes, the higher is*

*the level of students' employability. The researcher proposed a career development plan for the college students based on the results of the study.*

**Keywords** – *Graduate Attributes, Workplace Readiness, Students' Employability*

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## INTRODUCTION

One critical measure of success for higher educational institutions is the employment of graduates. The employment of an individual involves many factors that companies look for during the hiring process which can be tangible and intangible. The world of work is constantly changing due to significant digital innovations that require current and future workers to evaluate their skills that match the constantly evolving demands of the industry. The expectations and factors that employers look for from the candidate reflect not only on the individual but also on the institution where the applicant completed and received the degree. Each university has its unique set of graduate attributes that must be equipped by the students by the time they step out of the university and join the industry. However, companies confirmed that the majority of new graduates of universities did not meet the expectations of the industry. Some skills gaps need to be assessed and addressed in terms of employability, job readiness, and graduate skills aligned with industry requirements (Lisa et al. [1]; World Economic Forum [2]; Department of Labor and Employment [3]).

To support the career development of the students, universities must have established set of programs based on the needs of the students that would meet the expectations of the industry from the graduates. To ensure success in job placement, one must be employable and to become employable, one must possess employability skills. Moreover, it is also important that students have sufficient knowledge, and

understanding, and can perform the basic duties and responsibilities of their profession to be considered job-ready individuals.

This paper plays a crucial part in the career preparation of future professionals who will soon take the lead with different organizations on the local and international arena. Moreover, it is important for companies to collaborate with universities to meet the demands of the industry. The industry requirements comprising individual competencies, skills, and behavior affect the readiness of the new entrants in the job market. It was highlighted in the JobsFit 2022 Report of Department of Labor and Employment that the employers did not meet the expected outcome that must be possessed by the graduates of the digital era. Through this in-depth study, the university will have the opportunity to adapt in the changing needs of the labor market based on the gathered evidence from primary sources. LPU will also gain a great tool to begin with in evaluating the workplace readiness and employability of the college graduating students and understanding the level of acquisition of standard graduate attributes developed by the university.

According to Patacsil et al. [4], the Fourth Industrial Revolution (4IR) is restructuring the industry world, modifying business strategies, greater human intelligence, and demands advanced and relevant skills for workers to keep abreast with the changing landscape of competition. Due to the rising adoption of 4IR technologies, the demands of the industry are rapidly shifting, becoming more volatile, and competency focused. With the emerging challenges, higher educational institutions have been continuously calibrating to the rising industry requirements of employers for fresh graduates. With the ultimate goal of producing employable graduates, the industry demands have put greater weight to universities to consistently realign the student outcomes of each program while maximizing the student engagement in experiential learning activities, knowledge enrichment programs, and career readiness sessions that would prepare them in the actual workplace of their chosen field. The competencies of the graduates are one of the major interests of the employers regardless of the line of expertise being engaged. Soft skills and hard skills are equally important and identified as a crucial basis of individual competency as perceived by industry. Based on the Future Jobs Report 2018 of World Economic Forum [5], 84% of the industry perceived to hiring new permanent staff with skills relevant to technologies, and 61% surveyed their preference on employing new temporary

staff with relevant skills to technologies. With this high probability from the industry on talent recruitment preference, it is crucial for educational institutions to assess the skills and competencies of the graduating students to meet the workplace requirements.

According to Ipperciel & ElAtia [6], graduate attributes (GAs) have become a necessary framework of reference for the 21st century competency-based model of higher education. There is a consensus that assessing GAs is essential to its successful implementation. In with Abas & Imam [7], the set of skills and competencies that a new graduate possesses aligns with employability enabling one to compete and secure employment, whether in formal employment, self-employment, or any career.

In accordance with Romgens et al. [8] noted that gaining employability skills should be seen as a continuum of learning that supports job progression, not just entry into the workforce. Thus, the context of employability goes beyond the goal of simply getting a job. The study of Pang et. al [9], and Fajaryati et. al [10] shows that employability skills being non-discipline specific, economically valuable skills, competencies, and qualities increases the chances of obtaining initial employment, maintaining the job, progressing in a job, gain job satisfaction, as well as securing new employment when desired or required.

According to Young et al. [11], employability entails dimensions in terms of process and policy, people involved and skills, employment, and performance. To become employable, one must be equipped with skills on critical thinking, communication, problem-solving, and leadership that must be developed across all disciplines. Relatively, Brewer [12] said that people should have also possessed skills that would help them working in teams, embrace life-long learning, and adaptability to survive in the job market. In accordance with Scott & Willison [13], developing these skills while in the university can be associated with positive economic and work outcomes in future employment. While this literature provides the importance and impact of employability, Cheng et. al [14] reiterated that the responsibility of developing employability skills falls on both the student and the institution.

It is crucial for an institution to provide qualified graduates that would fit in with the current demands of the industry. According to the JobsFit Report 2022 of the Department of Labor and Employment [15], almost half of the population of the Philippines dominates the portion of unemployed young professionals mostly consisting new entrants or first-time job seekers. In a

recent study of World Bank [16] about “Developing Socioemotional Skills for Philippines’ Labor Market” the employers’ feedback shows that about one third of the vacancies were not filled due to lack of requisite skills of the applicants. The missing skills of the jobseekers were not academic knowledge or technical understanding but the socio-emotional skills or otherwise known as soft skills or behavioral skills. World Bank [16] has identified comprehensive skills set to succeed in the 21st century labor market, which is composed of cognitive skills, socio-emotional skills, technical skills, and digital skills. To support the skills development programs of the students, higher educational institutions must ensure access to relevant services, quality of delivery and skills acquisition, and relevance and efficiency of skills development programs. It is imperative to focus on the underdeveloped competencies of the students, especially in employability skills as this could serve as their advantage in the work settings (Abas and Imam, 2016). To stay in loop with the 4IR and the core skills for future work, it is important that universities keep abreast with the industry demands and establish strong linkages with employers to communicate and understand the industry-based skills needed for continuous skills development of the students.

The Lyceum of the Philippines University envisions itself of being a recognized industry-driven university constantly committed to innovation and excellence in developing innovative leaders, lifelong learners, and globally competitive professionals. The realization of this goal has now begun and continuously being accomplished through various mechanisms wherein among the major actions of implementation was through engagement in various career development programs of the university to fully prepare the graduating students in their first job interview, become work-ready individuals, and successfully secure employment. Presently, the career development programs being implemented are centered on employment preparation of the graduating students in the tertiary level. Findings of the study of Mendoza [17] recommends that the university should consider programs in strengthening skills, knowledge, and attitude of the students to prepare them in the actual workplace. To support the recommendation of previous study, the researcher decided to pioneer this study on graduate attributes, workplace readiness, and employability of the college graduating students to conceptualize, develop, and implement tailored-fit career development programs.

Furthermore, the researcher would like to address the gaps, and improve the strengths of the college students of LPU to meet the industry expectations for fresh graduates. The researcher believed that this study would serve as a great tool for success in future employment of the college students which in return, will benefit the university in providing quality graduates that meet the industry requirements. The gaps will be utilized as opportunities for continuous improvement in providing relevant career development plan for the next set of graduating students.

### **OBJECTIVES OF THE STUDY**

This study sought to assess the graduate attributes, workplace readiness, and students’ employability as the basis in conceptualizing a career development plan.

Specifically, it aims to determine the level of graduate attributes possessed by the graduating students in terms of competency, commitment, credibility, collaboration and caring, to determine the level of workplace readiness of the graduating students in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, to determine the level of employability of the graduating students based on transferable skills, employability development activities, university reputation, and labor market knowledge and expectation, to test the significant relationship between the graduate attributes, workplace readiness and employability, and to develop a career development plan based on the results of the study. The results of this study served as the basis in formulating a career development plan.

### **MATERIALS AND METHODS**

#### **Research Design**

This study used a descriptive method administered using an online survey questionnaire to assess the graduate attributes, workplace readiness, and employability of the college graduating students. According to McCombes [18], descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Siedlecki [19] describes descriptive studies as a type of research design that looks at the characteristics of a population, identify problems that exist in an organization, or as a whole, or investigate variations in the present variables. Thus, the researcher used a descriptive research method.

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

The research population of this study was the

graduating students in college level of three campuses of one private higher educational system, who in the Academic Year 2022-2023. A total of 391 respondents participated in the study.

### **Instrument**

This study used a modified survey questionnaire with three parts adapted from the works of Wong, Lim, and Quilan [20]; Future of Jobs Survey 2023 of World Economic Forum [21]; Kumala et al. [22]; Skills Development Scotland [23] and Indeed [24]. The first part of the questionnaire focused on the graduate attributes of LPU in terms of competency, commitment, credibility, collaboration and caring. The second part determined the workplace readiness of the graduating students that targets five dimensions such as job-specific skills, meta-skills, intellectual skills, personality skills, and pre-employment preparation. The last part of the survey questionnaire targeted the employability of the graduating students based on transferable skills, employability development activities, university reputation, and labor market knowledge and expectation. The survey used a 4-point Likert scale with 4 as the highest and 1 as the lowest. The scale was interpreted individually ranging from 4 – strongly agree, 3 – agree, 2 – disagree, and 1 – strongly disagree. This scale was based on the standard metrics adapted from the university's standard metrics in research.

### **Data Collection**

Survey questionnaires through Microsoft Forms were administered to the respondents. Respondents were informed of the objectives of the study. Responses gathered from the survey were treated with strict confidentiality and used only for the purpose of the present research.

### **Data Analysis**

In this study, data analysis tools were used to analyze and interpret the results. Weighted mean and rank were used to determine the (a) graduate attributes in terms of competency, commitment, credibility and collaboration and caring (b) workplace readiness in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, and (c) employability in terms of transferrable skills, employability development activities, university reputation and labor market knowledge and expectation. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Spearman's rho

was used as the non-parametric test to determine if there is significant relationship between the variables. All analyses were performed using SPSS version 25.

### **Ethical Considerations**

As this study is related to the institution and its students, the researcher sought a formal approval, support, and endorsement from the University President of the three campuses involved in this study.

In compliance with Data Privacy Act of 2012, all respondents of this study were provided and affirmed their Data Privacy Consent electronically by ticking the "I agree" statement. Individual responses of the participants obtained in this study remained anonymous and were analyzed for the purpose of accomplishing the target objectives of this research endeavor. The personal information collected was stored in an electronic storage managed by the researcher and shall not be shared with third parties despite formal requests. The retention of the data collected was valid until proper data analysis had been completed. Afterwards, individual results were deleted, and the respondents were notified via their contact information. To further utilize the study, the findings and output of the study was proposed to the three campuses involved.

All research authors and contributors were properly cited and acknowledged in various parts of this study. In compliance with the Policy for Ethical Guidelines of LPU-Batangas for research studies involving human participants, the researcher went through the proper procedure and processed the ethics review and clearance through the Ethics Review Committee (ERC).

## **RESULTS AND DISCUSSION**

Table 1 shows the summary table on graduate attributes possessed by the graduating students with a grand composite mean of 3.65 verbally interpreted as strongly agree. Among the key result areas, "credibility" obtained the highest composite mean of 3.72 followed by "collaboration and caring" (3.66), "competency" (3.61), and "commitment" (3.59) which were verbally interpreted as strongly agree. The perception of the respondents having strong credibility had greatly contributed to gaining a strongly agreeable grand composite mean.

**Table 5. Summary Table on Graduate Attributes Possessed by the Graduating Students**

Key Result Area	Composite Mean	VI	Rank
Competency	3.61	Strongly Agree	3
Commitment	3.59	Strongly Agree	4
Credibility	3.72	Strongly Agree	1
Collaboration and Caring	3.66	Strongly Agree	2
<b>Grand Composite Mean</b>	<b>3.65</b>	<b>Strongly Agree</b>	

Legend: 3.50-4.00 = Strongly Agree; 2.50-3.49 = Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Building trust and being trustworthy are two important components in one's personal and professional life. In contrast with the findings of Mendoza [17] where credibility ranked the lowest indicator, this study presents a strong perceived credibility of the graduating students which is a good indicator that the university has successfully shaped them to become industry-driven professionals and credible leaders of the future. Supported by the study of Sharma [25], the graduating students will have an edge in employment as employers prefer candidates that possess attributes like good customer rapport, business and social etiquette, conversational skills, adaptability, credibility, and reputation. In the workplace, Newton et al. [26] reported that people who are friendly and trustworthy are more likely to be selected for teams than those who are known for their excellent academic qualities. According to Iqbal et.al [27], graduates who have credibility develop and cultivate earned mutual trust and respect. Moreover, Khaw et. al [28] supported that as future leaders, credibility and trust are important drivers of change to certify that employee interests are considered.

**Table 2. Summary Table on Workplace Readiness of the Graduating Students**

Key Result Area	Composite Mean	VI	Rank
Job-Specific Skills	3.58	Strongly Agree	5
Meta-Skills	3.67	Strongly Agree	2.5
Intellectual Skills	3.60	Strongly Agree	4
Personality	3.69	Strongly Agree	1
Pre-Employment Preparation	3.67	Strongly Agree	2.5
<b>Grand Composite Mean</b>	<b>3.64</b>	<b>Strongly Agree</b>	

Legend: 3.50-4.00 = Strongly Agree; 2.50-3.49 = Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 2 presents the summary table on workplace readiness of the graduating students with a grand composite mean of 3.64, verbally interpreted as strongly agree. Among the key result areas, "personality" obtained the highest composite mean of 3.69, followed by "meta-skills" and "pre-employment preparation" (3.67), intellectual skills (3.60), and job-specific skills (3.58) which were verbally interpreted as strongly agree.

In LPU, the personality of the students was developed through various programs centered on developing adaptability, initiative, social influence, proactiveness, and transparency. Makridis et al. [29] reported that personality matters at least as much as skills

in explaining differences in compensation across jobs and over time. Related study of Saranya and Guduru [30] determined that having a pleasing personality and exhibiting soft skills influences in building students' individual personality for employment readiness. Moreover, Overacker et al. [31] determined a significant relationship between personality and work-readiness. In the workplace, David [32] and Herr [33] supported that exhibiting a positive and resilient personality can create a mitigate negative work outcomes and promote active work engagement.

**Table 3. Summary Table on Employability of the Graduating Students**

Key Result Area	Composite		
	Mean	VI	Rank
Transferable Skills	3.63	Strongly Agree	2
Employability Development Activities	3.60	Strongly Agree	3
University Reputation	3.59	Strongly Agree	4
Labor Market Knowledge and Expectation	3.66	Strongly Agree	1
<b>Grand Composite Mean</b>	<b>3.62</b>	<b>Strongly Agree</b>	

Legend: 3.50-4.00 = Strongly Agree; 2.50-3.49 = Agree; 1.50-2.49 = Disagree; 1.00-1.49 = Strongly Disagree

Table 3 presents the summary table on employability of the graduating students with a grand composite mean of 3.62, verbally interpreted as strongly agree. Among the key result areas, "labor market knowledge and expectation" gained the highest composite mean of 3.66 followed by "transferable skills" (3.63), "employability development activities" (3.60), and "university reputation" (3.59).

It was revealed that "labor market knowledge and expectation" topped the ranking and "university reputation" was the last in the ranking despite obtaining a high rating. This means that the graduating students have strong labor market knowledge and expectations that greatly contributed to their employability. In the early onset of the students' academic journey, LPU has been providing relevant information about the career path of the programs that they had chosen. All possible future careers that await after finishing the program were discussed during the college orientation. Labor market information in career choice is more than information about earnings and employment prospects. According to Marinescu [34] The timely and relevant provision of information about the labor market can potentially improve the employability of the university students. Furthermore, Frankowska [35] supported that the growing awareness of students in the labor market provided a meaningful insight of the available and emerging employment opportunities that were expected to allow them to earn money, improve their status, fulfill their dreams, and in the future to benefit from pensions.

According to Salas-Velasco [36], students with strong labor market knowledge can prevent possible job mismatches and have an increased probability of gaining successful employment. Moreover, OECD [27] supported that the information about graduate employment rates, employability pathways from entry-level jobs to higher-level jobs, the skills requirements for these jobs, time for employment, typical jobs and work arrangements provides useful orientation in study and career choice.

**Table 4. Relationship between Graduate Attributes and Workplace Readiness of Graduating Students**

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000) and collaboration and caring (p=0.000) and workplace readiness of graduating students in terms of job-specific skills because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility, and collaboration and caring, the higher is the level of work readiness of graduating students in terms of job-specific skills.

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000) and collaboration and caring (p=0.000) and workplace readiness of graduating students in terms of meta-skills because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility and collaboration and caring, the higher is the level of work readiness of graduating students in terms of meta-skills.

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000) and collaboration and caring (p=0.000) and workplace readiness of graduating students in terms of intellectual skills because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility and collaboration and caring, the higher is the level of work readiness of graduating students in terms of intellectual skills.

Variables	Spearman's		Interpretation
	Rho	p-value	
<b>Graduate Attributes and Workplace Readiness in terms of Job-Specific Skills</b>			
Competency	0.600	0.000	Significant
Commitment	0.548	0.000	Significant
Credibility	0.611	0.000	Significant
Collaboration and Caring	0.646	0.000	Significant
<b>Graduate Attributes and Workplace Readiness in terms of Meta-Skills</b>			
Competency	0.518	0.000	Significant
Commitment	0.518	0.000	Significant
Credibility	0.612	0.000	Significant
Collaboration and Caring	0.702	0.000	Significant
<b>Graduate Attributes and Workplace Readiness in terms of Intellectual Skills</b>			
Competency	0.571	0.000	Significant
Commitment	0.563	0.000	Significant
Credibility	0.528	0.000	Significant
Collaboration and Caring	0.680	0.000	Significant
<b>Graduate Attributes and Workplace Readiness in terms of Personality</b>			
Competency	0.524	0.000	Significant
Commitment	0.535	0.000	Significant
Credibility	0.581	0.000	Significant
Collaboration and Caring	0.631	0.000	Significant
<b>Graduate Attributes and Workplace Readiness in terms of Pre-employment Preparation</b>			
Competency	0.549	0.000	Significant
Commitment	0.511	0.000	Significant
Credibility	0.561	0.000	Significant
Collaboration and Caring	0.630	0.000	Significant

Legend: Significant at p-value < 0.01

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000) and collaboration and caring (p=0.000) and workplace readiness in terms of personality because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility and collaboration and caring, the higher is the level of work readiness of graduating students in terms of personality.

The graduate attributes of LPU were aligned with the ultimate goal of the university of producing globally competent graduates equipped with industry-required skills and competencies. Through the development of graduate attributes in the students, there is an increased likelihood of employability as the graduates were honed to be work-ready individuals.

**Table 5. Relationship between Graduate Attributes and Employability of Graduating Students**

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000), collaboration (p=0.000) and caring (p=0.000) and employability of graduating students in terms of university reputation because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility, and collaboration and caring, the higher is the level of employability of graduating students in terms of university reputation.

Variables	Spearman's Rho	p-value	Interpretation
<b>Graduate Attributes and Employability of Graduating Students in terms of Transferrable Skills</b>			
Competency	0.534	0.000	Significant
Commitment	0.507	0.000	Significant
Credibility	0.580	0.000	Significant
Collaboration and Caring	0.680	0.000	Significant
<b>Graduate Attributes and Employability of Graduating Students in terms of Employability Development Activities</b>			
Competency	0.497	0.000	Significant
Commitment	0.507	0.000	Significant
Credibility	0.484	0.000	Significant
Collaboration and Caring	0.596	0.000	Significant
<b>Graduate Attributes and Employability of Graduating Students in terms of University Reputation</b>			
Competency	0.443	0.000	Significant
Commitment	0.435	0.000	Significant
Credibility	0.502	0.000	Significant
Collaboration and Caring	0.572	0.000	Significant
<b>Graduate Attributes and Workplace Readiness in terms of Labor Market Knowledge and Expectation</b>			
Competency	0.429	0.000	Significant
Commitment	0.451	0.000	Significant
Credibility	0.495	0.000	Significant
Collaboration and Caring	0.595	0.000	Significant

Legend: Significant at p-value < 0.01

There was statistically significant relationship between graduate attributes in terms of competency (p=0.000), commitment (p=0.000), credibility (p=0.000) and collaboration and caring (p=0.000) and employability of graduating students in terms of labor market knowledge and expectation because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of competency, commitment, credibility, and collaboration and caring, the higher is the level of employability of graduating students in terms of labor market knowledge and expectation.

There was statistically significant relationship between workplace readiness in terms of job-specific skills (p=0.000), meta-skills (p=0.000), intellectual skills (p=), personality (p=0.000) and pre-employment preparation (p=0.000) and employability of graduating students in terms of transferrable skills because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, the higher is the level of employability of graduating students in terms of transferrable skills.

There was statistically significant relationship between workplace readiness in terms of job-specific skills (p=0.000), meta-skills (p=0.000), intellectual skills (p=), personality (p=0.000) and pre-employment preparation (p=0.000) and employability of graduating students in terms of employment development activities because the computed p-values were less than 0.01.

Several studies (Donald et al., 2017; Bates et al., 2019; Carvalho, 2021; Potgieter et al., 2023) affirmed that there is a significant relationship between graduate attributes and workplace readiness of the graduating students. Participants recognized the graduate attributes developed by the university that were found significant and played a crucial role in their workplace readiness. With the fast-pacing transition and evolving demands of the industry, this evident recognition suggests the continuous implementation of career programs for workplace readiness to further improve the attributes of the graduating students. On the same note, the impact of the effective implementation of career programs may boost the participation and engagement of the students that is beneficial to their career development.

**Table 19. Relationship between Workplace Readiness and Employability of Graduating Students**

The higher is the level of graduate attributes in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, the higher is the level of employability of graduating students in terms of employability development activities.

Variables	Spearman's Rho	p-value	Interpretation
<b>Workplace Readiness and Employability of Graduating Students in terms of Transferrable Skills</b>			
Job-Specific Skills	0.614	0.000	Significant
Meta-Skills	0.649	0.000	Significant
Intellectual Skills	0.660	0.000	Significant
Personality	0.703	0.000	Significant
Pre-employment Preparation	0.700	0.000	Significant
<b>Workplace Readiness and Employability of Graduating Students in terms of Employability Development Activities</b>			
Job-Specific Skills	0.576	0.000	Significant
Meta-Skills	0.564	0.000	Significant
Intellectual Skills	0.598	0.000	Significant
Personality	0.577	0.000	Significant
Pre-employment Preparation	0.603	0.000	Significant
<b>Workplace Readiness and Employability of Graduating Students in terms of University Reputation</b>			
Job-Specific Skills	0.590	0.000	Significant
Meta-Skills	0.593	0.000	Significant
Intellectual Skills	0.565	0.000	Significant
Personality	0.541	0.000	Significant
Pre-employment Preparation	0.612	0.000	Significant
<b>Workplace Readiness and Workplace Readiness in terms of Labor Market Knowledge and Expectation</b>			
Job-Specific Skills	0.529	0.000	Significant
Meta-Skills	0.524	0.000	Significant
Intellectual Skills	0.487	0.000	Significant
Personality	0.504	0.000	Significant
Pre-employment Preparation	0.551	0.000	Significant

Legend: Significant at p-value < 0.01

There was statistically significant relationship between workplace readiness in terms of job-specific skills (p=0.000), meta-skills (p=0.000), intellectual skills (p=), personality (p=0.000) and pre-employment preparation (p=0.000) and employability of graduating students in terms of university reputation because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, the higher is the level of employability of graduating students in terms of university reputation.

There was statistically significant relationship between workplace readiness in terms of job-specific skills (p=0.000), meta-skills (p=0.000), intellectual skills (p=), personality (p=0.000) and pre-employment preparation (p=0.000) and employability of graduating students in terms of labor market knowledge and expectation because the computed p-values were less than 0.01. The higher is the level of graduate attributes in terms of job-specific skills, meta-skills, intellectual skills, personality, and pre-employment preparation, the higher is the level of employability of graduating students in terms of labor market knowledge and expectation.

Studies of Herbert et. al. [38], Magagula et al., and Aviso et al. [39] reported that there is a significant relationship between graduates' work-readiness and employability. Supporting study of Sackett & Walmsley [40] presented a model for workplace readiness that provided links to students' employability.

According to Rowe & Zegwaard [41], work-readiness, employability, and employment outcomes centers on different constructs but they are significantly related with each other. In accordance with Packer [42] The career readiness and employability of the college students is not the sole responsibility of the career service offices but institution as well. Meanwhile, Hoque et al. [43] supported that employers emphasized the growing importance of producing work-ready and employable graduates to meet the demands of the labor market.

**Table 20. Proposed Career Development Plan for College Students (Based on the results of the study)**

The Career Development Plan provides suggestions for ways Lyceum of the Philippines University students can develop industry-based skills and experience for every year level in line with the 17 Sustainable Development Goals (SDGs). This plan lists

all of the activities across the continuum that centers on the development and optimizing graduate attributes, workplace readiness and employability of students in the college level.

**Career Development Plan for College Students**

The Career Development Plan provides suggestions for ways Lyceum of the Philippines University students can develop industry-based skills and experience for every year level in line with the 17 Sustainable Development Goals (SDGs). This plan lists all of the activities across the continuum that centers on the development and optimizing graduate attributes, workplace readiness and employability of students in the college level.

Year/Level/Axis	Risk/Performance Indicators	Objectives	Targets	Target Date of Implementation	Measures	Target Date of Completion	Responsible
1 <sup>st</sup> Year 1 <sup>st</sup> Axis	Percentage of students with complete record of graduate attributes	Develop the percentage of students with complete record of graduate attributes	SDG 4 - Quality Education SDG 5 - Gender Equality SDG 8 - Decent Work and Economic Growth	August 2023	1. Attend the Career Planning Seminar at least once per year level. 2. Complete the Career Development Form as a basis for the 5 years of plan. 3. Meet with the Career Counselor for guidance.	July 2024	Career Development Director, Staff, Career Adviser, Career Counselor
2 <sup>nd</sup> Year					1. Meet with the Career Counselor for guidance. 2. Attend the Career Development Seminar on Software Introduction Essential for Employability. 3. Attend the Career Counseling with Career Adviser.	July 2024	
3 <sup>rd</sup> Year					1. Attend the Career Development Seminar on Software Introduction Essential for Employability. 2. Attend the Career Counseling with Career Adviser.	July 2024	
4 <sup>th</sup> Year					1. Attend the Career Development Seminar on Software Introduction Essential for Employability. 2. Attend the Career Counseling with Career Adviser.	July 2024	
5 <sup>th</sup> Year					1. Attend the Career Development Seminar on Software Introduction Essential for Employability. 2. Attend the Career Counseling with Career Adviser.	July 2024	
6 <sup>th</sup> Year					1. Attend the Career Development Seminar on Software Introduction Essential for Employability. 2. Attend the Career Counseling with Career Adviser.	July 2024	



					<p>3<sup>rd</sup> Year</p> <ul style="list-style-type: none"> <li>a. Problem Solving Skills</li> <li>b. Entrepreneurial Skills</li> <li>c. Leadership</li> <li>d. Effective Feedback Handling and Communication</li> <li>e. Community Extension Activities</li> <li>f. Professional Ethics</li> <li>g. Career Values Orientation</li> </ul> <p>4<sup>th</sup> - 5<sup>th</sup> Year</p> <ul style="list-style-type: none"> <li>a. Effective Feedback Handling and Communication</li> <li>b. Leadership</li> <li>c. Professional Ethics</li> <li>d. Career Values Orientation</li> <li>e. Team-building</li> <li>f. Engagement</li> <li>g. Community Extension Activities</li> </ul> <p>5. Conduct of least 2 hours learning activity</p> <p>6. Conduct assessment on graduate attributes for each year level</p>	<p>January 2024 to July 2024</p>
Increased workplace readiness	Percentage of students with improved level of workplace readiness	To establish the workplace readiness of the students	50% - 1 <sup>st</sup> Year 55% - 2 <sup>nd</sup> Year 60% - 3 <sup>rd</sup> Year 65% - 4 <sup>th</sup> - 5 <sup>th</sup> Year	August 2023	<p>4. Conduct the 5<sup>th</sup> graduation activities program per year level</p> <ul style="list-style-type: none"> <li>a. Orientation on Professional Certifications</li> <li>b. Business Writing Workshop</li> <li>c. Personal Seminar on Computer Skills</li> <li>d. Self-Inspection and Personal Development Seminar &amp; Workshop</li> </ul>	<p>July 2024</p>

					<ul style="list-style-type: none"> <li>a. College Orientation</li> <li>b. Orientation on Sustainable Development Goals</li> <li>c. Encounter with Future Employers</li> <li>d. Skills to Success Seminar</li> <li>e. Research Conference</li> <li>f. Mock Interview for Internship</li> <li>g. Internship Fair</li> <li>h. Internship</li> <li>i. College Orientation</li> <li>j. Active participation in Cultural and Sports Organizations</li> <li>k. Participate in community extension activities</li> </ul> <p>4<sup>th</sup> - 5<sup>th</sup> Year</p> <ul style="list-style-type: none"> <li>a. College Orientation</li> <li>b. Orientation on Sustainable Development Goals</li> <li>c. Active participation in Cultural and Sports Organizations</li> <li>d. Research Conference</li> <li>e. Participate in community extension activities</li> <li>f. Skills to Success Seminar (Refresher/Booster)</li> <li>g. Career Congress</li> <li>h. Pre-Employment Seminar</li> <li>i. Job Interview Preparation Seminar (Refresher/Booster)</li> <li>j. Mock Job Interview</li> <li>k. Job Fair</li> </ul> <p>b. Conduct assessment on employability for each year level.</p>	<p>July 2024</p>
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**CONCLUSION AND RECOMMENDATION**

The graduating students have strong graduate attributes in terms of competency, commitment, credibility, collaboration and caring. The perceived credibility of the graduating students was the strong indicator in the high level of graduate attributes. The graduating students demonstrate a strong workplace readiness wherein their overall personality was a strong indicator of being job-ready individuals. The perceived employability of the graduating students presents a strongly agreeable result in this study. The labor market knowledge and expectation were the highest contributor in the high level of employability. There is a significant relationship between the graduate attributes and workplace readiness and vice versa. Moreover, this study

proved that a significant relationship exists between workplace readiness and employability and vice versa. It was also confirmed that graduate attributes were significantly related to the employability of the graduating students. The researcher proposed a career development plan for the college students based on the results of the study.

Career centers of LPU may adopt and validate the proposed career development plan. Future researchers may provide a continuing study on the factors affecting employability of fresh graduates in the view of hiring employers.

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