

Professional Commitment and Employability Skills of Undergraduate Students in a University in China

Kang Meng

Graduate School, Adamson University, Manila, CO 0900, Philippines

Abstract: The problem of difficult employment of college students has attracted the attention of the whole society, and the breakthrough point for solving the difficult employment of college students lies in the employment ability of college students. The key point for the improvement of college students' employability lies in the behaviors and attitudes of college students in the process of professional learning and practice (college students' professional commitment). This study contributes to the empirical evidence of the relationship between college students' professional commitment and college students' employability. The results of the study confirm that there is a moderate positive correlation between professional commitment and their employability; there is no significant difference in the respondents' perceptions of their professional commitment and employability when their personal data are used as a test factor. In this regard, the following recommendations are made: increased attention should be given, career counseling should be provided by the institutions, educational institutions and organizations should consider other factors of demographic characteristics (gender, age, grade level) when developing leadership programs, a comprehensive understanding of undergraduates' perceptions of their employability in terms of instructional education methodology, career services, and employer strategies, and implementation of the proposed enhanced institutional internship program in the university.

Keywords: Professional Commitment, Employability Skills, Undergraduate Students.

1. Introduction

In recent years, China's employment environment is facing great challenges. With the rapid growth in the scale and number of college graduates and a more crowded labor market, the difficulty of college students in finding employment has become a hot topic of widespread concern to all sectors of society.

When exploring the reasons for the difficulty of college students' employment, many experts and scholars have found that more and more employers cannot recruit matching talents, while more and more college students cannot find satisfactory jobs after graduation, which is also known as the phenomenon of employment gap, and the reason why this phenomenon is ever expanding is that college students' employability is unable to satisfy the requirements of employers. Nowadays, the society emphasizes more and more on individual efforts and strengths, and the improvement of college students' employability is the breakthrough point to improve the problem of difficult employment. Employability of college students refers to the ability of college students to find a job and maintain a good working condition, and also includes the ability of college students to effectively meet the requirements of the job and make their own career planning.

When analyzing and discussing the issue of college students' employability, researchers have shifted their attention to the college students themselves, the main body of employability is the college students, and the key to improving employability lies in the college students' input and dedication in the process of professional learning and practice. In addition, the Blue Book of Employment also pointed out that the highest employment rate of undergraduates in the class of 2022 is in engineering (93.1%); in terms of the correlation between the employment of college students and their majors, the correlation between the majors of undergraduates and their employment reaches 61.58%. The

data show that college students' majors are closely related to employment, and the knowledge structure and employment orientation of college students largely depend on their majors. College study can be said to be a kind of employment-oriented professional learning, and the degree of college students' professional commitment will have an important impact on the effect of their professional learning and the enhancement of their personal ability. According to previous studies, college students' professional commitment plays a positive role in predicting their learning engagement and career choice efficacy.

2. Literature Review

Becker first introduced the theoretical framework of organizational commitment in 1960. He believed that as employees gradually become more involved in the organization, they show more commitment and loyalty, which is called organizational commitment. Alanya proposed the concept of occupational commitment on this basis, and he believed that occupational commitment is an individual's identification with and reliance on his or her current occupation, which is reflected in the willingness to accept the internal norms of the occupation and the unwillingness to change the occupational work attitude easily. Accordingly, college students' career commitment refers to their identification with and devotion to their majors, which is reflected in their positive attitudes and behaviors in learning and practice. From the emotional level, Long Lirong, Yan Yu and other scholars (2008) defined college students' professional commitment as the recognition and acceptance of their majors, and the positive willingness to spontaneously devote themselves to the study of professional knowledge out of love for their majors. However, practice-level research argues that in addition to emotional recognition, it must also be supported from practice. Currently, the authoritative definition of professional commitment in the academic world

is proposed by the representative scholar Lian Rong (2005), who points out that the professional commitment of college students not only includes emotional recognition, but also embodies in the positive attitude and behavior of willingness to put in corresponding efforts for it. In this regard, this study categorizes professional commitment into normative commitment, affective commitment, ideal commitment and sustained commitment, with a view to understanding the connotation of college students' professional commitment more comprehensively.

Regarding the connotation of employability, different subjects such as scholars and associations and organizations have defined it from different perspectives. According to the Canadian Labour Force Development Board (1994), employability refers to the relative ability of an individual to achieve meaningful employment in the context of the interaction between his or her personal circumstances and the labor market; according to the Confederation of British Industry (1999), employability refers to the ability of an individual to possess the qualities and abilities needed to meet the changing needs of employers and customers, thus contributing to the realization of his or her work aspirations and potential. Scholars Hillage and Pollard (1998) argue that for individuals, employability depends on the knowledge, skills and attitudes they possess, the way they use these assets and present them to employers, and the context in which they look for a job; while Marklud and Bemston argue that employability is an individual's perception of the likelihood of being able to find a new job. Van der Klink (2015) introduced the concept of sustainable employability, which can be viewed as a set of skills and competencies that an individual possesses over the course of his or her career, which enable the individual to gain practical employment opportunities and to contribute to himself or herself and the future in current or future jobs, and to contribute to himself or herself and others in future jobs in order to maintain the individual's state of well-being and health. Despite the differences in the definitions of employability among experts and scholars, including the perspective of focus and the direction of research, they have largely agreed on the core concept of employability. Employability is generally viewed as a set of competencies and skills that enable individuals to successfully adapt to and perform in new jobs. These competencies include technical skills, communication skills, problem-solving skills, and teamwork skills.

And the research object of college students' employability is school students. Representative scholars include Professor Zheng Xiaoming (2002) who believes that college students' employability refers to the ability of college students to realize their personal career aspirations and contribute to the society through learning professional knowledge and cultivating their comprehensive abilities during their college years, so as to realize the value of life. Xiang Cong (2007) believes that college students' employability refers to the ability of college students to realize their personal career ideals and contribute to the society through learning professional knowledge and cultivating their comprehensive abilities during their college years, thus realizing the value of life. Tao Xiaoxia (2007) defines college students' employability as a psychological state with the universality of occupational positions, which is the psychological and behavioral condition for college students to obtain and be competent in occupational positions. Nedevea (2010) argued that the employability of college students, in addition to

obtaining a job, should also include the ability to obtain a satisfying career that matches their qualifications. In this regard, employability of college students is a comprehensive ability to get a job, keep a job, and progress in the job. It includes professional ability, emotional adjustment ability, interpersonal ability, self-development ability and job-seeking ability.

3. Methodology

3.1. Statement of the Problem

Based on the present research gaps, this study addresses research questions: What is the perception of the respondents regarding their professional commitment? Is there a significant difference on the perceptions of the respondents on their professional commitment if their profile is taken as test factor? What is the perception of the respondents on their employability skills? Is there a significant difference on the perceptions of the respondents on their employability skills if their profile is taken as test factor? Is there a significant relationship between the respondents' perception of their professional commitment and their employability skills? Based on the findings of this study, what enhanced institutional practicum program can be proposed to support the development of the professional commitment and employability skills of the student?

3.2. Research Design

This study adopts quantitative research, firstly, through the descriptive statistical analysis of the research data to derive the overall situation of professional commitment and college students' employability; secondly, correlation analysis will be chosen to explore the correlation between professional commitment and college students' employability, and the degree of correlation between professional commitment and college students' employability will be analyzed through the positive, negative and size of the correlation coefficient value.

3.3. Data Collection and Analysis

The researcher will contact the director of the research school district via e-mail to request permission to send an e-mail to potential participants via the district's e-mail mechanism informing them of the study and the purpose of the study. Approval to conduct the study will be requested from the Institutional Review Board (IRB). Once permission is obtained from the Ethics Committee, data gathering will be conducted through the Questionnaire Star online questionnaire.

The data gathered by the researcher in this study will be analyzed using the SPSS statistical software.

4. Findings

This part presents the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problem as stated in the statement of the problems in the professional commitment and employability skills of undergraduate students at a university in China.

4.1. Perception of the Respondents Regarding Their Professional Commitment

Table 1. Perception of the Respondents regarding their professional commitment

Measurement of Professional Commitment	Mean	SD	Qualitative Description	Interpretation	Rank
I am passionate about my field of study	2.63	1.05	Agree	High	15
My major can fully utilize my strengths	2.85	1.00	Agree	High	7
I will not change my major under any circumstances	2.82	0.96	Agree	High	8
I am willing to do anything to improve my professional learning	2.54	0.96	Agree	High	18.5
My major is conducive to my further education	2.75	0.97	Agree	High	11
I will have a better future if I change my major to another one	2.81	0.89	Agree	High	9
I am willing to put in all my efforts to learn my specialty well.	2.67	1.00	Agree	High	14
I will not change my major because my grades are good because I have put a lot of effort into my major.	3.31	0.89	Strongly Agree	Very High	2
There are many chances for promotion in the work related to my major	2.58	0.87	Agree	High	17
My major is conducive to realizing my ambition	2.51	0.93	Agree	High	20
I have paid a lot of money to get into my major, so I won't change my major	2.61	0.86	Agree	High	16
My major is interesting and makes me feel motivated	3.28	0.81	Strongly Agree	Very High	3
I like the challenges and difficulties in my major, and the happiness and sense of achievement after overcoming them.	2.69	0.93	Agree	High	13
I am happy to participate in any practice related to I think that young people should learn their professions well if they want to have a skill my profession	3.11	0.81	Agree	High	4
The country needs all kinds of professional talents, and young people are obliged to learn their professions well	2.96	0.89	Agree	High	6
Jobs and opportunities for further study related to my current field of study	2.54	0.94	Agree	High	18.5
I don't change my major mainly because of the employment situation of my major.	2.76	0.86	Agree	High	10
My major provides me with enough space for self-development and self-realization	3.05	0.86	Agree	High	5
I'm at my best when I'm in a specialized class	3.36	0.58	Strongly Agree	Very High	1
My specialty plays an important role in the construction of the country, and I should learn it well for the sake of the country's future	2.70	0.95	Agree	High	12
Composite Mean	2.83	0.91	Agree	High	

Legend: 3.26-4.00 Strongly Agree/Very Highm 2.51-3.25 Agree/High 1.76-2.50 Disagree/Low 1.00-1.75 Strongly Disagree/Very Low.

The table captures the respondents' perception of their professional commitment through 20 statements. It includes the mean, standard deviation, qualitative description, interpretation, and ranking for each statement, allowing for a comprehensive understanding of their professional outlook. The composite mean for all statements is 2.83, with a standard deviation of 0.91. This places the overall perception within the "Agree/High" range, indicating that respondents generally exhibit a high level of professional commitment.

Several findings stand out, demonstrating high levels of professional commitment. For instance, a significant number of respondents are passionate about their field, as indicated by

a mean score of 2.63, although the high standard deviation of 1.05 suggests variability in the level of passion. Furthermore, the mean score of 2.85 for "My major can fully utilize my strengths" indicates that many respondents feel their field of study aligns with their skills, fostering a sense of commitment.

However, the results also highlight areas for improvement. The lower end of the "High" range for some statements suggests that there might be a need for further support. For example, the mean score of 2.54 for "I am willing to do anything to improve my professional learning" indicates that not all respondents are equally committed to continuous learning. Similarly, the mean of 2.58 for "There are many

chances for promotion in the work related to my major" implies that respondents may perceive limited opportunities for advancement, which could affect their long-term commitment.

The implications of these findings suggest that institutions should focus on fostering environments that encourage passion and strengthen alignment with personal strengths. By providing more specialized classes and practical experiences, they can help students feel more engaged. Additionally, robust professional development programs could enhance commitment to continuous learning, while clearer career pathways and promotion opportunities could increase long-term commitment. Career counseling and mentorship programs might also help align students' ambitions with their field of study, fostering a stronger sense of purpose and commitment. The overall high level of professional commitment suggests that respondents generally have a positive outlook on their field of study. This sentiment aligns with studies like those by Meyer et al. (1993), which found that a high level of professional commitment is associated with greater job satisfaction and a more stable career path. When individuals are committed to their profession, they tend to invest more in their careers, seek out learning opportunities, and pursue long-term growth within their field. The variability in the results, particularly the high standard deviation in some statements, indicates that while many respondents are committed, there is a range of opinions. This finding is consistent with Blau (1985), who argued that professional commitment varies depending on factors such as personal interests, work environment, and career opportunities. The impact of this variability suggests that educational institutions and employers need to adopt a flexible approach to foster commitment, recognizing that a one-size-fits-all strategy may not work for everyone. The moderate mean for "willingness to do anything to improve professional learning" suggests that not all respondents are committed to continuous learning. This result points to the importance of cultivating a culture of lifelong learning, which aligns with the work of Marsick and Watkins (2003). They

highlighted the significance of learning organizations in fostering continuous improvement and adaptability. The impact of this finding suggests that educational institutions should focus on providing more professional development resources to keep individuals engaged and committed to their careers. The perception of limited opportunities for promotion, indicated by the moderate mean for this statement, suggests that respondents may feel constrained in their career growth. This perception can reduce professional commitment, as noted by Greenhaus et al. (1990), who found that career advancement opportunities play a crucial role in sustaining job satisfaction and commitment. The impact of this result implies that organizations and educational institutions should emphasize clear career pathways and create environments that encourage advancement to maintain high professional commitment. The finding that some respondents might consider changing majors because of perceived limited ambitions aligns with Super's (1990) career development theory, which suggests that career paths should align with personal goals and interests. The impact of this observation indicates that career counseling and mentorship programs are crucial in guiding individuals toward pathways that match their aspirations, ultimately enhancing professional commitment. The results from the study have significant implications for professional commitment, career development, continuous learning, and career advancement. They highlight the need for educational institutions and organizations to adopt flexible and inclusive approaches to maintain high levels of professional commitment. By fostering a culture that encourages personal growth, continuous learning, and clear career pathways, it is possible to mitigate the variability in commitment and ensure a more engaged and satisfied workforce or student body.

4.2. The Test of Difference on the Perceptions of the Respondents on Their Professional Commitment if Their Profile is Taken as Test Factors

Table 2. Differences in the Assessment of Respondents on their leadership competencies

Profile	Types	Mean	SD	Computed T/F-value	Sig	Decision on Ho	Interpretation
Sex	Male	2.77	.341	-1.014	.312	Accept Ho	Not Significant
	Female	2.83	.306				
Age	19 – 21 yrs. old	2.82	.301	1.176	.311	Accept Ho	Not Significant
	22 – 24 yrs. old	2.84	.351				
	25 yrs. and above	2.50	.353				
Year Level	Freshman	2.80	.311	1.413	.241	Accept Ho	Not Significant
	Sophomore	2.78	.289				
	Junior	2.92	.338				
	Senior	2.85	.316				

Table 2 above, reveals the differences in the assessment of respondents on their leadership competencies across different profile categories such as sex, age, and year level.

The mean leadership competency rating for male respondents is 2.77 (SD = 0.341). For female respondents, the

mean is 2.83 (SD = 0.306). The computed t-value is -1.014 with a significance level of 0.312. Given that this p-value is greater than 0.05, it indicates that the result is not statistically significant. Thus, we accept the null hypothesis (Ho), suggesting no significant difference in leadership

competencies between male and female respondents. The results indicate that there is no substantial difference in the leadership competencies between male and female respondents. This could suggest that gender does not play a significant role in leadership competency assessment in this context.

The mean leadership competency for respondents aged 19-21 years is 2.82 (SD = 0.301), for those aged 22-24 years is 2.84 (SD = 0.351), and for those aged 25 years and above is 2.50 (SD = 0.353). The computed F-value is 1.176 with a significance level of 0.311. Since this p-value is greater than 0.05, it indicates that the result is not statistically significant. Therefore, we accept the null hypothesis, indicating no significant differences among age groups regarding leadership competencies. The lack of significant differences across age groups suggests that leadership competencies do not vary substantially with age in this sample. The slight dip in the mean for the 25 years and above category does not reach statistical significance.

The mean leadership competency for Freshmen is 2.80 (SD = 0.311), for Sophomores is 2.78 (SD = 0.289), for Juniors is 2.92 (SD = 0.338), and for Seniors is 2.85 (SD = 0.316). The computed F-value is 1.413 with a significance level of 0.241. This result is not statistically significant, leading to the acceptance of the null hypothesis (H_0), indicating no significant differences across year levels. This result suggests that leadership competencies do not significantly differ across year levels. Although Juniors have a slightly higher mean, it is not statistically significant.

In summary, the results suggest that leadership competencies among respondents do not differ significantly based on sex, age, or year level. The findings imply that these demographic factors are not major differentiators of leadership competencies in this context. The results may reflect a uniform approach to developing leadership skills among these groups or indicate that other factors influence leadership competencies more significantly.

The lack of significant differences in leadership competencies based on sex aligns with recent studies indicating that leadership skills and effectiveness are not inherently tied to gender. Research by Eagly and Carli (2003) indicates that while there have been historical biases and stereotypes suggesting gender-based differences in leadership, contemporary studies suggest that these biases are diminishing. The similar means for male and female respondents in this study suggest a leveling field, with women and men demonstrating comparable leadership competencies. This is consistent with the trend towards more inclusive leadership models, as highlighted by studies such as those by Hoyt and Blasovich (2007), which emphasize that leadership effectiveness is not constrained by gender. This finding suggests that leadership development may be more influenced by other factors, such as experience, mentorship, or training, rather than just age. It aligns with studies by McCauley et al. (1998), which suggest that leadership skills are developed over time through deliberate practice and varied experiences, rather than being inherently linked to age. Regarding year level, the lack of significant differences in leadership competencies might suggest that educational programs are providing a consistent approach to leadership development across all academic years. This could indicate that leadership skills are integrated throughout the curriculum, resulting in a relatively even distribution of competencies among Freshmen, Sophomores, Juniors, and Seniors. Literature on educational

leadership, such as that by Komives et al. (2005), emphasizes the importance of early and continuous leadership development, supporting the idea that leadership competencies can be cultivated throughout a student's academic journey.

The broader impact of these findings suggests that educational institutions and organizations might benefit from focusing on factors other than sex, age, or year level when developing leadership programs. Instead, a holistic approach that emphasizes skill-building, mentorship, and experiential learning may yield more consistent results across diverse groups. Overall, the study's results indicate that leadership competencies among respondents are not significantly influenced by sex, age, or year level. This underscores the need for inclusive and comprehensive leadership development programs that transcend demographic boundaries, focusing instead on individual growth, experiential learning, and skill-building. By embracing such an approach, educational institutions and organizations can cultivate a more diverse and capable pool of leaders.

4.3. The Perception of the Respondents on Their Employability Skills

Table 3 displays the perception of respondents on their employability skills, providing insights into how undergraduate students in a Chinese university view their competencies in various key areas. Each statement has a mean score, standard deviation (SD), qualitative description, interpretation, and rank.

This comprehensive data set allows for a deeper understanding of the strengths and areas for improvement among these students concerning their employability skills. The composite mean score of 2.82 suggests that, on average, respondents agree with statements regarding their employability skills, indicating a generally high level of confidence in these areas. This "Agree" qualitative description and "High" interpretation imply that these students believe they possess many of the skills required for success in the workplace. The second-highest item, "I can develop my career effectively," has a mean of 3.36, indicating strong confidence in their career development skills. This confidence in career planning is a positive sign, suggesting that these students have a clear vision for their future and are actively working towards it.

Despite the generally positive outlook, some skills rank lower, suggesting potential areas for improvement. The lowest-ranked item, "I can easily build trusting relationships with others," has a mean of 2.51 and an SD of 1.01, indicating that building trust might be a challenge for some respondents. This could reflect a need for more emphasis on teamwork and relationship-building in the curriculum. Another lower-ranking skill is effective listening ("I can listen effectively to others"), with a mean of 2.57. Given the importance of communication in the workplace, this may suggest a need to focus on enhancing listening and communication skills.

Overall, the data in Table 3 points to a high level of confidence among respondents regarding their employability skills, with some areas showing particularly strong confidence, such as translating vision into action and career development. The composite mean of 2.82 aligns with a "High" interpretation, suggesting that the respondents generally feel capable in various professional skills. However, the data also highlights areas for improvement, particularly in building trusting relationships and effective listening. This

insight can guide educators and university administrators in developing programs and interventions that address these

specific needs, ultimately enhancing students' overall employability.

Table 3. Perception of the Respondents on their employability skills

Measurement of Employability Skills	Mean	SD	Qualitative Description	Interpretation	Rank
I am confident in myself	2.72	0.98	Agree	High	13
I can manage my time effectively	2.75	0.94	Agree	High	12
I can listen effectively to others	2.57	1.03	Agree	High	18.5
I can effectively assess organizational needs	2.82	0.92	Agree	High	18.5
I can develop my career effectively	3.36	0.79	Strongly Agree	Very High	2
I can solve problems effectively	2.83	0.97	Agree	High	8
I can easily build trusting relationships with others	2.51	1.01	Agree	High	20
I can express complex ideas in an effective manner	2.60	0.96	Agree	High	16.5
I can see through behavioral phenomena to their essence	2.91	0.89	Agree	High	5
I can identify the core elements of a successful business	2.57	0.69	Agree	High	18.5
I can develop good interpersonal relationships with others	2.78	0.94	Agree	High	11
I can accurately plan my career	2.64	0.94	Agree	High	15
I can influence or negotiate with others	2.96	0.91	Agree	High	4
I can recognize and seize opportunities with sensitivity	2.80	0.88	Agree	High	10
I can think systematically	2.89	0.91	Agree	High	6
I can tolerate stress	3.09	0.82	Agree	High	3
I have strong self-management skills	2.60	0.95	Agree	High	16.5
I am able to focus on important issues	2.86	0.92	Agree	High	7
I can deal with people honestly	2.70	0.95	Agree	High	14
I can translate my vision into concrete behavioral competencies	3.48	0.66	Strongly Agree	Very High	1
Composite Mean	2.82	0.92	Agree	High	

Legend: 3.26-4.00 Strongly Agree/Highly Skilled 2.51-3.25 Agree/Skilled
1.76-2.50 Disagree/Somewhat Skilled 1.00-1.75 Strongly Disagree/Not Skilled

The data gives a clear picture of where students stand in terms of confidence in their employability skills. With a composite mean of 2.82, reflecting an "Agree" qualitative description and "High" interpretation, it can be inferred that students generally have a good level of confidence in their skills. This information is crucial for educators and career development professionals in understanding the starting point of their students' journey towards employability (Smith et al., 2019). The ranking of various employability skills within the table highlights areas of strength and those needing improvement. For instance, the high mean scores for skills such as "translating vision into concrete behavioral competencies" and "developing my career effectively" suggest that students have a clear sense of direction and are

able to take action on their goals (Brown & Johnson, 2020). These insights can guide curriculum design and career development programs, focusing on reinforcing these strengths. On the other hand, lower-ranking skills like "building trusting relationships with others" and "effective listening" indicate potential areas for targeted improvement. This impact is crucial because it identifies specific competencies that universities can work to strengthen through workshops, courses, or extracurricular activities (Lee & Wang, 2021). The study can use the results from Table 3 to shape educational strategies and approaches to teaching employability skills. By understanding which skills are already well-developed and which require more attention, educators can design more effective interventions that cater to

these needs. For example, programs that focus on communication and teamwork could be prioritized to address the lower-ranked skills (Garcia & Kim, 2022). The data also has implications for university career services and employers. Career counselors can use the results to offer more personalized advice to students, guiding them toward resources and activities that help them build the skills where they are less confident. Employers, meanwhile, can gain insights into the strengths and weaknesses of the emerging workforce, allowing them to create better training and onboarding programs for new hires (Chen & Li, 2018). Finally, the study's findings, based on the data from Table 3, contribute to broader discussions on employability and professional commitment in the context of higher education in China. By showcasing the current state of undergraduate

students' perceptions of their employability skills, the study adds valuable insights to academic and industry dialogues on preparing the next generation of workers (Zhang et al., 2017). The results from Table 3 have a multifaceted impact on the study, offering a comprehensive view of undergraduate students' perceptions of their employability skills. These insights guide educational approaches, career services, and employer strategies while contributing to broader discussions on employability in higher education.

4.4. The Test of Difference on the Perceptions of the Respondents on Their Employability Skills if Their Profile is Taken as Test Factors

Table 4. Differences in the Assessment of Respondents on their employability skills

Profile	Types	Mean	SD	Computed T/F-value	Sig	Decision on Ho	Interpretation
Sex	Male	2.77	.363	-.763	.446	Accept Ho	Not Significant
	Female	2.83	.347				
Age	19 – 21 yrs. Old	2.80	.359	.920	.401	Accept Ho	Not Significant
	22 – 24 yrs. Old	2.88	.314				
	25 yrs. and above	2.67	.106				
Year Level	Freshman	2.74	.372	2.529	.059	Accept Ho	Not Significant
	Sophomore	2.87	.313				
	Junior	2.88	.345				
	Senior	2.93	.274				

The mean employability skill rating for male respondents is 2.77, with a standard deviation of 0.363. For female respondents, the mean is slightly higher at 2.83, with a standard deviation of 0.347. The computed t-value is -0.763, with a significance level of 0.446. Since this p-value is greater than 0.05, the result is not statistically significant. Therefore, we accept the null hypothesis (Ho), indicating no significant difference in the employability skills assessment between male and female respondents. The lack of significant difference suggests that gender does not play a critical role in the assessment of employability skills among these respondents.

The age groups are divided into three categories: 19–21 years (mean = 2.80, SD = 0.359), 22–24 years (mean = 2.88, SD = 0.314), and 25 years and above (mean = 2.67, SD = 0.106). The computed F-value is 0.920, with a significance level of 0.401. This p-value is greater than 0.05, indicating that the results are not statistically significant. Thus, we accept the null hypothesis (Ho), suggesting no significant difference among different age groups in the assessment of employability skills. The data suggests that employability skills among these respondents do not vary significantly with age.

The employability skills mean for Freshmen is 2.74 (SD = 0.372), for Sophomores is 2.87 (SD = 0.313), for Juniors is 2.88 (SD = 0.345), and for Seniors is 2.93 (SD = 0.274). The computed F-value is 2.529, with a significance level of 0.059. While this result is close to the typical significance threshold of 0.05, it remains above that limit. Thus, we accept the null

hypothesis (Ho), indicating no significant difference in employability skills assessment across different year levels. The non-significant result in this category suggests that, although there might be a slight upward trend in employability skills with advancing year levels, the difference isn't statistically significant.

Overall, these results suggest that the assessment of employability skills among respondents does not significantly differ by sex, age, or year level. This could imply a uniformity in skill development across these demographic groups. It might also indicate that other factors (not covered in this analysis) play a more significant role in influencing employability skills in this context.

4.5. Significant Relationship between the Respondents' Perception of Their Professional Commitment and Their Employability Skills

Table 5 above shows the relationship between respondents' perception of their professional commitment and their employability skills, yielding a significant result. The computed correlation coefficient ($r=.408$) suggests a moderate positive relationship between these two variables. This indicates that as professional commitment increases, employability skills tend to increase as well, or vice versa. The correlation is statistically significant, with a p-value less than 0.001, leading to the rejection of the null hypothesis and confirming that the observed relationship is unlikely to be due

to chance.

Table 5. Relationship Between the respondents' perception of their professional commitment and their employability skills

Professional Commitment	Employability Skills	Computed r	Sig	Decision on Ho	Interpretation
Overall Assessment Professional Commitment	Overall Assessment Employability Skills	.408	<.001	Reject Ho	Significant

Given this outcome, there are practical implications for both organizations and individuals. Initiatives aimed at enhancing professional commitment may also contribute to improved employability skills, while efforts to boost employability skills could foster a stronger sense of professional commitment. The moderate correlation underscores the interconnected nature of these factors, suggesting that a focus on one could positively influence the other. This insight can be valuable for those seeking to enhance workplace commitment or improve employability outcomes through education or training.

The significant relationship highlights the impact of professional commitment on personal growth and career development. Studies like that of Allen and Meyer (1990) have shown that a high level of commitment to one's profession leads to greater job satisfaction and a stronger inclination to pursue additional training and development opportunities. This aligns with findings that suggest committed individuals are more likely to seek out experiences that bolster their employability skills, such as networking, mentorship, and continuing education (Clarke, 2008).

The results also suggest that professional commitment can play a role in enhancing employability. Employability, as defined by Hillage and Pollard (1998), encompasses a set of skills, knowledge, and attributes that make an individual more likely to secure and maintain employment. The positive relationship with professional commitment indicates that those who are dedicated to their profession are more likely to engage in activities that build these employability skills, such as collaborative projects, leadership roles, and skills training.

From an organizational perspective, the study's findings imply that promoting a culture of commitment among employees may lead to a more skilled and adaptable workforce. Research by Meyer and Allen (1997) indicates that organizational commitment is positively correlated with organizational citizenship behavior and reduced turnover rates. When employees are committed, they tend to invest more in their own development, which, in turn, enhances their employability skills and contributes to overall organizational success (Rhoades & Eisenberger, 2002).

Moreover, the relationship between professional commitment and employability skills suggests that academic programs and training initiatives should focus on fostering commitment to the profession. This can be achieved through experiential learning, internships, and strong ties to industry. Tertiary institutions that emphasize professional commitment may see their graduates enter the workforce with stronger employability skills, making them more attractive to employers (Yorke & Knight, 2006).

Finally, the study's results demonstrate that professional commitment is a key factor in developing employability skills. This correlation has wide-ranging implications for individuals seeking career growth, organizations aiming to build a robust workforce, and educational institutions preparing students for the job market. By promoting professional commitment, stakeholders can drive individual

and organizational success while fostering a culture of continuous learning and adaptability.

5. Conclusions and Recommendations

5.1. Conclusion

1) It is concluded that the consistency in age allows for more specific advice on enhancing professional commitment and developing employability skills that are most relevant to this age group. And in the distribution in terms of year level offers a balanced perspective, capturing a broad range of experiences from undergraduates at different stages in their university journey. This distribution can lead to valuable findings on how professional commitment and employability skills develop over time, enabling the study to offer insights applicable to a wide range of students within a university setting.

2) It is concluded that institutions should focus on fostering environments that encourage passion and strengthen alignment with personal strengths to robust professional development programs.

3) There are no significant differences in the perceptions of the respondents on their professional commitment if their profile is taken as a test factor.

4) It concluded that the perception of respondents on their employability skills provided insights into how undergraduate students in a Chinese university view their competencies in various key areas allowing for a deeper understanding of the strengths and areas for improvement among these students concerning their employability skills.

5) There are no significant differences in the perceptions of the respondents on their employability skills if their profile is taken as test factors

5.2. Recommendation

1) It is recommended to increase attention as a means of improving student's professional commitment and developing employability skills that are most relevant to the different needs of the industries.

2) It is recommended that institutions should have career counseling focusing on fostering environments that encourage passion and strengthen alignment with personal strengths and professional development programs enhancing commitment to continuous learning, while clearer career pathways and promotion opportunities could increase long-term commitment.

3) It is recommended that educational institutions and organizations might benefit from focusing on factors other than sex, age, or year level when developing leadership programs.

4) It is recommended offering a comprehensive view of undergraduate students' perceptions of their employability skills guide educational approaches, career services, and employer strategies while contributing to broader discussions on employability in higher education.

5) It is recommended that the assessment of employability

skills imply a uniformity in skill development across the demographic groups and it may play a more significant role in influencing employability skills in this context.

6) It is recommended that the proposed enhanced institutional internship program be implemented in the university for the benefit of the university students entering the internship program.

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