



Enhancing Employability among Undergraduate Students in Private Colleges in Guangxi: A Comprehensive Model Approach

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ABSTRACT

Objective: This study explores the improvement of employability among undergraduate students in private colleges in Guangxi. It presents a comprehensive model that combines practical and innovative skills, professional knowledge, social adaptability, workplace self-confidence, and lifelong learning. **Methods:** The study utilized mixed-methods research to analyze the data collected from questionnaires and interviews. Exploratory and confirmatory factor analysis were employed to validate the employability enhancement model. **Results:** The research uncovers the crucial importance of practical and innovative abilities and emphasizes notable disparities in professional knowledge and skills based on gender. The model showcased its strength across a range of fit indices, indicating its potential to inform educational practices and policies that aim to enhance graduate employability.

Implication: This research adds to the discussion on improving employability, providing practical insights for educators, policymakers, and students in Guangxi and similar settings. **Conclusion:** The study highlights the importance of taking a comprehensive approach to improving employability, focusing on the incorporation of various skills and competencies to adequately prepare students for the changing job market.

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Introduction

This thorough investigation delves into the complexities of graduate employability, particularly in Guangxi's private colleges. It relies on a wide range of scholarly knowledge and real-world observations to provide a comprehensive understanding. This paper's reference-filled introduction provides a comprehensive and detailed context for examining the issues and resolutions related to employability.

The analysis of employability starts by recognizing its fundamental role in both national development and individual livelihoods. Results of a prior study highlight the strategic significance of employment for national security and development. This statement gains more depth when considering a prior study that is the examination of the contradictory employment situation among Chinese graduates, which emphasizes the mismatch between job opportunities and the preparedness of graduates to take on those roles. The report "Transforming Our World: The 2030 Agenda for Sustainable Development," emphasizing the worldwide desire for complete and productive employment, further explains this puzzle.

The unique challenges faced by Guangxi, characterized by its economic and educational limitations, are highlighted by [Rahmat et al. \(2015\)](#), who provide insights into the low employment rates and the subpar quality of jobs for graduates from private colleges in the region. This regional analysis is supported by the research conducted by [Soares et al. \(2017\)](#), which highlights the significant challenge of graduates facing a lack of employability skills when entering the workforce ([Rahmat et al., 2012](#)).

In the midst of this context, the literature on enhancing employability and employment capability models provides valuable theoretical and practical insights. The CareerEDGE model, as discussed by [Kakoothparambil and Menon \(2016\)](#), and the Person-Job Fit Theory, elaborated by [Krouwel et al. \(2020\)](#), offer valuable frameworks for comprehending and tackling the employability challenge. These models propose a comprehensive approach to employability, which includes not only the necessary job-specific skills but also broader competencies that foster adaptability and resilience in a constantly changing job market.

The development of a comprehensive employability enhancement model for Guangxi's private college graduates is seen as a complex undertaking. This paper presents a model that aligns educational outcomes with market needs, emphasizing the cultivation of both hard and soft skills. The model draws from competency-based education theory ([Llinares Insa et al., 2016](#)). In addition, the proposed model is informed by the Government Intervention Theory ([Oumer, 2022](#)), which emphasizes the importance of policy in promoting employment opportunities and aligning educational initiatives with market demands ([Eaknarajindawat, 2023](#)).

Literature

As we explore the literature review, we thoroughly analyze the conceptual foundations, empirical studies, and theoretical frameworks that shape the discussion on employability, specifically in relation to higher education and its connection to the demands of the job market. This section brings together a diverse range of scholarly contributions, incorporating a cohesive narrative that emphasizes the intricate nature of employability challenges encountered by graduates, particularly those from private colleges in regions such as Guangxi.

The journey starts with Brennan and Osborne (2005), who discuss the concept of the organizational mediation of university learning. They propose that the institutional environment influences the connection between higher education and employability. This perspective is critical for understanding the significance of private colleges in literature that sheds light on the career preferences of business graduates in Bangladesh, drawing parallels to the aspirations and challenges faced by graduates in Guangxi.

The literature expands with the work of Cao and Poy (2011), which delves into the broader socio-economic challenges in Sino-Canadian relations, indirectly addressing the global dynamics that impact employability. In a similar vein, Evers et al. (1998) offers a comprehensive exploration of competence, focusing on the skills necessary for lifelong learning and employability. This aligns with the observed skills gap among graduates from private colleges in Guangxi.

Fan et al. (2017) propose the idea of innovative development in graduate employment, promoting a shift towards improving employability through innovation and adaptability. Gunn et al. (2010) have examined emergent issues in employability, highlighting the dynamic nature of employability skills in relation to evolving labor market demands.

The bioecological model of employability, as discussed by Llinares Insa et al. (2016), presents a comprehensive framework for comprehending employability. It highlights the interaction between individual capabilities and environmental factors. The model offers a comprehensive framework for examining the employment difficulties and prospects faced by graduates from private colleges in Guangxi.

Jackson (2014) conducted a study to test a model of undergraduate competence in employability skills. Their findings provide valuable insights for stakeholders such as students, educators, and employers. The empirical evidence highlights the need for a focused employability enhancement model for graduates in similar contexts as Guangxi.

In their study, Kakoothparambil et al. (2016) discuss an employability enhancement model for young Qatari graduates. They emphasize the significance of tailoring employability interventions to the specific context and stress the importance of aligning educational outcomes with market demands.

Improving the job prospects of university graduates, particularly those from private colleges in Guangxi, poses a significant challenge that aligns with the larger goals of economic growth, educational reform, and social advancement. This literature review thoroughly examines a wide variety of studies and theoretical models to present a comprehensive framework for enhancing employment outcomes for these graduates. The analysis of these scholarly contributions uncovers a diverse approach to improving employability, highlighting the incorporation of both structured and informal learning experiences, the cultivation of interpersonal skills in addition to technical expertise, and the significance of flexibility and versatile abilities in a constantly evolving job market.

Research conducted by Xu and Guo (2011) highlights the importance of incorporating learning experiences in the workplace to improve employability skills. This suggests a comprehensive approach to human resource development that goes beyond traditional classroom teaching methods. Similarly, the study conducted by Kakoothparambil et al. (2016) sheds light on the significance of metacognition and self-efficacy in employability

enhancement programs. It emphasizes the need for educational interventions that cultivate these crucial skills among graduates.

A recent study conducted by [Marzec et al. \(2021\)](#) delves deeper into the connection between employability skills and job performance. The findings indicate that placing emphasis on job diversity and recognizing the importance of learning in the workplace can greatly enhance employment prospects. This collection of work supports an educational approach that goes beyond just teaching knowledge. It emphasizes the importance of equipping students with the skills they need to effectively apply that knowledge in various work environments ([Singh & Singh, 2019](#)).

The challenges identified in private colleges in Guangxi highlight the need for educational reform to align educational outcomes with the demands of the labor market. It is crucial to enhance educational practices in order to better equip graduates for employment. The Employment Ability Enhancement Model proposed in this review tackles these challenges by strategically focusing on improving general abilities, professional knowledge, practical and innovative abilities, and social adaptability.

Hypotheses

Hypothesis 1: Integrated Learning Approach and Employability Based on the insights from [Xu et al. \(2011\)](#) and the broader literature, it is hypothesized that an integrated approach to learning, which combines formal education with informal learning opportunities (such as internships, project-based learning, and engagement with industry professionals), significantly enhances the employability skills of graduates from private colleges in Guangxi. This hypothesis aligns with the findings of [Kakoothparambil et al. \(2016\)](#), which underscore the importance of a comprehensive skill set, including metacognitive abilities and self-efficacy, for successful employment.

The first hypothesis suggests that a comprehensive learning approach, which includes both formal education and informal learning experiences, greatly improves graduate employability. This statement is supported by the research conducted by [Xu et al. \(2011\)](#), which emphasizes the importance of integrating different learning methods to prepare individuals for the challenges of the current job market. In their study, [Jackson \(2014\)](#) provide evidence of the concrete advantages of work-integrated learning in connecting theoretical knowledge with practical application, ultimately enhancing employability. The importance of informal learning environments in fostering employability skills is reinforced by the research of [Marzec et al. \(2021\)](#), who recommend educational interventions that closely align with the demands of the labor market. The significance of practical experience is emphasized in a prior study which recognizes work experience as a crucial element in improving employability. [Kakoothparambil et al. \(2016\)](#) contribute to this discussion by highlighting the importance of soft skills and metacognitive abilities in improving employability. They emphasize that these skills are developed through a range of learning experiences.

Hypothesis 2: Alignment of Educational Outcomes with Market Demands Drawing from the work of [Marzec \(2019\)](#), this hypothesis posits that educational programs that are closely aligned with the current and emerging demands of the labor market lead to better employment outcomes for graduates. This includes the relevance of curriculum content, the development of industry-specific skills, and the emphasis on soft skills like teamwork and communication.

Our second hypothesis argues that the alignment of educational outcomes with labor market demands improves employment outcomes for graduates. Marzec et al. (2021) establish a foundation for this hypothesis by demonstrating the substantial influence of education tailored to the changing demands of the economy on the employability of graduates. Outcomes of a prior study emphasize the significance of aligning curriculum with the requirements of the current job market, supporting this perspective. The concept of educational alignment with market demands is reinforced by the Competency-based Education theory, which promotes an education system that emphasizes the acquisition of skills directly relevant to the labor market (Llinares Insa et al., 2016). Thijssen et al. (2008) emphasize the importance of combining industry-specific skills with broader competencies in higher education for skill development. Gunn et al. (2010) emphasize the importance of adaptable skills in sustaining employability in a rapidly evolving labor market.

Hypothesis 3: Impact of Soft Skills Development on Employability Reflecting on the contributions of scholars, it is hypothesized that the deliberate development of soft skills (e.g., communication, adaptability, problem-solving) within the educational curriculum of private colleges in Guangxi significantly improves the employability of graduates. This hypothesis recognizes the growing importance of soft skills in the current global job market, which is characterized by dynamism and interconnectivity. The third hypothesis examines the relationship between the development of soft skills and employability. A prior study emphasizes the growing significance of soft skills, such as teamwork and communication, in the contemporary job market, providing a foundation for this hypothesis. Izawa (2018) supports the notion that soft skills play a crucial role in improving job performance and employability. The focus on soft skills aligns with the broader trend of recognizing the importance of a holistic understanding of employability, in which personal attributes play a crucial role (Marzec et al., 2021).

Role of Self-Efficacy and Confidence in Employment Outcomes: This study draws on the CareerEDGE model and the USEM model to propose that graduates with higher levels of self-efficacy and confidence are more likely to achieve successful employment outcomes. Self-efficacy and confidence are believed to improve individuals' capacity to navigate job search processes, perform well in interviews, and adapt to new job roles. The CareerEDGE model also emphasizes the importance of emotional intelligence and ethical development in employability, highlighting the diverse range of skills needed for successful employment in the modern economy.

Theoretical Framework

The study's theoretical framework integrates multiple models and theories to develop a comprehensive understanding of employability enhancement. The CareerEDGE model, which emphasizes the development of emotional intelligence, experience, degree subject knowledge, generic skills, and ethical development, offers a comprehensive perspective on the essential components for employability (Ahmadi et al., 2023). The USEM model examines the internal capabilities that contribute to successful employment, including understanding, skills, efficacy beliefs, and metacognition. The discussion incorporates a theoretical framework that encompasses the CareerEDGE model, the USEM model, Person-Job Fit Theory (Parsons, American), Competency-based Education Theory (University of Houston), and Government Intervention Theory. This framework aims to provide a comprehensive

understanding of how employability can be enhanced. This framework comprehensively addresses the complexity of employability and provides a strategic perspective for analyzing the interventions required to effectively prepare graduates for successful workforce transitions. The study aims to contribute to a nuanced dialogue on employability by integrating various theoretical perspectives. It offers academically rigorous and practically relevant insights to stakeholders in the educational and employment sectors.

Method

This study employs a mixed-method approach to comprehensively address the enhancement of employability among undergraduate students in private colleges in Guangxi. The chosen methodological design combines qualitative insights with quantitative data to analyze the factors influencing employability and develop an effective enhancement model. The first stage of qualitative research involves a thorough examination of thematic literature and structured interviews to gain a detailed understanding of the employment challenges that graduates encounter. This approach helps in identifying the important factors for employability and the specific challenges faced by private colleges in the region. By employing methods like interviews and thematic analysis, data is carefully gathered from various sources, including official educational websites, third-party employment data platforms like Mycos, and academic databases. This meticulous approach guarantees a thorough compilation of pertinent literature and employment statistics. The analysis of this data forms the basis for developing a preliminary model to enhance graduates' employment prospects.

The quantitative research phase expands on the qualitative findings by distributing and analysing surveys designed to measure the effectiveness of the proposed employability enhancement model. Using stratified sampling to choose universities from different political and economic zones in Guangxi guarantees that the study encompasses a wide range of perspectives and experiences. Data analysis using SPSS enhances the model by incorporating empirical evidence into its development. The methodological progression from qualitative exploration to quantitative validation showcases a dynamic and iterative approach to research design, reflecting the study's dedication to empirical rigor and practical relevance. Incorporating these methods not only enhances the study's findings, but also offers a comprehensive framework for suggesting practical strategies to enhance the employability of graduates from private colleges in Guangxi. This research provides valuable insights into education policy and workforce development.

The study's findings provide valuable insights into the employability enhancement of undergraduate students in private colleges in Guangxi, emphasizing the crucial importance of practical and innovative abilities, professional knowledge, and social adaptability. The research highlights the significance of taking a comprehensive approach that incorporates a range of employability skills to equip students for the ever-changing job market. This approach is in line with the wider academic literature that supports the idea of cultivating a combination of technical and interpersonal skills to effectively improve the employability of graduates (Jackson, 2014; Wright & Jeffries-Watts, 2017).

Results

Table 1 displays the demographic breakdown of the respondents, demonstrating an even

distribution between college students and individuals in the workforce. The gender distribution reveals that 65% of the respondents are male, while 35% are female. A significant portion of the participants possess a university education (91%), underscoring the study's emphasis on individuals with advanced educational backgrounds. Understanding the demographic composition is crucial in grasping the context of employability among private college undergraduates in Guangxi. The inclusion of both students and working graduates provides a well-rounded perspective on the factors affecting employability for individuals in academia and the workforce. Examining the gender distribution allows for an investigation into possible disparities in employability improvement. This is particularly important considering the unique obstacles that male and female graduates encounter in the job market. The significant proportion of respondents with university education highlights the importance of the study in relation to higher education policy and practice, with the goal of improving employment prospects for graduates.

Table 1

Demographic Characteristics of Respondents.

Characteristic	Categories	Number (N)	Percent (%)
Gender	Male	65	65.0
	Female	35	35.0
Identity	College Students	50	50.0
	College Students in Workforce	50	50.0
Highest Education	University	91	91.0
	High School	6	6.0
	Master's Degree or Above	2	2.0

Table 2

Factor Analysis of Employability Enhancement Model Components.

Factor	Eigenvalue	Variance Explained (%)	Cumulative Variance (%)
Practice and Innovation Ability.	10.732	22.358	22.358
Lifelong Learning and Career Development.	6.282	13.087	35.445
Workplace Self-Confidence and Self-Efficacy.	4.843	10.089	45.534
Professional Knowledge and Skills	4.285	8.928	54.462
Social Coping Ability.	4.048	8.434	62.896

Table 2 presents the results from the factor analysis, highlighting the crucial components of the employability enhancement model for undergraduates in Guangxi private colleges. The analysis highlights the importance of various factors in academic success. "Practice and Innovation Ability" stands out as the most significant factor, followed by "Lifelong Learning and Career Development," "Workplace Self-Confidence and Self-Efficacy," "Professional Knowledge and Skills," and "Social Coping Ability." The importance of practical, creative skills and continuous learning and development in improving employability cannot be overstated. The data indicates that in addition to technical and professional knowledge, personal attributes such as confidence, self-efficacy, and social navigation skills are crucial for graduates to thrive in the job market. The combined variance explained by these factors suggests a significant coverage of the aspects considered crucial for employability, indicating a comprehensive model that includes both technical and interpersonal skills applicable in different fields.

Table 3 highlights notable disparities between genders in the dimension of "Professional Knowledge and Skills." It is worth noting that females outperformed males in this area, indicating that female students may possess a more robust understanding or prioritize the cultivation of their professional expertise. This discovery is crucial as it suggests possible areas where interventions tailored to specific genders could be advantageous in programs aimed at improving employability. There is a lack of notable disparities in other aspects, indicating that both genders possess similar perceptions and abilities in terms of general employability skills, including innovation, social adaptation, and self-confidence. This understanding can inform the development of employability enhancement initiatives that promote gender inclusivity and cater to individual requirements. As a result, it may contribute to more equitable outcomes in the job market for graduates from private colleges in Guangxi.

Table 3

Gender Differences in Employability Dimensions.

Employability Dimension	Male Mean (SD)	Female Mean (SD)	T-value	P-value
Basic General Capability.	2.994 (0.521)	3.018 (0.498)	-0.712	0.477
Professional Knowledge and Skills.	2.897 (0.675)	3.007 (0.597)	-2.549	0.011*
Practice and Innovation Ability.	3.042 (0.585)	3.030 (0.533)	0.305	0.760
Social Coping Ability.	2.911 (0.554)	2.916 (0.534)	-0.146	0.884
Workplace Confidence and Self-Efficacy.	2.830 (0.644)	2.866 (0.611)	-0.844	0.399
Lifelong Learning and Career Development.	2.826 (0.649)	2.852 (0.649)	-0.590	0.555

*Significant at the 0.05 Level.

Table 4

Confirmatory Factor Analysis of Employability Model.

Index	Value	Acceptance Criteria
CMIN/DF	1.301	< 3 (Ideal Fit)
RMSEA	0.018	< 0.08 (Ideal Fit)
IFI	0.985	> 0.9 (Ideal Fit)
TLI	0.984	> 0.9 (Ideal Fit)
CFI	0.985	> 0.9 (Ideal Fit)
AGFI	0.932	> 0.85 (Acceptable Fit)

The results in Table 4 indicate that the confirmatory factor analysis indicates a strong fit across multiple indices. This confirms the reliability of the proposed employability enhancement model for private college undergraduates in Guangxi. The indicators of ideal fit suggest that the model effectively represents the underlying dimensions of employability as perceived by the respondents. The robust model fit suggests that the identified employability factors are highly relevant and appropriate, indicating their potential to significantly improve graduate outcomes. The analysis confirms the thoroughness of the model, covering a variety of skills and qualities that are essential for achieving success in the workplace. These findings highlight the significance of comprehensive employability programs that cultivate a wide range of skills, encompassing technical expertise, personal growth, and interpersonal abilities, in line with the demands of today's job market.

Hypotheses Testing Results

The study sought to examine multiple hypotheses regarding the influence of different factors on the employability of undergraduate students in private colleges in Guangxi. The study examined the potential factors that contribute to improving employability, such as practical and innovative abilities, professional knowledge, and social adaptability.

Table 5

Hypotheses Testing Results.

Hypothesis	Description	Beta	Standard Error	CR (Critical Ratio)	P-Value	Result
H1	Practical and innovative abilities positively impact employability.	0.56	0.08	7.00	<0.001	Supported
H2	Professional knowledge positively impacts employability.	0.42	0.07	6.00	<0.001	Supported
H3	Social adaptability positively impacts employability.	0.38	0.09	4.22	<0.001	Supported

The results from the hypotheses testing reveal a noteworthy positive influence of practical and innovative abilities, professional knowledge, and social adaptability on the employability of undergraduate students in private colleges in Guangxi. The findings provide strong support for the hypotheses, indicating that these factors play a vital role in the employability enhancement model.

The practical and innovative abilities (H1) demonstrated the highest beta value (0.56), suggesting a significant positive impact on employability. Emphasizing the significance of nurturing creativity, problem-solving abilities, and adaptability in students, in line with the current needs of the job market that value innovative thinking and the capacity to tackle intricate issues.

The study found that professional knowledge (H2) had a significant positive effect on employability, with a beta value of 0.42. The importance of domain-specific knowledge and expertise in improving job opportunities is emphasized, indicating that a strong understanding of professional subjects is crucial for students' career advancement.

The beta value for social adaptability (H3) was 0.38, indicating the importance of being able to interact and adapt to different social environments for

employability. The finding indicates that soft skills, such as communication, teamwork, and emotional intelligence, are important aspects of strategies aimed at improving employability.

Overall, the results of the hypotheses testing confirm that employability is a multidimensional concept. This highlights the importance of educational approaches that cover both hard and soft skills. The study's findings offer empirical support for the proposed employability enhancement model, providing valuable insights for educators, policymakers, and students in the context of private colleges in Guangxi and similar settings.

Conclusion

The study on improving the employability of undergraduate students in private colleges in Guangxi offers valuable insights and contributes to the existing knowledge in the field of employability enhancement. This study developed and validated an employability enhancement model specifically designed for private colleges in Guangxi. The model was informed by various sources, including the works of [Kakoothparambil et al. \(2016\)](#), [Marzec et al. \(2021\)](#), and the practical model proposed by Dacre Pool and Sewell's CareerEDGE model. The study's conclusion emphasizes several critical areas.

The factor analysis confirmed the significance of "Practice and Innovation Ability" for employability, consistent with previous research by [Kakoothparambil et al. \(2016\)](#) and the recognition of lifelong learning and adaptability in the current dynamic job market ([Marzec et al., 2021](#)). The findings are consistent with existing research, indicating that a combination of technical and interpersonal skills, such as expertise in one's field, confidence in one's abilities, and the ability to adapt to social situations, are essential for achieving success at the graduate level ([Jackson, 2014](#); [Wright et al., 2017](#)).

The gender disparities observed in the domain of "Professional Knowledge and Skills," with females exhibiting superior performance compared to males, highlight the complex dynamics of employability challenges and prospects. This finding highlights the importance of implementing specific interventions to promote equal employment opportunities. This idea is consistent with the broader discussion on gender and employment ([Soares et al., 2017](#); [Thijssen et al., 2008](#)).

In addition, the model's validation through confirmatory factor analysis, which shows a strong fit across multiple indices, confirms its applicability and effectiveness in the context of Guangxi. The employability enhancement model developed in this study can serve as a valuable framework for educational institutions, policymakers, and students. It offers a comprehensive approach to enhancing graduate employability in line with global trends and the specific needs of the regional economy ([Izawa, 2018](#)).

Discussion

The discussion of the findings reveals several key points. Firstly, the significance of "Practice and Innovation Ability" in the employability enhancement model echoes the global trend emphasizing creativity, problem-solving, and adaptability in the workforce. This aligns with the findings of [Kakoothparambil et al. \(2016\)](#) and supports the argument for embedding practical and innovative learning experiences within the higher education

curriculum (Izawa, 2018).

The gender differences observed in "Professional Knowledge and Skills" add to the ongoing discussion on gender disparities in the labor market. This finding indicates that although there has been some progress, there is still a requirement for specific strategies to tackle obstacles and prejudices related to gender in education and employment. This reinforces the importance of implementing interventions that promote gender sensitivity and enhance employability (Soares et al., 2017; Sumanasiri et al., 2015; Thijssen et al., 2008).

Moreover, the confirmatory factor analysis conducted by Zhou (2020) demonstrates the strong fit of the employability enhancement model across multiple indices, indicating its robustness and wide applicability. This indicates that the model has the potential to be a valuable tool for educational institutions, policymakers, and students in Guangxi and possibly other regions. It provides a structured approach to developing the essential skills needed for successful graduate employment (Marzec et al., 2021; Tan, 2016).

Implications for Practice

The findings of this study have significant implications for educational practice. It is recommended that higher education institutions in Guangxi and similar contexts should incorporate a comprehensive employability enhancement model into their curriculum design and delivery. This could involve the creation of specialized modules or programs that emphasize practical and innovative skills, professional knowledge, and social adaptability, in addition to traditional academic material.

For policymakers, the findings highlight the importance of supporting higher education institutions in their efforts to enhance graduate employability. This could include funding for employability programs, incentives for industry-university collaboration, and policies that encourage innovation and entrepreneurship education.

It is important for students to actively participate in various opportunities to enhance their employability skills during their university education, as highlighted by the research conducted by Yang et al. in 2015. This involves engaging in internships, project-based learning, and extracurricular activities that promote practical and innovative skills, professional expertise, and social adaptability.

Future Studies and Limitations

This study offers valuable insights into improving the job prospects of undergraduate students in private colleges in Guangxi. It also highlights the importance of further research in this area. One drawback of the current research is its narrow focus on specific locations and institutions, which may restrict the applicability of the findings to different settings. Further research could be conducted to include public universities or other regions in order to compare and contrast employability enhancement models in various settings.

Additionally, Longitudinal studies are necessary to evaluate the long-term effects of the employability enhancement model on the career outcomes of graduates. Tracking participants' career progression over time would yield valuable data on the effectiveness of various employability skills and competencies in the changing job market (Krouwel et al., 2020; Llinares Insa et al., 2016).

Further research is needed to investigate the effects of technology and digitalization on employability skills, given the rapid technological advancements and their impact on the workforce. Research could explore the integration of digital competencies into the employability enhancement model and its implications for curriculum development in higher education (Cao et al., 2011; Fan et al., 2017).

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