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Level of Involvement in Extracurricular Activities and Employability Skills of Graduating Students

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Abstract: This research examines the extracurricular involvement and employability skill evaluations of a broad group of graduating students from various academic institutions from Hunan Province of China. The graduates demonstrate a significant level of engagement in extracurricular activities, placing emphasis on the acquisition of skills, collaborative efforts, personal development, and acknowledgement. Graduating students demonstrate a high level of proficiency in various essential abilities such as communication, teamwork, leadership, problem-solving, and professionalism, thereby significantly improving their prospects in the job market. Nevertheless, there exists potential for enhancement in the domains of time management and organization.

Keywords: Extracurricular Activity; Employability Skill; Graduating Student.

1. Introduction

It has been known for a long time that participation in extracurricular activities is an important part of receiving a well-rounded education. The term "extracurricular activities" refers to a wide variety of experiences, some of which include participation in clubs, athletics, community service, and leadership positions, as well as cultural events. The participation in extracurricular activities has been found to have a favorable influence on a variety of areas of student development, including academic success, self-confidence, leadership ability, social integration, and general well-being (Winstone, 2020).

However, despite the fact that there is a sizable body of research that investigates the advantages of extracurricular activities, there is a pressing need for more research on the precise contribution that these activities make to the growth of employability skills among graduating students. Employability skills, also known as transferable or soft skills, are qualities that are highly appreciated by employers and play a significant influence in the success of a career. These abilities include effective communication, cooperation and collaboration, leadership, problem-solving, time management, and professionalism. They also incorporate a wide variety of other qualities, such as professionalism (University of Sydney, 2023).

Filling this study gap is very necessary in order to get a more in-depth knowledge of how participation in extracurricular activities contributes to the development of employability skills among university graduates. This kind of information may help educational institutions, policymakers, and career development experts better customize interventions and support systems that successfully prepare students for the requirements of the labor market.

2. Statement of the Problem

This study aims to investigate the relationship between the level of involvement in extracurricular activities and the development of employability skills among graduating students. The study explores whether active engagement in extracurricular activities positively impacts the acquisition and enhancement of skills that are highly valued by potential employers.

The geographical scope of the study was restricted to five educational institutions in Hunan province, hence constraining the research to the selected schools and their corresponding student cohorts. The participants of the study consisted of graduating students from several colleges, encompassing a diverse array of academic disciplines and programs. In the end,668 graduating students attend this study.

3. Result and Discussion

In this study,51% participants were female, while 49% were male respondents. In terms of school or course, the analysis of descriptive statistics revealed that only 7% specialized in the school of economics and management, 55% specialized in the school of education, 18% specialized in the school of engineering, and 19% specialized in the school of literature and communication.

3.1. Skill Development Opportunities

Table 1 presents the level of involvement in extracurricular activities of graduating students in terms of skill development opportunities for selected graduating students. The descriptive statistics obtained a composite mean of 3.37 and a standard deviation of 0.50, implying that the respondents have a high level of this variable. This suggests that they strongly agree that extracurricular activities have provided them with numerous opportunities to study and develop new talents, that participation in extracurricular activities has greatly aided in the development of their abilities and knowledge, and that it has provided them with practical experience that has assisted them in improving their technical abilities. Similarly, this implies that they may participate in clubs, sports teams, volunteer work, or leadership positions within student organizations. These students have the opportunity to develop and improve various skills such as teamwork, communication, leadership, time management, and problem-solving abilities by participating in such activities. This level of involvement demonstrates their commitment to personal development and holistic development outside of the classroom.

Table 1. Level of Involvement in Extracurricular Activities of Graduating Students in terms of Skill Development Opportunities

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Extracurricular activities have given me various opportunity to study and develop new talents.	3.38	0.57	Strongly Agree	1
2.Participating in extracurricular activities has really aided in the development of my abilities and knowledge.	3.37	0.56	Strongly Agree	2
3.Extracurricular activities have provided me with hands-on experience that is directly relevant to my chosen subject of study.	3.23	0.63	Agree	10
4.Extracurricular activities have provided me with essential abilities that will help me in my future profession.	3.32	0.60	Strongly Agree	8
5.Extracurricular activities have helped me to develop talents that go beyond what I learnt in my academic studies.	3.27	0.63	Agree	9
6.Extracurricular activities have assisted me in the development of abilities such as leadership, collaboration, and problem-solving.	3.34	0.54	Strongly Agree	6.5
7.Participating in extracurricular activities has given me practical experience that has helped me enhance my technical abilities.	3.36	0.53	Strongly Agree	3.5
8.Through extracurricular activities, I've had the opportunity to participate in research, projects, or internships that have helped me acquire practical skills.	3.34	0.52	Strongly Agree	6.5
9.Participation in extracurricular activities has broadened my grasp of a variety of topics and disciplines.	3.36	0.56	Strongly Agree	3.5
10.Extracurricular activities have helped me build critical thinking and analytical abilities that will be useful in the workplace.	3.36	0.53	Strongly Agree	35
COMPOSITE MEAN	**3.37**	0.50	Strongly Agree	

Legend: 1.00-1.75: Strongly Disagree; 1.76-2.50: Disagree; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

On the other hand, the observation of a relatively low average level of engagement in extracurricular activities, specifically in relation to the opportunities for skill development, suggests the existence of a potential deficiency in skill acquisition among certain students upon graduation. Individuals who have a lower average degree of involvement may not have derived substantial advantages from their participation in extracurricular activities, so potentially missing out on valuable opportunities to develop practical skills and expand their knowledge base.

3.2. Interaction and Collaboration

Table 2. Level of Involvement in Extracurricular Activities of Graduating Students in terms of Interaction and Collaboration

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Extracurricular activities have aided my personal development by forcing me to move outside of my comfort zone.	3.32	0.61	Strongly Agree	10
2. Extracurricular activities have fostered self-reflection and assisted me in identifying my strengths and areas for growth.	3.38	0.58	Strongly Agree	3
3. Extracurricular activities have helped me better grasp my beliefs, interests, and personal goals.	3.34	0.57	Strongly Agree	7.5
4. Participation in extracurricular activities has fostered my imagination and motivated me to experiment with new ideas and possibilities.	3.33	0.57	Strongly Agree	9
5. Extracurricular activities have given me a feeling of accomplishment and personal pleasure.	3.37	0.57	Strongly Agree	4.5
6. Extracurricular activities have helped me build resilience and adaptation in the face of adversity.	3.37	0.56	Strongly Agree	4.5
7. Extracurricular activities have taught me how to efficiently manage my time and prioritize my responsibilities.	3.37	0.56	Strongly Agree	4.5
8. Extracurricular activities have instilled in me a feeling of duty and accountability.	3.40	0.54	Strongly Agree	1.5
9. Extracurricular activities have fostered self-motivation as well as a proactive attitude to personal and professional growth.	3.40	0.55	Strongly Agree	1.5
10. Participating in extracurricular activities has given me the confidence to take charge of my own academic and personal development.	3.34	0.59	Strongly Agree	7.5
COMPOSITE MEAN	**3.36**	**0.52**	**Strongly Agree**	

Legend: 1.00-1.75: Strongly Disagree; 1.76-2.50: Disagree 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

Table 2 shows the level of participation in extracurricular activities of graduating students in terms of interaction and collaboration. According to the descriptive statistics, the respondents have a high level on this variable, with a composite mean of 3.33 and a standard deviation of 0.50. This could imply that they strongly agree that participating in extracurricular activities has assisted them in successfully interacting with their classmates, that extracurricular activities have allowed them to create meaningful interactions and friendships with their classmates, and that extracurricular activities have fostered collaboration, respect, and understanding among various student groups. These students look for opportunities to collaborate, share ideas, and learn from one another. They gain skills such as effective communication, active listening, problem solving, and conflict resolution through participation in extracurricular activities. They also gain an understanding of different points of view and cultural differences, which fosters a sense of inclusion and camaraderie.

The diverse range of average levels of engagement in extracurricular activities among graduating students, particularly in relation to contact and collaboration, offer valuable insights into the cultivation of crucial skills and experiences. The students who exhibited the highest average level of participation, with a grade of 1.5, are presumed to have acquired a notable edge in their capacity to engage and cooperate proficiently. The engagement in extracurricular activities has not just augmented their interpersonal aptitudes, but has also facilitated the formation of a varied network of connections, hence promoting cooperation, regard, and comprehension amidst dissimilar student cohorts. Moreover, these individuals have cultivated robust team leadership and coordination skills, so establishing themselves favorably for leadership positions in forthcoming pursuits. On the contrary, individuals who exhibited the lowest average level of engagement, scoring at 9.5, would have potentially foregone significant chances to enhance their skill set. The constraints on their level of involvement may lead to a decrease in their personal development, a decrease in opportunities for building professional connections, and difficulties in attaining positions of leadership. The aforementioned findings highlight the significance of advocating and encouraging participation in extracurricular activities for all students, in order to enable them to derive advantages from the acquisition of skills, networking opportunities, and collaborative experiences that can augment their preparedness for the workforce and other future endeavors.

3.3. Personal Growth and Reflection

Table 3. Level of Involvement in Extracurricular Activities of Graduating Students in terms of Personal Growth and Reflection

Indicators	Mean	SD	Verbal Interpretation	Rank
1.Extracurricular activities have aided my personal development by forcing me to move outside of my comfort zone.	3.32	0.61	Strongly Agree	10
2.Extracurricular activities have fostered self-reflection and assisted me in identifying my strengths and areas for growth.	3.38	0.58	Strongly Agree	3
3.Extracurricular activities have helped me better grasp my beliefs, interests, and personal goals.	3.34	0.57	Strongly Agree	7.5
4.Participation in extracurricular activities has fostered my imagination and motivated me to experiment with new ideas and possibilities.	3.33	0.57	Strongly Agree	9
5.Extracurricular activities have given me a feeling of accomplishment and personal pleasure.	3.37	0.57	Strongly Agree	4.5
6.Extracurricular activities have helped me build resilience and adaptation in the face of adversity.	3.37	0.56	Strongly Agree	4.5
7.Extracurricular activities have taught me how to efficiently manage my time and prioritize my responsibilities.	3.37	0.56	Strongly Agree	4.5
8.Extracurricular activities have instilled in me a feeling of duty and accountability.	3.40	0.54	Strongly Agree	1.5
9.Extracurricular activities have fostered self-motivation as well as a proactive attitude to personal and professional growth.	3.40	0.55	Strongly Agree	1.5
10.Participating in extracurricular activities has given me the confidence to take charge of my own academic and personal development.	3.34	0.59	Strongly Agree	7.5
COMPOSITE MEAN	**3.36**	0.52	Strongly Agree	

Legend: 1.00-1.75: Strongly *Disagree; 1.76-2.50: Disagree 2.51-3.26; Agree; 3.27-4.00: Strongly Agree*

Table 3 summarizes the level of participation in extracurricular activities of graduating students in terms of personal growth and reflection, which generated a composite mean of 3.36 and a standard deviation of 0.52. This implies that the students strongly agree that extracurricular activities instilled in them a sense of duty and accountability, that they fostered self-motivation as well as a proactive attitude toward personal and professional growth, that they fostered self-reflection and assisted them in identifying their strengths and areas for growth, and that they fostered self-reflection and assisted them in identifying their strengths and areas for growth. Similarly, they may engage in self-reflective activities such as journaling, mindfulness practices, or membership in clubs or organizations that promote personal development. These students place a high value on their own development, both academically and personally, and actively seek out experiences that will challenge and broaden their horizons.

The graduating students who exhibit the greatest average degree of engagement in extracurricular activities,

particularly in relation to personal growth and introspection, demonstrate a significant and beneficial influence on their overall development. The aforementioned pupils have demonstrated a proactive engagement in the practice of self-reflection, resulting in an enhanced comprehension of their individual aptitudes and opportunities for development. The increased level of self-awareness can serve as a valuable tool in guiding individuals' academic and career decisions, leading to improved effectiveness in their decision-making processes. Furthermore, the students' enthusiastic involvement in extracurricular pursuits has cultivated a drive to investigate novel concepts and potentialities, so cultivating a mindset characterized by creativity and innovation.

Conversely, the data indicates that a considerable proportion of graduating students may not have undergone an equivalent level of personal development, as seen by the lowest average level of engagement in extracurricular activities pertaining to personal growth and introspection. These ramifications encompass a restricted capacity for introspection, which may impede their aptitude to accurately recognize their strengths and regions for improvement. The presence of challenges pertaining to time management and accountability may have impeded their overall productivity and organizational capabilities.

Finally, the individuals' limited self-motivation and lack of proactive approach towards personal and professional development indicate a requirement for further assistance and reinforcement in this aspect.

3.4. Recognition and Achievements

Table 4. Level of Involvement in Extracurricular Activities of Graduating Students in terms of Recognition and Achievements

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Participating in extracurricular activities has given me the opportunity to be acknowledged for my efforts and achievements.	3.31	0.57	Strongly Agree	9
2. Participating in extracurricular activities has given me the opportunity to demonstrate my abilities, talents, and accomplishments to others.	3.32	0.60	Strongly Agree	6.5
3. Extracurricular activities have given me opportunities to win prizes, accolades, and scholarships depending on my performance.	3.34	0.59	Strongly Agree	3.5
4. I have received recognition and gratitude from instructors, classmates, and the university community as a result of my extracurricular activities.	3.32	0.59	Strongly Agree	6.5
5. Participation in extracurricular activities has assisted me in developing a solid portfolio of accomplishments and experiences.	3.35	0.51	Strongly Agree	1.5
6. Extracurricular activities have boosted my exposure and reputation inside the institution as well as with possible employers.	3.29	0.65	Strongly Agree	10
7. Participating in extracurricular activities has provided access to new possibilities such as internships and leadership roles.	3.32	0.57	Strongly Agree	6.5
8. Extracurricular activities have given me a feeling of success and pleasure in my achievements.	3.35	0.56	Strongly Agree	1.5
9. Participation in extracurricular activities demonstrates my passion and attention to personal and professional development.	3.33	0.56	Strongly Agree	5
10. Extracurricular activities have given me a platform to have a good effect on the institution and the larger society.	3.34	0.58	Strongly Agree	3.5
COMPOSITE MEAN	**3.33**	**0.52**	Strongly Agree	

Legend: 1.00-1.75: Strongly Disagree; 1.76-2.50: Disagree; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

Table 4 provides a summary of the extent to which graduating students participated in extracurricular activities in terms of the recognition and achievements that they received, which resulted in a composite mean of 3.33 and a standard deviation of 0.52. This indicates that the students are unanimous in their belief that participation in extracurricular activities has helped them develop a strong portfolio of accomplishments and experiences, that it has given them a sense of success and pleasure in their accomplishments, and that it has provided them with opportunities to win prizes, accolades, and scholarships based on their performance. Furthermore, they may participate in a variety of extracurricular activities, such as clubs, sports, competitions, or projects, in which they strive for excellence and success on a consistent basis. These students devote a significant amount of time and energy to their chosen activities in order to achieve notable results and stand out among their peers.

Students who indicated a significant level of engagement in extracurricular activities, with a ranking of 1.5, experience a range of advantages in terms of recognition and accomplishments. Students who have the lowest mean level of involvement in extracurricular activities, specifically ranking at 10, may potentially forego valuable opportunities for recognition and achievement.

The extent of participation in extracurricular activities significantly influences the recognition and accomplishments of graduating students. Individuals that actively participate in such endeavors experience increased acknowledgment, amass significant achievements, and benefit from expanded prospects for personal and professional growth. On the other hand, students who have limited engagement may fail to avail themselves of these advantages, which could potentially have an impact on their educational and vocational trajectory. Promoting active engagement of students in extracurricular activities can result in enhanced recognition and accomplishments that hold greater significance throughout their academic endeavors and subsequent endeavors.

3.5. Communication Skills

Table 5. Assessment of Graduating Students of their Employability Skills in terms of Communication Skills

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am able to communicate my thoughts and ideas to people in a clear and efficient manner.	3.29	0.60	Strongly Agree	6
2. I am an attentive listener who actively participates in meaningful interactions with others.	3.33	0.56	Strongly Agree	3
3. I am capable of adapting my communication approach to various circumstances and audiences.	3.32	0.57	Strongly Agree	4
4. I feel confident in my ability to explain myself clearly, both verbally and in writing.	3.27	0.59	Average	7
5. I excel at presenting facts in a clear and compelling way.	3.18	0.66	Average	10
6. I actively seek feedback in order to enhance my communication abilities.	3.31	0.59	Strongly Agree	5
7. I am at ease with cross-cultural communication and recognize the value of cultural sensitivity.	3.25	0.66	Agree	9
8. Through excellent communication, I can navigate difficult talks and settle disputes.	3.26	0.60	Agree	8
9. Effective communication, in my opinion, is vital for developing solid connections and encouraging cooperation.				
10. I am devoted to always improving my communication abilities in order to be a successful communicator.	3.35	0.52	Strongly Agree	1
	3.34	0.56	Strongly Agree	2
COMPOSITE MEAN	**3.29**	**0.51**	Strongly Agree	

Legend: 1.00-1.75: Strongly Disagree ; 1.76-2.50: Disagree ; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

Table 5 illustrates the assessment of graduating students' employability skills in terms of communication skills. The analysis of descriptive statistics revealed a composite mean of 3.29 and a standard deviation of 0.51. This implies that the students are unanimous in their belief that effective communication is critical for building strong connections and encouraging cooperation, that they are committed to constantly improving their communication skills in order to be successful communicators, and that they are attentive listeners who actively participate in meaningful interactions with others. Graduating students with high communication skills demonstrate their ability to express themselves clearly, both verbally and in writing.

The evaluation of communication abilities in graduating students provides significant insights into their preparedness for the labor market. On the one hand, students who exhibit superior proficiency in communication skills exhibit a praiseworthy dedication to ongoing enhancement, a characteristic that is highly esteemed by employers in the current fiercely competitive employment landscape. The individual's adeptness in articulate and effective communication distinguishes them and prepares them for prosperous employment interviews, fruitful workplace engagements, and prospective positions of leadership.

On the other hand, students who scored the lowest in their ability to acknowledge the significance of cultural sensitivity and effective communication in fostering connections and promoting collaboration could potentially gain from more assistance. The acquisition of cross-cultural communication and relationship-building skills is of utmost importance. Promoting the adoption of feedback-seeking behavior and providing conflict resolution training can effectively augment individuals' communication skills.

Further, the research findings indicate that senior students exhibit different levels of proficiency in terms of employable abilities. This observation is consistent with a previous study that highlights variations in communication abilities across students upon completion of their education. Finally, this research serves to underscore the importance of employability skills, aligning with the recent emphasis on communication skills as revealed by current findings. Both studies emphasize the significance of appropriately equipping graduating students with the necessary skills to succeed in the labor market and make meaningful contributions to their respective disciplines.

3.6. Teamwork and Collaboration

Table 6 provides an analysis of the employability skills possessed by graduates, specifically focusing on the graduates' capacities in the areas of teamwork and collaboration. After conducting a thorough investigation into descriptive statistics, it was found that the overall mean was 3.34 and the standard deviation was 0.50, which implies that effective cooperation These students possess excellent interpersonal and communication skills, allowing them to express ideas clearly, actively listen to others, and engage in constructive dialogue. They respect diverse perspectives and ensure that everyone's voice is heard and considered. Their ability to communicate effectively facilitates the sharing of information, ideas, and feedback within the team.

The results of this study suggest that a considerable proportion of the graduating students place great importance on and demonstrate exceptional proficiency in multiple facets of teamwork and collaboration. The individuals in question have a recognition for the value of collaborative efforts in attaining shared goals. They place significant emphasis on the active involvement of all team members and exhibit exceptional skills in fostering trust and establishing robust relationships within their teams.

Table 6. Assessment of Graduating Students of their Employability Skills in terms of Teamwork and Collaboration

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I appreciate collaborating with people to attain common objectives.	3.34	0.55	Strongly Agree	6.5
2. Effective cooperation, in my opinion, requires active engagement and input from all team members.	3.40	0.54	Strongly Agree	1
3. I excel at establishing trust and cultivating strong connections within a team.	3.32	0.58	Strongly Agree	8.5
4. I respect and appreciate team members' varied viewpoints and contributions.	3.34	0.56	Strongly Agree	6.5
5. I welcome constructive criticism and input from my team members.	3.38	0.52	Strongly Agree	3
6. In team initiatives, I actively share my ideas and knowledge to create effective results.	3.35	0.56	Strongly Agree	5
7. I am good at dispute resolution and fostering a healthy team atmosphere.	3.24	0.66	Agree	10
8. Efficient cooperation, in my opinion, requires efficient communication and attentive listening.	3.39	0.54	Strongly Agree	2
9. I appreciate taking on new duties and responsibilities as part of a team and am always eager to help my teammates.	3.36	0.54	Strongly Agree	4
10. I understand the value of teamwork and feel that it produces greater results than solo effort.	3.32	0.53	Strongly Agree	8.5
COMPOSITE MEAN	**3.34**	**0.50**	**Strongly Agree**	

Legend: 1.00-1.75: Strongly Disagree; 1.76-2.50: Disagree; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

In contrast, it is noteworthy that the lowest mean scores observed in this evaluation remain situated within the "High" group. This suggests that even students who obtained relatively lower scores demonstrate a favorable disposition and aptitude in the domains of teamwork and collaboration. Nevertheless, it is worth noting that these students could potentially enhance their skills in specific aspects of collaboration, as indicated by their marginally poorer performance in the evaluation.

3.7. Leadership Skills

Table 7. Assessment of Graduating Students of their Employability Skills in terms of Leadership Skills

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Effective leadership, in my opinion, is inspiring and encouraging people to work toward shared objectives.	3.38	0.54	Strongly Agree	1
2. I am confident in my abilities to take the initiative and lead a group to success.	3.26	0.59	Agree	8
3. I am adept at distributing duties and responsibilities to team members based on their skills and areas of expertise.	3.25	0.59	Agree	9
4. I aggressively seek for chances to lead and assume leadership positions.	3.23	0.61	Agree	10
5. Effective leaders, in my opinion, should set a good example by acting with integrity and ethics.	3.37	0.63	Strongly Agree	2
6. I am confident in making judgments and accepting responsibility for the results.	3.29	0.54	Strongly Agree	5
7. I believe in empowering and developing those whom I lead.	3.28	0.59	Strongly Agree	6
8. To develop my leadership abilities, I actively seek input from others.	3.30	0.53	Strongly Agree	4
9. As a leader, I am devoted to ongoing learning and growth.	3.27	0.58	Strongly Agree	7
10. Effective leadership, in my opinion, is critical for creating good change and attaining organizational success.	3.36	0.56	Strongly Agree	3
COMPOSITE MEAN	**3.30**	**0.50**	**Strongly Agree**	

Legend: 1.00-1.75: Strongly Disagree ; 1.76-2.50: Disagree ; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

The following discussion examines the employability skills held by graduates, with a particular emphasis on the graduates' capabilities in the areas of leadership skills. Based on the tabulation, the variable generated an overall mean score of 3.30 and a standard deviation of 0.50. This suggests that the students are in complete agreement that effective leadership, in their view, is inspiring and encouraging people to work toward shared objectives, that effective leaders should set a good example by acting with integrity and ethics, and that it is essential for both the creation of positive change and the achievement of organizational success. Students who receive a high score in the leadership skills assessment have demonstrated that they have a solid understanding of leadership principles and practices. They exude qualities such as self-assurance and vision, as well as the ability to inspire and motivate others to work toward the accomplishment of shared objectives.

3.8. Problem Solving Skills

Table 8. Assessment of Graduating Students of their Employability Skills in terms of Problem-Solving Skills

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am skilled at detecting issues and devising effective solutions.	3.25	0.59	Agree	7.5
2. I appreciate evaluating difficult issues and devising novel methods to problem solutions.	3.20	0.59	Agree	10
3. Before making a choice, I feel confident in my ability to think critically and examine several possibilities.	3.25	0.61	Agree	7.5
4. I excel at reducing complicated issues down into manageable components.	3.26	0.63	Agree	6
5. To improve problem-solving results, I aggressively seek alternative viewpoints and feedback from others.	3.35	0.54	Strongly Agree	1
6. When presented with a task, I am relentless in seeking answers and do not give up quickly.	3.25	0.59	Agree	7.5
7. Effective problem-solving, in my opinion, requires creativity and outside-the-box thinking.	3.34	0.53	Strongly Agree	2.5
8. I am adept at weighing the probable repercussions and effects of various options.	3.31	0.58	Strongly Agree	4.5
9. I aggressively seek out chances to practice and gain problem-solving abilities.	3.31	0.56	Strongly Agree	4.5
10. Effective problem-solving abilities, in my opinion, are critical for overcoming hurdles and attaining success.	3.34	0.56	Strongly Agree	2.5
COMPOSITE MEAN	**3.29**	**0.51**	**Strongly Agree**	

Legend: 1.00-1.75: Strongly Disagree ; 1.76-2.50: Disagree ; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

The variable yielded an overall mean score of 3.29 and a standard deviation of 0.51, according to the tabulation. This indicates that the students agree that in order to improve problem-solving results, they aggressively seek alternative viewpoints and feedback from others, that effective problem-solving requires creativity and outside-the-box thinking, and that effective problem-solving abilities are critical for overcoming obstacles and achieving success.

Commencing with the utmost average, it is apparent that graduating students typically demonstrate robust problem-solving abilities. The average composite mean score of 3.34 suggests that students possess a considerable degree of confidence and proficiency in the areas of issue detection, solution development, and critical thinking. This implies that they possess the necessary skills and knowledge to effectively address intricate issues encountered in professional environments.

In contrast, the assessment with the lowest mean score, averaging at 3.20, indicates a relatively diminished view of problem-solving abilities among students upon graduation. Although this score is considered to be within the average range, it suggests the presence of potential for enhancement. Individuals that fall within this particular group of graduates may exhibit a lower level of confidence and proactivity when it comes to tackling intricate challenges. Consequently, this could result in delays or less optimal solutions in practical job situations.

3.9. Time Management and Organization

Table 9. Assessment of Graduating Students of their Employability Skills in terms of Time Management and Organization

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am adept at prioritizing work and successfully managing my time.	3.25	0.62	Agree	7
2. I take the initiative to arrange and organize my job and study schedules.	3.26	0.62	Agree	5.5
3. I am capable of juggling various jobs and obligations without sacrificing the quality of my work.	3.20	0.64	Agree	9
4. I can establish and work toward realistic objectives and deadlines for myself.	3.26	0.64	Agree	5.5
5. I am adept at avoiding distractions and staying focused on my job.	3.18	0.61	Agree	10
6. To maximize productivity, I analyze and adapt my time management tactics on a regular basis.	3.23	0.59	Agree	8
7. I appreciate timeliness and understand the significance of meeting deadlines and keeping promises.	3.29	0.52	Strongly Agree	4
8. I feel comfortable requesting help or support when I need it to better manage my time.	3.31	0.55	Strongly Agree	2.5
9. I feel that good time management leads to less stress and more productivity.	3.32	0.51	Strongly Agree	1
10. I am dedicated to constantly developing my time management abilities in order to improve efficiency and work-life balance.	3.31	0.54	Strongly Agree	2.5
COMPOSITE MEAN	**3.26**	**0.51**	**Agree**	

Legend: 1.00-1.75: Strongly Disagree; 1.76-2.50: Disagree; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

The results of an evaluation of the employability skills of a select group of graduating students are presented in Table 16, which focuses on the areas of time management and organization. It obtained an overall mean score of 3.26 and a standard deviation of 0.51, implying that the students agree that they feel that good time management leads to less stress and more productivity, that they feel comfortable requesting help or support when they need it to better manage their time, and that they are dedicated to constantly developing their time management abilities in order to improve efficiency and work-life balance. Students with average time management and organization skills understand the importance of prioritizing tasks and managing their schedules to meet deadlines. They can generally plan and allocate their time effectively in order to complete their assignments and responsibilities.

One notable component is the proficiency exhibited by students in prioritizing tasks and effectively managing their time, highlighting the importance of this skill in time management. Additionally, they exhibit proficiency in establishing and pursuing attainable goals and deadlines, thereby showcasing a strong sense of responsibility and effective goal-setting.

3.10.Professionalism and Work Ethics

Table 10. Assessment of Graduating Students of their Employability Skills in terms of Professionalism and Work Ethics

Indicators	Mean	SD	Verbal Interpretation	Rank
1. In my job and dealings with others, I maintain high standards of professionalism.	3.28	0.59	Strongly Agree	10
2. I believe in being on time and adhering to deadlines and obligations.	3.32	0.53	Strongly Agree	9
3. In all facets of my job, I exhibit honesty and ethical conduct.	3.38	0.54	Strongly Agree	3
4. I take responsibility for my work and aim for excellence in everything that I do.	3.33	0.59	Strongly Agree	7.5
5. I am dedicated to lifelong learning and professional growth.	3.33	0.56	Strongly Agree	7.5
6. I value different points of view and treat people with fairness and equality.	3.40	0.54	Strongly Agree	1
7. I embrace cooperation and teamwork and actively contribute to a healthy work environment.	3.37	0.53	Strongly Agree	4
8. I am responsible for my acts and accept responsibility for any errors.	3.35	0.53	Strongly Agree	5
9. I value confidentiality and the careful handling of sensitive information.	3.34	0.51	Strongly Agree	6
10. I value a strong work ethic and feel it adds to personal and organizational success.	3.39	0.53	Strongly Agree	2
COMPOSITE MEAN	**3.35**	**0.49**	Strongly Agree	

Legend: 1.00-1.75: Strongly Disagree ; 1.76-2.50: Disagree ; 2.51-3.26; Agree; 3.27-4.00: Strongly Agree

The results of an evaluation of the employability skills of a select group of graduating students are presented in Table 17, which focuses on the areas of time management and organization. It obtained an overall mean score of 3.35 and a standard deviation of 0.49, implying that the students strongly agree that they value different points of view and treat people with fairness and equality, that they value a strong work ethic and feel it adds to personal and organizational success, and that they exhibit honesty and ethical conduct. Students who receive a high assessment in both time professionalism and work ethics exhibit a strong commitment to being on time and meeting their deadlines.

Students who have exceptional abilities in time management and organizing possess a repertoire of essential skills that can greatly enhance their academic and prospective professional endeavors. In general, those who exhibit a high level of proficiency in time management possess the necessary skills to effectively negotiate the various obstacles encountered in academic settings as well as the requirements imposed by their prospective professional endeavors.

On the other hand, students who encounter difficulties in managing their time and organizing their tasks may encounter numerous obstacles in their academic and professional endeavors. Inadequate time management has the potential to result in procrastination and unfinished assignments, hence elevating stress levels and impeding one's general state of well-being. Moreover, students who possess inadequate time management abilities may fail to seize valuable educational prospects and extracurricular engagements as a result of deficient scheduling or prioritization.

Furthermore, The study reveals that there is a similarity in the evaluation of communication skills across male and female pupils. This finding implies that it is important for educational institutions to adopt an equitable strategy in fostering communication skills, recognizing the need to provide equal attention and opportunity for improvement to students of both genders. The findings indicate that students of various genders consistently consider collaboration and teamwork as a crucial employability skill. This suggests that cultivating a sense of collaboration and teamwork should be a collective objective for all students, irrespective of their gender.

the findings indicate that there is a degree of variation in the evaluation of leadership abilities across students from various courses or institutions. However, there exists a consistent impression about other domains of employable skills. Educational institutions ought to utilize these findings in order to create focused interventions for the development of leadership skills and maintain consistent assistance in strengthening other employability skills. This will ensure that

all students are sufficiently equipped for their prospective employment.

Further, the absence of statistically significant disparities in the evaluation of leadership abilities among students enrolled in the School of Economics and Management, the School of Education, and the School of Literature and Communication suggests a certain level of consistency in their perspectives across these academic institutions. This observation suggests that the implementation of comprehensive leadership skill development initiatives yields consistent perceptions. However, it is imperative for educational institutions to engage in ongoing assessment and enhancement of these programs to ensure their continued relevance and efficacy for all students.

Table 11. Correlation Matrix

	Skill Development Opportunities	Collaboration and Interaction	Personal Growth and Development	Achievements and Recognition
Communication skills	0.73	0.83	0.86	0.88
	<.001	<.001	<.001	<.001
Collaboration and Teamwork	0.76	0.84	0.86	0.87
	<.001	<.001	<.001	<.001
Leadership Skills	0.73	0.81	0.86	0.85
	<.001	<.001	<.001	<.001
Problem-Solving Skills	0.71	0.80	0.85	0.86
	<.001	<.001	<.001	<.001
Organization and time management	0.63	0.67	0.73	0.73
	<.001	<.001	<.001	<.001
Work Ethics and Professionalism	0.65	0.72	0.76	0.74
	<.001	<.001	<.001	<.001

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

The correlation matrix summarizes the measurement of the relationship between involvement in extracurricular activities and the employability skills of graduating students. The analysis of Spearman's rho revealed p-values of <.001, which are lower than the 0.05 level of significance for all the domains, suggesting that the null hypothesis will be rejected and the researcher will conclude that there is a significant relationship between the variables. Specifically, involvement in extracurricular activities that include skills development opportunities, collaboration and interaction, personal growth and development, achievements, and recognition are correlated with the assessment of employability skills, which are composed of communication skills, teamwork and collaboration, leadership skills, problem-solving skills, time management and organization, professionalism, and work ethics, with correlation coefficients that range from 0.63 to 0.88 (strong to very strong relationship). The correlation coefficients are positive, indicating that as the level of involvement in extracurricular activities increases, so does the assessment of employability skills, and vice versa.

The results of the study are of particular significance, as all p-values were found to be less than 0.05, demonstrating a statistically significant association between participation in extracurricular activities and the development of employable skills. This implies that educational institutions should acknowledge the significant impact that engagement in extracurricular activities has on the development of students' employability skills. The observed correlation coefficients, which range from 0.63 to 0.88, provide substantial evidence supporting the notion that more participation in extracurricular activities is associated with enhanced perceptions of employability abilities among students. This highlights the significance of advocating for and facilitating participation in extracurricular activities as a strategy for cultivating the development of employable skills.

Educational institutions have the potential to utilize these findings by proactively promoting and facilitating a diverse range of extracurricular activities. These may encompass initiatives aimed at skills enhancement, events fostering collaboration and interaction, programs fostering personal growth and development, and platforms acknowledging and celebrating achievements. Through this approach, educational institutions have the potential to make a substantial impact on improving students' preparedness for the labor market and providing them with the necessary employability skills that employers seek.

4. Conclusion

1.The presence of an equal number of male and female responses in the profile indicates a dedication to promoting gender equality, embracing a range of viewpoints, and providing customized assistance within the educational institution.

2.The extent of participation in extracurricular activities among graduating students is substantial in relation to the opportunities for skill development, interaction and collaboration, personal growth and reflection, as well as recognition and achievements. This suggests that students place significant importance on these activities and actively involve themselves in them to enhance their overall

development and readiness for the future.

3.The empirical evidence suggests that there is no statistically significant relationship between gender and the extent of participation in extracurricular activities among students who are about to graduate. However, notable variations in engagement were noted when students were categorized based on their academic school or course, notably in the areas of teamwork and personal development.

4.The high evaluations of graduating students in areas such as communication, cooperation, collaboration, leadership, problem-solving, and professionalism abilities contribute to their advantageous position in the job market. However, there is potential for growth in the areas of time management and organization.

5.Although the impact of gender on extracurricular activity is not statistically significant, it is imperative to tailor extracurricular programs to accommodate the interests and needs of students across different academic fields.

6.The strong positive correlation observed between communication skills, teamwork, collaboration, leadership skills, problem-solving skills, and professionalism imply that individuals who demonstrate proficiency in one of these domains are likely to exhibit competence in the others. This finding underscores the importance of adopting a comprehensive approach to skill enhancement. However, the somewhat less pronounced yet still significant correlations with time management and organization skills emphasize the necessity for students to effectively incorporate these abilities into their overall employability profiles, thereby optimizing their preparedness for the labor market

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