

## IDENTIFYING ESSENTIAL EMPLOYABILITY SKILLS FOR NEW GRADUATE TEACHERS: SCHOOL EMPLOYERS' PERSPECTIVES

**Amna Arif\***

M.Phil. Scholar, Department of Education, University of Management and Technology, Lahore, Pakistan  
[amnahassan3@gmail.com](mailto:amnahassan3@gmail.com)

**Tayyaba Tariq Mir**

M.Phil. Scholar, Department of Education, University of Management and Technology, Lahore, Pakistan  
[t\\_mir1980@hotmail.com](mailto:t_mir1980@hotmail.com)

**Dr Fariha Gul**

Associate Professor, Department of Education, University of Management and Technology, Lahore, Pakistan  
[fariha.gul@umt.edu.pk](mailto:fariha.gul@umt.edu.pk)

### ABSTRACT

*Skills necessary for attaining and maintaining a good job are called employability skills. It is argued, however, that new graduates from education departments lack market-oriented employability skills, which leads to their unemployment. This hermeneutic phenomenological research examines employers' views on new graduate teachers' job market readiness. This qualitative research interviewed twelve secondary school administrators in Lahore. The interview transcripts were analysed using thematic analysis. The results show that employers encounter several obstacles when dealing with new graduate teachers, including a gap between academic comprehension and practical performance, a lack of transferrable and communication skills, and increased expectations from fresh graduates. Employers offer three ways to improve new graduate teachers' employability skills: expanding students' exposure, modifying and updating the curriculum, and encouraging pro-activity. The findings enrich the literature on teacher education and employability skills by understanding employers' viewpoints.*

**Keywords:** Employability Skills, New Graduate Teachers, Teacher Education, Qualitative Research.

### INTRODUCTION

The concept of employability has become a topic of interest among different higher education institutions, especially in the higher education sector in Pakistan (Behle, 2020; Suleman, 2018). Employability skills are those teachable skills which are necessary for doing or maintaining a good job (Suleman, 2018). However, it is said that current new graduate teachers lack the necessary or market-oriented employability skills, and this leads to unemployment among recent graduates from education departments (Behle, 2020). The most significant factor, among many others, is an inadequately designed curriculum that fails to adequately equip graduates to address the demands and needs of the workforce (Hassock & Hill, 2022).

Therefore, it is important to know the demand or requirements of the market, such as what they expect from fresh teacher education graduates or new graduate teachers. This study aims to identify the required employability skills of new graduate teachers, which ultimately enhance their work performance and job opportunities.

Many research studies have been done on the skills of new graduate teachers (Bamrungsin & Khampirat, 2022). Researchers have developed questionnaires to measure the employability skills of new graduate teachers (Bamrungsin & Khampirat, 2022). The literature suggests that there are many skills which are considered important for market demand, such as (1) Core skills deal with the technical knowledge and academic skills of the graduate, (2) Personal skills include fixed self-belief and attributes that do not change over time and are incremental, (3) Process skills are related to an ability to use technology, colleagues, and own potential to process and manage information, work and people. (4) Teaching skills are the main skills which should be there in new graduate teachers, which include writing instructional objectives, introducing a lesson, managing the classroom, using a blackboard, increasing pupil Participation, recognising attending

---

\* Corresponding Author

Behaviors, and Using audio-visual aids and (5) Attitude and Work Ethics include individuals' disposition towards work (Valtonen et al., 2021). However, most of these studies have focused on the perspectives of higher education institutions or students but not on the suggestions from employers. This study fills this gap and explores the employability skills of new graduate teachers from the employers' point of view. The research questions of this study are:

- (1) What are the employability skills of new graduate teachers as perceived by employers?
- (2) How can the employability skills of new graduate teachers be improved to meet the market demands?

This study is important because it looks at the skills new teachers need to get jobs. It makes it easier for new teachers to get jobs after they graduate. This study is also important for learning about what employers want and what the market needs. This study is important for universities and colleges that offer degrees in teacher education. It will help them design and change their course outlines and curriculum to meet the needs of the market and employers. This study is helpful for new teachers, teachers who are already working, school administrators, people who make policy, and people who do research. It shows which important skills new teachers should work on in their teacher education programmes to make themselves more marketable.

## REVIEW OF LITERATURE

This section of the literature review looks at the idea of employability and how it is used in higher education. It talks about how universities work with the job market to find out what their graduates want and how they try to make their graduates more employable. In addition, the section talks about the troubling difference between the jobs that graduates get and the skills that make them employable. The section also talks about how important higher education institutions are for closing the gap between school and work.

For many years, employability has been an essential concept, particularly in the higher education industry. Employability is a set of marketable skills that a person possesses, which make them employable and suitable for a job and enhance their career prospects (Harvey, 2001). Employability skills are the aptitudes that make a graduate capable of doing any profession. These abilities are based on the attitudes and requirements of various stakeholders. Research has shown that having employability skills provide people with a perfect edge, yet those skills are uncommon (Fajaryati et al., 2020). These abilities enable individuals to increase their production, and as a result, they will be sought after by employers due to the widespread global shift (ILO, 2018). In addition, a study shows that personal skills influence market demand and job satisfaction for graduates (World Economic Forum, 2020).

Now different universities conduct job fairs for their graduates to ensure their employability when they finally graduate from the higher education institute (Times Higher Education, 2022). In this way, they try to collaborate with the job market to know the demands and requirements of the market. However, with all these efforts, it is a matter of concern that despite these rigorous efforts, why many of the graduates remain unemployed, and others are employed as soon as they graduate. It is of concern that some educated graduated persons got employment according to their desire, taste, and interest while many remain unemployed or underemployed.

These employability skills are more in demand in education departments than in some specific disciplines or other professional talents. Having these employability skills increases the chances of landing a job. In the workplace, aspirations and competition are growing (BretLee, 2010), and educational institutions are constantly employing more flexible and adaptable young workers to keep up with the advancing global information economy and shifting consumer demands. Giving new graduate teachers specific skills regarding not only teaching but also learning from their experiences is one method to meet this objective.

Employability skills are also important for new graduate teachers as they can enhance their career prospects and performance. These employability skills will not only make employment opportunities easier and more attractive; they will also help build the intellectual, private, and social resources (BretLee, 2010) that will enable new graduate teachers to thrive in a diverse and changing environment. Regularly acquiring knowledge, skills, and abilities increases graduates' likelihood of being successful in their chosen profession (Harvey, 2001). These skills are crucial in the corporate as well as in the educational sector. They genuinely increase a person's or graduate's chances of finding employment.

It follows that having a particular set of employability skills increases graduates' chances of finding employment, particularly in Pakistan's education sector. Therefore, it is clear that there is a favourable relationship between the institution where graduates study and the job market. Knowing which talents are essential to have, considering market demand, is crucial first, and having them will ultimately improve a graduate's employability. According to this definition, recent grads are people with bachelor's degrees who have not worked for more than three years.

To improve the quality of labour and the employability skills of graduates, higher education institutions disseminate educational knowledge through educational courses (Yorke & Knight, 2003). According to Yorke and Knight (2003), employability and related skills are a prerequisite for comprehending employability. These skills could be separated into hard and soft skills and described in various ways depending on the viewpoints of the researchers. As a result, it can be difficult to understand the definition of skills, and it is occasionally replaced with terms like key skills, competencies, and attributes. Moreover, the definition of skills varies across different employers, areas, sectors, regions, and markets. When hiring new graduate teachers, employers place more emphasis on talents and behavioural attitudes than on soft skills. This is because recent new graduate teachers have less experience, and soft skills are a good sign of a person's personality and character. Qualification is still crucial in the hiring process, even if employers emphasise soft skills as a stand-in for employability. Therefore, they are frequently utilised to guide the recruiting stages, particularly the screening procedure.

To close the gap between education and employability skills, higher education institutions and teacher preparation programs could play a significant role. As a social machine, HEIs are made up of connected parts that cooperate to achieve a common goal. These skills will now not only make employment opportunities easier and more attractive; they will also help build the intellectual, private, and social resources that will enable new graduate teachers to thrive in a diverse and changing environment. Regularly acquiring knowledge and skills increases graduates' likelihood of being successful in their chosen profession (Harvey, 2001). In this regard, institutional settings and support have a unique impact on professional inputs and outputs (Cheng et al., 2022). For instance, studies show that in many ways, departmental reputation, recognition, and instructional program by the hierarchy body all have a favourable impact on graduates' understanding (Bridgstock & Jackson, 2019). Studies have also shown that an institution's age and ownership have an impact on its graduates' employability (Tomlinson, 2017). In fact, prestigious firms favour hiring graduates from well-known and reputable institutions (Bridgstock & Jackson, 2019).

This research review has emphasised the relevance of employability skills in higher education, and their influence on graduates' career chances is in. It is critical to understand the interaction between educational institutions and the labour market to improve graduates' employability and bridge the gap between education and work.

## **METHODS**

This study used a 'hermeneutical phenomenological approach' (Langdrige, 2007; Vagle, 2018) to investigate the meanings and interpretations of the participants' experiences. More specifically, this study adopted this approach to explore the perceptions and lived experiences of employers regarding the employability skills of new graduate teachers. This approach was useful in identifying the perceptions of employers about the employability skills of new graduate teachers.

The population of this study consisted of all school administrators, senior head teachers, principals, and vice principals from the public and private sectors of the secondary level of Lahore, who are further termed as employers in this study. A total of twelve participants were selected through purposive sampling from each targeted school in Lahore (Beitin, 2012). Semi-structured interviews (Brinkmann & Kvale, 2018; Roulston & Choi, 2018; Seidman, 2019) were conducted as the main data collection method. An open-ended interview guide with seven questions was designed as a prompt for a more in-depth interview (Fujii, 2017; Taylor et al., 2016). The interview guide was developed according to the framework of the study and the related literature review.

The interviews were conducted through one-to-one meetings and audio-recorded with the consent of the participants (Brinkmann, 2013). The researcher asked each question carefully and made necessary notes, which were then read back to each participant word for word to make sure it was the answer they meant to give. The audio recordings were then typed up word-for-word so that the expressions of the people in the interviews could be seen. All the research material was kept on a password-protected computer for the confidentiality of the data.

A hermeneutic phenomenological approach was used to analyse the interview data, followed by a framework analysis (a form of thematic analysis) (Ritchie et al., 2013). The researchers looked at the underlying meanings, presumptions, and structures that formed the experiences of the people who participated in the study. They used a hermeneutic method in order to accomplish their goal of discovering higher levels of comprehension and coming up with fresh results that contributed to the body of previously sly acquired information (Spencer et al., 2003). The interview transcripts were analysed and interpreted by taking into consideration both the goals of the study as well as the previous research that was relevant (Ritchie & Spencer, 1994). Throughout the process of data analysis, the researchers kept an open mind and a reflexive attitude,

continually calling into question their results and looking for fresh points of view (Miles et al., 2020). Other researchers in the area were also consulted in order to improve the validity and rigour of their study (Candela, 2019; Maxwell, 1992; Morrison, 2009). As a consequence of this, the researchers were able to glean substantial insights from the interview transcripts and make a major contribution to the extension of knowledge about key employability skills for teachers in the context of Pakistan.

## FINDINGS

This section presents the findings of the semi-structured interviews with twelve school employers in public and private secondary schools in Lahore. The goal of the interviews was to find out what kinds of problems employers have when hiring new graduate teachers, what kinds of skills new graduate teachers have that are in demand, and how those skills could be improved at the institutional level. Hermeneutic phenomenological research was used to do a framework analysis of the interview data. As a result of the analysis, the following main themes emerged from the interview data:

### *Issues employers faced while working with new teacher graduates*

The first theme that emerged from the data is the disconnect between theoretical understanding and real-world performance. Employers see that although new graduate teachers put greater effort into their academic achievements, their academic performance falls short of their professional performance. This indicates that they give academic success a higher priority than practical considerations. For example, one school administrator commented: *“Graduates from some institutions know a lot and have really good GPAs, but they cannot think outside the box. I mean, in terms of teaching competencies, that is not the case”* (Principal of a Private School). A second participant responded as follows: *In our time, getting a first-class degree meant getting a first-class education, and this could be easily translated into how someone thinks in group discussions, in the workplace, and when they write reports, among other things”* (Vice Principal of a Private School)

Employers expect new graduate teachers to be able to apply their academic knowledge to different contexts and situations in their teaching practice, but many are not able to do so. Additionally, new graduate teachers lack communication skills, such as verbal and written abilities, as well as the use of technology and instructional gadgets. This is highlighted by one public school administrator, who said that students are trained to respond to questions on the material but not to comprehend it or how to apply it in other contexts. Employers see communication skills as essential for new graduate teachers to collaborate with different people, such as colleagues, students, parents, and superiors. They also see communication skills as a reflection of the quality of education that new graduate teachers have received. However, they are disappointed by the poor communication skills of many new graduate teachers, especially in English, which is the language of instruction at universities. For example, one headteacher at a private school stated:

*Communication abilities are crucial for graduates. We collaborate with a variety of people. Graduates have no English language ability. Since English is the language of instruction at universities, I find it strange to have a graduate who cannot communicate in English. How did they handle their time in college? (Headteacher of a Private School)*

This sentiment was echoed by another participant: *Some graduates perform exceptionally well on both our test and the associated assessment tasks. Some people struggle to find employment despite having very high GPAs because they struggle with communication.”* (Principal of a Private School)

A significant problem, according to employers, is the lack of written communication skills. Research suggests that graduates’ abilities to write documents play an important role in determining their employability (Andrews & Higson, 2008).

Another issue that employers raise is the higher expectations of new graduate teachers. Employers see that many new graduate teachers have unrealistic and unreasonable expectations about their career prospects and progression. They are not willing to start from the bottom and work their way up or to accept the challenges and difficulties that come with their profession. They are also not flexible and adaptable to different situations and environments. For example, one principal of a private school commented:

*Graduates have high standards. We accepted that fact and prepared for it, knowing that we would have to work hard to be the principal of any school. But recent new graduate teachers have very high expectations and are not given the proper training. This is why I am happy that when I was in college in my final year, my professor told me that I would be a principal. But it is no longer true. You may join as a desk officer, you may get unwanted work responsibilities, and you must accept this fact.”* (A Principal of a Private School)

Another participant expressed a similar view: “Recent graduates prefer to end up school principal one day” (Senior headteacher).

According to the results of the interviews, the main problems that employers have with new graduate teachers’ skill sets fall under the general heading of employability skills. Employers seek new graduate teachers with strong communication and transferable skills, which are categorised under core competencies. The employers identified the gap between theory and practice, the lack of communication skills, and the unrealistic expectations of new graduate teachers.

#### ***Enhancing employability skills: Employers’ suggestions***

The second theme that emerged from the findings is related to the suggestions that employers had for improving new graduate teachers’ employability skills at the institutional level. The suggestions are categorised into three sub-themes: students’ exposure, curriculum, and pro-activeness among new graduate teachers.

#### ***Enhance students’ exposure to the real world of teaching and learning***

The most frequently mentioned suggestion by employers is to increase students’ exposure to the real world of teaching and learning. Employers suggest that teacher education institutions should provide more opportunities for new graduate teachers to gain practical experience and knowledge through teaching practicums or some managerial internships, which would enable them to learn the technicalities and demands of the workplace. They also suggest that new graduate teachers should not rely solely on reading courses or motivational books but rather seek to apply their knowledge in different contexts and situations. For example, one vice principal commented:

*In my university, there were different co-curricular sessions in which they taught us how to write a CV, how to perform in interviews and the tricky question of what type of response I should respond. Similarly, in our teaching practicum, we were taught different other managerial and educational duties at the school and college levels. Before any job fair, they prepare us for the final year of the practical world. (Vice Principal of a Private School)*

Employers also recommended that new graduate teachers should equip themselves with online tests and aptitude tests, which are increasingly used by employers to measure their skills and competencies. They also suggested that new graduate teachers should interact with professional teachers and teacher training programs, which would give them a chance to communicate with people of similar interests, understand the employers’ needs in their fields, and get aware of employment opportunities in their field. Moreover, employers suggested that teacher education institutions should exhibit some role model teachers or administrators to new graduate teachers so that they could learn from their experiences and challenges.

#### ***Revise teacher education curriculum***

Another suggestion by employers is to revise and update the curriculum of teacher education programs to align with the new demands of the education sector and the market. Employers suggested that curriculum design should involve examining the current curriculum to identify the gaps and weaknesses in new graduate teachers’ skills and then address those gaps and rectify the faults in the curriculum. They also suggested that employability skills should be integrated throughout the whole program rather than as a separate or optional component. For example, one human resource director observed: “The programs and curricula of teacher education institutions must include an essential component of transferable abilities, knowledge, and attitudes that have been acquired via prior job experiences.” (HR Director of a Private School).

Employers also suggested that teacher education institutions should establish stronger links between theory and practice and provide more opportunities for new graduate teachers to apply their learning in authentic settings. They also suggested that teacher education institutions should involve employers and practitioners in the curriculum design and delivery, as well as in the supervision and assessment of new graduate teachers. For example, one principal commented: “Universities and businesses should work together more closely. Employers should give comments and support to new graduate teachers during their internships, and universities should invite practitioners to teach certain courses or workshops (Principal of a Private School).

#### ***Promote pro-activeness among new graduate teachers***

Employers’ third suggestion was to instil in new graduate teachers a spirit of initiative. Employers advise new graduating teachers to take greater initiative and responsibility for their own learning and professional growth. They should strive to develop their skills and competencies by engaging in activities such as self-study, online courses, extracurricular activities, volunteer work, and so on. They should also be more adaptive to various settings and places, as well as eager to learn from their errors and obstacles. One senior principal, for example, stated: “Pro-activity in the classroom is a must for new teachers. It is pointless to sit

*around and wait for instructions. To grow and develop, they need to actively seek out educational opportunities”* (Principal of a Private School).

## **DISCUSSION**

This section discusses findings from the semi-structured interviews with twelve secondary school employers from the public and private sectors in Lahore. Two primary themes emerged: the gap between theoretical understanding and real-world performance and institutional recommendations for new graduate teachers' employability skills. The first theme is the difference between theoretical understanding and real-world performance, which is consistent with earlier research that found a discrepancy between new graduate teachers' academic knowledge and abilities and professional expectations (Kim et al., 2019; Martinez, 2022). New graduate teachers lack transferrable abilities, which are necessary for 21st-century education (Kim et al., 2019; Martinez, 2022). The discussion will compare the results to the literature and make teacher education policy and practice suggestions.

Employers complain that new graduate teachers lack transferrable skills. These skills include using technology effectively and communicating through writing and speaking. Graduates need communication skills to work with co-workers, students, parents, and superiors. They also think new graduate teachers' communication skills should be reflected in their degrees. Teacher education programmes may not provide new graduate teachers adequate chances to practice and enhance their communication abilities in varied circumstances.

Employers also perceive that many new graduate teachers have excessive expectations about their career prospects and growth and are unwilling to start at the bottom and work their way up or embrace the obstacles and difficulties of their vocation. Studies have shown that new graduate teachers' expectations and reality differ (Fung, 2016; Ravhuhali et al., 2020). New graduate teachers may be unprepared for the transfer from university to school due to a mistaken view of teaching. Employers want new graduate teachers with great communication and transferrable skills, including attention to detail and communication. Employers want new graduate teachers with great communication and transferrable skills, including attention to detail and communication.

The second theme that emerged from the findings is the suggestions that employers have for improving new graduate teachers' employability skills at the institutional level. These suggestions are categorised into three sub-themes: students' exposure, curriculum design, and pro-activeness. Students' exposure is the most frequently mentioned suggestion, suggesting that teacher education institutions should provide more opportunities for new graduate teachers to gain practical experience and knowledge through teaching practicums or managerial internships. This is in line with previous research studies (Hunter-Johnson et al., 2021; Nyanjom et al., 2020). Authentic and experiential learning opportunities can help new graduate teachers bridge the gap between theory and practice, develop their transferable and communication skills, and adjust their expectations and attitudes towards the teaching profession. Employers suggest that new graduate teachers should equip themselves with online tests and aptitude tests, interact with professional teachers and teacher training programs, and interact with role model teachers or administrators. The literature emphasises the importance of self-directed learning, networking, and mentoring for new graduate teachers' employability (Jollands et al., 2015; Kovalchuck & Vorotnykova, 2017; Morcom & MacCallum, 2018; Omechevarria, 2019).

## **CONCLUSION**

This study investigated employers' views on new graduate teachers' employability skills, intending to improve support for new graduate teachers' institutional employability skills. The study interviewed twelve secondary school administrators in Lahore. Themes were extracted from interview data utilising hermeneutic phenomenological analysis.

This study revealed that employers struggle with fresh graduate new graduate teachers' mismatch between theoretical comprehension and real-world performance, lack of transferrable and communication skills, and unrealistic expectations. The study also revealed that employers recommend enhancing student exposure, modifying and updating teacher education curricula, and encouraging new graduate teachers to be proactive.

This research study provides a thorough and nuanced understanding of employers' perspectives on human experiences, adding to the literature on teacher education and employability skills. The study's limitations include a limited sample size, a single city emphasis, and self-reported data. It is advised to extend the study to include new graduate teachers, teacher educators, and policymakers, triangulating data using mixed techniques and tracking new graduate teachers' employability skills over time.

## REFERENCES

- Andrews, J., & Higson, H. (2008). Graduate employability, ‘soft skills’ versus ‘hard’ business knowledge: A European study. *Higher Education in Europe*, 33(4), 411-422. <https://doi.org/10.1080/03797720802522627>
- Bamrungsin, P., & Khampirat, B. (2022). Improving professional skills of pre-service teachers using online training: applying work-integrated learning approaches through a quasi-experimental study. *Sustainability*, 14(7), 4362. <https://www.mdpi.com/2071-1050/14/7/4362>
- Behle, H. (2020). Students’ and graduates’ employability. A framework to classify and measure employability gain. *Policy Reviews in Higher Education*, 4(1), 105-130. <https://doi.org/10.1080/23322969.2020.1712662>
- Beitin, B. K. (2012). Interview and sampling. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The SAGE handbook of interview research: The complexity of the craft* (pp. 243-254). Sage.
- Bridgstock, R., & Jackson, D. (2019). Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters. *Journal of Higher Education Policy and Management*, 41, 1-17. <https://doi.org/10.1080/1360080X.2019.1646378>
- Brinkmann, S. (2013). *Qualitative interviewing*. Oxford University Press.
- Brinkmann, S., & Kvale, S. (2018). *Doing interviews* (2nd ed.). Sage.
- Candela, A. G. (2019). Exploring the function of member checking. *The Qualitative Report*, 24(3), 619-628.
- Cheng, M., Adekola, O., Albia, J., & Cai, S. (2022). Employability in higher education: a review of key stakeholders’ perspectives. *Higher Education Evaluation and Development*, 16(1), 16-31. <https://doi.org/10.1108/HEED-03-2021-0025>
- Fajaryati, N., Budiyo, Akhyar, M., & Wiranto. (2020). The Employability Skills Needed To Face the Demands of Work in the Future: Systematic Literature Reviews. *Open Engineering*, 10(1), 595-603. <https://doi.org/doi:10.1515/eng-2020-0072>
- Fujii, L. A. (2017). *Interviewing in social science research: A relational approach*. Routledge.
- Fung, D. (2016). Expectations versus reality: the case of Liberal Studies in Hong Kong’s new senior secondary reforms. *Compare: A Journal of Comparative and International Education*, 46, 624 - 644.
- Harvey, L. (2001). Defining and measuring employability. *Quality in higher education*, 7(2), 97-109.
- Hassock, L., & Hill, C. (2022). Employability and Employment: The Role of Higher Education in a Rapidly Changing World. In B. Ng (Ed.), *Higher Education and Job Employability* (pp. 155-178). Springer International Publishing. [https://doi.org/10.1007/978-3-031-05716-8\\_8](https://doi.org/10.1007/978-3-031-05716-8_8)
- Hunter-Johnson, Y. O., Newton, N., Gardiner-Farquharson, B., Munnings, J., Bandelier, N., Butler, F., . . . Edgecombe, R. (2021). Challenges and support for pre-service teachers’ virtual teaching and practicums: implications for Bahamian educational systems. *International Journal of Bahamian Studies*. DOI: <https://doi.org/10.15362/ijbs.v27i0.433>
- ILO. (2018). *Approaches to anticipating skills for the future of work*. [https://www.ilo.org/wcmsp5/groups/public/—dgreports/—inst/documents/publication/wcms\\_646143.pdf](https://www.ilo.org/wcmsp5/groups/public/—dgreports/—inst/documents/publication/wcms_646143.pdf)
- Jollands, M., Pocknee, C., Clarke, B., Grando, D., Hamilton, M., Smith, J. V., . . . Burton, L. J. (2015). Developing graduate employability through partnerships with industry and professional associations. [https://ltr.edu.au/resources/SP13\\_3256\\_Jollands\\_Report\\_2015.pdf](https://ltr.edu.au/resources/SP13_3256_Jollands_Report_2015.pdf)
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99-117. <https://doi.org/10.1177/1745499919829214>
- Kovalchuck, V., & Vorotnykova, I. (2017). E-Coaching, E-Mentoring for Lifelong Professional Development of Teachers within the System of Post-Graduate Pedagogical Education. *The Turkish Online Journal of Distance Education*, 18, 214-227.
- Langdridge, D. (2007). *Phenomenological psychology: Theory, research and method*. Pearson
- Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education*, 9(1), 2024936. <https://doi.org/10.1080/2331186X.2021.2024936>
- Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62(3), 279-301.
- Miles, M., Huberman, M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage.

- Morcom, V., & MacCallum, J. (2018). Mentoring experienced teachers: A cultural historical perspective. Retrieved from <https://researchportal.murdoch.edu.au/esploro/outputs/conferencePaper/Mentoring-experienced-teachers-A-cultural-historical/991005545270907891>
- Morrison, K. R. (2009). *Causation in educational research*. Routledge.
- Nyanjom, J., Goh, E., & Yang, E. C. L. (2020). Integrating authentic assessment tasks in work integrated learning hospitality internships. *Journal of Vocational Education & Training*, 75, 300 - 322.
- Omechevarria, M. (2019). Graduate students' perspectives of the benefits and barriers to mentoring preservice teachers. Retrieved from <https://digitalcommons.unf.edu/etd/865/>
- Ravhuhali, F., Lavhelani, P. N., Mudzielwana, N. P., Mulovhedzi, S. A., & Nendauni, L. (2020). Expectations vs reality: Investigating teaching practice challenges of foundation phase student teachers in a comprehensive university. *Gender and behaviour*, 18, 15027-15044.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). *Qualitative research practice: A guide for social science students and researchers* (2nd ed.). Sage.
- Ritchie, J., & Spencer, L. (1994). Qualitative data analysis for applied policy research. In A. Bryman & B. Burgess (Eds.), *Analysing qualitative data* (pp. 173-194). Routledge.
- Roulston, K., & Choi, M. (2018). Qualitative interviews. In U. Flick (Ed.), *The SAGE handbook of qualitative data collection* (pp. 233-249). Sage.
- Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). Teachers College Press.
- Spencer, L., Ritchie, J., & O'Connor, W. (2003). Analysis: practices, principles and processes. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 199-219). Sage Publications Ltd.
- Suleman, F. (2018). The employability skills of higher education graduates: insights into conceptual frameworks and methodological options. *Higher Education*, 76(2), 263-278. <https://doi.org/10.1007/s10734-017-0207-0>
- Taylor, S. J., Bogdan, R., & DeVault, M. (2016). In-depth interviewing. In *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). John Wiley and Sons.
- Times Higher Education. (2022). (Global employability university rankings 2022. <https://www.timeshighereducation.com/press-releases/global-employability-university-rankings-2022>
- Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education + Training*, 59(4), 338-352. <https://doi.org/10.1108/ET-05-2016-0090>
- Vagle, M. D. (2018). *Crafting phenomenological research*. Routledge.
- Valtonen, T., Hoang, N., Sointu, E., Näykki, P., Virtanen, A., Pöysä-Tarhonen, J., . . . Kukkonen, J. (2021). How pre-service teachers perceive their 21st-century skills and dispositions: A longitudinal perspective. *Computers in human behavior*, 116, 106643. <https://doi.org/https://doi.org/10.1016/j.chb.2020.106643>
- World Economic Forum. (2020). *Here's what drives job satisfaction as per a new research*. <https://www.weforum.org/agenda/2020/12/what-drives-job-satisfaction-research/>
- Yorke, M., & Knight, P. (2003). *The undergraduate curriculum and employability*. LTSN Generic Centre.