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RESEARCH ARTICLE

Employability attributes and career readiness of pre-service business educators in public universities in Ogun State

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Abstract: The contemporary workforce is distinguished by its adaptable careers, which enable employees to work in a variety of organizations and pursue a variety of occupations over the course of their careers. Hence, Business education in the 21st century needs to develop learners' innovation skills. The study examined the employability attributes and career readiness of pre-service Business Educators in public universities in Ogun State. The study adopted the descriptive survey design. Six hundred and five (605) Business Education students who were in their finals in public universities in Ogun State participated in the study (191 from Olabisi Onabanjo University, Ago-Iwoye and 414 from Tai-Solarin Federal University of Education, Ijagun). Career Readiness Questionnaire (CRQ) and Employability Attributes Questionnaire (EAQ) were used as instrument for the study. Descriptive Statistics and Regression analysis were used for data analysis at 0.05 level of significance. Finding revealed that there was a modest significant influence of employability attributes on career readiness of pre-service Business Educators ($R = .201$; $R^2 = 0.040$; R^2 (Adjusted) = 0.039; $F(1, 604) = 25.264$; $p < .05$). This indicated a modest practical influence despite statistical significance. Based on this conclusion, students should be mandated to take up courses that will not only expose them to employability attributes needed in work environment but adequately equip them so as to be career ready. This will predispose them to creating jobs peradventure they could not secure a white-collar job upon graduation.

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1. Introduction

The present workforce features adaptable careers where employees are likely to engage with multiple organizations and experience different job roles throughout their careers. The present workforce is defined by adaptable careers where employees are inclined to engage with multiple organizations and experience different job roles throughout their careers. Therefore, a career should now be situated within the framework of a more adaptable work life. The foundation of knowledge underlying various careers has expanded and necessitates that higher education interact with it continually as part of lifelong learning (Skilbeck & Connell, 2018). In the 21st century, business education must enhance students' innovation abilities so they can foster creativity in their careers and achieve success in the future. An innovative teacher is thought to be one who is eager to investigate current and varied methods and techniques in teaching to maintain students' interest and motivation, improve their progress, and enrich the students' learning experience. Educators, who are crucial in developing students into well-rounded individuals both physically, mentally, and intellectually, should be supported in their entrepreneurial skills as they prepare to become teachers (Bellanca, 2017).

The consequence of the shift in careers is that it's insufficient for graduates to merely hold a solid degree; they must also demonstrate the abilities and qualities necessary to compete and work together in an ever-evolving knowledge economy and labour market. One avenue for helping individuals sustain themselves and generate income is via entrepreneurship (Botsaris & Vamvaka, 2016). To clarify, Roy (2020) argued that the heightened risk and uncertainty in job prospects, along with the "new entrant defect" associated with startups, contrasted with the swift advancement of economic change, knowledge-based economy, and large-scale data, which has sped up the transition in the entrepreneurial environment from fairly stable and structured to highly fluid and complex. This circumstance also complicates the survival and growth of new businesses. In these situations, pre-service teachers must be career prepared to thrive in the challenging and evolving external landscape and address their shortcomings. The career readiness of pre-service teachers refers to how prepared a teacher is to take on responsibility for the educational progress of their students and their ability to adjust to their school environment (Churchward & Willis, 2019). Being career ready encompasses a complex idea with four interconnected areas: teacher expertise, practical experience, attitudes, and educational environment. According to Larsen (2017), Collaborative and collective professional learning in promoting and sustaining classroom preparedness enables pre-service teachers to develop their identity as professional learners. This process, rooted in collaborative, reflective practices that utilize experiences from both school and university settings, is essential for achieving classroom readiness.

According to Austin et al. (2020), the preparedness of students for their careers is influenced by the existing job market, which encompasses the need for advanced educational services and the availability of competent individuals fit for those roles. Career readiness is an educational approach aimed at equipping young individuals with the academic, technical, and job-related skills and knowledge required to pursue higher education and enter a career path prepared for ongoing learning. Aspirations for students' careers often evolve during their degree program as they acquire experience. Hudson and Hudson (2021) noted that a pre-service teacher prepared for a career must receive educational assistance,

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encompassing behaviour management, which is one of four components that enable a teacher to be successful in this environment. The last three constructs include the self - a sense of belonging and connection; the school's understanding of systems and procedures; and community - a recognition of the school's role within the larger community**.** These wider notions of classroom readiness align with earlier discussions regarding the relationship between theory and practice (Jenset et al., 2017). Mastering the craft of teaching represents the greatest manifestation of students' educational potential. Nonetheless, acquiring the ability to excel in learning is challenging; it necessitates that university students engage in organized, consistent, and rigorous training exercises while enhancing their skills in various areas to secure employment. Employability has emerged as a key concern for both graduates and employers in Nigeria, as several universities grapple with the idea of nurturing informed and solution-oriented graduates who are prepared for the workforce (Abdulhamid, 2013). The primary aim of education is to assist students in gaining the knowledge and abilities necessary to continue learning throughout their lives in an ever-evolving world. Therefore, the application of twenty-first century skills can occur due to the groundwork established in schools. According to Admiraal et al. (2017), educators should strive to equip themselves and their students with the competencies to adapt to this change.

Accelerated globalization, technological advancements, and market demands have led to substantial shifts in the character and structure of work and employment. This has led to a higher rate of changes among jobs, companies, and roles than ever before (Rudolph et al., 2017). University graduates are presently facing significant pressure to secure employment because of the sluggish recovery of the global economy and the continuing decline in the labour market, and graduates frequently need an extended time to locate a suitable job. In this current knowledge-driven economy, where limited skills lead to low wages, numerous disadvantaged individuals encounter tough challenges in earning enough to sustain themselves and their families. Companies also face difficulties when employees lack skills. As the current economic downturn began, numerous sectors, such as healthcare, manufacturing, logistics, and energy, encountered significant workforce shortages: They struggled to fill various positions that demanded particular technical expertise. Ejiwale (2014) claims that employers are indicating that new graduates are not employable due to their deficiency in the necessary skills for the position. As a result of this transition, it is not enough for graduates to simply possess a strong degree; they must also show the abilities and attributes required to engage and work together in a rapidly changing knowledge economy and environment (Newton, 2015). Enhancing employability skills in tertiary education has consistently been a matter of significant concern, as the necessity for these skills among graduates is crucial to meet the job demands of today's industries job expectations.

According to Moore and Morton (2017), the extent of development and cultivated abilities that prepare pre-service educators for employment in the curriculum is referred to as the employability level. Employers are progressively seeking educators who possess job skills like communication, teamwork, and problem-solving. These traits or employability characteristics, referred to as soft skills or intangible assets, are frequently challenging to genuinely reproduce in a contrived classroom setting. The soft skills refer to the abilities that foster professional relationships and effective work habits, contributing to productive outcomes. Nonetheless, as noted, the professional sector seeks graduates who possess the abilities to commence their careers assured and competent in task-focused activities. In other terms, graduates possessing a skill set that identifies them as prepared for work. This employment-focused method endorses the idea of education that restricts its application to the cognitive level of scholarly ability and emphasizes practical and functional skills. Indeed, because of the competitive environment, industries are acknowledging the essential importance of enhanced modern professional skills, knowledge, and abilities of graduates; this has consequently led to a significant effect on the job readiness rate of Business Education graduates. In this regard, substantial evidence showed a notable disparity between numerous skills cultivated at the university and the demands of contemporary industry. Employability attributes are the necessary skills needed for success in this 21st century and these focuses on personal qualities, attitudes and behaviours that builds one's ability and initiatives effectively in a workplace (Bhatti et al., 2022; Suarta et al., 2024), that is why Soundararajan et al., (2020) describes it as a set of essential proficiencies that makes an employees to efficiently achieve beyond routine task.

Employability is frequently the most desired quality by industry supervisors, particularly where problem-solving abilities hold the greatest significance. Effective verbal communication skills are also of great significance. On one hand, supervisors seek attributes such as problem-solving abilities, initiative, adaptability, and comprehension abilities, while teachers concentrate on team-building capabilities and expertise in the subjects. As stated by Smith and Bath (2024), the key skills include motivation, organization, and team management. Attributes such as leadership, interpersonal abilities, adaptability, essential life skills, and determination should also be valued. To progress in a career, skills such as obtaining new job-related abilities and embracing technological advancements are crucial. Some of these attributes are team building, career adaptability, leadership, critical thinking, problem-solving, negotiation and communication skills (Dewanto & Pritasari, 2023). Due to the increasing unemployment rate of university graduates, the job market's conditions have compelled some to take on less-desired job roles. There are growing worries that these students are unready for their professions. The consequence of the shift in careers is that having a good degree is insufficient for students; they must also acquire the abilities and attributes essential for collaborating and succeeding in a changing knowledge economy and job market. Many pre-service teachers nowadays are not effective, qualified and devoted to their future career. This could be because of the level of their employability attributes (teaching expertise and understanding) that direct the professional growth of educators when they lack commitment and devotion to their work. This is regarded as an essential element of the teaching profession concerning identifying effective teaching methods and revealing learning tasks with defined objectives.

The key method for preparing pre-service teachers for their teaching roles is to implement a robust and effectively structured teacher training programme. Throughout the teacher training process that necessitates preparation, the pre-service teachers find it hard to master basic learning, pedagogy, evaluation of subjects etc. Many of them trivialises the basic aspect and behave nonchalantly. This has called for a thorough reform if pre-service teachers must be career ready in this current model of education in order to bolster the amount and type of preparation to become effective educators, work in interdisciplinary teams and effectively problem-solving. Several studies (Dalangin, 2023; Dambo & Nwauzor, 2023; Onu et al., 2025; Zixuan, et. al. 2025 & Hong, 2026) by their findings still stressed the necessity to assess the skills gaps of pre-service business teachers in terms of employability attributes and job readiness to ascertain their relevance even in the teaching industry. This is the gap which this study intended to fill. Hence, the researcher examine employability attributes and career readiness of pre-service Business Educators in public universities in Ogun State.

1.1 Research Objectives

The objective of the research was to investigate the employability attributes and career readiness of pre-service Business Educators in public universities in Ogun State. The specific objectives were:

i. to identify the employability attributes needed by pre-service Business Educators in public universities,
ii. to examine the significant influence of employability attributes on career readiness of pre-service Business Educators in public universities,

1.2 Research Questions

Two research questions were considered relevant for this study:

i. What are the employability attributes needed by pre-service Business Educators in public universities?
ii. Is there any significant influence of employability attributes on career readiness of pre-service Business Educators in public universities?

2. Literature Review

2.1 Theoretical Framework

This research focuses on the Human Capital Theory, primarily formulated by economist Gary Becker in 1962. Human capital is defined as an investment in "the skills and traits of individuals that enhance their productivity" (Gary Becker's Concept, 2017). Although numerous elements can affect an individual's productivity, a person's knowledge is generally regarded as the most significant. Becker (1993) stated that education and training constitute essential investments in human capital, whereas van Loo and Rocco (2006) remarked that human capital represented an investment in education and abilities. Human capital is divided into two categories: specific and general. Specific human capital denotes expertise that is directly linked to a specific job and cannot be transferred from one career to another (Gary Becker's Concept, 2017). Consequently, employers are generally open to training employees in this knowledge to enhance their productivity. Nevertheless, general human capital is vaguer and can frequently be acquired and utilized in various locations, experiences, and sectors. Therefore, numerous employers anticipate that new employees will actively demonstrate human capital skills, viewing the training of these skills while working as a misallocation of time, effort, and resources.

The workforce readiness skills examined in this study can be regarded as general human capital, since they can be acquired through various avenues and utilized in numerous ways. By recognizing how secondary and postsecondary education can enhance human capital by providing crucial knowledge and abilities, it becomes possible to cultivate a skilled workforce that is not only more attractive and beneficial to employers (Paranto & Kelkar, 2000), but also more capable of addressing the challenges encountered in daily life. Along with the Human Capital Theory, the Employability Skills Framework established by the Office of Career, Technical, and Adult Education within the United States Department of Education was also utilized to supply a theoretical foundation for this research. The framework categorizes skills into three types: applied knowledge, effective relationships, and workplace abilities. Applied knowledge is described as the careful combination of academic understanding and technical abilities, utilized practically in a work environment.

This category includes students applying reading, writing, math, and science concepts to comprehend their environment and become effective workers and citizens. It also encompasses the use of critical thinking and decision-making abilities in organizational, analytical, and issue-resolution tasks. Successful relationships rely on employing a mix of interpersonal abilities and personal traits to foster favorable and cooperative comprehension among employees, employers, and clients (Alic, 2018). Interpersonal abilities emphasize ideas like communication, collaboration, mindset, and drive, while personal traits encompass professionalism, accountability, adaptability, and honesty. Awareness of one's own and others' needs and feelings, along with comprehension of cultural variances, fits into this category. Workplace skills refer to the capabilities needed by employees to effectively complete work-related tasks (Alic, 2018).

This category encompasses a diverse array of skills, such as time and resource management, effective communication in various formats, and the ability to identify and comprehend how systems work and function. This category encompasses the execution and utilization of new techniques and technologies. The importance of this theory lies in its ability to clarify how education can aid in career progression and the generation of wider social and economic benefits. The theory identifies the intended result of education as economic worth. It demonstrated that investing in human capital within an organization is essential for recognizing capable employees who exhibit exceptional skills in business activities.

2.2 Career Readiness

Abston and Soter (2020) defined a career as a series of achievements and exhibitions of vital skills that generally equip students for a smooth entry into the job market. In other words, a career includes helping individuals enhance their employment opportunities and covers the relationships and impacts between job positions and wider life roles. While suggested that readiness for teaching can be described as the sensation of being prepared for the role, taking into account all factors and elements that influenced that sensation during pre-service training (Strakova, 2020). According to Villares and Brigman (2018), "career-readiness" is characterized as the skills, knowledge, or experiences (cognitive, academic, work, and social) that allow an individual to successfully transition from school to the work environment that create a career path that is feasible in today's environment.

2.3 Employability Attributes

According to Bhatti et al. (2022) and Onu et al. (2025), employability attributes are critical for ensuring that people can meet the requirements of their professions, collaborate well with others, and demonstrate dependability and initiative in the workplace. Adeogun et al. (2023) describe employability skills as the abilities and demeanors that fresh graduates develop in order to be employable in their sector and remain employed. Leadership, communication, problem-solving, time management, and personal management are some of the skill sets required. This shows that in the job market, employability skills are critical. Employability skills are the key abilities and characteristics that people need to succeed in the workplace. These abilities extend beyond academic credentials and technical knowledge, focusing on personal characteristics, attitudes, and behaviors that improve an individual's ability to perform effectively in a professional setting (Suarta et al., 2024, as quoted in Onu et al., 2025). Employability skills, including teamwork, communication, problem-solving, flexibility, and technical abilities, are essential for raising the income levels of Nigerian graduates since they have a direct impact on job preparedness and performance at work (Onu et al., 25). These abilities enable graduates to meet employer expectations, acquire higher-paying jobs, and contribute to organizational growth, especially in a competitive labor market with high unemployment and economic uncertainty (Akanmu & Adebayo, 2021). Employers place a high value on employability skills since they promote smooth job performance and contribute to overall productivity and success at work. Students with these skills are better able to negotiate the challenges of the modern workplace and adjust to changing situations (Olowookere & Eregbeka, 2024). Skills acquisition among Business Education students will be aided if teachers consistently use practical methods of instruction that allow students to concretize what they learn and apply it in real-world situations (Adeogun et al., 2023).

2.4 Empirical Review

Dambo and Nwauzor (2023) examined Business Education Skills and Employment Generation in Universities in Rivers State. The study revealed that planning skills, decision making skills, negotiation skills, the ability to control business, human relation skills and accounts recording skills were possessed by Business Education graduates for employment generation to a moderate extent. Onu et. al. (2025) investigated the influence of employability skills on employee income levels in selected universities in South-West Nigeria. The study found that employability skills have significant effect on employee income levels in selected universities in South-West Nigeria. Dalangin (2023) also examined the graduate attributes, workplace readiness, and students' employability as the basis in conceptualizing a career development plan. Findings revealed that the students had high level of strong employability attributes (knowledge of labour market expectation) and work readiness, an increase in the level of employability attributes transmitted an increase in their level of workplace readiness. Significant relationship also existed between the employability attributes and workplace readiness. Zixuan et. al. (2025) investigated the relationship between employability skills and career adaptability among Technical and Vocational Education and Training (TVET) students in China. Findings of this study confirmed high levels of employability attributes among TVET students. Furthermore, the relationship between employability skills and career adaptability established a positive correlation. Hong (2026) examine the influence of employability skills on career success of vocational students. The results revealed that employability skills development expressively envisage the perceived career success of the students in vocational schools. The increase in employability attributes revealed more job mobility.

3. Research Methods

The study is a quantitative research that adopted the descriptive survey design. This approach was deemed suitable for the study because it facilitated the understanding of attitudes, past behaviour patterns, held opinions, and ongoing processes. Career Readiness Questionnaire and Employability Attributes Questionnaire were used to elicit responses from the respondents. The description of the instrument are as follows:

3.1 Career Readiness Questionnaire

The career readiness questionnaire was adopted from Marciniak et al. (2021). The survey evaluates 12 unique dimensions of career readiness (i.e., job skills, understanding of the labour market, interpersonal skills, engagement in career activities, confidence in career choices, clarity about career paths, social backing from educational institutions, family, and peers, networking opportunities, exploration of careers, and self-discovery). It was a 4-point Likert scale questionnaire with 34 items. Elevated scores on the scale suggest that the person is more likely to exhibit greater career readiness. Cronbach's alpha for the questionnaire (career readiness) demonstrated internal structure by high, averaged standardized factor loadings of 0.89, confirming that the instrument was robust and suitable for the study.

3.2 Employability Attributes Questionnaire

The employability attributes questionnaire, created by Ngoo et al. (2015), was adopted for this research. The survey was divided into: communication abilities, critical reasoning and problem-solving abilities, entrepreneurial skills, ethical and professional moral skills, leadership abilities, collaboration, lifelong management, and information skills. The survey featured 33 items evaluated on a 4-point Likert scale. The Cronbach's Alpha coefficient for this scale was found to be 0.823. The answers to these surveys varied from Strongly Agree (SA) to Strongly Disagree (SD). The researchers went physically or directly to distribute the questionnaires to the chosen pre-service Business Educators. The researchers clarified the study's aim and requested their assistance to fulfill the study's goal. The participants were requested to complete the instrument on their own prior to submitting it.

The study population comprised all the six hundred and eleven (611) pre-service Business Educators who were in their finals in Ogun State-owned universities. This consisted of one hundred and ninety-one (191) Business Education students in Olabisi Onabanjo University, Ago-Iwoye and four hundred twenty (420) Business Education students at Tai-Solarin Federal University of Education, Ijagun, to give a sum of six hundred and eleven (611) Business Education students in Ogun State universities. A sample of six hundred and eleven (611) pre-service Business Education teachers was selected from the two tertiary institutions in Ogun States. Total enumeration technique was used to select the pre-service Business Educators since the population was small, so as to ensure accurate capture of responses from the respondents. Out of the 611 respondents selected for the study, six hundred and five (605) respondents filled and submitted for the study. This was carried out for a duration of two weeks. The statistical analyses that was used for answering the research question one was the Descriptive Statistics Mean and Standard Deviation), Regression analysis was used to answer research question two at 0.05 level of significance.

4. Results And Discussion

4.1 Research Question One

What are the employability attributes needed by pre-service Business Educators in public universities in Ogun State? Table 1 showed the level of employability attributes needed by pre-service Business Educators in public universities. The criterion mean of 2.5 was used to the degree of consensus among the respondents. Means obtained below the criterion means were taken as low while items above the criterion means were taken as high level of employability attributes needed by pre-service Business Educators. The result showed that all the thirty-three (33) representing 100% of the total items were rated high (above the criterion mean) ranging from 3.06 to 3.66 mean score. Item 5 (Skill in negotiating) and item 25 (Team building) were highly rated as the most potent employability attributes with mean score of 3.66, followed by item 28 (Capacity to embrace new concepts) with a mean score of 3.60. The Table also showed a grand mean of 3.32 and a standard deviation of 0.64 which is above the criterion of 2.5. This implied that there is high level of employability attributes of the pre-service Business Educators in public universities in Ogun State. This could be due to the entrepreneurial education received by the final year students. The employability attributes needed by pre-service Business Educators in public universities include: the capacity to negotiate, teambuilding and collaboration, enhance personal communication abilities, demonstrate effective listening skills and respond appropriately, assess business proposals, concentrate fully on assigned tasks, draw conclusions based on credible evidence, seek and organize pertinent information from diverse sources, contribute to team development and collaboration, oversee team members, acquire and manage relevant information from various sources, embrace new ideas and be open to self-directed learning, nurture a curious mindset, and possess a strong desire for knowledge and education.

The supremacy of soft skills in negotiating and team building showed that these relational and collaborative skills are paramount in the training of business educators. Having a high perception of the needs of these skills revealed that they are aware of the shift from technical knowledge to interpersonal efficacy which are important for the 21st century business teachers and entrepreneurs. This findings exposed the need to bridge the gap between theoretical pedagogical theories and economic realities. The implantation of employability attributes in pre-service business teachers before graduation will foster innovative ideas that can make them to be self-reliance. The findings of this study is in assonance with Zixuan et. al. (2025) who confirmed high levels of employability attributes among TVET students. Dalangin (2023) also confirmed that the students had high level of strong employability attributes as a result of their knowledge of labour market expectation and this would invariably cause an increase in their level of workplace readiness. This finding aligns with Smith and Bath (2024), highlighting that the key skills are motivation, organization, and team management. Attributes such as leadership, social skills, adaptability, life skills, and determination should also be prioritized. To progress in one’s career, developing new professional skills and embracing technological advancements are crucial. This finding was corroborated by Umeh and Iyoha (2023) that business education graduates require global employability skills to be competitive in the worldwide job market. Dambo and Nwauzor (2023) further supported this by stating that Business Education graduates had skills in Business management, Personal entrepreneurial abilities, Technical skills, and Computer appreciation, which are essential for generating employment.

Table 1.

Employability attributes needed by pre-service business educators

S/N	Statements	Mean	SD	Remarks
1.	Capacity to communicate concepts effectively with assurance, in both written and spoken formats.	3.25	0.94	Agreed
2.	Capability to demonstrate effective listening skills and provide feedback.	3.59	0.49	Agreed
3.	Skill to deliver presentations effectively and confidently, tailored to the audience's level.	3.52	0.62	Agreed
4.	Capability to utilize technology in presentations	3.59	0.62	Agreed
5.	Skill in negotiating and achieving agreement	3.66	0.47	Agreed
6.	Capacity to interact with individuals from various cultural backgrounds.	3.52	0.49	Agreed
7.	Capacity to enhance personal communication abilities	3.59	0.49	Agreed
8.	Capability to utilize non-verbal skills	3.19	0.91	Agreed
9.	Skill in recognizing and assessing issues within a complicated scenario and providing a reasoned judgment.	3.06	1.00	Agreed
10.	Capacity to enhance and develop one's cognitive abilities to articulate, dissect, and assess a dialogue.	3.39	0.80	Agreed
11.	Capacity to discover concepts and different solutions	3.19	1.10	Agreed
12.	Capacity for innovative thinking	3.39	0.48	Agreed
13.	Capacity to persist and focus completely on the assigned task.	3.52	0.62	Agreed
14.	Capability to draw conclusions from credible evidence.	3.52	0.62	Agreed
15.	The capacity to comprehend and adjust to the new workplace culture and community	3.26	0.67	Agreed
16.	Ability to identify business opportunities	3.39	0.80	Agreed
17.	Ability to estimate business plan	3.58	0.71	Agreed
18.	Capacity to generate, investigate, and look for business and employment opportunities	3.19	0.91	Agreed
19.	Ability to self-employed	3.13	0.62	Agreed
20.	Capacity to comprehend how economic, environmental, and sociocultural elements impact professional practice	3.33	0.59	Agreed
21.	Capacity for decision-making and analysis in addressing ethical dilemmas	3.32	0.69	Agreed
22.	Capacity to act morally and with a sense of obligation to society	3.33	0.46	Agreed
23.	The capacity to oversee a project	3.52	0.62	Agreed
24.	Ability to recognize and behave similarly as a group leader and a group member	3.58	0.62	Agreed
25.	Ability to contribute to teambuilding and work	3.66	0.47	Agreed
26.	Ability to supervise team members	3.46	0.49	Agreed
27.	Capability to find and organize pertinent information from different sources.	3.58	0.62	Agreed
28.	Capacity to embrace new concepts and ability for self-education	3.60	0.48	Agreed
29.	Capability to foster a curious mindset and a desire for knowledge and education.	3.52	0.49	Agreed
30.	Capability to foster positive connections and engage well with others while collaborating effectively to accomplish shared objectives.	3.59	0.49	Agreed
31.	Ability to understand and switch between the roles of the group leader and a team member.	3.20	0.65	Agreed
32.	The capacity to identify and honor the attitudes, actions, and beliefs of others.	3.33	0.60	Agreed
33.	Capacity to assist in the planning and to organize the group activities.	3.39	0.71	Agreed
	Total	3.32	0.64	Agreed

4.2 Research Question Two

Is there any significant influence of employability attributes on career readiness of pre-service Business Educators in public universities?

The results in Table 2 indicated that with the predictor variable (employability attributes) entered into the regression model at once, there was a significant contribution to career readiness of pre-service Business Educators in public universities ($R = .201$; $R^2 = .040$; Adj $R^2 = .039$; $F_{(1, 604)} = 25.264$; $p < .05$). This showed that the predictor variable accounted for just 4% (modest practical strength) of the variance in the career readiness of pre-service Business Educators in public universities. This result has revealed that the independent variable (employability attributes) had a modest significant influence on career readiness of pre-service Business Educators in public universities. Examining this findings,

it might looks illogical since the pre-service business educators possess a high employability attributes which accounted for just 4% of their career readiness, this implies that 96% of the variance is probably accounted for by other factors not examined by this study. It also showed that possessing a high employability attributes is different from being ready to use or enter the career world. This revealed that "attributes" may not automatically translate into "application". One may have an excellent employability attributes but may still feel unready to experience rigors of a bureaucratic setting or any competitive business organisation.

Table 2

Model summary of employability attributes and career readiness of pre-service business educators

Group	B	Beta	T	Sig.
Constant	19.647		43.097	.000
	.612	.201	5.026	.000
Employability Status	R= .201	R^2 = .040	R^2 $_{(adj)}$ = .039	
Model Summary	F = 25.264	P< .005		

This showed that career readiness is not a monolithic construct driven solely by only employability attributes**.** This was in line with the assertion of International Labour Organization (2020) that employment generation can be boosted by executing efficient and appropriately focused active labour market strategies; boosting the abilities and augmenting the resources allocated to public employment services to ensure job seekers attain sufficient assistance and, when collaborating with private employment agencies, guaranteeing the delivery of quality services and the protection of rights; and rolling out vocational and entrepreneurial training programmes for both paid and self-employment; investing in the advancement of workers' skills, skill enhancement, and re-skilling to enhance employability, especially for those who have lost or are at risk of losing their jobs as well as for vulnerable populations; limiting or preventing job losses and aiding businesses in maintaining their workforce through well-structured initiatives carried out via social dialogue and collective bargaining. This findings corroborated Dalangin (2023) that revealed significant relationship between the employability attributes and workplace readiness, if further revealed that an increased in the level of employability attributes will cause increase in their level of workplace readiness. The result was also supported by Zixuan et. al. (2025) and Hong (2026) who discovered that employability attributes had positive correlation with career adaptability and success.

5. Conclusion

From the findings of this study, it can be inferred that employability attributes had a modest influence on the career readiness of pre-service Business Educators in public universities in Ogun State. This means that having a strong degree is now insufficient for graduates; they must also have the necessary skills and traits to compete and work together in a fast-paced knowledge economy and workforce. Based on the findings of this study, the following recommendations were made:

i. As a result of the high level of unemployment in Nigeria, it should be mandated for all students not to take up only courses that will only expose them to employability attributes needed but will translate these attributes into career readiness.
ii. Students should make it a priority to adequately equip themselves with employability attributes so as to be career ready and create a job if peradventure they could not secure a white-collar job upon graduation.
iii. Government should as a matter of urgency invest heavily in education so as to adequately equip the students with current competencies needed to meet the needs of people in the environment.
iv. Curriculum planners should endeavour to include topics on employability attributes for male and female students that are in line with current happenings in work environment in the school curriculum right from primary to the university level.
v. The management of the company should come up with regular training programmes to equip undergraduates during their internship with latest employability attributes, knowledge, and abilities, with the aim of building capabilities and being career ready.

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Conflict of Interest

The authors declare no conflicts of interest.

Author Contributions

Abolaji Olugbenga BUKKI as corresponding author, editor to the paper, review literature, design the paper and report writing

Adesokan Oluwaseun ALABA as author of the paper, review literature, collect data for the research, data analysis

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