



Journal of
CONTEMPORARY
SOCIETY & EDUCATION
(JCSE)

ISSN: 2709-832X (Print)
2709-8338

DOI: <https://doi.org/10.69778/2709-8338/26/5.1/EN>

Editorial note:

Faculty of Humanities Teaching and Learning Colloquium 2025 (T&L Colloquium 25) hosted by the Faculty of Humanities, North-West University, South Africa took place in Rustenburg, South Africa, from September 9-11, 2025, with a rich and stimulating programme filled with inspiring keynotes, contributed papers, workshops and panels. This bi-annual colloquium brings together educators, researchers, students, policymakers, and community practitioners. The main theme of T&L Colloquium 25 was “Reimagining the Future of Humanities Knowledge and Pedagogy: Decoloniality, Technology and the Social Justice Imperative.” This special issue of the *Journal of Contemporary Society And Education (JCSE)* contains Thirteen (13) selected papers presented at T&L Colloquium 2025. Selected contributions come from within and outside of South Africa and address a wide range of issues in humanities, decoloniality, technology and the social justice.

The introductory contribution by Tshifhiwa Ignatia Mashau provides an overview of research findings and trends related to the colloquium’s focus on the role of digital humanities and technology in supporting decolonial scholarship. The author’s article which titled “Decolonising digital health promotion in African higher education institutions: A justice-oriented literature review” develops a Digital Health Justice Framework to guide equitable and culturally responsive digital health promotion in African HEIs. A research article by Eyitayo Francis Adanlawo and Mpho Chaka follows with a discussion of emerging career pathways that foreground wellbeing and sustainable development, positioning humanities graduates as key contributors to sustainable and ethical futures. The authors identify novel professional opportunities in sectors including community engagement, policy development, and social innovation. They advocate for an expanded employability paradigm that integrates humanistic knowledge with sustainable development goals, underscoring the vital role of humanities disciplines in shaping resilient, inclusive societies.

The article by Nurain Aboo Mohammed evaluating the use of QR codes as a form of assessment in teaching and learning. The author confirms the potential of QR codes as both a useful and effective medium for assessment in educational settings. Samuel Chukwudi Agunyai and Victor Ojakorotu article “Analyzing the effect of the disconnection between the curriculum and Africa’s indigenous Knowledge on effective learning” argues that Africans’ realities still encompass indigenous knowledge on various levels that can be incorporated into the continent’s school curricula.

Other articles include: Examining the Impact of Digitalization and Inequality Post Covid - 19 In Africa by Phuti Ignatius Moloto and Rosinah Pillay; The Omitted Conversation: Incorporating Teacher Union Scholarship for A Transformative Educational Agenda Within the Educational Landscape. Thembinkosi Zwane Trvor, David Matsepe; Examining factors behind an achieving institution: A scenario of secondary schools in Limpopo Province by Ngwako Solomon Modiba; Assessing the role of the COVID-19 catch-up recovery programme on learner performance in EFAL by Vele RJ, Tshikota and TM Badugela; Entrepreneurial Education and Sustainable Entrepreneurship Advancing Sustainable Development Goals in South Africa Through Small Businesses by Lazarus, M. and Beharry-Ramraj, A; Mitigating Grammatical Ambiguity In English Prepositional Phrases At Dzindi Circuit Secondary School, South Africa by Farisani Thomas Nephawe;

Exploring the Usage of Metadiscourse in Research Proposals Written by Honours Students by Mzamani Steven Khosa and Ernest Kwesi Klu; and Population Ethics and its implication for Developing Countries by Onwe Peter S. and Kelechi Johnmary Ani. Policy Windows and Missed Opportunities: An Institutional Analysis of How Teacher Unions Influence (or fail to influence) National Educational Policy Formulation by Zwane Thembinkosi Trevor, Matsepe David.

Editor,

Prof. Mpho Chaka

North-West University, South Africa.

Table of Content

1. Decolonising digital health promotion in African higher education institutions: A justice-oriented literature review Tshifhiwa Iagnetia Mashau	6
2. Emerging Career Pathways for Humanities Graduates: Integrating Wellbeing and Sustainability Mpho Chaka & Eyitayo Francis Adanlawo	26
3. Evaluating the Use of QR Codes as a Form of Assessment in Teaching and Learning Nurain Aboo Mohammed	38
4. Analyzing the effect of the disconnection between the curriculum and Africa's indigenous Knowledge on effective learning Samuel Chukwudi AGUNYAI & Victor OJAKOROTU	55
5. Examining the Impact of Digitalization and Inequality Post Covid -19 in Africa Phuti Ignatius Moloto, Rosinah Pillay	69
6. Examining factors behind an achieving institution: A scenario of secondary schools in Limpopo Province Ngwako Solomon Modiba	78
7. Assessing the Role of the COVID-19 Catch-Up Recovery Programme on Learner Performance in EFAL Vele RJ, Tshikota SL & TM Badugela	95
8. The Omitted Conversation: Incorporating Teacher Union Scholarship for A Transformative Educational Agenda Within the Educational Landscape. Thembinkosi Zwane Trevor , David Matsepe	112
9. Entrepreneurial Education and Sustainable Entrepreneurship Advancing Sustainable Development Goals in South Africa Through Small Businesses Lazarus, M. and Beharry-Ramraj, A	131
10. Mitigating Grammatical Ambiguity In English Prepositional Phrases At Dzindi Circuit Secondary School, South Africa Farisani Thomas Nephawe	152
11. Exploring the Usage of Metadiscourse in Research Proposals Written by Honours Students Mzamani Steven Khosa and Ernest Kwesi Klu	165

12. Population Ethics and its implication for Developing Countries
Onwe Peter S. and Kelechi Johnmary Ani **177**
13. Policy Windows and Missed Opportunities: An Institutional Analysis of How Teacher Unions Influence (or fail to influence) National Educational Policy Formulation
Zwane Thembinkosi Trevor, Matsepe David **187**

DOI: <https://doi.org/10.69778/2709-8338/26/5.1/a2>

EMERGING CAREER PATHWAYS FOR HUMANITIES GRADUATES: INTEGRATING WELLBEING AND SUSTAINABILITY

Mpho Chaka

Social Transformation Research Entity,
North-West University, South Africa

Email: mpho.chaka@nwu.ac.za

ORCID ID: <https://orcid.org/0000-0002-0078-9721>

Eyitayo Francis Adanlawo

Social Transformation Research Entity,
North-West University, South Africa

Email: eyitayofadan@gmail.com

ORCID ID: <https://orcid.org/0000-0002-5407-5724>

Abstract

In an era marked by complex global challenges, the intersection of humanities education and employability demands renewed attention. This paper investigates emerging career pathways that foreground wellbeing and sustainable development, positioning humanities graduates as key contributors to sustainable and ethical futures. Drawing on interdisciplinary scholarship, the study elucidates how competencies cultivated through the humanities such as critical thinking, ethical reflection, and cultural literacy equip individuals to navigate and address pressing social and environmental issues. By situating employability within the frameworks of wellbeing and sustainability, the research identifies novel professional opportunities in sectors including community engagement, policy development, and social innovation. The findings advocate for an expanded employability paradigm that integrates humanistic knowledge with sustainable development goals, underscoring the vital role of humanities disciplines in shaping resilient, inclusive societies.

Keywords: Humanities, Employability, Wellbeing, Sustainable development, Career pathways, Skill development

Introduction

In recent years, the humanities have faced increased pressure to demonstrate that their degrees are useful and that their graduates are job-ready. This pressure is the outcome of a growing emphasis on graduate employability, specifically obtaining full-time job soon after graduation. Humanities disciplines are recognised for producing humanistic values and socially conscious citizens who serve the public good (Sedwal, 2024), but they are frequently perceived to be less economically significant and impactful

than STEM (science, technology, engineering, and mathematics) and health fields. As a result of this attitude, humanities fields have been systematically defunded and deprioritised over the world (Mandal, 2024). Despite humanities graduates crucial role in aligning technological successes with human values, this perception persists.

According to Middleton (2020), less than one in every twenty jobs (4%) will require agility. However, it is anticipated that 36% of all professions across all industries will

require advanced problem-solving abilities as a foundational competency. Nevertheless, advanced problem-solving abilities will become increasingly important and are expected to become more complex and analytical in fields like professional services and information and communication technology. In contrast to specialised technical abilities such as programming or equipment operation and control, social skills such as persuasion, emotional intelligence, and teaching others will be in higher demand across industries. Many industries will increasingly require content skills (such as ICT literacy and active learning), cognitive abilities (such as creativity and mathematical reasoning), and process skills (such as active listening and critical thinking).

According to Mainert et al. (2019), technical skills will be in high demand in the next years, accounting for 44% of all jobs that currently require them. The most essential areas for improvement across all occupations were planning and organisation skills, problem-solving abilities, and technical and practical skills. Advanced IT/software skills for managers, professionals, associate professionals, administrative and clerical staff, and customer-service capabilities for sales and entry-level employees were among the other high-priority skill enhancements. According to Jang and Lee (2025), humanities graduates are often resourceful, and the skills they learn in their degree programmes prepare them for a variety of jobs, including those unrelated to their degree. These abilities encompass critical reasoning, problem-solving, independent work, time management, meeting deadlines, and self-discipline

(Adanlawo & Nkomo-Asare, 2025; Fatokun et al., 2022).

Despite the widely accepted value of humanities graduates as global citizens and innovators, their relatively low short-term career outcomes highlight the need for more effective means of preparing humanities students for future employment and vocations. According to Mainga et al. (2022), humanities degrees increased numerical, technical, and information technology abilities less. This suggests that while humanities graduates possess valuable skills in critical thinking and creativity, they may lack specific technical competencies that are increasingly sought after in the job market. Consequently, enhancing the curriculum to include these skills could better equip students for future career opportunities. Future employers will look for a high degree of technical proficiency and people management talents, as well as more soft and creative skills, whilst other industries might demand more evidence of a variety of competencies.

In an era marked by complex global challenges, the intersection of humanities education and employability demands renewed attention. This paper investigates emerging career pathways that foreground wellbeing and sustainable development, positioning humanities graduates as key contributors to sustainable and ethical futures. Specifically, it addresses the study main objective, to integrate wellbeing into students' career pathways. The paper begins with methodology section. The findings are then discussed under the following headings: Employability and employment in humanities, skills and

performance challenges of humanities graduates, wellbeing in humanities, and supporting wellbeing in undergraduate education. The paper concludes by offering recommendations for future research.

Methodology

This study focuses on the emerging career pathways for humanities graduates. It looks at how wellbeing and sustainability could be integrated into humanities students' career pathways. To gain insight into how integration of wellbeing and sustainability could enhance humanities graduates employability, we looked through Google Scholar, Web of Science, and Elsevier for peer-reviewed publications. After defining the study's objectives, we focused on humanities graduates employability, career pathways, and wellbeing and sustainability. The databases were concurrently searched using the following keywords (humanities, employability, wellbeing, sustainable development, career pathways, skills, performance challenges, and undergraduate education). We also used the study title as a search grid. As career pathways in humanities is a topic that is covered in a variety of contexts, theoretical backgrounds, and research topics, the search yielded 155 results. In order to narrow down the search results, we imposed time limits on any pertinent publications from 2017. In order to guarantee a trustworthy method, we established the following exclusion criteria: a. The articles lacked humanities focus. b. The articles did not focus on employability of humanities graduates. c. The articles did not focus on wellbeing and sustainability of humanities students. To

validate the search, both authors of the article separately read all titles and abstracts to remove unrelated materials. The overall selection for the review contains 40 carefully examined and deemed relevant publications.

Discussion

Employability and employment in humanities

Employability, according to Hoque et al. (2023), is the readiness and abilities required for individuals to find and maintain employment in a specific industry. Studies conducted around the world have demonstrated that humanities graduates have poor employment outcomes and are mismatched to graduates in other professions. According to global data, short-term full-time job rates for bachelor's degree holders in the humanities are rapidly falling. Furthermore, a considerable percentage of humanities graduates in full-time employment reported that their education and talents were underutilised, according to Jackson and Cook (2025). According to Herbert et al. (2020), characteristics contributing to this mismatch include insufficient work experience, reliance on entry-level or career stepping-stone employment, and a lack of suitable occupations.

Humanities graduates' salaries are not equivalent to those of STEM graduates because many of them take longer to settle into "graduate" employment and frequently pursue more study. Furthermore, many humanities graduates choose to become teachers to support their other degree-related interests while still earning stable employment and a consistent wage. Many more graduates

have multiple jobs as freelancers, sometimes for little pay (Lyon, 2024; Crone, 2023; Comunian et al., 2023). Overall, there was evidence that those who had more defined career goals before entering college or completing their studies were more likely to work in professional settings. However, as expected, graduates with non-vocational degrees (such as social studies and communications) had less defined career intentions than those seeking vocational or semi-vocational degrees. According to Chaka and Adanlawo (2024) and Evans et al. (2021), graduates with a humanities education are more likely to participate in civil society and make significant contributions to the nation.

Skills and performance challenges of humanities graduates

According to Xaba et al. (2022) and Hadiyanto et al. (2022), skill encompasses a variety of aspects, including the individual components of expertise, education, cognitive capacities, competence, and experience; skill in the workplace, where employment either facilitates or hinders skilful behaviour; and skill in social situations. Employers across various sectors frequently sought high levels of self-assurance, independent thought, intuition, communication skills, and overall "sociability" (Shezi et al., 2025; Rodríguez-Abitia et al., 2020). This highlights the importance of both technical abilities and interpersonal skills in the workplace, suggesting that a well-rounded skill set is essential for success in diverse professional environments. Consequently, employers value candidates who not only possess expertise but also demonstrate strong social and communication skills.

Despite certain differences, "the boundaries between digital and creative are becoming increasingly blurred, and employers increasingly seek a fusion of creative and technical skills, combined with business and softer skills" (Webb & Layton, 2023). Employers predicted that technological improvements will have the greatest effect on the creative and digital industries development in the future, as well as their skill needs, indicating the rising convergence. Companies will look for applicants that can "think strategically to identify ways to best exploit and adapt new technologies." (Mncwango & Adanlawo, 2025; Lyon, 2024).

According to van Laar et al. (2022), the demand for digital skills will increase across the creative and digital industries, not just among those in more technical roles. Although there will be some specific expertise required in the areas of social media, big data, mobile and cloud computing, and cyber security, workers in the sector as a whole will need to comprehend these themes and their implications. The industry will also need regulatory and legal expertise to help design and implement new data protection standards, as well as the capacity to forecast consumers' reaction to new business models. Nuccio and Mogno (2023) also add that better people management abilities might be required if older workers retire later and collaborate with "digital natives" who have different skill sets.

Van Laar et al. (2020) assert that the transferable abilities graduates gained from studying the humanities greatly enhanced their careers. Literacy, critical

thinking, and communication skills are among the transferable skills, as is the ability to learn new skills. Since it may take a few years for most graduates to find employment, Cerquetti (2023) describes the latter as the key to supporting graduates in transitioning into new sectors of employment. The findings of Saleh et al.'s (2021) study on the employability of communication graduates revealed that graduates with the essential skills remain in high demand. This highlights the importance of adaptability in a rapidly changing job market, where the ability to acquire new skills can significantly enhance a graduate's employability. Consequently, fostering a mindset geared towards continuous learning is crucial for career advancement.

The survey also confirmed that technology understanding and customer service are required. User education and negotiation skills were also essential. To match emerging employment trends, humanities graduates must possess internet capabilities, fundamental skills, research skills, legal knowledge, and IT application within a business. To ensure this, the employability of humanities graduates should be considered within the contexts of welfare and sustainability. The insights garnered from the survey on humanities graduates' employability underscore the shifting landscape of job requirements in today's digital age. It is evident that a robust understanding of technology, coupled with exemplary customer service skills, is essential for success in various fields.

Additionally, the ability to educate users and negotiate effectively has become

increasingly important, highlighting the necessity for adaptable communication skills. Furthermore, proficiency in internet applications, foundational research capabilities, and a grasp of legal contexts are vital assets that can enhance a graduate's appeal to potential employers. As we navigate an evolving job market, it is crucial to broaden our perspective of employability to encompass welfare and sustainability considerations, ensuring that humanities graduates are not only equipped with relevant skills but also prepared to contribute positively to society. This holistic approach will prepare them to thrive in their careers while fostering a responsible engagement with contemporary challenges.

Wellbeing in humanities

Some instructional approaches in higher education have a long-term positive impact on student wellbeing (Konstantinidis, 2024; Mulvogue et al., 2023). Transformative experiences include activities, approaches, and interpersonal encounters that assist students build a sense of identity, purpose, and agency, all of which have been found to promote overall wellbeing. Many methods have been used to define and quantify wellbeing (Douwes et al., 2023; Hill et al., 2021). According to Lomas (2024), the guiding concepts for implementing wellness programmes differ in terms of scope, scale, and approach. The approach contains the following features:

1. Wellbeing should be incorporated into the undergraduate humanities curriculum in order to reach students, rather than relying solely on extracurricular or

curricular activities, which can be expensive.

2. Because most effective programmes begin by focusing on one or two categories, they do not need to attempt to create all aspects of lifelong wellbeing right away.

3. The unique student body and institutional culture of each institution should be taken into consideration while developing strategies.

4. Initiatives should be evaluated utilising a front-end iterative assessment process that can inform programme success.

5. faculty leadership is a crucial factor to take into account when integrating methods into the learning environment.

6. To ensure accessibility, chances should not place students under additional financial hardship.

Supporting wellbeing in humanities undergraduate education

According to Nkomo and Adanlawo (2024), higher education may play an important role in assisting students in achieving these intrinsic goals connected to lifelong wellbeing. According to a long-term Gallup survey, six important college experiences are linked to wellbeing: (1) having at least one instructor who inspires you to learn; (2) having instructors who care about you personally; (3) working on a project that took a semester or more to finish; (4) applying for a job or internship; (5) being actively involved in extracurricular activities and organisations during college; and (6) having a mentor who encourages you to reach your goals.

Wilson Fadiji and Lomas (2024) declare that Gallup poll found that wellbeing is positively connected with both opportunities and helpful mentors. civic participation and identity development have been found to be positively connected with helpful mentors (Stenalt & Lassesen, 2022). Mentoring relationships can be especially beneficial for underprivileged students when mentors and mentees have similar demographics (Monjaras-Gaytan & Sánchez, 2023). Regardless of the use of mentoring, adopting a development mentality among instructors and students could improve the learning outcomes of all students, particularly underprivileged ones. This development mentality encourages a growth-oriented approach, fostering resilience and adaptability in both instructors and students. As a result, it creates an inclusive environment that enhances educational experiences and outcomes for all, especially those facing challenges.

Design-based learning can assist students acquire agency (Cerquetti et al., 2023). Community-based projects have a positive relationship with students' civic participation later in life (Pradana et al., 2025), and Service learning could encourage students to think about civic responsibilities in their future careers (Boyte & Farr, 2023). Identity development has also been connected to storytelling development (Maphela & Adanlawo, 2025). Workshops on racial and cultural awareness, as well as talks with people from many backgrounds, have been shown to improve civic engagement and thinking after graduation. Overall, well-prepared humanities students have a better chance of obtaining work later on.

Conclusion

Evidence suggests that graduates in the humanities are resourceful, leveraging their networks and graduation skills to gain employment opportunities. Humanities graduates can efficiently transition to several vocations, including non-degree-related occupations, thanks to the skills they developed while pursuing their degrees. Some examples include innovation, creativity, critical and analytical thinking, problem-solving, autonomous work, tasks prioritising, and self-control. The majority of humanities graduates are confident in their interpersonal, communication, and soft skills, but they lack confidence in their numerical ability compared to other graduates. However, it has been shown that graduates in the humanities seem to receive less money than other graduates.

Together, the results demonstrate how important skill development is to helping humanities graduates pursue their chosen career paths. This provides strong evidence for prioritising intercultural learning and skill development in the curriculum (Adanlawo, 2017). The significance of wellbeing emphasises the necessity of giving it to all students, particularly those with less promising job prospects. Given the current tendency toward programmatic evaluation, integrating health into humanities programmes could support students' professional identity development and career readiness during their studies. Moreover, fostering a holistic approach that includes mental and emotional wellbeing alongside academic achievement can enhance resilience and adaptability in graduates. This

comprehensive support system not only prepares students for immediate job markets but also equips them with lifelong skills that are essential in an ever-evolving professional landscape.

The study concludes that the journey of a humanities graduate is one marked not only by a profound understanding of complex ideas but also by the cultivation of a diverse skill set that extends far beyond traditional career paths. These individuals emerge equipped with the ability to innovate, think critically, and solve problems independently, all while prioritising tasks effectively in their professional endeavours. Their confidence shines through in interpersonal and communication skills, essential in today's collaborative work environments. However, this confidence does not always extend to numerical abilities, highlighting an area for potential growth. While the financial rewards for humanities graduates may lag behind those of their peers in other fields, the unique blend of creativity and critical thinking they bring to various vocations remains invaluable. Ultimately, the strengths cultivated through a humanities education offer not just personal fulfilment but also significant contributions to society as a whole.

This study advocates for an expanded employability paradigm that integrates humanistic knowledge with sustainable development goals, underscoring the vital role of humanities disciplines in shaping resilient, inclusive societies. This approach not only enhances individuals' skill sets but also promotes a more profound understanding of the cultural and ethical dimensions present in diverse professional contexts. By bridging the gap between the

humanities and practical application, we can cultivate a workforce that is both adaptable and socially conscious. Future research could compare the employability rate between humanities and STEM graduates within a geographical location.

Acknowledgement

All authors have read and agreed to the published version of the manuscript.

Funding: No funding was received for this research.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

References

- Adanlawo, E. F. (2017). Community development: The use of corporate social responsibility initiatives by shopping centre Landlords (Doctoral dissertation, University of Zululand).
- Adanlawo, E. F., & Nkomo-Asare, N. Y. (2025). The Role of an African University in Community Development: A Systematic Review. *Journal of Education and Learning Technology*, 6(10), 1010 - 1021. <https://doi.org/10.38159/jelt.20256106>
- Boyte, H. C., & Farr, J. (2023). The work of citizenship and the problem of service-learning. In *Experiencing citizenship* (pp. 35-48). Routledge.
- Cerquetti, M. (2023). Building skills for cultural and creative sectors in the digital era: current needs, trends and challenges. *Il Capitale Culturale: Studies on the Value of Cultural Heritage*. <https://doi.org/10.13138/2039-2362/3177>
- Chaka, M., & Adanlawo, E. F. (2024). The role of communication in nation-building: A theoretical framework for South African national unity. *Studies in Media and Communication*, 12(3), 325-334. <https://doi.org/10.11114/smc.v12i3.7070>
- Comunian, R., Jewell, S., Sunmoni, A., & Dent, T. (2023). For what it's worth: European Arts & humanities graduates' employability and their engagement in society. *Arts and Humanities in Higher Education*, 22(2), 211-232. <https://doi.org/10.1177/14740222231156892>
- Crone, V. C. (2023). A mismatch: Why non-tenured teachers are ill-prepared to deal with the perceived job insecurity of students in the humanities. *Arts and Humanities in Higher Education*, 22(2), 183-193. <https://doi.org/10.1177/14740222231156886>

- Douwes, R., Metselaar, J., Pijnenborg, G. H. M., & Boonstra, N. (2023). Well-being of students in higher education: The importance of a student perspective. *Cogent Education*, 10(1), 2190697. <https://doi.org/10.1080/2331186X.2023.2190697>
- Evans, C., Rees, G., Taylor, C., & Fox, S. (2021). A liberal higher education for all? The massification of higher education and its implications for graduates' participation in civil society. *Higher education*, 81(3), 521-535. <https://doi.org/10.1007/s10734-020-00554-x>
- Fatokun, K., Salman, A. A., & Adanlawo, E. F. (2022). The Access and use of Library and Internet as Information Source by Agricultural Academics and Extension Workers within King Cetshwayo District Municipality of Kwazulu-Natal Province, South Africa. *Library Philosophy and Practice (ejournal)*, 6865. <https://digitalcommons.unl.edu/libphilprac/6865>
- Hadiyanto, H., Sulisty, U., & Noferdiman, N. (2022). The graduates' 21st century skills performance at workplace: a challenge and reflection for universities in revolution industry 4.0 era. *Technium Soc. Sci. J.*, 32, 76.
- Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2020). Graduate employability, employment prospects and work-readiness in the changing field of professional work. *The International Journal of Management Education*, 18(2), 100378. <https://doi.org/10.1016/j.ijme.2020.100378>
- Hill, J., Healey, R. L., West, H., & Déry, C. (2021). Pedagogic partnership in higher education: encountering emotion in learning and enhancing student wellbeing. *Journal of Geography in Higher Education*, 45(2), 167-185. <https://doi.org/10.1080/03098265.2019.1661366>
- Hoque, N., Uddin, M., Ahmad, A., Mamun, A., Uddin, M. N., Chowdhury, R. A., & Noman Alam, A. H. M. (2023). The desired employability skills and work readiness of graduates: Evidence from the perspective of established and well-known employers of an emerging economy. *Industry and Higher Education*, 37(5), 716-730. <https://doi.org/10.1177/09504222221149850>

- Jackson, D., & Cook, E. J. (2025). Work-integrated learning in the humanities, arts and social sciences: where to from here?. *Studies in Higher Education*, 50(9), 2048-2067.
<https://doi.org/10.1080/03075079.2024.2409879>
- Jang, J. H., & Lee, S. Y. (2025). Exploring Perception Types of Humanities Job Seekers in Employment Preparation: Implications for Career Guidance. *Behavioral Sciences*, 15(2), 151. <https://doi.org/10.3390/bs15020151>
- Konstantinidis, A. (2024). An integrative review of the literature on factors influencing student well-being in the learning environment. *International Journal of Educational Research Open*, 7, 100384. <https://doi.org/10.1016/j.ijedro.2024.100384>
- Lomas, T. (2024). Exploring associations between income and wellbeing: New global insights from the Gallup World Poll. *The Journal of Positive Psychology*, 19(4), 629-646.
- Lyon, E. S. (2024). Humanities graduates in the labour market. In *Arts Graduates, Their Skills and Their Employment* (pp. 123-141). Routledge.
- Mainert, J., Niepel, C., Murphy, K. R., & Greiff, S. (2019). The incremental contribution of complex problem-solving skills to the prediction of job level, job complexity, and salary. *Journal of Business and Psychology*, 34(6), 825-845.
<https://doi.org/10.1007/s10869-018-9561-x>
- Mainga, W., Murphy-Braynen, M. B., Moxey, R., & Quddus, S. A. (2022). Graduate employability of business students. *Administrative Sciences*, 12(3), 72.
<https://doi.org/10.3390/admsci12030072>
- Mandal, S. (2024). Roadmap for Humanities and Social Sciences in STEM Higher Education: An Introduction. In *Roadmap for Humanities and Social Sciences in STEM Higher Education* (pp. 3-21). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-97-4275-2_1
- Maphela, B., & Adanlawo, E. F. (2025). The Challenges of Inequality in South Africa's Communities: The Role of Indigent Policy. *Science of Law*, 2025(2), 209-214.
<https://doi.org/10.55284/px8dre53>
- Middleton, H. (2020). Developing problem-solving skills. In *Developing vocational expertise* (pp. 135-152). Routledge.

- Mncwango, S. I., & Adanlawo, E. F. (2025). Reducing Youth Unemployment Through Entrepreneurship Education Interventions: The Case of South Africa. *Educational Process: International Journal*, 16, e2025261. <https://doi.org/10.22521/edupij.2025.16.261>
- Monjaras-Gaytan, L. Y., & Sánchez, B. (2023). Historically underrepresented college students and natural mentoring relationships: A systematic review. *Children and Youth Services Review*, 149, 106965. <https://doi.org/10.1016/j.childyouth.2023.106965>
- Mulvogue, J., Ryan, C., Hunt, S., Cross, M., & Cleary, M. (2023). Promoting positive outcomes in higher education: Supporting undergraduate student mental health and well-being. *Issues in Mental Health Nursing*, 44(7), 673-677. <https://doi.org/10.1080/01612840.2022.2116136>
- Nkomo, N. Y., & Adanlawo, E. F. (2024). The effects of education on tobacco consumption: A panel data analysis. *Journal of Ecohumanism*, 3(3), 308-316. <https://doi.org/10.62754/joe.v3i3.3605>
- Nuccio, M., & Mogno, S. (2023). *Mapping digital skills in cultural and creative industries in Italy*. Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-26867-0>.
- Pradana, Y., Darmawan, C., Rahmat, R., Anggraeni, L., & Shariffuddin, N. S. B. (2025). Community-Based Learning as a Pathway to Fostering Student Civic Engagement. *IJORER: International Journal of Recent Educational Research*, 6(3), 838-848. <https://doi.org/10.46245/ijorer.v6i3.838>
- Rodríguez-Abitia, G., Martínez-Pérez, S., Ramirez-Montoya, M. S., & Lopez-Caudana, E. (2020). Digital gap in universities and challenges for quality education: A diagnostic study in Mexico and Spain. *Sustainability*, 12(21), 9069. <https://doi.org/10.3390/su12219069>
- Saleh, N. S., Rosli, M. S., Bakar, T. A., & Ali, A. M. (2021). Communication in Graduate Marketability: Barriers or Opportunities?. *Human Sustainability Procedia*, 1(2), 10-21. <https://doi.org/10.30880/hsp.2021.01.02.002>
- Sedwal, M. (2024). School education in creating a sustainable world: Role of humanities and social science discipline as a catalyst in the light of indian national education policy 2020. In *Roadmap for humanities and social sciences in STEM higher education* (pp.

107-130). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-97-4275-2_7

Shezi, S., Xaba, F., & Adanlawo, E. F. (2025). The Socioeconomic and Psychological Impacts of Free Education on University Students. *Educational Process: International Journal*, 18, e2025432. <https://doi.org/10.22521/edupij.2025.18.432>

Stenalt, M. H., & Lassesen, B. (2022). Does student agency benefit student learning? A systematic review of higher education research. *Assessment & Evaluation in Higher Education*, 47(5), 653-669. <https://doi.org/10.1080/02602938.2021.1967874>

van Laar, E., van Deursen, A. J., & van Dijk, J. A. (2022). Developing policy aimed at 21st-century digital skills for the creative industries: an interview study with founders and managing directors. *Journal of Education and Work*, 35(2), 195-209. <https://doi.org/10.1080/13639080.2022.2036710>

Van Laar, E., Van Deursen, A. J., Van Dijk, J. A., & De Haan, J. (2020). Measuring the levels of 21st-century digital skills among professionals working within the creative industries: A performance-based approach. *Poetics*, 81, 101434. <https://doi.org/10.1016/j.poetic.2020.101434>

Webb, A., & Layton, J. (2023). Digital Skills for Performance: a framework for assessing current and future digital skills needs in the performing arts sector. *Arts and the Market*, 13(1), 33-47. <https://doi.org/10.1108/AAM-09-2021-0054>

Wilson Fadiji, A., & Lomas, T. (2024). Understanding the association between education and wellbeing: an exploration of the Gallup World Poll. *Applied Research in Quality of Life*, 19(5), 2467-2501. <https://doi.org/10.1007/s11482-024-10335-8>

Xaba, F., Adanlawo, E. F., & Chaka, M. (2025). Exploring higher education policies regulating breastfeeding on university campuses: implications for the wellbeing of women academics. *International Journal of Research in Business & Social Science*, 14(2). <https://doi.org/10.20525/ijrbs.v14i2.3897>