

Addressing the Disconnect: Why University Graduates Rarely Work in Their Trained Fields (A Scoping Review)

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ABSTRACT

Background: The global issue of university graduates being unable to work in their chosen fields is a pressing concern that spans across various industries and countries. This trend calls into question the effectiveness of higher education in aligning students' education with labor market demands. The underlying causes of this issue are diverse and complex, encompassing factors such as shifts in the labor market, individual preferences, and the perceived relevance of acquired knowledge and skills.

The purpose of this scoping review is to systematically analyze existing literature to uncover the primary causes of this trend and its implications for higher education institutions and policymakers.

Materials and Methods: This review adheres to established best practice guidelines, utilizing the Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Scoping Reviews (PRISMA-ScR) to guide the reporting process. A thorough search was conducted across ScienceDirect and ResearchGate, focusing on studies published in English between 2017 and 2023 that met specific inclusion criteria.

Results: The initial search identified 681 relevant articles. After an initial screening, 265 articles were removed due to duplication, and another 163 articles were excluded as irrelevant. The secondary screening narrowed the selection of relevant sources down to 30 studies. From these, 22 unique categories were extracted and thematically grouped into five broad categories: general trends, employee welfare, wages, employer expectations, and the role of the education system. Most studies identified a mismatch between graduates' skills and labor market demands, the influence of personal interests and values on future career strategies, and the lack of practical work experience during studies. However, broader socio-economic factors and the role of higher education institutions in addressing these issues were often overlooked.

Conclusion: The current review highlights the multifaceted nature of the problem, wherein a significant portion of university graduates is unable to work in their trained specialty. To address this issue, a comprehensive approach is required, taking into account individual, institutional, and socio-economic aspects. Higher education institutions should play a more active role in preparing students for the labor market, not only by providing relevant knowledge and skills but also by fostering adaptive abilities and promoting the concept of lifelong learning.

KEYWORDS

university graduates; career choices; graduate employability; labor market alignment; higher education; skills mismatch; socio-economic factors

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Преодоление разрыва: почему выпускники университетов не всегда работают по полученной специальности? (Обзор предметного поля)

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АННОТАЦИЯ

Введение: Глобальная проблема, заключающаяся в отказе выпускников университетов работать по выбранной специальности, вызывает серьезные опасения, охватывающие различные отрасли и страны. Эта тенденция ставит под сомнение эффективность высшего образования в части соответствия подготовки студентов требованиям рынка труда. Причины данной проблемы разнообразны и сложны, включают такие факторы, как изменения на рынке труда, индивидуальные предпочтения и восприятие актуальности приобретенных знаний и навыков.

Цель текущего обзора предметного поля – представить систематический анализ исследований по теме, выявить основные причины этой тенденции и рассмотреть ее последствия для высших учебных заведений и политики в сфере высшего образования.

Материалы и методы: Этот обзор выполнен в соответствии с рекомендованными практиками по реализации обзоров, с использованием Протокола предпочтительных элементов отчетности для систематических обзоров и мета-анализов (PRISMA-ScR) для фиксации процесса отчетности. Был проведен тщательный поиск в ScienceDirect и ResearchGate. Отбирались исследования, опубликованные на английском языке в период с 2017 по 2023 годы, соответствующие критериям включения.

Результаты: В результате первичного запроса было выявлено 681 релевантных статей. После первичного сканирования дубликатов были удалены 265 вследствие дублирования, еще 163 статьи были исключены как нерелевантные. Вторичное сканирование сузило круг релевантных источников до 30 исследований. Из них были извлечены 22 уникальных категории, которые затем были тематически сгруппированы в пять более общих категорий: общие тенденции, благосостояние сотрудников, заработная плата, ожидания работодателей и роль системы образования. Большинство исследований выявили несоответствие навыков выпускников требованиям рынка труда, влияние личных интересов и ценностей на будущие карьерные стратегии, а также отсутствие практического опыта работы во время обучения. Однако более широкие социально-экономические факторы и роль высших учебных заведений в решении этих проблем часто оставались без должного внимания.

Заключение: Текущий обзор подчеркивает многогранный характер проблемы, связанной с неспособностью значительной части выпускников университетов работать по специальности. Для преодоления данной проблемы, необходим комплексный подход, учитывающий индивидуальные, институциональные и социально-экономические аспекты. Высшие учебные заведения должны играть более активную роль в подготовке студентов к рынку труда, не только предоставляя им актуальные знания и навыки, но и способствуя развитию адаптивных способностей и продвижению концепции обучения на протяжении всей жизни.

КЛЮЧЕВЫЕ СЛОВА

выпускники университетов; выбор профессии; трудоустройство выпускников; соответствие рынку труда; высшее образование; несоответствие навыков; социально-экономические факторы

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INTRODUCTION

In modern society, higher education is often regarded as a critical pathway to securing a successful career and contributing to economic and social development. However, a growing concern has emerged regarding the significant number of university graduates who are unable to secure employment in their trained fields. Despite the substantial investment in time and resources that higher education entails, many graduates find themselves working in roles unrelated to their academic specializations. This disjunction raises important questions about the efficacy of higher education in preparing students for the labor market, necessitating a deeper exploration of the factors contributing to this misalignment.

While university education is designed to equip students with the knowledge and skills necessary for professional success, several external factors complicate the transition from academia to the workforce. These include the rapidly changing economic environment, the competitive nature of the business sector, and the swift pace of technological advancements. Together, these factors create a dynamic labor market that often diverges from the static curriculum offered in many higher education institutions, leaving graduates ill-prepared to meet the demands of their chosen professions.

The urgency of this issue is underscored by recent statistics. The HESA survey of 2020/21¹ graduates reported that 82% of respondents were engaged in employment, unpaid work, or a combination of work and study 15 months after graduation. However, only 61% of these graduates were in full-time employment. Similarly, the 2021 National Survey of College Graduates (NSCG)² revealed a decline in the proportion of graduates employed full-time, from 66.8% in 2015 to 65.0% in 2021. These figures indicate that, despite their educational achievements, a substantial number of graduates struggle to secure employment in their areas of specialization, highlighting a critical gap between higher education and labor market needs.

Previous research has explored various aspects of the relationship between higher education and employment, yet there remains a significant gap in understanding the full scope of this issue. Reviews by Molinsky and Pisman (2019) and Retkowsky et al. (2023) have provided insights into the broad impact of university education on economic sectors such as IT, architecture, engineering, and management. However, these studies often overlook creative professions – such as writing and the arts—where the impact

of higher education remains underexplored, despite these fields being traditionally considered stable career paths. Additionally, there is a lack of detailed research on the creation of new job roles directly linked to university education, a topic briefly mentioned by Tomlinson (2017) but not fully examined.

This scoping review seeks to fill these gaps by providing a comprehensive analysis of the existing literature on the impact of university education on employment outcomes. The central question this review addresses is: What is currently known about the influence of university education on employment? To answer this question, we further explore the following sub-questions:

- (1) What are the overarching trends in the relationship between university education and employment?
- (2) How does university education affect the well-being of workers?
- (3) What impact does university education have on wages across different occupations and social classes?
- (4) How do employers factor in university education when making hiring decisions?
- (5) What adjustments should be made to the education system to better align it with the evolving demands of the labor market?

The primary purpose of this review is to synthesize current knowledge on these issues, identify critical gaps in the literature, and propose directions for future research. By addressing these questions, this review aims to enhance our understanding of the complex interplay between higher education and employment, ultimately guiding efforts to better align educational outcomes with labor market needs and expectations.

MATERIALS AND METHOD'S

This scoping review was conducted to systematically explore the existing literature on the alignment between university education and employment outcomes. The review followed the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews) guidelines (Tricco et al., 2018) to ensure a comprehensive and transparent approach to data collection and analysis. Below, we detail the methods employed for literature search, study selection, data extraction, and synthesis.

Search Strategy

Search Sources

The literature search was conducted across two prominent academic databases: ScienceDirect and ResearchGate. These databases were chosen due to their extensive coverage of peer-reviewed journal articles, conference papers,

¹ Graduate Outcomes data and statistics 2020/21. <https://www.hesa.ac.uk/news/31-05-2023/graduate-outcomes-data-and-statistics-202021>

² 2021 National Survey of College Graduates. <https://nces.nsf.gov/surveys/national-survey-college-graduates/2021>

and other academic publications relevant to the field of education and employment. The search was conducted over a two-month period, from October 3 to November 27, 2023.

Search Terms

To ensure a thorough search, we carefully selected search terms based on the central themes of the review. The search terms were derived from the literature on higher education, graduate employment, and labor market alignment. Key terms included “university,” “graduates,” “specialty,” and “work.” The specific search strings used in this review are detailed in Table 1, which was developed to capture a wide range of relevant studies while maintaining focus on the core research questions.

Search Eligibility Criteria

A comprehensive literature review was conducted by synthesizing scholarly articles selected through targeted keyword combinations relevant to various business disciplines and geographic regions. The review focused on articles published between 2017 and 2023 to capture the most current trends and developments in the field. The selection criteria were established to ensure the inclusion of studies that provide a broad and representative understanding of the issues at hand.

Inclusion Criteria

- (1) Coverage: Studies that discuss various business sectors and geographical regions were included to ensure a well-rounded and comprehensive analysis of graduate employment trends.
- (2) Demographic Scope: The review included studies that covered a diverse cohort of university graduates, ranging from recent graduates entering the workforce to those who have made significant career shifts, to capture a full spectrum of employment experiences.
- (3) Publication Window: Only studies published between 2017 and 2023 were considered, ensuring the data reflects the most recent trends and developments in the labor market.
- (4) Source Type: Priority was given to articles published in peer-reviewed journals to maintain scientific rigor and ensure the inclusion of high-quality research.
- (5) Supplementary Sources: Editorials, opinion pieces, and commentaries were also consulted to provide additional context and diverse perspectives on the topic, though these were used primarily to supplement findings from peer-reviewed studies.

Exclusion Criteria

- (1) Non-Peer Reviewed Sources: Articles from non-peer-reviewed journals were excluded to maintain the integrity and reliability of the review.

- (2) Irrelevant Disciplines: Studies focusing on fields outside of business, education, and employment were excluded unless they provided direct insights into graduate recruitment or employment.
- (3) Older Publications: Works published before 2017 were not considered to ensure the relevance and timeliness of the findings.
- (4) Duplicate Studies: Any studies that duplicated data or findings from other included works were excluded to avoid redundancy and ensure the originality of the review.
- (5) Non-English Articles: Due to the language proficiency constraints of the research team, only articles published in English were included in this review.

Study Selection

The study selection process involved two independent reviewers (BY and MV), who first screened the titles and abstracts of the identified studies. Studies that met the initial inclusion criteria were flagged for full-text review. The full-text review phase involved a more detailed evaluation to confirm the relevance and quality of each study. In cases where there was disagreement between the reviewers, discussions were held to reach a consensus. This collaborative approach ensured that only the most relevant and high-quality studies were included in the final review.

Data Extraction

Data extraction was performed using a purpose-built data extraction form, designed to capture all relevant information related to the review’s objectives. The form included fields for study applications, purpose, setting, and relevance to the review’s sub-questions. Two reviewers (BY and MV) independently extracted data using this form, ensuring consistency and accuracy. Any discrepancies between the reviewers were resolved through discussion, ensuring that the extracted data accurately reflected the content and focus of the included studies.

Data Extraction Form

The data extraction form, detailed in Additional File 2: Table 2, was tailored to capture the thematic elements related to the review’s sub-questions. This form included sections for documenting the study’s methodology, key findings, and their relevance to specific themes such as employee mental well-being, education, wages, and employer expectations.

Data Synthesis

Following data extraction, the data were synthesized using a descriptive approach. Studies were categorized based on their relevance to the themes outlined in the review’s sub-questions, such as the impact of education on employee

well-being, wage disparities, and employer expectations. Further categorization was conducted based on the application areas of the studies, such as synthesis, diagnosis, and prediction of labor market trends. Data synthesis was managed and analyzed using MS Excel, which facilitated the organization and summary of findings across multiple studies.

RESULTS

Search and Study Selection Results

The comprehensive literature search conducted across the selected databases initially identified 58 studies relevant to the topic. During the preliminary review, eight studies were found to be duplicates and were subsequently removed from the dataset. This left a total of 50 unique studies for further evaluation.

The next step involved a thorough screening of the titles and abstracts of these studies. This process was guided by the inclusion and exclusion criteria established in the review protocol. As a result of this screening, 13 studies were excluded for not meeting the defined criteria, such as relevance to the specific research questions or adherence to the methodological standards. The remaining 37 studies were then selected for full-text review.

During the full-text assessment, each study was carefully evaluated against the inclusion criteria to ensure it provided substantial and relevant insights into the research questions. This review phase led to the exclusion of an additional seven studies that failed to meet the necessary cri-

teria, such as providing insufficient data or lacking methodological rigor. Consequently, the final dataset comprised 30 studies that were deemed appropriate for inclusion in this scoping review. A detailed flowchart illustrating the study selection process is provided in Figure 1.

Demographics of the Included Studies

The 30 studies included in the final review were primarily peer-reviewed journal articles, with 28 studies meeting this criterion, while the remaining two were sourced from non-peer-reviewed publications. A notable trend observed in the dataset was the recency of the publications: 21 of the studies were published within the last three years (2021–2023), reflecting the growing interest and evolving discourse on the alignment between university education and labor market outcomes. In contrast, only seven studies were published between 2017 and 2019, with a significant concentration of these earlier studies originating from just two countries – Spain and the Netherlands, each contributing three studies.

The characteristics of the included studies are summarized in Table 1, providing a detailed overview of the publication dates, countries of origin, and types of studies. Figure 2 further visualizes the distribution of these studies by year and country, highlighting the geographical and temporal trends in the research. Figure 3 illustrates the increasing interest in the topic over the years. The diagram shows a clear upward trend in the number of publications, reflecting the growing attention and research focus on this issue within the academic community. This rise in scholarly interest highlights the importance of the topic and suggests that it will continue to be a significant area of study in the future.

Figure 1
The PRISMA-ScR flowchart for the selection of the included studies

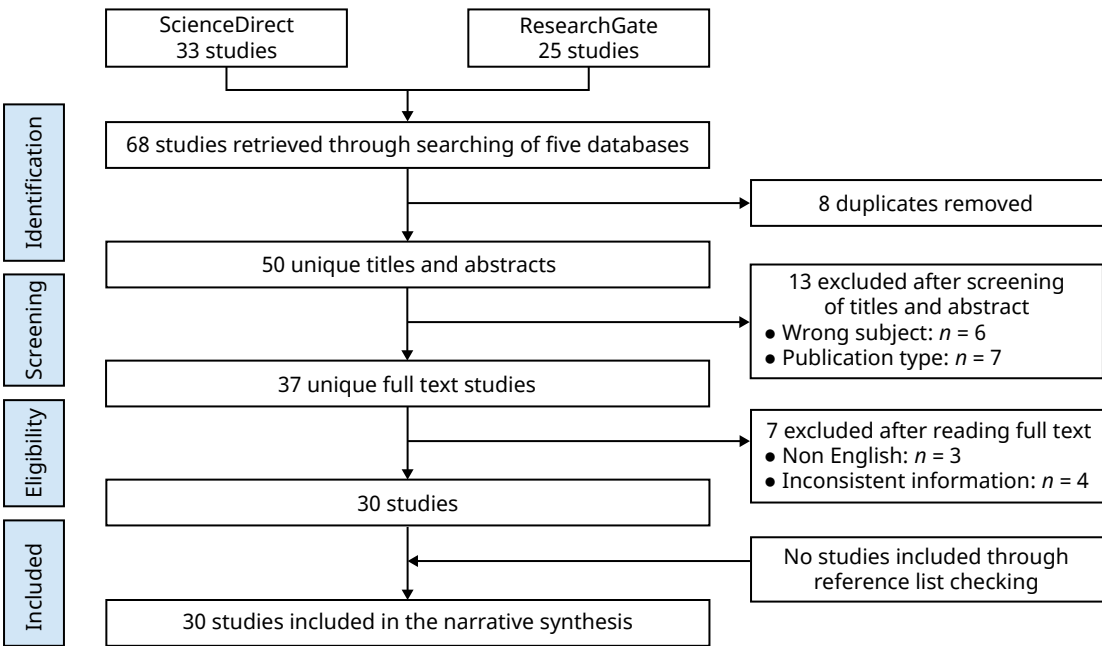


Table 1
Demographics of the included studies

Year	Number of studies
2017	3
2018	2
2019	1
2020	3
2021	2
2022	5
2023	14
Country	Number of studies
Russia	1
USA	3
China	1
Chile	1
Australia	2
Spain	3
Netherlands	3
Switzerland	1
Bangladesh	1
UK	3
Vietnam	1
Portugal	1
Kazakhstan	1
N/S	8
Type of publication	Number of studies
Journal	28
Not peer reviewed	2

Figure 2
Year-wise, type-wise and country-wise distribution of the included studies

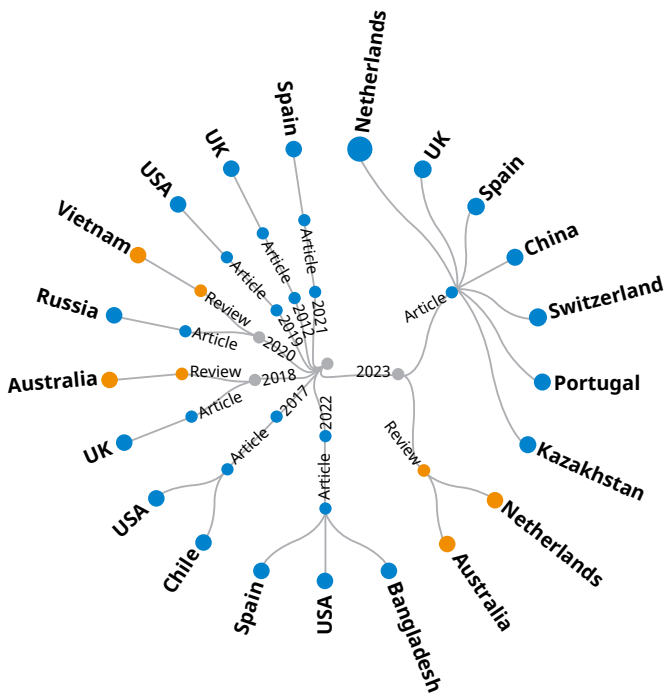
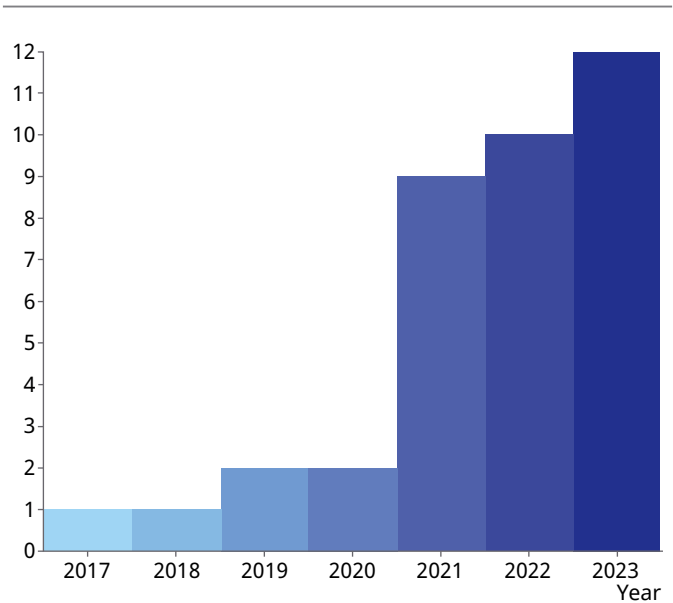


Figure 3
Year-wise distribution of the included studies



Mapping the Data into Emergent Themes

The analysis of the included studies involved categorizing the findings into emergent themes that addressed the core research questions of the review. Initially, a list of 20 potential categories was developed to capture the diverse reasons why university graduates may struggle to find employment in their field of study. However, the primary categorization was aligned with the sub-questions posed in the review, ensuring that each study was mapped to one or more of these themes.

Each article was assessed to determine which of the sub-questions it addressed. The key themes identified were: general trends in graduate employment, employee well-being, wages, employer expectations, and the role of the education system. Studies that covered multiple topics were coded accordingly, allowing for a comprehensive analysis of the overlapping factors influencing graduate employment.

The qualitative analyses are summarized below, organized by the key research questions. A detailed breakdown of the results by question is provided in Table 2.

General Trends

The identification of research directions in this review is based on the analysis of a keyword network. This approach allowed us to map out the connections between various topics and trends, providing a clearer understanding of the emerging themes and areas of focus within the literature (Figures 4, 5).

Table 2

Statements extracted, including article reference and frequency, and their respective question

Statement	Frequency	RefIDs	Question
University graduates are often unable to find a job in their specialty due to a lack of vacancies	2	12, 23	General Trends
Many university graduates prefer to work in higher-paying industries, even if it does not correspond to their specialty	10	7, 9, 12	General Trends
Some university graduates face the problem of retraining when their specialty becomes less in demand	3	7, 23 26, 28	6, 23, 26 General trends
University graduates may not work in their major because of a change in interests or career goals	1	18	General Trends
Some university graduates may work outside their major because of the need for more flexible work schedules or more favorable working conditions	3	4, 7, 13	General Trends
Higher education may not always provide the skills needed for specific jobs, which may lead university graduates to work outside their major	4	5	3,11, 30 General trends
Some university graduates may choose to work outside of their major to avoid stress or burnout in the workplace	5	1, 18, 23	General Trends
University graduates may not work in their specialty due to economic conditions or market trends	2	1	General Trends
Some university graduates may choose to work outside their major due to lack of professional development opportunities in their field	3	5, 16, 19	Worker well-being
University graduates may not work in their specialty due to lack of support from employers or peers in their specialty	1	7	Worker well-being
Some university graduates may work outside their major because of a desire for fulfillment in other fields	3	10, 15, 22	Worker well-being
University graduates may not work in their specialty due to lack of motivation or satisfaction from working in their specialty	2	30	Worker well-being
Some university graduates may work outside their major because of a desire for higher social status	1	10	Worker well-being
University graduates may not work in their major due to lack of confidence in their abilities or skills	3	9,15,29 Wages	General trends
Some university graduates may work outside their major because of a desire for personal or professional development	5	2,18,19, 20,29	Employers
University graduates may not work in their major due to a lack of financial stability in their field	2	2,18	Employers
Some university graduates may not work outside their major because of a desire for a higher standard of living	2	20,23	Employers
University graduates may not work in their major due to a lack of career opportunities in their field	1	7	Employers
Some university graduates may work outside of their major because of a desire for higher levels of job satisfaction	1	29	Worker well-being, Employers
University graduates may not work in their major because of a lack of work-life balance opportunities	1	16	Education system
Some university graduates may not work outside of their major because of a desire for a higher level of job security	1	13	Education system
University graduates may not work in their specialty due to a lack of opportunities for continuous learning and development in their field	3	23,24	Employers, Education system

Figure 4

Network visualization by keywords from included studies

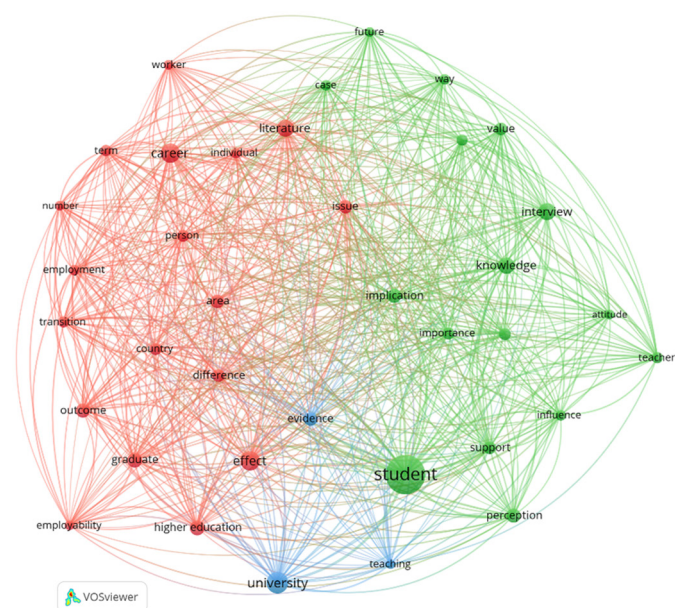
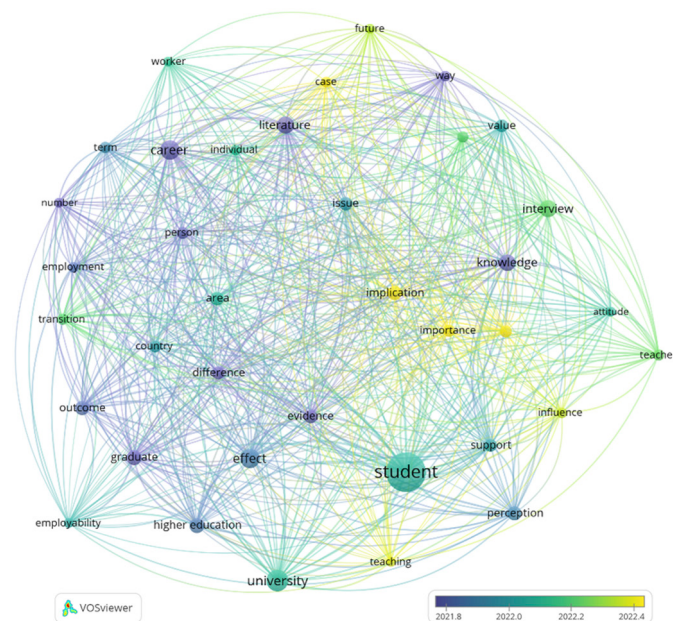


Figure 5

Overlay visualization by keywords from included studies



The general trends identified in the literature indicate that university graduates often struggle to find employment in their field of study due to a variety of factors. One significant issue is the lack of job opportunities in certain specialized fields, which was highlighted in two of the studies (Gupta et al., 2023; Nguyen et al., 2020). Additionally, several studies noted that many graduates choose to work in higher-paying sectors, even if these sectors are unrelated to their academic specialization (Gupta et al., 2023; Navío-Marco et al., 2023; Kleine et al., 2021). Another trend observed in three studies was the need for graduates to undergo retraining when the demand for their specialization declines, reflecting the dynamic nature of the labor market (Nguyen et al., 2020; Marcionetti & Zammitti, 2023).

Employee Welfare

Employee welfare emerged as another critical theme, with three studies discussing how changes in personal interests or career goals can lead graduates to seek employment outside their field of study (Choy & Yeung, 2022; Kleine et al., 2021; Karaca-Atik et al., 2023). Additionally, two studies pointed out that the desire for more flexible working hours and better working conditions may drive some graduates to pursue careers in other sectors, even if they initially trained for a different profession (Bargsted, 2017; Islam, 2022).

Wages

The relationship between wages and employment choices was another focal point of the review. Three studies suggested that higher education does not always equip

graduates with the specific skills needed for certain jobs, prompting them to seek employment outside their faculty (Bargsted, 2017; Islam, 2022; Reisinger & Gaisch, 2022). Furthermore, two studies found that some graduates deliberately choose jobs outside their faculty to avoid the stress and burnout associated with their trained profession, indicating a potential misalignment between educational preparation and workplace realities (Choy & Yeung, 2022; Reisinger & Gaisch, 2022).

Employers

Employer expectations and market conditions also play a significant role in shaping graduate employment outcomes. Five studies highlighted that economic conditions and market trends can prevent graduates from securing jobs in their specialty (Purohit et al., 2020; Reisinger & Gaisch, 2022). Additionally, two studies noted that some graduates opt to work outside their field due to a lack of professional development opportunities within their chosen industry, suggesting that the long-term career prospects in some fields may be less appealing to new graduates (Islam, 2022; Karaca-Atik et al., 2023).

Education System

The role of the education system in preparing graduates for the labor market was a recurring theme across the studies. Similar to the trends discussed, three studies emphasized that a lack of job opportunities in certain fields often leads graduates to seek employment elsewhere (Gupta et al., 2023; Nguyen et al., 2020). Additionally, four studies found

that graduates frequently choose to work in higher-paying sectors, even if these sectors are unrelated to their academic training (Gupta et al., 2023; Navío-Marco et al., 2023; Kleine et al., 2021). Finally, two studies discussed the challenge of retraining graduates when their specialization becomes less relevant, underscoring the need for educational institutions to adapt to changing market demands (Nguyen et al., 2020; Marcionetti & Zammitti, 2023).

DISCUSSION

This review synthesized findings from 30 studies across more than 10 countries, all of which explored the reasons why university graduates rarely work within their field of study. A clear upward trend in research interest was noted, with the number of publications on this topic increasing from nine articles in 2017–2020 to 21 articles in 2021–2023. This suggests that the issue is gaining more attention as the labor market continues to evolve.

General Trends and Factors Influencing Employment Choices

The primary aim of this review was to elucidate the reasons behind the disconnect between university education and graduates' subsequent employment. The findings reveal a complex interplay of factors that contribute to this phenomenon. Key among these is the mismatch between the skills and knowledge provided by academic institutions and the actual demands of the labor market. Many graduates find themselves unprepared for the realities of the job market, leading to a transition that is often difficult and disorienting. This is compounded by individual values and expectations, which may not align with the available job opportunities (Kleine et al., 2021).

Another significant finding is the cultural shift required as graduates move from the academic world to professional environments. This transition often involves not just adapting to new professional norms but also realigning personal goals and values with the demands of the job market. The studies reviewed indicate that while this mismatch in employment is widespread, it has also led to the creation of new, non-traditional career paths. This underscores the need for the education system to pivot from traditional academic disciplines to more practical, market-oriented programs. Although some progress has been made in this direction, it remains incomplete, particularly on a global scale (Navío-Marco et al., 2023).

Under-Explored Areas and Emerging Insights

While there is a consensus among researchers on many of the issues identified, this review also highlights gaps in the existing literature. For example, the potential benefits of labor disputes in career exploration and personal develop-

ment are under-researched. Only a few studies have examined how such challenges might actually enhance a graduate's adaptability and resilience in a fluctuating labor market (Gupta et al., 2023). This represents an opportunity for employers and educators to harness this phenomenon, potentially using these disputes as a tool to better prepare graduates for the uncertainties of the job market.

Moreover, one of the critical issues identified is the lag between academic research and the rapidly changing demands of the labor market. The traditional assumption that a university degree guarantees job security is increasingly being questioned. Recent labor market trends and shifting employer expectations indicate that higher education institutions must quickly adapt to remain relevant (Purohit et al., 2020).

Limitations of the Study

This review is not without its limitations. First, despite efforts to conduct a comprehensive systematic search, some relevant studies may have been overlooked, potentially limiting the scope of insights presented. Second, in line with the scoping review methodology, this study did not evaluate the methodological quality of the included articles. Thus, the statements extracted were not critically assessed in terms of research design or rigor. Finally, the review was limited to articles published in English, meaning that studies in other languages that could offer additional perspectives were not included (Ray et al., 2018).

New Contributions and Future Research Directions

Our review contributes new insights to the existing body of knowledge by identifying emerging trends and under-researched areas. We found that university graduates are increasingly seeking new career paths outside their field of study, which necessitates a corresponding shift in how educational institutions prepare students for the labor market. Additionally, the positive impact of labor disputes on career exploration and personal development remains an under-explored area, presenting new avenues for research and practical application. The need for more timely research that keeps pace with labor market changes is also emphasized, underscoring the urgency for academia to stay ahead of these shifts. These findings diverge from earlier research by emphasizing the importance of adapting to the rapidly evolving job market and recognizing the active role graduates play in charting new career paths (Grosemans et al., 2023).

CONCLUSION

This review examined 30 studies that investigated the reasons why university graduates rarely work in their field of study. Across these studies, common themes emerged, which were further explored through a series of sub-questions aimed at providing a deeper understanding of the is-

sue. The findings offer valuable insights for educators and policymakers looking to bridge the gap between higher education and labor market demands.

In addition to consolidating existing knowledge, this review identified several gaps that warrant further exploration. Notably, the role of job mismatch in fostering creative career

exploration and personal development has not received adequate attention. Moreover, there is a lack of comprehensive understanding of global employment patterns among graduates across various faculties. Addressing these gaps through rigorous future research will be crucial in shaping more effective educational policies and practices that align more closely with the evolving needs of the labor market.

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