

Enhancing Employability Competency Of Music Graduates: The Role Of Transferable Skills In Bridging Academic Training And Career Success

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Abstract: This study examines the role of transferable skills in enhancing the employability competency of music graduates and their subsequent career success. Through a comprehensive literature review and empirical analysis, the study identifies key transferable skills valued in the music industry, such as communication, collaboration, problem-solving, adaptability, creativity, and digital literacy. The integration of these skills into music education programs is emphasized as crucial for bridging the gap between academic training and professional success. The empirical analysis supports the hypotheses that academic training positively influences students' employability and career success, with employability mediating the relationship between the two. Transferable skills are also found to positively moderate the relationships among academic training, employability, and career success. The study contributes to the existing literature by providing empirical evidence of the importance of transferable skills in music education and highlights the need for addressing challenges and barriers to their integration. A comprehensive approach to music education that emphasizes both technical proficiency and transferable skills is recommended for ensuring the long-term success and sustainability of music graduates in the profession.

Keywords: Transferable skills; Employability competency; Career success; Academic training

1.0 INTRODUCTION

In the dynamic and ever-evolving landscape of the music industry, the employability of music graduates has become a topic of paramount importance. As educational institutions strive to equip their students with the necessary skills and knowledge for a successful career, it is crucial to recognize the significance of transferable skills in bridging the gap between academic training and professional success. Transferable skills, also known as generic or soft skills, encompass a wide range of abilities that are applicable across various industries and job roles. These skills, which include communication, problem-solving, teamwork, adaptability, and creativity, are highly valued by employers and play a

vital role in enhancing the overall employability competency of music graduates. Music education, traditionally focused on developing technical proficiency and artistic expression, has increasingly recognized the need to incorporate transferable skills into its curricula. This shift aims to ensure that music graduates are not only proficient in their chosen instrument or vocal technique but also possess the versatility and adaptability required to navigate the diverse and competitive job market. By fostering the development of transferable skills, music educational institutions can empower their graduates to thrive in a range of career paths, from performance and teaching to music production, management, and beyond.

This paper aims to explore the role of transferable skills in enhancing the employability competency of music graduates. It will delve into the specific transferable skills that are most relevant to the music industry, examine how these skills can be integrated into music education programs, and discuss the potential impact on graduates' career success. Through a comprehensive analysis of current trends, case studies, and empirical research, this study seeks to provide insights and recommendations for educators, policymakers, and industry stakeholders on how to best prepare music graduates for the challenges and opportunities of the modern music industry. Ultimately, by highlighting the importance of transferable skills in music education, this paper aims to contribute to the ongoing dialogue on improving the employability prospects of music graduates and ensuring their long-term success in the profession.

2.0 LITERATURE REVIEW

The topic of enhancing the employability competency of music graduates through the development of transferable skills has garnered significant attention in recent academic and industry discourse. This literature review synthesizes existing research to provide a comprehensive understanding of the role that transferable skills play in bridging the gap between academic training and career success for music graduates.

2.1 Identification of Transferable Skills in the Music Industry

The music industry is a dynamic and ever-evolving field that requires a diverse range of skills and talents. Several studies have identified key transferable skills that are highly valued in this industry, enabling individuals to adapt and thrive in various roles and situations. These skills include communication, collaboration, problem-solving, adaptability, creativity, and digital literacy^[1]. Communication skills, both verbal and written, are crucial for effective networking, negotiation, and audience engagement. In the music industry, building relationships and connecting with other professionals is essential for success. Being able to articulate ideas clearly and persuasively can help musicians, producers, and managers secure opportunities, negotiate contracts, and build a loyal fan base^[2]. Collaboration and teamwork are also essential in the music industry. Ensemble performance, music production, and project management all require individuals to work together towards a common goal. Effective collaboration involves active listening, respect for diverse perspectives, and the

ability to compromise and find solutions that benefit everyone involved^[3]. Problem-solving and adaptability are vital for navigating the unpredictable nature of the music industry. From unexpected changes in schedules to unforeseen technical difficulties, musicians and industry professionals must be able to think on their feet and find creative solutions to challenges. These skills are also crucial for staying relevant in a rapidly changing industry, where new technologies and trends emerge constantly^[4]. Creativity is central to artistic expression and innovation in the music industry. Whether it's composing a new song, producing a unique sound, or developing a groundbreaking marketing strategy, creativity is what sets artists and professionals apart. It allows them to push boundaries, experiment with new ideas, and create works that resonate with audiences. Finally, digital literacy is increasingly important in the music industry. With the rise of music technology and social media, musicians and professionals must be proficient in using digital tools to promote, distribute, and monetize their musical works. This includes skills in audio production, video editing, and social media marketing, as well as an understanding of copyright and licensing issues^[5].

In summary, the music industry demands a wide range of transferable skills that enable individuals to succeed in various roles and situations. By developing these skills, musicians and industry professionals can adapt to the ever-changing landscape of the industry and achieve their goals.

2.2 Integration of Transferable Skills in Music Education

As the music industry continues to evolve, it is crucial for music education programs to adapt and integrate transferable skills into their curricula. Research has consistently highlighted the need for music graduates to possess a diverse range of skills that can enhance their employability and enable them to navigate the complex and competitive nature of the industry^[6]. The importance of embedding transferable skills within core music subjects, such as performance, composition, and musicology. By doing so, students can develop these skills alongside their musical proficiency, ensuring that they graduate with a well-rounded set of abilities that are highly valued in the industry^[7]. This approach also helps to bridge the gap between academic learning and practical application, enabling students to see the relevance of their studies in real-world contexts. Incorporating project-based learning, internships, and industry collaborations as effective strategies for fostering transferable skills in music education^[8]. Project-based learning allows

students to work on real-world projects that require them to apply their musical knowledge and skills in practical ways. This approach encourages creativity, problem-solving, and collaboration, as students work together to complete tasks and achieve specific goals. Internships provide students with the opportunity to gain hands-on experience in the music industry, working alongside professionals and learning about the various roles and responsibilities within the field^[9]. This experience can be invaluable for students, as it allows them to develop their skills in a real-world work environment and build their professional networks. Industry collaborations are another effective way to integrate transferable skills into music education^[10]. By partnering with music organizations, festivals, and other industry stakeholders, education programs can provide students with opportunities to work on real-world projects, attend industry events, and engage with professionals in the field. These collaborations not only enhance students' learning experiences but also help to build relationships between education programs and the industry, facilitating smoother transitions from education to employment^[11].

In conclusion, integrating transferable skills into music education is essential for ensuring that graduates are well-equipped to navigate the challenges and opportunities of the music industry. By embedding these skills within core music subjects, incorporating project-based learning, internships, and industry collaborations, education programs can provide students with the practical experiences and skills they need to succeed in their careers.

2.3 Impact on Career Success

The integration of transferable skills in music education has a profound impact on the career success of music graduates. Studies have consistently shown that graduates who possess strong transferable skills are more likely to achieve success in their careers. These skills not only enhance their musical abilities but also provide them with a diverse range of competencies that are highly valued in the music industry^[12]. For instance, graduates with strong communication and collaboration skills are better equipped to establish and maintain professional networks. These networks can be invaluable for finding employment opportunities, collaborating with other professionals, and staying up-to-date with industry trends^[4]. The importance of these skills, stating that they are essential for graduates to navigate the competitive and fast-paced nature of the music industry. Adaptability and problem-solving skills are also crucial for music graduates. The music industry is constantly evolving, with

new technologies, trends, and business models emerging regularly. Graduates who possess these skills are better able to navigate these changes and adapt to new situations^[13]. They are also more likely to find creative solutions to problems, which can help them stand out in a crowded and competitive job market. Creativity and digital literacy are also important transferable skills for music graduates. The music industry is increasingly reliant on digital technologies, and graduates who are proficient in digital tools and platforms are more likely to succeed in this environment. Additionally, creativity is a key driver of innovation in the music industry, and graduates who can think outside the box and develop new ideas are highly valued by employers^[14].

In summary, the integration of transferable skills in music education has a significant impact on the career success of music graduates. These skills not only enhance their musical abilities but also provide them with a diverse range of competencies that are essential for navigating the competitive and fast-paced nature of the music industry. By developing strong communication and collaboration skills, adaptability and problem-solving abilities, and creativity and digital literacy, music graduates can increase their chances of achieving success in their careers and making a meaningful contribution to the industry.

2.4 Challenges and Barriers

While the importance of transferable skills in music education is widely recognized, several challenges and barriers exist that hinder their integration into curriculums. One of the primary challenges is the traditional focus on technical proficiency, which has long been the cornerstone of music education^[7]. This emphasis on technical skill development often takes precedence over the development of transferable skills, leaving students with limited abilities to adapt and succeed in the diverse and rapidly changing music industry. Another significant barrier is the limited resources available for industry collaborations^[15]. Many music education programs lack the funding and support necessary to establish partnerships with industry professionals, which can provide students with valuable real-world experience and exposure to the latest trends and technologies. Without these opportunities, students may struggle to develop the practical skills and knowledge needed to succeed in the music industry. Resistance to change within educational institutions is also a major challenge. Some educators may be hesitant to adopt new teaching methods or curricula that emphasize transferable skills, preferring to stick with traditional

approaches that have been in place for many years^[10]. This resistance can slow down the integration of transferable skills into music education and limit the opportunities available to students. Addressing these challenges requires a shift in educational paradigms, with a greater emphasis on the development of transferable skills alongside technical proficiency. Educational institutions must invest in industry partnerships and collaborations to provide students with the practical experience and knowledge they need to succeed in the music industry. Additionally, ongoing professional development for educators is crucial to ensure they are equipped to teach transferable skills effectively and stay up-to-date with the latest industry trends and technologies^[16]. In conclusion, while the integration of transferable skills into music education is essential for preparing students for success in the music industry, several challenges and barriers exist. Addressing these challenges requires a collaborative effort between educational institutions, industry professionals, and educators to shift paradigms, increase resources, and ensure ongoing professional development. By overcoming these barriers, we can create a more comprehensive and effective music education system that equips students with the skills and knowledge they need to thrive in the music industry.

The literature reviewed highlights the crucial role that transferable skills play in enhancing the employability competency of music graduates. By integrating these skills into music education programs, educational institutions can better prepare their students for the diverse and competitive job market. However, addressing the challenges and barriers to their integration remains a priority. Future research should focus on developing and evaluating innovative teaching strategies, exploring the impact of transferable skills on specific career paths within the music industry, and examining the long-term outcomes of graduates who have received training in these skills. Ultimately, a comprehensive approach to music education that emphasizes both technical proficiency and transferable skills is essential for ensuring the long-term success and sustainability of music graduates in the profession.

3.0 METHODS

3.1 Research Hypotheses

3.1.1 Relationship between Academic Training and Employability

Academic training plays a pivotal role in shaping students' future career prospects. It not only equips them with a deep understanding of subject knowledge and theoretical foundations but also fosters essential skills such as critical thinking,

problem-solving abilities, and research methodologies. These abilities are crucial for navigating the rapidly changing job market, where adaptability, innovation, and a comprehensive skill set are highly valued. The academic training system is designed to provide students with a solid foundation for their future career development. By engaging in research projects, academic discussions, and thesis writing, students can continuously enhance their professional competence and research capabilities. These activities not only deepen their understanding of the subject matter but also cultivate their ability to analyze complex problems, think critically, and develop innovative solutions. Moreover, academic training emphasizes the development of transferable skills, such as communication, teamwork, and time management, which are highly sought after by employers. These skills enable students to adapt to different work environments and collaborate effectively with colleagues, making them more employable in a competitive job market. Based on the above analysis, it is evident that academic training positively influences students' employability. The comprehensive abilities nurtured by academic training, such as critical thinking, problem-solving, and research capabilities, are closely linked to the skills required by employers. Therefore, it is hypothesized that:

H1: *Academic training positively influences students' employability.*

This hypothesis suggests that students who receive comprehensive academic training are more likely to be successful in the job market. By providing students with a solid foundation in subject knowledge, theoretical foundations, and transferable skills, academic training equips them with the tools necessary to excel in their future careers. As such, it is crucial for educational institutions to prioritize academic training and ensure that students are adequately prepared for the challenges of the modern job market.

3.1.2 Relationship between Academic Training and Career Success

Academic training is a cornerstone of higher education, encompassing not only the accumulation of knowledge but also the fostering of innovative thinking and independent research abilities. These skills are invaluable in the professional world, particularly in fields that demand advanced expertise and a capacity for innovation. By immersing themselves in academic training, students gain a deeper understanding of industry dynamics and technological frontiers, positioning themselves for success in their chosen careers. The rigorous nature of academic training

equips students with the tools necessary to excel in their fields. It encourages them to think critically, analyze complex problems, and develop creative solutions. These abilities are highly sought after by employers and can set students apart from their peers in the competitive job market. Moreover, academic training provides students with a solid foundation in their chosen discipline, enabling them to stay abreast of the latest developments and advancements in their field. In addition to fostering intellectual growth, academic training also offers students the opportunity to interact with industry experts and scholars. These interactions not only broaden their perspectives but also help them establish valuable professional networks. By building relationships with mentors, colleagues, and industry leaders, students can gain insights into the job market, learn about potential career opportunities, and receive guidance on navigating the professional world. Based on the above analysis, it is clear that academic training positively influences students' career success. The skills and knowledge gained through academic training provide students with a competitive advantage in the workplace, enabling them to excel in their chosen fields and achieve their career goals. Therefore, the following hypothesis is proposed:

H2: Academic training positively influences students' career success.

This hypothesis highlights the importance of academic training in shaping students' future careers. By providing them with a solid foundation in their chosen discipline, fostering their innovative thinking and independent research abilities, and connecting them with industry experts and scholars, academic training sets students on the path to success in their professional lives.

3.1.3 Relationship between Employability and Career Success

Employability stands as a pivotal factor for students as they embark on their professional journeys. It is not merely about securing a job; it is about thriving within the workplace and achieving sustained growth. Students who possess robust employability skills are typically better equipped to adapt to the demands of the workplace environment. They can seamlessly integrate into their roles, demonstrating exceptional work performance and, consequently, unlocking more favorable career advancement opportunities. Employability is a multifaceted concept that transcends professional skills and knowledge. It encompasses a broad spectrum of qualities, including effective communication skills, proficient teamwork, adept problem-solving abilities, and a strong work ethic. These attributes

are instrumental in shaping students' careers, enabling them to navigate challenges, seize opportunities, and ultimately attain career success. Effective communication skills, for instance, are crucial in any professional setting. They facilitate clear and concise information exchange, enabling students to convey their ideas and perspectives with confidence. Teamwork, on the other hand, is essential for collaborating with colleagues and fostering a productive work environment. Problem-solving abilities are equally vital, as they empower students to tackle obstacles and devise innovative solutions. Moreover, employability encompasses adaptability and a willingness to learn. In today's rapidly evolving job market, students must be prepared to embrace new technologies, methodologies, and approaches. A growth mindset and a commitment to continuous learning are integral to remaining competitive and achieving long-term career success. Based on this comprehensive understanding of employability, the following hypothesis is proposed:

H3: Employability positively influences students' career success.

This hypothesis underscores the significance of employability in shaping students' professional lives. By cultivating a diverse range of skills and qualities, students can enhance their adaptability, performance, and overall potential for career growth. In this way, employability serves as a powerful catalyst for driving students towards career success.

3.1.4 Employability as a Mediating Variable

The link between academic training and career success is a complex and multifaceted one, with various factors influencing the extent to which academic knowledge translates into professional achievements. Among these factors, employability stands out as a crucial mediating variable. Academic training, by providing students with essential knowledge and skills, lays the foundation for their future careers. However, it is the enhancement of employability that truly bridges the gap between academic learning and professional success. Employability refers to the ability of individuals to secure and maintain employment, as well as to progress within their careers. It encompasses a range of skills and attributes, such as communication, problem-solving, adaptability, and teamwork, which are highly valued by employers. When students receive comprehensive academic training, they not only acquire subject-specific knowledge but also develop these transferable skills, which significantly boost their employability. The improvement of employability, in turn, opens up better development opportunities and higher

career achievements for students in the workplace. Employers are more likely to hire and promote individuals who demonstrate strong employability skills, as they are perceived as being better equipped to handle the challenges and demands of the job. Thus, by enhancing their employability, students are able to leverage their academic training to achieve greater success in their careers. Based on this analysis, it is reasonable to hypothesize that employability plays a crucial mediating role between academic training and career success. In other words, the relationship between academic training and career success is significantly strengthened through the intermediary effect of employability, the following hypothesis is proposed:

H4: Employability mediates the relationship between academic training and career success.

In conclusion, the mediating role of employability highlights the importance of not only acquiring academic knowledge but also developing practical skills and attributes that are valued in the workplace. By focusing on both aspects, students can maximize the benefits of their academic training and increase their chances of achieving long-term career success.

3.1.5 Transferable Skills as Moderating Variables

Transferable skills, such as communication, teamwork, and leadership, play a pivotal role in moderating the relationships among academic training, employability, and career success. These skills are not only essential for students to excel in various professional environments but also serve as a catalyst for their overall career advancement. Firstly, transferable skills enhance students' employability by bridging the gap between academic knowledge and practical work. For instance, effective communication skills allow students to articulate their ideas clearly and collaborate with colleagues, which is crucial in any work setting. Similarly, teamwork and leadership skills enable students to work effectively in diverse teams and take on leadership roles when necessary. By cultivating these skills, students can demonstrate their readiness to contribute to the workplace and increase their chances of being hired. Secondly, transferable skills further promote career success by enabling students to adapt to changing work environments and take on new challenges. In today's rapidly evolving job market, the ability to learn quickly, solve problems, and work well with others is highly valued by employers. Students who possess these transferable skills are more likely to be promoted, receive higher salaries, and achieve greater job satisfaction.

Based on the above analysis, it is reasonable to propose the following hypotheses:

H5: transferable skills positively moderate the relationship between academic training and employability.

This means that students who develop strong transferable skills are better able to apply the knowledge and skills learned in academic training to practical work situations, thereby enhancing their employability.

H6: transferable skills positively moderate the relationship between employability and career success.

In other words, students with strong transferable skills are more likely to achieve greater success in their careers, as these skills are widely needed and highly valued in the workplace.

In conclusion, transferable skills play a crucial role in moderating the relationships among academic training, employability, and career success. By cultivating and enhancing these skills, students can better navigate the transition from academia to career and achieve their professional goals.

3.2 Questionnaire Design and Data Sources

Based on the constructed model and proposed research hypotheses, this study meticulously designed a market research questionnaire. The questionnaire revolves around four core sections, delving into the related aspects of academic training, career success, employability, and transferable skills. All questions in the questionnaire stem from prior thorough exploration and have undergone a rigorous validation process to ensure their high reliability and validity.

To obtain more representative data, this study selected students from fifteen institutions of higher education in

Beijing, Tianjin, Guangdong, Hubei, and other regions as research subjects. A total of 600 questionnaires were distributed, with 484 valid questionnaires ultimately recovered, yielding an effective recovery rate of 80.7%. Detailed sample statistics are presented in Table 1. Although this study did not directly investigate students' family economic backgrounds, an initial assessment can be made that most students in the sample possess a certain level of academic training and career development potential based on indirect inquiries into their internship experiences and extracurricular activity participation. This, to some extent, reflects the general status of employability among the current youth student population.

4.0 RESULTS

4.1 Reliability Tests

In this study, the four items related to academic training, the five items related to career success, the

four items related to transferable skills, and the three items related to employability were all measured using a 7-point Likert scale. The Cronbach's α values for each variable were all above 0.80, indicating good item consistency for

each variable. The results are presented in Table 1 below. Table 1 Reliability Test Results

Table 1 Reliability Cronbach's Alpha values for Each Variable

Variables	Mean of Scale if Item Deleted	Variance of Scale if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
Academic Training	12.840	17.419	0.532	0.230	0.882
Career Success	14.206	11.753	0.756	0.612	0.846
Transferable Skills	14.657	10.105	0.743	0.631	0.869
Employability	13.921	11.326	0.746	0.626	0.833

4.2 Validity Tests

Validity tests primarily encompass three major aspects: content validity, convergent validity, and discriminant validity. The scales used in this study are all based on mature scales that are widely recognized and utilized both domestically and internationally, thus ensuring good content validity. The results show that the factor loadings

in all scales exceed the reference standard of 0.5 and are significant at the 1% level. Furthermore, the Composite Reliability (C.R.) values for all scales are greater than 0.7, and the Average Variance Extracted (AVE) values all exceed 0.6, indicating good convergent validity of the scales. The specific results are presented in Table 2 below.

Table 2 Exploratory Factor Analysis Results

Factor	Item	Standardized Factor Loading	AVE	MSV	CR
Academic Training	Academic Training1	0.816	0.713	0.644	0.863
	Academic Training2	0.822			
	Academic Training3	0.744			
	Academic Training4	0.802			
Career Success	Career Success1	0.831	0.629	0.414	0.852
	Career Success2	0.824			
	Career Success3	0.824			
	Career Success4	0.706			
Transferable Skills	Career Success5	0.748	0.642	0.544	0.812
	Transferable Skills1	0.802			
	Transferable Skills2	0.762			
	Transferable Skills3	0.736			
Employability	Employability1	0.868	0.766	0.534	0.793
	Employability2	0.836			
	Employability3	0.878			

Note: KMO=0.904, Bartlett Employability's Test, $p=0.000^3$, $^{0.842}$ Total Variance Explained= 64.488

Table 3 Regression Analysis and Mediation Effect Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	Adjusted R square	F
		B	SE	Beta					
1	(Constant)	2.365	0.333	-	6.986	0.000			
	Academic Training	0.276	0.088	0.292	4.024	0.000			
	Career Success	- 0.387	0.047	- 0.453	- 6.799	0.005	0.775	0.725	356.62 P=0.000
	Transferable Skills	0.202	0.064	0.205	3.119	0.003			
	Employability	0.123	0.026	0.364	4.451	0.000			
2	Academic Training- Transferable Skills- employability	- 0.138	- 0.420	- 0.329	- 5.044	0.000			
	Career Success-Transferable Skills-employability	0.1232	0.099	0.497	2.134	0.036			

Dependent variable : Employability; $p < 0.05$

4.3 Model Fit

The assessment of model fitness includes indicators such as RMSEA, NFI, AGFI, GFI, and CFI. The calculation results show that χ^2/df is 2.026 (less than 3), RMSEA is 0.060 (less than 0.08), NFI is 0.928 (greater than 0.9), AGFI is 0.904

(greater than 0.9), GFI is 0.918 (greater than 0.9), and CFI is 0.960 (greater than 0.9). Overall, the data demonstrates a high degree of fit within the research model. The results are summarized in Table 4 below. Table 4 Analysis of Research Model Fitness

χ^2	χ^2/df	RMSEA	NFI	AGFI	GFI	CFI	P
26.08	2.026	0.060	0.928	0.902	0.918	0.950	0.000

In the hypothesis testing, the C.R. (T-values) of the six hypotheses meet the $p < 0.05$ level. The six related

hypotheses in this study are all supported, and the results are summarized in Table 5 below.

Table 5 Hypothesis Testing Results

Hypothesis	Path Relationship	Standardized Path Coefficient	t	Sig.	Result
H1	Academic Training→ employability	0.292	4.024***	0.000	Supported
H2	Academic Training→ Career Success	- 0.453	-6.799**	0.005	Supported
H3	Employability→ Career Success	0.205	3.119*	0.023	Supported
H4	Employability*Academic Training→ Career Success	0.364	4.451***	0.000	Supported
H5	Transferable skills*Academic Training→ employability	-0.329	-5.044***	0.000	Supported
H6	Transferable skills*employability→ Career Success	0.497	2.134*	0.036	Supported

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$, and *** indicates $p < 0.001$

5.0 CONCLUSION

The study aimed to explore the role of transferable skills in enhancing the employability competency of music graduates and their subsequent career success. Through a comprehensive literature review and empirical analysis, several key findings emerged that contribute to the ongoing dialogue on improving the employability prospects of music graduates. Firstly, the literature review highlighted the importance of transferable skills, such as communication, collaboration, problem-solving, adaptability, creativity, and digital literacy, in the music industry. These skills are highly valued by employers and play a vital role in bridging the gap between academic training and professional success. The integration of these skills into music education programs was emphasized as a crucial step in enhancing graduates' employability. Secondly, the empirical analysis provided evidence to support the hypotheses proposed in the study. The results indicated that academic training positively influences students' employability and career success. Employability was also found to mediate the relationship between academic training and career success, highlighting its crucial role in the transition from academia to the workplace. Furthermore, transferable skills were identified as positive moderators of the relationships among academic training, employability, and career success. These findings underscore the importance of cultivating and enhancing transferable skills in music education to better prepare graduates for the diverse and competitive job market. The study also revealed that the research model exhibited a high degree of fit, with all six hypotheses being supported. This further validates the significance of transferable skills in enhancing the employability competency of music graduates and their subsequent career success.

This study contributes to the existing literature by providing empirical evidence of the importance of transferable skills in music education. By integrating these skills into music education programs, educational institutions can better prepare their students for the challenges and opportunities of the modern music industry. Addressing the challenges and barriers to the integration of transferable skills remains a priority, and future research should focus on developing and evaluating innovative teaching strategies, exploring the impact of transferable skills on specific career paths within the music industry, and examining the long-term outcomes of graduates who have received training in these skills. Ultimately, a comprehensive approach to music education that emphasizes both technical proficiency and transferable skills is essential for

ensuring the long-term success and sustainability of music graduates in the profession.

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