

THE INFLUENCE OF KNOWLEDGE, SKILLS, AND ATTITUDE ON CAREER DEVELOPMENT OPPORTUNITIES IN THE WORKPLACE

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Abstract

This research aims to analyze the influence of knowledge, skills, and attitudes on career development opportunities in the workplace. In the era of globalization and increasingly fierce business competition, a deep understanding of the factors influencing career development becomes crucial for individuals and organizations. This research aims to explore the impact of knowledge, attitudes, and skills on the career development opportunities of working master's degree students in management at Universitas Sangga Buana YPKP Bandung. The method used is quantitative, with a sample of 65 people selected through a non-probability purposive sampling technique. Data were collected through a Likert scale questionnaire and analyzed using multiple linear regression analysis techniques with the help of SPSS software. The analysis results show that knowledge, attitude, and skills significantly impact career development opportunities in the workplace. This indicates that these variables strongly influence career development opportunities in the workplace. Meanwhile, other variables are influenced by factors not studied in this research. The higher a person's knowledge, skills, and attitudes, the greater the opportunities for career development in the workplace. This research provides new insights into the importance of knowledge and skills in enhancing career development opportunities in the workplace. Attitude, although influential, requires a more in-depth approach to understand its impact. The practical implication of these findings is the importance of training and development programs that focus on enhancing employees' knowledge and skills to support their career development.

Keywords: Attitudes, Career Development Opportunities Knowledge, Skills

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Introduction

In the competitive world of work, career development opportunities are crucial for individuals to achieve professional success. Career development is not solely dependent on work experience but is also influenced by internal factors such as hard skills (knowledge and skills) and soft skills (individual attitudes). These factors play a critical role in determining a person's readiness to face challenges and seize available opportunities in the workplace. Research from Harvard University in the United States found that an individual's success is not solely dependent on knowledge and technical skills (hard skills). More than that, success is influenced by an individual's ability to manage themselves and interact with others (soft skills). The study emphasized that only about 20% of a person's success can be attributed to hard skills, while soft skills influence the remaining 80%. Therefore, individuals who can optimize their soft skills have the potential to achieve much greater success in various aspects of life, both in their careers and social relationships, compared to those who rely solely on formal academic achievements or educational degrees.

Knowledge is a primary factor that influences career development opportunities. According to Zainun (2012), knowledge aims to enhance human resource capabilities before they enter the job market. With the appropriate knowledge, individuals are expected to meet the necessary job requirements. Knowledge is a driving force that enhances human resource potential to improve performance. Irianto (2015) argues that an employee's competence can be nurtured through knowledge, skills, and training programs. Knowledge plays a crucial role in acquiring and enhancing professional expertise. With knowledge, individuals are equipped with a solid foundation to understand, develop, and apply systematic thinking methods, enabling them to tackle challenges they may encounter in the future, as stated by Sedarmayanti (2013). Employees with adequate knowledge are more capable of handling complex tasks and adapting to rapid industry changes. Conversely, a lack of knowledge can hinder professional development and reduce an individual's competitiveness in the job market.

In addition to knowledge, skills are also key determinants in career development. Technical and non-technical skills relevant to job demands can enhance efficiency and effectiveness at work. Research conducted by Kosasih (2019) from Universitas Sangga Buana Bandung states that skills are the ability to complete tasks quickly and accurately, using fundamental competencies, and anticipating and overcoming obstacles that may arise in work processes. To improve performance, employees must develop their current skills continuously. They will be better prepared to execute work tasks by possessing relevant skills. On the other hand, a lack of skills can be a significant barrier to career advancement, leading to stagnation in job positions and limited opportunities for promotion.

Individual attitudes also play an essential role in determining career development opportunities. Positive attitudes such as high motivation, initiative, and adaptability can enhance an individual's professional image in the eyes of superiors and colleagues. A study conducted by Mariati, Kosasih, and Eddy Sofia (2023) from the Master of Management Program at Universitas Sangga Buana Bandung states that attitude is a person's mental tendency or predisposition that influences their behavior towards acceptance or rejection. Gerungan (2004: 160) also defines attitude as an individual's reaction to a particular object through opinions or feelings. Although the object remains the same, individual attitudes may vary due to differences in conditions, experiences, information, and personal needs. Attitudes toward an object reflect an individual's behavior toward it. It can be concluded that individuals with proactive attitudes are more likely to receive career development opportunities such as training and promotions. Conversely, poor attitudes, such as lack of discipline and resilience to work pressure, can hinder career growth and lower job satisfaction.

Based on the above discussion, it can be concluded that knowledge, skills, and attitudes significantly influence career development opportunities in the workplace. This study analyzes the relationship between these three factors and career development and provides recommendations for individuals and organizations to enhance workforce readiness for professional success. By understanding the role of each variable, individuals are expected to develop their potential optimally and increase their competitiveness in the increasingly dynamic job market.

Methods

This research uses a quantitative approach based on positivist philosophy. This approach explores a specific population or sample, where sampling is often conducted randomly. Data is collected through research instruments, and the analysis is statistical or quantitative, aimed at testing previously formulated hypotheses. Sugiyono (2015: 14). The primary data for the research was collected through the completion of questionnaires by respondents consisting of Master of Management students from Universitas Sangga Buana YPKP Bandung who are currently working, as well as several alumni from the Master of Management program at the same university. Determining the sample size involves the Slovin formula with a margin of error (e) of 10%, resulting in a sample size of 65 people. The sampling was conducted using the nonprobability sampling technique, where everyone had a different chance of being selected as a sample. (Sugiyono, 2015: 112). This method is Purposive Sampling, which selects samples based on specific

considerations to achieve the research objectives more accurately and effectively. (Sugiyono, 2011: 85).

$$n = \frac{N}{1 + N(e)^2} = \frac{181}{1 + 181(0.1)^2}$$

=64.41 is rounded up to 65 students.

Based on these results, a representative sample of 100 respondents will be taken in this study, and it is hoped that this research will obtain accurate results.

Table 1. Operational Definition of Variables

No	Variabel	Concept of Variables	Indicator/ Dimension	Scale	No. Questio nnaire
1	Knowledge (X1)	Knowledge is a key element for organizations in enhancing their capabilities and competitiveness. To maximize the use of knowledge, optimal knowledge management is required. (Wibowo, 2016)	Level of Depth and Maturity of Knowledge	Ordinal	1-2
			Scope of Knowledge	Ordinal	3-4
			Knowledge Application	Ordinal	5-6
2	Skill (X2)	The role or position is a crucial component of an organization. To fulfill the objectives of the organization, It is essential to identify the tasks that need to be completed according to the skills possessed by the employees. (Kasmir and Jakfar, 2013:172)	The relevance of skills to job tasks	Ordinal	7-8
			Skill Proficiency Level	Ordinal	9-10
			Creativity and Innovation	Ordinal	11-12
3	Attitude (X3)	Work attitude is an individual's perspective on their job that reflects the positive and negative experiences they have had as well as their expectations for future experiences. (Kenneth, 2011:129)	Alignment of attitudes with organizational values	Ordinal	13-14
			Work Engagement and Motivation	Ordinal	15-16
			Collaboration and Social Interaction	Ordinal	17-18

4	Career Development (Y)	Career development is a process that employees go through to achieve progress through various levels, where each level has different characteristics in terms of task development, activities, and relationships. (Noe, 2000)	Identification of Development Opportunities	Ordinal	19-20
			Development Initiative	Ordinal	21-22
			Career Planning	Ordinal	23-24

Based on the Operational Definition of Variables, the framework in this study is as follows:

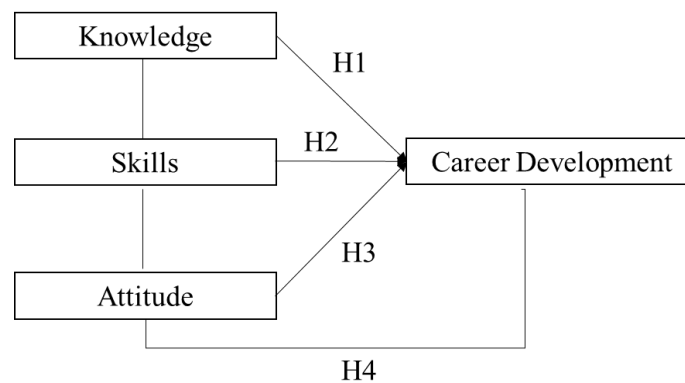


Figure 1. Research Model

It can be seen from the research framework in Figure 2 that the formulation of the research hypothesis used is as follows:

- H1:** Based on the Human Capital Theory, which emphasizes the role of education and knowledge in enhancing workforce productivity, knowledge is expected to influence career development opportunities in the workplace significantly.
- H2:** Grounded in the Skills-Based Career Theory, which posits that technical and non-technical skills contribute to career advancement, skills are anticipated to influence career development opportunities in the workplace positively.
- H3:** According to the Theory of Planned Behavior, which highlights the impact of attitudes on decision-making and behavior, a positive attitude is expected to influence career development opportunities in the workplace significantly.
- H4:** Integrating the perspectives of Human Capital Theory, Skills-Based Career Theory, and the Theory of Planned Behavior, knowledge, skills, and attitude collectively exert a significant positive influence on career development opportunities in the workplace.

Result And Discussion

Validity Test

This test evaluates how well each statement measures the variable being studied. The Pearson Product Moment correlation method is used to assess the validity of the study's items. If the tested item's correlation coefficient is higher than the critical value of 0.3, it is deemed valid as a construct. The results of the validity test of the questionnaire for the variables being studied are shown in the following table:

Table 2. Result Validity Test

	Statement	R-Value	R-Table	Description
Career Development Opportunities(Y)	I always look for information about the latest trends and developments in my industry or job sector that can become development opportunities.	0,622	0,3	Valid
	I am happy to take on additional responsibilities that can help me grow professionally.	0,649	0,3	Valid
	I enjoy talking to mentors or colleagues who can provide advice on my career planning.	0,69	0,3	Valid
	I regularly reflect on my career progress and update my career plan as needed.	0,739	0,3	Valid
	I am actively seeking opportunities to achieve milestones in my career plan, such as promotions or position changes.	0,763	0,3	Valid
	I feel that development initiatives are one of the keys to success in my career.	0,747	0,3	Valid
Knowledge (X1)	I have a deep understanding of the main tasks in the job.	0,513	0,3	Valid
	I feel that the knowledge I possess has developed and matured since starting the job.	0,663	0,3	Valid
	I feel that I have enough knowledge to contribute to various projects or initiatives at the workplace.	0,822	0,3	Valid

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	I have the ability to face challenges and problems that arise in work thanks to the knowledge I possess.	0,809	0,3	Valid
	I actively seek opportunities to develop new ideas based on the knowledge I possess.	0,74	0,3	Valid
	I feel that my extensive knowledge helps me see the big picture and make better decisions at work.	0,718	0,3	Valid
Skill (X2)	The skills I possess are highly relevant to the tasks I perform at work.	0,739	0,3	Valid
	I often look for new ways to improve the efficiency or quality of my work.	0,53	0,3	Valid
	I believe that improving my skills will have a positive impact on my work results.	0,37	0,3	Valid
	I enjoy trying new approaches to completing work tasks.	0,703	0,3	Valid
	I have a high level of expertise in the skills required for my job.	0,699	0,3	Valid
	I feel I have the freedom to create creative solutions in my work.	0,581	0,3	Valid
Attitude (X3)	I feel that my attitudes and values align with the values upheld by the organization I work for.	0,764	0,3	Valid
	I consistently implement a positive attitude that aligns with the organization's mission and goals.	0,757	0,3	Valid
	I feel motivated and enthusiastic in carrying out daily work tasks.	0,653	0,3	Valid
	I have a strong sense of responsibility towards my work and seek opportunities to give my best.	0,615	0,3	Valid
		0,445	0,3	Valid

I always try to improve my attitude and behavior to be more consistent with the organization's values.			
I understand the importance of effective communication and collaboration in achieving success in the workplace.	0,531	0,3	Valid

Reliability Test

In this study, all statement correlation coefficients surpass the 0.3 thresholds, confirming their suitability as measurement tools. As shown in Table 6, all variables have a Cronbach's alpha (CA) value above 0.6. A reliability coefficient greater than 0.6 indicates that the survey is reliable.

Table 6. Reliability Test

Variable	Reliability Inde	Critical Value	Description
Knowledge (X1)	0.809	0.6	Reliable
Attitude (X2)	0.690	0.6	Reliable
Skills (X3)	0.614	0.6	Reliable
Performance (Y)	0.793	0.6	Reliable

Normally Test

Using the SPSS version 25.0 program application, the following output results of the normality test calculations were obtained:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		61
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.23761589
Most Extreme Differences	Absolute	.106
	Positive	.041
	Negative	-.106
Test Statistic		.106
Asymp. Sig. (2-tailed)		.085 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 2. Normally Test

Based on the table above, the SPSS output obtained a Sig. Value for the normality test using the Kolmogorov-Smirnov method of 0.085. Because the p-value is more significant than alpha (0.085 > 0.05), it can be concluded that the residual data is typically distributed.

Multicollinearity Test

The multicollinearity test assesses whether independent variables in the model are correlated. An ideal model should not correlate with independent variables. Using SPSS version 25.0, the Variance Inflation Factor (VIF) values for each independent variable were obtained as follows:

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Pengetahuan (X1)	.367	2.726
	Keterampilan (X2)	.493	2.028
	Sikap (X3)	.387	2.583

a. Dependent Variable: Pengembangan Karir (Y)

Figure 3. Multicollinearity Test

Based on the table above, it is known that the VIF values of each independent variable are below 10, namely for the Knowledge variable (X1) = 2.726, Skills (X2) = 2.028, and Attitude (X3) = 2.583. Based on these results, it can be concluded that there is no multicollinearity among the independent variables in the model.

Pearson Product Moment Correlation Analysis

Analysis of correlation Pearson When the data from two or more variables is of the interval or ratio type and the data sources for each variable are the same, the Product Moment method can be used to identify and evaluate hypotheses on the relationship between the variables. (Sugiyono, 228). The correlation coefficient results obtained with the SPSS 25 computer application are as follows:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.623	2.29575

a. Predictors: (Constant), Keterampilan (X3), Sikap (X2), Pengetahuan (X1)

b. Dependent Variable: Pengembangan Karir (Y)

Figure 4. Correlation Analysis

Based on the table above, it is known that the correlation coefficient (R) is 0.801. The value is then interpreted based on Guilford's criteria as follows:

Table 7. Correlation Coefficient and Its Estimation

Interval Koefisien	Tingkat Hubungan
0,00 - 0,199	Sangat Rendah
0,20 - 0,399	Rendah
0,40 - 0,599	Sedang
0,60 - 0,799	Kuat
0,80 - 1,000	Sangat Kuat

Source: Sugiyono, 2009:231

Regarding the interpretation of the correlation coefficient in the table, a correlation coefficient of 0.801 signifies a robust association between the independent and dependent variables.

Heteroscedasticity Test

The heteroscedasticity test examines whether the residual variation in a regression model is uniform across observations. If the variation is consistent, it is termed homoscedasticity; if it fluctuates, it is called heteroscedasticity. An ideal regression model should be free from heteroscedasticity. The Glejser test is used to identify signs of heteroscedasticity. Below are the test results processed with SPSS.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.481	1.166		.209
	Pengetahuan (X1)	.064	.078	.175	.417
	Keterampilan (X2)	-.083	.080	-.194	.300
	Sikap (X3)	.045	.085	.111	.599

a. Dependent Variable: Abs_Res

Figure 5. Result in Heteroscedasticity Test

Based on Table, regarding the heteroscedasticity test, it can be interpreted that there are no signs of heteroscedasticity in the regression analysis, as indicated by the significance value (p-value) of each independent variable being more significant than the 5% significance level (0.05).

Hypothesis Test

Simultaneous test (F test)

This figure presents the hypothesis test results using the F-test, which determines whether independent variables significantly influence the dependent variable. In this study, the F-test produced an F-value of 34.049 with a p-value of 0.000 (Table 4.22). With $\alpha = 0.05$, degrees of

freedom $k = 3$, and $v = 57$, the F_{table} value is 2.766. Since F_{hitung} (34.049) exceeds F_{table} (2.766), H_0 is rejected, confirming that knowledge (X1), skills (X2), and attitude (X3) significantly impact career development (Y).

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	538.361	3	179.454	34.049	.000 ^b
	Residual	300.415	57	5.270		
	Total	838.777	60			

a. Dependent Variable: Pengembangan Karir (Y)

b. Predictors: (Constant), Sikap (X3), Keterampilan (X2), Pengetahuan (X1)

Figure 6. Result Simultan Test (F-Test)

Partial Test (T-Test)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.689	1.919		.721
	Pengetahuan (X1)	.410	.128	.419	.002
	Keterampilan (X2)	.333	.131	.287	.014
	Sikap (X3)	.202	.139	.185	.153

a. Dependent Variable: Pengembangan Karir (Y)

Figure 7. Result Partial Test (T-Test)

The effect of independent variables (X1, X2, and X3) on the dependent variable (Y, Career Development) is then evaluated using a partial test (T-Test). If the t -value is more than the t -table, indicating a considerable impact on the dependent variable, then H_0 is rejected. The partial hypothesis testing curve depicts the acceptance and rejection regions of H_0 based on things and table values.

This study's t -value for Knowledge (X1) is 3.200, while the t -table value is 2.002. Since $t_{hitung} > t_{table}$, H_0 is rejected, confirming that Knowledge (X1) positively affects career development (Y). For Skills (X2), the t -statistic is 2.543, exceeding the t -table value of 2.002, leading to H_0 rejection and confirming a significant positive impact on career development.

However, the Attitude variable (X3) does not significantly influence career development, as its t -value (1.449) is lower than the t -table value (2.002), meaning H_0 is accepted for this variable.

Test Coefficient of Determination (R²)

The coefficient of determination analysis measures how well an independent variable explains the variation in a dependent variable. It is derived from the squared correlation coefficient, indicating model accuracy in describing variable relationships. This metric is crucial for evaluating model fit and relationship strength in statistical analysis. (Sugiyono:231). After the value of R is known to be 0.801, the coefficient of determination can be calculated using the following formula:

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.623	2.29575

a. Predictors: (Constant), Keterampilan (X3), Sikap (X2), Pengetahuan (X1)
b. Dependent Variable: Pengembangan Karir (Y)

Figure 8. Test Coefficient of Determination

$$\begin{aligned}
 KD &= R^2 \times 100\% \\
 &= (0,801)^2 \times 100\% \\
 &= 64,2\%
 \end{aligned}$$

Knowledge (X1), skills (X2), and attitude (X3) all have an impact on career development (Y), with a 64.2% coefficient of determination level. Other factors that have not yet been examined impact the remaining 35.8%. The following outcomes are obtained by applying the Beta Coefficient × Zero-order method to ascertain the percentage influence of each variable on the Knowledge variable (X1), Skills variable (X2), and Attitude variable (X3) on Career Development (Y):

Coefficients ^a			
		Standardized Coefficients	Correlations
Model		Beta	Zero-order
1	Pengetahuan (X1)	.419	.754
	Keterampilan (X2)	.287	.692
	Sikap (X3)	.185	.691

a. Dependent Variable: Pengembangan Karir (Y)

Figure 9. Beta Coefficient × Zero-order

1. Knowledge (X1) = 0,419 x 0,754 = 31,6%
2. Skills (X2) = 0,287 x 0,692 = 19,9%
3. Attitude (X3) = 0,185 x 0,691 = 12,8%

From the percentage analysis that has been conducted previously, it can be concluded that Knowledge (X1) has an impact of 31.6% on Career Development (Y), Skills (X2) contributes around 19.9%, and Attitude (X3) contributes 12.8% to Career Development (Y).

Discussion

The Influence of Knowledge Dimensions on Career Development Opportunities in the Workplace

The results of this study confirm that Hypothesis 1 is accepted, indicating that knowledge (X1) has a significant positive effect on career development (Y). This means that the level of knowledge possessed by Master's in Management students at USB YPKP Bandung significantly influences their career development opportunities in the workplace. The higher the level of knowledge, the greater the chances of obtaining career advancement opportunities.

This finding aligns with previous studies conducted by Zainun (2012), Sedarmayanti (2013), Irianto (2015), Revi and Lailatul (2022), Dian (2020), and Abdul Latief et al. (2019), which emphasize the role of knowledge in enhancing career opportunities. Similar to these studies, our findings suggest that knowledge is crucial in equipping individuals with the necessary competencies to meet job requirements and adapt to industry changes.

However, while the results support prior research, the study extends the existing literature by explicitly examining the impact of knowledge on postgraduate students in the Management program. The consistency of these findings suggests that knowledge remains a fundamental factor in career progression across different professional contexts. Future research could explore how different types of knowledge, technical versus managerial, contribute to career development in varying industries.

The Influence of Skill Dimensions on Career Development Opportunities in the Workplace

The results of this study confirm that Hypothesis 2 is accepted, indicating that skills (X2) have a significant positive effect on career development (Y). This suggests that the level of skills possessed by Master's in Management students at USB YPKP Bandung significantly influences their career advancement opportunities in the workplace. The higher the level of skills, the greater the likelihood of securing career development opportunities.

This finding is consistent with previous studies conducted by Feti (2019), Aksa and Yusuf (2019), Abdul Latief et al. (2019), and Anissa et al. (2020), which highlight the importance of skills in enhancing job performance and career progression. Similar to these studies, our research reinforces

the idea that both technical and soft skills are crucial for navigating workplace challenges and improving employability.

While these results align with existing literature, this study contributes further by focusing on postgraduate students, providing insights into how their acquired skills translate into career growth. However, variations in findings across different studies may be attributed to industry-specific skill demands and individual adaptability. Future research could explore the specific technical, managerial, or interpersonal skills that have the most significant impact on career development in various sectors.

The Influence of Attitude Dimensions on Career Development Opportunities in the Workplace

The results of this study confirm that Hypothesis 3 is rejected, indicating that attitude (X3) does not have a significant positive effect on career development opportunities (Y). This means that the attitude dimension possessed by Master's in Management students at USB YPKP Bandung is not statistically strong enough to be considered a significant factor influencing career development opportunities in the workplace.

This finding implies that while a positive attitude may contribute to professional growth in some cases, other factors such as knowledge, skills, or organizational policies might play a more dominant role in determining career advancement. This result contrasts with previous studies by Wui (2019), Yuliana (2015), Liani and Evita (2022), Yuliani and Asmadi (2012), and Abdul Latief et al. (2019), which suggested that attitude significantly impacts career opportunities. The difference in findings could be due to variations in sample characteristics, industry demands, or how attitudes are measured in different studies. While attitude influences career growth in broader contexts, within this particular sample, other professional qualifications and competencies are more highly valued. Future research could explore the interaction between attitude and other career-related factors, such as leadership style, workplace culture, or networking opportunities, to better understand its role in career development.

Conclusion

Based on the results of the analysis and discussion conducted in the previous chapter, it can be concluded that This study concludes that knowledge significantly influences career development opportunities for employed USB YPKP management graduate students. This finding highlights the importance of knowledge in equipping individuals with the necessary competencies to meet job demands and enhance their career progression. Similarly, skills are found to have a significant positive impact on career development opportunities. This emphasizes that technical and non-

technical skills are crucial in improving job performance, adaptability, and overall career growth. However, attitude does not have a significant effect on career development opportunities. This suggests that while attitude may contribute to professional success in some cases, other factors, such as knowledge and skills, might be more influential in determining career advancement. The study confirms that knowledge, skills, and attitude collectively contribute to career development opportunities. These findings reinforce the need for individuals and organizations to prioritize continuous learning and skill development to enhance career prospects in an increasingly competitive job market.

Recommendation

Based on the research findings, practical recommendations are provided for working students and policymakers to enhance career development opportunities.

1. Recommendations for Working Students

The findings show that the “breadth of knowledge” and “knowledge application” dimensions scored the lowest among knowledge indicators, though still at a reasonable level. Therefore, working students should continuously enhance their knowledge and its practical implementation in the workplace to remain competitive. The study identified that “creativity and innovation” had the lowest average among skill indicators. To strengthen career opportunities, working students should actively develop their ability to provide creative and innovative solutions in their jobs. The dimension of “alignment of attitude with organizational values” was found to have the lowest score in the attitude variable. Therefore, working students should strive to align their behavior and mindset with their organization's core values, ensuring they integrate seamlessly into the workplace culture. The study revealed that the “career development initiative” and “career planning” indicators were the least developed aspects of career opportunities. Therefore, students should actively seek career development programs, acquire new skills, and strategically plan their career paths, including preparing for promotions and role advancements.

2. Policy Recommendations

Since knowledge significantly impacts career development, policymakers should support initiatives that bridge academic learning with practical applications in the workplace. This can be achieved by encouraging universities to implement industry-focused curricula and providing students access to certification programs aligned with market demands. Since skills are crucial in career growth, policymakers should advocate for expanding professional training programs. This includes government-backed skill enhancement programs, incentives for corporate training initiatives, and public-private partnerships that facilitate continuous workforce development. The study found that

attitude did not significantly impact career advancement. This suggests that workplace structures and leadership approaches might be more dominant. Therefore, policymakers should encourage organizations to adopt inclusive policies focusing on measurable performance outcomes rather than subjective attitude perceptions. As career development initiatives and planning were found to be underutilized, governments and educational institutions should promote career counseling programs, job-matching platforms, and mentorship schemes to help professionals navigate career growth opportunities effectively. By implementing these recommendations, individuals and institutions can work collectively to build a knowledgeable, skilled workforce, and strategically prepared workforce for long-term career success.

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