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Graduates' Creativity Impact on Employability Skills: Moderated by Entrepreneurial Attitudes and Mediated by Work Ability

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Abstract: The paper seeks to discuss the impact of graduates' creativity/innovation, work ability, and entrepreneurial attitudes of business students on the employability skills that business education delivers. It attempts to investigate the way these variables interact to condition the employability outcomes of the business graduates while focusing on work ability as the mediator and entrepreneurial attitudes as a moderator.The study conducted a cross-sectional survey of 207 graduate-level business students across different programs such as finance, marketing, and entrepreneurship. Data were obtained using self-administered questionnaires, and analyses were conducted using ADANCO (Analytic-Dynamic Nonlinear Component Analysis) to consider direct, indirect, and interactive relationships between the central constructs of the model.The study established that creativity/innovation and work ability have significant influences on the employability skills of graduates. Work ability, in addition, mediates the creativity/innovation and employability skills relationship while entrepreneurial attitudes moderately influence this relationship. The implications of the results are that there is a significant interplay of creativity, practical skills, and entrepreneurial mindset for the business graduate's employability outcomes.By including creativity, work capacity, and entrepreneurial attitudes as important elements that contribute to graduate employability, it adds to the body of literature already produced in connection to the comprehensive model of employability. Additionally, it is giving educators, companies, and legislators practical advice on how to enhance graduate programs and foster a comprehensive strategy for preparing students for the ever-changing workforce.

Keywords: Graduates' creativity, Innovation, Work ability, Business students' attitude towards entrepreneurship, Employability skills.

1. Introduction

Employability skills have emerged as a cornerstone of graduate success within quickly evolving global job markets. Described as a combination of knowledge,

attributes, and attitudes, these skills allow individuals to respond to the demands of the workplace and contribute meaningfully to organizational objectives (Keelson et al., 2025). Creativity and innovation are increasingly recognized as key competencies to ensure employability in dynamic and competitive environments (Sethi et al., 2024). Creativity fosters divergent thinking, problem solving, and adaptability to a changing environment-all of which are highly valued in all industries (Mujtaba et al., 2025). Educational institutions have responded to this demand by placing emphasis on curricula and experiential learning opportunities that help prepare students for professional challenges (Rathee et al., 2025). Similar is work ability, that denotes the worker's ability to successfully meet job demands. It includes physical, mental, and social dimensions connecting academic preparation to workplace demands. Ilmarinen defines work ability as "an ability of each employee to execute physiological and mental requirements of the tasks at their best level.

The growing emphasis on employability has also brought entrepreneurial attitudes of business students into focus, who often face challenges and opportunities unique to the job market (Roy et al., 2025). Entrepreneurial attitudes, characterized by a proactive and opportunity-driven mindset, can amplify the benefits of creativity and work ability by enabling individuals to navigate uncertainty and exploit opportunities (Yahaya et al., 2024). These are especially important today as the economic situation is heavily affected by technological disruptions, globalization, and the requirement to innovate (Oyinlola et al., 2024). Though there has been a vast number of studies regarding employability, there is still a gap that needs to be filled with research on how creativity, work ability, and entrepreneurial attitudes interplay to determine graduates' employment outcomes (Kocsis & Pusztai, 2025). This research will explore these relationships to help contribute to a wider understanding of employability and inform the development of strategies to enhance graduate readiness for work.

Empirical studies on employability skills highlight creativity and innovation as critical factors for improving graduates' career prospects (Jaskari, 2024). Many studies have established that creativity is a prime determinant of employability, where individuals can find innovative solutions to workplace challenges (Jibola Kadir Abdullahi, 2025). For instance, Sifolo et al. (2024) reported that organizations prefer candidates who can creatively solve problems because such skills are essential for innovation and sustaining competitive advantage. Similarly, the World Economic Forum identifies creativity as one of the top skills needed for the future workforce, noting its applicability in various professional fields (Vidal-Vilaplana et al., 2024). This view is further supported by research in education as creativity-based learning environments improve the employability of students through critical thinking, adaptability, and teamwork (Mariyono et al., 2025). Work ability has also been widely studied in relation to employability. Work ability is an individual's capacity to deal with the demands of the job, and it is multifaceted and includes physical, mental, and social aspects (Noor, 2025). Empirical findings conclude that work ability is a valid predictor of employability because knowledge obtained in classrooms can be transferred from academic settings into practice (Elkhayma & Ezzaidi, 2025).

For example, Ayelotan (2024) showed that students exhibiting high work ability perform better both in their workplaces and careers generally. In addition, research in organizational behavior indicates that work ability is strongly related to resilience

and adaptability, skills that are in high demand by employers (Ogwunte et al., 2024). Such findings indicate the need for integrating work-based learning experiences into academic programs to improve students' work ability and employability outcomes (Emmanuel & Olayinka, 2024). Entrepreneurial attitudes have also been identified as a critical factor in shaping employability. Studies indicate that entrepreneurial attitudes create an optimistic mind-set of students to harness their creative skills to identify opportunities and develop effective innovative solutions (Odewole, 2024). According to Thapa (2024), entrepreneurial attitudes could also create proactive behavior, taking risks in jobs, and solving problems, factors that are crucial while navigating through complicated job markets. Furthermore, empirical evidence shows that entrepreneurial attitudes enhance the use of creative competencies in workplace conditions leading to better employability outcomes (Akintelu & Adgebite, 2024). It reveals the complex nature of employability and calls for exploring issues of interactions between creativity, work ability, and entrepreneurial attitude (Kadiyono & Sihaloho, 2024). Although many strides have been made in the study of employability, there are still many gaps left for research to fill.

While creativity has broadly been viewed as an essential skill for employability, it interacts with factors, such as work ability and attitudes toward entrepreneurial mindsets, poorly understood to enhance employment outcomes (Satar et al., 2024). Work ability was thus considered a primary channel through which other variables such as creativity were expressed in mediating the outcome measures of creativity that affect job satisfaction and general productivity (Gupta & Mahajan, 2023). Further, work-ability-related research has generally paid more attention to its predictivity rather than the mediating roles in a relational model more complex than itself (Abina et al., 2024). Above gaps highlight critical needs to look into how creative and work-ability might mechanistically be intertwined to ease the process of becoming employable. Entrepreneurial attitude is also yet to be known in studies around employability (Babatunde, 2024). Although the existing literature places much importance on entrepreneurial attitudes in job readiness, there is a dearth of research focusing on the moderating role in such relations as creativity and workability (Gazi et al., 2024). For instance, it is not well defined how entrepreneurial attitudes moderate the degree to which graduates can convert creative potential into employable skills.

Much of the existing research is conducted in some specific cultural and institutional contexts. This limits generalizability in findings (Kozlinska et al., 2020). This gap calls for cross-cultural studies which examine the interaction of creativity, work ability, and entrepreneurial attitudes in diverse educational and professional contexts (Sahul Ahmid et al., 2023). Another noticeable gap is a lack of longitudinal research on employability. Most studies rely on cross-sectional designs that, according to Suehara Vanity (2023), might not lead the researcher to gain much about dynamic employability skills and their developing over time. The gaps identified above are critical to furthering the theoretical and practical understanding of employability and informing strategies for enhancing graduates' career readiness. This research is based on the Resource-Based View (RBV) theory, which underlines the significance of intangible assets, such as skills and attitudes, in achieving competitive advantage (Kassa, 2022). RBV considers creativity and work ability as valuable resources because graduates are in a better position to respond to the demands of the workplace (Aliu & Aigbavboa, 2021).

Creativity is the cognitive resource that improves innovative problem-solving skills. Work ability, on the other hand, transforms creative resources into action competencies (Ogbari, 2023). In addition, entrepreneurial attitudes are part of the human capital and amplify the effect of creativity and work ability in that they will instill an entrepreneurial mindset with a proactive, opportunity-driven behavior (Chou et al., 2023). Self-efficacy theory supports this interplay, as those with high self-efficacy are more likely to mobilize their skills and attitudes in pursuit of career success (Soluade et al., 2023). Entrepreneurial attitudes can improve the self-efficacy of the graduates by the actual translation of creative potential into employable skills. Similarly, work ability is self-efficacy in action because it encompasses confidence and competence that satisfies the demands of the job (Aloba et al., 2023). Collectively, these theoretical perspectives form a strong framework in which relationships among creativity, work ability, entrepreneurial attitudes, and employability are explored. The overall objective of this research is to investigate the direct effect of creativity and work ability on employability, the mediation of work ability in the relationship between creativity and employability, and the moderation of entrepreneurial attitudes in these relationships. To meet these objectives, this study shall contribute to theoretical understanding about employability and add practical insights about developing readiness for career advancement among graduates across different professional environments.

2. Literature Review

2.1. Theoretical Explanation of the Research Model

This research is based on the Resource-Based View (RBV) theory, which argues that unique individual capabilities, such as creativity and work ability, are valuable resources for achieving competitive advantage in the job market (Umesi, 2023). RBV stresses the role of intangible assets, such as skills and attitudes, in enhancing employability. Creativity is a cognitive resource that leads to innovative problem-solving, while work ability translates creative resources into actionable competencies (Bans-Akutey et al., 2023). In addition, entrepreneurial attitudes, part of the individual's human capital, amplify the effects of creativity by fostering a proactive and opportunity-driven mindset (Yawson & Yamoah, 2023). Together, these constructs form a comprehensive framework for understanding how personal resources influence employability outcomes, providing a robust theoretical basis for the proposed hypotheses.

Creativity has been cited as a prime competency for any graduate in today's job market due to the complexities it encounters (Keelson et al., 2025). That is why a value that employers have towards creativity has been identified and is now placed one of the core competencies of employability. There is research stating that graduates exhibiting creative thinking tend to better work in dynamic, challenging workplace issues and contribute positively to organizational growth (Mujtaba et al., 2025). Creativity would allow people to look at work from different perspectives, thus creating new solutions for old problems, something that is crucial in this day and age of technological breakthroughs and stiff competition in markets. It also shows that creativity is not an exclusive trait that only pertains to the art world but transcends to even engineering, business, and health care, and so on (Yahaya et al., 2024).

Educational institutions are very important to the development of creativity skills, and curricula which include experiential learning, project-based tasks, and exercises that are collaborative in nature have proven to enhance students' creative abilities (Kocsis & Pusztai, 2025). This ensures that graduates will not only have technical knowledge but also innovative thinking to suit diverse professional environments.

It transcends technical problem-solving skills into a level of flexibility with regard to assuming new roles and responsibilities (Jibola Kadir Abdullahi, 2025). Creativity can also be linked with employability through the aspect of adaptability, as this huge role in thought and how to approach emerging market demands is played in the midst of rapid globalization and digitization (Vidal-Vilaplana et al., 2024). Employers require students who think creatively, hence able to spot opportunities, resource them, and handle ambiguity (Noor, 2025). Creativity is linked to emotional intelligence and interpersonal skills, which include effective communication and teamwork, all crucial in team-based work. Creative people have also been proven to be more self-confident and resilient in the face of career transition and workplace challenges (Ayelotan, 2024). Encouraging creativity can bridge the gap between academic preparation and industry expectations by both academic institutions and employers, thus equipping graduates with skills to excel in an increasingly competitive global job market (Emmanuel & Olayinka, 2024).

3. Hypothesis Development

Creativity and innovation are fundamental competencies that support and shape employability skills in modern labor markets (Thapa, 2024). Many studies have uncovered the effects of creativity on graduates' readiness for employment; a growing body of evidence suggests that creative thinking contributes to problem-solving ability, adaptability, and ability to develop and find unique solutions (Kadiyono & Sihaloho, 2024). According to Babatunde (2024), creativity is necessary for coping with fluid and ambiguous tasks and tasks that confront uncertain and dynamic workplace environments. For instance, Gupta and Mahajan (2023) suggest that innovation comprises not only the development of new products but also the improvement of processes and strategies, which becomes very skillful for employers. The World Economic Forum has ranked creativity as one of the top skills for future jobs, followed by critical thinking and emotional intelligence (Kozlinska et al., 2020). Empirical studies in the technology and business management industries indicate that creativity indeed affects graduates' ability to effectively participate in teamwork projects and problem-solving activities (Suehara Vanity, 2023). This body of research points out the importance of creativity in improving employability in any profession.

The research hypothesis formulated above can be further extended by using the empirical studies with the suggestion that graduates' employability skills are significantly affected by creativity (Aliu & Aigbavboa, 2021). Creative people are more able to adapt to changes in market demands, and thus they are more employable. Organizations favor applicants who have the ability to solve problems creatively since it means that they are innovative and resourceful (Chou et al., 2023). The systems of higher education that allow students to learn by experience and interdisciplinarity provide the students with confidence to solve problems at work (Aloba et al., 2023). Besides that, creativity enhances soft skills like teamwork, communication, and

leadership that are considered key aspects of employability (Bans-Akutey et al., 2023). Research evidence shows that the students who go through creativity-oriented curricula experience higher employability outcomes than the other students (Sethi et al., 2024). This hypothesis, therefore, arises from the existing knowledge base, thereby pointing out how creativity can dramatically transform the graduate's employment capability.

H1: Graduates' creativity/innovation significantly influences the students' employability skills.

Work ability is the ability of an individual to perform the demands of a job effectively. It is one of the most important factors that determine the outcome of employability (Rathee et al., 2025). According to Roy et al. (2025), work ability has physical, mental, and social dimensions that contribute to success in the workplace. The empirical studies indicate that the work ability students are likely to smoothly enter the professional positions (Oyinlola et al., 2024). For instance, Rothwell et al. (2008) found that work ability considerably predicts employability skills because it represents the individual's preparedness for assuming the duties of a job. Besides that, studies, such as that of Jaskari (2024), stated that work ability means more than technical know-how: it requires muscular strength and agility to navigate in an organization which is full of complexities. The educational psychology studies suggested incorporating work-based learning experiences into higher education curricula to enhance work ability (Sifolo et al., 2024). In summary, these findings highlight the work ability as being crucial in determining employability.

The hypothesis that work ability has a major impact on the employability skills has a strong support in both theoretical and empirical frameworks (Mariyono et al., 2025). It works like a bridge where the transition between academic and practical application enables the student to be prepared in the professional working environment (Ogwunte et al., 2024). Studies on empirics observed that students with strong work ability have a stronger understanding of problem solving and decision-making, which may ensure employability (Elkhayma & Ezzaidi, 2025). Self-efficacy and confidence built based on work ability have the greatest traits the employer would be interested in finding in the candidate (Akintelu & Adgebite, 2024). Practice activities such as internship and cooperative education have proved to enhance work ability, hence improve the employment outcome (Odewole, 2024). Thus, it represents the connection between work ability and multi-dimensioned skills set that serves as an anchor for a good job and can lead to further exploration.

H2: Work ability significantly influences the students' employability skills.

In recent years, the attention for the mediating role of work ability that ties creativity with employability skills was gained (Satar et al., 2024). There is some literature by Carmeli et al. (2006) showing creativity improves work ability by enabling resilience and cognitive flexibility, factors vital for a task's accomplishment (Abina et al., 2024). Empirical evidence also shows that highly creative people are more likely to develop work ability competencies, such as adaptability and task management Gazi et al. (2024). Sahul Ahmid et al. (2023) have also demonstrated that creativity assists in the development of work ability because it allows people to cope with ambiguous

and complex work environments. Improved work ability, according to organizational behavior studies, is then translated into better employability (Kassa, 2022). These findings provide a theoretical foundation for further investigation of the mediating role of work ability in this relationship.

Empirical knowledge supports the hypothesis that work ability mediates the relationship between creativity and employability (Ogbari, 2023). Creativity is equipped in graduates with innovative problem-solving skills, which are further operationalized through work ability to meet workplace demands effectively (Soluade et al., 2023). For instance, research has indicated that creativity enhances cognitive and emotional capacities, which are important parts of work ability (Umesi, 2023). Work ability translates these creative capacities into practical workplace competencies, thus bridging the gap between innovation and employability. Empirical studies validate that those students with greater creativity and work ability have significantly better employability outcomes, suggesting a mediating effect (Yawson & Yamoah, 2023). Hence, this hypothesis synthesizes current research findings where creativity, work ability, and employability correlate to influence graduates' career tracks.

H3: Work ability significantly mediates the relationship of graduates' creativity/ innovation and the students' employability skills.

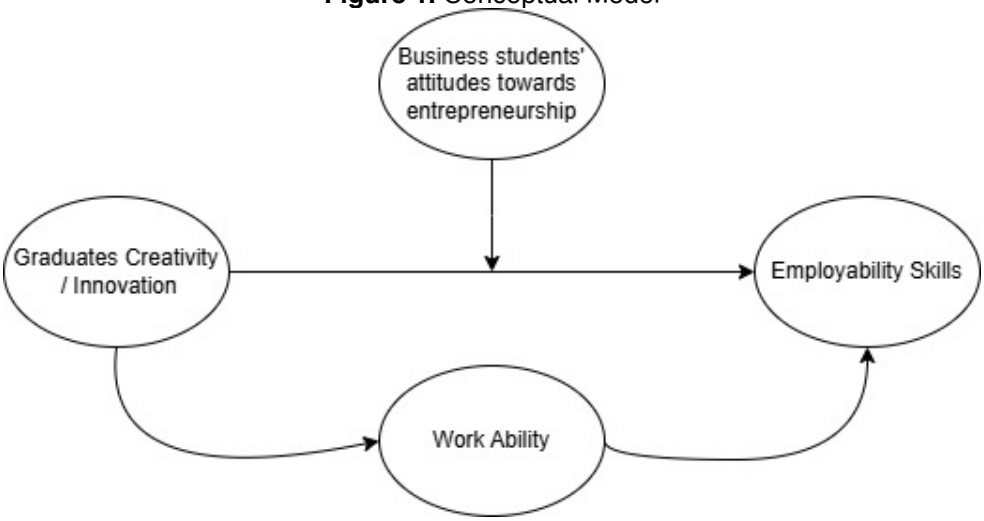
Attitude towards entrepreneurship in the context was found to facilitate the effectiveness of creativity in employment (Keelson et al., 2025). Rathee et al. (2025), for instance posited that entrepreneurially oriented thinking promotes proactive orientations, which reinforce the benefits resulting from creative thoughts. Business education research also reveals that students with a positive attitude toward entrepreneurship are more likely to use their creative skills to identify opportunities and develop innovative solutions (Yahaya et al., 2024). Evidence-based findings also support the fact that entrepreneurial attitudes inspire risk-taking as well as solving problems, factors which are considered essential for employability (Jaskari, 2024). Moreover, from studies conducted in psychology and business studies, entrepreneurial attitudes were found to promote the application of creative competencies in the workplace, which improves employability performance (Vidal-Vilaplana et al., 2024).

This paper is driven by empirical observations because the hypothesis here is that entrepreneurial attitudes moderate creativity and employability (Elkhayma & Ezzaidi, 2025). Strongly entrepreneurial students will be more likely to use their creativity to produce real-world outcomes such as starting new projects or solving complex problems (Emmanuel & Olayinka, 2024). Empirical studies show that entrepreneurial attitudes promote self-efficacy, enabling students to turn creativity into concrete skills (Akintelu & Adgebite, 2024). Entrepreneurial attitudes as a moderator will be more powerful in business students who are specifically trained to discover market opportunities and develop innovative strategies (Gupta & Mahajan, 2023). This hypothesis, therefore, fits well with the existing literature, which postulates that entrepreneurial attitudes are a trigger for maximizing the employability benefits of creativity and innovation.

H4: Business students' attitude towards entrepreneurship significantly moderates the relationship of graduates' creativity/innovation and the students' employability skills.

Based on the above discussion and hypothesis, this study propose the conceptual framework (Figure 1).

Figure 1: Conceptual Model



4. Methodology

4.1. Research Design

This study was carried out using a cross-sectional research design, which explored the factors affecting employability skills in business graduates. The research was implemented in business education departments, targeting students following different business programs. A total of 207 business graduate-level students following different programs, such as finance, marketing, human resources, and entrepreneurship participated in this research. This diverse group enabled the exploration of relationships between creativity, work ability, entrepreneurial attitudes, and employability skills across different business disciplines.

4.2. Sampling

A convenience sampling method was employed to select participants. The former was considered in this study as it was appropriate for gathering information from populations that could easily be reached, in this case, students of business, from various learning institutions. While this approach diminishes generalization, it is appropriate for the exploratory research as it helps in easy gathering of data but with a reasonable number of diversification in academic program and institutional background.

4.3. Measurement Instruments

To ensure reliable and valid measurement, scales from previous studies were adapted to measure the key constructs: graduates' creativity/innovation, work ability, business students' attitude towards entrepreneurship, and employability skills.

These scales were chosen based on their previous use in similar studies, which had proven their effectiveness in capturing the intended constructs. The items were slightly modified to better fit the context of business education while maintaining their theoretical relevance (see table 1).

Table 1: Scale of the study

Scales	Sources
Graduates' creativity/innovation 1. Came up with new ideas. 2. Worked to implement new ideas. 3. Found improved ways to do things. 4. Created better processes and routines.	(Tian et al., 2021)
Work ability 1. How does your current ability compare to your best academic or professional performance? 2. How well does your ability meet the demands of your academic or career field? 3. How many barriers currently affect your academic or professional ability? 4. To what extent do these barriers reduce your effectiveness in tasks? 5. How many opportunities have you missed in the past year due to these barriers? 6. How do you foresee your ability to perform in your field two years from now? 7. How would you rate your current mental readiness for academic or career tasks?	(Ilmarinen, 2006)
Business students' attitude towards entrepreneurship 1. I would want to be an entrepreneur after school graduation. 2. The idea to become an entrepreneur and work for my self is appealing to me. 3. I really consider self-employment as something very important. 4. The entrepreneurship programme in my institution has effectively prepared me to establish a career in entrepreneurship.	(Nimfa, 2017)
Employability skills 1. How well can you identify and solve problems in your academic or professional tasks? 2. How proficient are you in using modern tools and techniques relevant to your field? 3. How effectively and confidently can you present your ideas? 4. How well can you work independently and as part of a team? 5. How effectively can you acquire and apply fundamental knowledge in your field? 6. How capable are you of learning new skills and technologies on your own? 7. How well can you design, conduct, and analyze tasks or projects? 8. How effectively can you evaluate and improve processes using a systematic approach? 9. How strong is your technical expertise in a specific area of your field? 10. How well do you understand and pursue lifelong learning for growth? 11. How aware are you of your social, cultural, and environmental responsibilities? 12. How competent are you in applying theoretical and research knowledge in your field? 13. How would you rate your entrepreneurial skills?	(Saad et al., 2013)

4.4. Data Collection

Data was collected using self-administered questionnaires, which were distributed both online and in-person. This dual approach ensured wide access and participation, accommodating both traditional and digitally inclined respondents. The questionnaires were structured to include Likert-scale items, which participants used to indicate their

level of agreement with various statements related to the key variables.

4.5. Data Analysis

The data collected were analyzed using ADANCO (Analytic-Dynamic Nonlinear Component Analysis), which is a strong statistical tool able to handle complex models. ADANCO enables one to simultaneously analyze direct, indirect, and interactive effects, and it is quite suitable for assessing the hypothesized relationships between creativity, work ability, entrepreneurial attitudes, and employability skills. This method was used to properly examine mediating and moderating relationships, providing further insight into the dynamics that drive graduate employability.

5. Results

Table 2 displays the key measures for the constructs in the constructs of reliability and validity. There are four key variables: creativity/innovation among graduates, work ability, business students attitude toward entrepreneurship, and employability skills. Their reliability is expressed by Dijkstra-Henseler's rho ρA and Jöreskog's rho ρc and Cronbach's alpha α, with average variance extracted as a criterion for validity.

Table 2: Variables reliability and validity

Construct	Dijkstra Henseler's rho (ρA)	Jöreskog's rho (ρc)	Cronbach's alpha(α)	Average variance extracted (AVE)
Graduates' creativity/innovation	0.829	0.827	0.828	0.598
Work ability	0.864	0.861	0.865	0.554
Business students' attitude towards entrepreneurship	0.871	0.869	0.870	0.531
Employability skills	0.879	0.877	0.877	0.503

For Graduates ' creativity/innovation, ρA or Dijkstra - Henseler is 0.829 whereas ρc or Jöreskog's rho was 0.827. With this, support comes from the Cronbach ' s alpha. Cronbach's alpha value stood at 0.828 also. AVE for this construct was 0.598 so a good variance in this construct is explained due to its own indicators. Work ability even recorded a higher reliability with Dijkstra-Henseler's rho (ρA) of 0.864, Jöreskog's rho (ρc) of 0.861, and Cronbach's alpha of 0.865. AVE for work ability is 0.554, and this further confirms that its measurement is adequate. The same is the case of Business students' attitude toward entrepreneurship achieving high reliability and having a Dijkstra-Henseler's rho (ρA) of 0.871 and an AVE of 0.531. Lastly, the Employability skills have high reliability where Dijkstra-Henseler's rho (ρA) = 0.879 and Jöreskog's rho (ρc) = 0.877 while Cronbach's alpha = 0.877 with an AVE of 0.503. This overall therefore means that the reliability and validity for the constructs adapted in this research study are in good healthy statistics (see figure 2).

Figure 2: Estimated Model

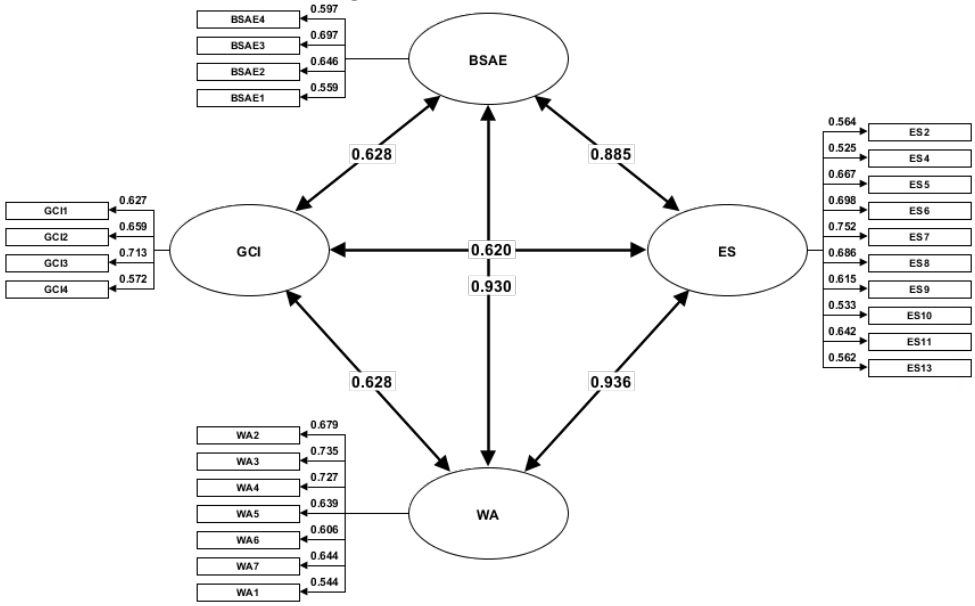


Table 3 unveils the overall fitness for individual items used to measure each of the constructs. Indicators reflect loadings for the items Graduates' creativity/innovation, Work ability, Business students' attitude towards entrepreneurship, and Employability skills. In the case of Graduates' creativity/innovation, it can be said that the loadings on items GCI2 (0.659) and GCI3 (0.713) are very robust while GCI1 (0.627) shows a weaker fit. Items in the domain of Work ability have a stronger fit like WA2 (0.679) and WA3 (0.735), whereas the weakest one is WA1 (0.544). The attitude of Business students toward entrepreneurship has shown high fitness for BSAE2 and BSAE3 at 0.697 and 0.646, respectively, though a few items were somewhat lower, like BSAE4 at 0.559. The employability skills indicate mixed fitness across the indicators, though ES7 at 0.752 and ES6 at 0.698 had higher loadings. ES1 and ES3 were dropped since their fitness was very low. Overall, these item loadings indicate quite a good measure fit for all the constructs apart from minor inducts.

Table 3: Measurement Items Fitness Statistics

Indicator	Graduates' creativity/ innovation	Work ability	Business students' attitude towards entrepreneurship	Employability skills
GCI1	0.627			
GCI2	0.659			
GCI3	0.713			
GCI4	0.572			
WA1		0.544		
WA2		0.679		
WA3		0.735		
WA4		0.727		
WA5		0.639		
WA6		0.606		
WA7		0.644		

cont...

Indicator	Graduates' creativity/ innovation	Work ability	Business students' attitude towards entrepreneurship	Employability skills
BSAE1			0.597	
BSAE2			0.697	
BSAE3			0.646	
BSAE4			0.559	
ES1				Dropped
ES2				0.564
ES3				Dropped
ES4				0.525
ES5				0.667
ES6				0.698
ES7				0.752
ES8				0.686
ES9				0.615
ES10				0.533
ES11				0.642
ES12				Dropped
ES13				0.562

Table 4 illustrates the discriminant validity of constructs by using the Heterotrait-Monotrait Ratio of Correlations (HTMT) and the Fornell-Larcker Criterion. Values from HTMT provide insight regarding the relationship among constructs, but the Fornell-Larcker Criterion focuses more on the square root of AVE compared with correlations. For Graduates' creativity/innovation, a discriminant value of 0.623 is adequate enough to separate it from other constructs. Work ability shows a discriminant value of 0.644, slightly higher, which means uniqueness is very strong. Business students' attitude towards entrepreneurship has a discriminant value of 0.734, which means distinctiveness is highly significant. Employability skills display a value of 0.733, which is relatively high. These values show that the constructs are distinct but connected. The HTMT ratios suggest similar patterns with low overlap between constructs, thereby supporting strong discriminant validity.

Table 4: Discriminant Validity

Discriminant Validity: Heterotrait-Monotrait Ratio of Correlations (HTMT)				
Construct	1	2	3	4
Graduates' creativity/innovation				
Work ability	0.674			
Business students' attitude towards entrepreneurship	0.622	0.791		
Employability skills	0.460	0.476	0.528	
Discriminant Validity: Fornell-Larcker Criterion				
Graduates' creativity/innovation	0.623			
Work ability	0.644	0.581		
Business students' attitude towards entrepreneurship	0.734	0.754	0.681	
Employability skills	0.733	0.635	0.706	0.677

Table 5 suggests that about 30.5% of the variance in work ability is explained by its predictors. Q^2predict is relatively high at 0.720, which indicates a strong predictive power. Employability skills have a much higher R^2 of 0.874 and Adjusted R^2 of 0.881, meaning that 87.4% of the variance in employability skills is explained by the model.

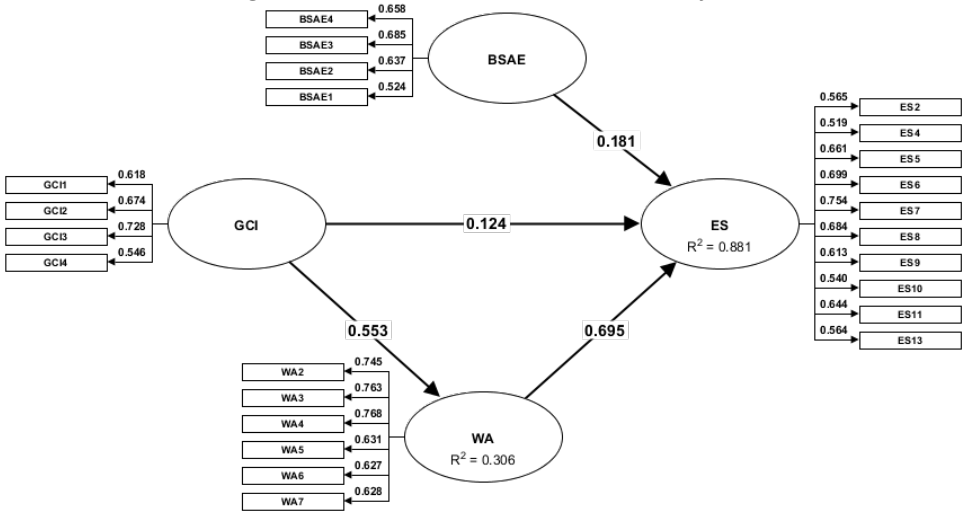
Both RMSE and MAE values are low, which suggests good model fit and low error rates. These statistics indicate that the model adequately captures the relationships between the constructs.

Table 5: R-square statistics Model Goodness of Fit Statistics

Construct	Coefficient of determination (R^2)	Adjusted R^2	Q^2predict	RMSE	MAE
Work ability	0.305	0.306	0.720	0.061	0.075
Employability skills	0.874	0.881			

Table 6 shows the path analysis for Hypotheses 1 through 4. For Hypothesis 1, Creativity/innovation of graduates significantly has a positive influence on the employability skills of students with the value 0.124 for the coefficient, t-value of 6.315, and p-value at <0.001. Conclusion: There is a very strong correlation in this case (see figure 3).

Figure 3: Structural Model for Path Analysis



Hypothesis 2 reveals that Work ability significantly impacts students' employability skills, with a coefficient of 0.695, t-value of 6.094, and a p-value of <0.001, confirming its substantial effect. Hypothesis 3 shows that Work ability significantly mediates the relationship between Graduates' creativity/innovation and students' employability skills, with a coefficient of 0.553 and a p-value of <0.001. Lastly, Hypothesis 4 states that students' attitude towards business significantly moderates the relationship between graduates' creativity/innovation and students' employability skills, with a coefficient of 0.181, t-value of 4.926, and a p-value of <0.001. All hypotheses are accepted, underlining the complex interplay between creativity, work ability, and entrepreneurial attitudes in shaping employability.

Table 6: Path Analysis

Hypothesis	Coefficients	Standard Errors	t-values	p-values
Graduates' creativity/innovation significantly influences the students' employability skills.	0.124	0.067	6.315	<0.001
Work ability significantly influences the students' employability skills.	0.695	0.061	6.094	<0.001
Work ability significantly mediates the relationship of graduates' creativity/innovation and the students' employability skills.	0.553	0.056	5.369	<0.001
Business students' attitude towards entrepreneurship significantly moderates the relationship of graduates' creativity/innovation and the students' employability skills.	0.181	0.049	4.926	<0.001

6. Discussion

This study's findings, therefore, open the avenues of deeper relationships between creativity, work ability, and employability as all are intricately connected with one another to contribute towards graduates' career success. Thus, at this time, when both education and industry seek to better equip students for an ever-changing job market, the relationship becomes more crucial in terms of developing employability outcomes among graduates. This discussion chapter explores the acceptance of all four hypotheses, providing a comprehensive examination of how creativity and work ability individually and collectively influence employability, and how entrepreneurial attitudes serve as significant moderating and mediating factors in these dynamics. The acceptance of these hypotheses underscores the need to promote a holistic approach to skill development, which integrates creativity, practical work competencies, and proactive entrepreneurial mindsets to prepare graduates for success in the modern workforce.

The acceptance of Hypotheses 1 and 2 underscores the critical role that both creativity/innovation and work ability play in enhancing students' employability. Creativity/innovation has always been a constant and reliable linkage with problem solving, flexibility, and idea generation and thus an asset required for success in any work environment currently (Gazi et al., 2024). Such highly creative graduates tend to be a great innovator, who also will make big contributions toward making an organization more successful as such creativity has many practical applications aimed at resolving some dynamic problems created at the workplace. Similarly, work ability plays a basic role in ensuring that such creative solutions are put into effect. Those graduates with good work ability have the self-efficacy and competence needed to fulfill the demands of jobs, which is translated into effective career success in reality (Suehara Vanity, 2023). All these findings thus illustrate how creativity and work ability are complementary factors in building an all-rounded employable graduate.

Further, the mutual interaction between creativity and work ability substantially impacts on the overall employability of graduates. Studies indicate that those students with high creativity and strong work ability indicate a better job performance and mobility (Ogbari, 2023). It requires education and possible institutional support to consider not only those learning environments that foster creativity but also inbuilt experiential learning applied in the real world on developing practical work capabilities. Therefore, aligning the two ensures graduates are creative, but, in reality, well equipped with all

practical tasks concerning the specific professions. Another confirmation the result attains concerns proving creativity, but supplemented with working ability, which enables those involved to outclass in competition by higher possibilities for occupation and better working chances on all the way toward higher occupational posts.

The findings of Hypotheses 3 and 4 are substantial additions to the understanding of how work ability may mediate and entrepreneurial attitudes may moderate the relationship between creativity/innovation and employability skills. The findings of Hypothesis 3 are that, among graduates, the relationship between creativity/innovation and employability outcomes is significantly mediated by work ability. This conclusion is supported by earlier research that posits creativity does aid in problem-solving and cognitive flexibility, which are further concretized in the creation of job-specific competencies (Aloba et al., 2023). Work ability thus bridged the gap and linked creative potential to effective performance at the workplace by providing essential skills and helping an employee cope with the real job demands in the workplace. In turn, graduates who are highly creative and have good work ability are well equipped to deal with changing job roles and responsibilities, thereby becoming more career ready.

Hypothesis 4 also shows that entrepreneurial attitudes do indeed significantly moderate the relationship between creativity/innovation and employability skills. This would provide support for the view that people who possess an entrepreneurial proactive orientation are better equipped at exploiting their creativity to discover opportunity and generate creative solutions (Yawson & Yamoah, 2023). Entrepreneurial orientation builds self-confidence and enables students to utilize creativity better in the business environment. As that moderation points to it: though creativity furnishes the nucleus from which innovation spreads, entrepreneurial attitude amplifies an employable possibility by emphasizing problems and opportunities more than merely existing. In any case, by these insights the entrepreneurial attitudes taught to the student can boost substantial impact in an employability area through the process of creativity itself, leading career advancement towards positive directions.

Acceptance of all four hypotheses leads to an affirmation that employability is a concept that is multifaceted because it also calls for creativity and work ability at the graduate level. Entrepreneurial attitudes, at graduate level, provide the intellectual foundation for innovative problem-solving. Creativity was supplemented with being implemented into practical solutions to ensure work ability in action. With respect to mediation role of work ability and moderation by entrepreneurial attitudes, this further strengthens the understanding in how these competencies interact toward influencing employability outcomes. Institutional frameworks for education can, hence, better empower students to successfully navigate the intensifying competition for jobs. These studies help augment the existing body of work on employability, arguing that a comprehensive development of skills is required in order to prepare adaptable, innovative, and resilient graduates who are equipped to succeed.

7. Implications of the study

This research significantly contributes to the body of knowledge established in terms of the complex interplay between creativity, work ability, and employability skills.

The results emphasize how intrinsic and extrinsic factors contribute to the success of graduates' careers and give a more nuanced understanding of how these elements play out to affect employability outcomes. This study extends the previous theoretical frameworks into a more comprehensive model by showing the mediating role of work ability and the moderating influence of entrepreneurial attitudes, integrating creativity, practical competencies, and proactive mindsets. This work, therefore, complements the present literature on employability by adding value in underlining the need for balanced developmentboth innovative and practical skills-to really highlight the dynamic interplay between these two dimensions in preparing graduates for the complexities of the modern workforce.

It further advances the theoretical discussion as to how individual differences and contextual factors may play a role and interact to impact employability. It challenges simple theories of employability. This research presents a further integrated view that focuses more on more than just creative potential and puts practical, applied skills into play within professional settings. The research also delivers new insights into the entrepreneurial attitude as an important moderator, which could influence the effect of creativity on employability, thus moving the boundaries of theoretical discussion of the subject around employability and career development. These lay a foundation for future research that explores similar constructs in diverse educational and cultural contexts, thus forming a more robust framework around understanding the dynamic nature of employability in diverse contexts.

This research has worthwhile implications from a practical perspective: these provide educators, employers, and policymakers with the necessary insight to design and implement effective strategies in order to improve the graduate's employability. These conclusions can be directed towards educational institutions, which develop curricula that not only focus on encouraging creativity and innovation but also on practical competencies and entrepreneurial skills. Institutions will then present students with opportunities for experiential learning and real-world applications in order to prepare them according to labor market requirements and protect their holistic growth. Such knowledge will then be used by employers in formulating training programs, which will improve the creative as well as practical skills of the employee, making it a more adaptive and innovative workforce. The policy can also design schemes and programs that would promote work ability development and entrepreneurial attitude, therefore giving an employability-friendly ecosystem.

8. Conclusion

In conclusion, the research provides a comprehensive understanding of how graduates' creativity, work ability, and employability skills are interlinked. The empirical report showed the impact of intrinsic and extrinsic factors on the graduates' career outcome by pointing out the mediating effect of work ability and the moderating role of entrepreneurial attitudes. The theoretical contribution enhances the available literature by generating practical implications for educators, employers, and policymakers. The study opens up further avenues for research in graduate employability that can delve deeper into the intricacies of the concept within different contexts and prepare students for the demands of the modern workplace. More practically, the applications

of these results will lead to formulating development programs that are custom-made to respond to the needs of graduates while equipping them with the relevant skills to enable them to function effectively in any sector. This research thus calls for the relationship between the academia and the industry to be changed to pave a smooth way from educational setups to professional set-ups. The work ability as a mediator and entrepreneurial attitude in moderating roles provide a clear pathway for enhancing graduate employability to be produced by targeted interventions, which would ensure that students not only acquire theoretical knowledge but also the actual and adaptive skills needed for career progression.

9. Limitations and Future Research Directions

The study has some contribution, but limitations are still in place. Since the study was demographically oriented, the generalization was highly restricted to various cultural and educational contexts. Secondly, reliance on self-reported data may be problematic and introduce biases, an impactful factor in results' accuracy. Future research might eliminate these shortcomings by conducting longitudinal studies or applying mixed-method approaches that could lead to a much better understanding of the constructs analyzed. The third limitation of the present study is its sample size that was relatively small, and that could have decreased the statistical power and the strength of findings. Future studies should expand sample size, as well as select participants from diverse groups. Such would also further enhance generalizability and applicability of the results. Future studies must also consider investigating other potential mediating or moderating variables affecting relationships between creativity, work ability, and employability. This may entail variables such as psychological variables or organizational supports/moderators like the external environment of influence. The longitudinal nature of these studies may also highlight how these interrelations change at different points, thus allowing the development of more dynamic views of employability. The comparative studies at different educational systems and industries may further enrich the theoretical as well as the practical understanding, thus contributing to an even more international understanding of graduate employability in a rapidly changing world.

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