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The Effect of Professional Course-Based Enhancement Webinars on the Career Preparedness of College Students

Rushiell May T. Oasay[1]*, Daniel Ogayon[2], Lerma Cansicio[3], Jayson M. Villapando[4], Ryan Capuchino[5]
[1, 2, 3, 4, 5] University of Perpetual Help System DALTA, Calamba Laguna, Philippines
Corresponding Author email: *rushiellmay@gmail.com*

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Abstract
Aim: The study aimed to investigate the effect of professional course-based enhancement webinars on Filipino college students' career preparedness, specifically the business cluster students of University of Perpetual Help System DALTA-Calamba (UPHSD-Calamba) during the COVID-19 pandemic.
Methodology: The study utilized a causal research design and included 89 business cluster students from UPHSD Calamba Campus. The sample size was determined using G*Power and a systematic sampling method was used. The study assessed the impact of professional course-based enhancement webinars on the students' career preparedness. The respondents completed a survey questionnaire. Descriptive statistics and simple linear regression were employed to analyze the data.
Results: The results demonstrate that professional course-based enhancement webinars are effective tools for improving students' career preparedness. However, there are areas, such as occupational expertise, job market knowledge, and career exploration, where students report feeling less prepared. Addressing these gaps can ensure that students are well-equipped to navigate the job market and achieve success in their chosen careers.
Conclusion: The students' evaluations of the professional course-based enhancement webinars indicate that these events are very effective in promoting learning, shaping behavior, and achieving desired outcomes. The students generally feel "very prepared" for their careers. However, there are areas, such as occupational expertise, job market knowledge, and career exploration, where they report feeling "somewhat prepared." Professional course-based enhancement webinars significantly affect the career preparedness of students.

Keywords: enhancement webinars, career preparedness, college, regression

INTRODUCTION

The COVID-19 pandemic has significantly disrupted the global educational landscape, leading to a rapid and unprecedented shift to online learning (Dhawan, 2020). In the Philippines, educational institutions faced numerous challenges in adapting to this new mode of instruction, including limited access to technology and inadequate internet connectivity (Cuaton, 2020). Webinars have emerged as a popular and cost-effective alternative for students to gain knowledge and develop skills relevant to their career goals, helping them overcome these challenges (Santiago, Jr. et al., 2021).

Webinars are live online meetings that presenters use to exchange information, interact with audience members, and lead discussions (Sattari, Abdekhoda, & Zarea Gavgani, 2017). Educators and professionals have increasingly used them to deliver lectures, conduct workshops, and offer training sessions (Deperlioglu & Kose, 2013). Researchers have noted that webinars offer several benefits, such as flexibility, accessibility, and the potential to reach a wider audience (Gikas & Grant, 2021).

Previous studies on the effectiveness of webinars in education have reported positive outcomes, such as improved learning, increased engagement, and enhanced student satisfaction (Leary, et al., 2020; Liu et al., 2010; Pedroso, 2021; Perkasa & Surono, 2023). In addition, webinars are an effective tool for professional development (Alvarez & Corcuera, 2021), helping participants acquire new knowledge and skills and stay updated with the latest

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trends in their fields (Cosier, Morgan, & Gomez, 2022). However, there is limited research on the impact of webinars on students' career preparedness, particularly in the context of the Philippines during the pandemic.

Career preparedness refers to the readiness of students to enter the workforce, which encompasses their knowledge, skills, and abilities to succeed in their chosen careers (Perera, Fernandes, & Paniker, 2018). Orbeta, Gonzales, and Cortes (2016) emphasized that educational institutions must adequately prepare their graduates for the labor market demands in times of economic uncertainty and should also look beyond digital transformation (Rasli, Tee, Lai, Tiu, & Soon, 2022). In this regard, webinars could potentially play a crucial role in enhancing the career preparedness of Filipino students.

Several factors may contribute to the effectiveness of webinars in promoting career preparedness, these include the quality of the content, the expertise of the presenter, and the level of interactivity (Elumalai, et al., 2020). Moreover, the choice of topics and the relevance of the information presented in webinars could influence the perceived usefulness of these events for students' career development (Tanucan & Uytico, 2021).

There has been a growing trend in the Philippines toward using webinars to deliver professional courses to students. A study by Toquero and Talidong (2020) found that webinars are useful in different fields as well as its effectiveness and flexibility in accessing learning materials to professionals, practitioners, and students in the Philippines. The authors reported that webinars allow students to engage with industry experts and learn about the latest trends and practices in their respective fields.

Given the growing importance of webinars in the educational landscape of the Philippines during the pandemic, it was crucial to examine their impact on student's career preparedness. This study aimed to fill this gap in the literature by investigating the effect of enhancement webinars on Filipino students' career preparedness, specifically the business cluster students of the University of Perpetual Help System DALTA-Calamba (UPHSD-Calamba) during the COVID-19 pandemic.

Review of Related Literature

Webinars

In recent years, webinars have become an increasingly popular tool for delivering educational content and facilitating online learning (Prasetyono & Christian, 2020). One of the main benefits of webinars in education is their ability to reach a large, geographically dispersed audience (Tanidir, et al., 2021). Tanidir, et al. (2021) highlighted the usefulness of webinars in delivering educational content to students or educators who cannot attend in-person classes or events. Webinars enable remote access to educational content, which is advantageous in such situations (Toquero & Talidong, 2020). In addition, webinars offer cost savings compared to in-person events, making them a cost-effective alternative for delivering educational content (Tanidir, et al., 2021).

Another advantage of webinars in education is their versatility (Strecker, Kundisch, Lehner, Leimeister, & Schubert, 2018). They can be used for various purposes, including delivering lectures, facilitating discussions, and providing demonstrations (Strecker, Kundisch, Lehner, Leimeister, & Schubert, 2018). Webinars also allow real-time interaction between the presenter and the audience, enabling questions to be answered and feedback to be provided in real-time (Strecker, Kundisch, Lehner, Leimeister, & Schubert, 2018).

However, conducting successful webinars in education can also present challenges (Ebner & Gegenfurtner, 2019). One of the biggest challenges is ensuring that the technology is reliable and that the presentation runs smoothly (Mishra, Gupta, & Shree, 2020). Technical issues such as poor audio or video quality can negatively impact the overall experience of the audience and effectiveness of the webinar (Mishra, Gupta, & Shree, 2020).

Tanidir, et al. (2021) recommended following best practices in conducting webinars in education to overcome challenges. This involves preparing well in advance, providing clear instructions to the audience on how to join the webinar and participate, ensuring that the presenter is knowledgeable about the topic, and testing the technology before the webinar begins to ensure it works correctly. Another important consideration in using webinars in education is the audience's engagement (Strecker, Kundisch, Lehner, Leimeister, & Schubert, 2018). Strategies such as using interactive elements, encouraging participation, and providing opportunities for feedback can help increase audience engagement and enhance the effectiveness of the webinar (Strecker, Kundisch, Lehner, Leimeister, & Schubert, 2018).

Multiple studies have reported positive outcomes from professional course-based enhancement webinars in different fields. For instance, Stone and Perumean-Chaney (2011) found that webinars could enhance participants' learning experience by providing opportunities for active engagement, immediate feedback, and the ability to revisit recorded sessions. Similarly, Bolliger et al. (2010) reported that professional webinars effectively deliver targeted

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information to a large audience, increasing knowledge and skills. Moreover, Chang, Peng, and Chao (2010) observed that course-based webinars could foster a sense of community among learners, promoting a collaborative learning environment.

Kirkpatrick's Four-Level Model (Kirkpatrick, 1996) provides a framework for evaluating the effectiveness of training programs, including webinars, across four levels: reaction, learning, behavior, and results.

Reaction refers to the participants' immediate response to the webinar, including their level of satisfaction and engagement (Kirkpatrick, 1996). In this context, studies have focused on the content, interactivity, and presentation style contributing to participant satisfaction (Gikas & Grant, 2021). For instance, Dziuban et al. (2013) found that learner satisfaction is positively correlated with the level of interaction, multimedia usage, and the instructor's expertise. It is essential to evaluate participants' reactions as it can influence their motivation to learn and apply the knowledge gained (Kirkpatrick & Kirkpatrick, 2006).

The second level of evaluation is learning, which measures the extent to which participants have acquired the intended knowledge, skills, and attitudes (Kirkpatrick, 1996). Studies have demonstrated that webinars can effectively facilitate learning, particularly when incorporating active learning strategies and multimedia (Chetan Kumar, Rangappa, & Suchitra, 2021). Moroki (2020) found that webinar participants significantly improved knowledge retention and application when provided with interactive elements, such as quizzes and case studies.

Behavior, the third level of evaluation, assesses the extent to which participants apply the knowledge gained from the webinar to their professional practice (Kirkpatrick, 1996). Researchers have found that webinars can lead to positive changes in behavior, primarily when they are supported by post-training reinforcement and follow-up (Ebner & Gegenfurtner, 2019). In a study conducted by Küçük et al. (2010), participants who attended a webinar on instructional design reported changes in their instructional strategies and increased awareness of effective teaching practices.

The final level of evaluation, results, examines the impact of the webinar on the organization or community regarding tangible outcomes (Kirkpatrick, 1996). Few studies have investigated the impact of webinars at this level due to the challenges associated with measuring long-term outcomes (Ebner & Gegenfurtner, 2019). However, some research has indicated that webinars can contribute to positive organizational outcomes, such as increased employee productivity and reduced training costs (Moroki, 2020).

Career Preparedness

Career preparedness is crucial in today's swiftly evolving employment landscape and worldwide economy. A vital element of career readiness involves cultivating the required expertise and understanding to thrive professionally (Karaca-Atik, Meeuwisse, Gorgievski, & Smeets, 2023). Such competencies include analytical thinking, addressing issues, effective communication, and teamwork (Karaca-Atik, Meeuwisse, Gorgievski, & Smeets, 2023). Moreover, individuals must comprehend the employment market and the sectors they aim to explore for their careers (Karaca-Atik, Meeuwisse, Gorgievski, & Smeets, 2023).

The role of technology in career development and preparedness cannot be overstated (Beer & Mulder, 2020). Technological change has led to a rapidly evolving job market, and individuals need to be familiar with the latest technologies and tools to remain competitive (Beer & Mulder, 2020). In addition, technology has made it easier for individuals to access educational and training resources, network with other professionals, and explore career opportunities (Beer & Mulder, 2020).

However, despite the importance of career preparedness, there are also challenges that individuals may face in their pursuit of career success. These include a lack of access to education and training opportunities, a limited understanding of the job market, and a lack of knowledge about the skills and knowledge required to succeed in the workforce (Hoffmann, Jackson, & Smith, 2005).

Several strategies can be implemented to address these challenges to support career preparedness. These include providing individuals with education and training opportunities, promoting awareness of the job market and the skills and knowledge required for success, and incorporating technology into career development and training programs (Hoffmann, Jackson, & Smith, 2005).

According to Hirschi, et al. (2018) career preparedness involves several elements that contribute to an individual's ability to join the workforce. These elements consist of occupational expertise, job market knowledge, soft skills, organizational career support, job challenge, social career supoort, career involvement, career confidence, career clarity, networking, career exploration, and learning.

According to Van der Heijde and Van Der Heijden (2006), occupational expertise pertains to the unparalleled knowledge, aptitudes, and proficiencies essential for accomplishing particular job responsibilities with proficiency.

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Developing occupational expertise is crucial for career preparedness, as it ensures that individuals have the necessary competencies to succeed in their chosen field (Elias & MacDonald, 2020). Previous study have emphasized integrating industry-specific training and practical experiences into educational programs to foster occupational expertise (Dacre Pool & Qualter, 2013).

Job market knowledge pertains to an individual's understanding of the labor market, including job opportunities, industry trends, and employer expectations (Alexander, McCabe, & De Backer, 2019). A solid grasp of the job market enables individuals to make informed career decisions and enhances their employability prospects (Abe & Chikoko, 2020). Various interventions, such as career counseling, workshops, and webinars, have been suggested to help students develop job market knowledge (Pedroso, Siason, & Tangco-Siason, 2021; Pedroso, Tangco-Siason, Ortizo-Roces, & Magramo-Basbas, 2021; Soares, de Carvalho, & Silva, 2022).

Soft skills, including communication, teamwork, problem-solving, and adaptability, are also called employability or non-technical skills (Robles, 2012). These skills are crucial for career success as they allow individuals to navigate complex work environments and collaborate effectively with others, as highlighted by Andrews and Higson (2008). Research has highlighted the importance of developing soft skills in educational curricula and extracurricular activities to enhance career preparedness (Heckman & Kautz, 2012; Tan, Abdullah, & Ali, 2021).

Organizational career support involves the resources and assistance provided by educational institutions, employers, and other organizations to help individuals achieve their career goals (Kuijpers, Schyns, & Scheerens, 2006). Examples of organizational career support include mentoring programs, internships, and professional development opportunities (Noe, 2002). Studies have demonstrated that organizational career support is positively associated with career preparedness, job satisfaction, and job performance (Barnett & Bradley, 2007; Eby et al., 2013; Kim, 2002; Maan, Abid, Butt, Ashfaq, & Ahmed, 2020; Naway & Haris, 2017; Saleem & Amin, 2013; Wu & Liu, 2022).

Job challenge refers to the degree to which a job requires individuals to learn new skills, solve complex problems, and take on increasing responsibilities (Prem, Ohly, Kubicek, & Korunka, 2017). Exposure to challenging work experiences can enhance career preparedness by promoting skill development, self-efficacy, and adaptability (Dragoni et al., 2014). Research has suggested that providing students with experiential learning opportunities, such as project-based learning and internships, can help them develop the ability to cope with job challenges (Kolb & Kolb, 2017).

Social career support involves the aid and direction individuals obtain from their social network, comprising friends, family, and peers, in achieving their career objectives (Hirschi, 2012). This type of support contributes to career preparedness by promoting career exploration, decision-making, and self-efficacy (Cheung & Jin, 2016). Social support is crucial in career preparedness by offering emotional backing, information, guidance, and resources (Greenhaus & Kossek, 2014). Initiatives like mentorship programs and peer support groups within educational settings can assist students in establishing social career support networks, which enhance their readiness for the job market (Eby et al., 2013). Moreover, parental involvement in career development has positively influenced students' career decision-making and preparedness (Kumar, 2016).

Career involvement refers to the degree to which individuals actively engage in career-related activities, such as goal setting, planning, and skill development (Hirschi, 2010). High levels of career involvement have been linked to better career preparedness, as individuals actively engaged in their career development are more likely to acquire relevant knowledge, skills, and experiences (Koen et al., 2012).

Career confidence, also known as career self-efficacy, is an individual's belief in their ability to successfully perform career-related tasks and achieve their career goals (Betz, 2004). Research has shown that career confidence is positively associated with career preparedness, job satisfaction, and decision-making (Niles & Harris-Bowlsbey, 2001). Interventions to enhance career confidence may include skills training, career counseling, and mentoring programs (Lent & Brown, 2019).

Career clarity refers to how individuals clearly understand their career goals, interests, and values (Ginevra et al., 2018). Career clarity is essential for career preparedness, as it helps individuals make informed choices about their education, training, and employment opportunities (Guichard, 2013). Career counseling, self-assessment tools, and career exploration activities have been suggested as effective means to promote career clarity (Sampson, Peterson, Reardon, & Lenz, 2000).

Networking involves building and maintaining relationships with others for career development and advancement (Wolff & Kim, 2012). Effective networking can enhance career preparedness by providing individuals with access to job opportunities, industry insights, and professional contacts (Forret & Dougherty, 2004). Educational

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institutions can support students in developing their networking skills through extracurricular activities, professional associations, and alums events ((Wolff & Moser, 2009).

Career exploration refers to gathering information about various occupations, industries, and educational opportunities to make informed career decisions (Stumpf, Colarelli, & Hartman, 1983). Engaging in career exploration activities can contribute to career preparedness by helping individuals identify their interests, skills, and goals (Kettunen & Tynjälä, 2018). Some effective strategies for promoting career exploration include informational interviews, job shadowing, and career fairs (Savickas & Hartung, 1996).

Continuous learning is crucial for career preparedness, as it enables individuals to stay updated with the latest developments in their field and adapt to changing job requirements (De Vos et al., 2017). Lifelong learning can be facilitated through various means, such as formal education, professional development courses, and self-directed learning (Mokhtar, 2010). Encouraging a learning culture within educational institutions and workplaces is essential for ensuring that individuals remain prepared for the challenges and opportunities of their careers (Eraut, 2004).

Synthesis

Professional course-based enhancement webinars offer several benefits for delivering educational content, including reaching a large, geographically dispersed audience, cost savings compared to in-person events, versatility, and networking opportunities. However, conducting successful webinars also presents challenges, such as ensuring technology reliability and addressing technical issues. Best practices such as preparation, clear instructions, proper technological setup, and audience engagement strategies should be followed to overcome these challenges.

Evaluation of webinars using Kirkpatrick's Four-Level Model demonstrates that webinars can effectively promote learning, changes in behavior, and positive organizational outcomes. Considering factors that influence participants' reactions, learning, and behavior, such as interactivity, multimedia usage, and post-training support, is essential to maximize the effectiveness of webinars.

Career preparedness on the other hand is a multifaceted concept covering various aspects of an individual's readiness to enter the workforce. Career preparedness encompasses professional proficiency, familiarity with employment opportunities, interpersonal abilities, institutional career assistance, work-related challenges, community-based career backing, engagement in one's career, self-assurance in professional pursuits, clear career objectives, establishing connections, investigating career paths, continuous education.

Career preparedness holds immense importance in the rapidly changing job market and global economy. Acquiring skills and knowledge and accessing education and training opportunities are essential to be ready for a career. The evolution of the job market and career opportunities has also been significantly impacted by technology and students need to be familiar with the latest technologies and tools to be career ready.

Research Questions

This study attempted to find the effect of professional course-based enhancement webinars on the career preparedness of UPHSD – Calamba Campus Business Cluster students.

Specifically, the study sought to answer the following questions:

1. What is the evaluation of the students on the professional course-based enhancement webinars?
2. What is the student's level of career preparedness?
3. Does Professional Course-Based Enhancement Webinar Affect Career Preparedness of the Business Cluster Students?

Hypothesis

Attending professional course-based webinars will increase students' career preparedness by improving their occupational expertise, job market knowledge, soft skills, organizational career support, job challenge, social career support, career involvement, career confidence, career clarity, networking, career exploration, and learning.

The hypothesis suggests that attending professional course-based webinars will increase students' career preparedness.

METHODS

Research Design

Causal research design was employed. The dependent variable of the study was attending a professional course-based webinar, and the dependent variable was career preparedness, which was measured by the self-

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reported occupational expertise, job market knowledge, soft skills, organizational career support, job challenge, social career support, career involvement, career confidence, career clarity, networking, career exploration, and learning.

Population and Sampling

The respondents comprised business cluster students from the UPHSD Calamba Campus enrolled during the second semester of the academic year 2022-2023. To obtain reliable information for the study, the responses of 89 respondents were collected and analyzed.

The sample size was determined using G*Power Sample Size Calculator, utilizing F tests for linear multiple regression with a fixed model and R^2 deviation from zero. The following parameters were applied: effect size f^2 of 0.15, α error probability of 0.05, a Power (1-β err prob) of 0.95 and one predictor. The total sample size was established at 89 respondents. A systematic sampling was utilized to select a representative sample of 89 respondents from a total population of 344 business cluster students. The process was implemented using Microsoft Excel, ensuring transparency and efficiency. The sampling interval was calculated by dividing the total population size by the desired sample size, resulting in a sampling interval of 4. To maintain randomness and minimize bias, a random start point was generated within the population list. Starting from this point, every fourth student was selected to form the sample. The chosen sample respondents' ID numbers were recorded to track the selection process.

Instrument

This study utilized survey questionnaire. It was divided into two sections: Part I consisted of 24 questions adapted and modified from Kirkpatrick's Four-Level Model (Kirkpatrick, 1996), which facilitated the evaluation of enhancement webinarss attended by the respondents. Part II incorporated 38 questions derived from the Critical Career Resources Framework – CRQ (Hirschi et al., 2018) to assess the student's level of career preparedness. The two questionnaires underwent pilot testing from 20 students to check their reliability. A Cronbach alpha score of .989 and .991 resulted from the testing for enhancement webinars and CRQ respectively.

Data Collection

To gather responses from the resppondents, the survey questionnaire was distributed through Google Forms, an online survey platform. The use of this platform allowed for efficient data collection and ensured accessibility of respondents. Prior to participation, the respondents were informed about the purpose and significance of the study. Informed consent was obtained from each resppondent, emphasizing the voluntary nature of their involvement, and assuring them of confidentiality and anonymity throughout the data collection process.

Upon completion of the data collection phase, a thorough review of the collected responses was carried out to verify the completeness and accuracy of the data. After the review process, the data were processed and organized for analysis in alignment with the objectives of the study and in coordination with all research protocols.

Treatment of Data

Descriptive statistics, including mean and standard deviation, were utilized to evaluate the enhancement webinars and the students' level of career preparedness. Additionally, simple linear regression was employed to test the hypothesis. The research objectives aimed to explore the impact of professional course-based enhancement webinars on the career preparedness of UPHSD – Calamba Campus Business Cluster students. Linear regression allowed for a quantitative examination of the relationship between webinar attendance as the independent variable and career preparedness as the dependent variable among the students. The hypothesis, which stated that attending these webinars would enhance career preparedness by improving various aspects such as occupational expertise, job market knowledge, soft skills, organizational career support, job challenge, social career support, career involvement, career confidence, career clarity, networking, career exploration, and learning, was effectively tested through linear regression.

Moreover, linear regression maintains its robustness and reliability, even when confronted with non-normally distributed data (Habeck & Brickman, 2018; Li, Wong, Lamoureux, & Wong, 2012), making it a suitable choice for this study. While certain statistical techniques rely on the assumption of normality, linear regression can provide valuable insights and accurate results, especially when dealing with larger sample sizes and non-normally distributed data, as was the case with career preparedness.

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Ethical Considerations

The study's ethical protocols were strictly adhered to by the researchers to safeguard the welfare of all individuals and organizations involved in the research process.

RESULTS and DISCUSSION

The study aimed to explore the impact of enhancement webinars on the career preparedness of the Business Cluster students of UPHSD-Calamba Campus. To achieve this objective, data were collected through a survey questionnaire using Google Forms and were distributed among students who attended professional course-based enhancement webinars. The data collected from the survey were then analyzed and interpreted to provide insights into the effects of enhancement webinars on the career preparedness of business cluster students.

Table 1 *Evaluation of students on the professional course-based enhancement webinars*

Indicators	Mean	SD	Interpretation
Reaction	3.42	0.64	Very Effective
Learning	3.36	0.61	Very Effective
Behavior	3.37	0.58	Very Effective
Results	3.29	0.58	Very Effective
Weighted Mean	3.36	0.58	**Very Effective**

Legend: 1.0-1.75 = Not at all Effective; 1.76-2.51 = Slightly Effective; 2.52-3.27 = Effective; 3.28-4.0 = Very Effective

Table 1 displays the results of the student evaluations, which were assessed using four indicators: reaction, learning, behavior, and results. Each indicator was rated on a scale of 1 to 4, with higher scores indicating greater effectiveness. The mean scores for all four indicators fell within the "Very Effective" range (3.26-4.0), suggesting that students perceived these webinars as highly beneficial.

These findings align with previous research, which has consistently demonstrated the positive impact of professional development webinars on students' learning experiences (Bolliger, Supanakorn, & Boggs, 2010; Chang, Peng, & Chao, 2010; Chetan Kumar, Rangappa, & Suchitra, 2021; Moroki, 2020; Stone & Perumean-Chaney, 2011). The high mean scores across all four indicators (reaction, learning, behavior, and results) indicate that students enjoyed the webinars (Dziuban, Moskal, Kramer, & Thompson, 2013; Gikas & Grant, 2021) and found them valuable in promoting learning and shaping their behavior (Kirkpatrick & Kirkpatrick, 2006).

Table 2 *Students' level of career preparedness*

Indicators	Mean	SD	Interpretation
Occupational expertise	3.22	0.59	Somewhat prepared
Job market knowledge	3.13	0.67	Somewhat prepared
Soft skills	3.28	0.54	Very prepared
Organizational career support	3.44	0.62	Very prepared
Job challenge	3.50	0.63	Very prepared
Social career support	3.43	0.59	Very prepared
Career involvement	3.43	0.56	Very prepared
Career confidence	3.40	0.58	Very prepared
Career clarity	3.39	0.61	Very prepared
Networking	3.33	0.58	Very prepared
Career exploration	3.21	0.63	Somewhat prepared
Learning	3.34	0.59	Very prepared
Weighted Mean	3.34	0.53	**Very prepared**

Legend: 1.0-1.75 = Not prepared; 1.76-2.51 = Slightly prepared; 2.52-3.27 = Somewhat prepared; 3.28-4.0 = Very prepared

Table 2 presents the results, which were rated on a scale of 1 to 4, with higher scores indicating greater preparedness. The weighted mean score of 3.34 suggests that, on average, students felt "Very prepared" for their

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careers. However, the mean scores for "Occupational expertise," "Job market knowledge," and "Career exploration" fell within the "Somewhat prepared" range (2.56-3.25).

These results have important implications for educational institutions and career service providers. While students generally feel well-prepared for their careers, there are areas where they could benefit from additional support or guidance especially on occupational expertise, job market knowledge, and career exploration. Previous research has highlighted the importance of career preparedness in facilitating a successful transition from education to the workforce (Hirschi, 2012; Tomlinson, 2017). Students do not see themselves as an expert in their field yet as they more training and practical experiences (Dacre Pool & Qualter, 2013) when they enter the realworld. The results show that students do not have adequate knowledge of the job market and have a little overview of employment trends. They need to constantly stay up-to-date about career opportunities by attending career counseling, workshops, and webinars (Pedroso, Siason, & Tangco-Siason, 2021; Pedroso, Tangco-Siason, Ortizo-Roces, & Magramo-Basbas, 2021; Soares, de Carvalho, & Silva, 2022). They can also attend career fairs (Savickas & Hartung, 1996)

Table 3 *Effect of Professional Course-Based Enhancement Webinars on the Students' Career Preparedness*

Hypothesis	Regression Weights	Beta Coefficient	t-value	p-value	Decision	Interpretation
H_1	EW -> CP	0.813	18.372	0.000**	H_0 Rejected	Significant
R^2	0.795					
F (1, 87)	337.520					

*Note: **p < 0.001; EW: Enhancement Webinar; CP: Career Preparedness*

The study aimed to investigate the effect of professional course-based enhancement webinars on the career preparedness of business cluster students. Table 3 presents the results of a simple linear regression analysis, which assessed whether the enhancement webinars significantly predicted career preparedness. The overall regression was statistically significant, with 79.5% of the variance in career preparedness can be explained by the enhancement webinars. The regression weights (B = .813, t = 18.372, p < .000) indicated that a one-unit increase in enhancement webinars is associated with a .813 unit increase in career preparedness.

The study examined the impact of Professional Course-Based Enhancement Webinars on students' career preparedness. The enhancement webinars were designed to provide students with profession-specific knowledge and skills essential for their future careers. The findings revealed that students recognized the value and benefits of attending such webinars, providing them with the necessary knowledge and skills to succeed in their chosen careers. Moreover, the results indicated that the number of webinars attended positively correlated with students' level of confidence, readiness, and preparedness in entering the workforce. Consequently, the data suggested that increased participation in enhancement webinars corresponded with heightened levels of confidence, preparedness, and overall career preparedness.

These findings had significant implications for educational institutions, as they underscored the value of professional course-based enhancement webinars in promoting students' career preparedness. Previous research has demonstrated the positive impact of such webinars on students' learning and overall academic experience (Bolliger, Supanakorn, & Boggs, 2010; Chang, Peng, & Chao, 2010; Chetan Kumar, Rangappa, & Suchitra, 2021; Moroki, 2020; Stone & Perumean-Chaney, 2011).

Summary

The present study aimed to investigate the impact of professional course-based enhancement webinars on the career preparedness of business cluster students at the University of Perpetual Help System DALTA-Calamba Campus.

Students evaluated the professional course-based enhancement webinars as very effective across all four indicators, with a weighted mean score of 3.36. These results suggest that the webinars were successful in engaging students, promoting learning, shaping behavior, and yielding positive outcomes. The results of this study support the notion that professional course-based enhancement webinars are valuable tools for improving students' educational experiences. The high ratings across all four indicators emphasize the importance of these webinars in fostering a positive learning environment (Bolliger, Supanakorn, & Boggs, 2010; Chang, Peng, & Chao, 2010; Chetan Kumar, Rangappa, & Suchitra, 2021; Moroki, 2020; Stone & Perumean-Chaney, 2011).

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Moreover, the findings align with Kirkpatrick and Kirkpatrick (2006) assertion that effective professional development seminars can lead to positive changes in student behavior and academic outcomes.

The majority of students felt "very prepared" in terms of their career readiness, with a weighted mean score of 3.34. However, they reported feeling "somewhat prepared" in terms of occupational expertise, job market knowledge, and career exploration. The results suggest that while students feel confident in their overall career preparedness, there is room for improvement in certain areas. This finding is consistent with previous research, which has emphasized the importance of addressing the gaps in students' career readiness to facilitate a smoother transition into the workforce (Hirschi, 2012; Tomlinson, 2017). Educational institutions and career service providers should focus on enhancing students' occupational expertise, job market knowledge, and career exploration skills to improve their overall preparedness.

The results indicate that professional course-based enhancement webinars have a significant positive effect on the career preparedness of business cluster students, with the regression analysis revealing that these webinars accounted for 79.5% of the variance in career preparedness. The Professional course-based Enhancement webinars significantly predicted career preparedness, with a one-unit increase in enhancement webinars associated with .813 unit increase in career preparedness. The significant positive relationship between enhancement webinars and career preparedness supports the notion that these events are valuable tools for improving students' readiness for their careers.

Conclusion

The students' evaluations of the professional course-based enhancement webinars indicate that these events are very effective in promoting learning, shaping behavior, and achieving desired outcomes. The positive ratings across all four indicators highlight the significance of such webinars in fostering an engaging and productive educational experience for students.

The students generally feel "very prepared" for their careers. However, there are areas, such as occupational expertise, job market knowledge, and career exploration, where they report feeling "somewhat prepared." Addressing these gaps can help ensure that students are fully equipped to navigate the job market and achieve success in their chosen careers.

The results demonstrate that professional course-based enhancement webinars significantly affect the career preparedness of business cluster students. The positive relationship between these webinars and career preparedness underscores the importance of offering such events to support students in their transition from education to the workforce.

Recommendation

Based on the above findings, it is recommended that educational institutions, career service providers, and industry professionals: Continue to prioritize and invest in professional course-based enhancement seminars/webinars to improve students' career preparedness. Implement targeted interventions and programs to address the areas where students feel less prepared, such as occupational expertise, job market knowledge, and career exploration. Collaborate to provide students with up-to-date information about the job market and specific occupational requirements. Encourage students to engage in networking, internships, and other career exploration activities to gain practical experience and enhance their readiness for the workforce. Future researchers may further investigate the impact of professional course-based enhancement webinars on various aspects of career preparedness, including exploring the potential moderating or mediating factors that may influence the relationship between these webinars and preparedness. Additionally, researchers could explore the influence of various webinar formats, content, and delivery methods on students' career preparedness. This will help to identify best practices and inform the development of more effective career development interventions.

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