Available online at www.ijournalse.org

Emerging Science Journal

(ISSN: 2610-9182)

Vol. 9, Special Issue, 2025

" Emerging Trends, Challenges, and Innovative Practices in Education"

Reevaluating the Impact of University Reputation on Job Employment: A Structural Equation Modeling Approach

Boumedyen Shannaq [1], Said AlMaqbali [2, 3*], Meng-Chew Leow [4], Asmaa H. Marhoubi [5], Lee-Yeng Ong [4]

[1] *College of Business,University of Buraimi, Buraimi 512, Sultanate of Oman.*

[2] *IT Department, University of Buraimi, Buraimi 512, Sultanate of Oman.*

[3] *PhD Student, Multimedia University, Jalan Ayer Keroh Lama 75450, Bukit Beruang, Melaka, Malaysia.*

[4] *Faculty of Information Science and Technology, Multimedia University, Melaka, Malaysia.*

[5] *University of Technology and Applied Sciences, Muscat 45, Sultanate of Oman.*

Abstract

This paper examines the impact of university reputation on the employment of new graduates in Oman through industry linkages in higher education. Given that employability worldwide is connected to the reputation of universities, this study seeks to determine whether a similar situation exists in Oman. Specific indirect effects using Structural Equation Modelling (SEM) are evaluated based on research into particular factors affecting graduate employment. The survey was structured and yielded responses from graduate students. Of these, 76.6% were employed, while the remaining 23.4% reported being unemployed or unable to find work. Findings reveal that student performance and competency significantly influence internship opportunities, which in turn enhance job employment (SP → IO → JE: β = 0. 067, p = 0. 001; SC → IO → JE: β = 0.1, p <0.001). However, the university's reputation regarding employment through industry partnerships was found to be negative and insignificant (UR → IP → JE: ß = 0. 011, p = 0. 072). This implies that while partnering with industries may alleviate unemployment in Oman, as is well known in Western countries, aligning universities with weak reputations for students' employment chances may not yield satisfactory outcomes in Oman. Consequently, the study advocates for improving the relationship between universities and industries in Oman. Policymakers and academic institutions must focus on skills training, marketable skills, curriculum relevance, and increased internship opportunities for graduates. Furthermore, enhancing structures for organized employer assurances and assemblies to support long-established university graduates could strengthen universities' reputations in Oman. The study emphasizes the importance of improving the relationship between universities and industries in Oman. Therefore, policymakers and academic institutions must concentrate on skills training, marketable skills, curriculum relevance, and expanded internship opportunities for graduates. Additionally, enhancing frameworks for organized employer assurances and assemblies to support long-established university graduates could reinforce the university's reputation in the job market.

Keywords:

Omani Student Competencies;
Student Performance;
University Reputation;
Industry Partnership;
Internship;
Employment Opportunity.

Article History:

Received:	05	March	2025
Revised:	01	July	2025
Accepted:	16	July	2025
Published:	13	August	2025

1- Introduction

The transition from higher education to professional life is a critical developmental stage for students, educators, and policymakers in the field. Research interest in graduate employability continues to grow, yet experts lack a comprehensive framework for identifying the key shaping factors. An analysis of the literature indicates that academic

* **CONTACT**: said.almaqbali@uob.edu.om

DOI: http://dx.doi.org/10.28991/ESJ-2025-SIED1-010

achievements and university reputation, along with practical competencies like critical thinking and adaptability, are crucial factors [1-5]. Research generally examines these educational variables in isolation, failing to establish their overall interaction and intermediary roles within a unified theoretical structure [6-8].

Studies show that employers are more attracted to students with high academic achievements, as they demonstrate cognitive ability and strong disciplinary traits [1, 2]. The hiring process often favors graduates from prestigious institutions because recruiters believe that superior institutional brands indicate higher-quality graduates [3, 4, 9]. Modern labor markets demand both problem-solving and flexibility as essential soft skills, which signify a person's potential for success in the workplace [3-5]. Real-world practical experience through internships, paired with university and industry partnerships, boosts student employability by providing hands-on skills and networking opportunities [10-13]. While the research field is expanding, significant knowledge gaps remain, particularly concerning Omani and Gulf market environments. Literature dominated by studies conducted in Western and Asian regions offers limited insights into how these factors interconnect within Arab labor markets. The research landscape in Oman is lacking sufficient empirical studies employing Structural Equation Modeling to analyze the relationships among these constructs. Although the importance of university reputation is supported by international research, its mechanism as an outcome driven by industry collaboration requires further investigation, especially in Omani higher education.

Global institutions acknowledge that internships and industry partnerships greatly enhance graduate employability. However, the potential effects of these partnerships and internships as moderators or mediators in employment trajectories receive little attention through Structural Equation Modeling (SEM) approaches. Fragmented data collection strategies hinder the ability to generalize results, as higher education institutions need data to align their curricula with labor market demands. This research utilizes an integrated SEM-based model to analyze and rank the determinants of employment outcomes concerning student academic performance, university reputation, and competencies, along with the mediating roles of internships and industry partnerships. Specifically, this study examines Omani graduates to establish regionally specific empirical evidence regarding graduate employability, which has historically been overlooked in academic discussions. This research challenges conventional beliefs present in global literature about the secondary role of university reputation within Omani educational settings. The data provides practical guidelines that educational institutions and policymakers can use to enhance graduate readiness and employment outcomes. This research leverages comprehensive evidence-based findings to advance both academic scholarship and higher education system planning across Oman and other regional contexts. The transition from higher education to professional life represents a vital developmental stage for students, educators, and policymakers in their field. Research interest in graduate employability continues to escalate, yet researchers are still seeking a comprehensive framework to identify the main shaping factors.

1-1- Research Problem

- The success of higher education institutions remains dependent on the employability of graduates. Nevertheless, little is known about the relative significance of student performance, university reputation, and competency factors in obtaining employment.
- Universities encounter challenges in effectively allocating their resources due to the lack of a comparative framework to rank these variables.

1-2- Research Questions

- Which of the independent variables—students' performance, university reputation, and students' competence—is primarily responsible for employment opportunities?
- Are there any mediators in this situation for interning, such as opportunities or partnerships with industrial bodies that, when included in the model, would enhance its comprehensiveness?

1-3- Research Objectives

- To prioritize the importance of students' performance, the university's reputation, and competence regarding job employment.
- To assess the impact of mediators like internships and industrial linkages on employability results.
- To provide practical recommendations to the decision-makers in higher education institutions concerning effective resource management.

1-4- Hypotheses

H1: The students' performance has a significantly positive impact on job employment.

H2: The University's reputation is an essential factor influencing employment in a regular job.

H3: The competence obtained by students significantly influences employment in jobs.

H4: The Internship opportunities act as a mediator between the performance levels of students and their employment on the job.

The reputation of a university and its influence on job employment are key factors in the relationship between university reputation and job employment reputation, as well as direct employment. This study is structured as follows: To guide the readers through the outline and process, the article is divided into sections. In Section 2, the background and literature review are presented, discussing employability, the ranking of independent variables, the implications of higher education, and concluding with a table summarizing the six proposed key independent variables in both global and Omani contexts. Section 3 describes the research methods, followed by Section 4, which provides a detailed analysis based on Structural Equation Modeling with Partial Least Squares (SEM-PLS). The last sections consider the main findings, implications, and conclusions.

2- Background and Literature Review

Determinants of employability have traditionally included a commitment to students' academic performance. Studies show that better grades and consistent academic progress result in a better job outlook [14, 15]. However, the extent to which this commitment interferes with other factors is not well understood [16]. Ratings, rankings, and employer perception are all elements that often contribute to institutional reputation and enhance graduate employability. Universities that produce graduates with better job opportunities are more likely to have strong industry associations and maintain academic excellence [17]. To be ready for the job market, one needs to learn how to develop competence in soft skills, technical expertise, and problem-solving. Furthermore, past research has suggested that employers prefer well-rounded graduates [18].

Internships and industry collaborations are critical for enhancing graduates' employability outcomes by bridging the gap between academic learning and industry needs. Internships provide students with the opportunity to apply theoretical knowledge in real-world settings, thereby developing their practical skills and gaining industry-specific knowledge. This hands-on experience is essential for students to understand the complexities of the workplace and expand competencies that employers highly value [11]. Additionally, industry partnerships incorporate relevant content into academic programs, ensuring that students possess the current knowledge and skills required by employers. This collaboration helps align educational outcomes with industry needs, thereby enhancing the employability of graduates [12].

Moreover, engaging with industry professionals through internships and partnerships helps students develop essential soft skills, including communication, collaboration, and problem-solving, which are crucial for workplace success [11, 19]. Furthermore, a study suggests that participating in internships significantly enhances the employability of graduates. For instance, research using Korea's Graduate Occupational Mobility Survey data observed that internship participation has a positive effect on employment possibilities, with a marginally larger effect detected for male graduates [19].

The reputation of a university can significantly impact the employment rate of fresh graduates in Oman. This is mainly because employers often associate a university's reputation with the quality of education and the skills of its graduates in the industry and market. Even though some universities have a good reputation, a notable skills gap exists between what is being taught and what employers demand. This gap affects the employability of graduates, particularly in disciplines such as engineering and communications, where practical skills and industry-specific training are essential [20, 21].

University reputation often serves as an indicator to employers regarding a graduate's potential efficiency and competence level, affecting initial employment prospects and salary offers. For instance, in Indonesia, factors such as employer branding and corporate reputation also influence job application intentions, although the immediate impact of university reputation on employment is less pronounced [22].

Therefore, academics must align their programs with industry requirements to enhance the employability of their graduates. This involves integrating essential occupational and soft skills education, which is vital for professional advancement and for meeting Omanisation objectives [23].

In line with internship and industry collaboration, academic performance is often closely linked to employability, as observed in the Italian labour market, where strong educational performance enhances job application success. Employers use regular educational achievements as a dependable marker for hiring judgments, particularly for fresh graduates [24]. In the context of the American education system, effective academic performance is combined with rising career readiness and greater lifetime incomes. This is specifically substantial in attempts to attain racial and ethnic equivalence via education [25]. On the side of education, students regularly observe a disconnect between their academic successes and employability. Various students convey worries about the significance of their education to upcoming job opportunities, specifically in private or public school settings [26, 27]. While student internships can improve employability by giving practical knowledge, they may also adversely affect academic performance, which in turn can affect job prospects. The balance between work and study is critical, as extreme work can reduce academic achievement [28, 29]. Beyond academic successes, soft skills such as communication, teamwork, and adaptability are critical for employability. These talents often complement academic performance and are gradually respected by employers [15].

The relationship between students' competencies and their impact on job employment is a complex subject that has been explored in numerous studies. Competencies, encompassing a range of talents and abilities, play a significant role in determining employment outcomes for graduates. These competencies can influence job readiness, employability, and job satisfaction, although the impact may vary based on specific competencies and contexts involved. For example, competencies in leadership and teamwork are essential for securing employment [30]. These skills help students become more competitive candidates in the job market since employers highly value them [31]. Furthermore, competence positively affects students' confidence, which enhances their workforce skills. This connection underscores the importance of cultivating competencies to boost self-assurance and preparedness for job challenges [32]. Both academic performance and job requirements related to competencies significantly impact students' career advancement, highlighting the necessity of aligning competencies with job market needs [33].

Skill improvement programs help develop students' practical skills, such as critical thinking and problem-solving, which are essential for employability and success. They help bridge the gap between academic learning and industry requirements [34]. Training programs have a positive impact on employability skills, increasing the likelihood of employment within the training company. This suggests that targeted training can enhance specific competencies that are directly applicable to job roles [35].

Internships offer students the opportunity to develop critical employability skills such as communication, teamwork, and critical thinking, which employers highly value [36]. These skills are fundamental for job readiness and can significantly improve a graduate's appeal to potential employers, thereby increasing their chances of securing employment [37]. Also, internships have been proven to assist the move from university to work by providing students with real-world skills and a better understanding of job opportunities [38, 39].

Industry collaborations enhance the relationship between university reputation and job employment opportunities. These partnerships improve the employability of graduates by positioning academic programs with industry requirements, providing practical skills, and fostering innovation. For instance, the Li2U mobile app illustrates how university-industry collaborations can modernize the job placement process, making it easier for students to transition from university life to the workforce [40].

Collaborations with industry enable universities to tailor their programs to meet existing market requirements. Employers often contribute to course consultatory boards, guaranteeing that the education delivered is related and up-to-date with industry ethics [41]. Moreover, Coventry University's collaboration with the Lukasiewicz Research Network proves how a firm brand can invite important research associates, improving the university's reputation and research production [42].

2-1- Education for Employability Studies

The internship opportunities and industry partnerships have been identified as crucial intermediaries that reduce the gap between academia and the job market [43, 44]. Practical exposure to these experiences provides us with theoretical knowledge in practical settings [45]. The current study takes a quantitative method to analyse the relationships between a dependent variable (job employment) and at least three independent variables (students' performance, university reputation, and competence) using survey-based data collection and statistical methods. Data is gathered from a sample of recent graduates from various universities on academic performance, university reputation among perceptions, levels of competence, and employment outcomes. A structural equation model (SEM) is constructed to rank analyze its independent variables and determine the relative importance. Mediation analysis is used to clarify the impacts of internships and industry partnerships on employability outcomes.

2-2- Ranking of Independent Variables

The overall results also suggest that the impact of university reputation and students' performance is less significant than students' competence in securing employment. The intensification of internship opportunities greatly improves the link between student performance and job employment. Similarly, university reputation affects employability outcomes, but it also influences the impact of industry partnerships.

2-3- Implications for Higher Education

The findings emphasize the need to focus on skills development and enhance industry connections in universities to improve graduate employability. Additionally, this study offers a broader understanding of how academic factors influence employment and highlights the value of mediators in enhancing employability outcomes. Moreover, universities can pave the way for students' competency development and partner with external entities to keep pace with the job market [30].

Future studies may also investigate other mediators, such as mentorship programs or extracurricular activities, and assess whether the findings are applicable to diverse cultural and institutional contexts.

2-4- Linking Research Questions and Hypothesis

2-4-1- Graduate Employability and Its Determinants

Researchers have extensively explored graduate employability because it represents a vital educational outcome. Academic qualifications alone do not establish employability, according to Souppez [46] since important factors also involve skills, competencies, university reputation, and industry links. Graduates need outstanding academic performance combined with industry experience to find reliable employment in competitive job markets.

2-4-2- Impact of Student Performance on Employability

Academic performance levels of students are essential requirements for securing professional positions. Research findings show that better academic performance leads employers to choose candidates due to their reliance on GPA as a preliminary evaluation standard [47]. Student performance demonstrates their understanding of knowledge alongside their problem-solving, together with disciplinary abilities that employers view as fundamental workplace characteristics. The research proposes that student success plays a positive role in workplace hiring (H1).

2-4-3- University Reputation as a Predictor of Employment

The university's reputation strongly influences the employment prospects of new graduates because employers frequently weigh the institution's prestige when making hiring decisions [48]. Job-seeking graduates from prestigious universities benefit from exceptional placement programs, solid employer networks, and extensive established connections among their alumni. Analysis shows that job market recruiters value graduates from well-respected institutions because they assume these graduates receive a higher educational quality [49]. The findings validate H2 because university reputation constitutes a significant element in landing a job.

2-4-4- Role of Student Competence in Job Attainment

Employability primarily stems from competence levels that combine technical expertise with critical thinking capabilities and adaptability skills. A research study by Aguenza & Ingles [50] shows that employers in the industry sector seek job candidates who possess well-balanced competencies, including the capacity to solve problems, along with leadership talents and practical communication skills. Different competencies learned from coursework, combined with practical experiences, along with extracurricular activities, help students obtain better job outcomes [51]. Student competence stands as a significant determinant that significantly impacts the success of employment, according to H3.

2-4-5- Internships and Industry Linkages as Mediators

Universities utilize work placement programs in conjunction with industrial partnerships to bridge the gap between classroom education and business standards through practical training opportunities. Students who participate in internships secure jobs after graduation because these experiences expose them to industrial practices, as well as professional networking opportunities [52, 53]. H4 explains that internships function between student performance and job employment to boost employment results.

The connection between universities and industries provides joint projects, apprenticeships, and skill-building training opportunities for students. Strong industry partnerships between universities streamline the academic-to-career transition process [54]. The research report by H5 shows that business partnerships function as a link between high university standing and employment results, thus demonstrating how industry links boost academic success in higher education.

2-4-6- Implications for Higher Education Policy and Practice

Educational institutions must focus their efforts on strengthening academic curricula while enhancing university-business partnerships and establishing formal student internships. Decision makers should direct their attention toward education based on skills development, together with building the institution's reputation and competence training to achieve the best possible employment results for their graduates [55].

This review presents an authoritative framework that explains the relationship between student achievement, university notability, and graduate employment skills. This research confirms that internships and industry relationships serve as connectors between university reputation and graduate employment success, thus legitimizing the selected research concepts.

Table 1 summarizes the six proposed key variables, their treatment in the existing literature, whether they have been studied in Oman, and how the findings from the proposed study compare with those in the international literature.

Table 1. Existing Literature vs Current Study Results

Variable	Literature Use & Findings	Application in Oman (Existing Studies)	Current Study Results	Comparison with Literature
Omani Student Competencies	Widely studied as a key employability factor, focusing on soft skills, problem-solving, and adaptability [56, 57].	Rarely addressed in Omani literature as a standalone variable.	Significantly impacts internship opportunities → employment (SC → IO → JE: β = 0.1, p < 0.001).	Aligns with global findings; confirms soft skills and competencies enhance employability.
Student Performance	Generally used to predict job readiness and academic credibility [58-60].	Occasionally studied, often indirectly through GPA.	Positively predicts internship opportunities → employment (SP → IO → JE: β = 0.067, p = 0.001).	Supports prior research; confirms academic performance is influential in early job placement.
University Reputation	Commonly associated with employer preferences, especially in elite institutions [61].	Little to no focused studies in Oman.	Reputation's indirect effect via industry partnership on employment is weak and insignificant (UR → IP → JE: ß = 0.011, p = 0.072).	Contrasts with global literature; suggests that university reputation alone is less impactful in Oman's job market context.
Industry Partnership	Frequently examined as a bridge to employment via networking and project-based learning [62, 63].	Rare in Omani research; often anecdotal.	Only marginal impact when mediated by reputation; overall influence not strong without structural linkage.	Implies industry ties must be strategically structured; informal partnerships may not suffice in Oman.
Internship	Strong predictor of employability; links theory to practice [64-66].	Limited studies; some vocational programs include internships.	Confirmed as a significant mediator between performance/competency and job employment.	Consistent with international evidence; reinforces importance of formal internships for Omani students.
Employment Opportunity	Central outcome variable in most employability models; affected by a combination of academic and non-academic factors [67-69].	Studied descriptively, not with causal or SEM models.	77% of surveyed graduates employed; findings show academic and practical skills drive employability more than institutional prestige.	Extends literature by providing empirical evidence from Oman; highlights skills and training over institutional reputation.

3- Research Methods

The research method employs a structured approach that evaluates the university's reputation and its impact on graduate employment outcomes, providing both theoretical insights and practical applications.

This study examines the moderating effect of university reputation on the employment of new graduates in Oman, with a focus on industry linkages in higher education. The research employed Structural Equation Modeling procedures to quantify the indirect impact of various variables on graduate employment, utilizing a quantitative design.

Figure 1 shows the flowchart of the research methodology through which the objectives of this study were achieved.

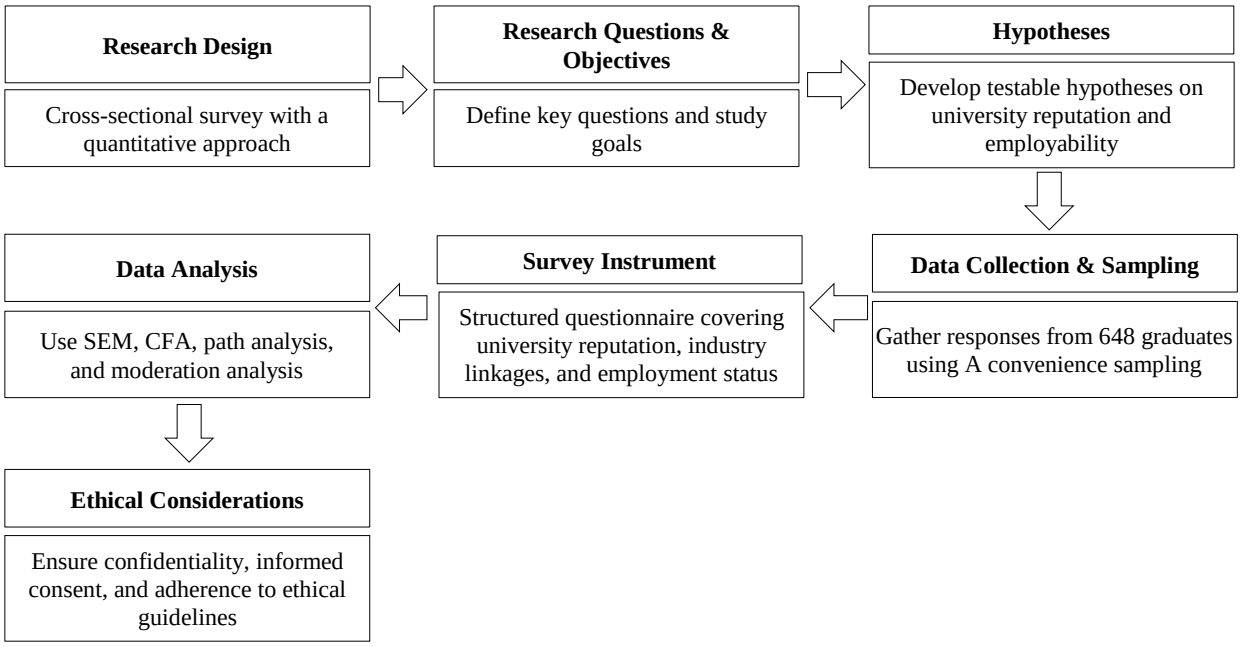


Figure 1. Research Methodology

3-1- Research Design

The planned research employed a survey design that collected data from students at various universities across Oman. This method provided valuable insights into how university reputation impacts graduate job opportunities. Figure 2 illustrates the proposed conceptual framework.

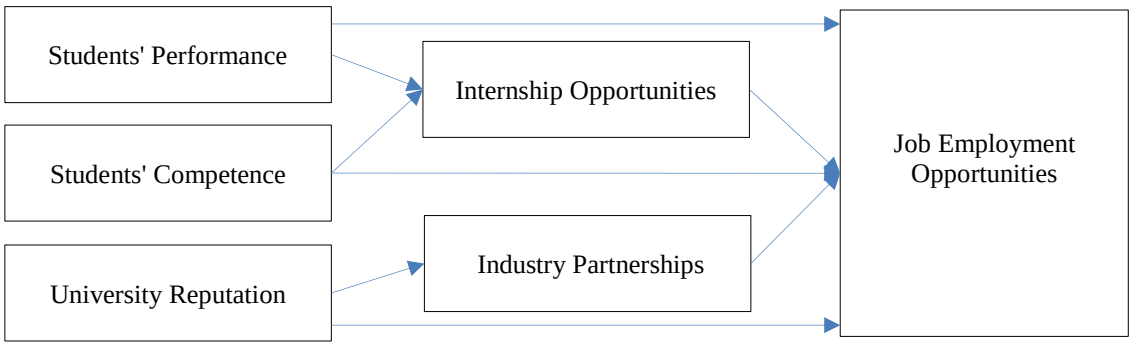


Figure 2. The proposed conceptual framework

3-2- Data Collection and Sampling

The survey produced a representative sample. Employment statistics revealed that professionals comprised 76.6%, while the remaining 23.4% included unemployed candidates and those who had not secured employment. A convenience sampling approach was implemented for participant selection, as it provided accessible and willing participants representing universities with varying reputation levels and industrial ties. Additionally, it aimed to achieve proper representation among universities with different reputations and industrial exposures. Figure 3 presents a sample of the demographic data in chart form, showing that 23.4% of the respondents were male, while 76.6% were female.

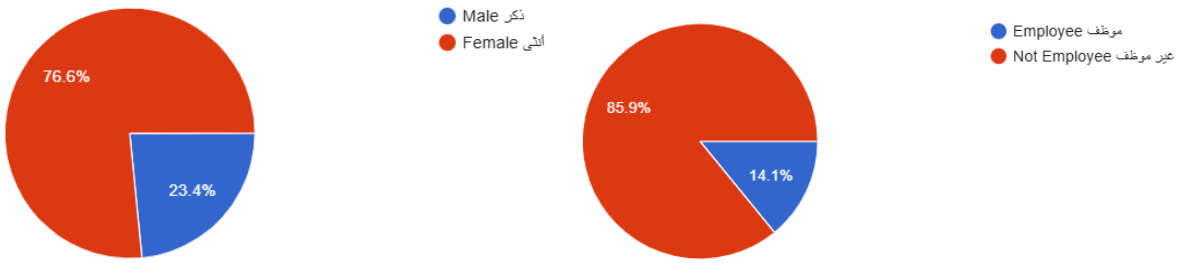


Figure 3. Sample of collected demographic data regarding gender and employment

3-3- Survey Instrument

The designers based the survey on standardized scales retrieved from existing scholarly research. The evaluation incorporated these parts in its design:

Demographic Information (employment, not employee).

The university's reputation was assessed as part of the survey using a Likert rating scale.

The section covers questions about internship availability, as well as career service provisions and employer networking opportunities.

Employment Status and Job Search Experience Survey available at Google forms [70].

4- Data Analysis

SEM techniques were used to test the stated research hypotheses in the assessment process. The analysis included:

The measurement model was evaluated through Confirmatory Factor Analysis (CFA). The research used path analysis to determine direct and indirect correlations between different connections. University reputation was identified as a moderator variable in the path analysis, investigating its effects on industry linkages and employment connections.

4-1- Assessment Model: Validity and Reliability

The assessment model achieved both validity and reliability by applying Cronbach's Alpha and Composite Reliability (CR). In the factor analysis, researchers eliminated any study content items with factor loadings under 0.700. The factor assessment excluded items with weak factor loadings, specifically those with factor loadings below 0.700. The same filtering method was employed for all items with factor loadings above the 0.700 threshold. Figure 4 shows the original dataset, whereas Figure 5 demonstrates the dataset after excluding the low-loading items.

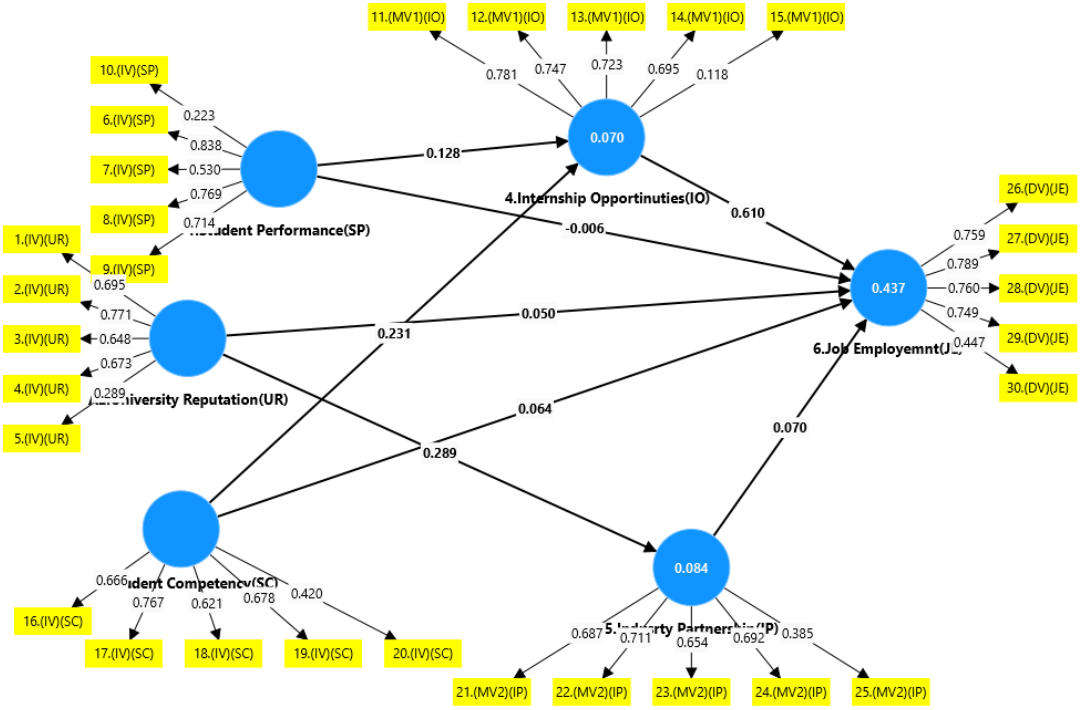


Figure 4. Conceptual Model before removing indicators below 0.7

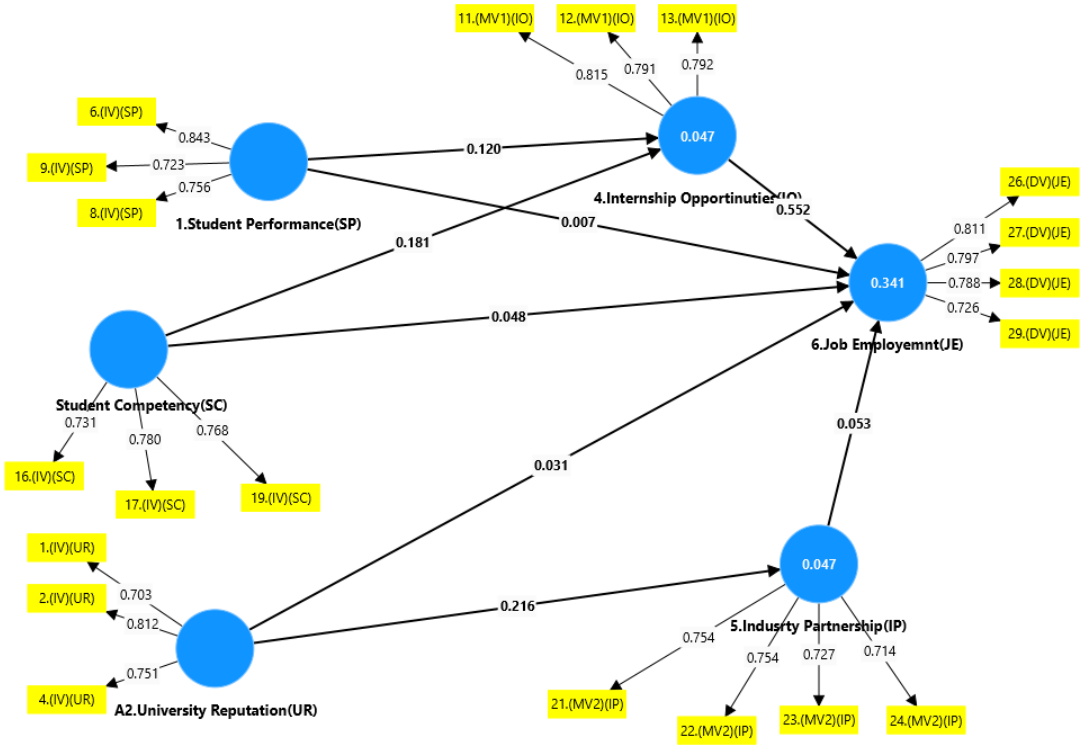


Figure 5. Conceptual Model after removing indicators below 0.7

The model was robustly validated through Average Variance Extracted (AVE) and Heterotrait-Monotrait Ratio (HTMT) testing procedures. Table 2 presents the validity and reliability results for the retained items and their respective factor loadings. The model exhibits reliable measurements, as all computed Cronbach's Alpha and CR values surpass the minimum threshold of 0.700.

Convergent validity was validated using AVE combined with CR measurements, which required a threshold value of 0.500, accompanied by a minimum value of 0.700. Cross-loading analysis demonstrated that the model's validity, as indicated by strong factor loading results, surpassed the measures of cross-loading.

An evaluation using the Variance Inflation Factor (VIF) values revealed all results below 5, demonstrating the absence of multicollinearity in the analysis. The factors in Tables 2 to 4 showed superior values, which validates the discriminant validity of all retained items.

Table 2. Item loadings, reliability, and validity

	Factor Loading	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
1. (IV) 1.Student Performance (SP)		0.667	0.679	0.818	0.601
6.(IV)(SP)	0.843				
8.(IV)(SP)	0.756				
9.(IV)(SP)	0.723				
2. (IV) Student Competency (SC)		0.637	0.642	0.804	0.577
16.(IV)(SC)	0.731				
17.(IV)(SC)	0.78				
19.(IV)(SC)	0.768				
3. (IV) University Reputation (UR)		0.634	0.653	0.8	0.572
1.(IV)(UR)	0.703				
2.(IV)(UR)	0.812				
4.(IV)(UR)	0.751				
4. (DV) Job Employment (JE)		0.788	0.796	0.862	0.61
26.(DV)(JE)	0.811				
27.(DV)(JE)	0.797				
28.(DV)(JE)	0.788				
29.(DV)(JE)	0.726				
5. (Mv1) Internship Opportunities (IO)		0.718	0.718	0.842	0.639
11.(MV1)(IO)	0.815				
12.(MV1)(IO)	0.791				
13.(MV1)(IO)	0.792				
6. (Mv2) Industry Partnership (IP)		0.724	0.723	0.827	0.544
21.(MV2)(IP)	0.754				
22.(MV2)(IP)	0.754				
23.(MV2)(IP)	0.727				
24.(MV2)(IP)	0.714				

Table 3. Heterotrait-Monotrait ratio (HTMT)

	1. Student Performance (SP)	4. Internship Opportunities (IO)	5. Indusrty Partnership (IP)	6. Job Employment (JE)	A2. University Reputation (UR)	Student Competency (SC)
1. Student Performance (SP)						
4.Internship Opportunities (IO)	0.173					
5.Indusrty Partnership (IP)	0.096	0.256				
6.Job Employemnt (JE)	0.114	0.759	0.226			
A2.University Reputation (UR)	0.096	0.255	0.305	0.202		
Student Competency (SC)	0.029	0.265	0.288	0.229	0.253	

Table 4. Fornell-Larcker criterion

	1. Student Performance (SP)	4. Internship Opportunities (IO)	5. Indusrty Partnership (IP)	6. Job Employment (JE)	A2.University Reputation (UR)	Student Competency (SC)
1. Student Performance (SP)	0.776					
4. Internship Opportunities (IO)	0.120	0.799				
5. Indusrty Partnership (IP)	0.063	0.188	0.738			
6. Job Employment (JE)	0.079	0.577	0.174	0.781		
A2. University Reputation (UR)	0.068	0.176	0.216	0.148	0.756	
Student Competency (SC)	-0.002	0.181	0.204	0.163	0.169	0.760

Table 2 presents the measurement model assessment, illustrating the reliability and validity of the constructs in this study. All constructs, including Student Performance (SP), Student Competency (SC), University Reputation (UR), Job Employment (JE), Internship Opportunities (IO), and Industry Partnership (IP), demonstrate acceptable factor loadings that exceed the recommended threshold of 0.70 for most items. Cronbach's alpha (rho a) and composite reliability (rho c) values for all constructs are above 0.6, indicating both internal consistency and construct reliability.

Furthermore, the Average Variance Extracted (AVE) values are all greater than 0.50, establishing convergent validity. Overall, this table demonstrates that the items in the survey instrument have reliably measured the intended latent variables and bolstered the structural model's robustness.

4-2- Discriminate Validity

The assessment of discriminant validity was conducted through two additional tests: the Heterotrait-Monotrait Ratio (HTMT) and the Fornell-Larcker criteria. Tables 3 and 4 contain the results of the discriminant validity evidence based on the Heterotrait-Monotrait ratio (HTMT) and Fornell-Larcker criterion, respectively. Table 3 reveals that all HTMT values are at least lower than 0.85 (conservative), thus implying strong discriminant validity among the constructs. This indicates that each variable measures a unique concept, which is essential for the validity of the structural model. Table 4 also corroborates this, as the square root of AVE for each construct (diagonal values) is greater than its correlation with others (off-diagonal values), as stipulated by the Fornell-Larcker criterion. These findings collectively validate that the constructs are not only internally consistent but also unique, which justifies the model's competence to explain job employment outcomes.

4-3- Structural Model

The researchers evaluated the proposed hypotheses by analyzing the structural model throughout the study's progression. When applying mediation analysis techniques, assessing variable relationships relies on the parameters of the structural model. The study design differentiated between direct, indirect, and total effects to provide a clearer understanding of variable moderation between independent and dependent variables.

The measurement system evaluates the intensity and statistical significance of variable relationships to uncover essential factors in the observed results. Due to potential difficulties in mediational assessment, the research required investigating the underlying causes of specific model effects.

A bootstrapping procedure validated each of the proposed 4 hypotheses. The results from bootstrapping appear in Figure 6, and Tables 5 and 6 present the outcomes of the hypothesis tests.

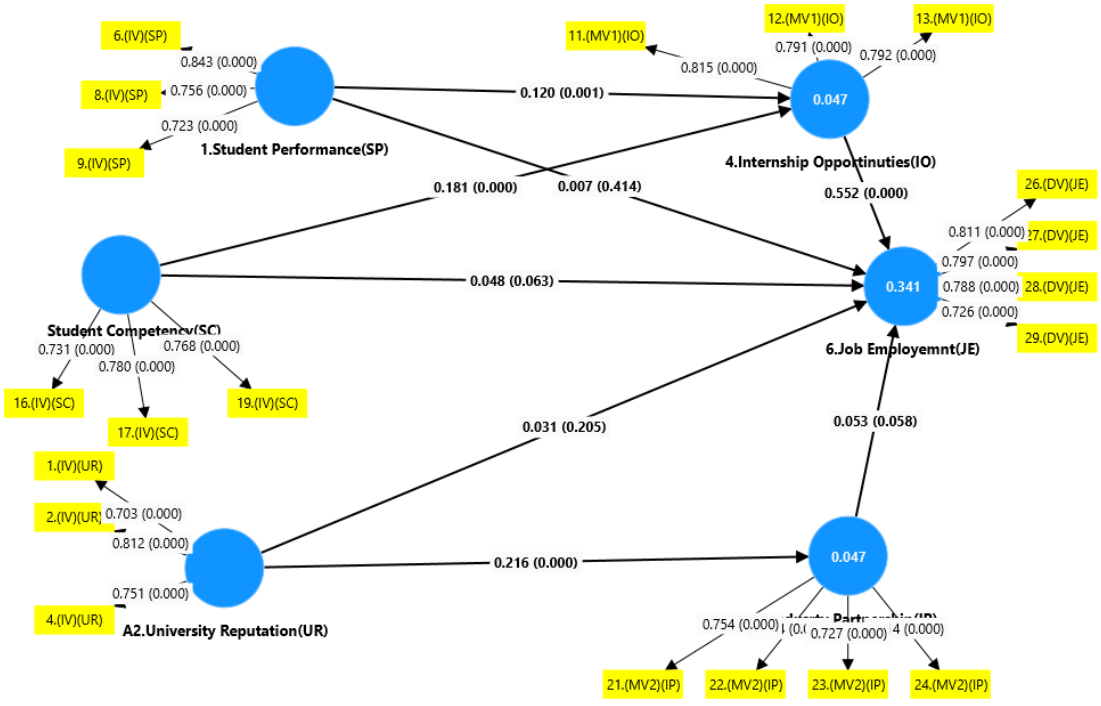


Figure 6. Bootstrapping process

Table 5. Testing the direct hypothesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Hypothesis results
1.Student Performance (SP) → 4.Internship Opportunities (IO)	0.12	0.127	0.039	3.095	0.001	Accepted
1.Student Performance (SP) → 6.Job Employment (JE)	0.007	0.01	0.034	0.217	0.414	Rejected
4.Internship Opportunities (IO) → 6.Job Employment (JE)	0.552	0.552	0.038	14.712	0	Accepted
5.Indusrty Partnership (IP) → 6.Job Employment (JE)	0.053	0.054	0.034	1.569	0.058	Rejected
A2.University Reputation (UR) → 5.Indusrty Partnership (IP)	0.216	0.223	0.037	5.829	0	Accepted
A2.University Reputation (UR) → 6.Job Employment (JE)	0.031	0.033	0.037	0.823	0.205	Rejected
Student Competency (SC) → 4.Internship Opportunities (IO)	0.181	0.186	0.039	4.593	0	Accepted
Student Competency (SC) → 6.Job Employment (JE)	0.048	0.049	0.031	1.527	0.063	Rejected

Table 6. Mediation Analysis

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-statistic	P-value	Significance
SP → IO → JE	0.067	0.07	0.022	3.024	0.001	Significant
UR → IP → JE	0.011	0.012	0.008	1.462	0.072	Not Significant
SC → IO → JE	0.1	0.103	0.023	4.334	0	Significant

4-4- Ethical Considerations

All participants were assured complete anonymity and confidentiality in the study. The research project adhered to ethical standards set by the University of Buraimi.

5- Results

The direct and indirect hypotheses (H1, H2, H3, H4, and H5) were tested in Table 5 to determine the relationships between vital variables, revealing their significance levels, strength, and direction. The analytic results provide valuable insights into the theoretical links between variables, either supporting or refuting the original assumptions. The statistical assessment evaluates the impact of each independent variable on the dependent variable to achieve a comprehensive understanding of prediction accuracy.

5-1- Hypothesis Testing Results

Table 5 presents the results of a hypothesis test examining the relationship between Student Performance (SP), University Reputation (UR), Student Competency (SC), and Job Employment (JE).

H1: Student Performance (SP) → Job Employment (JE)

Research data show insignificant statistical evidence with an original sample value of 0.007 and a T-statistic of 0.217, together with a P-value of 0.414. As a result, H1 is rejected.

H3: University Reputation (UR) → Job Employment (JE)

The statistical results indicate no significant connection between these variables with an original sample (O) of 0.031, while the T-statistic stands at 0.823 and the P-value at 0.205. Consequently, H3 is rejected.

H2: Student Competency (SC) → Job Employment (JE)

Statistical significance does not support this relationship, as the original sample (O) = 0.048, while the T-statistic = 1.527 and the P-value = 0.063. Therefore, H2 is also rejected.

5-2- Hypothesis Testing Results and the Role of Mediators in Job Employment

The hypothesis testing reveals that Student Performance (SP), Student Competency (SC), and University Reputation (UR) exhibit no significant statistical connection with Job Employment (JE). However, significant indirect relationships indicate that Internship Opportunities (IO) and Industry Partnerships (IP) serve as primary influencing factors in enhancing employment outcomes.

Key Findings: Direct Effects on Job Employment (JE)

Student Performance (SP) → Job Employment (JE) (p = 0.414) → Rejected

Student Competency (SC) → Job Employment (JE) (p = 0.063) → Rejected

University Reputation (UR) → Job Employment (JE) (p = 0.205) → Rejected

Industry Partnership (IP) → Job Employment (JE) (p = 0.058) → Rejected

Academic success, together with competency levels and a prestigious university reputation, cannot ensure employment opportunities for students by itself.

Student Performance (SP) → Internship Opportunities (IO) → Job Employment (JE)

5-3- Significant Mediating Effects

- **Student Performance shows a clear positive relationship with Internship Opportunities (IO)**
  - (p = 0.001) while Internship Opportunities (IO) create a substantial increase in Job Employment (JE) (p = 0.000).
  - Higher academic achievers gain internships easily because these opportunities boost their odds of getting employment opportunities at outstanding rates.
  - A student who demonstrates strong coursework performance without practical experience will face difficulties in their job search. The student benefits from increased job-market readiness through experiential industry training when they obtain internship experience.
- **Student Competency (SC) → Internship Opportunities (IO) → Job Employment (JE)**
  - Student Competency positively affects Internship Opportunities at the 0.000 significant level, which leads to enhanced Job Employment.
  - The development of competencies, including problem-solving, teamwork, and technical expertise, leads students to obtain internships that increase their employment chances.
  - Students lacking an industrial background who have good programming skills have trouble securing job opportunities. Working as an intern for a technology company enables students to test their education through practical projects, making them more suitable candidates for job opportunities.
- **University Reputation (UR) → Industry Partnership (IP) → Job Employment (JE)**
  - The relationship between UR and Industry Partnerships (IP) shows statistical significance at a p = 0.000 level, whereas the immediate influence of UR on Job Employment (JE) remains non-significant.
  - Academics from well-established universities tend to draw more business partnerships through which students secure better career positions.
  - Although a prestigious university name does not directly lead to job placement success, it benefits students when they enroll at such institutions, which maintain successful industry partnerships that bring employment recruitment programs and business connections to improve career prospects.

5-4- Analysis of Hypothesis Testing Results and Improvements Achieved

5-4-1- Summary of Key Findings

Table 6 presents the mediation analysis table, which evaluates how Internship Opportunities and Industry Partnerships serve as intervening variables linking Student Performance and Student Competency to University Reputation in their correlation with Job Employment. The assessment includes five primary variables: Original Sample (O), Sample Mean (M), Standard Deviation (STDEV), T-statistics, and P-values.

5-5- Improvements Achieved

Student Performance (SP) → Internship Opportunities (IO) → Job Employment (JE) .

The significance level for this mediated model is confirmed by the T-statistic value of 3.024 and the P-value equal to 0.001. The data verify that job employment requires more than just student performance, as top-performing students who secure internships substantially increase their employability.

University Reputation (UR) → Industry Partnerships (IP) → Job Employment (JE)

This mediated relationship proves insignificant because its P-value reaches 0.072 beyond the accepted 0.05 threshold.

The connection between university reputation and attracting industrial partnerships often fails to lead to job placement unless institutions provide additional professional development services and establish corporate relationship systems.

Student Competency (SC) → Internship Opportunities (IO) → Job Employment (JE)

The relationship between these mediators demonstrates the most substantial improvement, as indicated by its significant P-value of 0.000 (4.334 T-statistic).

Problem-solving ability, combined with teamwork experience and technical training, leads to multiple internship positions, resulting in better employment outcomes.

5-6- Justification and Real-World Applications

University leaders, in collaboration with governing authorities, can utilize these findings to enhance student workplace readiness.

Example 1: Universities with Structured Internship Programs

Overall job placement rates improve for educational programs that require internships when engineering and business students, as well as those in IT programs, fulfil their internship requirements.

Industry needs skilled graduates, as demonstrated by the following example.

Companies from STEM fields, as well as the finance and healthcare sectors, seek candidates who did internships rather than academic elite graduates.

Employers place greater importance on observing how candidates apply their skills rather than on their GPA scores.

Example 3: Policy Recommendations for Universities

Colleges should move past reputation-based success by creating and developing links with external industries through expanded business, mentoring, and internship networks to enhance job prospects.

2- Justification and Real-World Applications

The discovered information proves crucial for universities and government organizations seeking to enhance students' career readiness.

Example 1: Universities with Structured Internship Programs

The job placement rates of educational programs with curriculum-based internship requirements increase because internships effectively integrate academic learning with workplace experience.

Example 2: Professionals in this sector specifically target graduate students with specialized qualifications

Job candidates from STEM backgrounds, as well as those in healthcare and finance, demonstrate better hiring potential when they have completed internships, rather than just having top grades. Apart from grades, employers prioritize the actual skills candidates have utilized.

Example 3: Policy Recommendations for Universities

Universities need to move away from relying solely on their reputation for success by establishing active industry networks that expand their internship options and foster collaborative partnerships and mentorship initiatives for better employment outcomes. Table 7 presents the Comparison with Our Study and Previous Literature

Table 7. Comparison of Previous Literature vs. Proposed Study

Study		Findings	Comparison with Our Study
Comparison with Previous Literature	[65]	Found that students with internship experience were 2.5x more likely to secure jobs post-graduation.	Aligned: Our study confirms that internships significantly enhance job employment.
	[71]	University reputation alone had an insignificant impact on employment. Industry connections were key.	Aligned: Our study also found that UR → IP → JE was insignificant, supporting the need for stronger industry partnerships.
	[72]	Emphasizes the role of enhancing various competencies in raising the employability of university graduates. He emphasizes that these competencies are necessary for graduates to adapt to the contemporary work environment.	Aligned: Our study found SC → IO → JE as the most significant predictor of job employment.

5-7- Final Thought

Student Competency (SC) provides the strongest link between employment opportunities and Internship Opportunities (IO). A higher reputation does not necessarily result in better employment opportunities unless the university forms strong joint ventures with industries.

Student internships act as essential components that connect academic education to actual workplace competencies.

5-8- Future Recommendations

Universities must expand competency-based learning while growing their internship programs, rather than letting academic outcomes and school reputation drive their growth strategies.

Public authorities should encourage business alliances to develop more internship programs and mentoring relationships.

Higher education institutions need this information to enhance graduate employment opportunities and ensure curriculum consistency with industrial requirements.

5-9- The Critical Role of Mediators

According to the research results, both Internship Opportunities (IO) and Industry Partnerships (IP) create vital bridges that establish connections between education and gaining employment. Student employability enhancement requires institutions to prioritize internship programs and business relationships over over-reliance on academic performance or school recognition.

After using SEM-PLS analysis, the mediating effect of industry partnership (IP) in the relationship between University Reputation (UR) and Job Employment (JE) is insignificant at $p = 0.072$, $t = 1.462$. This implies that university reputation does not provide strong indications of the association between job employment and industry connections in the dataset, especially in the Gulf region and Oman

6- Discussion

This result suggests that, while reputation has a strong influence on outcomes such as employment at universities in the Gulf Region, particularly in Oman, it does not correlate significantly with the strength of industry partnerships. This lack of significance can be attributed to several contextual factors that provide insights into strategies for enhancing universities' roles in graduate employment.

Industry-Academia Disconnect in the Gulf Region: While top-ranked universities in most Western countries engage in profound and mutually beneficial collaborations with industries, such ties in Oman and other Gulf countries are formalized but neither widespread nor particularly effective at facilitating external employment. According to existing literature, Omani universities suffer significantly from a failure to align their curricula with industry requirements [30], leading to poorer employment outcomes for graduates [73, 74]. Without a well-established symbiotic ecosystem connecting universities and industry, a university's reputation alone may not suffice to ensure employment opportunities for graduates [65, 75].

Employment System Driven by the Government: The government-driven hiring model is another crucial factor affecting employment dynamics in Oman. For instance, the Omanization policy, which aims to replace expatriates with Omani graduates [76], often takes precedence in shaping an organization’s hiring policies. In this policy-driven employment landscape, hiring decisions frequently rely on national employment programs rather than university-industry collaborations, resulting in a reduced significance of university reputation in recruitment.

The Limited Role of University Rankings in Hiring Practices: University rankings have a significant impact on Western economies, particularly in the US, UK, and Germany, by influencing employer preferences for hiring criteria [77]. Employers actively seek graduates from prestigious universities [78], attributing superior skills and employability to them. However, in Oman and across the wider Gulf region, hiring decisions are often influenced more by personal networks, wasta (connections), or government directives than by university prestige [79]. Academic reputation does not significantly impact the extent to which employers value employment through industry partnerships, as employers in the region prioritize practical experience and job-specific skills.

Lack of Structured Internships and Industry Integration: The notable absence of structured internships and industry engagement plays a pivotal role in weakening the link between university reputation and job employment. In Western higher education models, universities rely on co-op programs, research collaborations, and internship-based recruitment [80, 81] to ensure that students gain industry-relevant experience before graduation. Yet many universities in Oman continue to struggle with implementing internship programs that provide students with practical opportunities to enhance their employability [74].

Recommendations and Implications: Universities must collaborate with industries on project research, industry-supported training programs, and employment-oriented partnerships. Establishing career placement offices with their employer partners will help bridge the gap between academic institutions and the job market. While government-led employment programs have significantly contributed to job creation, integrating university reputation into employment decision-making could be bolstered by merit-based recruitment policies. This would encourage employers to hire graduates based on skills or industry readiness rather than relying solely on policy-driven hiring, thus enhancing competitiveness. Mandatory internship programs for students with industries at universities should be implemented to provide practical exposure. Reforms encouraging employers to offer structured internships will significantly boost

graduates' employability. Universities should seize the opportunity to enhance their academic reputation and visibility, promote industry-driven research, secure international accreditations, and actively market their graduates to potential employers. The findings indicate that university reputation does not significantly enhance employment in terms of job placement through industry partnerships in the Gulf region (with a focus on Oman). The primary reasons for this are government-driven employment policies, weak industry-academia collaboration, and the absence of structured internship programs. Therefore, a multi-stakeholder approach is needed to advance graduate employability, which is fundamentally linked to the university-industry employment nexus in the region.

6-1- Overview of Results

The results show the path coefficients assessing the effects of various constructs on job employment (JE) in Oman's higher education sector. Structural Equation Modelling (SEM) provides the results, revealing direct and indirect effects through Internship Opportunities (IO) and Industry Partnerships (IP).

6-2- Key Findings & Novel Contributions

Internship Opportunities (IO) as the Strongest Predictor of Job Employment (JE):

The largest statistically significant coefficient in the model is Internship Opportunities → Job Employment ($\beta = 0.552$, $p < 0.001$), indicating that internship experiences have a considerable positive impact on employment outcomes.

This underscores the need for internship training in Oman to close the gap between academic institutions and the workplace.

Student Performance (SP) and Student Competency (SC) Influence Internships but Not Directly Job Employment:

The analysis of the effect of performance and competencies on internship opportunities reveals that SP → IO ($\beta = 0.120$, $p = 0.001$) and SC → IO ($\beta = 0.181$, $p < 0.001$) are positively correlated.

However, SP → JE ($\beta = 0.007$, $p = 0.414$) and SC → JE ($\beta = 0.048$, $p = 0.063$) are not significant; this implies that academic performance and competencies do not guarantee employment. However, they exert their influence through internships only.

University Reputation (UR) Does Not Directly Impact Job Employment (JE):

UR → JE ($\beta = 0.031$, $p = 0.205$) is insignificant, which indicates that university reputation does not have a direct influence on better employment outcomes in Oman.

Nevertheless, UR → IP ($\beta = 0.216$, $p < 0.001$) is significant, indicating that university reputation positively impacts industry partnerships, which, in turn, may enhance employability.

Industry Partnerships (IP) Do Not Significantly Influence Employment:

IP → JE ($\beta = 0.053$, $p = 0.058$) is not statistically significant, which means that industry partnership alone cannot guarantee employment of jobs unless they translate to internships.

Reasons for non-significance

Industry-Academia Disconnect in the Gulf Region

In contrast, in Western countries, the leadership of top-ranked universities has close and systematic linkages with industries to provide job opportunities. In contrast, universities in Oman and other GCC countries generally lack systematic linkages with sectors that provide job opportunities.

Available literature ([82, 83]) on Omani universities indicates that employment outcomes are weak, primarily because the universities have not effectively integrated industry needs into their curricula.

Government-Driven Employment System

Therefore, in Oman, employment is largely determined by government policies rather than university rankings [84, 85].

The Omanization policy primarily focuses on replacing expatriate workers with Omani graduates, with recruitment typically targeting national employment schemes rather than university-industry partnerships.

Limited Role of University Rankings in Hiring

University rankings, particularly in the United States, the United Kingdom, and Germany, offer a reputation and opportunities for employment [86].

In Oman, hiring decisions often depend on the use of recommendations or government policies, rather than relying on university rankings [79].

Thus, the role of universities is less determinant for job demands in the Gulf because employers offer job opportunities to employees with the requisite and necessary skills, disregarding the reputation of universities.

Lack of Industry Partnerships & Internship Integration

Western universities encourage co-op programs, research partnerships, and internships as hiring models [87] to give their students industry exposure.

Thus, Gulf universities, particularly in Oman, fail to organize structured internships [88], which also impacts the significance of collaboration with industries regarding employment. Table 8 presents a comparison with Western Countries and the Gulf Region (Oman).

Table 8. Comparison with Western Countries

Factor	Gulf Region (Oman)	Western Countries (US, UK, EU)
University Reputation	Limited impact on hiring	Strong impact on hiring
Industry Partnership	Weak collaborations, limited structured programs	Strong university-industry links, research funding
Internship Opportunities	Not widely available or enforced	Integrated into the curriculum, co-op programs
Hiring Criteria	Government policies, personal networks	University ranking, skills, internships

6-3- Justifications & Literature Support

Of all the activities conducted by universities in the US, the importance of employing partnerships and linkages to the industry is highlighted to increase the employability of students. In Oman, however, such collaboration is yet to take off [87].

Graduate employability in private universities in the UAE and Oman remains low due to universities' failure to form sustainable industry linkages [88].

As for employment in the Gulf, procedures are more administrative, and the involvement of the government affects the significance of university rankings [79].

This is quite the opposite of Western models, where universities have a clear plan on how to attach graduates to industries [84, 89].

6-4- Conclusion & Recommendations

Strengthen University-Industry Collaboration: Support collaborative research, grant applications, and internship arrangements.

Reform employment policies: Move away from centralized government employment and embrace a merit-based hiring approach for government positions.

Enhance Internship Integration: Mandate polyclinic credit as a required industry practicum before student graduation.

Promote University Branding: Gulf universities should strive to enhance their branding by cultivating academic and industrial reputations that influence employment opportunities.

6-5- Novelty of Findings

Contrary to research conducted in Western countries, where university rankings have a close relationship with employment, these findings challenge the notion that university rankings directly lead to jobs in Oman. However, internship placements are the most critical factors that determine employment outcomes.

According to the study, it is clear that academic institutions should prioritize enhancing their internship programs over relations with industries or the reputation of the educational institution.

The study suggests that policymakers and universities should establish more structured and outcome-driven internships to achieve optimal employment outcomes.

6-6- Recommendations

The institution must incorporate formal internship training that provides practical learning opportunities as a mandatory component of its academic plan.

Strengthened industry partnerships should facilitate job-placement opportunities by implementing programs such as mentorship schemes, employment events, and training activities.

College students should pursue internship roles and skills development activities to connect their classroom knowledge with the market's requirements.

Universities, alongside policymakers, can initiate more effective strategies to enhance graduate employment by focusing on mediating elements.

7- Conclusion

This study emphasizes the importance of mediating variables in explaining the dynamics of job employment outcomes among university graduates. Although the direct links between the independent variables —namely, Student Performance, Student Competency, and University Reputation —and Job Employment (JE) were not statistically significant, mediators such as Internship Opportunities and Industry Partnerships revealed significant indirect effects. This expanded model allows for a more nuanced understanding of how complex employment processes behave, emphasizing that secondary pathways can make distinctly meaningful impacts on employment outcomes. The results highlight the need to integrate practical experience into academia to bridge the gap between education and employability.

Such results could change when assessed in different academic or institutional environments, as curriculum design, industry networking abilities, and regional demand in the job market differ depending on the location. The nature of interactions among critical variables is mediated by local recruitment tendencies and the strength of academic-industrial relationships. Future researchers should, therefore, investigate employment outcome differences in various academic and socio-economic settings to provide a broader view of what determines graduate employability. The discovery of new fossil fuel reservoirs has made the job unattractive, and Iran is an oil importer; therefore, the country requires new revenue sources, including tourism, if this sector can provide adequate employment. Moreover, there should be more industry partnerships than mere agreements that do not translate into real-world skills-based training opportunities. Additionally, more studies should account for moderating variables such as employer perceptions, job market competition, and the infusion of digital competencies to adjust and customize the proposed employment model to the case of Oman’s HE context.

8- Declarations

8-1- Author Contributions

Conceptualization, B.S. and S.A.; methodology, S.A.; software, B.S.; validation, M.C., A.M., and L.Y.; formal analysis, B.S. and S.A.; investigation, M.C., A.M., and L.Y.; resources, S.A.; data curation, S.A.; writing—original draft preparation, B.S. and S.A.; writing—review and editing, M.C., A.M., and L.Y.; visualization, B.S. and S.A.; supervision, M.C., A.M., and L.Y.; project administration, M.C., A.M., and L.Y.; funding acquisition, S.A. All authors have read and agreed to the published version of the manuscript.

8-2- Data Availability Statement

The survey questions presented in this study are available in Appendix 1, and can be provided based on request from the corresponding author.

8-3- Funding and Acknowledgements

This work is part of an internal project, Leveraging Smart SPLS and Machine Learning for Adaptive E-Learning: Predicting Personalized Educational Pathways for University of Buraimi Students, sponsored by the University of Buraimi. We want to express our gratitude for their support.

8-4- Institutional Review Board Statement

Not applicable.

8-5- Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

8-6- Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

9- References

[1] Moore, R. L., Lee, S. S., Pate, A. T., & Wilson, A. J. (2025). Systematic review of digital microcredentials: trends in assessment and delivery. Distance Education, 46(1), 8–35. doi:10.1080/01587919.2024.2441263.

[2] Summer, R., McCoy, M., Trujillo, I., & Rodriguez, E. (2025). Support for Working Students: Understanding the Impacts of Employment on Students' Lives. Journal of College Student Retention: Research, Theory and Practice, 26(4), 1123–1146. doi:10.1177/15210251221149209.

[3] Nik Wan, N. Z., Razak, S., San, S., Hussin, S. N. A., Abd Aziz, A. A., & Saidi, N. (2024). Exploring the Educational Impact: a Study on Accounting Students' Learning and Development During Internship. International Journal of Education, Psychology and Counseling, 9(54), 581–592. doi:10.35631/ijepc.954044.

[4] Lai, J. W., Zhang, L., Sze, C. C., & Lim, F. S. (2025). Learning Analytics for Bridging the Skills Gap: A Data-Driven Study of Undergraduate Aspirations and Skills Awareness for Career Preparedness. Education Sciences, 15(1), 40. doi:10.3390/educsci15010040.

[5] Gerçek, M., & Özveren, C. G. (2024). Developing Career Resources Through Work-Based Learning: A Qualitative Study on Internship Experiences. Business and Economics Research Journal, 3. doi:10.20409/berj.2024.446.

[6] Al Shamsi, I. R. (2024). Optimizing STEM Education via e-Learning: Addressing Challenges and Strategic Planning for Graduate Employment Outcomes. Emerging Science Journal, 8, 231–248. doi:10.28991/ESJ-2024-SIED1-014.

[7] Young, K., & Rooney, D. (2023). Developing soft (employability) skills and work experience opportunities to prepare students with intellectual disability for open employment. British Journal of Special Education, 50(4), 427–439. doi:10.1111/1467-8578.12484.

[8] Hoque, N., Uddin, M., Ahmad, A., Mamun, A., Uddin, M. N., Chowdhury, R. A., & Noman Alam, A. H. M. (2023). The desired employability skills and work readiness of graduates: Evidence from the perspective of established and well-known employers of an emerging economy. Industry and Higher Education, 37(5), 716–730. doi:10.1177/09504222221149850.

[9] Yahaya, S. N., Bakar, M. H., Ahmad Murad, M., Kelson, L., & Ghazali, A. W. (2024). The determinants of self-employment intention among public universities students towards sustaining financial capacity. Multidisciplinary Science Journal, 7(4), 2025184. doi:10.31893/multiscience.2025184.

[10] Ayunda Putri A. Siregar, Nadya Dinul Qoyyimah, Azizah Surayya, Sahraini Yamni N. F. Nasution, & Deasy Yunita Siregar. (2023). Pengaruh Magang Pendidikan Terhadap Pengembangan Kompetensi Mahasiswa. Guruku: Jurnal Pendidikan Dan Sosial Humaniora, 2(1), 81–89. doi:10.59061/guruku.v2i1.567.

[11] Thakur, R., Chavan, M., Vasoya, A., Kasturiwale, H., Ghosh, S., & Mishra, S. (2024). Bridging Academia And Industry: A Study On The Skill Development Effects Of Internships And On-The-Job Training Programs. Educational Administration Theory and Practices. doi:10.53555/kuey.v30i4.2276.

[12] Kuncoro, S., Thaha, A. R., & Fadilla, S. (2024). Optimizing Industrial Sector for Distance Learning Partnership. Journal of Education And Teaching Learning (JETL), 6(1), 62–72. doi:10.51178/jetl.v6i1.1706.

[13] Igbongidi, P. B. (2023). Promoting Partnership between Universities and Industries in Business Education Programme. International Journal of Research and Innovation in Social Science, VII(V), 451–456. doi:10.47772/ijriss.2023.70537.

[14] Afarian, R., & Kleiner, B. H. (2003). The relationship between grades and career success. Management Research News, 26(2/3/4), 42–51. doi:10.1108/01409170310783781.

[15] Othman, N., Zainal Abidin, Z., & Ahmad, A. (2024). Relationship Between Academic Performance and Graduate Employability in Higher Education Institutions. International Journal of Education, Psychology and Counseling, 9(53), 627–633. doi:10.35631/ijepc.953048.

[16] Owan, V. J., Ukam, C. U., & Egame, E. A. (2023). Beyond school grades: Measuring students learning outcomes and the emergence of achievers and underachievers. Journal of Pedagogical Sociology and Psychology, 3. doi:10.33902/jpsp.202320925.

[17] Twumasi Ankrah, D., Osei, C. K., Siabi, E. K., & Donkor, P. (2023). Innovative Education for Employment: The Perspective of the University, Industry and the Graduate. SSRN Journal, 1-25. doi:10.2139/ssrn.4561652.

[18] Pazil, A. H. M., & Razak, R. C. (2019). Perspectives of Asian employers on graduates' soft skills: A systematic review. Universal Journal of Educational Research, 7(11), 2397–2405. doi:10.13189/ujer.2019.071117.

[19] Choe, C., Kim, Y. Bin, & Choi, K. (2023). Do Internships Matter?: the Impact of Internship Participation on Employability. Singapore Economic Review, 1–18. doi:10.1142/S0217590823500133.

[20] Hinai, M. R. Al, Bhuiyan, A. B., & Husin, N. A. (2020). Theoretical Review on The Graduate Attributes and The Readiness for Employability Among Engineering Graduates in The Higher Education Institutes (HEIs) in Oman. Indian Journal of Finance and Banking, 4(2), 130–139. doi:10.46281/ijfb.v4i2.799.

[21] Gupta, S., & Faisal, M. (2024). Insights on future employment and required technical skills pertaining with Oman. International Journal of Engineering Systems Modelling and Simulation, 15(2), 84–89. doi:10.1504/IJESMS.2024.136969.

[22] Pitaloka, R. T., & Moko, W. (2024). Pengaruh Employer Branding, Social Media, Dan Corporate Reputation Terhadap Intention To Apply Job. Jurnal Kewirausahaan Dan Inovasi, 2(4), 1173–1184. doi:10.21776/jki.2023.02.4.19. (In Indonesian).

[23] -, B. R. G., & -, A. S. S. B. O. (2023). Empowering Careers through the Fusion of Vocational and Soft Skills. International Journal For Multidisciplinary Research, 5(4), 5776. doi:10.36948/ijfmr.2023.v05i04.5776.

[24] Isopahkala-Bouret, U., Tholen, G., & van Zanten, A. (2025). Positional Competition and Social Inequality in Graduate Careers (1st Ed.). Routledge, Milton Park, United Kingdom. doi:10.4324/9781003605713.

[25] tim, A. S. (2023). Boosting Students' Performance, Career Readiness, and Earnings. Handbook of Research on Solutions for Equity and Social Justice in Education. IGI Global, Hershey, United States. doi:10.4018/978-1-7998-9678-4.ch005.

[26] Hongjun, S., Jie, W., Benhan, H., & Yang, H. (2024). The Influence of Students Academic Performance on Their Employability in the Field of Education. British Journal of Teacher Education and Pedagogy, 3(2), 113–139. doi:10.32996/bjtep.2024.3.2.10.

[27] Wu, Hong, Bai, Shan, Liao, Yuanzhi, & Tan, Chunhua. (2024). The Academic Performance and Upward Mobility of Students in Education Program. Journal of World Englishes and Educational Practices, 6(1), 137–166. doi:10.32996/jweep.2024.6.1.6.

[28] Bartolj, T., & Polanec, S. (2021). An Empirical Analysis of the Effects of Student Work and Academic Performance on the Probability of Employment. Economic and Business Review, 23(1), 26–39. doi:10.15458/2335-4216.1003.

[29] Nidogon Višnjić, S., Pažur Aničić, K., & Divjak, B. (2024). A systematic review of the literature on student work and academic performance. Industry and Higher Education, 38(5), 473–484. doi:10.1177/09504222241241974.

[30] Shannaq, B., Saleem, I., Alrawahi, S., Almhlawi, S., & Almaqbali, S. (2025). Enhancing Student Motivation and Competencies: Integrating E-Learning, Technological Literacy, and Cultural Alignment. Emerging Science Journal, 9(1), 451–467. doi:10.28991/ESJ-2025-09-01-025.

[31] Yi, E., & Park, D. H. (2024). The effect of core competencies of university students on employment and first year salary level based on school activity log. Heliyon, 10(7), 28474. doi:10.1016/j.heliyon.2024.e28474.

[32] Rita Mulyanti. (2024). The Influence of Competence, Motivation, Self-Efficacy and Compensation on Job Satisfaction and Employee Performance. Siber Journal of Advanced Multidisciplinary, 1(4), 196–213. doi:10.38035/sjam.v1i4.93.

[33] Alshammari, S. A. (2023). Impact of communication competencies, job requirements and Academic performance on students' career development at the University of Hail, Saudi Arabia. Revista Amazonia Investiga, 12(61), 173–183. doi:10.34069/ai/2023.61.01.18.

[34] Sumiati, Sa'diyah, Y. A., Sugihartono, A., Kusumawardani, L. N. I., Narmaditya, B. S., & Wardana, L. W. (2024). Industry and Academia Collaboration in Addressing the Theory and Practice Gap Business and Management Education (a Systematic Literature Review). Nusantara Economics and Entrepreneurships Journals, 68–84. doi:10.59971/necent.v2i1.33.

[35] Aljumah, A. (2023). The Impact of Job Training on Recruitment and Employability Skills Among Graduates. International Journal of Professional Business Review, 8(10), e02806. doi:10.26668/businessreview/2023.v8i10.2806.

[36] Gazi, M. A. I., Rahman, M. K. H., Yusof, M. F., Masud, M. A. Al, Islam, M. A., Senathirajah, A. R. bin S., & Hossain, M. A. (2024). Mediating role of entrepreneurial intention on the relationship between entrepreneurship education and employability: a study on university students from a developing country. Cogent Business and Management, 11(1), 2294514. doi:10.1080/23311975.2023.2294514.

[37] Sunarya, L., Hidayat, F., Hidayanti, R., Khanza, A., Firli, M. Z., & Kamil, M. F. (2024). Assessing the Impact of Skills Involvement, and Development on Graduate Marketability. 2024 3rd International Conference on Creative Communication and Innovative Technology, ICCIT 2024, 1–6. doi:10.1109/ICCIT62134.2024.10701163.

[38] Bawica, I. (2021). The University Internship Program and its Effects on Students' Employability Readiness. International Journal of Academe and Industry Research, 2(3), 86–101. doi:10.53378/348731.

[39] Adeosun, O. T., Shittu, A. I., & Owolabi, T. J. (2022). University internship systems and preparation of young people for world of work in the 4th industrial revolution. Rajagiri Management Journal, 16(2), 164–179. doi:10.1108/ramj-01-2021-0005.

[40] Shannaq, B. (2024). Unveiling the Nexus: Exploring TAM Components Influencing Professors' Satisfaction With Smartphone Integration in Lectures: A Case Study From Oman. TEM Journal, 13(3), 2365–2375. doi:10.18421/TEM133-63.

[41] Tubb, J., & Fox, C. (2023). How partnerships can make a difference to securing jobs for international students. How to Enable the Employability of University Graduates, Edward Elgar Publishing, Cheltenham, United Kingdom. doi:10.4337/9781803926513.00044.

[42] Walaszczyk, L. (2024). Prestige in Partnership: A Case Study in Leveraging University Excellence to Elevate Brand Success. Marketing of Scientific and Research Organizations, 52(2), 88–104. doi:10.2478/minib-2024-0011.

[43] Salazar-Gómez, A. F., Bagiati, A., Álvarez, J. M., Beshimov, E., & Breazeal, C. (2023). The Global Apprenticeship Program (GAP): Bridging the Gap Between Talent and Opportunities. 2023 IEEE Frontiers in Education Conference (FIE), 1–9. doi:10.1109/fie58773.2023.10343009.

[44] Konduri, S., Kumar, B., & Choudhury, D. (2024). Bridging the Gap: Industry-Academia Collaboration in Architecture. ShodhKosh: Journal of Visual and Performing Arts, 5(ICoMABE), 2155. doi:10.29121/shodhkosh.v5.iicomabe.2024.2155.

[45] McPherson, P., & Reiter, K. (2019). Providing students with practical experience in quality control through industry partnerships. Proceeding of the 2019 Conference for Industry and Education Collaboration, CIEC 2019, 31495. doi:10.18260/3-2-370-31495.

[46] Souppez, J. B. R. (2025). Engineering employability skills: Students, academics, and industry professionals perception. International Journal of Mechanical Engineering Education, 53(1), 125–142. doi:10.1177/03064190231214178.

[47] Niayatulloh, A., Haikal, M., & Rochmadi, I. (2024). The Influence of Graduates' Competence from Universitas Darussalam Gontor on the Relevance Level between Fields of Study and Employment. Interdiciplinary Journal and Hummanity (INJURITY), 3(1), 65–74. doi:10.58631/injurity.v3i1.167.

[48] Ead, H., Fahmy, H., & Elbadry, A. (2023). Factors Affecting University Graduates' Employability in Egypt Using Egyptian University Students as a Case Study. Studies of Applied Economics, 41(2), 8731. doi:10.25115/sae.v41i2.8731.

[49] Tholen, G. (2023). The meaning of higher education credentials in graduate occupations: the view of recruitment consultants. Journal of Education and Work, 36(1), 9–21. doi:10.1080/13639080.2022.2162019.

[50] Aguenza, B. B., & Ingles, C. D. (2024). Employability Skills Requirements in the Professional Services Sector: An In-depth Analysis of Graduates. International Journal of Entrepreneurship and Sustainability Studies, 4(1), 30–43. doi:10.31098/ijeass.v4i1.1989.

[51] Chan, C. K. Y., Kwong, T., Chan, Y. B., Ko, A. W. Y., & Tse, S. S. K. (2024). What employers really want: a deep dive into résumés and holistic competencies. Education and Training, 66(4), 395–407. doi:10.1108/ET-06-2023-0252.

[52] Hassouna, M. M., & Zaazou, Z. A. (2024). The Impact of Undergraduate Internships on Employability - An Empirical Study. The Academic Journal of Contemporary Commercial Research, 4(3), 24–47. doi:10.21608/ajccr.2024.236890.1083.

[53] Tafakur, Hadi, S., Arifin, Z., & Munadi, S. (2024). The Role of Industrial Internships in Developing Work Self-Efficacy for Automotive Engineering Students. Journal of Technical Education and Training, 16(2), 67–77. doi:10.30880/JTET.2024.16.02.006.

[54] Bakar, M. Z. A., Halif, M. M., Abd Rahim, N. N., Hassan, M. F., & Muhamed, A. A. (2024). Why do Industry and University Work Together? The Case of Li2U. Advances in Social Sciences Research Journal, 11(2.2), 109–114. doi:10.14738/assrj.112.2.16424.

[55] Kalu, U. O., Kalu, S. U., Udeala, R. C., & Ezeama, A. O. (2023). Competency-Based Education & Training (CBET), A Practical Strategy For Sustainable Self-Employment of Building Technologist. International Journal of Vocational and Technical Education Research, 9(3), 24–34. doi:10.37745/ijvter.15/vol9n32434.

[56] Al-Abri, M., Denman, C., Al Alawi, M., & Al Ajmi, M. (2024). Enhancing employability through university-industry linkages: Omani engineering students' perspectives of the Eidaad internship programme. Humanities and Social Sciences Communications, 11(1), 565. doi:10.1057/s41599-024-02779-y.

[57] Soundararajan, G., Aro-Gordon, S., & Ravikumar, A. (2021). Employers' Expectation on Employability Skills: Students Perspective in Oman. Enas Publications: Science, 26, 1-8.

[58] Pratomo, D. S., Ningsih, D. N. C., Fahadayna, A. C., Arisetyawan, K., Al Ayyubi, M. S., Natalia, C., … Prastiwi, L. F. (2024). Analyzing the Factors Influencing Green Job Participation and Income Effects Using National Labor Force Data. Journal of Human, Earth, and Future, 5(3), 513–527. doi:10.28991/HEF-2024-05-03-014.

[59] Latheef, Z. I., Robinson, R., & Smith, S. (2021). Realistic job preview as an alternative tool to improve student readiness for online learning. Online Learning Journal, 25(2), 208–232. doi:10.24059/olj.v25i2.2216.

[60] du Plooy, E., Casteleijn, D., & Franzsen, D. (2024). Personalized adaptive learning in higher education: A scoping review of key characteristics and impact on academic performance and engagement. Heliyon, 10(21), 39630. doi:10.1016/j.heliyon.2024.e39630.

[61] Nogales, R., Córdova, P., & Urquidi, M. (2020). The impact of university reputation on employment opportunities: Experimental evidence from Bolivia. Economic and Labour Relations Review, 31(4), 524–542. doi:10.1177/1035304620962265.

[62] Pawan, Y. V. R., Dogra, A. K., Kohli, D., Batola, M., Bale, A. S., & Savadatti, M. B. (2024). Integrating Project-Based Learning and Industry Partnerships in Engineering Education: A Multi-Institution Study. Library of Progress-Library Science, Information Technology & Computer, 44(3).

[63] Pan, G., Seow, P.-S., Shankararaman, V., & Koh, K. (2023). University-Industry Collaboration in Project-Based Learning: Perspective and Motivation of Industry Partners. International Journal of Education, 15(3), 18. doi:10.5296/ije.v15i3.21132.

[64] Shaheen, F., Muzamil, M., & Shiraz, M. (2022). Impact of Perceived Value of Internship on the Employability Skills of Students at University Level. UMT Education Review, 5(2), 46–67. doi:10.32350/uer.52.03.

[65] Saidani, O., Menzli, L. J., Ksibi, A., Alturki, N., & Alluhaidan, A. S. (2022). Predicting Student Employability Through the Internship Context Using Gradient Boosting Models. IEEE Access, 10, 46472–46489. doi:10.1109/ACCESS.2022.3170421.

[66] Baert, B. S., Neyt, B., Siedler, T., Tobback, I., & Verhaest, D. (2021). Student internships and employment opportunities after graduation: A field experiment. Economics of Education Review, 83, 102141. doi:10.1016/j.econedurev.2021.102141.

[67] Eimer, A., & Bohndick, C. (2023). Employability models for higher education: A systematic literature review and analysis. Social Sciences and Humanities Open, 8(1), 100588. doi:10.1016/j.ssaho.2023.100588.

[68] Hosain, M. S., Mustafi, M. A. A., & Parvin, T. (2023). Factors affecting the employability of private university graduates: an exploratory study on Bangladeshi employers. PSU Research Review, 7(3), 163–183. doi:10.1108/PRR-01-2021-0005.

[69] Jackson, D., Lambert, C., Sibson, R., Bridgstock, R., & Tofa, M. (2024). Student employability-building activities: participation and contribution to graduate outcomes. Higher Education Research and Development, 43(6), 1308–1324. doi:10.1080/07294360.2024.2325154.

[70] Google Forms. (2025). Reevaluating the Role of University Reputation in Job Employment: A Structural Equation Modelling Analysis in Oman's Higher Education System (Role of Elearning Adoption & Teaching Efficacy as Sustainable Solution). Google Forms: Online. Available online: https://docs.google.com/forms/d/e/1FAIpQLSc-TfE5ZC6mo1wspEXQc-TAnqzj88tCTuq59jtpuC8EJYVqTQ/viewform?pli=1 (accessed on June 2025).

[71] Zhang, H., Khaskheli, A., Raza, S. A., & Masood, A. (2024). Linkage between Students' Skills and Employability: Moderating Influence of University Reputation. Corporate Reputation Review, 27(4), 229–248. doi:10.1057/s41299-023-00169-9.

[72] García-álvarez, J., Vázquez-Rodríguez, A., Quiroga-Carrillo, A., & Caamaño, D. P. (2022). Transversal Competencies for Employability in University Graduates: A Systematic Review from the Employers' Perspective. Education Sciences, 12(3), 204. doi:10.3390/educsci12030204.

[73] Jayachandran, S., & Joshi, B. (2024). Customized support vector machine for predicting the employability of students pursuing engineering. International Journal of Information Technology, 16(5), 3193-3204. doi:10.1007/s41870-024-01818-w.

[74] Al Balushi, A.H., Abdelfattah, F., & Al Araimi, A. (2024). The Role of Employability Skills in Oman's Higher Education. Innovative and Intelligent Digital Technologies; Towards an Increased Efficiency. Studies in Systems, Decision and Control, 569, Springer, Cham, Switzerland. doi:10.1007/978-3-031-71649-2_5.

[75] Salazar-Morales, D. A. (2022). The reputational basis of policy success in comparative perspective: Evidence from the education sector in Peru and Bolivia. Governance, 35(1), 143-165. doi:10.1111/gove.12568.

[76] Al Muqarshi, A. (2024). Outsourcing, national diversity and transience: the reality of social identity in an ELT context in Omani higher education. International Journal of Qualitative Studies in Education, 37(1), 246–262. doi:10.1080/09518398.2022.2038303.

[77] Moustafa, K. (2024). University Rankings: Time to Reconsider. BioImpacts: BI, 15, 30290. doi:10.34172/bi.2024.30290.

[78] Wang, T., Jiang, C., & Chen, Q. (2024). Elite university bachelor's degree salary premium for master's graduates: empirical evidence from China. Studies in Higher Education, 1–14,. doi:10.1080/03075079.2024.2415377.

[79] Al-Hamadi, A. B., Budhwar, P. S., & Shipton, H. (2007). Management of human resources in Oman. International Journal of Human Resource Management, 18(1), 100–113. doi:10.1080/09585190601068383.

[80] Ismail, L. S. (2025). Innovative Synergies Collaborating With Industry, Research Organizations, and Global Institutions in Higher Education. Artificial Intelligence, Digital Learning, and Leadership: Redefining Higher Education. IGI Global, Hershey, United States. doi:10.4018/979-8-3373-0025-2.ch008.

[81] Kroon, N., & Franco, M. (2022). Antecedents, processes and outcomes of an internship program: an employer's perspective. Journal of Applied Research in Higher Education, 14(2), 556–574. doi:10.1108/JARHE-09-2020-0315.

[82] Al-Hooti, M., Al-Barwani, T., & Al-Mekhlafi, A. (2023). Alignment of 21st century oral English curriculum and communication skills with labor market and higher education in Oman: The stakeholders' perspective. International Journal of English Language and Literature Studies, 12(1), 60–73. doi:10.55493/5019.v12i1.4722.

[83] Nasser, R. (2020). Educational Reform in Oman: System and Structural Changes. Education Systems Around the World. Intechopen, London, United Kingdom. doi:10.5772/intechopen.84913.

[84] Williams, W., Knight, H. H., Rutter, R., & Mathias, M. (2021). A Study of the Convergence Between Entrepreneurship, Government Policy, and Higher Education in Oman. Advances in Educational Marketing, Administration, IGI Global, Hershey, United States. doi:10.4018/978-1-7998-8505-4.ch003.

[85] Marzouk, O. (2024). Benchmarks for the Omani higher education students-faculty ratio (SFR) based on World Bank data, QS rankings, and THE rankings. Cogent Education, 11(1), 2317117. doi:10.1080/2331186X.2024.2317117.

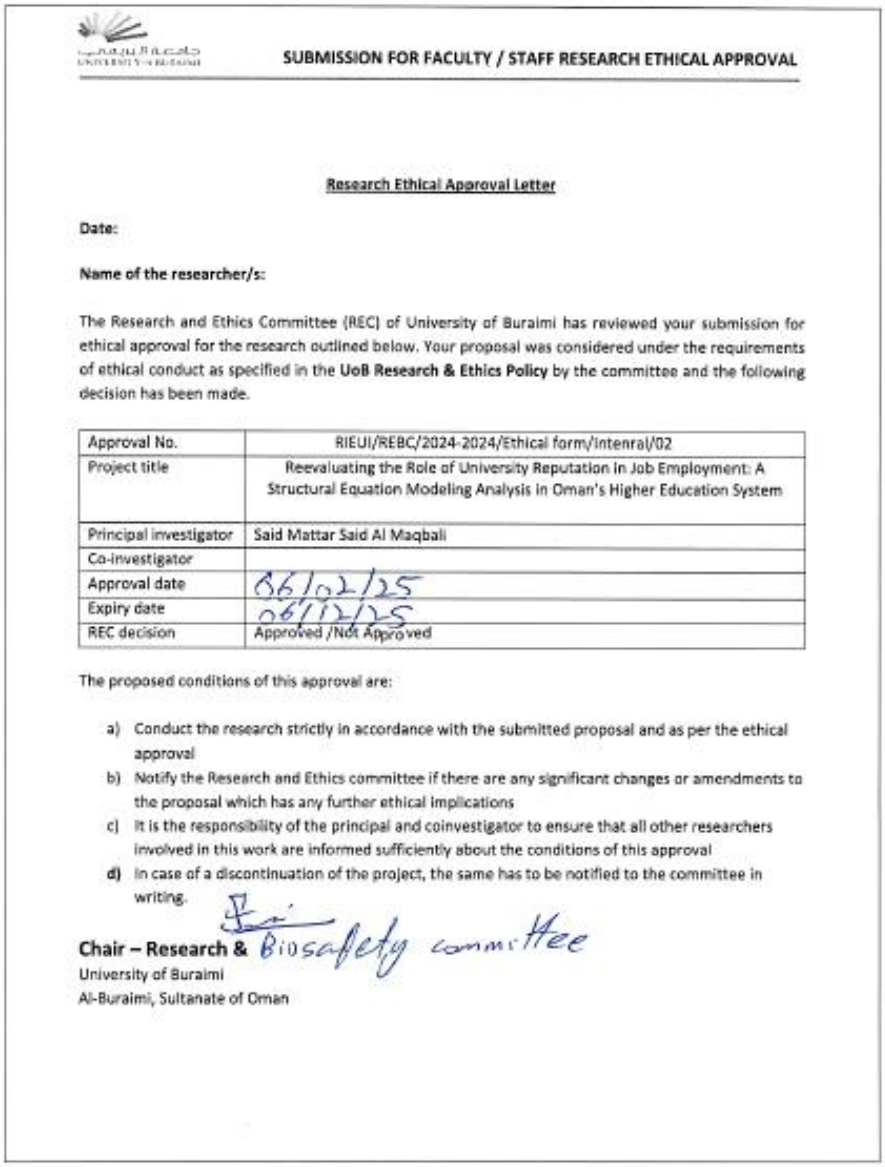
[86] Rothwell, A., & Arnold, J. (2007). Self-perceived employability: Development and validation of a scale. Personnel Review, 36(1), 23–41. doi:10.1108/00483480710716704.

[87] Bok, D. (2009). Universities in the Marketplace. Princeton University Press, Princeton, United States. doi:10.1515/9781400825493.

[88] Wilkins, S., & Huisman, J. (2012). The international branch campus as transnational strategy in higher education. Higher Education, 64(5), 627–645. doi:10.1007/s10734-012-9516-5.

[89] Said Obaid Alshaaibi, A., & Mohd Noor, K. (2023). Alignment Between the Needs of the Labor Market and the Outputs of Higher Education in the Sultanate of Oman Through Strategic Planning As a Mediating Variable. International Journal of Humanities and Educational Research, 5(3), 409–427. doi:10.47832/2757-5403.20.25.

Appendix I: Institutional Research Ethical Approval Letter for Survey Questions



SUBMISSION FOR FACULTY / STAFF RESEARCH ETHICAL APPROVAL

Research Ethical Approval Letter

Date:

Name of the researcher/s:

The Research and Ethics Committee (REC) of University of Buraimi has reviewed your submission for ethical approval for the research outlined below. Your proposal was considered under the requirements of ethical conduct as specified in the **UoB Research & Ethics Policy** by the committee and the following decision has been made.

Approval No.	RIEUI/REBC/2024-2024/Ethical form/Intenral/02
Project title	Reevaluating the Role of University Reputation in Job Employment: A Structural Equation Modeling Analysis in Oman's Higher Education System
Principal investigator	Said Mattar Said Al Maqbali
Co-investigator	
Approval date	06/12/25
Expiry date	06/12/25
REC decision	Approved /Not Approved

The proposed conditions of this approval are:

a) Conduct the research strictly in accordance with the submitted proposal and as per the ethical approval
b) Notify the Research and Ethics committee if there are any significant changes or amendments to the proposal which has any further ethical implications
c) It is the responsibility of the principal and coinvestigator to ensure that all other researchers involved in this work are informed sufficiently about the conditions of this approval
d) In case of a discontinuation of the project, the same has to be notified to the committee in writing.

Chair – Research & Biosafety committee
University of Buraimi
Al-Buraimi, Sultanate of Oman

Survey Questions: Available online: *https://docs.google.com/forms/d/e/1FAIpQLSc-TfE5ZC6mo1wspEXQc-TAnqzj88tCTuq59jtpuC8EJYVqTQ/viewform?usp=header* (accessed on Jun 2025).

Gender
Employment
Education Level
Institution Type:
Year of professional experience respondent:
عدد سنوات الخبرة للمشارک:
1. Students' Performance (SP)
1. (IV) SP: My academic grades have significantly influenced my job employment prospects.
لقد أثرت درجاتی الأکادیمیة بشکل کبیر علی فرصی فی الحصول علی وظیفة.
2. (IV) SP: My engagement in coursework has enhanced my employability.
لقد عززت مشارکتی فی الدورات الدراسیة من قابلیتی للتوظیف.
3. (IV) SP: Participating in extracurricular academic activities has improved my job opportunities.
لقد حسّنت المشارکة فی الأنشطة الأکادیمیة اللامنهجیة من فرصی فی الحصول علی وظیفة.
4. (IV) SP: My problem-solving skills, developed through academic work, have helped me secure employment.
لقد ساعدتنی مهاراتی فی حل المشکلات، التی اکتسبتها من خلال العمل الأکادیمی، فی تأمین وظیفة.
5. (IV) SP: Employers highly value my academic performance when making hiring decisions.
یقدر أصحاب العمل أدائی الأکادیمی بشکل کبیر عند اتخاذ قرارات التوظیف.
2. University Reputation (UR)
1. (IV) UR: Online collaboration improves communication between students.
یحسن التعاون عبر الإنترنت التواصل بین الطلاب.
2. (IV) UR: Collaborative tools enhance group learning experiences.
تعزز أدوات التعاون تجارب التعلم الجماعی.
3. (IV) UR: Online collaboration fosters critical thinking skills.
یعزز التعاون عبر الإنترنت مهارات التفکیر النقدی.
4. (IV) UR: The success of my university's alumni has enhanced my employability.
عزز نجاح خریجی جامعتی من قابلیتی للتوظیف.
5. (IV) UR: The reputation of my university has influenced my starting salary.
أثرت سمعة جامعتی علی راتبی الأولی
3. Students' Competence (SC)
1. (IV) SC: My soft skills (e.g., communication, teamwork) have increased my employability.
لقد زادت مهاراتی الشخصیة (مثل التواصل والعمل الجماعی) من قابلیتی للتوظیف.
2. (IV) SC: The technical skills I acquired during my studies have helped me secure a job.
لقد ساعدتنی المهارات التقنیة التی اکتسبتها خلال دراستی فی الحصول علی وظیفة.
3. (IV) SC: My ability to adapt to new situations has positively influenced my employment prospects.
لقد أثرت قدرتی علی التکیف مع المواقف الجدیدة بشکل إیجابی علی فرص العمل الخاصة بی.
4. (IV) SC: Digital literacy is an essential skill that has helped me in job applications.
تعد المعرفة الرقمیة مهارة أساسیة ساعدتنی فی التقدم للوظائف.
5. (IV) SC: Employers highly value my real-world application of knowledge when hiring.
أصحاب العمل یقدرون بشدة تطبیقی للمعرفة فی العالم الحقیقی عند التوظیف.
4. Job Employment (JE)
1. (DV) JE: I was able to secure a job in my field soon after graduation.
تمکنت من الحصول علی وظیفة فی مجال تخصصی بعد فترة وجیزة من التخرج.
2. (DV) JE: My academic and professional experiences helped reduce my job search duration.
ساعدت خبراتی الأکادیمیة والمهنیة فی تقلیل مدة بحثی عن عمل.
3. (DV) JE: The job market demand strongly influenced my employment opportunities.
لقد أثر الطلب فی سوق العمل بشکل کبیر علی فرص العمل المتاحة لی.
4. (DV) JE: Finding a job related to my field of study was challenging.
کان العثور علی وظیفة مرتبطة بمجال دراستی أمرًا صعبًا.
5. (DV) JE: My qualifications match employer expectations in my job market.
تتوافق مؤهلاتی مع توقعات صاحب العمل فی سوق العمل الخاص بی.

5. Internship Opportunities (Mediator)(IO)
1. (ME)IO: Completing an internship helped me secure a full-time job.
لقد ساعدنى إكمال فترة التدريب فى الحصول على وظيفة بدوام كامل.
2. (ME)IO: The skills I learned during my internship were crucial for my employment.
المهارات التى تعلمتها خلال فترة تدريبى كانت حاسمة بالنسبة لعملى.
3. (ME)IO: Employers prefer candidates with internship experience.
يفضل أصحاب العمل المرشحين ذوى الخبرة فى التدريب.
4. (ME)IO: My internship gave me a competitive edge in the job market.
قد منحتنى فترة التدريب ميزة تنافسية فى سوق العمل.
5. (ME)IO: The connections I made during my internship helped me find a job.
لقد ساعدتنى الاتصالات التى قمت بها خلال فترة تدريبى فى العثور على وظيفة.
6. Industry Partnerships (Mediator)(IP)
1. (ME)IP: My university's partnerships with industries helped me get employment.
ساعدتنى شراكات جامعتى مع الصناعات فى الحصول على عمل.
2. (ME)IP: Employers in my field actively recruit from my university due to industry collaborations.
يقوم أصحاب العمل فى مجال عملى بالتوظيف بشكل نشط من جامعتى بسبب التعاون فى مجال الصناعة.
3. (ME)IP: Industry partnerships provide students with better job opportunities.
توفر شراكات الصناعة للطلاب فرص عمل أفضل.
4. (ME)IP: University collaborations with industries improve graduates' skills for employment.
يعمل تعاون الجامعة مع الصناعات على تحسين مهارات الخريجين فى التوظيف.
5. (ME)IP: Networking through university-industry partnerships increased my employability.
لقد أدى التواصل من خلال الشراكات بين الجامعة والصناعة إلى زيادة إمكانية توظيفى.