

FACULTY AND STUDENT PERSPECTIVES ON EMPLOYABILITY SKILL INTEGRATION IN COURSE INSTRUCTION AT NHA TRANG UNIVERSITY

Pham Thi Hoa*, Dinh Dong Luong, Nguyen Manh Cuong, Nguyen Thi Nhat Thao

Nha Trang University

ARTICLE INFO		ABSTRACT
Received:	19/3/2025	This study investigates how employability skills are integrated into course instruction at Nha Trang University, focusing on faculty strategies and student experiences. A mixed-methods approach combined structured interviews with 18 faculty members and surveys from 470 students. Qualitative data were analyzed thematically, while quantitative data underwent statistical analysis, including ANOVA tests. Findings show that 93.8% of students engaged in group activities, and 85.7% delivered presentations. However, only 64.1% developed problem-solving skills, and 77.1% gained critical thinking abilities, highlighting gaps in higher-order skills. ANOVA results showed no significant differences in skill development perceptions across academic years ($p > 0.05$), except for career readiness, where seniors reported greater confidence than sophomores ($p = 0.049$). This suggests that awareness of employability skills grows over time, emphasizing the need for earlier curriculum interventions to strengthen career readiness.
Revised:	19/6/2025	
Published:	19/6/2025	

KEYWORDS

Employability skills
Course instruction
Active learning
Career preparedness
Skills integration

GÓC NHÌN CỦA GIẢNG VIÊN VÀ SINH VIÊN VỀ VIỆC LỒNG GHÉP KỸ NĂNG NGHỀ NGHIỆP VÀO GIẢNG DẠY TẠI TRƯỜNG ĐẠI HỌC NHA TRANG

Phạm Thị Hoa*, Đinh Đồng Lương, Nguyễn Mạnh Cường, Nguyễn Thị Nhật Thảo

Trường Đại học Nha Trang

THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	19/3/2025	Bài báo nghiên cứu việc tích hợp kỹ năng nghề nghiệp vào giảng dạy học phần tại Trường Đại học Nha Trang, tìm hiểu cách giảng viên lồng ghép hoạt động phát triển kỹ năng vào bài giảng cũng như trải nghiệm, và nhận thức của sinh viên. Nghiên cứu áp dụng phương pháp hỗn hợp, kết hợp phỏng vấn 18 giảng viên và khảo sát 470 sinh viên. Phân tích theo chủ đề được sử dụng cho dữ liệu định tính; dữ liệu định lượng được xử lý bằng thống kê mô tả, suy luận, gồm kiểm định ANOVA để so sánh nhận thức sinh viên giữa các năm học. Kết quả cho thấy 93,8% sinh viên tham gia làm việc nhóm, 85,7% thuyết trình, phản ánh việc triển khai học tập tích cực. Tuy nhiên, chỉ 64,1% cho rằng hoạt động học tập giúp phát triển kỹ năng giải quyết vấn đề và 77,1% đạt tư duy phản biện, cho thấy khoảng trống trong phát triển kỹ năng bậc cao. Kiểm định ANOVA cho thấy không có khác biệt đáng kể về nhận thức phát triển kỹ năng giữa sinh viên các năm ($p > 0,05$), ngoại trừ tiêu chí tính sẵn sàng cho nghề nghiệp, trong đó sinh viên năm cuối tự tin hơn đáng kể so với sinh viên năm hai ($p = 0,049$). Điều này cho thấy nhận thức về kỹ năng nghề nghiệp tăng theo thời gian, nhấn mạnh sự cần thiết của việc lồng ghép các hoạt động phát triển kỹ năng sớm hơn trong chương trình đào tạo.
Ngày hoàn thiện:	19/6/2025	
Ngày đăng:	19/6/2025	

TỪ KHÓA

Kỹ năng nghề nghiệp
Giảng dạy môn học
Học tập tích cực
Chuẩn bị nghề nghiệp
Lồng ghép kỹ năng

DOI: <https://doi.org/10.34238/tnu-jst.12346>

* Corresponding author. Email: hoapt@ntu.edu.vn

1. Introduction

In today's knowledge-driven economy, the relationship between education and employment is increasingly shaped by market demands. Most of students enter universities or colleges with the goal of acquiring job-relevant skills that enhance their career opportunities. However, securing employment requires more than just technical proficiency; it also demands the development of personal attributes that improve employability and long-term career success, benefiting not only individuals but also the broader workforce, community, and economy [1]. To remain competitive in the job market, graduates must demonstrate competencies in organization, decision-making, teamwork, and communication skills that are essential for employability and sustained professional growth [2]. To achieve this, higher education institutions must design instructional approaches that integrate both discipline knowledge and employability skills, ensuring that students are prepared for a workforce that values adaptability and creativity [3].

Employability skills are essential competencies that help students transition from academia to the workforce, shaping career readiness and long-term success [4]. They include academic, personal, and teamwork abilities that employers expect, often developed through education. Strong communication, critical thinking, and problem-solving skills are particularly valued for enhancing work efficiency and professional growth [5]. Mainga et al. [6] identified communication, problem-solving, positive attitudes, and teamwork as the most sought-after employability skills among business graduates. These findings align with prior research [7], [8] that ranked communication and problem-solving among the top workplace competencies. Rosenberg et al. [9] found that faculty, graduates, and employers agreed on the importance of interpersonal skills for job performance. However, gaps remain in how these skills are taught and assessed.

In Vietnam, Doan and Le [10] found that students prioritized improving communication, teamwork, time management (36.78%), foreign language skills (33.41%), and professional knowledge (29.09%). Despite valuing academic knowledge, they reported needing stronger soft and professional skills. Similarly, Nguyen [11] highlighted that employer satisfaction with teacher training graduates depends on soft skills, professional skills, and work attitudes, with the latter two having the greatest impact. These findings align with broader research emphasizing critical thinking, problem-solving, and interpersonal skills as key to employment. In order to meet labor market demands, universities must adapt their curricula and adopt effective instructional strategies [12]. Learner-centered methods, such as problem-based learning, role-playing, and work-based learning, effectively equip graduates with essential employability skills [13]. Research shows small-group discussions and presentations strengthen skill development more than traditional lectures; simulations and field trips help bridge academic knowledge and workplace readiness [12].

The literature reveals differing priorities in employability skills: employers value practical application, faculty try to balance theory with skill development, and students may overlook these competencies. This gap highlights the need for universities to integrate employability skills more explicitly into coursework. This study examines how Nha Trang University incorporates these skills through faculty teaching and learning activities, identifying areas for curriculum enhancement, industry collaboration, and faculty development to improve student career preparedness.

To guide this investigation, the study addresses the following research questions:

- *How do students perceive integration of career-related skills into coursework?*
- *How do instructors incorporate employability skills into teaching and learning activities?*
- *Do current teaching methods effectively develop these skills?*

2. Methodology

2.1. Research design

This mixed-methods study examines faculty and student perceptions of employability skill integration in course instruction. Qualitative data from instructor interviews explore course

design and teaching strategies, while quantitative student surveys assess perceptions of skill development. The student questionnaire was designed to capture both the perceived effectiveness of course activities in developing employability skills and the extent to which specific professional skills were acquired. Some items used a five-point Likert scale (ranging from "Strongly Disagree" to "Strongly Agree") to measure students' agreement with statements regarding their confidence in, application of, and readiness for employability skills. Other items adopted a multiple-response format, allowing students to indicate which specific professional skills such as communication, teamwork, decision-making, or self-confidence that they believed they had developed through coursework. By combining qualitative and quantitative approaches, the study provides a comprehensive analysis of how employability skills are embedded in higher education, highlighting alignments and gaps between faculty intentions and student experiences.

2.2. Data collection

This study used structured interviews to ensure consistency. Eighteen faculty members were selected through purposive sampling, representing diverse disciplines and course types. Responses were recorded, transcribed, and analyzed using thematic analysis to identify key patterns [14].

For student data, convenience sampling was used, targeting 2nd- to 4th-year students with sufficient academic experience. Surveys were distributed through instructors and Student Associations yielded 470 valid responses. The sequential response format minimized missing data [15]. IBM SPSS 20 were used to analyze trends in student perceptions.

3. Results and discussion

3.1. Qualitative results and discussion

The study captured diverse faculty perspectives on integrating employability skills across disciplines and varying teaching experiences. Faculty members increasingly recognize the importance of integrating employability skills into their courses alongside specialized knowledge. One instructor remarked, "*I have considered integrating career skills into course syllabi... to develop essential soft skills for their future careers*" (NN1), while another emphasized that equipping students with teamwork, communication, and problem-solving skills helps them meet labor market demands (DL2). These comments reflect a growing awareness that academic content alone is insufficient for preparing students for the complexities of modern workplaces - an observation consistent with findings from Knight and Yorke [16], who argue that employability must be fostered through curriculum design that emphasizes transferable skills.

Faculty acknowledge that employability skills are crucial for students' comprehensive development and career readiness. To ensure alignment, five instructors compare course materials and program learning outcomes with career skill requirements before embedding them in their instruction. A faculty member explained, "*Based on course learning outcomes and program objectives, I integrate essential skills to enhance students' development*" (DL3). This systematic approach is also reflected in previous studies, such as Bennett et al. [17], which underscore the need for intentional alignment between curriculum objectives and industry expectations. Faculty also review course materials to identify suitable career skills, incorporating case studies, group projects, and interactive activities to bridge theory and practice (KT1). These practices are rooted in experiential learning theory [18], which posits that hands-on learning enhances the transfer of classroom knowledge to practical contexts.

Additionally, three faculty members noted that they invited guest speakers such as business leaders or field experts to deliver presentations and provide real-world insights. One faculty member explained that such interactions helped students gain exposure to professional standards and workplace expectations. These efforts are consistent with the work of Finch et al. [19], who found that industry engagement in course delivery increases students' awareness of employer

expectations and improves career readiness. Thus, faculty in this study took various initiatives not only to teach content but also to cultivate career-oriented mindsets among students. These findings align with [3] and [17], emphasizing that integrating employability skills at the course level enhances student readiness for the workforce.

Figure 1 presents faculty perceptions of essential employability skills. The most emphasized skills including communication, teamwork, problem-solving, and critical thinking are widely regarded as essential across disciplines, aligning with workforce readiness research [20]. One Business Administration faculty member highlighted the importance of these skills, stating, “*While broad knowledge is useful, students must develop critical thinking and teamwork to analyze business challenges and find strategic solutions*” (KT2). Similarly, an IT faculty member noted, “*In the fast-evolving IT field, problem-solving, logical thinking, teamwork, and communication are vital for tackling complex challenges and presenting technical ideas effectively*” (IT2). Though time management and innovation received less emphasis, they remain relevant to professional success.

Faculty members further described using active learning strategies to enhance student engagement, critical thinking, and practical skill development. In this research, *active learning* refers to instructional strategies that actively engage students in the learning process through meaningful tasks and reflective thinking [21]. For instance, three instructors incorporated educational frameworks such as Bloom’s Taxonomy, the Vietnam Qualifications Framework (VQF), and the 5E instructional model to structure assignments and align learning with industry needs. These models support students in developing autonomy, a skill closely linked to career readiness [22]. Moreover, two faculty members used the flipped classroom model, encouraging self-directed learning and interactive in-class activities to strengthen student problem-solving skills and collaboration. By shifting the focus from passive reception to active construction of knowledge, these strategies help students apply skills in authentic contexts, thereby improving their confidence and employability.

Figure 2 summarizes the teaching methods adopted. Group projects and presentations are common, while case studies and experiential learning receive less emphasis, limiting real-world application. Overall, the qualitative data suggest that while faculty demonstrate a strong commitment to embedding employability skills, the depth and consistency of implementation vary. These variations may be influenced by factors such as teaching experience, institutional support, and disciplinary norms - an area that warrants further exploration. Strengthening faculty feedback mechanisms is also essential for assessing teaching effectiveness.

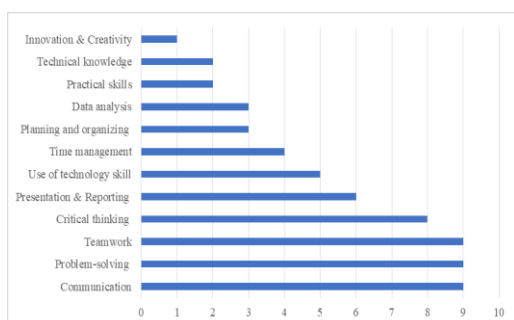


Figure 1. Important employability skills

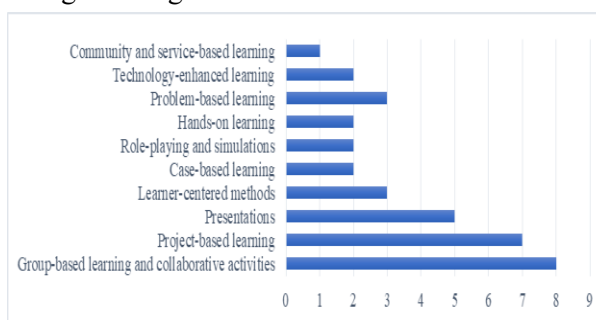


Figure 2. Teaching methods

3.2. Quantitative results and discussion

A total of 470 student responses were analyzed, including 196 sophomores (41.7%), 143 juniors (30.4%), and 131 seniors (27.9%) across various disciplines.

3.2.1. Employability skills gained through teaching and learning activities

The findings from Figure 3 and Figure 4 offer a detailed overview of the teaching and learning activities in academic courses and their alignment with students’ employability skills development.

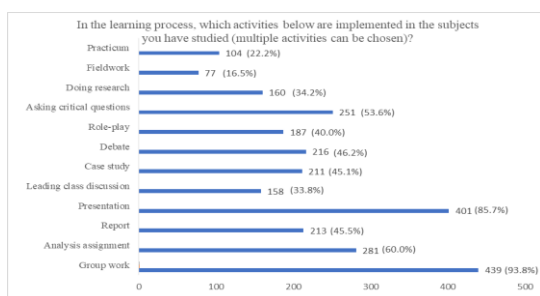


Figure 3. Teaching and learning activities

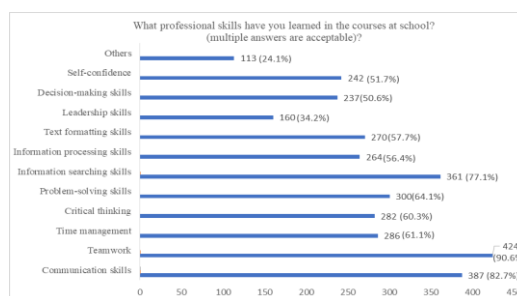


Figure 4. Skills gained

The results indicate that instructors primarily use interactive, student-centered methods such as group work (93.8%) and presentations (85.7%), reinforcing the importance of communication (90.6%) and teamwork skills (82.7%). These findings align with previous studies [23], [24], which highlight the critical role of these skills in employability.

However, critical thinking (77.1%) and problem-solving (64.1%) are less emphasized, with analytical exercises (60%), debates (45.1%), and case studies (45.1%) being inconsistently integrated. This variability may reflect differences in disciplinary norms or instructors' familiarity with higher-order cognitive teaching strategies. As Jackson [25] notes, critical thinking and problem-solving are highly sought by employers, yet often underrepresented in classroom practice due to a lack of training or time constraints within curricula.

Moreover, leadership (34.2%), decision-making (50.6%), and experiential learning opportunities, such as fieldwork (16.5%) and practicums (22.2%), remain underdeveloped. Expanding workplace-oriented learning, such as internships and work-study programs, could enhance students' technical and practical competencies, ensuring better alignment with industry needs.

3.2.2. Student perceptions of employability skill development across academic years

Table 1. Reliability for employability skill-related items based on Cronbach's Alpha

No	Items	Scale Mean if item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	Course activities enhance employability skill application?	20.08	7.834	0.628	0.769
2	Importance of learning employability skills?	19.65	8.944	0.441	0.807
3	Confidence in employability skills gained?	20.51	7.717	0.527	0.796
4	Employability skills taught relevant to the job requirements?	20.04	8.035	0.628	0.770
5	Impact of learning activities on career readiness and self-marketing ability?	19.95	8.134	0.655	0.766
6	Employability skills aid career readiness?	20.21	7.900	0.580	0.780

The reliability evaluation of the data is performed through the results of Cronbach's Alpha analysis by SPSS software 20.0 (Table 1). Cronbach's Alpha was calculated to assess the internal consistency of the employability skills items, yielding a reliability coefficient of 0.78, indicating acceptable reliability [26]. Item-total correlations ranged from 0.441 to 0.655, suggesting that all items contributed meaningfully to the scale. The one-way ANOVA results indicate that students across different academic years share similar perceptions regarding most aspects of employability skills, including the role of classroom activities in skill application ($p = 0.932$), the importance of professional skills ($p = 0.740$), confidence in learned skills ($p = 0.835$), the relevance of employability skills to job market requirements ($p = 0.954$), and the impact of learning activities on career readiness ($p = 0.958$) (Table 2). These non-significant differences suggest that students, regardless of their year of study, generally recognize the value of employability skills and their

role in academic and professional development. This finding aligns with prior studies highlighting the consistent recognition of employability skills among students [27], [28].

Table 2. One-way ANOVA results for perceived integration of employability skill through course activities

No	Items		Sum of Squares	df	Mean Square	F	Sig.
1	Course activities enhance employability skill application?	Between groups	0.088	2	0.044	0.070	0.932
		Within groups	291.878	467	0.625		
		In total	291.966	469			
2	Importance of learning employability skills?	Between groups	0.286	2	0.143	0.302	0.740
		Within groups	221.299	467	0.474		
		In total	221.585	469			
3	Importance of learning employability skills?	Between groups	0.303	2	0.151	0.180	0.835
		Within groups	392.125	467	0.840		
		In total	392.428	469			
4	Employability skills taught relevant to the job requirements?	Between groups	0.052	2	0.026	0.047	0.954
		Within groups	258.918	467	0.554		
		In total	258.970	469			
5	Impact of learning activities on career readiness and self-marketing ability?	Between groups	0.042	2	0.021	0.043	0.958
		Within groups	228.513	467	0.489		
		In total	228.555	469			
6	Employability skills aided career readiness?	Between groups	4.023	2	2.012	3.037	0.049
		Within groups	309.304	467	0.662		
		In total	313.328	469			

However, a statistically significant difference was observed in students' responses to the statement: "Employability skills gained aid your career readiness" ($p = 0.049$). The post-hoc Tamhane test (Table 3) further reveals that year 4 students rated this item higher than year 2 students ($p = 0.054$), indicating that senior students may perceive their employability skills as more instrumental in enhancing their career readiness. This result aligns with previous research suggesting that students in higher academic years gain a clearer understanding of career expectations and self-efficacy in employability skills [3], [29]. The findings suggest that as students progress through their academic journey, they gain more confidence in how their acquired skills contribute to their readiness for the workforce.

Table 3. Post-hoc Tamhane

Year	Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Year 2	Year 3	0.119	0.087	0.432	-0.09	0.33
	Year 4	0.224	0.094	0.054	0.00	0.45
Year 3	Year 2	-0.119	0.087	0.432	-0.33	0.09
	Year 4	0.104	0.095	0.618	-0.12	0.33
Year 4	Year 2	-0.224	0.094	0.054	-0.45	0.00
	Year 3	-0.104	0.095	0.618	-0.33	0.12

Nha Trang University should reinforce employability skill development across all study years. Early integration of career-oriented learning enhances student preparedness and motivation [11]. Since year 2 and year 3 students showed no significant differences in responses, instructors should embed more practical career-related activities early to improve career preparedness.

3.3. Triangulation of faculty and student perceptions on career skill development

Faculty interviews highlight the intentional design of course activities to develop employability skills, aligning with program outcomes and labor market needs. Instructors prioritize communication, teamwork, problem-solving, and critical thinking, mirroring student reports of high recognition of communication (90.6%) and teamwork (82.7%) [20].

Active learning methods, such as group work (93.8%) and presentations (85.7%), further reinforce these skills, reflecting successful implementation of interactive teaching activities [24]. Additionally, students across all academic years consistently perceived employability skills as relevant to the job market ($p = 0.954$), affirming the impact of structured skill integration on career readiness [3].

Despite faculty prioritization of critical thinking (8 counts) and problem-solving (9 counts), quantitative findings indicate that these skills are less emphasized in student learning experiences (critical thinking: 77.1%, problem-solving: 64.1%). The lower frequency of analytical exercises (60%), debates (45.1%), and case studies (45.1%) in student-reported learning experiences suggests that while faculty recognize the importance of these skills, their implementation may be inconsistent or insufficient [30].

4. Conclusion, limitation and implications

This study underscores the critical role faculty play in embedding employability skills into course instruction through active learning strategies aligned with program learning outcomes. Faculty efforts include integrating group work, case studies, and guest speakers to foster employability skills such as communication, teamwork, and problem-solving. However, student responses reveal a perceived gap between classroom learning and the application of these skills in real-world contexts. While senior students demonstrate a greater awareness of their skill development needs, likely due to closer proximity to graduation and job-seeking, junior students show limited recognition of how coursework supports their career readiness.

These findings highlight the need for more learning experiences that simulate workplace challenges and expectations. Structured interventions such as industry collaborations, mentorship programs, work and study program, and expanded experiential learning, particularly through fieldwork, internships, and capstone projects, can significantly enhance the practical relevance of academic instruction. Real-world application should not be confined to the final stages of a degree program but embedded across all academic years to foster early career awareness and gradual skill development.

This study relies on self-reported perceptions from faculty and students, which may not fully reflect actual skill acquisition. Additionally, the research is limited to a single university, restricting the generalizability of findings to other institutions with different curricula and industry connections. Future studies should incorporate employer perspectives and direct assessments of student competencies to provide a more comprehensive evaluation of employability skill development.

Nha Trang University should embed explicit skill-development activities, such as problem-solving tasks and real-world simulations, across all course levels to ensure early exposure to career competencies. The university should improve communication about skill integration to ensure students recognize its relevance. Strengthening industry partnerships can provide real-world learning opportunities, bridging gaps between academia and employment. Early career skill interventions can enhance students' engagement and long-term employability.

Acknowledgement

This research is funded by Nha Trang University for Science and Technology under the Grant number TR2024-13-19. I would like to express my sincere thanks to the staff, instructors and students for their wonderful assistance.

REFERENCES

- [1] M. Yorke, "Employability in higher education: What it is – what it is not," in *Learning and Employability Series 1*, The Higher Education Academy, 2006, pp. 2-20.
- [2] R. Bridgstock, "The graduate attributes we've overlooked: Enhancing graduate employability through career management skills," *Higher Education Research & Development*, vol. 28, no. 1, pp. 31-44, 2009.
- [3] D. Jackson, "Modelling graduate skill transfer from university to the workplace," *Journal of Education and Work*, vol. 29, no. 2, pp. 199-231, 2016.

- [4] V. Prikshat, S. Kumar, and A. Nankervis, "Work-readiness integrated competence model: Conceptualisation and scale development," *Education + Training*, vol. 61, no. 5, pp. 568–589, 2019.
- [5] E. Munro, "Building soft skills in the creative economy: Creative intermediaries, business support and the 'soft skills gap'," *Poetics*, vol. 64, pp. 14–25, 2017.
- [6] W. Mainga, R. M. Daniel, and L. Alamil, "Perceptions of employability skills of undergraduate business students in a developing country: An exploratory study," *Higher Learning Research Communications*, vol. 12, no. 1, pp. 28–63, 2022.
- [7] M. M. Hossain, M. Alam, M. Alamgir, and A. Salat, "Factors affecting business graduates' employability—empirical evidence using partial least squares (PLS)," *Education + Training*, vol. 62, no. 3, pp. 292–310, 2020.
- [8] M. H. Strong *et al.*, "Development and Validation of a Global Competency Framework for Preparing New Graduates for Early Career Professional Roles," *Higher Learning Research Communications*, vol. 10, no. 2, pp. 67–115, 2020.
- [9] S. Rosenberg, R. Heimler, and E. S. Morote, "Basic employability skills: A triangular design approach," *Education + Training*, vol. 54, no. 1, pp. 7–20, 2012.
- [10] H. D. Doan and T. T. M. Le, "Study on influence of employability skill in university on relationship with enterprises," *Van Lang Journal of Science*, no. 4, pp. 48–54, 2017.
- [11] V. C. Nguyen, "Factor affecting employer satisfaction on meeting graduates' job requirements of Teacher training disciplines," *TNU Journal of Science and Technology*, vol. 227, no. 04, pp. 59–68, 2022.
- [12] M. J. Haugland, I. Rosenberg, and K. Aasekjær, "Collaborative learning in small groups in an online course – a case study," *BMC Medical Education*, vol. 22, no. 1, pp. 165–210, 2022.
- [13] M. Segbenya, D. Atadika, S.-P. K. Aheto, and E. B. Nimo, "Modelling the relationship between teaching methods, assessment methods and acquisition of 21st employability skills among university graduates," *Industry and Higher Education*, vol. 37, no. 6, pp. 810–824, 2023.
- [14] L. S. Nowell, J. M. Norris, D. E. White, and N. J. Moules, "Thematic analysis: Striving to meet the trustworthiness criteria," *International Journal of Qualitative Methods*, vol. 16, no. 1, pp. 1–13, 2017.
- [15] J. Simkus, "Convenience Sampling (Accidental Sampling): Definition, Method & Examples," *Simply Psychology*, July 31, 2023. [Online]. Available: <https://www.simplypsychology.org/convenience-sampling.html>. [Accessed Apr. 10, 2025].
- [16] P. Knight and M. Yorke, *Learning, curriculum and employability in higher education*. Routledge, 2004.
- [17] T. Bennett, "Defining the importance of employability skills in career/technical education," Doctoral dissertation, Aburn University, 2006.
- [18] D. A. Kolb, *Experiential learning: Experience as the source of learning and development*. Prentice Hall, 1984.
- [19] D. J. Finch, L. K. Hamilton, R. Baldwin, and M. Zehner, "An exploratory study of factors affecting undergraduate employability," *Education + Training*, vol. 55, no. 7, pp. 681–704, 2013.
- [20] C. Succi and M. Canovi, "Soft skills to enhance graduate employability: comparing students and employers' perceptions," *Studies in Higher Education*, vol. 45, no. 9, pp. 1834–1847, 2020.
- [21] M. Prince, "Does active learning work? A review of the research," *Journal of Engineering Education*, vol. 93, no. 3, pp. 223–231, 2004.
- [22] Q. Suleman, "The impact of homework on students' academic achievement," *International Journal of Educational Research*, vol. 56, no. 2, pp. 123–135, 2018.
- [23] L. G. Malicay, "The integration of soft skills in professional education: Exploring the importance of communication, teamwork, and interpersonal skills in professional training and the methods used to incorporate them into educational programs," *International Journal of Advanced Research in Science, Communication and Technology*, vol. 3, no. 1, pp. 836–843, 2023.
- [24] A. Rowe and K. Zegwaard, "Employability skills in higher education: A global perspective," *Journal of Education and Work*, vol. 30, no. 3, pp. 285–299, 2017.
- [25] D. Jackson, "Employability skill development in work-integrated learning: Barriers and best practice," *Studies in Higher Education*, vol. 40, no. 2, pp. 350–367, 2015.
- [26] K. S. Taber, "The use of Cronbach's Alpha when developing and reporting research instruments in science education," *Research in Science Education*, vol. 48, no. 6, pp. 1273–1296, 2018.
- [27] T. T. Tran, "Enhancing graduate employability: The role of generic skills," *Higher Education, Skills and Work-Based Learning*, vol. 10, no. 2, pp. 271–285, 2020.
- [28] M. Tomlinson, "Forms of graduate capital and their relationship to graduate employability," *Education + Training*, vol. 59, no. 4, pp. 338–352, 2017.
- [29] A. Tymon, "The student perspective on employability," *Studies in Higher Education*, vol. 38, no. 6, pp. 841–856, 2013.
- [30] W. M. Davies, "Critical thinking and the disciplines reconsidered," *Higher Education Research & Development*, vol. 32, no. 4, pp. 529–544, 2013.