Enhancing Student Employability: Insights from Curriculum Quality, Faculty Engagement, and Industry Collaboration in Chinese-Foreign Cooperative Education

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Abstract

This study investigates the impact of Curriculum Quality, Teaching Practice, and Faculty Quality on students' employability in higher education, emphasizing the critical role of educational elements in shaping career readiness. The research uses a structural model analysis to evaluate the relationships between these constructs and employability outcomes. The findings reveal that Faculty Quality has the most significant positive influence on employability, highlighting the importance of having well-qualified, experienced educators who bring practical industry insights into the classroom. Curriculum Quality also positively impacts employability, although its effect is moderate, indicating the need for a curriculum continuously aligned with industry demands and complemented by effective teaching methods. Teaching Practice shows a significant yet smaller impact, suggesting that while interactive and student-centred approaches enhance learning, their effectiveness depends on alignment with current market trends. The study concludes that a holistic approach, integrating high-quality faculty, relevant curricula, and innovative teaching practices, is essential for enhancing student employability. These results underscore the need for strategic investments in faculty development, curriculum enhancement, and the adoption of dynamic teaching methods to better prepare graduates for the evolving demands of the global workforce.

Keywords: Chinese-Foreign Cooperative Education Employability, Curriculum Quality, Faculty Quality, Teaching Practice

1.0 Introduction

Higher vocational education is critical to developing a highly skilled workforce that meets the demands of modern industries. In this regard, Chinese-Foreign Cooperative Programs (CFCPs) within higher vocational colleges have become increasingly important, as they integrate both domestic and international expertise to provide students with a well-rounded and globally competitive education. The success of these programs depends heavily on factors such as the curriculum, teaching practices, faculty quality, student engagement, and quality assurance mechanisms. Despite the increasing prevalence of CFCPs, the elements contributing to their overall quality and effectiveness require deeper exploration.

This research examines key dimensions influencing the quality of Chinese-Foreign Cooperative Programs in higher vocational education, specifically focusing on curriculum design, teaching practices, faculty qualifications, student engagement, and quality assurance. The study is particularly relevant in today's rapidly evolving educational landscape, where collaboration between domestic and foreign institutions is viewed as an effective strategy for developing employable graduates with global competencies.

Chinese-Foreign Cooperative Programs (CFCPs) in higher vocational education emerged as a response to China's broader efforts to internationalize its education system and align it with global standards. These programs combine domestic and international teaching resources, methods, and curricula to foster innovative educational models that meet the demands of both local and global industries. They often involve partnerships between Chinese vocational colleges and foreign institutions, intending to equip students with practical skills, industry-relevant knowledge, and international exposure.

Over the years, the expansion of CFCPs has led to significant growth in the number of institutions offering these programs. However, their effectiveness remains a subject of academic debate. Previous research has largely focused on the administrative and operational aspects of CFCPs, leaving a gap in understanding the direct impact of teaching practices, curriculum relevance, faculty qualifications, and student engagement on the overall program quality. There is also a growing recognition of the need to integrate continuous quality assurance mechanisms that ensure these cooperative programs meet their objectives and produce employable graduates.

The present study seeks to address these gaps by evaluating the multiple dimensions of CFCP quality through the perspectives of teaching staff actively involved in these programs. By examining how curriculum design, teaching methods, faculty support, student engagement, and quality assurance contribute to the perceived success of CFCPs, this research provides insights that can inform policy and practice in enhancing cooperative education programs in China.

The findings from this study are expected to have significant implications for stakeholders involved in the design, implementation, and evaluation of CFCPs. For policymakers and educational leaders, understanding the elements contributing to program quality can guide the development of more effective cooperative frameworks that align with educational standards and industry needs. For instructors and faculty members, the study highlights the importance of adopting innovative teaching practices, maintaining high levels of student engagement, and continuously improving curriculum relevance.

Additionally, the study contributes to the broader literature on international cooperative education by providing empirical data on the factors that impact the success of CFCPs, especially in the context of higher vocational education. It offers a basis for future research and development aimed at enhancing the quality and effectiveness of these programs, ultimately producing graduates who are well-prepared to meet the challenges of the global workforce.

This study's problem revolves around the lack of comprehensive evaluation of the quality and effectiveness of Chinese-Foreign Cooperative Programs (CFCPs) in higher vocational education, particularly in areas such as curriculum design, teaching practices, faculty qualifications, and student engagement. While CFCPs have expanded rapidly as a means

to internationalize China's vocational education and meet the demands of an increasingly globalized workforce, there is limited empirical research on how these programs are meeting their objectives (Li & Chen, 2020; Zhang & Wang, 2021). The practical gap lies in the disconnect between the theoretical goals of these cooperative programs and their actual implementation in terms of producing employable graduates with the requisite skills and competencies for modern industries. Current practice often focuses on administrative and operational aspects without adequately addressing the instructional and pedagogical strategies that directly influence student outcomes (Wu, 2022). This underscores the importance of studying the underlying educational dimensions. CFCPs present unique challenges and opportunities in blending domestic and international educational practices. Furthermore, the literature gap is evident in the scarcity of studies that explore how quality assurance mechanisms, faculty support, and student engagement contribute to the success of these programs (Huang, 2023). This study aims to bridge these gaps by providing a detailed analysis of these factors, which are critical for improving the effectiveness of CFCPs and ensuring they meet both educational and industry standards in preparing graduates for the global job market.

2.0 Literature Review

2.1 Student Employability in Chinese-Foreign Cooperative Programs (CFCPs)

Student employability has become an increasingly important topic in higher vocational education, particularly in Chinese-Foreign Cooperative Programs (CFCPs). Employability refers to the ability of graduates to gain and maintain employment, equipped with the skills, knowledge, and attributes that are valuable to employers (Yorke, 2006). As CFCPs continue to expand, there is a growing need to understand how these programs impact the employability of their graduates. This literature review critically examines the role of CFCPs in enhancing student employability, focusing on curriculum relevance, faculty quality, and industry involvement.

Recent studies have highlighted the importance of aligning CFCP curricula with both local and international industry demands to improve graduate employability (Chen & Yao, 2023; Wang & Liu, 2022). A significant challenge within CFCPs is the "skills mismatch" phenomenon, where the competencies students develop do not align with the expectations of employers. This is particularly concerning in rapidly developing economies like China, where the labour market constantly evolves. Chen and Yao (2023) argue that many CFCPs still emphasize theoretical knowledge over practical skills, resulting in underprepared graduates for the workforce. Wang and Liu (2022) further note that while CFCPs have the potential to bridge the gap between education and employment, this potential is often unrealized due to a lack of focus on practical, industry-relevant training.

Curriculum design is a critical factor influencing employability outcomes in CFCPs. A well-designed curriculum should impart knowledge and equip students with the practical skills necessary for their future careers. Recent literature suggests that integrating real-world applications, such as internships and industry projects, into the curriculum is essential for enhancing employability (Zhang & Zhang, 2021). However, many CFCPs struggle to achieve this integration, partly due to differences in educational philosophies between Chinese and foreign partner institutions (Liu & Wang, 2022). As a result, students may lack the hands-on experience and practical skills employers highly value.

The quality of faculty involved in CFCPs also plays a crucial role in shaping employability outcomes. Faculty members who bring industry experience and practical insights into the classroom can significantly enhance students' preparedness for the labour market (Li et al., 2023). However, research by Liu and Wang (2022) indicates that many CFCP faculty members lack sufficient industry experience or fail to stay updated with current industry trends. This gap between academia and industry can lead to a disconnect between what is taught in the classroom and what is required in the workplace, exacerbating the skills mismatch issue. Li et al. (2023) suggest that continuous professional development for faculty members, particularly in the form of industry placements or collaborations, is essential for improving the relevance of teaching practices to industry needs.

Industry involvement in CFCPs is another critical factor that influences employability. When industries actively engage in curriculum design, student assessment, and providing internships or placements, students are more likely to develop the skills and competencies employers require (Chen & Yao, 2023). However, this level of industry involvement is often lacking in CFCPs, leading to curricula not fully aligned with industry needs (Zhang & Zhang, 2021). Moreover, the fast pace of technological advancement and globalization means that industries are continually evolving, making it even more challenging for CFCPs to keep up with these changes and ensure that their graduates are adequately prepared for the workforce (Wang & Liu, 2022).

The role of financial subsidies in supporting employability within CFCPs has also been discussed in recent literature. Adequate funding is necessary for quality teaching, curriculum development, and industry partnerships. Chen and Yao (2023) highlight that disparities in resource allocation can lead to unequal access to opportunities for students, thereby affecting their employability. Ensuring that financial resources are distributed equitably across CFCPs is essential for maintaining program quality and enhancing employability outcomes.

In conclusion, the literature on student employability within CFCPs underscores the importance of curriculum relevance, faculty quality, and industry involvement. These factors are interrelated and collectively influence the ability of graduates to secure and maintain employment. While CFCPs offer unique opportunities for cross-cultural learning and collaboration, they also face significant challenges in aligning their programs with the demands of the labour market. Addressing these challenges requires a more robust integration of industry practices into curricula, continuous professional development for faculty, and effective resource allocation. Future research should explore how these factors interact to shape employability in the unique context of CFCPs, particularly in response to rapid technological advancements and shifting labour market demands.

2.2 Curriculum Quality

Curriculum quality has emerged as a critical determinant of student success, particularly in the context of employability in higher vocational education programs, including Chinese Foreign Cooperative Programs (CFCPs). A high-quality curriculum aligns academic content with the needs of industries. It is designed to equip students with the skills necessary to thrive in the labour market (Wang & Liu, 2022). Recent studies emphasize that curriculum quality is characterized by its relevance, coherence, and ability to evolve with the demands of a rapidly changing global economy (Chen & Yao, 2023). In CFCPs, the

challenge lies in developing curricula that meet international standards and cater to local employment conditions.

Relevance is a significant dimension of curriculum quality, particularly in vocational programs that provide students with practical, hands-on skills. Zhang and Zhang (2021) argue that curriculum design should be forward-looking, integrating emerging industry trends and technologies to ensure students are future-ready. However, many CFCPs struggle with integrating real-world applications into their curricula due to the different educational philosophies between foreign and local partner institutions (Li et al., 2023). Consequently, students may graduate with theoretical knowledge but lack the practical skills to secure employment.

Moreover, curriculum coherence ensures that the learning objectives, instructional methods, and assessment practices are well-aligned and mutually reinforcing. Recent research underscores the importance of developing curricula that provide clear progression from foundational knowledge to more advanced skills, thereby facilitating deep learning and skill acquisition (Wang & Liu, 2022). However, the dual focus on satisfying both foreign and Chinese academic requirements in CFCPs can lead to inconsistencies and redundancies in the curriculum, ultimately detracting from its coherence and quality (Chen & Yao, 2023).

In summary, curriculum quality is foundational to student success and employability in CFCPs. The effectiveness of these programs depends on their ability to design curricula that are relevant, coherent, and aligned with industry demands. However, challenges remain in integrating real-world applications and ensuring consistency across curricula developed by multiple educational stakeholders. Future research should continue exploring how CFCPs can enhance curriculum quality to meet the dynamic demands of the global labour market.

2.3 Teaching Practices

Teaching practices in Chinese-Foreign Cooperative Programs (CFCPs) are central to shaping students' learning experiences and, subsequently, their employability. Effective teaching practices encompass not only the delivery of content but also the application of pedagogical strategies that actively engage students and prepare them for real-world challenges (Wang & Chen, 2022). In vocational education, which focuses on skill development and practical application, teaching practices must bridge the gap between theory and practice, fostering critical thinking, problem-solving, and adaptability.

Recent literature emphasizes the importance of interactive and student-centred teaching methods in enhancing learning outcomes and employability. According to Liu and Zhang (2021), students in CFCPs benefit most when instructors employ teaching methods encouraging active participation, such as group projects, case studies, and simulations. These methods make learning more engaging and mimic real-world scenarios, allowing students to apply their knowledge in practical contexts. However, Liu and Zhang (2021) point out that many CFCPs still rely heavily on traditional lecture-based approaches, which may limit opportunities for students to develop the hands-on skills employers require.

Technology integration in teaching practices is another emerging trend garnered attention recently. The COVID-19 pandemic has accelerated the adoption of digital tools in

education, and CFCPs have been no exception. Zhang et al. (2023) found that using digital platforms, online resources, and virtual simulations in CFCPs enhanced learning and provided students with digital literacy skills that are highly valued in the modern labour market. However, the study also highlighted challenges related to the digital divide, with some students lacking access to the necessary technological resources to benefit from these innovations fully.

Furthermore, teaching practices in CFCPs must be adaptable to the diverse needs of students from different cultural and educational backgrounds. Wang and Chen (2022) stress that instructors need to be culturally responsive, adjusting their teaching methods to accommodate varying learning styles and preferences. This is particularly important in CFCPs, where students may have different expectations and experiences with foreign educational practices. While this diversity can enrich the learning experience, it also presents challenges for instructors, who must strike a balance between meeting foreign partner institutions' expectations and addressing local students' needs.

In conclusion, teaching practices are pivotal in shaping student outcomes in CFCPs. Adopting interactive, technology-enhanced, and culturally responsive teaching methods is essential for preparing students for the workforce. However, challenges such as the persistence of traditional lecture-based approaches and disparities in access to technology must be addressed to fully realize the potential of CFCPs in enhancing employability.

2.4 Faculty Quality

Faculty quality is a key determinant of students' success in Chinese-Foreign Cooperative Programs (CFCPs). High-quality faculty members contribute to students' academic achievements and employability by equipping them with relevant industry knowledge and fostering critical skills (Li et al., 2023). In CFCPs, where the programs are often designed to meet local and international standards, the role of faculty is critical in ensuring that students receive a well-rounded education that prepares them for the global labour market.

Recent literature emphasizes the importance of faculty qualifications and industry experience in shaping student outcomes. According to Chen and Zhao (2022), faculty members in CFCPs must possess strong academic credentials and practical industry experience to bridge the gap between theoretical knowledge and real-world application effectively. In many cases, however, faculty members in CFCPs may lack direct industry experience, limiting their ability to provide students with the practical insights necessary for employability. This gap highlights the need for ongoing professional development and industry engagement opportunities for faculty to stay updated with the latest industry trends and practices (Wang & Liu, 2021).

Furthermore, faculty quality in CFCPs is closely linked to their ability to provide academic support and mentorship to students. Li et al. (2023) argue that faculty members who actively engage with students and provide personalized guidance are more likely to enhance students' academic performance and career readiness. However, they also note that the heavy workload of faculty members in CFCPs, often resulting from the demands of meeting both foreign and local academic requirements, can limit the time and attention they can devote to individual students. This, in turn, may negatively impact students' overall learning experience and employability.

In addition to their teaching and mentorship roles, faculty members in CFCPs are also expected to engage in research and contribute to the academic community. However, balancing teaching, research, and administrative responsibilities can be challenging, particularly for faculty members involved in cross-border programs with complex logistical and administrative demands (Zhang & Li, 2021). This challenge is further exacerbated by the fact that faculty members in CFCPs are often required to meet the standards and expectations of both the foreign and Chinese partner institutions, which can lead to conflicting demands and priorities.

In conclusion, faculty quality is a critical factor in determining the success of CFCPs and the employability of their graduates. Faculty members with strong academic credentials, industry experience, and a commitment to student support and mentorship will likely enhance student outcomes. However, challenges such as heavy workloads, limited industry experience, and balancing multiple responsibilities must be addressed to ensure faculty members can effectively contribute to student success in CFCPs.

3.0 Methodology

3.1 Research Design

This study employs an exploratory sequential mixed-methods design to comprehensively examine the antecedents of student employability in Chinese Foreign Cooperative Programs (CFCPs), focusing on financial subsidies, industrial involvement, curriculum quality, teaching practices, faculty quality, student engagement, and quality assurance mechanisms. The exploratory sequential design is suitable for this research as it begins with a qualitative phase to explore the underlying mechanisms and context. It is followed by a quantitative phase that tests the relationships among variables identified in the qualitative stage (Creswell & Clark, 2017).

The qualitative phase serves to understand the perspectives of key stakeholders involved in CFCPs, including students, faculty, and industry partners. These insights inform the development of hypotheses and a survey instrument for the subsequent quantitative stage. The quantitative phase uses structured questionnaires to validate and generalize the qualitative findings to a broader population.

3.2 Qualitative Phase

The qualitative stage explores the experiences, challenges, and expectations of students and faculty in CFCPs concerning curriculum quality, teaching practices, and employability outcomes. Additionally, the involvement of industries in shaping employability skills and the role of financial subsidies will be explored.

In this initial qualitative phase, semi-structured interviews and focus groups will be conducted with key stakeholders, including CFCP students, faculty members, and industry representatives. A total of 20 in-depth interviews will be conducted with students and faculty members across various Chinese-Foreign Cooperative Programs to gather rich, contextual data. The focus groups will consist of 5–8 participants, involving students and faculty from CFCPs, focusing on how curriculum quality, teaching practices, and faculty quality influence student employability. Additionally, interviews will be conducted with industry representatives to understand their expectations regarding employable graduates and their involvement in the CFCPs.

3.3 Data Analysis

The data from interviews and focus groups will be analyzed using thematic analysis, as Braun and Clarke (2006) outlined. The analysis will be iterative, with coding beginning as soon as data is collected. Emerging themes will be identified, categorized, and refined to develop a conceptual framework for the subsequent quantitative phase.

3.4 Quantitative Phase

The quantitative phase aims to test the relationships between the antecedents of student employability (e.g., curriculum quality, teaching practices, faculty quality, student engagement, financial subsidies, industrial involvement, and quality assurance mechanisms) and student employability outcomes. Based on the insights from the qualitative phase, a survey instrument will be designed to measure these relationships quantitatively.

3.5 Data Collection

A structured questionnaire will be developed based on the themes and constructs identified during the qualitative phase. The questionnaire will consist of Likert-scale items measuring key constructs, such as perceptions of curriculum quality, teaching practices, faculty quality, and employability outcomes. The survey will be distributed online to more students enrolled in various CFCPs across multiple institutions.

3.6 Sample Size

For the quantitative phase, the sample will consist of 400 CFCP students, based on a power analysis to ensure that the sample size is adequate for statistical testing. The sample size ensures reliable and valid results for the planned statistical analyses, including structural equation modelling (SEM), to examine the relationships between variables. The target population for the quantitative phase will be students currently enrolled in CFCPs within the Chinese education system.

3.7 Qualitative Sampling Design

The qualitative phase will utilize purposive sampling to select participants most likely to provide insightful information. Students who have completed at least two years in a CFCP will be targeted, as they are more likely to have formed opinions about curriculum quality, teaching practices, and their employability prospects. Faculty members with at least three years of experience in CFCPs and industry representatives who have collaborated with these programs will also be selected. This approach ensures a range of perspectives from different stakeholders involved in CFCPs.

3.8 Quantitative Sampling Design

The quantitative phase will employ a stratified random sampling technique. The population will be stratified by program type, academic year, and institution to ensure representation across different CFCPs. Students will be randomly selected to participate in the survey within each stratum. This method ensures that the sample accurately reflects the diversity of CFCP students and allows for the generalization of results.

3.9 Data Analysis for the Quantitative Phase

The quantitative data will be analyzed using Structural Equation Modeling (SEM) in SmartPLS. SEM is suitable for this study because it allows for the simultaneous analysis of multiple relationships between dependent and independent variables (Hair et al., 2019).

The model will assess the direct and moderating effects of financial subsidies and industrial involvement on student employability. Additionally, confirmatory factor analysis (CFA) will be conducted to ensure the validity and reliability of the constructs measured in the survey.

4.0 Findings

Table 1: Measurement Model Assessment of Constructs: Reliability, Validity, and Multicollinearity Indicators

Constructs	Items	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	VIF
Curriculum Quality	CQ1	0.834	0.907	0.929	0.722	2.466
	CQ2	0.872				2.152
	CQ3	0.844				3.308
	CQ4	0.885				3.902
	CQ5	0.812	0.871	0.912	0.721	2.071
Employability	EMP1	0.838				2.070
	EMP2	0.832				1.896
	EMP3	0.844				2.218
	EMP4	0.881	0.826	0.885	0.658	2.556
Faculty Quality	FQ1	0.788				1.882
	FQ2	0.763				1.794
	FQ3	0.880				3.212
	FQ4	0.810	0.894	0.922	0.703	2.728
Teaching Practice	TP1	0.812				2.127
	TP2	0.805				2.250
	TP3	0.851				2.870
	TP4	0.914				3.757
	TP5	0.805				2.143

Table 1 evaluates the measurement properties of four key constructs: Curriculum Quality, Employability, Faculty Quality, and Teaching Practice, using various statistical indices to assess their reliability and validity. Each construct is measured by multiple items (questions or statements) that respondents rated. For example, Curriculum Quality is measured by five items labelled CQ1 to CQ5, each representing specific aspects of the construct. These items provide insights into how effectively the construct captures the intended dimensions of curriculum quality.

Factor loadings indicate how strongly each item is associated with its underlying construct, with values closer to 1 suggesting that the item is a strong indicator of the construct. The table shows high loadings across all items, reflecting that each item effectively represents its respective construct. This high association is crucial for confirming that the items are relevant and accurately reflect the underlying theoretical constructs.

Cronbach's Alpha measures internal consistency, assessing how well the items within each construct measure the same concept. Values above 0.7 are generally considered acceptable, with higher values indicating better reliability. For example, Cronbach's Alpha for Curriculum Quality is 0.907, suggesting that the items are highly consistent and reliable in measuring curriculum quality. Composite Reliability (CR) further supports this by considering the loadings of individual items, with CR values above 0.7 considered indicators of strong reliability. The CR values in the table affirm that the constructs are measured reliably.

Average Variance Extracted (AVE) is used to assess the amount of variance captured by the construct in relation to the amount of variance due to measurement error. An AVE value above 0.5 indicates good convergent validity, showing that the construct explains more than half of the variance of its items. For instance, the AVE values for the constructs in your table suggest good convergent validity, confirming that the items effectively capture the intended construct.

Variance Inflation Factor (VIF) values help assess multicollinearity among items, with values below 5 indicating no severe multicollinearity issues. This suggests that the items are not excessively correlated with each other, which is desirable for maintaining the independent measurement of constructs. The VIF values in your table are well within acceptable limits, supporting the distinctiveness and appropriate measurement of the constructs.

Overall, the table demonstrates strong psychometric properties for each construct, validating the measures used in your study on enhancing employability in Chinese-Foreign Cooperative Programs. These results confirm that the constructs are reliable and valid, providing robust support for your research findings and valuable insights into the factors influencing employability outcomes.

Table 2: Fornell Larcker

	Curriculum Quality	Employability	Faculty Quality	Teaching Practice
Curriculum Quality	0.850			
Employability	0.390	0.849		
Faculty Quality	0.383	0.646	0.811	
Teaching Practice	0.546	0.468	0.543	0.839

Table 2 presents the Fornell-Larcker criterion, a method used to assess the discriminant validity of constructs within a measurement model. Discriminant validity ensures that each construct is distinct and not overly correlated with other constructs in the model.

Overall, the table confirms that the constructs of Curriculum Quality, Employability, Faculty Quality, and Teaching Practice are sufficiently different, supporting the model's discriminant validity and reinforcing the robustness of the measurement model used in the study.

Table 3: HTMT Criterion

	Curriculum Quality	Employability	Faculty Quality	Teaching Practice
Curriculum Quality				
Employability	0.403			
Faculty Quality	0.413	0.758		
Teaching Practice	0.597	0.526	0.639	

Table 3 presents the Heterotrait-Monotrait (HTMT) ratio, a more stringent discriminant validity measure than the Fornell-Larcker criterion. The HTMT assesses whether constructs in a measurement model are truly distinct by evaluating the degree of similarity between them. Generally, HTMT values below 0.85 (or sometimes 0.90, depending on the context) indicate good discriminant validity, confirming that the constructs are sufficiently different.

In this table, the HTMT values between the constructs are all below the commonly accepted threshold. For instance, the HTMT ratio between Curriculum Quality and Employability is 0.403, between Curriculum Quality and Faculty Quality is 0.413, and between Faculty Quality and Teaching Practice is 0.639. These values are all within acceptable limits, reinforcing that the constructs do not excessively overlap and maintain their distinctiveness.

Overall, the table demonstrates that the constructs of Curriculum Quality, Employability, Faculty Quality, and Teaching Practice are adequately discriminated from one another, supporting the validity of the constructs and enhancing the credibility of the measurement model used in the study.

Table 4: Hypothesis Result

	Original Sample	T Statistics	P Values	Result
Curriculum Quality → Employability	0.125	3.743	0.000	Accepted
Faculty Quality → Employability	0.540	8.869	0.000	Accepted
Teaching Practice → Employability	0.106	2.088	0.037	Accepted

The table presents the results of the structural model analysis, which examines the relationships between Curriculum Quality, Faculty Quality, Teaching Practice, and Employability. Each relationship is assessed using path coefficients, T statistics, P values, and the corresponding decision on whether each hypothesis is accepted based on statistical significance.

Firstly, the relationship between Curriculum Quality and Employability shows a path coefficient of 0.125, indicating a positive but relatively modest influence of Curriculum Quality on Employability. The T statistic of 3.743 and a P value of 0.000 confirm that this effect is statistically significant, leading to the acceptance of this relationship. This suggests that improvements in the quality of the curriculum positively impact students' employability, making it an essential factor in shaping their readiness for the workforce.

The relationship between Faculty Quality and Employability exhibits the highest path coefficient at 0.540, demonstrating a strong positive effect. The high T statistic of 8.869 and a P value of 0.000 indicate that this impact is highly significant, resulting in the

acceptance of this hypothesis. This finding highlights the critical role of faculty expertise and quality in enhancing student employability. It suggests that well-qualified and experienced faculty members are pivotal in preparing students for their careers.

Lastly, the relationship between Teaching Practice and Employability shows a path coefficient of 0.106, indicating a positive and statistically significant relationship. The T statistic of 2.088 and a P value of 0.037 support the acceptance of this hypothesis, highlighting that effective teaching practices contribute positively to employability. However, the impact is relatively smaller compared to Faculty Quality. This suggests that while teaching practices shape employability, their influence is somewhat less pronounced than that of faculty quality.

Overall, the table demonstrates that Curriculum Quality, Faculty Quality, and Teaching Practice significantly influence Employability, with Faculty Quality showing the strongest effect. These findings underscore the importance of investing in high-quality faculty, a well-structured curriculum, and effective teaching practices to enhance student employability.

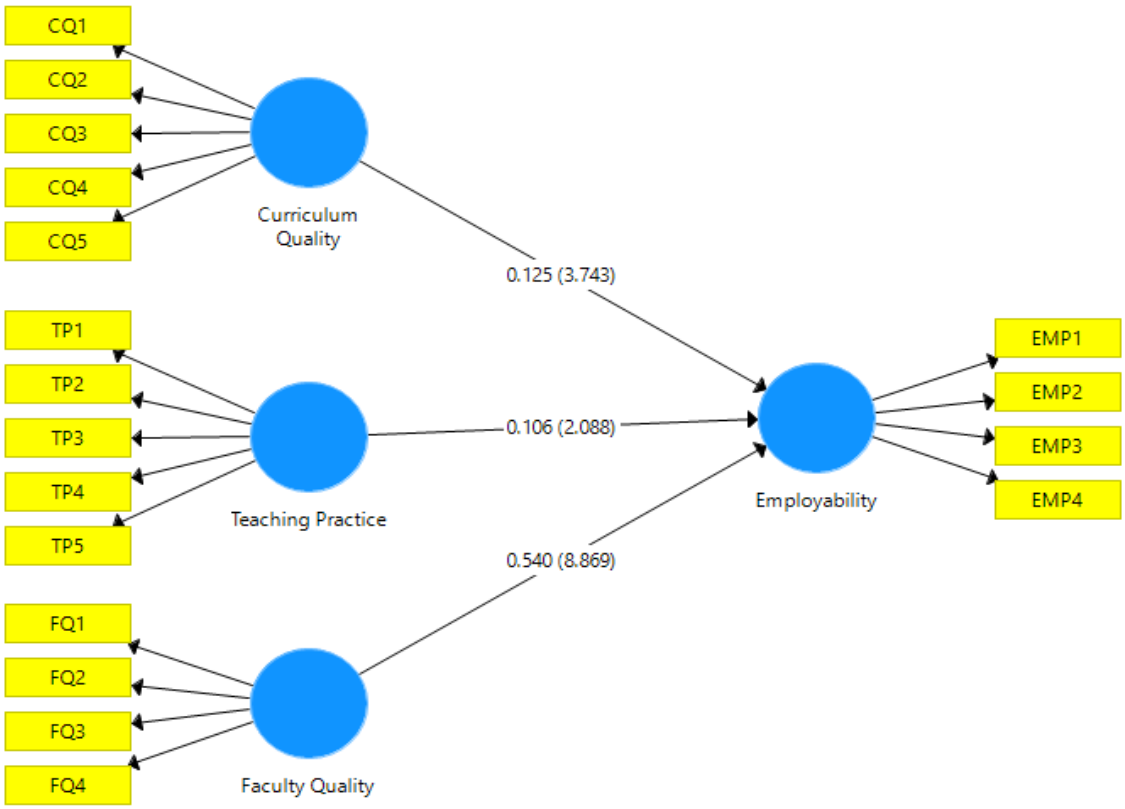

Figure 1: Structural Model of the Impact of Curriculum Quality, Teaching Practice, and Faculty Quality on Employability

5.0 Discussions

The results of the structural model analysis provide valuable insights into the factors influencing employability among students, specifically examining the roles of Curriculum Quality, Teaching Practice, and Faculty Quality. Each of these constructs significantly impacts Employability, although the strength of their influence varies, highlighting the complex interplay between educational elements and student outcomes.

5.1 Curriculum Quality and Employability

The analysis indicates a positive but moderate impact of Curriculum Quality on Employability, with a path coefficient of 0.125 and a statistically significant result (T = 3.743, P = 0.000). This suggests that enhancing the quality of the curriculum can improve students' employability, but its effect is less pronounced compared to other factors, such as Faculty Quality. A well-designed curriculum that aligns with industry needs integrates real-world applications, and evolves with market demands is essential in equipping students with relevant skills. However, the modest coefficient implies that curriculum improvements alone may not be sufficient to significantly boost employability without complementary factors such as effective teaching and experienced faculty. This finding aligns with existing literature, which emphasizes the need for a balanced approach that combines curriculum relevance with other educational practices to maximize employability outcomes (Wang & Liu, 2022).

5.2 Teaching Practice and Employability

Teaching Practice also positively impacts Employability, albeit with a smaller path coefficient of 0.106 (T = 2.088, P = 0.037). This result underscores the importance of effective teaching methods, including interactive, student-centred approaches that actively engage students and foster practical skill development. While the influence of teaching practice is statistically significant, its relatively lower impact suggests that, while important, teaching practices alone do not dominate the employability equation. This could be due to variations in teaching quality, how teaching methods are implemented, or the need for teaching to be closely aligned with up-to-date industry standards. It reinforces the argument that teaching practices must be dynamic, incorporating real-world examples and continuous adaptation to current industry trends to impact employability (Liu & Zhang, 2021) substantially.

5.3 Faculty Quality and Employability

Faculty Quality emerges as the most influential factor affecting Employability, with a high path coefficient of 0.540 (T = 8.869, P = 0.000). This strong relationship highlights qualified and experienced faculty's critical role in shaping students' career readiness. Faculty members who bring industry experience, up-to-date knowledge, and practical insights into the classroom significantly enhance students' learning experiences, bridging the gap between theoretical knowledge and real-world applications. This finding is consistent with the broader educational literature, which frequently emphasizes the impact of faculty quality on student success. Faculty with relevant industry experience can better prepare students by providing insights directly applicable to the job market, thereby significantly enhancing their employability (Chen & Zhao, 2022).

5.4 Overall Implications

Overall, the results underscore the importance of a holistic approach in higher education, where curriculum quality, teaching practices, and faculty expertise work synergistically to enhance student employability. While Faculty Quality stands out as the most critical factor, the significant but more moderate effects of Curriculum Quality and Teaching Practice suggest that educational institutions must invest in continuous faculty development and curriculum enhancement. Combining these elements can create a more robust educational environment that equips students with the necessary skills and enhances their competitiveness in the labour market. This comprehensive approach is essential for producing employable graduates who are well-prepared to meet the challenges of the modern workforce.

5.5 Conclusions

This study highlights the critical role of faculty quality, curriculum design, and teaching practices in enhancing student employability. Faculty Quality emerges as the most influential factor, demonstrating the importance of having experienced and industry-savvy educators who can bridge the gap between academic knowledge and practical application. This underscores the need for institutions to invest in continuous faculty development, ensuring that educators remain current with industry trends and can transfer relevant insights to students.

While Curriculum Quality also positively impacts employability, its influence is moderate compared to Faculty Quality, suggesting that a well-structured curriculum alone is insufficient. A regularly updated curriculum to reflect industry needs, combined with effective teaching and knowledgeable faculty, maximizes its potential impact on student readiness for the job market. Teaching practices, particularly those that are interactive and closely aligned with industry expectations, significantly shape employability outcomes. However, the relatively lower impact of teaching practices indicates that simply adopting student-centred approaches is not enough; these methods must be relevant and effectively integrated into the learning process.

The findings advocate for a holistic approach to enhancing employability, where high-quality faculty, relevant curricula, and innovative teaching methods work synergistically. Educational institutions should strategically invest in these interconnected areas to create a supportive and dynamic learning environment that equips students with the skills, knowledge, and competencies that modern employers require. Continuous improvement in curriculum design, teaching methodologies, and faculty development is essential to meet the evolving demands of the job market. By focusing on these key elements, institutions can better prepare their graduates for successful careers, ensuring they are well-equipped to face the challenges of a rapidly changing workforce.

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