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# The Impact of a Talent Training Model and the Employment Situation on the Employability of Thai Language Majors at Beibu Gulf University, Guangxi

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## Abstract

*This study aims to explore the impact of a talent training model and the employment situation on the employability of Thai language major graduates at Beibu Gulf University. Specifically, the research investigates three key objectives: 1) to study the impact of the talent training model on graduates' employability, 2) to analyze how the employment situation impacts graduates' employability, and 3) to explore the impact of the employment situation on the talent training model itself. The research utilizes a mixed-method approach, combining quantitative and qualitative data collection. A total of 100 valid questionnaires were gathered from graduate students. Interviews were conducted with university administrators and Thai language teachers. The quantitative data was analyzed using descriptive statistics, reliability testing, and regression analysis through a software package. The results indicate that both the talent training model and the employment situation significantly influence graduates' employability. Additionally, the employment situation has a positive effect on the refinement and development of the talent training model. These findings contribute to a deeper understanding of how educational institutions can enhance graduates' readiness for the job market. The study concludes that aligning the talent training model with labor market demands and enhancing collaboration with industry can significantly enhance employability for graduates. These findings provide actionable recommendations for Beibu Gulf University to refine its talent training model and better equip Thai language major graduates with the skills needed for successful careers and work happiness.*

**Keywords:** Employment Situation, Employability, Talent Training Model, Thai Language Major, Work Happiness

## Introduction

In higher education, the employability of university graduates has emerged as a crucial concern, particularly for language majors such as Thai. Finding relevant work in a highly competitive job market is a struggle for many Beibu Gulf University graduates. The discrepancy between a college's talent training model and the real demands of the labor market could be one cause of this challenge. Furthermore, graduates' success is significantly influenced by the region's ever-evolving job market. This study investigates the need to look at how job conditions and the talent training model impact employability. Prior studies have highlighted several elements that impact employability, including market conditions, practical experience,

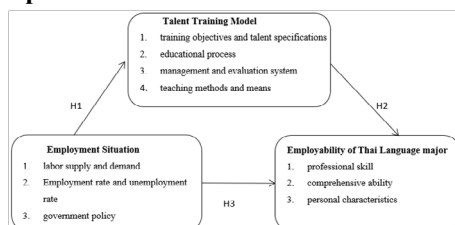
and curriculum design. Employability, is a collection of accomplishments that increase graduates' chances of finding work. However, there is still a dearth of specific research on the connection between graduates' employability and the talent training model of Thai language majors, especially within the setting of Beibu Gulf University. There are few specific ideas on how to maximize specialized language programs to enhance results. Most of the existing material concentrates on broad employability abilities.

This study aims to explore the impact of a talent training model and employment situation on the employability of Thai language major graduates at Beibu Gulf University. By analyzing these relationships, the study aims to provide insights into how educational programs can be better aligned with market demands to improve employment outcomes for graduates.

### Research Objectives

- To study the talent training model factor's impact on the employability of Thai language major graduates at Beibu Gulf University.
- To analyze the employment situation factor's impact on the employability of Thai language major graduates at Beibu Gulf University.
- To explore the employment situation factor's impact on the talent training model of Thai language major graduates at Beibu Gulf University.

### Conceptual Framework



**Figure 1 Research Framework**

- **H<sub>1</sub>:** Talent training model factors have a significant impact on Employability.
- **H<sub>2</sub>:** Employment situation factors have a positive impact on Employability.
- **H<sub>3</sub>:** Employment situation factors have a positive impact on the talent training model.

### Review of Literature

The graduate employability should be considered as the urgent problem all around the world, the factor of academic performance coincided with the determinants of internship, faculty, and the subject are significant. Research has demonstrated that practical experiences such as industrial internship bring much contribution regarding employability (Othman et al., 2018). There is also a stress on the need of having certain skills which included knowledge of English language and interpersonal skills which apparently carry significant weight as far as getting a job is concerned. The linguistic skills appear to be an important part of employability, given that employers tend to value the knowledge of English along with certain other attributes, such as confidence and positive attitude (Zainuddin et al., 2019). Academic and non-academic factors (possibility of student satisfaction with university services and facilities) were also found to be influential because of machine learning methods used in predicting employability (Haque et al., 2004). Additionally, a complex model indicates that human and social capital, personal characteristics, and labor market concepts are supposed to be added so that better knowledge of employability can be reached (Clarke, 2017).

Vocational and technical education programs like PERDA-TECH program demonstrate the role which formation of structured programs have on employability. Critical thinking, problem-solving and creative thinking are some of the most important skills that are essential (Ahmad et al., 2023). On the same note, work based learning that involves learning of both technical and soft skills in the employability skills has been a key in addressing workforce requirements (Thapa, 2024).

The third practice, through which the universities are crucially needed, is aligning the compliance to the practice faced by challenges in the employability area level: the formation of the industry partnership and frequent changes in the curricula (Mgaiwa, 2021). Also, the synchronization of the educational approach with global issues, such as the COVID-19 pandemic, demonstrates that it is necessary to have flexible and flexible employment programs (Bikar et al., 2023).

Career adaptability is presented as a mediator between the higher education-acquired competencies and perceived employability and underlines the necessity to provide extensive resources of career management to students (Monteiro et al., 2018). The cooperation between schools and industries to promote employability skills is vital, and one of the studies carried out in Hong Kong attaches importance to communication and problem-solving skills (Ng et al., 2021).

### Research Methodology

This study uses a mixed methodology approach in order to fully analyze and comprehend the impact of a talent training model on employability. The qualitative research part gathers more in-depth information and insights through in-depth interviews. The quantitative research part uses a questionnaire survey to gather data regarding the employment situation and influencing factors of Thai language graduates at Beibu Gulf University. The questionnaire was designed based on the research variables identified in the literature review. Each question has been carefully crafted to align with the objectives and hypotheses of the study. The initial version of the questionnaire covers key areas such as talent training models, employment situation, and employability.

The demographic and sample size for this study is 100 students graduating between 2022 and 2024. There were 25 interviewees, including 18 students, 5 Thai instructors, and 2 supervisors.

The statistics analysis of this research used both descriptive and referential statistics. In the inferential analysis section, the correlation between various variables was first examined using the Pearson correlation coefficient, validating the research hypothesis. The analysis indicates that there are significant correlations between most key variables, thereby supporting or partially supporting some of the hypotheses. Subsequently, through multiple linear regression analysis, the comprehensive impact of multiple independent variables on the dependent variable was further explored. The results indicated that the regression model has a high explanatory power ( $R^2$  value), and most of the regression coefficients are statistically

significant. Finally, through interview analysis, the views and experiences of the respondents regarding graduates' employability, teaching effectiveness, and management models were summarized. Qualitative data and quantitative analysis results complement each other, further validating the conclusions of the study.

### Results

**Table 1 Basic Information (N = 100)**

Item		Frequency	%
Gender	Male	3	3
	Female	97	97
Graduation Year	2022	31	31
	2023	36	36
	2024	33	33
Employment Situation	Full-time	32	32
	Part-time	26	26
	Freelancer	20	20
	Unemployed	15	15
	Further education	7	7
Total		100	100

The data show that most of the correspondents (97%) were female and 3% were male. The years of graduation, were 31% in 2022, 36% in 2023 and 33% in 2024. The respondents' current employment situations are diverse with full-time (32%), part-time (26%), freelancer (20%), unemployed (15%) and further education (7%).

**Table 2 Descriptive Statistics of a Talent Training Model, Employment Situation and Employability**

Variable	Mean	S. D.
Talent Training Model	3.170	1.446
Employment Situation	2.903	1.476
Employability	3.197	1.517
Total	3.09	1.480

### Talent Training Model

The mean value represents the average value of the overall evaluation of the talent training model by all respondents in the sample. The mean value is 3.170 and therefore close to 3 (on the Likert's scale, 5-point scale, 3 is viewed as a neutral evaluation), indicating that most respondents hold a neutral to

slightly positive view of the talent development model.

The standard deviation reflects the dispersion of the individual values in the sample and 1.446 indicates that there are some differences in the evaluation of the talent training model among the different respondents. Some respondents have a high evaluation, while some have low evaluations.

### Employment Situation

The mean average of 2.903 is close to 3, indicating that the respondents' overall perception of their employment situation is slightly negative. Overall, respondents were moderately or slightly dissatisfied with their current employment situation.

The Standard Deviation of 1.476 indicates that respondents' opinions on the current employment situation vary widely, with some people likely to perceive that the employment situation is better, while others may be dissatisfied or stressed.

### Employability

The mean value was 3.197, which is slightly higher than 3, indicating that the respondents' self-assessment of their employability was slightly more

positive. This means that most graduates consider themselves to be reasonably employable, but not particularly excellent.

The standard deviation is 1.517, indicating that there are large differences in the respondents' evaluation of employability. Some respondents have confidence in their employability, while some may believe that their ability is insufficient.

The overall mean of 3.09 indicates that the overall mean evaluation of all variables is close to neutral. Respondents have no obvious extreme views on talent training mode, employment status and employability, and are generally in the neutral to slightly positive range.

Standard Deviation of 1.480 indicates that there are certain fluctuations in the evaluation of each variable on the whole, and respondents have certain differences in their views on different variables. However, such differences are within the acceptable range. It shows that there is a wide range of respondents' evaluations, and some may hold extremely positive or negative opinions.

**Table 3 Reliability Test**

Cronbach				
Variables	Factors	Corrected Item-Total Correlation (CITC)	Corrected Item-Total Correlation	Cronbach's Alpha ( $\alpha$ )
Talent Training Model	Training objectives and talent specifications	0.604	0.881	0.910
	Educational process	0.549	0.884	
	Management and evaluation system	0.595	0.882	
	Teaching methods and means	0.650	0.878	
Employment Situation	Labor supply and demand relationship	0.557	0.884	0.896
	Employment and unemployment rates	0.627	0.880	
	Government policies	0.707	0.874	
	Job satisfaction and career prospects	0.671	0.877	
Employability	Professional skills	0.459	0.889	0.849
	Comprehensive abilities	0.628	0.880	
	Personal characteristics	0.676	0.877	
Note: Standardized Cronbach $\alpha$ coefficient = 0.889				

Cronbach's Alpha for the full questionnaire was 0.890, suggesting strong internal consistency. This implies that the items' ability to measure the relevant constructs is dependable. That indicates a high level of reliability for each variable and the overall scale,

as the total of the Cronbach's Alpha value is 0.890, suggesting good internal consistency across the factors analyzed.

## Hypothesis Test

**Table 4 Hypothesis Test through Regression Analysis (N=100)**

Variable	Regression Weight	Beta Coefficient	R <sup>2</sup>	F-values	P-value	Result Hypothesis
H1	Talent Training Model factor-Employability	0.392	0.142	16.247	0.000**	Accepted
H2	Employment Situation factor-Employability	0.543	0.276	37.313	0.000**	Accepted
H3	Employment Situation factor-Talent Training Model	0.374	0.142	14.169	0.000**	Accepted

\* p<0.05 \*\* p<0.01

In regard to data analysis, regression analysis was used to test the three hypotheses (H1, H2, H3). Each hypothesis was accepted by regression weight, Beta coefficient, R<sup>2</sup> value, F-values, and P-values.

### ***H1: Talent Training Model Factor has a Significant Impact on Employability***

The Beta coefficient ( $\beta$ ) of 0.392 indicates a positive relationship between the talent training model factor and employability. The R-squared value of the model is 0.142, which means that the talent training model can explain the 14.2% change in employability. When F-testing the model, it was found that the model passed the F-test ( $F=16.247$ ,  $p=0.000<0.05$ ), which means that the talent training model will have an impact on employability. With a P-value of 0.000 (less than 0.05), this relationship is statistically significant. Therefore, H1 is accepted, confirming that the talent training model has a significant impact on employability.

### ***H2: Employment Situation Factor has a Positive Impact on Employability***

The Beta coefficient ( $\beta$ ) of 0.543 indicates a positive relationship between the employment situation factor and employability. The R-squared value of the model is 0.276, which means that the employment situation can explain the 27.6% change for employability. When F-testing the model, it was found that the model passed the F-test ( $F=37.313$ ,  $p=0.000<0.05$ ), which means that the employment situation will have an impact on employability. The employment situation factor also has a significant impact on employability, with a P-value of 0.000, confirming the hypothesis. Therefore, H2 is accepted, suggesting that the employment situation factor positively influences employability.

### ***H3: Employment Situation Factor has a Positive Impact on the Talent Training Model***

H3 is also accepted, as the data shows that the employment situation factor has a significant

positive impact on the talent training model. The Beta coefficient ( $\beta$ ) of 0.374 indicates a positive relationship between the employment situation factor and the talent training model. The R-squared value of the model is 0.142, which means that the employment situation can explain the 14.2% change of employability. When F-testing the model, it was found that the model passed the F-test ( $F=14.169$ ,  $p=0.000<0.05$ ), which means that the employment situation will have an impact on talent training. The P-value of 0.000 indicates that this influence is statistically significant, confirming that the employment situation factor positively affects the talent training model.

All three hypotheses (H1, H2, H3) have been validated, and the data supports significant positive relationships between the factors, demonstrating that both the talent training model and employment situation have critical impacts on employability and influence each other.

## Interview Analysis

**Table 5 Summary of Interview Data**

Research Question & Research Hypothesis	
.Talent training model training objectives and talent specifications educational process management and evaluation system teaching methods and means impact on employability	A total of 20 out of 25 respondents (80%) agreed. 15 Thai language graduates (from the 2022, 2023, and 2024 year graduates), 3 Thai teachers, 2 college administrators.
Employment situation impact on employability (professional skill, comprehensive ability, personal characteristics)	24 out of 25 respondents (96%) also agreed. 18 Thai language graduates, 4 Thai teachers, 2 college administrators



Employment situation (labor supply and demand, employment rate and unemployment rate, government policy, employment quality) impact on talent training model	22 out of 25 respondents (88%) agreed. 18 Thai language graduates, 5 Thai teachers, 1 college administrators.
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Interviews were conducted with Thai language graduates, Thai teachers, and college administrators focused on three hypotheses.

A total of 20 out of 25 respondents (80%) agreed that the talent training model positively impacts employability. The agreement rate supports the hypothesis that a well-structured talent training model can significantly enhance employability.

Almost 24 out of 25 respondents (96%) also agreed that the employment situation influences employability. The high agreement rate highlights the importance of factors such as labor market conditions, unemployment rates, and government policies in shaping employability.

Most of 22 out of 25 respondents (88%) agreed that the employment situation has an impact on the talent training model. The agreement rate suggests that the employment situation, including labor supply and demand, significantly influences the design and adaptation of talent training programs.

The interview data strongly supports the hypothesis that both the talent training model and the employment situation are interconnected and have a direct impact on employability. The results demonstrate that a robust and relevant talent training model can enhance the employability of graduates. The employment situation (including labor market conditions and government policies) plays a crucial role in shaping both employability and the design of talent training programs. Thus, educational institutions and policymakers should consider both factors when designing curricula and programs aimed at improving the employability of graduates.

## Discussion

### ***The Talent Training Model Factor has a significant Impact on Employability***

The hypothesis is supported due to the evident connection between the quality of education and

graduates' employability. A talent training model that emphasizes relevant professional knowledge, practical skills, and adaptability equips students with essential tools to succeed in the workforce. When educational programs are closely aligned with industry needs, students are more likely to secure employment after graduation.

In this study, the relationship is reinforced by findings showing that curriculum design, teaching methods, and industry collaboration directly correspond with the competencies employers seek. A well-designed training model helps bridge the gap between academic learning and real-world applications, playing a vital role in improving employability.

While this research highlights a practical and industry-focused training approach, other perspectives emphasize the value of educational philosophies and the integration of soft skills. This broader view suggests that employability involves not only technical proficiency but also critical thinking, communication, and cultural adaptability. However, this study concentrates on the direct impact of training model components on employment outcomes.

### ***The Employment Situation Factor has a Positive Impact on Employability***

This hypothesis is accepted as well, based on the understanding that employment prospects are heavily influenced by economic conditions, labor market demand, and supportive government policies. In a favorable employment climate—where industries are actively hiring and job creation is encouraged—graduates have a significantly higher chance of finding work.

While this study emphasizes macro-level influences such as economic growth and skill demand, other approaches focus more on individual-level factors, including personal capabilities, networking, and adaptability. Nevertheless, the current findings underscore the importance of broader employment trends in shaping graduate outcomes.

### ***The Employment Situation Factor has a Positive Impact on the Talent Training Model***

The acceptance of this hypothesis suggests that talent training models must be flexible and responsive to labor market changes. Employment trends provide

valuable feedback regarding in-demand skills and qualifications, allowing educational institutions to update curricula accordingly. This adaptability helps ensure that graduates are trained for roles that match industry expectations.

Dynamic feedback loops between labor market conditions and educational programs are essential. Institutions that continuously monitor employment patterns and revise their teaching strategies accordingly are more likely to produce employable graduates. These findings highlight the close relationship between the talent training model, employment situation, and employability.

While this study adopts a practical and responsive approach, others explore more theoretical training models that integrate various educational elements, including partnerships, academic rigor, and soft skill development. For language majors in particular, balancing technical skills (e.g., translation) with soft skills like communication, adaptability, and teamwork is crucial. Soft skills support effective interaction in multicultural settings and adaptability in rapidly evolving work environments.

Language majors, such as Thai majors, also face unique challenges: linguistic complexity, cultural differences, globalization demands, and limited career pathways. While these fields may not offer as broad a range of opportunities as more mainstream disciplines, there is sustained demand in specialized areas like translation, tourism, and education—especially as they adapt to digital content trends. Addressing these specific challenges in training programs is key to helping students thrive in the global labor market.

A well-rounded training model—combining both technical and soft skills—ensures language majors are fully prepared for career success. Despite facing hurdles, Thai language graduates have opportunities in niche sectors, provided they adapt to emerging digital trends. The study ultimately suggests that aligning training programs with market needs and deepening industry collaboration can significantly enhance employability.

Beibu Gulf University, in particular, should refine its educational approach to better prepare Thai language majors for sustainable, fulfilling careers. This alignment will not only benefit students but

also support regional economic development by producing professionals equipped to meet evolving industry demands.

## **Recommendation**

### ***Refine Training Objectives & Talent Specifications***

Clearly define the skills and competencies required by the labor market and align training objectives accordingly. This could involve collaborating with industry partners to ensure that the training specifications meet current and future job demands.

### ***Enhance the Educational Process***

Incorporate practical and experiential learning opportunities into the curriculum, such as internships, workshops, and study abroad projects. This hands-on experience will help students apply their knowledge in practical settings and better prepare them for employment.

### ***Strengthen Management and Evaluation Systems***

Develop a comprehensive management and evaluation framework that regularly assesses the effectiveness of the talent training model. This should include feedback mechanisms from students, employers, and faculty to identify areas for improvement and ensure the curriculum remains relevant.

### ***Diversify Teaching Methods and Resources***

Utilize a variety of teaching methods, including technology-assisted learning, group projects, and case studies, to cater to different learning styles. Providing access to diverse resources can enhance the learning experience and better equip students for their future careers.

### ***Monitor Labor Supply and Demand***

Conduct regular labor market analysis to understand the changing dynamics of supply and demand in the job market. This information should inform the curriculum and training programs to ensure graduates possess in-demand skills.

### ***Focus on Employment Quality***

Encourage partnerships with businesses and organizations to promote quality job placements for graduates. This can include creating job fairs, networking events, and opportunities for students to connect with potential employers.

### ***Advocate for Supportive Government Policies***

Engage with policymakers to advocate for

initiatives that enhance employment opportunities for graduates. This includes promoting language education as a vital component of economic growth and job creation in relevant industries.

### ***Develop Professional Skills***

Enhance training programs to focus on essential professional skills such as communication, teamwork, and problem-solving. Workshops and training sessions can be organized to develop these skills effectively.

### ***Cultivate Comprehensive Abilities***

Encourage students to build a well-rounded skill set that includes not only language proficiency but also cultural awareness, adaptability, and critical thinking. This can be achieved through interdisciplinary courses and collaborative projects with other departments.

### ***Promote Positive Personal Characteristics***

Provide mentorship and coaching to help students develop personal characteristics such as resilience, confidence, and professionalism. This holistic approach will prepare them for the challenges of the job market and improve their employability.

By implementing these suggestions, Beibu Gulf University can enhance the employability of its Thai language major graduates, ensuring they are well-prepared to meet the demands of the labor market and contribute positively to their respective fields.

## **Research Contribution**

This study offers significant contributions across several domains: theoretical, organizational, industry, policy, and further research. This research contributes to the theoretical framework of employability by providing empirical evidence on the relationship between the talent training model, employment situation and employability for Thai language major graduates. It fills a gap in the literature regarding the specific factors influencing language graduates' success in the job market.

The findings offer valuable insights for Beibu Gulf University in evaluating and improving its talent training model. By identifying areas of strength and weakness, the university can enhance its educational offerings to better meet the needs of students and employers. Other educational institutions can also learn from this research to refine their curricula and

better prepare students for employment in similar fields.

Industries that require Thai language professionals can leverage the insights from this study to better understand the skills and competencies graduates possess. This can facilitate closer collaboration with educational institutions to create tailored training programs that address specific industry needs. The study encourages industries to invest in partnerships with universities, enhancing job placement opportunities for graduates and ensuring a steady pipeline of qualified professionals.

Policymakers can use the findings to advocate for enhanced support for language education and the creation of jobs requiring Thai language skills. This research underscores the importance of language professionals in fostering economic growth and international collaboration. The study highlights the need for policies that promote job creation and provide resources for language education, ensuring that graduates are equipped to meet market demands.

**SDGS Contribution**, this study contributes to the achievement of the United Nations Sustainable Development Goals (SDGs) by improving the talent training model for Thai language majors. It promotes quality education (SDG 4) by aligning education with industry needs to enhance graduates' employability. It supports work and economic growth (SDG 8) by strengthening the connection between education and the job market, increasing employment opportunities. Additionally, it fosters partnerships for the goals (SDG 17) by encouraging collaboration between educational institutions and industries to enhance career development and economic prosperity for graduates.

## **Further Research**

Future research could explore the long-term career trajectories of Thai language major graduates, examining how their employability evolves. This longitudinal approach would provide insights into the lasting impacts of education on career success. Comparative studies across different universities or regions can reveal broader trends in language education and employability, helping to identify best practices and successful models. Investigating the impact of technology, such as AI and digital



communication tools, on the skills required for language professionals would provide valuable insights for adapting educational curricula to meet the demands of a rapidly changing job market.

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